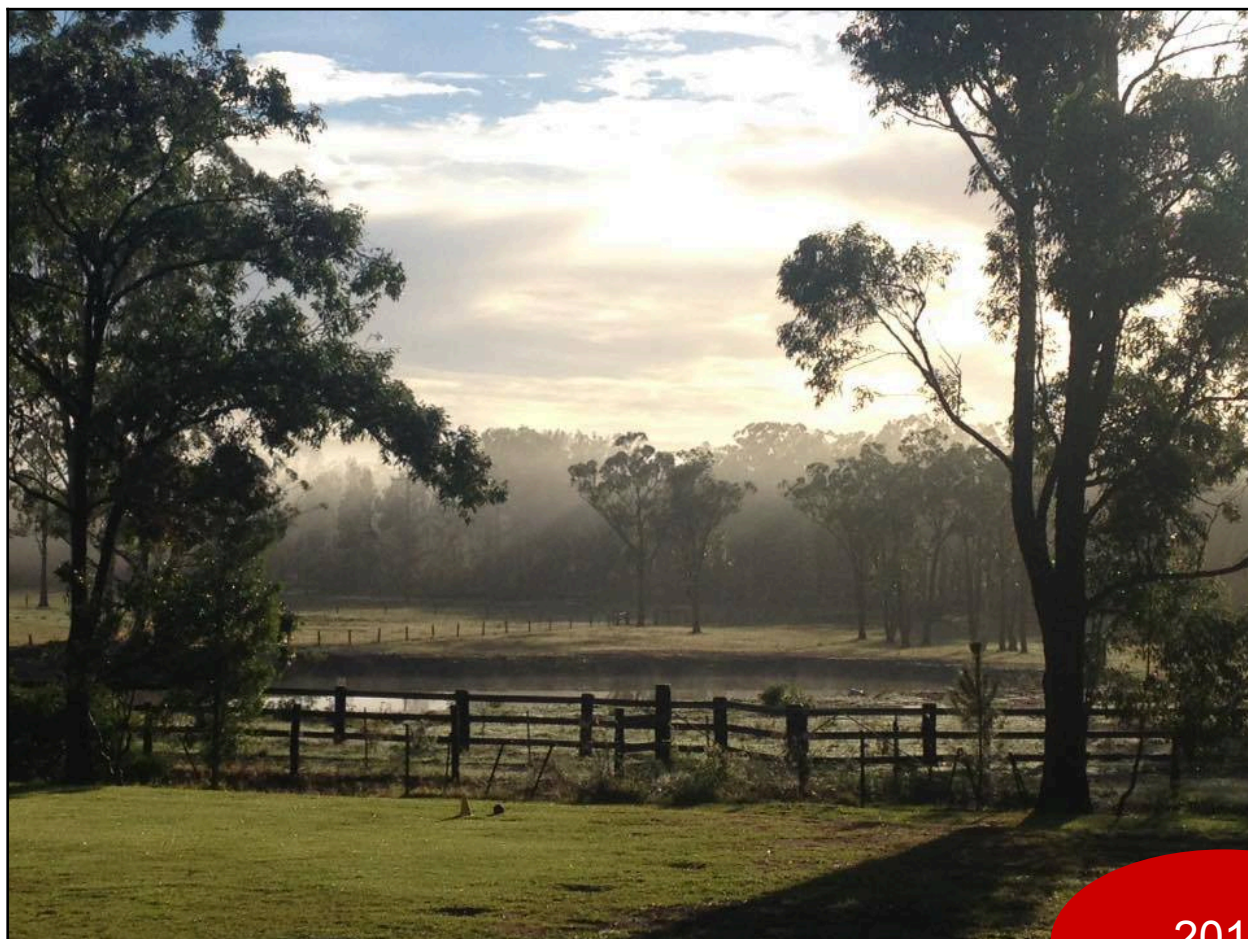


Medowie Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Medowie** 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.

Glen Whitton

Principal

School contact details

Medowie Public School

Ferodale Rd

Medowie, 2318

www.medowie-p.schools.nsw.edu.au

medowie-p.School@det.nsw.edu.au

4982 8222

Message from the Principal

I would like to take this opportunity to thank all staff, parents, community members and especially students for the last eleven years of professional and social support extended to me as Principal of Medowie Public School.

I am proud to say that 2016 has been another year where the school has, as a whole, looked to the future in supporting our students.

The major initiatives undertaken in 2016 were embedding the TEN and TOWN Mathematics pedagogies in the classrooms as well as the training of Early Stage 1 and Stage 1 teachers in L3, a revised method of teaching all aspects of Reading and Writing to our younger students and the introduction, including programming and teaching of the new syllabuses History, Geography and Science as we transfer to the Federally directed learning continua.

Extra-curricular activities for students are fully supported by a caring, knowledgeable staff both during and outside of school hours in areas such as sport, dancing, band, debating, and public speaking.

This year the school successfully transferred from OASIS software to SAP and SALM software as part of the Learning, Management and Business Reform initiative. The process was successfully handled by Mrs Dobson and the Office staff in the financial areas and the school executive and staff while not fully transferring from SENTRAL, have been developing their understandings of, teachers; Ebs: ontrack+ (formerly Ebs4 Agent) and Executive both Ebs ontrack+ and Ebs CENTRAL (formerly Ebs 4 CLIENT). Further staff development will be undertaken to effectively utilise these applications.

The P&C, this year donated to many of the school initiatives through their untiring efforts in fundraising as well as supporting the students through the successful Canteen and many discos which provided engaging and healthy opportunities.

As well as the fundraising the P&C is also responsible for supplying school uniforms and this year, I am pleased to say, introduced an updated school shirt to be presented over the next two years, to be the official school shirt by the end of 2018.

The school beautification and upgrading of communication through both the construction of the school's electronic sign, facing Medowie Road and the construction of a picket fence to the school frontage, were led and successfully completed by Mr Wells and Mrs Smailes with support of staff and parents including the Gannon Family. The fence emphasises the school's traditions as a family based and focussed school while the sign gives us the opportunity to communicate effectively with our school community, integrated with the school website, Facebook page and Twitter presence.

This year we welcomed Mrs Ross and Miss Middleton to our permanent teaching staff and Miss Plummer, who was

casual for 2016, to our permanent staff for 2017. I would also like to thank the casual staff who have ably assisted us throughout the year, including, Mrs Neal, Ms Outtrim, Mrs O'Brien, Mrs Johnson, Mrs Smailes, and Mrs Klein, our long term casuals for 2016.

Mrs Deguara and Mr Wells were both successful in being promoted to Assistant Principal from their Relieving positions and Mrs Deguara will commence 2017 as Relieving Principal for term 1 while the position is advertised and the merit selection process is undertaken to appoint a new Principal. Mr Gould continues in the position of Relieving Assistant Principal.

Unfortunately, we say good bye to Mrs Elliott who has been a respected member of the Medowie community for 28 years as she commences her retirement at the end of 2016. Good luck and many happy years of retirement Mrs Elliott.

Our school motto "Futuris Nobis" and the school values, "Respect, Responsibility and Quality" continue to be modelled and explicitly taught by all staff at this school. We proudly serve the Medowie community through the explicit planning and teaching of the skills and understandings required for our students to develop into lifelong learners who are socially mature and able to be active members of the wider community. We continue to foster the students' learning in an encouraging and supportive environment which is further enhanced by the support of parents and community members.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Glen Whitton

Message from the students

The 2016 school captains have worked tirelessly throughout the year. All four School Captains have collaborated with the Student Representative Council to fulfil the duties and responsibilities of Medowie Public School.

Elected as school captains we have been able to access opportunities to be included with aspects of our community and school life. Throughout this year we have been involved in the Grip Leadership conference which gave us a better view on how to be more effective leaders. We also attended the ANZAC day ceremony at the Medowie community centre. All four school captains and Mr. Gould represented Medowie Public School at the Vietnam veteran ceremony. We paid our respects by attending the remembrance day ceremony. The captains also participated in the education week awards at Irrawang high school.

Being a captain is a very privileged achievement to accomplish. Working together with our principal, Mr. Whitton, assistant principal, Mr. Gould, the P&C and the SRC and were very successful. This year stage 3 ran market day and raised \$2200 for our school. Our responsibilities included leading the whole school assemblies, councilor assemblies, raising the flags and conducting the 2016 presentation day ceremony.

Jack Ryner, Jack Deguara, Molly Tupperainen and Amelie McGarry

School background

School vision statement

At Medowie Public School we believe success is achieved by collaborative well trained staff, engaging 21st Century learners through challenging and stimulating teaching programs within a supportive and inclusive environment.

Working in partnership with our community, we will continue to encourage students to reach their full potential through our high expectations and by catering for students' diverse learning styles and abilities.

School context

Medowie Public School is located in an attractive semi-rural setting. It is a school where students, parents, staff and members of the community value and support each other. The school's core values of respect, responsibility and quality underpin our school culture. There are currently 352 students who attend the school. The school population includes approximately 8% Aboriginal students. The school has one Special Education class catering for students with diverse learning needs.

Our school is a member of the Lakeside Learning Community consisting of Irrawang High School and its partner primary schools of Irrawang Public School, Grahamstown Public School and Wirreanda Public School. We work in collaboration with these schools to develop and implement staff professional learning, curricula understandings and teaching and learning practices.

Medowie Public School is founded on the tradition of developing a caring and supportive environment encompassing a culture of high quality learning, and expectations for all students that foster compassionate, resilient and responsible global citizens.

The teaching philosophies are focused on research based best teaching practice, allowing staff to actively ensure a culture of learning innovation centred on: technology, personalised learning, effective learning spaces and bridging the gap between students' learning capabilities and equipping them with 21st Century skills.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Leading

In the domain of learning we have sustained positive, respectful relationships among students and staff, promoting student wellbeing and providing an environment conducive to student learning. This has been achieved through LAST Numeracy and Literacy support of targeted students including the collaborative development of Personalised Learning Plans for targeted students. Student Led Conferences have once again been implemented providing authentic opportunities for three way discussions about a student's academic and social progress. Aboriginal students have actively engaged in language and dance workshops through the Wakakirri showcase to deliver a story based on their understanding of Aboriginal culture. Year 4 students engaged positively with the Aim High Science program through the University of Newcastle learning various skills in Science and about future career opportunities in the Science field. We continue to develop the knowledge, understanding and skills of all students, using evidence based teaching practices including the implementation of the Taking Off With Numeracy programming Years 3–6 and the implementation of inquiry based learning units in History, Geography and Science and Technology. Curriculum provision has been enhanced through the establishment of learning alliances with partner schools in the development of staff knowledge and skills around the Geography syllabus. Links have been consolidated with community resources through the implementation of Lively Learners, a whole school program designed to cater to a broader range of talents held by students, staff and community. Excursions and incursions have utilised to complement student work on History outcomes through the

effective use of school, system and community expertise by contextual decision making and planning. We continue to implement explicit processes for the collection, analysis, and reporting of student assessment data. Formalised assessments have been undertaken including TOWN, Best Start, SENA, Waddington, RFU and TORCH to inform the teaching and learning process.

Teaching

The domain of teaching, consisting of, 'Collaborative Practice', 'Effective Classroom Practice', 'National Professional Standards for Teachers', 'Data Skills and Use' and 'Learning and Development' has been used to drive, develop and enhance effective teaching practices in 2016. Supervision and mentoring has enhanced and provided teachers with support in all areas and the development of obtaining skills to cater for 21st Century learners, including the development and evaluations of PDP's and Individual Education Plans (IEP) for students requiring support. Analysis and evaluations of all areas of assessment including National tests and programs developed to further drive school programs in 2016. Staff engaged in peer observations and reviewed teaching and learning practices against the National Teaching Standards and the Quality Teaching Framework (QTF). Teaching proformas were developed and staff received support in the implementation of programs to include the QTF model and 8 Ways of Learning. Staff collaborated to develop new programs, scope and sequences and resources to be implemented in literacy in 2017. Staff developed a deeper understanding of all recording procedures including PLAN data and the effective use of Data Walls. School wide and inter-school relationships have been consolidated to enhance collaborative practices in the implementation of new syllabus documents and associated Integrated Inquiry units of work. Staff have engaged in professional learning which has enhanced the development and delivery of high quality teaching and learning programs in History and Geography.

Learning

In the domain of Learning we have sustained positive, respectful relationships among students and staff, promoting student wellbeing and providing an environment conducive to foster and provide quality student learning environments. This has been achieved through the implementation of LAST programs, including Numeracy and Literacy support of targeted students. Student Led Conferences have been embedded within the school context thus providing authentic opportunities for three way discussions about a student's academic and social progress. We continue to develop the knowledge, understanding and skills of all students, using evidence based best teaching practices including the implementation of the Taking Off With Numeracy program in Years 3–6, TEN and L3 both in the K–2 environment and the implementation of inquiry based learning units in History and Science and Technology to promote and foster 21st century learners. We continue to implement explicit processes for the collection, analysis, and reporting of student assessment data, with consultations with education consultants to embed best practice. Formalised assessments have been undertaken including TOWN, Best Start, SENA, Waddington, RFU and TORCH to inform the teaching and learning process. The review of NAPLAN results to drive future directions for student learning. Strong links continued to be established with our LMG High School with stage 3 students attending GAT's, science and extra transition days, providing students with experiences beyond the immediate classroom setting. Parents and Caregivers participated as integral partners in the development of PLP's. Parent information sessions were held to inform parents of current pedagogies undertaken within the school context.

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

Develop successful 21st Century learners and leaders who are innovative, collaborative and critical thinkers.

Purpose

To provide a high standard of education through consistent, high quality programs, differentiation, global awareness, extension and enrichment activities.

Overall summary of progress

Staff have engaged in professional learning which positively influenced the development of high quality teaching and learning programs. This included collaborative practice in historical inquiry and inquiry based learning in multiple professional learning sessions. All staff contributed to curriculum learning and collaborative planning using the new NSW History and Geography syllabus documents through the development of Integrated Inquiry.

Students have been engaged in challenging, rich learning activities through the implementation of History and Geography units and rich assessment tasks. Student learning reports contain detailed information about progress against individual learning outcomes. The Lively Learners Enrichment Program provided opportunities for teachers to work beyond their classrooms to contribute to a broader school program utilising individual staff expertise and talents. Staff further deepened their understanding of current practices in Accelerated Literacy. Staff members were released to undertake analysis of NAPLAN results for grammar and punctuation, reading, spelling and writing. NAPLAN analysis was presented to all staff to ensure effective planning of future directions of learning intentions. All early K–2 staff were trained in L3, and the program has been implemented across these stages. Staff further developed their understanding of the identification of gifted and talented (GATS) students during TPL. Current Accelerated Literacy (AL) processes were revised. Resources were purchased to support the schools L3, AL, and guided and home reading programs. Learning and support teacher (LAST) programs were developed and implemented to support student learning needs. All literacy scope and sequences were revised to cater for 21st century learners.

Staff have analysed internal assessment data including TEN and TOWN numeracy assessments. They have also utilised PLAN data and school and class data walls to monitor and track student and school performance. Teachers have engaged in regular reviews of their teaching and learning programs ensuring they are providing opportunities for short, frequent and fast lessons to support students in numeracy lessons. After analysing numeracy NAPLAN results the committee have developed a school wide action plan to address focus areas when planning for learning.

Staff have regularly implemented and evaluated the numeracy programming proformas. Open-ended maths tasks and rubrics have been developed and reviewed in stage meetings to ensure consistent teacher judgement. All new teachers have participated in professional learning of TEN and TOWN to meet school priorities. All staff have participated in professional learning activities to build knowledge and understanding of effective strategies when teaching numeracy word problems, differentiated activities and open-ended tasks. One teacher in the numeracy committee has been trained as a TEN Trainer in order to lead the initiative in the school and access partnerships and resources to enrich the school and improve student outcomes. Financial planning for additional resources and school facilities has been considered by the leadership team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Rigorous and comprehensive assessment of student progress reflecting outcomes and continuum measures as plotted against individual performance benchmarks.	i) K–2 teachers continue to program for TEN in numeracy sessions. ii) 3–6 teachers continue to program for TOWN in numeracy sessions.	i) NIL ii) NIL
All students tracked using Literacy and Numeracy Continuums with every student showing growth. Students currently tracked using Best Start, TEN, TOWN and PLAN.	i) All students are tracked along the Literacy and Numeracy Continuums and utilise school and class data walls. ii) Teachers consistently enter data for Best Start, TEN, TOWN and PLAN as an ongoing assessment and monitoring tool. iii) ES1 Teachers completed Best Start testing and results entered.	i) NIL ii) NIL iii) \$1350 iv) \$21000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students tracked using Literacy and Numeracy Continuums with every student showing growth. Students currently tracked using Best Start, TEN, TOWN and PLAN.	iv) L3 Program implemented in 2016 K–2. Teachers completed ongoing assessment and tracking of student progress twice a term.	

Next Steps

- * Provide opportunities for students to develop problem solving, analytical, and inquiry skills by developing authentic tasks built around the STEAM (Science, Technology, Engineering, Art and Mathematics) concept.
- * Resources purchased to support the design and implementation of rich learning tasks in Integrated Inquiry, Literacy and Numeracy utilising assessment data to target resources to areas of need.
- * Understanding of Global Issues developed by students and staff through targeted professional learning and the integration of appropriate learning activities into key Integrated Inquiry units of work.
- * Evidence of appropriate differentiation in all teacher programs catering for the individual learning needs of students.
- * Continuing analysis of NAPLAN for Reading, Spelling, Grammar and Punctuation and writing
- * Identify NAPLAN areas of need and embed into teaching programs
- * TPL and Development of GATS programs and identification of GATS students
- * Development and implementation of LAST programs
- * Revision of AL processes.
- * Continuing development of L3 program
- * Revision of grammar and punctuation, spelling and Writing scope and sequences.
- * All staff will be trained in TEN and TOWN and on-going professional learning will be made available to all trained staff.
- * All staff will continue to implement word problems into weekly program.
- * All staff will address NAPLAN focus area and action plan linked to 2016 NAPLAN analysis.
- * Staff will be upskilled on the Numeracy Continuum and data walls will continue to be a focus to monitor student progress and drive professional development.
- * Open-ended tasks will continue to be a focus using stage meetings to moderate tasks using consistent teacher judgements. Staff will be released to develop these tasks.

Strategic Direction 2

Continue to broaden and promote a school culture of leading and innovative practice, striving for high quality outcomes for all students.

Purpose

To facilitate shared professional practice and leadership opportunities for all staff.

Through consistent collaborative planning staff will implement quality educational programs encompassing the new NSW syllabus, whilst addressing the National Teaching Standards.

Overall summary of progress

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Opportunities have been provided for the development of deeper, shared understanding of quality teaching and learning across stages. We have reviewed the process for the implementation of the new History and Geography syllabus through collaborative stage planning. Teachers have participated in professional learning targeted to school priorities and professional needs. Curriculum provision is enhanced through learning alliances with other schools and other organisations within the LMG. Integrated Inquiry units were planned and adjusted for each term.

Staff made links between the new History and Geography syllabi and school developed Integrated Inquiry units. Staff designed authentic assessment tasks for the new syllabi and all staff participated in lesson observations and feedback sessions focussing on Integrated Inquiry.

All K–2 staff have undertaken extensive training and ongoing collegial guidance in Language, Learning and Literacy (L3) program, in order to provide a daily Literacy program underpinned by explicit instruction in reading and writing strategies. Resources were purchased to support the effective implementation of L3. Literacy team members released to catalogue, revise and collate digital Literacy resources and content. Team members were also released to participate in the stocktake of AL resources to support the ongoing implementation of AL within the school. New school-wide Literacy Scope and Sequences were collaboratively developed and introduced to staff in professional learning sessions. Literacy team members evaluated and adjusted new literacy programming proformas to facilitate the effective utilisation of the QTF and the 8 Ways Aboriginal Pedagogy when planning and programming for the ongoing teaching and learning cycle. Staff have engaged in a review of numeracy proformas and programs including TEN and TOWN and teachers plan for opportunities to include open-ended maths tasks into their programming. Teachers have analysed student data to understand the learning needs of students by utilising school and class data walls to inform teaching. Teachers have worked together to improve teaching and learning in stage meetings and whole school professional learning sessions to moderate assessment tasks using consistent teacher judgement. Staff have also been provided with opportunities to participate in collaboration and observation days where they have received constructive feedback from their peers on the implementation of numeracy in their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff growth evident in teacher professional learning, professional judgements and understandings of key DEC reforms and frameworks, which are aligned to school strategic directions, personal learning goals, system requirements and career aspirations of staff.	<p>i) Staff have collaborated effectively showcasing quality work samples in History, Science and Technology, and Geography.</p> <p>ii) Staff have been provided with leadership opportunities in presenting new NSW syllabus documents to parent forums and explain how documents will be implemented within the school.</p> <p>iii) 4 teachers participated in Quality Teaching Rounds engaging in professional learning around QTF, collaborated with colleagues using professional dialogue and provide feedback to increase teacher quality.</p>	<p>i) NIL</p> <p>ii) NIL</p> <p>iii) \$6880</p>

Next Steps

* Opportunities provided to all staff for teacher professional learning in the development of Geographical Inquiry Skills and STEAM.

- * Geography based authentic and rich assessment tasks developed to provide opportunities for students to demonstrate Geographical Inquiry Skills.
- * Utilisation of Quality Teaching, Successful Students initiative to support teachers in the implementation of Integrated Inquiry units with particular focus on the student development of inquiry skills.
- * Provide focus to teachers on the explicit links that are to be made between Quality Teaching and Integrated Inquiry units of work.
- * Continued training of all staff in Accelerated Literacy in 2017 to align with current school plans.
- * Continued training of K–2 staff in L3 in 2017 to align with current school plans.
- * Continual revision of Literacy programming proformas delivered to staff in TPL and adjusted to meet specific needs.
- * All staff released to prepare and create resources for new units of work in L3 (K–2) and Accelerated Literacy (3–6) as well as the ongoing support of the AL program, including the revision of the AL process.
- * Evaluation of Literacy Scope and Sequences delivered to staff in TPL and make required adjustments to ensure effective implementation and utilisation.
- * Literacy Committee released to undertake Literacy resources stocktake
- * A lesson study will be used to evaluate the effectiveness of TEN and TOWN lessons.
- * Class and school data walls will continue to be updated to drive future planning and to provide a shared understanding of progress.
- * Staff will be provided with opportunities to participate in collaboration activities to support explicit teaching of maths.
- * Staff will collaborate in stages to develop assessment tasks and rubrics to ensure consistent teacher judgement.

Strategic Direction 3

Strengthen and enhance community and culture through engagement and participation.

Purpose

Continue to build on well established relationships through collaboration, communication and transparency.

Provide connections and opportunities which extend beyond the school context.

Overall summary of progress

Community and culture has been enhanced through the engagement and participation with parent information sessions regarding school programs and procedures. Opportunities have been provided for parents to attend information sessions introducing the new History and Geography syllabus documents. All students participated in Student Led Conferences where discussions centred on individual student learning achievement and growth. There is a broad understanding and support for school expectations and aspirations for improving student learning across the school community. There was a school-wide responsibility for student learning and success with high levels of student, staff and community engagement. This is evidenced by the number of parents involved in our whole school showcase presentation of the Lively Learners program. This program was implemented as a curriculum program fostering positive and respectful relationships across the school community through multi-age grouping structures and the incorporation of parent and community expertise.

Excursions and incursions have been planned and implemented to complement student work in History and Geography through the effective use of school, system and community expertise and through contextual decision making and planning.

New PLP proformas were created to align with current school ILP documents in collaboration with the Aboriginal Committee and delivered to all staff. Opportunities were provided for parents and caregivers to attend PLP meetings to formulate and review learning plans for students, where discussion centred on individualised student learning, achievement and growth. The Literacy committee presented a parent and caregiver information session regarding current literacy premises of the Accelerated literacy (AL) program and L3 (Language, Learning and Literacy) program and the implementation across the school. Resources were purchased to support the programs. All K–2 staff were trained in the execution of the L3 program. Best start literacy results were communicated to parents and caregivers through parent meetings. Community information sheets on literacy were developed and communicated to parents and caregivers through the weekly newsletter.

Stage three staff have developed committed relationships with the local high school to strengthen the transition processes and our school's numeracy learning priorities. All teachers differentiate the numeracy curriculum to meet the needs of all learners and have engaged parents and the community in information sessions regarding all numeracy aspects that occur throughout the school, particularly focusing on programs and assessment. Smart Money workshops were conducted in classrooms to build teachers understanding of effective teaching strategies for financial literacy. Teachers have drawn upon community volunteers to support students in the classrooms during numeracy groups, developing community links.

Students have participated in external testing from ICAS and the NPBS community initiative. These results, alongside our internal assessments, have been used to analyse trends and achievement levels and were communicated to parents to support progression of students to the next level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in parent satisfaction in school led interactions through survey responses.	i) There was a small decrease in parent satisfaction in school led interactions from a mean score of 7.9 in 2015 to 7.4 in 2016. 49% of parents attended such interactions.	i) NIL
Sustained high levels of engagement at extra curricula activities.	i) Students continue to participate in high level of extra curricula activities including CAPA, sporting, academic, STEM and external testing. i) Lively learners conducted in Term 3 with all students participating in engaging activities culminating in a Lively Learners Showcase.	i) NIL i) NIL
10% increase in student	i) 100% of students participated in NAIDOC Day	i) \$900

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
engagement and participation with a range of community networks and organisations.	<p>activities.</p> <p>ii) 100% of students participated in Grandparents Day with a high percentage of parent and grandparent involvement.</p> <p>iii) Approximately 15% of students participate in debating, environmental activities, and sporting activities that involve various community stakeholders.</p> <p>iv) 100% of students from years 1–6 participated in the Smart Money workshops.</p>	<p>ii) NIL</p> <p>iii) NIL</p> <p>iv) NIL</p>

Next Steps

- * Whole School CAPA performance held with parental and community feedback sought to drive future planning.
- * Database of incursions, excursions and guest speakers relevant to all Integrated Inquiry units developed and maintained to support authentic student learning.
- * Relationships with external agencies developed and maintained to support student learning across Science & Technology, History and Geography Key Learning Areas.
- * Continued revision of PLP proforma and collaboration with Aboriginal committee.
- * Continued collaboration with parents and caregivers to attend PLP meetings to review learning plans for students.
- * Parents invited to attend literacy information session, focusing on AL and the ongoing implementation of L3.
- * Revision of resources purchased to support programs.
- * Parent community will continue to be involved in literacy information sessions outlining changes and how programs are being implemented and embedded into teaching programs.
- * Literacy members to revise and continue to develop information sheets to provide parents and carers with support at home, aligning with current school practises. As an ongoing process twice a term.
- * Parent information session will be delivered to demonstrate school initiatives, curriculum and strategies to support students at home.
- * Students will participate in community initiatives including University of NSW and Newcastle Permanent maths tests.
- * Continued development of financial literacy through student participation in the Smart Money program.
- * Continue to strengthen relationships with Irrawang High School between stage 3 and stage 4.
- * Provide opportunities for parent participation in class maths programs.
- * Develop links with Newcastle University to support maths in classrooms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This funding has been utilised to strengthen partnerships and promote genuine collaboration between our school, Aboriginal families and local Aboriginal community organisations. It has also been used to improve the learning outcomes and close the gap for Aboriginal students. Further funds were expended to provide opportunities for staff to be trained in the implementation of MGOALS to be rolled out in 2017 for all Aboriginal students. Aboriginal parents, teachers and students to come together to develop Personalised Learning Plans for all Aboriginal students. Funds were also utilised to assist staff develop their understanding of culture through professional learning to incorporate Aboriginal pedagogy, cultural knowledge and perspective into classroom learning. The revitalisation of the school Bush Tucker Learning and Resource Centre was also achieved to enhance community and cultural partnerships.	• (\$16 153.00)
English language proficiency	This funding has been utilised to improve EAL/D students' participation and engagement in learning and to increase students' English language proficiency. Strategies include various teacher professional learning opportunities for staff to develop appropriate teaching and learning programs to meet the needs of EAL/D students.	• (\$1 369.00)
Low level adjustment for disability	<p>This funding has been used to engage parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs in order to improve student learning outcomes. Funds have been used to improve professional learning programs to address learner diversity in classrooms and to enhance student access to a wider range of curriculum experiences.</p> <p>Strategies include the allocation of SLSO support to classroom and school organisation to facilitate the implementation of individual support programs. Learning and Support Teacher resource utilised to provide support to classroom teachers when developing and implementing learning programs in the classroom and playground.</p>	• (\$104 741.00)
Quality Teaching, Successful Students (QTSS)	This funding has been used to release Executive and other key staff members to work collaboratively with staff on school priorities, teaching and learning programs, and other professional goals outlined in Professional Development Plans. The funding has also been used to implement a classroom observation program with all teachers being observed by a colleague teacher at least twice per year.	
Socio-economic background	This funding has been utilized to enhance students access to a wider range of	• (\$22 872.00)

Socio-economic background	<p>curriculum learning experiences, and make individual connections with educational and community services. It has also been used to increase the effectiveness of classroom and school organisation in order to improve student learning outcomes.</p> <p>Strategies include funding the release of classroom teachers to thoroughly analyse NAPLAN results and develop action plans based on areas of need. Further, funds were used to release Kindergarten teachers to make visits to local pre-schools and childcare centres to ensure the efficient integration of incoming Kindergarten students.</p>	<ul style="list-style-type: none"> • (\$22 872.00)
Support for beginning teachers	<p>Great Teaching, Inspired Learning seeks to support beginning teachers adjust to their new role in NSW public schools. The beginning teachers at Medowie Public School utilise these professional learning funds in a variety of ways. During 2016 beginning teachers participated in L3 training and Taking Off With Numeracy training. Beginning teachers collaborate with their mentor to develop professional development plans to support curriculum implementation. They also participated in professional learning based on their personal goals. As part of the school Induction process, beginning teachers were supported by fortnightly Induction meetings including the unpacking of The Australian Professional Standards for Teachers. An Induction Handbook has been developed to support beginning teachers.</p>	<p>\$37165</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	175	169	172	180
Girls	194	181	182	169

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	95.3	95.5	93.9
1	92.3	94.7	94.7	93.3
2	93.6	93.8	96	93.3
3	94.3	95.1	93.8	94.9
4	94.3	95.3	94	94
5	93.9	94.1	94.7	94.7
6	93	93.6	92.4	93.7
All Years	93.8	94.6	94.4	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
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	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KW	15
KS	17
KN	17
1-2D	22
1-2O	22
1-2K	23
1-2H	23
3-4H	30
3-4W	30
3-4R	29
4-5J	31
5-6G	30
5-6E	29
5-6K	30

Structure of classes

Medowie Public School consists of predominantly stage based classes with one year 4/5 multi-stage class due to student enrolment numbers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration & Support Staff	3.92
Other Positions	0.13

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school has 2 teaching members of staff currently assigned to this school who are Aboriginal.

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	27

Professional learning and teacher accreditation

Throughout 2016 all staff participated in a wide range of professional learning activities to improve the learning outcomes of students. The implementation of the new NSW Geography Syllabus, L3 (K–2 teachers), LMBR training (SASS) and Quality Teaching Rounds formed a major part of professional learning. Select staff also engaged in Aboriginal Pedagogy and Strategic Planning training to address the needs of students and the school. The average expenditure per teacher on teacher professional learning was \$3093.00. Total school expenditure on teacher professional learning was \$55676.00. Currently we have 40% of teaching staff working towards Proficient level of accreditation and 31% who have already achieved Proficient level of accreditation. 14% of our teaching staff are seeking voluntary accreditation at Highly Accomplished or Lead levels.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	175 411.00
Global funds	150 645.00
Tied funds	108 967.00
School & community sources	68 452.00
Interest	1 864.00
Trust receipts	1 821.00
Canteen	0.00
Total income	507 160.00
Expenditure	
Teaching & learning	
Key learning areas	15 876.00
Excursions	9 652.00
Extracurricular dissections	29 929.00
Library	8 102.00
Training & development	23 025.00
Tied funds	113 022.00
Short term relief	34 601.00
Administration & office	44 929.00
School-operated canteen	0.00
Utilities	25 922.00
Maintenance	24 545.00
Trust accounts	1 921.00
Capital programs	31 932.00
Total expenditure	363 456.00
Balance carried forward	143 704.00

The information provided in the financial summary includes reporting from 30th November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	496 671.97
(2a) Appropriation	386 198.87
(2b) Sale of Goods and Services	7 029.59
(2c) Grants and Contributions	102 547.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	896.32
Expenses	-410 568.53
Recurrent Expenses	-410 568.53
(3a) Employee Related	-222 051.66
(3b) Operating Expenses	-188 516.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	86 103.44
Balance Carried Forward	86 103.44

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

A full copy of the school's 2016 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.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 304 450.11
Base Per Capita	19 275.51
Base Location	5 404.34
Other Base	2 279 770.26
Equity Total	145 134.06
Equity Aboriginal	16 152.92
Equity Socio economic	22 871.78
Equity Language	1 368.66
Equity Disability	104 740.70
Targeted Total	217 867.12
Other Total	59 084.48
Grand Total	2 726 535.77

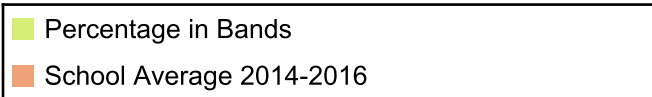
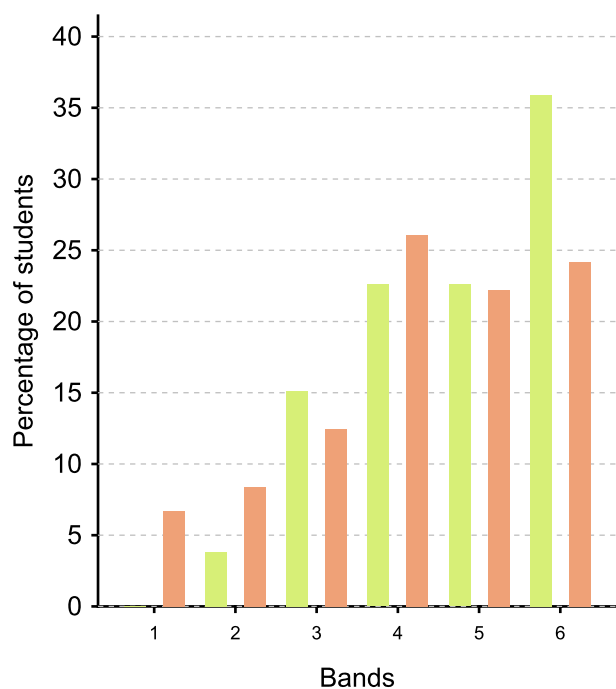
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

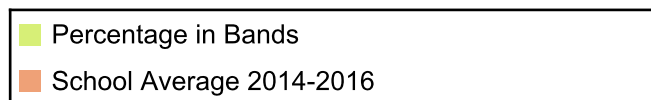
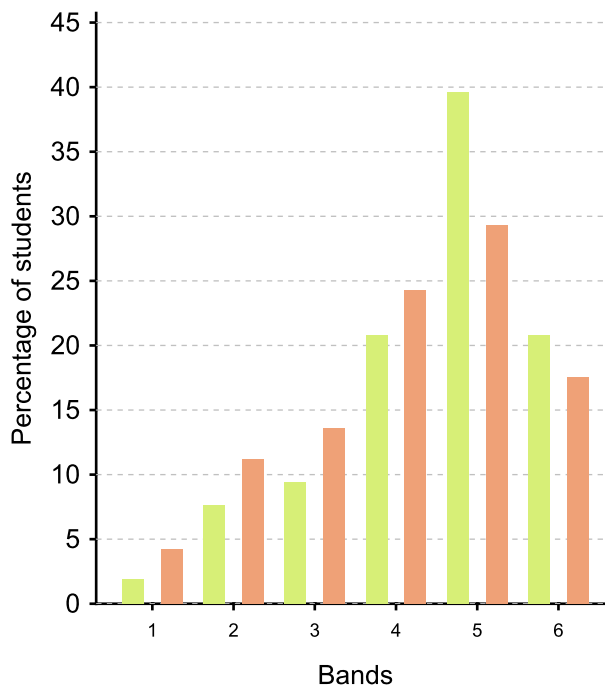
NAPLAN

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.

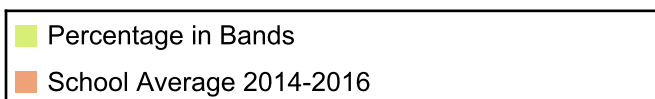
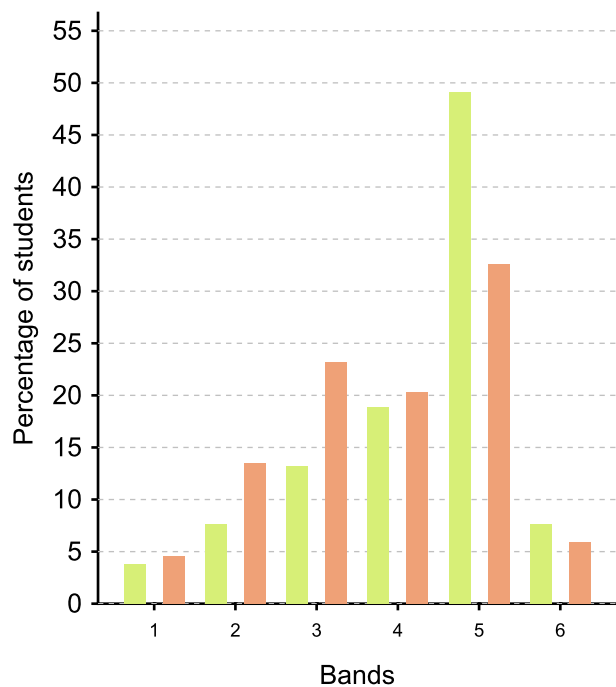
Percentage in bands:
Year 3 Grammar & Punctuation



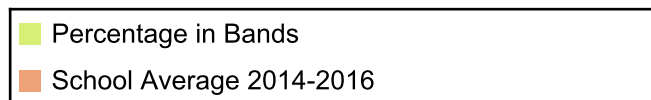
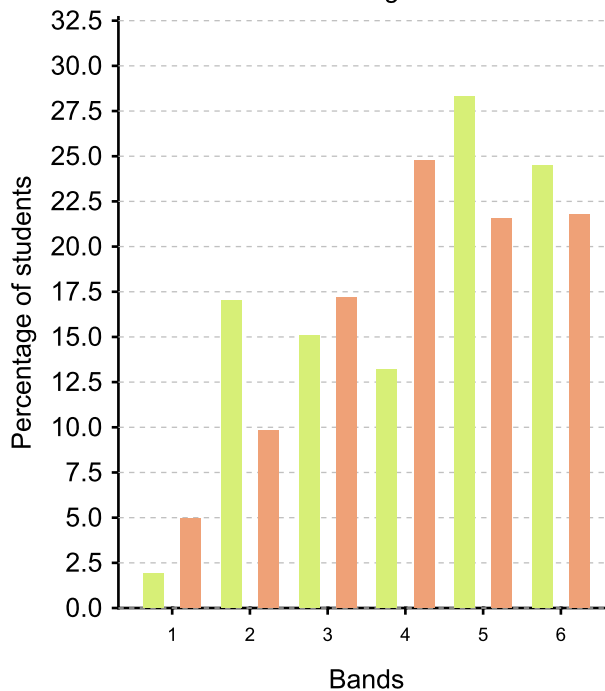
Percentage in bands:
Year 3 Spelling



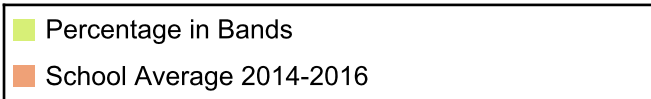
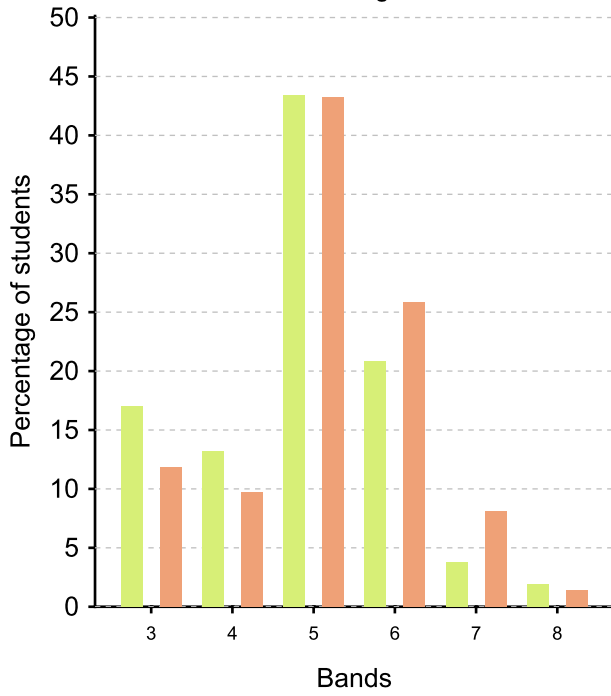
Percentage in bands:
Year 3 Writing



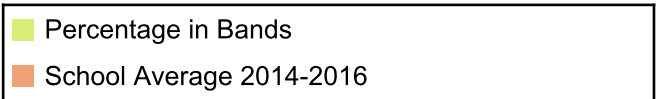
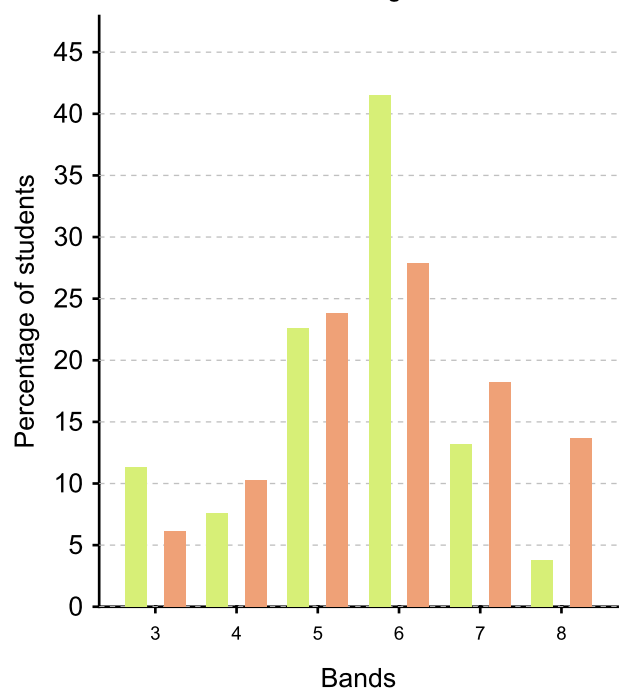
Percentage in bands:
Year 3 Reading



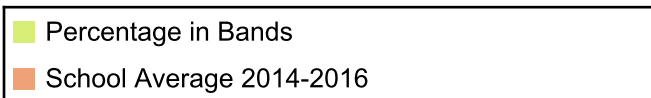
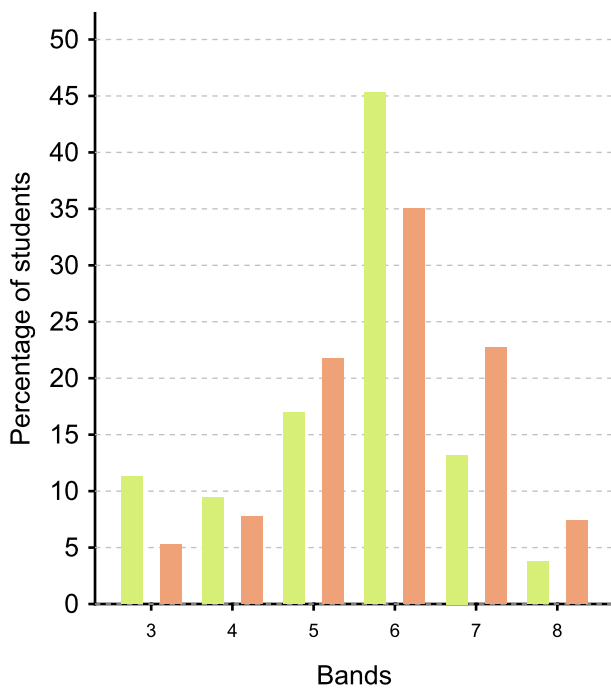
Percentage in bands:
Year 5 Writing



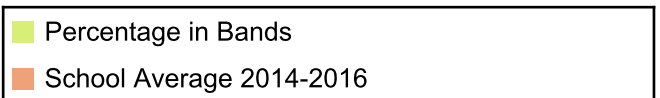
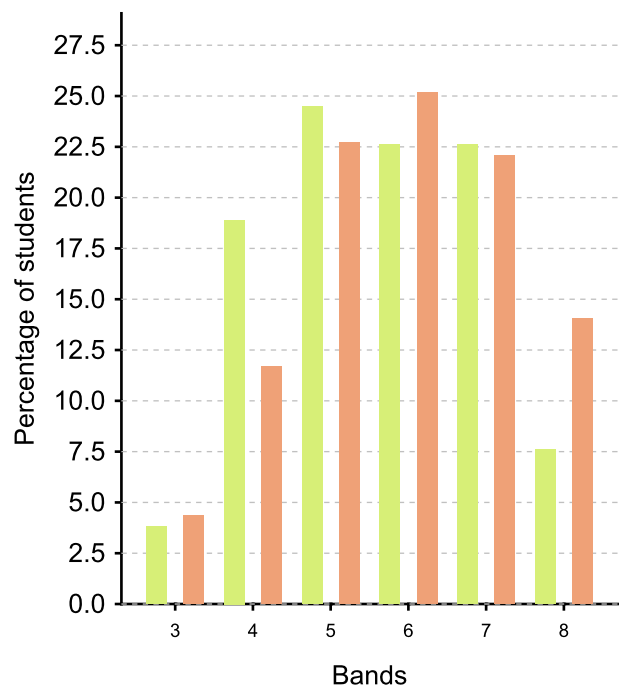
Percentage in bands:
Year 5 Reading

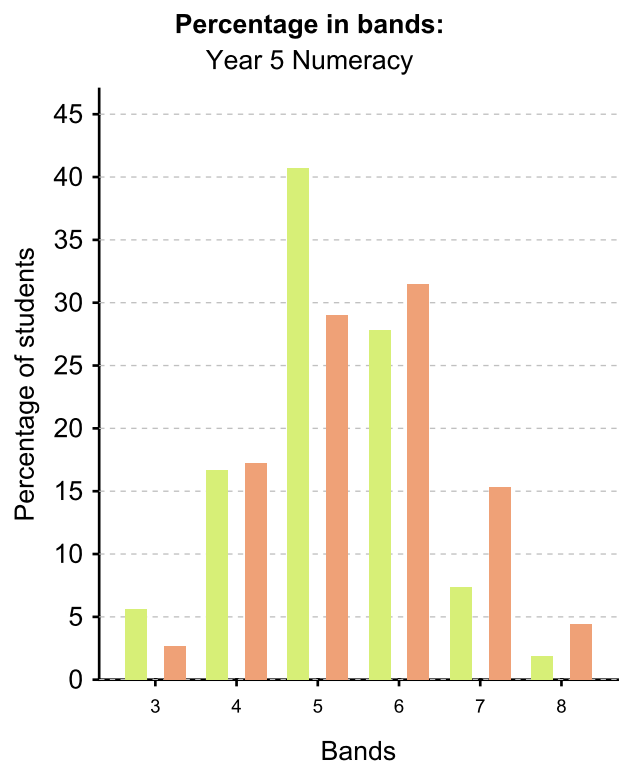
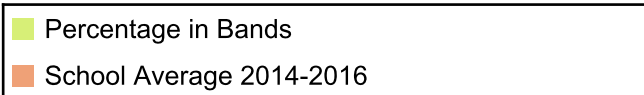
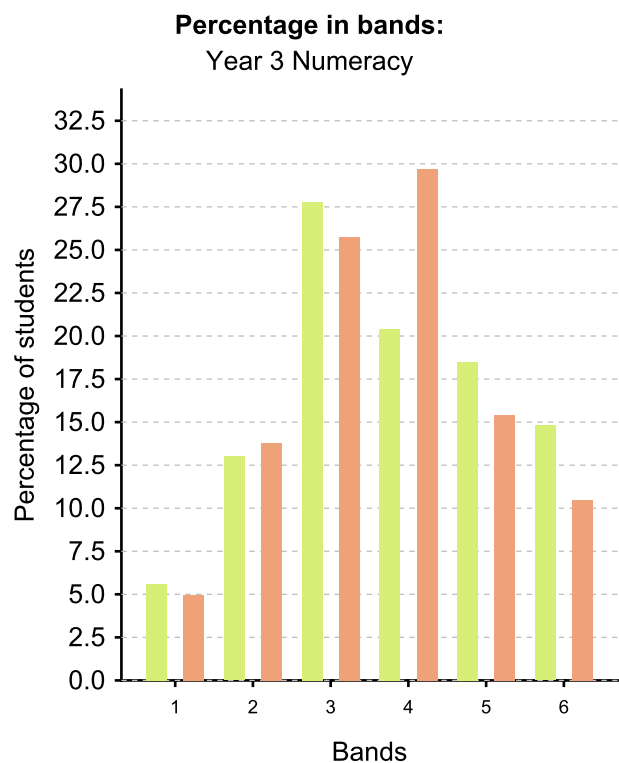


Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation





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

Parents

During 2016 parents were surveyed on their perspective of their children's experiences at home and at school. The perspectives of parents that are surveyed are **Parents feel welcome, Parents are informed, Parent participation, Parents support learning at home, School supports learning, School supports positive behaviour, Safe school and Inclusive school.**

The survey produced results out of 10, with 0 demonstrating strong disagreement and 10 demonstrating strong agreement. Each of the perspectives will be reported separately.

Parents feel welcome at Medowie Public School

This area scored 7.4. This area questioned parents on how comfortable they feel speaking to teachers, the principal and the administration staff, how clearly school activities are communicated and the times parent activities are scheduled.

Parents are informed at Medowie Public School

This area scored 6.3. This area questioned parents about how well they were informed regarding their child's progress, behaviour, and social and emotional development. It also demonstrates parent involvement in school activities and communication with the class teacher. 49% of parents attended meetings, or communicated, with teachers more than three times during the year. 72% of parents were involved in school committees. Parents volunteered with canteen, sport, in the classroom and in other ways.

Parents at Medowie Public School support learning at home

This area scored 6.7. This area questioned parents regarding discussions at home about the importance of school work, praising and encouraging their child to do well and talking about challenges at school. It also shows that on average students spend half an hour on homework each day and that parents spend 15–20 minutes assisting their children.

Support for Learning at Medowie Public School

This area scored 6.8. This area questioned parents on their expectation of support for their child's learning including encouraging students to produce their best work and taking into account the needs, abilities and interests of all students.

Support for positive behaviour at Medowie Public School

This area scored 7.7. This area questioned parents regarding the school's positive behaviour supports including clear rules for school behaviour and the expectation that their children pay

attention in class.

Safety at Medowie Public School

This area scored 7.1. This area questioned parents regarding how safe their children feel at, to and from school, dealing with behaviour issues in a timely manner and that the school helps to prevent bullying.

Inclusion at Medowie Public School

This area scored 6.6. This area questioned parents about how active the school is to ensure all students are included in all school activities, understanding the needs of students with special needs and creating opportunities for students who are learning at a slower pace by providing extra support.

Useful communication types at Medowie Public School

Parents found formal interviews, informal meetings and email the most useful communication types at the school.

When it comes to finding out about school news, parents found the school newsletter, social media pages and email the most useful communication types.

Staff

During 2016 staff were surveyed on the eight drivers of student learning. The eight drivers of learning are **Leadership, Collaboration, Learning Culture, Data informs Practice, Teaching Strategies, Technology, Inclusive School, and Parent Involvement.**

The survey produced results out of 10, with 0 demonstrating strong disagreement and 10 demonstrating strong agreement. Each of the eight drivers will be reported separately.

Leadership

This area scored 8.0 compared to a 2015 score of 7.8. This area questioned staff on their position on statements about the role of Executive staff in the school, including the help and guidance offered and the support offered by Executive staff during periods of stress.

Collaboration

This area scored 7.9 which was the same score in 2015. This area questioned staff on the rates of collaboration among staff in the development of teaching and learning programs including the sharing of successful assessment strategies.

Learning Culture

This area scored 8.1 which was the same as 2015. This area questioned staff about strategies employed in their own classroom that supports a positive learning culture, including providing written feedback to students and the effective monitoring of student progress.

Data Informs Practice

This area scored 8.1 compared to a 2015 score of 7.8. This area questioned staff on how assessment data is used in the classroom to assist in the development of teaching and learning activities. It also questioned staff about how assessment data is used to guide students in developing personal learning goals.

Teaching Strategies

This area scored 8.1 compared to a 2015 score of 7.9. This area questioned staff about the range of teaching strategies used in the classroom to benefit student learning. This included questions about the teachers' ability to recognise ineffective teaching strategies.

Technology

This area scored 6.6 compared to a 2015 score of 6.2. This area questioned staff about their ability to assist students in the use of technology in the classroom and the rate at which technology is used to support teaching and learning activities.

Inclusive School

This area scored 8.8 compared to a 2015 score of 8.4. This area questioned staff about assisting students with special learning needs to succeed at school, providing meaningful feedback to students with special needs and creating opportunities for learning success for students who learn at a slower pace.

Parent Involvement

This area scored 7.7 compared to a 2015 score of 7.3. This area questioned staff about rates of communication between themselves and parents to provide feedback about learning and behaviour and also how opportunities are created to involve parents in the school activities.

Policy requirements

Aboriginal education

Aboriginal Education is a significant aspect within Medowie Public School and is embedded across all KLA areas, incorporating 8 ways Aboriginal pedagogy within all classroom teaching and learning programs.

Medowie Public School staff, students and parents engage in cultural celebrations through their involvement, recognition and participation in significant events such as Harmony Day, Naidoc Week and Reconciliation week. As part of a whole school approach students actively participated and engaged in cultural based learning activities during these significant days.

During Naidoc week representatives from Hunter New England Health 'Shake a Leg Program' conducted a variety of Traditional Aboriginal Games. Students also participated in cultural activities conducted by

Stephanie Callaghan from Buudja Marrung Bush Tukka Catering & Indigenous Cultural Education. These activities included an Aboriginal Australians talk, bush tukka talk & tasting. Students and staff were able to witness a traditional smoking ceremony as well as being entertained by our students presenting their Wakakirri Story Dance in the lead up to their Sydney performance. All students and staff were able to develop a deeper understanding of local Aboriginal culture and their traditions.

Further work on the firing of the whole school mural took place as relationships with Back to Back Galleries in Newcastle were established. This mural will represent the students understanding of the local land and portray their perspective and understanding of culture. Not only will this mural take pride of place at the front of the school but be a proud representation of our school and our connection with the local land.

All students in years 3–6 were given the opportunity to participate in Wakakirri to deliver their own story dance based on their own personal beliefs of how Aboriginal people have been portrayed in social media. Students were able to discuss and learn more about the cultural identity through research and discussions with their peers and teachers. This allowed students the opportunity to connect with the culture of Aboriginal people in a safe environment and enhance their understanding through practical hands on experiences.

Medowie Public School were one in only a handful of schools to receive a cultural grant from Port Stephens council. With this grant saw further planning for the re-development of our Bush Tucker Learning and Resource Centre. The Aboriginal Education Committee continues to work in partnership with the school Environmental Committee and the Murrook Green Team to complete and implement phase two of the re-development.

By embedding Aboriginal and Torres Strait Islander perspectives within the curriculum, staff have been able to utilise practical applications of Aboriginal pedagogy within their lesson planning. Not only does this support Aboriginal students, but also supports a variety of different learning styles. To enhance this approach, the Aboriginal Education Committee sent representatives to the Connecting to Country program to engage in further cultural development and understanding of the local Worimi area.

Classroom teachers, students and their parents or carers attend pre-arranged meetings to negotiate and plan Personalised Learning Plans (PLP) to support their child in achieving stage based outcomes. Personalised Learning Plans ensure Aboriginal students are able to work towards positive social, emotional, academic and cultural goals. They foster a collaborative approach between teachers, parents, students and outside agencies allowing the design of positive, achievable goals for individual students. Students make connections between learning and themselves as an individual, and assist teachers in gaining further understanding of cultural issues

impacting on Aboriginal students within their class. Teachers are better equipped to support students in their emotional and social development by reviewing the PLP throughout the year to continue to set achievable goals.

At Medowie Public School the Aboriginal Education committee believe that a school that promotes and celebrates student's cultural achievements and opens up opportunities for students to celebrate culture, assists in the effective learning of all students. A representative from the Aboriginal Education Committee regular attended local Aboriginal Education Consultative Group (AECG) meetings to build stronger links and promote a school and wider community acknowledgement and partnership. In collaboration with the local AECG we are working together to further build on key Aboriginal initiatives for students.

Multicultural and anti-racism education

The NSW Department of Education and Communities rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Schools have trained Anti-Racism Contact Officers (ARCO) and provide timely and professional responses to complaints regarding racism. Mr Wells is the trained ARCO for Medowie Public School.

Students participate in Harmony Day and National Day of Action Against Bullying at Medowie Public School and engage in a variety of activities through Integrated Inquiry programming to explore subjects of racial and religious diversity.

Other school programs

Star Struck

During 2016, Medowie Public School was selected once again to participate in Star Struck "Our Heroes". 32 Stage Three girls and boys were specially selected to be part of this. They attended many rehearsals at Newcastle Basketball Stadium and performed four shows at the Newcastle Entertainment Centre in June. The students from all dance groups demonstrated an enormous amount of enthusiasm, effort and enjoyment during performances and rehearsals. Many parent and community members assisted with the production of

props and costumes.

Showcase

Medowie Public students, along with students from other schools in the Local Management Group participated in the Annual 'Showcase' of performances held at Irrawang High School. As well as creating an opportunity for talented singers, dancers and dramatists it played a significant part in our transition to high school program. Performance items included: Junior and Senior choir, band, stage 2 and 3 dance groups and the choreography of hundreds of students in a finale. The logistics of staging a concert across five schools is a massive undertaking and all credit to Irrawang High School for continuing to coordinate such a wonderful event.

SOLAR

SOLAR stands for "Student Opportunities for Leadership and Responsibility" and involves training Year Six students in leadership skills, which they then use to run small group activities at lunchtime. These skills include conflict resolution and how to deal with bullying. In 2016 the SOLAR activities were conducted in Term Two on a daily basis. Students were rostered on specific days to support nominated classes during the first half of lunch. The activities were then packed away to ensure that children did not miss out on valuable teaching time. The skills acquired on training day were put into practise as SOLAR leaders led groups of children through game-based activities. This enabled Year Six children to display and practise leadership qualities and to contribute to a safe and happy playground.

Reading Recovery

In 2016 funding for the Reading Recovery Program provided literacy support for 4 pupils per day. These at risk children, who are in their second year of schooling, received individual, 1/2 hour, daily lessons by a teacher trained specifically in the teaching of reading and writing skills, thus giving them a strong foundation for future success. This year the program has benefitted 10 year one students with 9 of these attaining levels in reading and writing that are at or above their class average.

LAST

In 2016, students identified as those that would benefit from extra support, attended groups with the Learning And Support Teacher (LAST).

Students were grouped based on their ability, skills and knowledge and received small group instruction for up to 35 minutes, 2–3 times per week.

Instruction was targeted at the specific needs of the students and included:

- strategies for word decoding and sight word knowledge,
- oral reading and comprehension,
- consolidation of mathematical operations such as

addition and subtraction utilizing TEN and TOWN strategies

Sport

At Medowie Public School we encourage participation in sport and an integral part of our program is the encouragement of sportsmanship.

The school provides opportunities to participate at various levels. Friday sport is a continued and regular program which provides a variety of basic skills and game practice. This program provides a variety of sports which include Tennis, Soccer, Volleyball, Basketball and T-ball.

At Port Stephens Zone level, the school provides opportunities for athletes to participate in games trials such as Touch Football, Basketball, Rugby League, AFL, Soccer and Netball. Medowie P.S also participates in the PSSA Port Stephens Zone Swimming, Cross Country and Athletics carnivals. Many of our students go on to represent at Zone and Regional levels.

Eight students competed at zone level for swimming, Heidi Allen, Amelie McGarry, Ethan Foster, Ben Stanley, Jack Ryner, Keira Tubman, Kamiah Mudge and Dixie Colon. Ben Stanley was Zone Junior champion and the school finished 14th overall.

Forty-eight students competed at Zone level for cross country with two students being selected to attend Regional level, Dixie Conlon and Amelie McGarry.

Thirty students competed at Zone level for Athletics in both track and field events with several progressing to Regional level, including junior boys and senior girls relay teams. Two students, Hudson Wells and Jack Deguara progressed to State level.

Through the Sporting School program, Stage 1 participated in a Rugby Union clinic and Stage 2 participated in a Basketball Program. These clinics provided opportunities for students to experience and develop skills in a variety of sports supported by professional coaches.

The School competed in four PSSA knockout competitions, Netball, Cricket and boys and girls Soccer. The girls Netball team and the boys Soccer team both progressing to the third round.

Medowie School participates in Leisure Sport, a community based program. This takes place in term four and consists of sports such as Tennis, Lawn Bowls, Ten Pin Bowling, Fishing, Golf and Zumba. All these sports are provided by community organisations and aims to support local businesses. The program has 98% attendance and duration of six weeks.

Medowie participated in the Premier's Sporting Challenge. All classes in the school participated. All classes achieved gold awards which require the participant to undertake 60 minutes of activity per day.

2016 school sporting champions are: Amelie McGarry,

senior champion; Jack Deguara, 11 year champion and Ben Stanley junior champion. Heidi Allen received the Best and Fairest award. Jack Ryner received the Premier's Sporting Challenge Medal.