

Medlow Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Medlow 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 school 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.

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Principal

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Message from the Principal

The 2016 Report reflects the energy, enthusiasm and passion of the school community to provide outstanding public education.

School background

School vision statement

Medlow is a vibrant educational community of students, parents and teachers working together to nurture the development of the whole child.

Medlow provides an innovative learning environment that takes the students beyond their known world and connects them with peers, technologies and communities globally.

Medlow's strong foundation is based on the School Motto – “Do Your Best”.

In 2014 our school community chose three words to reflect our commitment to education.

Teamwork Respect Creativity

School context

Medlow Public School is a Teaching Principal 1 school that has served the Taylors Arm District since 1903. Our learning community focuses on a creative curriculum, health, well being and our ability to sustain and align our practices environmentally.

Medlow recognises that parents are the first educators of their children and the school environment provides the support structures for individuals to access the curriculum.

The 8 students are predominantly from farming and agricultural backgrounds.

In 2016, we continued our involvement in the Language, Learning and Literacy (L3) professional learning program. A culture of ongoing improvement and an explicit focus on quality professional learning in differentiation, responding to data, enrichment and extended learning, fluid and flexible grouping and technology that will ensure the application of best practice to every student's learning experience.

Our students are involved in a large variety of extra curricula activities including inter school sport competitions, dance, public speaking, debating, photography, choir, drums, guitar, ukulele, keyboard and creative and performing arts. We have a valued consultative partnership with our Aboriginal community and the Gumbayngirri AECG. We are an active member of the “Valley 10” Learning Community, a group of outstanding schools focused on providing a strong, rich K–12 experience. Schools work together to deliver excellent transition and professional learning programs which support the sharing of expertise across our community of schools and ensure our students are settled, confident and ready to learn when they move to high school.

The school enjoys a strong partnership with our very supportive P&C. They support educational programs through money raised and provide an avenue for whole school community input into school policy and decision making. Our parents are actively involved in school activities and work alongside staff to create a true community school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, we focused on the raising of expectations and enhancing the quality of student learning. The school was able to create a learning environment that was positive and productive. Attention to individual learning needs has allowed a differentiated delivery of the curriculum. Parents are increasingly involved in planning and supporting their children to achieve their learning goals.

In the domain of Teaching, we focused on building workforce capacity through focused professional learning and

development where every staff member is engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level. Collaborative practice, changes in teacher practice, data analysis, classroom observations, feedback and syllabus knowledge has resulted in increased levels of student learning and engagement.

In the domain of Leading, we focused on a shared sense of innovation and management. Students were given a considerable voice in defining and articulating their aspirations. The P and C were consulted on strategic directions and the products and processes required to achieve these. Staff were involved in decision making around curriculum implementation and well being practices. School support staff were instrumental in providing financial management and communication strategies to ensure the long term viability of the school. Positive and inclusive leadership has provided a solid foundation to lead the initiatives outlined in this report by building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION Curriculum – Building Teacher and Student Capacity

Purpose

Excellent teachers have the capacity to transform the lives of students and inspire them as learners, individuals and citizens.

We are committed to providing excellence and equity for every learner. Our learners will be excited, enthusiastic, creative, innovative, analytical, inquisitive, active, informed, resourceful and independent thinkers.

Overall summary of progress

This strategic direction has achieved an organisational culture that is engaged in meaningful and challenging experiences where we all thrive as learners, leaders and responsible and productive citizens. Teachers were involved in professional development in L3, Information Technology and developing collaborative practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• PLAN data showing students working at expected levels	Plan data indicates that 75% of students were working at expected levels. All teachers were using PLAN to record and track student progress.	\$1000 Socio Economic background
• NAPLAN data as compared to state in reading, spelling, writing, grammar, punctuation and numeracy.	NAPLAN data indicated that 100% of students in Year 3 achieved results at or above the state average in Literacy and Numeracy. 50% of students in Year 5 achieved results at state average in Literacy and Numeracy.	\$2400 Socio Economic background
• Community's knowledge of the school's vision, strategic directions, expectations and practices.	100% of parents and students responded to surveys. The results indicated an understanding of how the strategic directions supported the school's vision, expectations and practices. Communication was enhanced through weekly newsletters, the school website, community notice boards, 3 way meetings and P&C meetings.	\$150 Socio Economic background
• Staff members develop a PDP with identified professional goals and evidence of achievement	Teaching staff used PDP's that were aligned with the school plan. Evidence of achievement of individual goals indicated that staff were working towards achievement in some domains.	\$1000 Socio Economic background
• Students in Year 7 are tracked for NAPLAN results	SMART data indicates that those students who transitioned to Macksville High School achieved NAPLAN results that were at or above state average. Reading – Band 6	\$0.00

Next Steps

1. Continue to implement and consolidate L3 pedagogy.
2. Use PDP's to align school and individual goals.
3. Source professional development in project based learning.

Strategic Direction 2

STRATEGIC DIRECTION Health and Well being

Purpose

Improving the health and well being outcomes is central to everything we do as this will best position our students to live happy, fulfilling and productive lives.

Students need to be taught the explicit skills of self-determination, resilience and to be given the opportunity to experience learning beyond the classroom.

Overall summary of progress

The well being of every student is a priority. Engagement and success in learning has been enhanced as a result of initiatives such as Science in the Kitchen and the establishment of a regular school counsellor. Programs that were consolidated included coding, musical performances at community events, the Premiers Sporting Challenge, Jump Rope For Heart Outreach and bike education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• PLAN data showing students working at expected levels.	All staff were committed to this and worked collaboratively to support each other in their professional development and practice.	\$1000
• Community's knowledge of the school's vision , strategic directions, expectations and practices.	A successful Fundamental Movement Skills, healthy eating and bike program .	\$1200
• There is school wide,collective responsibility for student learning and success with high levels of student, staff and community engagement.	The entire school community has worked towards a Growth Mindset using Personal Learning Maps, Goal Setting and Reflective Learning. Students, parents and teachers have collaborated to ensure individualised and differentiated learning.	\$2000

Next Steps

Continued emphasis on;

- anti – bullying and resilience strategies.
- extra curricula activities – pottery, mosaics, bike program, outdoor education, Water Watch
- developing productive vegetable and herb gardens
- building relationships with the community
- strong communication networks within and across government and non-government partners as contributors to individual and collective well being



Strategic Direction 3

STRATEGIC DIRECTION 3 Environment and Sustainability

Purpose

When strong consultative partnerships between schools, parents and communities exist, we can recognise and understand the link between environment, sustainable agriculture and lifestyle, then we can develop a collective responsibility for our future success as a nation.

Students, staff, families, community groups, commercial enterprises and Valley 10 schools, will build and enhance our sustainability as a small school and create meaningful and purposeful educational pathways for our students.

Overall summary of progress

Students have developed an understanding of how their environmental footprint impacts on our future. They recognise a collective responsibility for our future success as a nation. All students participated in projects that demonstrated a sustainable approach to learning and living.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Parent survey indicates an increase in their contribution to school life	Community volunteers for reading. Parent volunteers for canteen. Parent and community volunteers on excursions. Parent and community volunteers for fundraising events.	\$0.00
<ul style="list-style-type: none">Increase in the unique hits on the school's website	The school website was updated with a new interface and information and pictures were uploaded weekly.	\$0.00
<ul style="list-style-type: none">The physical environment of the school is enhanced and cared for by the whole school community	Playground markings from Live Life Well were used in the COLA, around the school and in high traffic areas. The refurbishment of the main classroom included new paintwork, carpet and furniture.	Live Life Well Grant – \$1000 \$800.00
<ul style="list-style-type: none">Collaborative planning with Valley 10 schools	Small schools sports carnivals – swimming and athletics. Small Schools Senior Outdoor Education excursion. Robotics Excursion with Nambucca, Macleay and Hastings Schools.	\$300.00

Next Steps

- Access to early Childhood Education is increased through the supported playgroup and Lifetime Connect
- Collaborative planning with Valley 10 schools enables more opportunities for students to network with other schools
- Meaningful and purposeful educational pathways exist



Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Inter–agency meetings and documentation required significant release time that impacted on the day to day running of the school.	\$716.00
Socio–economic background	<p>Targeted KLA support in Literacy, Numeracy and ICT.</p> <p>Opportunities to participate in activities that directly support the acquisition of life skills are essential for students from low socio–economic backgrounds.</p>	\$9032.01

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	6	5	3	1
Girls	12	16	12	7

Medlow is a multi stage school with all students in the same classroom.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.3	88.5	90.2	93
1	96.9	92.1		96.3
2	90.2	92.4	93.9	
3	93.1	91	94	96.4
4	95.3	87.6	96.1	90.3
5	87.6	93.1	95.7	93
6	96	87.5	93.3	
All Years	93.6	91.3	94	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	
All Years	94.7	94.8	94	94

Management of non-attendance

The attendance results for Medlow are very positive and indicate a strong relationship between the school and home. The HSLO was involved in the administration of a partial enrolment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

Medlow does not employ any Aboriginal staff however one Aboriginal male assists in delivering school sport and is employed through other state and federal funding initiatives.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Teacher Professional learning included Principal Induction, L3, Principal Network meetings and ITC courses.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	29 415.67
Global funds	50 894.98
Tied funds	17 523.60
School & community sources	4 291.01
Interest	632.51
Trust receipts	165.50
Canteen	0.00
Total income	102 923.27
Expenditure	
Teaching & learning	
Key learning areas	1 588.00
Excursions	1 380.00
Extracurricular dissections	7 398.78
Library	105.00
Training & development	1 961.31
Tied funds	22 483.24
Short term relief	799.44
Administration & office	18 407.08
School-operated canteen	0.00
Utilities	6 622.12
Maintenance	5 394.24
Trust accounts	204.50
Capital programs	0.00
Total expenditure	66 343.71
Balance carried forward	36 579.56

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Due to the very small cohort, Literacy and Numeracy NAPLAN data is unable to be reported on.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Students enjoyed individualised learning, opportunities to do extra curricula activities and participate in a variety of excursions. They enjoyed helping to design the layout and select the furniture for the refurbished classroom.

Parents indicated an expectation that their children will become confident, resilient and well educated while at Medlow Public School. They supported the school in all events and celebrated achievements.

Teacher Satisfaction: Teachers commented on the great opportunity to try innovative teaching practices and then be able to balance this with curriculum and system demands. Teaching in a small, multi stage, rural environment requires a skill set consisting of experience, ability to work alone and strong organisational skills.

Policy requirements

Aboriginal education

There were no Aboriginal students enrolled at Medlow in 2016. Aboriginal perspectives are taught in all Key Learning Areas.

Multicultural and anti-racism education

Multicultural and anti-racism education was taught in all Key Learning Areas.