

2022 Annual Report

Martindale Public School



2492

Introduction

The Annual Report for 2022 is provided to the community of Martindale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Martindale Public School

670 Martindale Rd

Martindale, 2328

<https://martindale-p.schools.nsw.gov.au>

martindale-p.school@det.nsw.edu.au

6547 3502

School vision

At Martindale Public School, we strive for excellence in an inclusive and supported environment where every student maximises their potential through high expectations and rich learning experiences. We provide contemporary and future focused learning to provide success for all our students with a commitment to using data informed practices to underpin individualised teaching and learning. Of paramount importance to us is the continuation of strong relationships with our community, where we work actively together to ensure their wellbeing and success, allowing our students to thrive in all future challenges.

School context

Proudly operating on Wonnarua lands, Martindale Public School, with a current enrolment of 8 students, is a rural school located in the Upper Hunter 32 kilometres from our nearest regional centre, although only 12km from our nearest small town. Nestled in the foothills of the Wollemi National Park ranges, Martindale PS was established in 1924 drawing students from the Bureen and Martindale valleys. Numbers have remained in the mid to high teens over the last decade with an average enrolment of 18.7 students. Our numbers are reduced this year, although we have always recovered our numbers in the past. Our Aboriginal student population has averaged 27.3% over the previous three years and currently sits at 25% this year. Our FOEI over the last six years has averaged at 115, currently being at 135 indicating a degree of disadvantage and authentically foster understanding of traditions and customs within our school culture.

Our students join with other local small schools for facilitated opportunities in inter-school sport, debating, excursions and CAPA activities. This allows for development of peer relationships in other schools and for staff to also engage collaboratively with other small school colleagues to develop future focused Professional Learning based on identified needs.

Through engaging with our situational analysis, we have identified that K-3 Value Add is greater than 3-5. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school and aim to improve the Value Add in the Yr 3-5 group as well as the K-3 group. By embedding high impact strategies identified in the Centre for Education Statistics and Evaluation (CESE) What Works Best in practice (WWB) document, we will continue to build on our academic foundation.

Collection and analysis of internal and external data, will guide the implementation and use of high impact teaching strategies allowing opportunities to improve teacher practice and ensure students achieve expected growth and attainment, specifically in the areas of Reading and Numeracy. This will be achieved through highly effective self-directed learning opportunities for all students, focused teaching and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. Teaching sprints will be a focused strategy to achieve movement in students growth in Reading and Numeracy with collaboration of achievements across three small schools.

Our commitment is to keep our strong relationship with our community and develop it further through ongoing connections to student learning. Nurturing the wellbeing of our students and having them learn in a safe environment where each student is deeply known, valued and cared for is of high importance to our families and will support continued high attendance.



Supporting a student rider at the local show.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student in reading and numeracy by increasing the number of students reaching or exceeding expected growth. Effective assessment and data analysis will be used to understand the learning needs of individual students and inform differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of data to inform practice
- Differentiation
- Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

Low level adjustment for disability: \$11,492.05

Aboriginal background: \$6,591.00

QTSS release: \$2,068.58

Summary of progress

Our focus in 2022 was on strategically planning focused learning for each of our individual students to assist them in achieving movement in at least our targeted focus areas of phonics, phonological knowledge and understanding texts with the domain of literacy and numeracy.

This involved employing an additional staff member to provide small cohort differentiated learning groups and using data from Plan2 to establish overall general focus for Teaching Sprints.

As a result, teachers used data analysis to focus on specific learning areas. Staff collaboration, coaching and mentoring supported the enhancement of directing student learning tasks and setting student learning goals. Student learning outcomes were monitored using 5 weekly reviews of progress, mapping onto Plan2 and analysis for progress on achievement.

Next year our focus will be to continue differentiated learning groups and continuing use of data which will support further improvement towards improving the literacy and numeracy outcomes of all our students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift in the percentage of students achieving in the top 2 bands in numeracy from the previous year, trending towards the upper bound target for the Upper Hunter Small Schools Network.	An increased percentage of students achieved in the top two skill bands for numeracy, with an overall small school combined 16.6%, indicating the school contributed to the network small schools target of 35.8%, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Uplift in the percentage of students achieving in the top 2 bands in reading from the previous year, trending towards the upper bound target for the Upper Hunter Small Schools Network.	An increased percentage of students achieving in the top two skill bands for reading with an overall small schools combined total of 38.6%, indicating the school contributed to the network small schools target of 45%, however the target was not met. Cohort size precludes the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Maintain or increase the percentage of students achieving expected growth in	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN

NAPLAN reading to 60% from the system negotiated target baseline.	however individual student progress is reported directly to parents and carers throughout the year.
Maintain or increase the percentage of students achieving the expected growth in NAPLAN numeracy to 60% from the system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Value-Added is maintained at Delivering for K-3 and is trending towards Sustaining and Growing in 3-5.	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Due to the size of the cohort detailed reporting against this progress measure is not available, however progress has been made in the following areas:</p> <p>Reading</p> <ul style="list-style-type: none"> • Review of student progress against the learning progressions indicates 100% of students K-2 have achieved or exceeded learning goals in reading. • Review of student progress against the learning progressions indicates 87% of students 3-6 have achieved or exceeded learning goals in reading. <p>Numeracy</p> <ul style="list-style-type: none"> • Review of student progress against the learning progressions indicates 100% of students K-6 have achieved or exceeded learning goals in numeracy.
<p><i>Measured against SEF-SASS</i></p> <p>Achieving <i>Sustaining and growing</i> in Assessment - Summative assessment.</p> <p>Achieving <i>Sustaining and growing</i> in Reporting - Whole school reporting.</p> <p>Achieving <i>Sustaining and growing</i> in Data skills and use - Data analysis</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of summative assessment within the element of Assessment. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of whole school reporting within element of reporting. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of data analysis within the element of data skills and use.



Induction of School Captains

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement through rich and engaging learning opportunities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Aboriginal background: \$1,399.00

Low level adjustment for disability: \$2,665.21

Socio-economic background: \$1,114.40

Professional learning: \$4,733.53

Summary of progress

Our focus in 2022 was on supporting and nurturing both students and families as we faced another year of unprecedented events and the anxieties associated with activities and venues opening back up.

This involved embedding daily wellbeing practices and using a Wellbeing Journal for students to consolidate and reflect on methods to assist their personal wellbeing. We also sought out opportunities to undertake excursions that promoted knowledge and understanding of class learning as well as opportunities to mix with students from other schools for a number of learning and social experiences. We also promoted participation in broader activities such as collecting and packing for flood victims.

As a result students were able to make connections with the wider world and felt excited about their opportunities for learning and friendships.

Next year our focus will be to continue to seek new initiatives to better engage individual students in their schooling and therefor attendance, as well as continued connections to their wider community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% of the time to be trending towards the upper bound system-negotiated target.	The percentage of students attending more than 90% of the time has decreased. This has been impacted by ongoing COVID restrictions throughout the year. However, our overall attendance rate is sitting above the State average of 84.2% on 93.9%.
Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined.	Student behaviour is excellent with zero playground incidents and zero suspensions. Broader community regularly comment on the excellent behaviour of our students. All students are actively engaged in their own learning and the majority understand that learning is important. Our school has no behaviour plans in place currently.



Yarn Up writing workshop

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,114.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Martindale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support student learning • liaising with Aboriginal parent to build strong connection to learning about culture, continue art mural and planning of yarning circle. <p>The allocation of this funding has resulted in the following impact:</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> * Use of data to inform practice * Focused ability groups receiving targeted instruction * All students equally supported * Data analysis showing whole school shift in additive strategies * Data analysis showing greater than 80% students reading above Benchmark levels. <p>After evaluation, the next steps to support our students will be:</p> <p>to review data and in consultation with community to identify the focus for differentiated learning groups, to support growth in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$7,990.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Martindale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students- with a focus in the area of music • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students fully engaged with personal learning goals and happy and eager to improve * Staff are committed to quality teaching processes to achieve targeted progress in students learning. <p>After evaluation, the next steps to support our students will be:</p> <p>to seek support from local AECG to develop strengthened cultural connection through learning local language and culture and a focus on building self worth through supported music tuition. Additionally, there will be a continued focused support of literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$14,157.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Martindale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$14,157.26</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Focused ability groups receiving targeted instruction * All students equally supported * Data analysis showing whole school shift in additive strategies * Data analysis showing greater than 80% students reading above Benchmark levels. <p>After evaluation, the next steps to support our students will be: a continued focus on differentiated learning groups to support growth in literacy and numeracy for students requiring learning adjustments.</p>
<p>Location</p> <p>\$7,687.53</p>	<p>The location funding allocation is provided to Martindale Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Focused ability groups receiving targeted instruction * All students equally supported * Data analysis showing whole school shift in additive strategies * Data analysis showing greater than 80% students reading above Benchmark levels. <p>After evaluation, the next steps to support our students will be: to continue the focus on differentiated learning groups, to further support growth in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$4,733.53</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Martindale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • embedded wellbeing activities such as gratitude circles • students built capacity to develop personal Acknowledgement of Country <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students were able to utilise methods taught to assist in their personal approach to stresses which facilitated strengthened and improved wellbeing. * Indigenous students felt supported and culturally significant as a result of the focus on activities such as Acknowledgment of Country.

Professional learning \$4,733.53	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to embed current wellbeing practices and seek to further enhancement of our systems to enable students to be more resilient and knowledgeable of self practice. * develop a broader range of activities and approaches that build equity across our school and community.
QTSS release \$2,068.58	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Martindale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * regular review and collaboration of student progress allowing for planning of where to next with student learning. * improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. * improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students will be: to provide this support for new teaching cohorts so that continuing teaching strategies in our school are focused on the improvement of literacy and numeracy and to seek broader collaboration to interpret writing levels with confidence.</p>
COVID ILSP \$11,370.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were struggling with literacy and or numeracy to help them progress. <p>The allocation of this funding has resulted in the following impact: with all students being supported to understand their learning goals and to develop skills to progress in their area of need within literacy and/or numeracy.</p> <p>After evaluation, the next steps to support our students will be: to utilise the 2023 provision of funding to provide additional support to students to allow for strengthening of abilities and progress in literacy and numeracy.</p>



CPR training

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	7	1	1
Girls	11	12	10	7

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.5	97.9		99.5
1	93.5	82.0	100.0	
2	96.4	90.4	87.5	99.2
3	96.9	93.6	86.4	88.3
4	89.3	97.9	100.0	81.5
5	98.8	92.9	93.8	100.0
6	91.8	94.1	84.0	95.2
All Years	93.7	92.6	91.8	94.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Fossicking for gold at Nundle

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Indigenous parent running art workshops

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	24,623
Revenue	436,290
Appropriation	412,531
Sale of Goods and Services	-150
Grants and contributions	23,475
Investment income	433
Expenses	-434,740
Employee related	-368,557
Operating expenses	-66,183
Surplus / deficit for the year	1,550
Closing Balance	26,173

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



Experiencing Van Gogh Alive

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	23,260
Equity - Aboriginal	7,991
Equity - Socio-economic	1,111
Equity - Language	0
Equity - Disability	14,157
Base Total	317,232
Base - Per Capita	2,779
Base - Location	7,688
Base - Other	306,765
Other Total	56,087
Grand Total	396,578

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Year 6 student being awarded the RSL Club Bursary.

Parent/caregiver, student, teacher satisfaction

Students: During 2022 at Martindale PS, students felt a high degree of support for their mental wellbeing through yoga programs, daily mindfulness activities and Wellbeing Journals. Students also felt that their learning was supported through the provision of new touchscreen laptops for all seniors students as well as new Smartboards in each learning space. They loved the opportunity to attend a number of special excursions to enhance their learning as well as enhanced opportunities to socialise with students in other small schools. Being able to have parents and some community members for our end of year performance and presentation evening gave them lots of joy.

Staff at Martindale PS in 2022 felt supported in their roles as positive mentors of their students. Online professional learning was sought to support focused areas of literacy and numeracy. Collaboration with staff across other small school via Zoom meetings helped lessen the impact of isolation as most training/meetings are still online. All staff felt supported in their personal PDP goals and felt part of a team.

Parents felt supported with the education of their children and were able to attend key moments celebrating their child's learning during each term. We had 100% of parents in attendance at parent/ teacher meetings to stay aware of their child's progress. All students were supported to attend all of our excursions to enhance knowledge and socialise with other students. A portion of families stated they would like our school to be more visible on social media platforms.



Djembe performance at annual presentation evening.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Experiencing Canberra.