

Medlow Public School Annual Report



2017



2511

Introduction

The Annual Report for **2017** is provided to the community of **Medlow Public School** as an account of the school's operations and achievements throughout the year.

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

Sarah Landers

Principal

School contact details

Medlow Public School

Taylors Arm Rd

Medlow, 2447

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

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

6564 2145

Message from the Principal

It gives me great pleasure to present the 2017 Annual School Report.

Our school continues to offer the best possible education and opportunities for our students and their families. The entire learning community worked very hard to ensure that every child is cared for and valued. Staff are afforded a variety of opportunities to develop their professional learning and to contribute to the positive culture of the school.

Departmental training in Learning Management Business Reform (LMBR) had a significant impact on the operation of the school. My sincere thanks to the Administration staff who were trained and are continuing to implement new financial management strategies.

Our teaching staff, including casuals, provide outstanding expertise across the K 6 curriculum. Thank you for your ongoing commitment to the students and individual learning needs.

Our wonderful students respond to the challenges of the environment of a small school.

To our families who continue to support our school in so many different ways, your efforts and contributions are greatly appreciated and enrich our community fabric.

Sarah Landers

School background

School vision statement

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

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

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

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

Teamwork Respect Creativity

School context

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

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

The 7 students are predominantly from farming and agricultural backgrounds.

In 2017, we continued our involvement in the Language, Learning and Literacy (L3) professional learning program. A culture of ongoing improvement and an explicit focus on quality professional learning in differentiation, responding to data, enrichment and extended learning, fluid and flexible grouping and technology that will ensure the application of best practice to every student's learning experience.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

Medlow continues to reflect on our practises and evaluate programs.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

STRATEGIC DIRECTION Curriculum – Building Teacher and Student Capacity

Purpose

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

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

Overall summary of progress

Medlow has made solid progress in establishing protocols and procedures to support Teachers and students on their learning journey.

Building a partnership with Lifetime Connect ensured the successful transition of students into Kindergarten for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">PLAN data showing students working at expected levels	\$1000 Socio Economic Background	PLAN data indicates that 80% of students were working at expected levels. All teachers were using PLAN to record and track student progress.
<ul style="list-style-type: none">NAPLAN data as compared to state in reading, spelling, writing, grammar, punctuation and numeracy.	Not Applicable as there were no students in Years 3 or 5.	Not Applicable as there were no students in Years 3 or 5.
<ul style="list-style-type: none">Community's knowledge of the school's vision, strategic directions, expectations and practices.	\$150.00	Communication was enhanced through weekly newsletters, the launch of face book, regular school assemblies, community notice boards, P and C meetings, 3 way Meetings
<ul style="list-style-type: none">Staff members develop a PDP with identified professional goals and evidence of achievement	\$1000.00	Teaching staff used PDP's that were aligned with the school plan. Evidence of achievement of individual goals indicated that staff were work in towards achievement in most domains
<ul style="list-style-type: none">Students in Year 7 are tracked for NAPLAN results	There were no Year 7 students in 2017.	There were no Year 7 students in 2017.

Next Steps

As we enter a into a new school planning cycle, 2018–2020, teaching and learning remain the fundamental focus.

Strategic Direction 2

STRATEGIC DIRECTION Health and Well being

Purpose

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

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

Overall summary of progress

- * Live Life Well
- * Premiers Sporting Challenge
- * Kelly's Canteen
- * Indigenous Cultural Camp to Scotts Head
- * In School daily Bike Education program
- * In school camp fire/tent sleepover
- * 3 day camp to South West Rocks visiting Heritage sites – Smoky Cape Lighthouse and Trial Bay Gaol
- * Senior Camp to Canberra/Snowy Mountains
- * Clean Up Australia Day
- * Life Education visit
- * Dental Visit
- * Responsible Pet Visit
- * Participation in the Annual Macksville Show

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• PLAN data showing students working at expected levels.	All staff were committed to this and worked collaboratively to support each other in their professional development and practice.	\$1000.00
• Community's knowledge of the school's vision , strategic directions, expectations and practices.	The learning culture of Medlow is clearly articulated and supported through family involvement and participation in community activities.	\$500.00
• There is school wide, collective responsibility for student learning and success with high levels of student, staff and community engagement.	We continue to embed the principles of Growth Mindset and Reflective Learning.	\$2000.00

Next Steps

Medlow will continue to be involved in health and wellbeing programs and community events.

Mental Health partnership with Mid North Coast Health

Lifetime Connect – a weekly supported playgroup

UR Strong – resilience program



Strategic Direction 3

STRATEGIC DIRECTION 3 Environment and Sustainability

Purpose

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

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

Overall summary of progress

*Investigate Aphids – Department of Primary Industry Competition

*Planting of gardens using companion plants

*Waste Free Wednesday

Progress towards achieving improvement measures

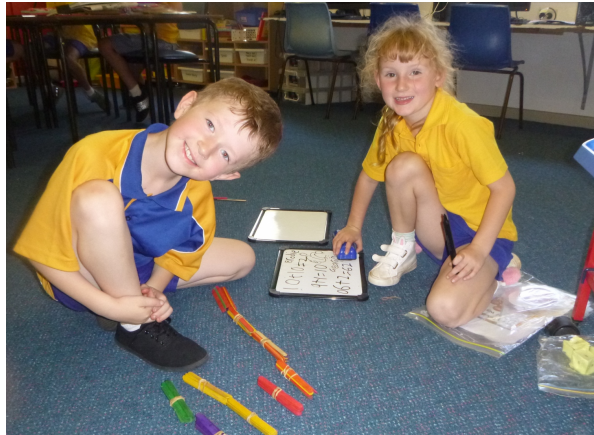
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Parent survey indicates an increase in their contribution to school life 	Community volunteers for read Parent volunteers for canteen Parent and community volunteers on excursions Parent and community volunteers for fundraising events	\$0
<ul style="list-style-type: none"> Increase in the unique hits on the school's website 	The website was maintained, but as Facebook became more accessible this was the most preferred form of communication.	\$0
<ul style="list-style-type: none"> The physical environment of the school is enhanced and cared for by the whole school community 	The playground has spaces for reflection and nature play.	\$0
<ul style="list-style-type: none"> Collaborative planning with Valley 10 schools 	Small Schools Sports Carnivals – Swimming and Athletics Small Schools Senior Excursion to Canberra and the Snowy Mountains Bowra Go For Fun Rugby League Day at Scotts Head	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Collaborative planning with Valley 10 schools	Year 6 Transition Program with Macksville Public School and Macksville High School	

Next Steps

Environmental Practices and Sustainability programs are embedded in to the culture of the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Inter-agency meetings and documentation required significant release time that impacted on the day to day running of the school	\$716
Socio-economic background	<p>Targeted KLA support in Literacy, Numeracy and ICT.</p> <p>Opportunities to participate in activities that directly support the acquisition of life skills are essential for students from low socio-economic</p>	\$8991

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	5	3	1	2
Girls	16	12	7	4

Medlow began the school year with 6 students. By the end of term 1 we had 10 students. At the beginning of Term Two, two families moved away and our enrolment was back to 6 students. In Term 4 we gained two new enrolments and lost one. We finished the school year with 7 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.5	90.2	93	89.2
1	92.1		96.3	97.8
2	92.4	93.9		95.8
3	91	94	96.4	
4	87.6	96.1	90.3	92.1
5	93.1	95.7	93	
6	87.5	93.3		95.7
All Years	91.3	94	94.6	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7		93.9	93.8
2	94.9	94		94
3	95	94.1	94.2	
4	94.9	94	93.9	93.9
5	94.8	94	93.9	
6	94.2	93.5		93.3
All Years	94.8	94	94.1	93.9

Management of non-attendance

Non attendance is an unusual occurrence at Medlow. Contact between families and school ensures that absenteeism is promptly handled.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

Medlow does not have any Aboriginal enrolments.

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

All staff including non teaching staff participated in PDP process. This ensured that goals were set and professional standards were aligned.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

All of the school's Tied Funds are spent on staffing and this includes teaching and non teaching salaries.

Voluntary contributions from families for 2017 were \$10.00.

There was no significant variation between income and expenditure.

School funds were used to purchase licenses for Reading Eggs, Mathletics, Typing Tournament, text books and the School Magazine.

Receipts	\$
Balance brought forward	36,580
Global funds	59,035
Tied funds	13,632
School & community sources	2,451
Interest	427
Trust receipts	40
Canteen	0
Total Receipts	75,585
Payments	
Teaching & learning	
Key Learning Areas	1,502
Excursions	1,110
Extracurricular dissections	10,345
Library	210
Training & Development	213
Tied Funds Payments	12,811
Short Term Relief	4,997
Administration & Office	7,458
Canteen Payments	0
Utilities	4,599
Maintenance	6,927
Trust Payments	50
Capital Programs	0
Total Payments	50,221
Balance carried forward	61,943

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	63,841
Appropriation	62,387
Sale of Goods and Services	9
Grants and Contributions	1,392
Gain and Loss	0
Other Revenue	0
Investment Income	52
Expenses	-23,179
Recurrent Expenses	-23,179
Employee Related	-15,641
Operating Expenses	-7,538
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,662
Balance Carried Forward	40,662

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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	254,618
Base Per Capita	1,223
Base Location	6,582
Other Base	246,813
Equity Total	19,149
Equity Aboriginal	0
Equity Socio economic	8,276
Equity Language	0
Equity Disability	10,873
Targeted Total	0
Other Total	14,216
Grand Total	287,983

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.

In 2017, there were no enrolments in Years 3 and 5.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Students participated in collaborative learning activities on STEM projects. Students enjoyed participating in School Parliament and contributing ideas as to how they would like their school to be.

Parents set fundraising goals at the beginning of 2017 for Robotics resources, and a three day HSIE excursion to South West Rocks.

Teachers commented on the implementation of new curricula in a multi-stage setting. Teachers have to manage complex demands and needs of students in an isolated learning environment.

Policy requirements

Aboriginal education

Medlow endeavours to integrate Aboriginal perspectives in to every unit of work.

We had the expertise of Uncle Ritchie Donovan who supported our sporting programs. He also co-ordinated an Indigenous Cultural Camp at Scotts Head.

We participated in a Go For Fun Aboriginal Community Engagement Day at Bowraville.

Multicultural and anti-racism education

Students did a unit of work on refugees. The school canteen provided a taste of nations through various menu options.