

Medlow Public School

Annual Report



2018



2511

Introduction

The Annual Report for **2018** 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

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Message from the Principal

Medlow Public School witnessed significant change throughout 2018. This change focussed on employing specialist staff to provide outstanding educational outcomes across all KLA's, an enhanced Student reporting system to parents and a wellbeing program that encompassed a deep connection with the environment. The focus on Creative Arts was a strategic agreement between the families and the school. The Valley 10 Art Exhibition and the two wonderful murals showcased the talent and nurtured our students interests and well being. The school enrolment for the majority of the year was 11 and in Term 4 this increased to 18. We are very proud of our place in our community and this was reflected in a community sign project that was driven by the school. This was an outstanding collaborative effort that the school had been working on since 2014. Congratulations to our students who are at the centre of everything we do, to the parents who support the school's vision and to the staff that make it all happen.

School background

School vision statement

Medlow is a school that empowers students, parents, staff members and the community to work together to significantly improve outcomes for all.

"Together we can make a difference"

At Medlow, every student, parent and staff member is known, valued and cared for. The school provides an innovative learning and technologically rich learning environment that takes the students beyond their known world and connects them with peers and communities globally.

Medlow's emphasis on self and collective efficacy is based on our moral, philosophical and pedagogical purpose of teamwork, creativity and respect.

School Motto "Do Your Best"

School context

Medlow Public School is a Teaching Principal 1 school that has served the Taylors Arm District since 1903. Our learning community has a clear focus on Literacy and Numeracy that is delivered under the principles of best practice and evidenced based pedagogy. Students enjoy a creative curriculum where health and well being forms the building blocks of individual and collective success. Our ability to sustain and align our practices environmentally provides students with a framework for understanding their personal contribution to creating a sustainable future for themselves, our Valley, our Nation and our World.

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 17 students are predominantly from farming and agricultural backgrounds. The school enjoys a strong partnership with our very talented 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.

In 2017, we became a part of the Early Action for Success Phase 2 initiative where all staff are committed to a culture of shared high expectations for student success. Medlow is part of a Small School's network that engages in creating opportunities for meaningful collaboration and collegial relationships.

Medlow students are involved in a large variety of extra curricula activities including excursions, inter school sport competitions, dance, public speaking, debating, photography, music and robotics. 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.

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.

[Significant progress was achieved across the domains of Learning, Teaching, and Leading. As an EaFS school, the Instructional Leadership was effective in delivering and supporting pedagogical change.

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

Literacy and Numeracy

Purpose

To enhance the capacity of teachers to identify and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Overall summary of progress

The role of the Instructional Leader has proven to be very effective in improving the learning outcomes for K–2 students in Literacy and Numeracy. The implementation of successful change processes has supported teachers in the deep understanding of current research in early literacy and numeracy. Differentiated professional learning has enhanced teacher capacity and allowed teachers to work in a collaborative dynamic learning environment to improve teaching and assessment skills.

Teachers focused on the Creating Texts domain where students writing was marked against the syllabus and the progressions to inform the teaching and learning cycle. Consistent teacher judgement was used across the small schools network to ensure a shared knowledge of the student's individual work.

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">• Student growth in writing improves as measured by CTJ on shared student work samples.• K–2 EaFS meet state wide targets in reading• NAPLAN –student growth in writing from Year 3,5,7• NAPLAN –student growth in numeracy from Year 3,5,7• Self evaluation against the School Excellence Framework moves from delivering to sustaining and growing in the curriculum and assessment elements of the School Excellence Framework	\$10 000	<p>Teacher Professional Development continued as part of the EaFS Phase 2 program. Two teachers attended the Progressions training in Literacy and Numeracy.</p> <p>STEM programs continued – robotics, coding and Caines Arcade.</p>

Next Steps

Medlow will move to embed the progressions across K–6. Teachers will design lessons around the progressions and use this as a visual stimulus to include students in the data collection process.



Strategic Direction 2

Wellbeing

Purpose

To ensure a school wide, collective responsibility for school learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Overall summary of progress

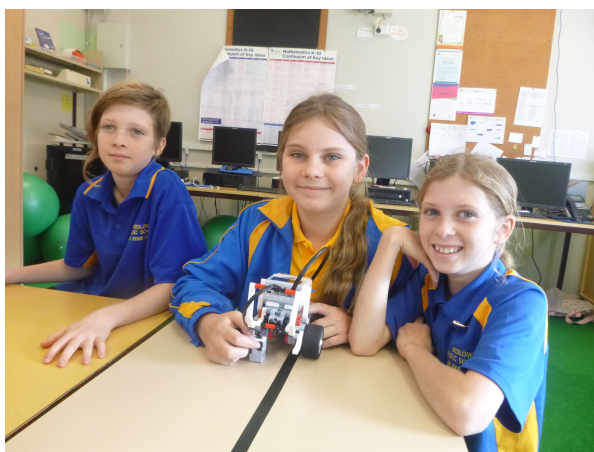
The Medlow Wellbeing Framework strives to create a positive, safe and supportive environment for all. We promote high expectations, participation and recognise achievements that assist in meeting students' social, physical, emotional and educational needs. Students, staff and parents are supported to engage fully in the life of the school. The school is involved in wider community events such as ANZAC Day, Remembrance Day, Premiers Sporting Challenge, National Simultaneous Story Time, Clean Up Australia Day, World Ocean Day. School excursions are an integral part of promoting the socialisation of students. Excursions during 2018 included Harmony Day to Willawarrin Public School, John O'Neill Sports Carnival, National Science Aquarium and Dolphin Marine Magic Coffs Harbour, Swim and Survive Program, Yarrahappini Festival at Stuarts Point Public School, Frank Partridge Military Museum and Bowraville Folk Museum.

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">• Student pre and post reflections on wellbeing indicate improved self efficacy	\$5000 Arts Grant	6 Students were involved in the Valley 10 Art Exhibition which was organised by Medlow. Students were given the opportunity to receive specialist tuition in the 7 Elements of Art. This was a tremendous opportunity for students to be part of a Valley community event and demonstrate their Artistic skills.
Student pre and post reflections indicate improved engagement and skill in Creative Arts.	Joint initiative by the School and the P and C. \$4000	Students worked on two murals that are now the centrepiece of our school playground. Significant efficacy and personal growth was evident as a result of this project.

Next Steps

The school community will need to continue on the journey of healthy respectful relationships. It will be important to support Year 6 students in a Transition Program into Year 7 for 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$8000.00) • Low level adjustment for disability (\$8 000.00) 	<p>Employment of SLSO produced identified benefits in the transition and ongoing learning of 3 Kindergarten students in Semester 1.</p> <p>In Semester 2 the SLSO provided targeted intervention in Literacy for students from Years 1–5.</p>
Quality Teaching, Successful Students (QTSS)	See Strategic Direction 1	Thomas made a tremendous difference to the school in the 4 weeks that he was at Medlow. He also saw the change from 11 enrolments to 18.
Socio-economic background	Senior students were supported to attend combined Small School Camp to Cascade Environmental Education Centre and Stewart House.	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	3	1	2	4
Girls	12	7	4	6

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.2	93	89.2	90.8
1		96.3	97.8	88.7
2	93.9		95.8	98.4
3	94	96.4		92.3
4	96.1	90.3	92.1	100
5	95.7	93		94.5
6	93.3		95.7	
All Years	94	94.6	93.8	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1		93.9	93.8	93.4
2	94		94	93.5
3	94.1	94.2		93.6
4	94	93.9	93.9	93.4
5	94	93.9		93.2
6	93.5		93.3	
All Years	94	94.1	93.9	93.5

Management of non-attendance

Student attendance is monitored daily and parents are requested to make contact within 48 hours to explain any absences. Students are acknowledged for 100% attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Medlow employed an Aboriginal SLSO for 6 weeks.

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	

Professional learning and teacher accreditation

Staff (CRT, SLSO) attended professional learning days on writing (Kinchela), Mind Frames and Visible Learning (Greenhill).

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	40,662
Revenue	326,823
Appropriation	313,143
Sale of Goods and Services	700
Grants and Contributions	13,355
Gain and Loss	0
Other Revenue	-1,000
Investment Income	626
Expenses	-325,777
Recurrent Expenses	-325,777
Employee Related	-298,465
Operating Expenses	-27,312
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,046
Balance Carried Forward	41,708

In 2018 Medlow met financial policy requirements by ensuring staff were trained in new systems and processes. Administrative staff worked closely with LMBR teams to ensure the smooth transition of SAP. Due to increased enrolments at the end of Term 4, a second teacher was employed to support high needs students and this impacted on the budget significantly. Nevertheless at the end of the academic year the school's financial position was positive.

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	273,824
Base Per Capita	1,160
Base Location	6,185
Other Base	266,480
Equity Total	18,408
Equity Aboriginal	0
Equity Socio economic	7,072
Equity Language	0
Equity Disability	11,336
Targeted Total	0
Other Total	15,507
Grand Total	307,740

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. Medlow had 4 students sit the NAPLAN assessment.

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.

Students in Year 3 and 5 sat the NAPLAN test on line. Students in Year 5 demonstrated significant growth from Year 3 particularly in the domain of grammar.

Students in Year 3 and 5 sat the NAPLAN test on line. Students in Year 5 demonstrated growth from Year 3 particularly in the domain of number.

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.

As an EaFS school, Medlow ensured significant resources were applied to K–2 students. The Instructional Leader was able to support staff and students to meet state wide targets. Students continued to show individual progress against internal and external assessment tasks.

Parent/caregiver, student, teacher satisfaction

Brandi Welsh

Medlow P&C President for 2018 School year

The 2018 school year started with a small group of 11 students. The primary focus of the P&C for the year was fundraising for educational excursions, improving the outdoor areas, and supporting the students where ever possible. The P&C assisted in paying for bus expenses to outings such as Marine Magic (Coffs Harbour), Scotts Head World Ocean Day and the end of year celebration at the Nambucca Holiday Park.

A primary focus of the school was on creative arts. The school participated in local art festivals, and welcomed two beautiful murals, which they worked tirelessly on with a local artist. The murals showcase the endangered species from the area, and celebrate Aboriginal culture and the land. They are a beautiful addition to the school grounds.

Later in the year Medlow welcomed an influx of students, and it was a lovely to see our little school grow and end a great year off a bit bigger than it started.

Taryn Unwin – School Captain

Being school captain of Medlow was a great experience. We only had 11 students but we had an amazing year of learning and fun. My mum was a big part of the school because she ran the canteen and every week she cooked beautiful healthy lunches for everyone. My mum helped put together our menu and Medlow was the third school in the state to achieve healthy canteen status.

STEM and Music Teacher – Terry Simpson

It is a wonderful experience teaching at a small school. My role is to teach STEM and music. Every student is a confident user of technology. The senior girls represented the school in robotics at Melville High School in Kempsey. Students are exposed to a wide range of instruments and enjoy performing to audiences throughout the Valley. It is really important to give isolated students an enriched curriculum where they can discover new skills and ways of learning.

Policy requirements

Aboriginal education

The Aboriginal Education Policy is implemented through the delivery of programs to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Students attended World Ocean Day at Scotts Head. Students were immersed in dance, storytelling, weaving and music that related to the Gumbayngirr nation.



Multicultural and anti-racism education

Multicultural and anti racism programs were integrated in the KLA of History and Geography. Students developed a global perspective through their study of China, the Gold Rush and Chinese ANZACS.