

Medowie Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Medowie 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.

Allison Thompson

Principal

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Message from the Principal

2018 has been another busy year at Medowie Public School for staff, students and the community alike. The most notable change in our school this year has been the introduction of the framework, Positive Behaviour for Learning, known more commonly to you all as PBL. This has also extended to our school being part of the Community PBL program, which has seen a number of students being recognised at a special ceremony at MarketPlace. The transition to both school and community PBL initiatives have been possible due to a supportive PBL team who have thrived on change, new practices and progress.

I am proud and honoured to work with amazing staff at Medowie Public School. Their drive, passion and determination, underpinned by skill, knowledge and empathy, has seen our students engaged in rich teaching and learning activities throughout the entire year. My team and I are aware that we are not perfect and are aware of areas to develop. We utilise reflective practices and address these areas as both individuals and as a whole staff.

Culturally, our children have been offered a range of opportunities. Our students have had the opportunity to participate in public speaking, indigenous language groups, dance groups, junior and senior choirs, the school band and debating. Well done to all who participated in these activities. We also had two dance groups take part in Star Struck earlier this year. This is an auditioned program which is highly sort after. Well done to all involved.

We have also had children participate in a host of sporting activities ranging from the school level right through to state. Students eagerly participated in zone swimming, athletics and cross country carnivals. We also had several students reach the regional level in these carnivals. These students represented our school proudly demonstrated great sportsmanship. At the state level, Dixie and Hudson represented our school in athletics. In team events, our school eagerly participated in PSSA soccer, cricket and netball. All stage three students enjoyed participating in the local management group's gala day.

The most noteworthy achievements in 2018 have come from each and every student. Our learners are what truly makes our school special. They are excellent ambassadors in the community, whether on trips, sporting events or learning excursions. They can all be relied upon to represent our school with pride. Each year I look back at what our students have achieved and how far they have all come. I want to congratulate every K–6 student on their efforts by always trying to be respectful, responsible and resilient learners. In particular, I have been incredibly impressed with our Year 6 learners. Whilst not everyone held a school leadership position they have all progressed so very much, both academically and socially. I wish them the best as they embark on a new chapter of their school life in 2019 – high school.

I truly am a very proud principal. It has been an honour to work with not only the staff and students, but also with the many parents and volunteers who have assisted our school in 2018. Our school is very fortunate to have such a great community behind them. I would like to conclude by taking the time to reflect on the school's motto, *futuris nobis*. Being

prepared for whatever the future holds for us all as staff, students and parents is particularly pertinent in the rapidly changing world we find ourselves living in.

Allison Thompson

Message from the school community

Many enjoyable and successful events have been run by our dedicated P&C members this year to raise over \$22,000. These include the Easter raffle, mother's and father's day stalls, Thompson's pie drive, Billy G's Cookie dough, 5c challenge, Entertainment books, Girl's night out, school discos and the colour fun run. We were also involved with the Lego Brickfest and Carol's by Candlelight fundraising events that created an opportunity for the three local Medowie schools to work together.

The P&C have continued services such as the Kid's Cafe, Uniform shop and School Banking for the students and families of Medowie Public School. the Kid's Cafe is managed by Lauren Sloane and is open every school day. Laruen has been working with the P&C and the school principal to provide a menu that complies with the NSW Healthy Canteen Strategy and I would like to thank her for all of her efforts. Thank you to all the volunteers who assist in the canteen each day as without their help the canteen would not run as efficiently as it does. I would like to acknowledge Mrs Alex Wilks and Mrs Angela Poole who volunteer to run the canteen one day a week. Without their ongoing commitment the canteen would only be operational 4 days a week. This year the canteen made a profit of \$66626.26.

The Uniform Shop provides families with the opportunity to purchase very affordable second-hand items, competitive new prices and is conveniently located on the school site. It also offers EFTPOS facilities. The uniform shop provides the P&C with ongoing guaranteed income and all the profits go back into supporting the students. 2018 saw a profit of \$8099.28. I would like to thank the coordinator, Mrs Mardi Sumner, and her small group of volunteers. Your tireless efforts and commitment have made it possible to continue this valuable service.

School banking is very popular with the students and our P&C made \$1042.84 in commission. This service is made possible by a small group of volunteers and is coordinated by, Nicola Fisher and Cassie Beer-Stewart. Thank you ladies for your ongoing support.

The successful fundraising and profits already outlined have made it possible to donate \$13000 towards learning and sports resources, presentation day and the Year 6 Farewell. It also has enabled the P&C to commit to a new bell and PA system in 2019. A further \$8286 from the successful NSW Community Building partnership Grant awarded to us in 2017 went towards refurbishing the basketball court, soccer goal posts and upgrading the long jump facilities.

Special thanks must go to our parent community body who have generously supported the P&C throughout the year, the dedicated teachers who often volunteer their time to provide the children with extracurricular opportunities, the office staff who are very helpful and patient with us throughout the year and our Principal, Mrs Allison Thompson, for her ongoing support.

Cassie Collins

2018 P&C President

School background

School vision statement

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

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

School context

Medowie Public School is located in an attractive semi-rural setting. It is a school where students, parents, staff and members of the community value and support each other. The school's expectations of respectful, responsible and resilient learners underpin our school culture. There are currently 341 students who attend the school. The school population includes approximately 8% Aboriginal students. The school has one Special Education class catering for students with diverse learning needs.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the *Learning* domain, self-assessment indicated the following:

Learning Culture

Medowie Public School's learning culture has continued to develop in 2018. The Learning and Support Team refined practices to ensure high expectations were put in place to ensure students had clear learning goals. Regular support meetings were made throughout the year to review individual learning plans to ensure clear improvement aims and the appropriate planning to achieve these were put in place. All staff practiced positive growth mindsets with their classes to assist them in making learning goals. The Learning Support Team also included in their weekly meeting an agenda item marked attendance. This involved reviewing attendance data to track and monitor students whose attendance fell below 80%. Meetings were arranged with families to help support regular attendance were attendance rates continued to be of concern. This resulted in some students catching the bus to school and individual reward programs being set to achieve improved attendance outcomes.

Students entering Kindergarten and High School were supported through transition programs. In 2017 transition to Kindergarten was reviewed. This saw all new enrolments attending transition visits together. This allowed teachers to form Kindergarten classes based on information collected in the previous year to ensure students' individual social and emotional learning needs were catered for.

Wellbeing

To enhance student wellbeing, Medowie Public School introduced the framework 'Positive Behaviour for Learning' (PBL) in 2018. This supported student behavioural needs by explicitly teaching school expectations of respectful, responsible and resilient. Lessons were taught in non-classroom settings including the canteen, toilets, oval, handball court and pathways. Lessons were taught from analysis of school data which recorded minor and major negative incidents. Areas with the highest number of negative incidents had lessons developed and were explicitly taught. Data showed that after the lessons were taught a reduction of these types of incidents occurring reduced significantly.

To address student engagement, a wide and varied arrange of activities were held throughout the school year to appeal to all student interests. These included musical, sporting, academic, technological, leadership and charitable activities. This diverse range of activities allowed students to find an area to shine and find Medowie school a great place to be every day.

Curriculum

Staff at Medowie Public School are committed to provided a curriculum for our students that is evidence-based and caters to all different levels of achievement. K-2 teachers employ the Language, Learning and Literacy (L3) pedagogy to teach reading and writing. Data is collated every five weeks to monitor student progress and make the appropriate modifications and learning goals for every student in order for them to achieve their potential. Focus on Reading (FoR) is another evidence based program that has commenced at Medowie. Staff completed one module of learning and have started to explicitly teach comprehension skills as part of their literacy teaching and learning programs. Staff utilise learning intentions in key learning areas to enable students to articulate what they are learning. In addition, success criteria's are given to inform students of what they are aiming to achieve. For example, a writing lesson with the focus of theme position would see teachers sharing with their class a piece of writing that employed excellent use of theme position.

Assessment

Staff employ both formative and summative techniques to assess student learning. Formative assessment is used to monitor everyday student progress. This is achieved through staff making anecdotal notes, observations and running records. Assessment tasks are used across all stages to make consistent teacher judgement with students of the same cohort who are in other classes. Both types of assessments are used to determine where students are according to the literacy and learning continuums. A small group of staff have starting using the learning progressions to plot and monitor student progress. All staff will transition to using the learning progressions in 2019.

Reporting

Medowie Public School issues whole school reports at the conclusion of semester one and two. All assessment data is recorded into the online platform Sentral. This allows for a centralised system to track student and school performance over time. This allows for trend data to be analysed by staff and make the appropriate changes to teaching and learning programs if required. All reports contain personalised information regarding every student in our school in both the key learning areas of English and mathematics. Parents are invited to participate in three way conferences. This provides a platform for the student's progress to be discussed in a meaningful way with them, their teacher and their parents. It also allows for the student to showcase work they are proud of which provides an avenue for open and honest feedback to occur.

Student Performance Measures

In the area of student growth, the NAPLAN assessments indicated that students in Year 5 had 50% or more of their students achieving the expected growth in the areas of numeracy, reading and writing. In regard to high achieving students, 35% or more Year 5 students achieved in the top two bands for reading. In Year 3, 35% or more of students achieved in the top two bands for spelling, reading and grammar and punctuation. Data from the NAPLAN assessments was found to be consistent with that of the results found from summative assessment tasks completed at a school level.

In the Teaching domain, self-assessment indicated the following:

Effective Classroom Practice

Executive staff provide detailed feedback to every staff member at least once per term through classroom observations. Informal feedback is provided both verbally and via email as needed. This feedback is used to help improve the staffs' teaching practice. A number of staff also participate in Quality Teacher Rounds each year. This year two staff joined the Callaghan network to participate in rounds. These rounds provide feedback for teachers against the Quality Teaching Framework. Again, it provides another form of feedback for staff to make adjustments to their teaching practice.

Classroom management strategies are consistently applied across the school. Students are sent to buddy classrooms if they are having difficulty regulating their behaviour for time out. For persistent and reoccurring incidents, learning support meetings are scheduled to develop plans to support the student in the identified area of need.

Stage based meetings are held each week to allow staff to collaborate around lesson planning. In addition, staff are released to be involved the writing of units throughout the year to plan integrated inquiry units which covers history, geography and science skills.

Data Skills and Use

The leadership team analysed school and external data to determine areas to target. The analysis of literacy scores by the team discovered a deficit in students' comprehension skills in reading which resulted in FoR being implemented. Similarly, scores in spelling and grammar were showing a downward trend. Several staff went to professional learning and trialled different programs throughout the year. This resulted in the program *Jolly Grammar and Spelling* commencing in Semester Two this year to address this analysis.

Data is continually used in teaching and learning programs through the use of plotting in the software program, PLAN. Training was undertaken by in Term Four to assist in the transition to the PLAN 2 software next year.

Professional Standards

Professional learning is coordinated by the executive staff. Learning is based on identified needs from staff Personal Development Plans, school directions and identified needs. Staff are made aware of the professional standards that are being addressed in all professional learning sessions in order for them to track their learning through the standards across the year. Three staff in 2019 were supported in the accreditation process. This resulted in them all being awarded with their proficient certificates. All staff who entered the teaching profession before 2004 were granted their proficient certificates and are currently working towards maintaining registered and non-registered hours.

Learning and Development

Informal mentoring systems were utilised throughout the year by the Assistant Principals. Utilising QTSS funding, each Assistant Principal was released one day per week from their regular class teaching. This allowed them to observe teachers, assist in planning and generally provide mentoring to any staff requiring assistance. This has also resulted in Assistant Principals taking other staff members class so they can observe and learn from their colleagues. This process recognised the talents and expertise that individual staff members possess which has created a coaching atmosphere.

In the Leading domain, self-assessment indicated the following:

Educational Leadership

Educational leadership was demonstrated by many members of staff throughout the 2018 year. During professional learning sessions, more than 50% of staff led the whole school learning. This was a targeted area of improvement whereby the executive staff wanted to ensure staff expertise was being utilised effectively. This endeavour assisted in instructional leadership being shared throughout the school as well as recognising and supporting inspiring leaders. All staff were guided in their stage teams and through the analysis of teaching and programs to ensure assessment and reporting processes as outlined by NESA and the Department of Education.

School Planning, Implementation and Reporting

The 2018–2020 school plan was collaboratively developed by all staff. It was also endorsed by the Aboriginal Educational Consultative Group (AECG). A change from committee based processes to that of strategic direction teams was employed. This allowed for the formation of milestones to be created authentically. The leadership team led by example by researching evidence-based programs and frameworks to achieve the plan's outcomes. Ongoing reflection of the plan and it's milestones were made throughout the school year by monitoring progress outlined. Adjustments were made and refinements were made to improvement measures to ensure the created school plan was robust.

School Resources

2018 saw a before and after school facility being established on our school site. This was achieved through working with Port Stephens Council to expand on their existing vacation care agreement to extend through the school terms. This facility was identified through community feedback and by the neighbouring school prioritising placements to their students.

Existing school furniture in 2018 was given new leases of life. Existing cupboards on wheels were strategically placed in rooms to allow students the option to complete their work standing up. In addition, 21st century furniture was also purchased to enable L3 programs to operate more efficiently in existing classroom spaces.

A finance committee worked throughout the year to ensure resources were allocated appropriately and the purchasing of items was monitored. Money was saved to be carried over into 2019 to purchase big ticket items including new photocopiers. High demand technological items and school buildings were booked through an online booking system allowing for transparency and equitable use for all staff and students throughout the school year.

Management Practices and Processes

Tell Them From Me surveys were used throughout the year to inform student, staff and community perceptions of the school. This allowed for changes to be made from the feedback received. Feedback from the community is also sought through school newsletters, events and informally and pick up and drop off times.

Administration processes within the school were refined with the introduction of a new budgeting tool and HR system.

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

Thriving Whole School Culture

Purpose

To create a consistent whole school approach to well being, underpinned by genuine relationships and high expectations to enable students and staff to connect, succeed, thrive and learn in a safe and caring environment as per our departmental policy.

Overall summary of progress

All staff wrote and reviewed PLP/IEPs for students who required personalised learning support. These were reviewed with family members, the Learning and Support Teacher and school counsellor. These documents were saved in a central file to allow all support staff who worked with students to be able to identify what goals each child was aiming towards.

In PBL, 4 staff members attended 3 days of professional learning to incorporate this framework within the school culture. School expectations were obtained by surveys with staff, students and the community which resulted in respectful, responsible and resilient expectations being selected. A school vision was created for PBL through each class brainstorming one and then these being voted upon. 4/5H were the class whose vision was selected to be adapted by the whole school. Behaviour matrixes were developed for all non-school settings and lessons were developed to explicitly teach these to each class.

In regards to the 8Ways pedagogy, staff were all either retrained or trained for the first time by Raelene Mordecai, Aboriginal Learning and Engagement Advisor from Goonellabah office. She gave many practical examples of how to incorporate 8Ways into everyday teaching and learning programs. This learning was also supported by Leigh Ridgeway, Aboriginal Community Liaison Officer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff incorporating IEP/PLP in programs which are reflected and modified.	\$2000 – casual release for staff to attend meetings	<ul style="list-style-type: none">• Register developed of students requiring IEP/PLPs• BBQ was held after the writing of PLPs• Meetings were scheduled to write/review IEPs with class teacher, LaST and school counsellor.
Utilising 2018 Sentral wellbeing data as a benchmark to reduce minor and major incidents in 2019 and 2020. A 10% reduction of minor and major incidents compare to the previous corresponding term. Eg – T2, 2019 data records 10% less minor and major incidents to T2, 2018.	• \$4000 for PBL training	<ul style="list-style-type: none">• All staff are teaching explicit Positive Behaviour for Learning (PBL) lessons.• Minor and major incidents are all being recorded into Sentral. This then informs the PBL committee in determining and prioritising what lessons to be taught.
100% of classrooms have learning intentions displayed on walls that are aligned to 8 Ways pedagogy.	• \$500 – professional learning about learning intentions	<ul style="list-style-type: none">• All staff were retrained in 8Ways pedagogy• Staff incorporating one learning intention a day into their everyday teaching practice.

Next Steps

Personalised Learning

Staff to use IEPs and PLPs to drive their teaching and learning programs and make revisions to these every term. Two formal meetings will be scheduled in each semester to monitor the progress being made toward goals.

PBL

The next steps in PBL will include a second layer of rewards to be introduced in 2019 to recognise the students who have an exceptional understanding and always follow the school expectations. A mascot will be revealed in 2019 and permanent signage created to reflect this image.

8Ways

Staff to explicitly make students aware each time they use an 8Ways pedagogy to allow all students to be able to recognise and verbalise what each symbol means and the kind of learning they experience when working with a specific symbol.

Strategic Direction 2

Quality Teaching, Outstanding Learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

A group of interested staff members received professional learning in 4C pedagogy to work towards incorporating future focused learning into their classroom practice. These staff trialled a variety of techniques to improve students cognition, intrapersonal and interpersonal skills to create the ideal conditions for optimal deep learning to occur. As a result of the results all staff have committed to attending professional learning in the 4Cs in 2019. Year 5 students in NAPLAN demonstrated that they achieved the desired growth in reading, mathematics and writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate expected growth in reading, writing and numeracy (NAPLAN) that is 10% greater than the state's expected growth each year.	<ul style="list-style-type: none">• \$1000 – training in online NAPLAN platform• \$4000 – staff release to evaluate NAPLAN data	<ul style="list-style-type: none">• Committees were made for each NAPLAN assessment. Staff worked in these teams to determine areas of strength and opportunities for development. Action plans were then developed.• 3 hour variance allowed committees to share findings and finalise action plans to address areas of underperformance.
.In 2018 receive professional learning regarding the learning progressions; 2019 plot 5 children against all elements of the learning progression; and in 2020 have 100% of students plotted against the progressions.	<ul style="list-style-type: none">• \$2000 – release to attend learning progression training• \$1000 – release to attend PLAN 2 PL	<ul style="list-style-type: none">• 6 staff attending learning progression training• Trained members then provided school PL to introduce learning progressions to staff.
100% of teaching and learning programs are differentiated to meet student needs in all key learning areas.		<ul style="list-style-type: none">• Programs collected and reviewed by supervisors each term.

Next Steps

NAPLAN

School to transition to NAPLAN online in 2019. Professional learning to be conducted in forming paragraphs and writing for an audience to address identified areas of weakness.

Learning Progressions

Staff to select a small group of students to plot against the learning progressions to become familiar with this new diagnostic tool. Staff to use PLAN 2 to track the identified group of students.

Programs

Supervisors to continue to collect and review programs with a focus on variations being made to ensure differentiation occurs to accommodate all learners.

Strategic Direction 3

Leading the Way

Purpose

To create and support leadership opportunities for students and staff to model and lead instructional practices to enhance whole school planning, resources and processes.

Overall summary of progress

The school based professional learning in writing which was registered with NESAs. This not only provided valuable learning for staff but also gave them 20 hours of registered professional learning. Staff leading the writing program assisted in presenting writing forums for schools in the Maitland and Port Stephens areas. More than 50% of staff contributed to conducted staff professional learning throughout the year, showcasing individual passions and talents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School generated professional learning comprises both registered and non-registered hours as per SCOUT data.	\$2000 – staff release	Registered and non registered hours achieved by all staff.
100% of students K–6 can verbalise a personal strength and how they can share it with others to demonstrate leadership by 2020.		<ul style="list-style-type: none">• Year 6 buddy program• Stage 3 solar program
An increase by 10% from TTFM teacher data in 2018 to 2020 in executive leadership.		14 teaching staff completed the TTFM surveys.

Next Steps

Revamp wellbeing policy to incorporate ways how students can show leadership. Release FoR staff trainer for two hours per week to teach lessons in other classes and be observed by others to work collaboratively and increase confidence in this pedagogy. Utilise staff already L3 trained to support learning of new staff who have not received the training and are moving from a Year 3–6 class to one in the K–2 setting.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$34,789	ATSI students participated in cultural activities and have thrived in the school's PBL program. These students were further identified in the Worimi 'Deadly Awards' evening. Gathang language lessons were also available in Semester 2 for interested children. iPads were purchased to support literacy and numeracy learning for ATSI students.
Low level adjustment for disability	\$43,613	At Medowie Public School there are a variety of students in every class that require extra support. The school employed a SLSO to work in every classroom using all funds received from the low level adjustment for disability allocation in 2018.
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 3 days per week.	All executive were released one day from face to face teaching to support other staff and school initiatives. This resulted in staff being released to collaboratively plan and program, participate in targeted observations, participate in QTR rounds and work with students with additional needs.
Socio-economic background	\$67,111	Funds were used to replace smart boards, laptops and iPads. Furniture was purchased to help facilitate the running of L3 groups. Other funds were used for course fees and casual relief.
Support for beginning teachers	\$11,200	Induction lessons were held after school to support beginning teachers in school processes including the use of Sentral, organising excursions, office procedures, playground duty procedures and PLAN software. Two beginning teachers were provided with extra release. A teacher in their second year utilised funding to be released for two days each term to work on accreditation. This resulted in the teacher gaining a proficient accreditation from NESA.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	172	180	185	189
Girls	182	169	167	154

In 2018 the total school enrolment average throughout 2018 was 343 students. This allowed for the formation of 14 mainstream classes. The school has one multi-categorical class. 9% of the school community identify as being Aboriginal and there are 5 families who have different language backgrounds to English.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	93.9	94.6	93.6
1	94.7	93.3	94.6	93.2
2	96	93.3	94.6	94
3	93.8	94.9	93	93.8
4	94	94	94.5	93.8
5	94.7	94.7	93.9	91.4
6	92.4	93.7	93.2	93.7
All Years	94.4	94	94.1	93.3
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

The school uses Sentral, an electronic marking system, to track student attendance. Text messages are sent to parents to notify them if their child is absent. Meetings are held by the Learning Support Team when student absence rates drop below 85%. Overall, the school's attendance rates were 0.1 less than state norms.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.89
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. The school has two permanent teaching members of staff currently assigned to this school who identify as being Aboriginal. The school also employs one Student Learning Support Officer who also identifies as being of Aboriginal descent.

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	15

Professional learning and teacher accreditation

All staff completed mandatory NSW Department of Education updates. These updates included Child Protection, Anaphylaxis training, Code of Conduct and CPR.

Staff undertook a range of professional learning activities to support their professional development plans which included both personal and school identified goals to support the achievement school's strategic directions.

Two executive staff, Mr Gould and Mrs Thompson participated in the 4C Transformational Leaders conference held by ACEL (Australian Council for Educational Leaders). This conference introduced the concepts of 4C learning which explored the 21st century skills of collaboration, communication, critical reflection and creativity. The importance of these skills

were valued by staff and a 'rapid' (group of interested teachers) formed a team to participate in several after school sessions conducted by *4C Transformation* in order to lead the teaching of these skills within classrooms. This resulted in pedagogical changes with classrooms introducing teaching strategies including 'bus stops', 'parliaments', 'reflection donuts' and 'post cards' to name a few.

In the area of literacy, several professional learning activities were conducted. The commencement of a long term plan in regard to student reading comprehension was undertaken. One teacher, Mrs Terri Sanson, was trained in 'Focus on Reading' over the first six months of the school year. Focus on Reading is a framework to support teachers understand and deliberately teach reading strategies to enable students to access and comprehend a range of texts. At the completion of this training, Mrs Sanson was recognised as being a FoR trainer which enabled her to start teaching staff. All staff completed one of the four modules in this framework and implemented their learning into classroom practice. The other three modules will be taught to staff by Mrs Sanson in 2019. In the area of writing, Mr Gould continued to lead the writing *leading and sustaining* initiative. Professional learning was delivered to staff to explicitly teach students how to use sophisticated writing devices.

Two stage two teachers, Mr Gould and Miss Croft, started L3 (Language, Learning and Literacy) professional learning. This professional learning is a research-based program that targets the teaching of reading and writing. Students receive rich explicit instruction in reading and writing strategies in small groups in daily literacy sessions. Students then rotate to independent or group tasks.

Four staff completed PBL (Positive Behaviour for Learning) professional learning over three days. This training allowed for the formation of PBL team to be established at Medowie Public School. This team worked in conduction with the whole staff and students to develop school expectations and behaviour matrixes. Lessons were developed throughout the year to explicitly teach children the expectations in non-classroom settings within the school. This also saw the school join the community PBL project in Raymond Terrace. Students were nominated by community members for displaying values in the wider school community. This was recognised in weekly award ceremonies at the Marketplace shopping centre.

As the implementation of the new Science syllabus becomes mandatory in 2019, all staff participated in a three hour session to explore the differences and new learning in this curriculum area. Appropriate adjustments and accommodations were made to reflect current Integrated Inquiry units.

Adobe InDesign was another area where the school's administration officer, Leanne Kaves, received training. This learning has seen the revamping of the school newsletter moving to an online platform. It has allowed for a professional document to be available to our school community to keep up to date with school information on a fortnightly basis.

The school administration manager, Suellen Dobson, undertook training to navigate the new HR Payroll system. She shared her learning with the office staff. New management strategies were developed to ensure the smooth running of casual teacher employment.

Two permanent staff members and one temporary teacher were supported in the teacher accreditation process. This resulted in three staff being awarded proficient teacher certificates.

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	68,037
Revenue	3,561,998
Appropriation	3,405,845
Sale of Goods and Services	9,887
Grants and Contributions	144,637
Gain and Loss	0
Other Revenue	0
Investment Income	1,628
Expenses	-3,418,849
Recurrent Expenses	-3,418,849
Employee Related	-3,034,716
Operating Expenses	-384,133
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	143,150
Balance Carried Forward	211,187

2018 saw Medowie Public School use a new budgeting tool. This resulted in changing and evolving practices as the tool's features either changed or were enhanced. Professional learning was undertaken by staff involved in financial planning. The school's financial management processes were governed by a financial committee. This ensured all policy requirements were met and all financial bulletins read and discussed. In the instance where questions arose that can not be answered, staff utilised Ed Connect to receive direction.

The school ensures financial management processes

are met by using procurement where possible to meet educational and school needs. The school has followed all auditing systems to ensure financial transparency

The school commenced the school year with an opening balance of \$68, 037. All equity loadings were fully expended throughout the school year. The high amount of money carried forward in 2019 has resulted for the following reasons:

- A \$30,000 grant was gained by the school for commencing a before and after school care. This money has been carried forward to the new year to develop a COLA area for bus students. Preliminary investigation show this will cost approximately \$50,000. Another \$20,000 was saved towards this project.
- \$25,000 was carried forward to allow for the purchasing of new photocopiers. \$10,00 was also carried forward to allow for the purchasing of electronic gates to the carpark. The carpark area was closely monitored through the year. The risk of an accident occurring increased throughout the year with before and after school students using the driveway as a pedestrian access. As a result, gate installation has been planned in early 2019.
- Planned maintenance work was not finished in 2018 in the RFF room. \$10,000 has been saved to refurbish this office space to accommodate a large amount of staff in this relatively small space.
- \$5,000 was carried forward to replace the back fence as a result of livestock entering the school grounds during Term Four.
- \$20,000 was held for tree maintenance which did not need to be utilised in 2018. It is expected this will need to be used in 2019 from historical tree maintenance data.
- \$20,000 was held for the purchasing of new 21st century style furniture. Staff worked in their classroom and tried different formations with existing furniture to ensure the money in 2019 is used for purposeful classroom furniture needs.

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	2,446,669
Base Per Capita	69,230
Base Location	5,175
Other Base	2,372,265
Equity Total	250,487
Equity Aboriginal	34,789
Equity Socio economic	67,111
Equity Language	861
Equity Disability	147,726
Targeted Total	423,580
Other Total	110,928
Grand Total	3,231,664

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.

In reading, 41% of students demonstrated proficient reading skills scoring in the top two bands. 30% of students scored in bottom two bands. 51 students sat the reading NAPLAN assessment in Year 5. 34% of students scored in the top two bands. Over 40% of students scored in the middle bands.

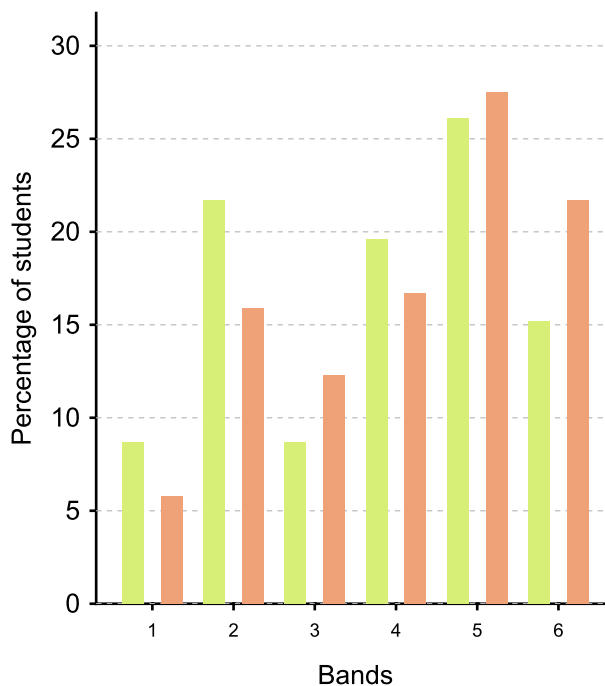
In writing, 20% of Year 3 students demonstrated proficient writing skills and 5% in Year 5. Both grades

showed great strength in cohesion which was a focus during staff professional learning. Both grades showed an inability to address audience and lacked adequate understanding and use of paragraphs. These two areas will be addressed in staff professional learning to in turn, assist students in these areas.

In spelling, 37% of Year 3 students and 22% of Year 5 students demonstrated proficient spelling strategies. Again, a majority of both student groups scored in the middle two bands.

In grammar and punctuation 43% of Year 3 students and 26% of Year 5 students demonstrated proficient use of these skills.

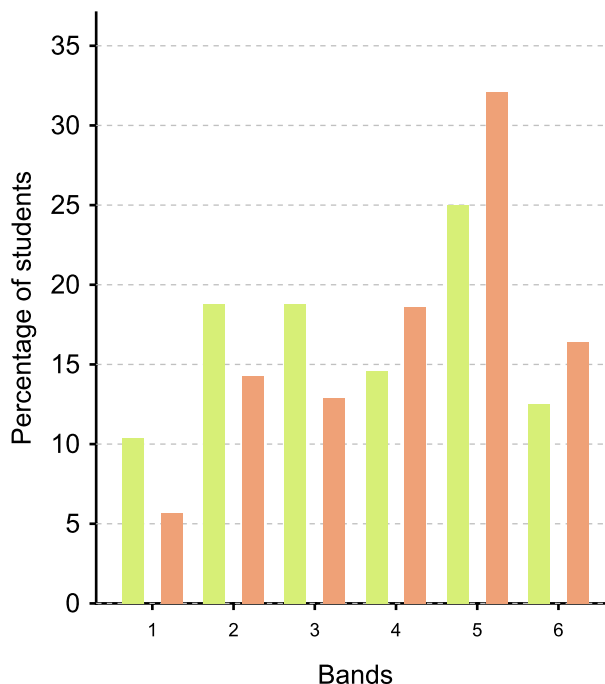
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

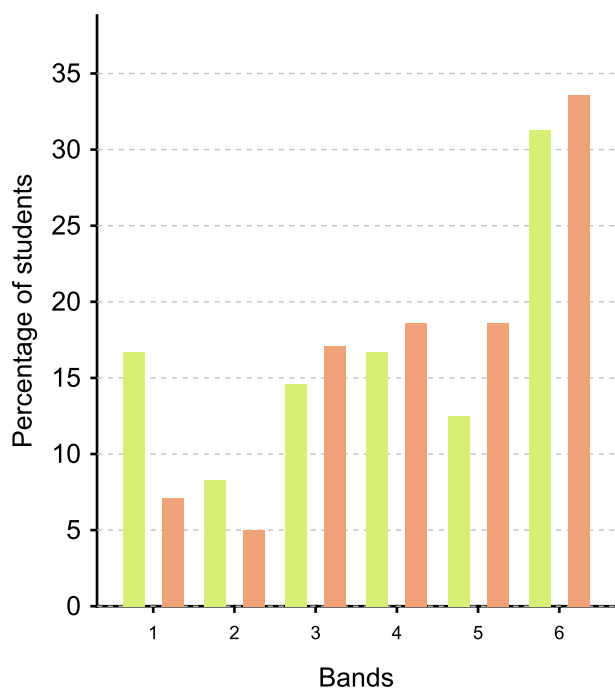
Band	1	2	3	4	5	6
Percentage of students	8.7	21.7	8.7	19.6	26.1	15.2
School avg 2016-2018	5.8	15.9	12.3	16.7	27.5	21.7

Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 3 Grammar & Punctuation

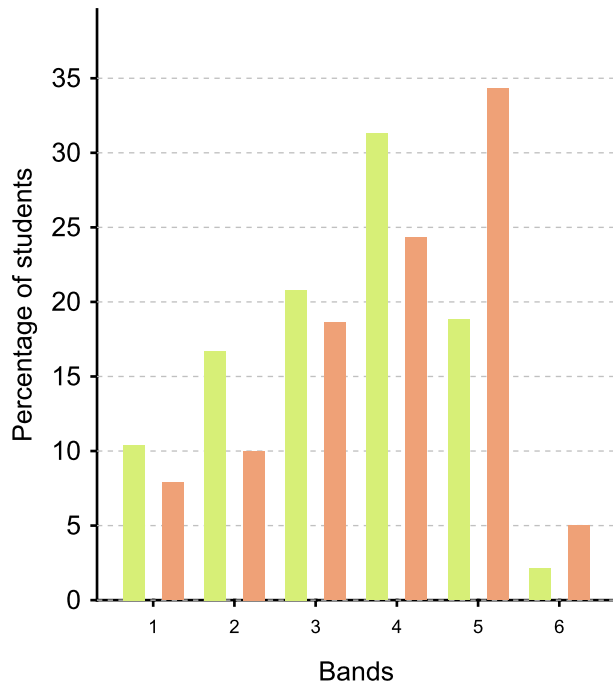


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	16.7	8.3	14.6	16.7	12.5	31.3
School avg 2016-2018	7.1	5.0	17.1	18.6	18.6	33.6

Band	1	2	3	4	5	6
Percentage of students	10.4	18.8	18.8	14.6	25.0	12.5
School avg 2016-2018	5.7	14.3	12.9	18.6	32.1	16.4

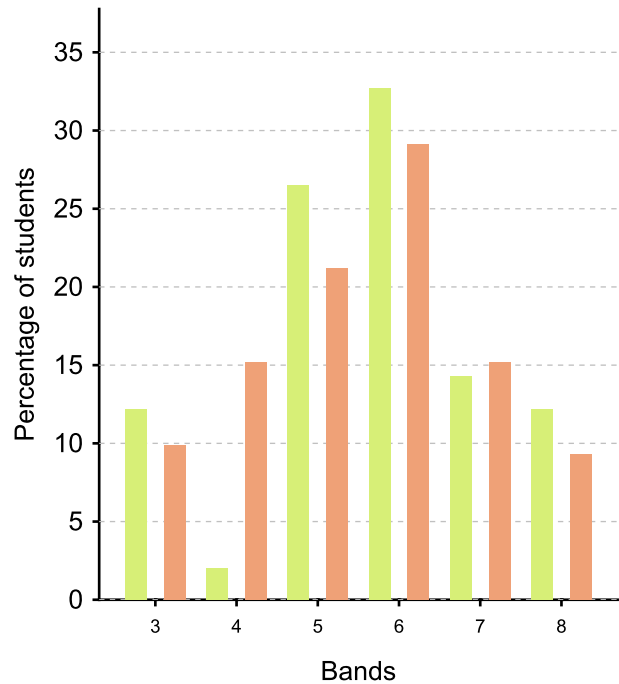
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	10.4	16.7	20.8	31.3	18.8	2.1
School avg 2016-2018	7.9	10	18.6	24.3	34.3	5

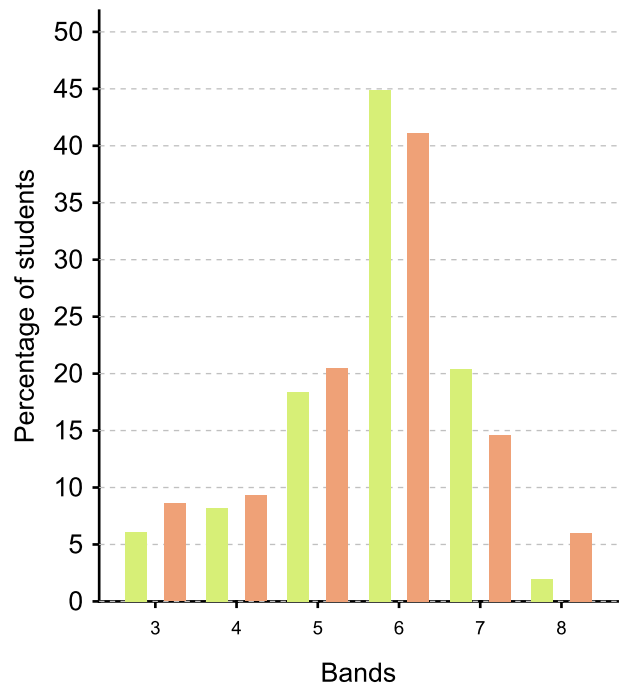
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	12.2	2.0	26.5	32.7	14.3	12.2
School avg 2016-2018	9.9	15.2	21.2	29.1	15.2	9.3

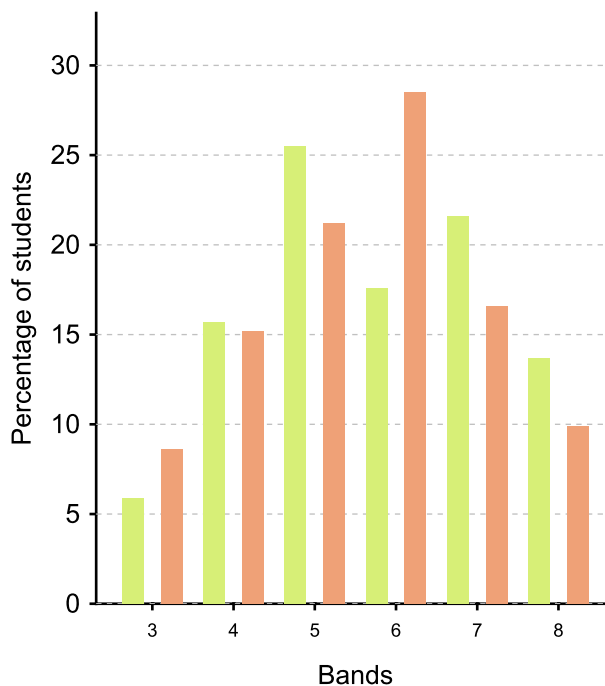
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.1	8.2	18.4	44.9	20.4	2.0
School avg 2016-2018	8.6	9.3	20.5	41.1	14.6	6

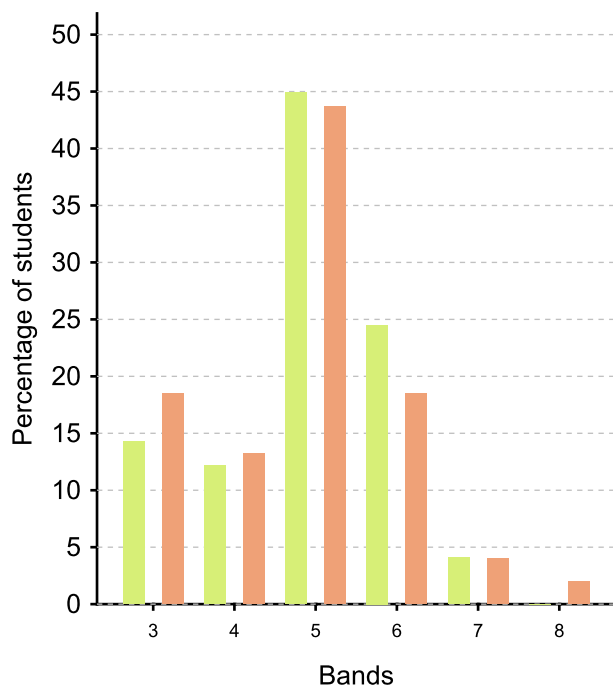
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.9	15.7	25.5	17.6	21.6	13.7
School avg 2016-2018	8.6	15.2	21.2	28.5	16.6	9.9

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	14.3	12.2	44.9	24.5	4.1	0.0
School avg 2016-2018	18.5	13.2	43.7	18.5	4	2

47 students sat the Year 3 Numeracy NAPLAN assessment. 23.4% of our students in Band 5 had a comparable result to that of state norms however band 6 students was significantly lower. 50% of students sat in the middle two bands which demonstrates an opportunity to push these students into the proficient areas. Closer analysis of the questions answered by Year 3 students show that foundation skills of addition, subtraction and place value were answered correctly. Areas for consolidation included data and graphing and comprehension of word and visual problems.

49 students sat the Year 5 Numeracy assessments.. 20% of students demonstrated they had proficient numeracy skills. 53% of students sat in the middle two bands showing again the opportunity to push these students into the proficient area. No year 5 student experienced negative growth when compared to their results two years earlier. Analysis of questions answered incorrectly were in data and graphing, and using foundation mathematical skills.

Percentage in Bands:
Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	6.4	12.8	27.7	23.4	23.4	6.4
School avg 2016-2018	5.7	13.6	24.3	23.6	19.3	13.6

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	2.0	14.3	36.7	26.5	14.3	6.1
School avg 2016-2018	4	16.7	35.3	26.7	13.3	4

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

Year 3 NAPLAN Numeracy ATSI results show that one student scored in the top two bands and four students in the middle two.

Year 5 NAPLAN Numeracy ATSI results identified one student scored in the middle bands and 2 students scored in the bottom two bands.

Year 3 Literacy, ATSI results in grammar and punctuation had 2 students scored in the top band and 4 in the middle two bands. Reading saw one student score in the top two bands. 4 students score in the bottom two bands in this examination. In spelling and writing, all ATSI students receive similar results ranging from band one through to four.

The best Year 5 ATSI results came from the reading assessment. One student scored in the top band. The other ATSI students scored between bands 3 and 5. Spelling, writing and reading saw a range of scores being achieved between Band 3 and 6 respectively.

Parent/caregiver, student, teacher satisfaction

Students, staff and parents all participated in the Tell Them From Me (TTFM) surveys in 2018. The surveys focused on school climate for students, learning for teachers and for parents, their perceptions of their children's experiences at home and school.

Student results regarding social and emotional outcomes that demonstrated our school had similar or above NSW government norms included:

- student participate in extracurricular activities including art, drama or music groups
- students have friends at school they can trust and who encourage them to make positive choices
- students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- students don't get into trouble at school for disruptive or inappropriate behaviour
- students try hard to succeed in their learning

Areas where students scored significantly below state norms included their beliefs concerning homework for their classes and in being motivated to learn.

Sixty-nine parent completed the TTFM survey. All

results were either above or within 1 scale point of NSW government norms. These areas covered in the survey included:

- parents feel welcome at school
- parents are informed
- parents support learning at home
- school supports learning
- school supports positive behaviour
- safety at school
- inclusive school

Fourteen members of staff completed the staff TTFM survey. The areas surveyed revealed similar data to that of the parents where all scores were either above or within 1 scale point of NSW government norms. The areas staff responded to included:

- school leaders
- collaboration with other staff
- learning culture of their classroom
- using data to inform practice
- the use of teaching strategies
- the use of integrating technology
- inclusivity – working with students with additional needs
- parent involvement
- learning goals
- planning learning opportunities
- providing students with quality feedback
- overcoming obstacles in the learning process

Policy requirements

Aboriginal education

2018 saw the Aboriginal school committee drive the education of Aboriginal students at Medowie Public School. To assist in the Premier's Priorities of increasing the number of Aboriginal students in the top two bands, all staff completed the 8Ways training. Many staff had taken part in this training previously, however, there were also a number of new staff who were not as confident in incorporating this framework into their daily classroom practices. Consequently, the retraining was helpful in using this framework to assist not only Aboriginal children, but all students in their learning.

Aboriginal students, their parents and staff all participated in the personalised learning pathway process. This year saw a change where an afternoon was dedicated to this which was followed by a community BBQ. All students enjoyed the BBQ as well as having the opportunity to set cultural, social and/or academic goals.

Cultural activities at a whole school level were also planned. NAIDOC Day was celebrated with 'Speaking in Colour' and 'Shake A Leg' providing workshops for our children to gain a wide variety of experiences. Gathang language lessons also commenced in the year and 40 children participated in these. The Aboriginal garden was also revamped with Murrook working alongside our students to restore this beautiful space within our school. A junior Aboriginal Education

Consultative Group (AECG) was also developed in conjunction with our neighbouring school, Wirreanda. Students were elected in to positions ready to take on their roles in 2019.

Multicultural and anti-racism education

Medowie has continued to support and embrace cultures that represent Australian society. Class programs foster students' understanding of culture, cultural diversity, racism and active citizenship with a democratic classroom learning environment. The school celebrates events such as Harmony Day. During this time, students are able to play games and learn basic greetings from various cultures. The school has one trained anti-racism officer who assists in reviewing the school's anti-racism policy, provide professional learning to staff and communicate to the wider school community through the school newsletter and via the school's Facebook page. Racism of any kind is **not** accepted at Medowie Public School.

Other school programs

At Medowie Public School we encourage participation in sport and an integral part of our program is the encouragement of sportsmanship. The school provides opportunities to participate at various levels.

Friday sport is a continued and regular program which provides a variety of basic skills and game practice. This program provides a variety of sports which include tennis, soccer, volleyball, Basketball and T-ball. Sports captains and vice-captains are provided with leadership roles during the Friday sport program.

At Port Stephens zone level, the school provides opportunities for athletes to participate in games trials such as touch football, basketball, cricket, rugby league, AFL, soccer, netball and golf. Students were selected for the Hunter Regional teams in rugby league, soccer and netball. Medowie also participates in the PSSA Port Stephens zone swimming, cross country and Athletics carnivals.

Twelve students competed at Port Stephens zone level for swimming, including two relay teams. Keira Tubman was awarded PSSA Senior Girls swimming champion. Forty-eight students competed at Port Stephens zone level for cross country. Charlie Symonds, Dixie Conlon and Daisy Foster were selected to attend the Hunter Regional carnival. Eighteen students competed at Port Stephens zone level for athletics field events and twenty-nine competed in Port Stephens zone in athletic track events. Dixie Conlon and Hudson Wells, as well the Junior Girls relay team progressed to Hunter Regional level. Hunter and Dixie also competed at State level.

The school participated in clinics in athletics, AFL, basketball and cricket. These clinics provide opportunities for students to experience and develop skills in a variety of sports supported by professional coaches.

Medowie School participates in Leisure Sport, a community based program, where students are provided with expert coaching. This takes place in term four and consists of sports such as tennis, lawn bowls, ten pin bowling, fishing, golf and taekwondo. All these sports are provided by community organisations and the program aims to support local businesses. The program has 98% attendance and a duration of five weeks.

Medowie participated in the Premier's Sporting Challenge, receiving a diamond level. All classes in the school participated and achieved gold and diamond awards, which requires the participant to undertake at least 60 minutes of activity per day.

2018 school sporting champions are: Keira Tubman; Senior Champion, Tyler McLean; 11 year Champion and Dixie Conlon; Junior Champion. Hudson Wells received the School Champion award. Mason Sloane received the Premier's Sporting Challenge medal for his commitment and contribution to sport and physical activity programs and Isaac Keeley received the Medowie Sports Club sportsmanship award.