

The Meadows Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **The Meadows 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.

Mr Scott Staveley

Principal

School contact details

The Meadows Public School

Fuller St

Seven Hills, 2147

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

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

9631 3737

School background

School vision statement

At The Meadows Public School all students will strive to achieve their personal best academically, physically and culturally so that they are equipped to make a positive and socially responsible contribution as active and informed world citizens.

We want our students to be enthusiastic and motivated life-long learners, participating in meaningful and relevant learning experiences; provided by our highly qualified and committed teachers; in a safe, caring and supportive environment.

School context

The Meadows Public School is situated in Seven Hills and is in the Nirimba Principal Network. The school population of 234 students consists of 32 students who identify as Aboriginal and a growing number of students from a language background other than English. There are nine regular classes and one support class for students with mild intellectual disability.

The school is part of the Blacktown Learning Community. The Meadows has a growing and active P&C and enjoys community support. We work hard at fostering a welcoming and supportive relationship with students, parents and carers, and the wider community. A School as Community Centre (SaCC) is located in the school grounds and provides a service focussing on parents with babies and children 0 – 8 years old in the wider Toongabbie and Seven Hills community.

The Meadows has a strong focus on meeting all students' needs and maximising their potential both academically and socially as well as providing many opportunities for students to follow cultural and sporting pursuits. The school embeds the Positive Behaviour for Learning (PBL) framework into all school systems to enhance the academic and social behaviour outcomes for all students.

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.

The School Excellence Framework is comprised of three domains against which schools can be assessed. These are the **Learning** Domain, the **Teaching** Domain and the **Leadership** Domain. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across each of these domains. Within the Learning domain there are six elements to be assessed and a further four elements to be assessed in each of the Teaching and Leadership Domains, combining for a total of 14 areas for assessment. Schools can be assessed to be performing in each of these areas at one of the following levels:

Working towards delivering – Delivering – Sustaining and Growing – Excelling.

On the basis of evidence discussed by all members of the school executive team and all teaching staff, the results of our self-assessment for the School Excellence Framework are as follows:

The Learning Domain:

- Learning Culture – Delivering
- Wellbeing– Delivering
- Curriculum– Delivering
- Assessment– Delivering
- Reporting– Delivering
- Student Performance Measures – Delivering

There is a strong emphasis placed on developing a culture of high expectations at The Meadows Public School. We acknowledge student attendance and punctuality is an area for improvement in order to truly establish an effective learning culture across the school.

At The Meadows Public School, there are systematic policies, programs and processes in place to identify and address student learning needs. The Meadows Public School has a highly effective Learning Support Team. This team is integral to the school's operation, ensuring that all students' needs are catered for. Access requests to gain support for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Review meetings involving the sharing of information between parents/carers and health and education department specialists is a key part of this process.

The school offers a curriculum that meets the requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. The school monitors and reviews its curriculum provision to meet the changing requirements of the students.

In 2017, the school engaged an Instructional Leader to facilitate and lead the *Early Action for Success* strategy at The Meadows Public School. The strategy focuses on the following: early identification of the level of attainment in literacy and numeracy of each individual child from Kindergarten to Year 2; differentiating teaching practice that focuses on the needs of the individual student; using targeted interventions in literacy and/or numeracy according to need and; ongoing monitoring of student progress against the literacy and numeracy continuums.

The University of Sydney was once again engaged in 2017 with the third year of the COMPASS program. This 16-week program provided targeted K–2 students with an opportunity to receive a range of occupational therapy strategies and activities to improve motor skills. This program was achieved through the Resource Allocation Model (RAM) funding.

Reading Recovery was implemented again in 2017 to support those students who have completed their Kindergarten year and are not meeting grade outcomes in Literacy. Positive gains can be attributed to the intervention of this program.

In terms of assessment and reporting, individual student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The staff analyses school performance data and are aware of trends in student achievement levels. Moving forward, there is a need for students to use assessment and reporting processes to reflect on their own learning and for parents to have a stronger understanding of what their children are learning so they are better able to support progression to the next level.

In regards to student performance, the school achieves value-added results with strong growth data achieved for our

Year 5 NAPLAN students (please refer to NAPLAN section of Annual School Report for more detailed information).

However, there is a need to see a higher percentage of our students achieving proficiency levels in all aspects of NAPLAN assessments.

The Teaching Domain:

- Effective Classroom Practice – Delivering
- Data Skills and Use – Delivering
- Professional Standards – Delivering
- Learning and Development – Delivering

Teachers at The Meadows Public School regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school and teachers preview the learning planned with students in each class by visually posting learning intentions and success criteria for lessons, particularly in English and Mathematics.

Our teachers engage in professional learning that builds skills in the analysis, interpretation and use of student achievement data, comparing results from external assessments with internal measures to build consistent and comparable judgement of student learning.

With regards to professional standards, our teachers use the Australian Professional Teaching Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. In 2017, through the engagement of an Instructional Leader, the school has had a stronger focus on the provision of professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

To best support the learning and development of our teachers, the school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

The Leadership Domain:

- Educational Leadership – Delivering
- School Planning, Implementation and Reporting – Delivering
- School Resources – Delivering
- Management Practices and Processes – Delivering

The leadership team ensures that parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students and parents are welcomed and engage, where possible, in the development of the vision and priorities of the school. The priorities in the school plan drive financial decisions.

All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. The leadership team measures the level of school community satisfaction and analyses responses to satisfaction surveys to guide future improvement opportunities.

Strategic Direction 1

QT for Future-focused Learning

Purpose

To develop and implement quality curriculum, personalised and differentiated learning and innovative practices for 21st Century Learners across the whole school to achieve excellence.

Overall summary of progress

In 2017, the 3rd and final year of the 2015–2017 school plan, strong progress was made in each of the processes with the vast majority of milestones being achieved.

Process 1: Strong Literacy and Numeracy Foundations:

2017 was our initial year of implementing the Early Action for Success strategy through the leadership of our Instructional Leader. Achievements for this process included:

- Timetabling of uninterrupted K–2 Literacy and Numeracy blocks from 9.00am–12.00pm daily.
- Complete update of school-wide reading resources (purchase and organisation of resources)
- Establishment of a data wall to track K–2 student progress in reading, comprehension and writing.
- Teacher training in the use of the Writing Tool for consistent moderation of writing samples against the literacy continuum.
- Teacher training in the use of running records for reading assessment.
- Teacher training in regards to the writing process: planning, composing, recording, revising, publishing.
- Purchase additional numeracy resources
- Teacher training for Mathematics: *Building Blocks for Numeracy*

Process 2: Visible Learning

Achievements for this process included:

- All K–2 students established one personal learning goal and all 3–6 students established three personal learning goals each term.
- Teacher training in regards to the writing of effective learning intentions and success criteria.
- Teachers posting visuals of learning intentions and success criteria for lessons in English and Mathematics.

Process 3 – Future-focused Learning

Achievements for this process included:

- Teachers included '4Cs overview' pages in teaching programs to highlight the key lessons in a unit of work where there would be a deliberate emphasis on implementing tasks with a focus on communication, collaboration, creativity and critical thinking.
- Some teachers were confident enough to include reference to a student's development with future-focused learning skills in reports to parents each semester.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students (including students in equity groups) performing in the top two competent bands of NAPLAN, based on 2014 data levels.	\$104000 (cost of an above-entitlement teacher to reduce class sizes across Stage 2)	In terms of our NAPLAN improvement measure, we only achieved this in 4 out of 10 areas of NAPLAN. In terms of the placement of students into the top 2 bands, our 2017 results were better than our 2014 results for Year 3 Grammar & Punctuation, Year 5 Reading, Year 5 Spelling and Year 5 Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students (including students in equity groups) performing in the top two competent bands of NAPLAN, based on 2014 data levels.	\$64000 (cost of employing an Instructional Leader 0.4 for 2 days per week. School received an entitlement of 0.6 – 3 days per week)	In terms of our NAPLAN improvement measure, we only achieved this in 4 out of 10 areas of NAPLAN. In terms of the placement of students into the top 2 bands, our 2017 results were better than our 2014 results for Year 3 Grammar & Punctuation, Year 5 Reading, Year 5 Spelling and Year 5 Numeracy.
An increased number of teachers using inquiry-based learning and confident in using the principles and practices of 21st Century learning.	Nil cost in 2017.	All teachers have implemented units of work every term in at least one Key Learning Area where there has been a planned emphasis on building student capacity in communication, collaboration, creativity and critical thinking.

Next Steps

The Early Action for Success strategy will continue to be implemented in 2018–2020. The aspects of Visible Learning implemented in 2015–2017 will continue to have a strong focus in the 2018–2020 plan.



Strategic Direction 2

Quality Leadership and Professional Practices

Purpose

To imbed and implement explicit, targeted and engaging professional leadership and learning to ensure all staff contribute to the highest quality teaching and learning practices.

Overall summary of progress

In 2017, the 3rd and final year of the 2015–2017 school plan, sound progress was made in each of the processes with the vast majority of milestones being achieved.

Processes 1 and 2: Leadership Culture / Performance and Development

2017 was the just the second full year for implementation of Performance and Development Plans (PDPs). Teachers' PDP goals were analysed by executives and professional learning needs were determined. PDP goals were always linked to Australian Teaching Standards and the School Plan.

An additional 'higher duties' Assistant Principal position was once again created for the provision of a mentoring role for several early career teachers seeking accreditation at proficient level. Additionally, a retired Principal was engaged twice per term to provide mentoring and coaching of the school leadership (Executive) team to assist with personal and school-wide goal setting and to track progress against milestones in each strategic direction. With the introduction of an Instructional Leader (IL) to the school staff, K–2 teachers met fortnightly one-to-one with the IL for coaching conversations based on student assessment data.

Process 3: Student Leadership

In terms of student leadership, opportunities were once again provided to build leadership capacity through activities such as the Longneck Lagoon Leadership Day, the Halogen Young Leaders Day, fortnightly Student Representative Council (SRC) meetings and leadership through sport and performing arts groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff have individual PDPs and staff have achieved or maintained accreditation.	\$30000 ('Higher Duties' salary for an above-establishment Assistant Principal position, responsible for mentoring early career teachers) \$4800 (Mentoring of school leadership team – executive staff – provided by Educational Consultant, a retired Principal).	All teaching staff do have individual PDPs with goals aligned to the School Plan and the Australian Teaching Standards. All teachers reviewed their goals with their supervisors at the midpoint and endpoint of the school year. The majority of teachers achieved the majority of their goals and a number of teachers have carried goals across into 2018. One teacher whose accreditation process was due for completion in 2017 did complete the process and has been accredited as a Proficient Teacher.
An increased number of students (including students in equity groups) participating in leadership and decision-making opportunities, based on 2014 data.	\$300 (Fees for involvement in external student leadership opportunities).	In addition to 2014 opportunities, our students have greater breadth of leadership opportunities through the school's increased involvement in PSSA Sport, sports gala days and performing arts programs. On a day-to-day basis, a playground equipment roster was established and students were trained in how to manage this with responsibility.

Next Steps

There will be a strong focus on performance and development in the 2018–2020 School Plan. There needs to be more time devoted to the backward-mapping of PDP goals and more supervision of staff in regards to their goals on a term-by-term basis. This will need to include school staff in non-teaching positions as well.

With the Department of Education ensuring that all teachers are to be part of the accreditation process in 2018, there is a need to complete more professional learning around the Teaching Standards and the collection of evidence towards achievement of those standards. Another school goal will be to improve current processes for the formal induction of new staff members to the school.

We will continue to provide a diverse range of student leadership opportunities. In 2018 we will ensure our Year 5 students are trained as 'Buddies' for incoming Kindergarten students for 2019, supporting their involvement in the 'Ready Set Kindy' orientation process.



Strategic Direction 3

Organisational Effectiveness and Enhanced Community Partnerships

Purpose

To improve whole school organisational effectiveness and to further enhance positive partnerships with the school community to ensure students become successful learners.

Overall summary of progress

In 2017, the 3rd and final year of the 2015–2017 school plan, sound progress was made in each of the processes with the vast majority of milestones being achieved.

Process 1: Positive Behaviour for Learning (PBL)

In 2017, a school-wide 'behaviour consequences' system was adopted to ensure greater consistency when following up with incidences of minor and major behaviour by all teachers. Students gained a very clear understanding of school behavioural expectations and teachers consistently implemented the behaviour compliance chart in classrooms using consistent PBL language to redirect students. Online systems (STARS) for reporting and recording behaviour were refined to allow for improved tracking of behaviour and collection of data in regards to the settings within the school requiring greater focus in terms of PBL lessons. 2017 was also the 2nd year for implementing the VIVO rewards program of positive reinforcement.

Process 2: Parental Engagement

Our official school Facebook page continued to grow in popularity as our community's preferred mode of engagement with school news and information. We now have over 300 'likes!' The page was used as an additional carrier of our school newsletter, the 'Meadows Mag' each fortnight and it also showcased our major events with plenty of photographs used to promote and review our major events throughout the year. Parental engagement was strong throughout the year with outstanding numbers coming through the gates for events such as the Easter Hat Parade, Book Week Character Parade, our school Athletics Carnival, and in particular, Multicultural Day. Our P&C continues to grow and support the school. In 2017, the P&C made a very significant contribution towards the purchase of new literacy resources.

Process 3: Productive Wider Community Partnerships

Our place within the Blacktown learning Community saw many of our students involved in a number of enrichment opportunities including the SHARING program, the BLC Public Speaking Competition and the Blacktown Festival of Performing Arts as well as the Education Week concert series at Westpoint Shopping Centre in Blacktown. We once again strengthened our partnership with the University of Sydney as a host school for the Compass and Little Hands programs whereby Occupational Therapy students worked alongside our teachers and K–2 students to provide support and strategies to improve the fine motor coordination of our younger students in need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students showing positive behaviours for effective learning.	\$2000 – Membership to VIVO Rewards program.	The majority of our students do follow our school PBL expectations. However, with up to 15% of students requiring behaviour consequences or interventions during Term 4, there is a need to adopt a more consistent and very regular approach to explicitly teaching behavioural expectations in all settings. The interest in VIVO rewards waned during the year and an alternative system will be introduced to fully engage the student body.
Increase of parents meaningfully connecting to engage in and support the school's educational priorities.	\$0	The highlight in terms of parents reconnecting with the school was the increase again in numbers and the drive and focus of the P&C. An average of 12 parents attended each meeting in 2016–17 and the Multicultural Day was a shining example of the level of school and community spirit harnessed

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of parents meaningfully connecting to engage in and support the school's educational priorities.		throughout the year.

Next Steps

Positive Behaviour for Learning (PBL) will continue to be a focus in the 2018–2020 School Plan as we endeavour to further improve the standard of classroom and playground behaviour. Alternative playground options such as the 'Chill-Out' program will be further developed to increase the opportunities for success for a number of students requiring behavioural interventions. A key deliverable will be a program of weekly PBL lessons in all classrooms designed to explicitly teach the behavioural expectations in all settings of the school. There will be a greater and more regular focus on behavioural data to aid the planning and timing of repeat lessons in line with areas of need across the school.

The next step with parental engagement is the redevelopment of the school website on the new Adobe Experience platform being introduced in 2018.

We have ended a productive and positive partnership with the University of Sydney's Compass program. In 2018, we have commenced engagement with ABI (Assessment and Behaviour Interventions) to support K–2 students with significant speech therapy needs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$80803 including:</p> <p>\$65509 for AEO Position</p> <p>\$15294 for Flexible Funding</p>	<p>The flexible funding component was used to provide resources to ensure Personalised Learning Pathways were developed, implemented, monitored and evaluated. Aboriginal students worked towards goals each semester for Literacy, Numeracy and Social Skills / extra-curricular areas.</p> <p>A portion of flexible funding also allowed a School Learning Support Officer (SLSO) the opportunity to work extended hours each week with an Aboriginal student presenting challenging classroom behaviours.</p>
English language proficiency	<p>\$74148 including:</p> <p>\$60944 for an English as an Additional Language or Dialect (EAL/D) teacher.</p> <p>(3 days per week)</p> <p>\$13204 for Flexible Funding</p>	<p>This funding was used to provide in-class support for identified students (EAL/D) for whom English is an additional language or dialect.</p> <p>The funding increased EAL/D students' English language proficiency, resulting in improved student outcomes. In particular, 'new arrivals' students benefitted immensely from the direct instruction of a School Learning Support Officer (SLSO) employed utilising these flexible funds.</p>
Low level adjustment for disability	<p>\$133 590 including:</p> <p>\$101574 for a Learning and Support Teacher (LAST).</p> <p>\$32016 for flexible funding.</p>	<p>The flexible funding component was to employ School Learning Support Officers (SLSOs) to support classroom teachers to facilitate improved learning outcomes for students with disabilities and a range of academic and behavioural needs.</p> <p>The impact of this funding was the improvement of student participation, engagement and learning outcomes through in-class support for students identified as requiring additional learning and support needs.</p>
Socio-economic background	<p>\$224 775 including:</p> <p>\$101574 for the employment of an 11th class teacher.</p> <p>\$62 155 for the employment of an Instructional Leader to implement the Early Action for Success strategy.</p> <p>\$31 513 for the employment (higher duties) of an additional Assistant Principal.</p> <p>\$30472 to employ casual teachers to release early-career teachers off-class for regular mentoring and coaching.</p>	<p>This funding was used to improve the quality of teaching and learning.</p> <p>The key impact of this funding was the reduction in class sizes following the introduction of an above-entitlement class (an 11th class). The other key impact was the increase of the Instructional Leader position. The Department of Education appointed an Instructional Leader for 3 days per week and we utilised a portion of low socio-economic equity funding to increase this role to a full-time 5 days per week position. This allowed for greater traction between the Instructional Leader and all teachers to ensure effective changes to teaching practice, planning and evaluating could take place.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	96	109	113	123
Girls	82	82	97	111

There has been a net increase of 24 enrolments between 2016 and 2017 with 234 enrolled students at the end of the 2017 school year, compared to 210 in 2016. 52.5% of students are male, 47.5% are female.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.5	91.8	91.4	91.5
1	92.4	90.7	88.9	90.3
2	92.8	94.6	91.8	90.6
3	91.3	94.2	92.4	92.4
4	95.1	93	92.8	92.2
5	93.1	95.4	94.4	92.2
6	92.2	95	87.7	93.6
All Years	92.6	93.3	91.3	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is closely monitored by the class teacher, stage supervisors, Principal, Learning Support Team and our Home School Liaison Officer (HSLO).

When a student's attendance is causing concern, the class teacher will initially contact parents. If the attendance continues to cause concern, a referral to the Learning Support Team is made and appropriate action is then planned. Letters of notification, parent

interviews and the implementation of attendance improvement programs under the guidance of the HSLO may also be undertaken. Situations of chronic absenteeism are also referred to the Child Wellbeing Unit where appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.45
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	2
School Administration & Support Staff	4.42
Other Positions	0

*Full Time Equivalent

Teachers at The Meadows Public School bring a range of experiences to the school. There are a number of teachers in the early years of their teaching career as well as teachers who have been teaching for over 10 years.

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. In 2017, The Meadows Public School had one Aboriginal staff member, a temporary Aboriginal Education Officer.

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

Professional Learning

Throughout 2017, all teaching and administrative staff participated in professional learning activities. Professional learning at The Meadows Public School is seen as an integral part of each staff member's professional development.

School Development Days were held on the first day of Terms 1, 2 and 3. The time apportioned to school development days at the end of the year (2 days) was spread out throughout the year with teachers attending four extended (3 hour) afternoon staff professional learning sessions. Each school development session was dedicated to system and school priorities.

All staff participated in mandatory training for Cardio-Pulmonary Resuscitation, face-to-face anaphylaxis training, Child Protection and Code of Conduct.

During various professional learning sessions, staff had the opportunity to develop knowledge, skills and

- Literacy and Numeracy Teaching: A very significant proportion of weekly staff professional learning time was dedicated to the first year of implementation of the Early Action for Success (EAfS) Strategy. Regular, ongoing professional learning sessions in regards to best practice teaching were led by the Instructional Leader covering such aspects as: completing and analysing running records in reading; understanding the writing process; moderation of writing samples to improve consistency in teacher judgement; and, using the literacy and numeracy continuums to plan and differentiate sequences of learning.
- NAPLAN Data analysis using SMART software.
- Visible Learning: Posting visual learning intentions and success criteria for lessons in literacy and numeracy as well as facilitating the writing of long-term personalised learning goals for all students and whole-class social goals.
- Behaviour Management: Working with trauma-affected children .
- Behaviour Management: Professional learning regarding the new school-wide system of behaviour management and recording.
- Learning Support: Professional learning regarding new procedures for pre-referral, teacher referral and parent referral to the Learning and Support Team.

In 2017, the professional learning allocation in the school budget was \$17848. Based on approximately 18 teaching staff, that equates to \$992 per teacher.

Accreditation

Accreditation became mandatory for all teachers who commenced duty after 1 January 2005. All teachers who commenced service after this date are referred to here as 'New-Scheme Teachers.'

In 2017 at The Meadows Public School, 1 'new-scheme' teacher was accredited at Proficient Teacher level with NESA (NSW Educational Standards Authority).

7 'new-scheme' teachers were maintaining accreditation at Proficient Teacher level.

6 teachers were working towards accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	325,119
Revenue	3,638,166
Appropriation	3,529,366
Sale of Goods and Services	47,652
Grants and Contributions	57,111
Gain and Loss	0
Other Revenue	0
Investment Income	4,037
Expenses	-3,404,449
Recurrent Expenses	-3,404,449
Employee Related	-3,078,152
Operating Expenses	-326,297
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	233,717
Balance Carried Forward	558,836

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,708,282
Base Per Capita	33,539
Base Location	0
Other Base	1,674,743
Equity Total	513,316
Equity Aboriginal	80,803
Equity Socio economic	224,775
Equity Language	74,148
Equity Disability	133,590
Targeted Total	191,097
Other Total	919,457
Grand Total	3,332,152

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.

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.

Year 3 Literacy

26 Year 3 students sat the National Assessment for Literacy in 2017. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation.

- In **Reading**, 19% of Year 3 students were placed in the top 2 bands (5 and 6) compared to 51% of the state.
- In **Writing**, 15% of Year 3 students were placed in the top 2 bands compared to 53% of the state.
- In **Spelling**, 19% of Year 3 students were placed in the top 2 bands compared to 53% of the state.
- In **Grammar and Punctuation**, 27% of Year 3 students were placed in the top 2 bands compared to 62% of the state.

Year 5 Literacy

24 Year 5 students sat the National Assessment for Literacy in 2017. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation.

- In **Reading**, 21% of Year 5 students were placed in the top 2 bands (7 and 8) compared to 40% of the state.
- In **Writing**, 0% of Year 5 students were placed in the top 2 bands compared to 18% of the state.
- In **Spelling**, 26% of Year 5 students were placed in the top 2 bands compared to 38% of the state.
- In **Grammar and Punctuation**, 26% of Year 5 students were placed in the top 2 bands compared to 36% of the state.

Student Growth in Literacy

- Year 3 2015 to Year 5 2017 in all 4 aspects of NAPLAN for Literacy, our students collectively performed above the state average in terms of student growth between Year 3 and Year 5.
- In **Reading**, the school's Average Scaled Score Growth was a very favourable 91.1 points, compared to 78.2 points across the state.
- In **Writing**, the school's Average Scaled Score Growth was a very favourable 66.8 points, compared to 55.1 points across the state.
- In **Spelling**, the school's Average Scaled Score Growth was a favourable 91.7 points, compared to 89.6 points across the state.
- In **Grammar and Punctuation**, the school's Average Scaled Score Growth was a very

favourable 81.6 points, compared to 66.6 points across the state.

Year 3 Numeracy

- 25 Year 3 students sat the National Assessment for Numeracy in 2017.
- In Numeracy, 12% of Year 3 students were placed in the top 2 bands (5 and 6) compared to 43% of the state.

Year 5 Numeracy

- 24 Year 5 students sat the National Assessment for Numeracy in 2017.
- In Numeracy, 17% of Year 5 students were placed in the top 2 bands (7 and 8) compared to 33% of the state.

Student Growth in Numeracy –Year 3 2015 to Year 5 2017

In Numeracy, the school's Average Scaled Score Growth was a very favourable 107 points, compared to 96.8 points across the state.

Aboriginal student performance

Year 3 NAPLAN

- Three students from Year 3 in 2017 identified as Aboriginal. Data sets provided on the School Measurement Assessment and Reporting Toolkit (SMART) website showed that a total of 13 Aboriginal students completed NAPLAN across the three previous years, 2014–16.
- In Reading, 67% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 46% across 2014–16.
- In Writing, 33% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 31% across 2014–16.
- In Spelling, 33% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 38% across 2014–16.
- In Grammar and Punctuation, 100% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 54% across 2014–16.
- In Numeracy, 0% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 31% across 2014–16.

Year 5 NAPLAN

- Six students from Year 5 in 2017 identified as Aboriginal. Reading was the only aspect of NAPLAN completed by all six students, with five

students completing each of the other aspects. Data sets provided on the School Measurement Assessment and Reporting Toolkit (SMART) website showed that a total of just 4 Aboriginal students completed NAPLAN across the three previous years, 2014–16.

- In Reading, 50% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 50% across 2014–16.
- In Writing, 20% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 50% across 2014–16.
- In Spelling, 0% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 50% across 2014–16.
- In Grammar and Punctuation, 20% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 0% across 2014–16.
- In Numeracy, 0% of Aboriginal students in 2017 achieved scores in the lowest 2 bands compared to a trend of 50% across 2014–16.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

In 2017, the school sought the opinions of parents, students and teachers about the school. Responses were gained from 63 parents, 137 students from Years 2–6 and 23 members of staff.

Findings and Conclusions – Staff and Parents

Positive Feedback

- 100% of staff and 94% of parents agreed that the school is a friendly school that is tolerant and accepting of all students.
- 100% of staff and 95% of parents agreed that the students are the school's main concern.
- 96% of staff and 95% of parents agreed that student achievements are recognised through the school award system.
- 91% of staff and 90% of parents agreed that the school maintains a focus on literacy and numeracy.
- 91% of staff and 98% of parents agreed that the school office responds to enquiries and requests in a friendly and prompt manner.
- 100% of staff and 99% of parents agreed that the fortnightly newsletter keeps the community informed about coming events and school achievements.

Areas for Improvement

- 35% of staff disagreed with the statement 'There is good access to computers and strong technology programs and resources.'
- 25% of staff disagreed with the statement 'The school offers challenging programs for its students.'
- 21% of staff (down from 39% in 2016) and 13% of parents disagreed with the statement 'Fair discipline exists within the school.'

Findings and Conclusions – Students

Positive Feedback

- 100% of students want to get good results at school.
- 100% of students agreed that their teachers had high expectations for student work.
- 94% of students are proud to be students of The Meadows Public School.
- 93% of students believe the things they are taught at school are worth learning.
- 93% of students believe their teachers treat them fairly.

Areas for Improvement

- 90% of students feel they could learn more in class if students would behave better.
- 46% of students do not try to be better than other students.
- 38% of students feel worried a lot about school.
- 37% of students feel they are not always treated with respect by other students.
- 35% of students do not get excited about their schoolwork.
- 21% of students do not believe their school work challenges them to think.
- 19% of students do not always feel safe at school.
- 17% of students claim they do not always follow class and school rules.

Future Directions

In particular, some results from student surveys provide some scope for improvement in certain areas. As teachers we will examine ways to ensure best practice in terms of managing student behaviour and anxiety. 'Be Safe' and 'Be respectful' will remain recurring themes through our Positive Behaviour for Learning (PBL) explicit lessons to again reinforce the expectation of safe and respectful behaviour in all school settings.

Another concern can be linked to student engagement, the provision of challenging learning tasks and the setting of high expectations by students. Teachers need to examine practice to ensure learning is exciting and challenging with students always encouraged to achieve their best work.

The key issue to emerge from the triangulation of survey results was in regards to fair discipline. A significant proportion of staff and parents see fair and consistent discipline as a key area for improvement. The school executive has already addressed this concern, reviewing processes and practices before developing a new, streamlined system of responding to minor and major incidences of student behaviour, aimed at ensuring consistency across the school when making decisions in response to negative behaviours.

Overall, parents, teachers and students are satisfied with the quality of school life at The Meadows Public School. The school will continue to develop, implement and evaluate programs, processes and practices to ensure the quality of school life is maintained and improved in the future.

Policy requirements

Aboriginal education

The Meadows Public School is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in Literacy and Numeracy. The Aboriginal Education and Training Policy (2008) and the Aboriginal and Torres Strait Islander Education Action Plan (2010–2014) are implemented across the school. Aboriginal perspectives and outcomes are included in stage teaching programs and in the culture and activities of the whole school.

Personalised Learning Pathways (PLPs) were collaboratively developed for all Aboriginal students to help guide their educational goals. Students, teachers and family members met with the Aboriginal Education Officer to identify students' social, emotional, cultural and academic strengths and areas for development.

Parents play a vital role in these meetings, sharing the learning goals and aspirations they have for their children.

Aboriginal Australia was recognised and celebrated through various NAIDOC week activities. Aboriginal students and community members at The Meadows Public School led various activities to allow all students to gain a greater appreciation and understanding of Aboriginal culture.





Multicultural and anti-racism education

The Meadows Public School includes many students whose families originate from countries all around the world. Every day is a celebration of our cultural diversity and history and is supported by a culturally-inclusive curriculum and teaching programs that promote intercultural understanding and skills.

The Multicultural Education Policy was implemented to promote community harmony through school policies and practices. In 2017 The Meadows Public School actively engaged the school and wider community in a range of initiatives to foster and enhance the engagement of our culturally diverse community. This was achieved through events such as Harmony Day and, most effectively, through our major whole-school event for 2017, Multicultural Day.

In teaching and learning programs, the curriculum content, including cross-curriculum priorities and general capabilities, assisted students to achieve learning outcomes and provided students with opportunities to deal with diversity and difference in a positive and informed manner –promoting tolerance and intercultural understanding.

Appropriate provision was in place to support the specific needs of students from culturally diverse backgrounds through the delivery of a differentiated curriculum and targeted teaching and learning programs. English as Additional Language or Dialect (EALD) teachers were utilised to provide ongoing support in Literacy and Numeracy. The EALD teachers also worked closely with several refugee students who enrolled throughout the year, allowing them to settle in and adjust to their new setting.

The Meadows Public School has a designated, trained Anti-Racism Contact Officer (ARCO). The Principal, with the support of the ARCO, ensured that the Anti-Racism Policy was implemented.