

The Meadows Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

At The Meadows Public School, all students are inspired and empowered to embrace learning and achieve their best academically, socially, physically and culturally within an environment of high expectations to ensure they flourish as safe, responsible and respectful members of society.

School context

The Meadows Public School is situated in Seven Hills and is in the **Bungarribee** Principal Network. The school population of 241 students consists of 27 students (11%) who identify as Aboriginal and a growing number of students from a language background other than English. There are eleven 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 – 5 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 academically, socially, physically and culturally. 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.

Our school seeks to embed strong student well-being practices across Kindergarten to Year 6 as well as building strong foundations in Literacy and Numeracy in the early years.

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.

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.

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 continues to be 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 2018, for the second consecutive year, 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 progressions.

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. In 2018, we introduced a 3-way interview process involving teachers, parents and students. Students present at interviews reflected on their own learning against pre-determined goals giving parents 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 still 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 2018, 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. All K–2 teachers were involved in weekly 1:1 or small group 'teach meets' to build collective understanding of what works best in the teaching of English and Mathematics.

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 – Sustaining and Growing

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.

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

Excellence in Wellbeing and Learning

Purpose

To foster a learning culture of high expectations, engaging all students in inclusive, relevant, high quality educational programs within a positive, supportive learning environment, empowering all students to grow and flourish as safe, responsible learners.

Overall summary of progress

In 2018, the first year of the 2018–2020 School Plan, sound progress was made in each of the two processes with the majority of milestones being achieved.

Process 1: Strong Student Wellbeing – Achievements for this process included:

- * Commencement of a new school-wide rewards system, Class Dojo Points.
- * PBL (Positive Behaviour for Learning) lessons were re-written for all K–6 classes for expectations across the entire variety of school settings.
- * Whole staff participation in professional learning regarding Functional Behaviour Assessment.
- * Marked reduction in inappropriate student behaviour. In 2017, there was an average of 73 'major' behaviours per term. In 2018, this figure was reduced to an average of 47 'major' behaviours per term. Suspension numbers also decreased most significantly with 36 suspensions recorded in 2017 and a comparatively low 17 suspensions recorded for 2018.
- * Significant growth in the percentage of positive School Satisfaction Survey responses for questions pertaining to school student welfare procedures. In 2016, 39% of staff had some concerns over the fairness of discipline across the school. In 2018, that figure decreased to 14%.

Process 2: Effective Curriculum Provision – Achievements for this process included:

- * Professional learning for all teachers in regards to using the Personalised Learning and Support Signposting Tool (PLASST).
- * Provision of Individual Education Plans (IEPs) for students with limited achievement in English and/or Mathematics and Personalised Learning Pathways (PLPs) for Aboriginal students.
- * Professional Learning for all teachers regarding Literacy and Numeracy progressions and the use of PLAN2 to guide programming, sequences of learning and differentiated lessons to cater for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 85% of students each term demonstrate they are safe, responsible learners in all school settings. (We also aim to improve behaviour data by having a decreased percentage of students being recorded with 'major' behaviours and a reduction in the suspension rate compared to 2016–2017.)	\$800 (Class Dojo Reward Prizes) \$7000 (Employment of Student Wellbeing Support Officer / School Chaplain to provide additional 1:1 support and social skills programs for at-risk students.	Across the 2018 school year, an average of 89% of students followed school expectations, demonstrating they were safe, responsible learners in all school settings. In 2017, this figure was 84%. Suspensions in 2018 totalled 17, compared to 36 in 2017.
Increased percentage rate of student attendance compared to 2015–17.	\$200 (Class parties for class with	No progress made in 2018, instead, a disappointing decline. Average attendance rates across 2015–2017 were 92.1%. The average attendance

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage rate of student attendance compared to 2015–17.	highest percentage attendance each term)	2018 was 90.5%. Statewide, the average attendance rate was 93.4%
Growth in positive responses from School Satisfaction Survey for questions in relation to school student welfare procedures.	\$0	Significant growth in the percentage of positive School Satisfaction Survey responses for questions pertaining to school student welfare procedures. In 2016, 39% of staff had some concerns over the fairness of discipline across the school. In 2018, that figure decreased to 14%.
100% of teachers have evidence of differentiation in teaching programs for English and Mathematics with Individual Education Plans as required.	\$0	Individual Education Plans completed as appropriate and utilised in the collection of NCCD data.

Next Steps

We have engaged a PBL (Positive Behaviour for Learning) external coach in 2019 to evaluate our programs and practices in this area using the Benchmarks of Quality survey. Results from the survey in Term 1 will guide our milestones and professional learning in this area throughout the year.

We will continue to pursue strategies that aid improvement in school attendance. We will work even more closely with the Home School Liaison Officer as well as the Aboriginal Liaison Officer to promote improved attendance for some of our students with chronic absenteeism. We will continue to offer an engaging curriculum as well as a myriad of extra-curricular opportunities to inspire greater levels of attendance. Strong patterns of attendance will continue to be rewarded at whole class and individual student level.



Strategic Direction 2

Excellence in Teaching

Purpose

To empower all teachers by building their capacity to provide explicit quality instruction and evidence-based best practice teaching to build strong foundations for every student in literacy and numeracy.

Overall summary of progress

In 2018, the first year of the 2018–2020 School Plan, sound progress was made in each of the two processes with the majority of milestones being achieved.

Process 1: Instructional Leadership – Achievements for this process included:

- * Facilitation of weekly 1:1 and small team 2-hour 'teach-meets' between Instructional Leader and K–2 teachers to examine, work towards and evaluate *Early Action for Success* Reading, Writing and Numeracy benchmark targets. 'Teach Meets' allowed for very personalised professional learning for all K–2 teachers as well as co-planning, co-debriefing and co-reflecting on lessons.
- * Supporting all K–2 teachers in the collection and analysis of student data for literacy and numeracy.
- * Co-teaching of literacy and numeracy between Instructional Leader and Classroom Teacher.
- * Introduction to the Literacy and Numeracy Progressions and utilising PLAN2 software for data entry and analysis to aid planning towards the learning pathways for individual students.

Process 2: Research-Informed Pedagogy: Visible Learning – Achievements for this process included:

- * Professional learning for all teachers regarding the effective writing of Learning Intentions and Success Criteria for English and Maths.
- * Teachers beginning to gain confidence in using the Visible Learning strategy of displaying Learning Intentions and having students discuss and contribute to Success Criteria for various daily lessons in English and Maths.
- * All students K–6 writing longer-term Learning Goals at the end of each term for the following term.
- * Introduction to 3-way Interviews involving parents, teachers and students to enable students to have the opportunity to articulate their learning.
- * Professional learning for all staff in regards to implementing regular effective feedback in their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students performing in the top 2 bands of all aspects of NAPLAN compared to 2015–2017.	\$63708 to increase our school's 0.6 (3 days per week) Instructional Leader allocation by 0.4 to create a full position.	Year 3 NAPLAN: We increased the percentage of students performing in the top 2 bands of NAPLAN compared to 2015–17 for ALL FIVE aspects of NAPLAN, as follows: Taking into account all aspects of NAPLAN combined, 75.8% of students achieved scores in the top 2 bands in 2018 compared to 43.6% of students across 2015–2017. Year 5 NAPLAN: We increased the percentage of students performing in the top 2 bands of NAPLAN

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students performing in the top 2 bands of all aspects of NAPLAN compared to 2015–2017.		<p>compared to 2015–17 for NIL aspects of NAPLAN, as follows:</p> <p>Taking into account all aspects of NAPLAN combined, 17.2% of students achieved scores in the top 2 bands in 2018 compared to 46.7% of students across 2015–2017.</p>
Increased percentage of students achieving at or above national minimum standards in all aspects of NAPLAN compared to 2015–2017.	As above	<p>Year 3 NAPLAN:</p> <p>In 2018, we increased the percentage of students performing at or above the national minimum standards in NAPLAN compared to 2015–17.</p> <p>In 2018, we had 72.7% of students at or above the national minimum standard compared to 40.5% of students at or above minimum standard across 2015–17.</p> <p>Year 5 NAPLAN:</p> <p>In 2018, we decreased the percentage of students performing at or above the national minimum standards in NAPLAN compared to 2015–17.</p> <p>In 2018, we had 34.5% of students at or above the national minimum standard compared to 40.3% of students at or above minimum standard across 2015–17.</p>
All teachers will confidently and consistently make their learning intentions and success criteria visible every session.	Nil.	Teachers beginning to gain confidence in using the Visible Learning strategy of displaying Learning Intentions and having students discuss and contribute to Success Criteria for various daily lessons in English and Maths.

Next Steps

We have revamped our timetabling and staffing structures to enable an outstanding level of collaboration in 2019. Each classroom teacher K–6 will have 4 hours off class, one day per week. All teachers on the same stage will be off class at the same time. Two hours of this time will be the teacher's Release from Face to Face allocation (RFF) while the remaining two hours will be a time for professional learning and collaboration with each other and the Instructional Leader. A 'Spirals of Inquiry' action research approach has been adopted to lead to improved teaching practice and learning outcomes..



Strategic Direction 3

Excellence in Leadership

Purpose

To build leadership density across the school community to lead and inspire a culture of high expectations, empowering staff, students and parents to have purposeful leadership roles, ensuring effective management and a shared commitment to achieving the school's educational priorities.

Overall summary of progress

In 2018, the first year of the 2018–2020 School Plan, sound progress was made in each of the two processes with the majority of milestones being achieved.

Process 1: Staff Professional Development – Achievements for this process included:

- * Introduction of a formal induction folder for ALL staff containing all essential organisational information.
- * The PDP (Personal Development Plan) process was further refined and all PDP goals were analysed by the executive to determine common professional learning needs across the school. Professional learning needs were met either through external courses or internal means including 1:1 mentoring sessions. The majority of staff achieved at least one PDP goal and are working towards the achievement of others.
- * Professional learning facilitated for all staff to keep informed about the teacher accreditation process.
- * A group of early career teachers met at least monthly to work on the collection and annotation of evidence towards their accreditation. This was facilitated and all sessions led by a recently accredited teacher. All members of the group made outstanding progress during these sessions with several members of the group gaining accreditation at proficient level by the end of 2018.

Process 2: Effective Community Engagement – Achievements for this process included:

- * Established links with external companies Schools Plus and IMC to support the introduction of STEM education (Coding and Robotics) at The Meadows PS. The initial process involved two days of professional learning for a team of five teachers as well as the selection and purchase of resources to support the implementation of STEM programs. The first year of our involvement led to the school joining the Blacktown Learning Community's STEM Expo for the first time.
- * Enhanced the profile of the school in the wider community through participation in a variety of programs and opportunities including: PSSA Sport in four sports, Student Leadership Development programs, SHARING Enrichment program, Debating and Public Speaking programs, Blacktown Festival of Performing Arts and Westpoint Education Week Concert opportunities.
- * Provision of an outstanding range of events throughout the year promoting community involvement including: Mothers Day, Fathers Day and Grandparents Day celebrations, NAIDOC week activities, Book Week Character Parade, Easter Parade, and most significant of all, our biennial Whole School Performance and P&C Movie Night events.
- * Employment of a Student Wellbeing Support Officer (SWSO) / School Chaplain to assist with social skills programs and student engagement across the school.
- * Continual school promotion using Facebook, a new-look school website and a fortnightly newsletter featuring student activity pages and reader prize opportunities to increase the readership of the newsletter.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have individual Professional Development Plans and have achieved or are maintaining accreditation. 100% of teachers are involved in professional learning focusing on	\$23509 (2018 Professional Learning allocation)	All staff have individual Professional Development Plans and have achieved or are maintaining accreditation. 100% of teachers are involved in professional learning focusing on the attainment of professional goals and professional standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
the attainment of professional goals and professional standards.		All staff have individual Professional Development Plans and have achieved or are maintaining accreditation. 100% of teachers are involved in professional learning focusing on the attainment of professional goals and professional standards.
An increase of parents meaningfully connecting to engage in and support the school's educational priorities. Increased parent attendance at assemblies, information sessions and other events from 2017 baselines.		Parent involvement across the school in all events increased from 2017 to 2018 as indicated by attendance figures. Of particular note, parent-teacher interview numbers increased markedly with the introduction of 3-way parent-teacher-student interviews in 2018. In 2017, 50% of students were represented at an interview, This figure increased to 68% in 2018.
There will be an increase in the number of students gaining leadership opportunities through their involvement in sporting and cultural pursuits compared to 2017.		More students gained extra-curricular opportunities in 2018 compared to 2017 with a wider range of options made available in sport, public speaking and debating, dance, choir and student leadership development programs.

Next Steps

As mentioned in Strategic Direction 2, we have revamped our timetabling and staffing structures to enable an outstanding level of collaboration in 2019. Each classroom teacher K-6 will have 4 hours off class, one day per week. Two hours of this time will be the teacher's Release from Face to Face allocation (RFF) while the remaining two hours will be a time for professional learning and collaboration with each other and the Instructional Leader. This structure should aid the achievement of each teacher's PDP goals linked to Literacy and Numeracy.

In terms of effective community engagement, the next aim is to harness the excellent current level of daily parental engagement through the provision of a series of 'parents as home teacher' workshops in areas as defined by parent surveys. The aim is to run a series of workshops in Terms 2 and 3 to assist parents in helping their children with reading, writing and mathematics.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$74642 including:</p> <p>\$67042 for AEO position</p> <p>\$7600 for flexible funding</p>	<p>The flexible funding component was used to provide resources to ensure Personalised Learning Pathways (PLPs) 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 was used to ensure some Aboriginal students had access to opportunities in sport and performing arts to cover program participation fees.</p>
English language proficiency	<p>\$67485 including:</p> <p>\$62 478 to create a 0.6 (3 days per week) EALD teacher position.</p> <p>\$5007 to cover an SLSO (Teacher's Aide) to support new arrivals students.</p>	<p>The funding was used to provide in-class support for identified students (EALD) for whom English is an Additional Language or Dialect.</p> <p>The funding increased EALD 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 using these flexible funds.</p>
Low level adjustment for disability	<p>\$128147 including:</p> <p>\$93702 for a 0.9 LaST position.</p> <p>\$34445 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>
Quality Teaching, Successful Students (QTSS)	\$38522	<p>The QTSS funds were utilised to employ a casual teacher 2 days per week, enabling an experienced Assistant Principal to come off class to take up a mentoring role for teachers in Years 3–6.</p>
Socio-economic background	<p>\$220862 including:</p> <p>\$104113 for the employment of an 11th class teacher.</p> <p>\$63708 for the employment of a 0.4 Instructional Leader to implement the Early Action for Success strategy.</p> <p>\$29839 for the employment (higher duties) of an additional Assistant Principal.</p>	<p>This funding was used to improve the quality of teaching and learning. 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 and evaluation could take place.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	109	113	123	125
Girls	82	97	111	110

After significant growth in enrolment numbers from 2015–2017 (191 students to 234 students), student enrolment numbers have steadied across 2017–2018, with enrolment numbers moving from 234 to 235 in the past year. 53.2% of students are male, 46.8% of students are female.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.8	91.4	91.5	91.7
1	90.7	88.9	90.3	90.2
2	94.6	91.8	90.6	89.1
3	94.2	92.4	92.4	90.9
4	93	92.8	92.2	90.5
5	95.4	94.4	92.2	90.6
6	95	87.7	93.6	90.5
All Years	93.3	91.3	91.7	90.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	4.42

*Full Time Equivalent

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

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. In 2018, The Meadows Public School had one Aboriginal staff member, a permanent 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 2018, 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.

Staff Development Days were held on the first day of Terms 1, 2 and 3. The time apportioned to staff development days at the end of the year (2 days) was spread out throughout the year with teachers attending four extended (three-hour) afternoon staff professional learning sessions. Each staff development session was dedicated to NSWDOE 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 understandings in areas such as:

- * Numeracy Teaching: A very significant proportion of weekly staff professional learning time was dedicated to the second year of implementation of the Early Action for Success (EAfS) Strategy. Whilst the focus in 2017 was Writing, the majority of staff meetings were dedicated to improving teaching and learning in Mathematics. Regular, ongoing professional learning sessions were led by the Instructional Leader covering such aspects as: Trusting the Count, Place Value, Additive Thinking and Multiplicative Thinking.

- * Lesson planning for Positive Behaviour for Learning (PBL)

- * Writing Individual Education Plans (IEPs)

- * Visible Learning: Writing Learning Intentions and Success Criteria

- * Visible Learning: Providing Effective Feedback

- * White Ribbon Information sessions

- * Teacher Accreditation

- * NAPLAN Whole School Data Introduction

In 2018, the professional learning allocation in the school budget was \$23509. Based on approximately 20 teaching staff, that equates to \$1175 per teacher.

Accreditation

In 2018 and into the beginning of 2019 at The Meadows Public School, five 'Early Career Teachers' became accredited at Proficient Teacher level with NES (NSW Educational Standards Authority)

Ten teachers are currently at the career stage of maintaining their accreditation at Proficient Teacher level.

Four other 'Early Career Teachers' are still working

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	558,836
Revenue	4,042,502
Appropriation	3,786,237
Sale of Goods and Services	48,278
Grants and Contributions	203,021
Gain and Loss	0
Other Revenue	0
Investment Income	4,966
Expenses	-3,675,894
Recurrent Expenses	-3,675,894
Employee Related	-3,322,688
Operating Expenses	-353,206
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	366,608
Balance Carried Forward	925,444

The school's finances are managed by the school finance committee consisting of the School Administration Manager and the Principal.

An emphasis in annual financial planning is placed on effectively utilising all sources of Equity Funding with these allocations being expended in full to support the school's low socio-economic status, Aboriginal students, students for whom English is an Additional Language or Dialect and students with learning and other disabilities.

The current balance carried forward into 2019 is reflective of some underspending in several areas, for example, staffing through the inability to fill casual vacancies. Savings will be utilised in 2019 to allow for the building of a large shade structure over our K-2 playground and a very significant increase in tablet and laptop devices, charging units and storage solutions for every classroom. Each Kindergarten class will be equipped with 10 portable devices while each Years 1-6 class will be equipped with 20 portable devices. Technology spending will also include the provision of updated interactive display panels in both the library and the connected classroom.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,780,570
Base Per Capita	47,909
Base Location	0
Other Base	1,732,661
Equity Total	491,135
Equity Aboriginal	74,642
Equity Socio economic	220,862
Equity Language	67,485
Equity Disability	128,147
Targeted Total	194,666
Other Total	1,048,636
Grand Total	3,515,007

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Literacy

34 students in Year 3 sat the National Assessment for Literacy in 2018. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation.

* In **Reading**, 56% of our Year 3 students were placed in the top two bands compared to 52% of the state.

* In **Writing**, 32% of our Year 3 students were placed in the top two bands compared to 45% of the state.

* In **Spelling**, 64% of our Year 3 students were placed in the top two bands compared to 50% of the state.

* In **Grammar and Punctuation**, 61% of our Year 3 students were placed in the top two bands compared to 48% of the state.

Year 5 Literacy

31 students in Year 5 sat the National Assessment for Literacy in 2018. Assessments are conducted for Reading, Writing, Spelling, Grammar and Punctuation.

* In **Reading**, 7% of our Year 5 students were placed in the top two bands compared to 36% of the state.

* In **Writing**, 0% of our Year 5 students were placed in the top two bands compared to 15% of the state.

* In **Spelling**, 13% of our Year 5 students were placed in the top two bands compared to 36% of the state.

* In **Grammar and Punctuation**, 7% of our Year 5 students were placed in the top two bands compared to 35% of the state.

Student Growth in Literacy

Student growth is measured for students who sat NAPLAN in Year 3 in 2016 and also NAPLAN in Year 5 in 2018.

* In terms of 'Average Scaled Growth Score' data, Year 5 students at The Meadows Public School achieved favourable levels of growth for the areas of Reading, Spelling and Grammar and Punctuation. Writing was the only area in NAPLAN where our 'Average Scaled Growth Score' was lower than the overall state score.

* 72% of our students achieved at or above the expected level of growth in Reading compared to 63.2% of the state.

* 70.4% of our students achieved at or above the expected level of growth in Spelling compared to 58% of the state.

Year 3 Numeracy

* 34 students in Year 3 sat the National Assessment for Numeracy in 2018.

* In Numeracy, 29% of Year 3 students were placed in the top two bands compared to 41% of the state.

Year 5 Numeracy

* 31 students in Year 5 sat the National Assessment for Numeracy in 2018.

* In Numeracy, 7% of Year 5 students were placed in the top two bands compared to 30% of the state.

Student Growth in Numeracy

Student growth is measured for students who sat NAPLAN in Year 3 in 2016 and also NAPLAN in Year 5 in 2018.

* In terms of 'Average Scaled Growth Score' data, Year 5 students at The Meadows Public School achieved favourable levels of growth in Mathematics. The Average Scaled Growth Score at The Meadows Public School was 102.5 points, compared to 93.1 points across the state.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Aboriginal Student Performance

Year 3 NAPLAN

* Three Year 3 students in 2018 identified as Aboriginal. Two of these students completed all aspects of NAPLAN while another only completed the Writing assessment.

* In Reading, 50% of students achieved in the top two bands, compared to 25% of the state.

* In Writing, 33% of students achieved in the top two bands, compared to 19.5% of the state.

* In Spelling, 50% of students achieved in the top two bands, compared to 23.8% of the state.

* In Grammar and Punctuation, 50% of students achieved in the top two bands, compared to 20.8% of the state.

* In Numeracy, 0% of students achieved in the top two bands, compared to 14.6% of the state.

Year 5 NAPLAN

* Four Year 5 students in 2018 identified as Aboriginal. All four students completed the Numeracy assessment, three students completed the Grammar and Punctuation, Reading and Spelling assessments and just two students completed the Writing assessment. No Aboriginal students achieved in the top two bands for any aspect of NAPLAN.



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and staff about the school. Their responses are presented below:

In 2018, the school evaluation team utilised the School Satisfaction Survey to gauge opinions and determine school strengths and areas for further development. responses were gained from 52 parents, 143 students from Years 2–6 and 22 members of staff.

Findings and Conclusions – Staff and Parents

Positive Feedback

- * 100% of staff and 96% of parents agreed that the school is a friendly school that is tolerant and accepting of all students.

- * 94% of staff and 92% of parents agreed that student achievements are recognised through the school award system.

- * 100% of staff and 92% of parents agreed that a wide range of extracurricular programs are offered.

- * 91% of staff and 89% of parents agreed that the school maintains a focus on literacy and numeracy.

- * 100% of staff and 98% of parents agreed that the school office responds to enquiries and requests in a friendly and prompt manner.

- * 95% of staff and 100% of parents agreed that the fortnightly newsletter keeps the community informed about coming events and school achievements.

Areas for Improvement

- * 27% of staff disagreed with the statement 'There is good student access to computers and strong technology programs and resources.'

- * 19% of parents surveyed were unsure in regards to their knowledge around access to computers and technology programs and resources.

- * 22% of staff disagreed with the statement 'The school promotes its uniform policy.'

Findings and Conclusions – Students

Feedback

- * 98% of students want to get good results at school.

- * 97% of students agreed that their teachers had high expectations for student work.

- * 93% of students agreed that the things taught at school are worth learning.

- * 92% of students are proud to be students of The Meadows Public School.

- * 96% of students enjoy the things they do at school outside of class time.

- * 93% of students believe they follow class and school rules.

- * 91% of students agree that overall, they are happy at school, most of the time.

Areas for Improvement

- * 82% of students feel they could learn more in class if students would behave better.

- * 41% of students don't try to be better than other students.

- * 35% of students feel worried a lot about school.

- * 32% of students don't get excited about their school work.

- * 24% of students feel they are not treated with respect by other students.

- * 17% of students feel they are not challenged by work at school.

- * 17% of students feel they don't get on well with other students in their classes.

Future Directions

In particular, some results from student surveys provide scope for improvement in certain areas. As teachers, we will continue to examine ways to ensure best practice in terms of managing student anxiety and student classroom behaviour. We will reinforce and regularly revise PBL (Positive Behaviour for Learning) lessons around the themes of 'Be Safe' and 'Be Respectful' as we strive to raise 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 all 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 staff and parent data was in regards to technology resourcing at the school. This has been a trend area for improvement in recent years with 35% of teachers in 2017 and 27% of teachers in 2018 citing our relative lack of technology resources as a problem area. This problem, to a degree, has already been addressed prior to the publication of this report. Each classroom in Years 1–6 now has a lockable charging station holding 10 iPads and 10 laptops. Each Kindergarten classroom now has a lockable charging station holding 10 iPads. In addition to this, each classroom has between three and six desktop PCs.

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 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. Indeed, our student body comprises students from 22 different countries of birth. Additionally, 32 different languages are spoken at home by families in our school community.

The Multicultural Education Policy was implemented to promote community harmony through school policies and practices. In 2018 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.

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.