

The Meadows Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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 in 2019 of 241 students includes 9% of students who identify as Aboriginal and a growing number of students (now 60%) from a language background other than English. There are 12 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 **Leading** Domain. 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 Leading 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:

- Assessment of **DELIVERING** in all 6 elements.

There continues to be a strong emphasis placed on developing a culture of high expectations at The Meadows Public School. We continue to 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 2019, for the third 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 2019, we continued to implement the 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. 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:

- *Assessment of **DELIVERING** in all 4 elements.*

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 an increasing number of 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 2019, 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-6 teachers were involved in weekly 1:1 or small group 'teach meets' and 'Spirals of Inquiry' 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:

- *Assessment of **DELIVERING** in two elements and **SUSTAINING & GROWING** in two elements.*

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 community satisfaction and analyses responses to *Tell Them From Me* and *School Satisfaction* surveys to guide future improvement opportunities.

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.

Improvement Measures

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.)

Increased percentage rate of student attendance compared to 2015–17.

Growth in positive responses from School Satisfaction Survey for questions in relation to school student welfare procedures.

100% of teachers have evidence of differentiation in teaching programs for English and Mathematics with Individual Education Plans as required.

Progress towards achieving improvement measures

Process 1: Strong Student Wellbeing:

To implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. This process will focus on active engagement in PBL across the school community and improving school attendance data.

Evaluation	Funds Expended (Resources)
<p>The vast majority of teachers are committed to PBL lesson delivery. Time allocated for actual PBL lesson planning was not consistent across all stages. 9 out of 12 classes indicated weekly lessons occurring. Three classes implementing lessons less frequently.</p> <p>Outstanding whole-staff PL resulting in the complete update of the school-wide Behavioural Expectations Matrix.</p> <p>The vast majority of teachers are providing/rewarding the appropriate number of Dojo points each week.</p> <p>Our Annual Milestone was for less than 5 MAJOR behaviours to be recorded each week. By the end of 2019, 210 MAJOR behaviours were recorded in our STARS system, equating to 5.25 MAJORS per week.</p> <p>Additional behaviour data demonstrates a vastly improved suspension rate. In 2017, there was 36 suspensions, In 2018 the number decreased to 17 and in 2019 the number decreased again to 11.</p> <p>Our Annual Milestone was for >90% schoolwide average attendance for the 2019 school year. Our average attendance for 2019 was 89.6%.</p>	<p>Total Financial Resources:</p> <p>\$4050 – Casual Salaries supporting staff attendance at PBL professional learning</p> <p>\$1000 – Class Dojo Reward Prizes</p> <p>\$300 – Attendance Reward Lunches</p>

Process 2: Effective Curriculum Provision:

Revised Best Start, Learning Progressions, Plan 2 and Data Walls are utilised to track and analyse student progress and needs.

Effective individual learning plans (ILPs IEPs PLPs) are developed and implemented for targeted students.

Progress towards achieving improvement measures

Process 2: Teaching and learning programs are relevant and responsive to regular evaluation.

Evaluation	Funds Expended (Resources)
<p>Individual Education Plans were devised and implemented as appropriate. They were utilised in the collection of NCCD Data. However, the ongoing monitoring of IEPs and readjustment of learning goals did vary from teacher to teacher. In 2020, definitive timelines will be introduced for the writing of IEPs, the implementation of IEPs and the review of all IEPs.</p>	<p>Total Financial Resources:</p> <p>\$900 – Casual salaries to release teachers involved in PLP meetings.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$900.00)



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.

Improvement Measures

Increased percentage of students performing in the top 2 bands of all aspects of NAPLAN compared to 2015–2017.

Increased percentage of students achieving at or above national minimum standards in all aspects of NAPLAN compared to 2015–2017.

All teachers will confidently and consistently make their learning intentions and success criteria visible every session.

Progress towards achieving improvement measures

Process 1: Instructional Leadership:

Through the leadership of an Instructional Leader, the Early Action for Success Strategy is implemented to ensure strong foundations in Literacy and Numeracy for all students.

Evaluation	Funds Expended (Resources)
<p>The Process of Instructional Leadership was most successful in 2019. Staffing structures, timetabling and use of financial resources enabled the opportunity for outstanding levels of collaboration for each stage team under the guidance of the Instructional Leader. The new knowledge and understanding gained through each Spiral of Inquiry process will continue to have an ongoing effect on teacher practice well beyond 2019.</p> <p>In terms of meeting improvement measures, we have seen very mixed results. Our Year 3 cohorts across 2018 and 2019 have outperformed Year 3 cohorts across 2016 and 2017 in terms of having a higher percentage of students achieving in the top 2 bands and a higher percentage of students achieving at or above national minimum standards in all five aspects of NAPLAN. In stark contrast, the Year 5 results have been the direct opposite with a decreased percentage of students achieving in the top 2 bands and a decreased percentage of students achieving national minimum standards in all five aspects of NAPLAN.</p>	<p>Total Financial Resources:</p> <p>\$32651 – Using a portion of low socio-economic equity funding to increase the 0.8 Instructional Leader position to a full 1.0 position.</p> <p>\$41299 – Quality Teaching Successful Students (QTSS) funds were used to increase staffing for the provision of Relief from face-to-face (RFF) teaching. This in turn allowed all members of a teaching stage to be off class at the same time, enabling 'Teach Meets' to occur between the Instructional Leader and all members of a teaching stage. This led to outstanding levels of professional growth and collaboration and stages worked through various Spirals of Inquiry to achieve improved practice and improved student learning outcomes.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$32651.00)• Quality Teaching, Successful Students (QTSS) (\$41299.00)

Process 2: Researched Informed Pedagogy – Visible Learning:

Teachers will draw on research and professional learning to implement high quality and effective literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Overall, very minimal growth in making the writing of learning intentions and success criteria (LI & SC) part of daily teaching practice across the school. Some stages, year groups and teachers were more effective than others and some very good examples of LI & SC rubrics were implemented for writing tasks as well as speaking and listening tasks.

The longer-term Learning Goal element of this Visible Learning process has generally worked well and students' individual learning goals for a term are being posted on walls in some classrooms. Some teachers make a point of referring individual students to their goals quite regularly across the course of a term. However for the majority of students, goals are written and reflected upon at the end of a term with minimal time factored in for ongoing reflection.

Nil.



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.

Improvement Measures

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.

There will be an increase in the number of students gaining leadership opportunities through their involvement in sporting and cultural pursuits compared to 2017.

Progress towards achieving improvement measures

Process 1: Staff Professional Development:

Fostering a culture of continuous improvement, all staff are engaged in goal-setting, feedback, reflection, and leadership opportunities, using the Australian Professional Standards for Teachers and the DoE Performance and Development Framework.

Evaluation	Funds Expended (Resources)
100% of staff have Professional Development Plans (PDPs). All staff completed end-of-year PDP evaluations. Various levels of progress in terms of the achievement of goals. Six early career teachers gained accreditation at proficient level. Full allocation of professional learning (PL) funds utilised equitably across staff, to support the achievement of goals in the School Plan, with an emphasis on PL focusing on best practice teaching for Literacy and Numeracy.	Total Financial Resources; \$24231 – 2019 Professional Learning Allocation.

Process 2: Effective Community Engagement:

Positive, productive partnerships with our parent and wider community are sustained and grown. (These include partnerships with our Schools as Communities Centre and schools in the Blacktown Learning Community) Opportunities for student leadership are increased.

Evaluation	Funds Expended (Resources)
Staff members who have been present at The Meadows PS since at least the beginning of 2017 have noticed the marked increase in parental involvement at school events. However, the next step is to increase the number of parents who are engaging in the truly academic and educational aspects of school life, in addition to the outstanding levels of engagement we are seeing for extra-curricular activities and events. Students enjoy a wonderful array of leadership and other opportunities through the provision of a range of activities including PSSA Sport, Dance and Choir concert performances, public speaking and debating opportunities	Total Financial Resources: Event Catering Budget – \$1600 Student Leadership Program – \$200 NAIDOC Day – \$5000 (Aboriginal Funding – flexible portion) Funding Sources:

Progress towards achieving improvement measures

and camping prgrams.

- Aboriginal background loading (\$5000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$74775. This amount was made up of 2 key portions.</p> <p>\$68575 was for the staffing of the AEO position. The AEO works closely with our Indigenous students and their families, developing Personalised Learning Pathways (PLPs) and continually monitoring these plans to check progress towards academic and social goals. The AEO also coordinates NAIDOC celebrations to enhance education about Aboriginal Australia for all students.</p> <p>A further \$6200 was set aside as flexible funding. This was utilised in a number of ways:</p> <ul style="list-style-type: none"> * Payment to an external company ('Muggera Dance Company') for a full day of NAIDOC celebration activities enjoyed without cost to our community members. * Provision of casual teachers to support the process for the writing of PLPs. * Financial support to aid uniform and excursion payments for our Indigenous students. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$74 775.00) 	<p>The AEO position was impacted midway through 2019 when our permanent AEO took maternity leave. Despite efforts to find a suitable casual replacement through our local Aboriginal Education Consultative Group (AECG), the AEO position remained unfilled in Semester 2. However, our Learning and Support Teacher, herself with an Aboriginal background, was able to successfully lead the coordination of Personalised Learning Pathways (PLPs) in the second half of the year.</p> <p>NAIDOC Day celebrations were a major success with outstanding levels of community involvement and presence throughout the entire day.</p> <p>All of our Indigenous students were provided with funds to support their participation in the Sports in Schools Australia (SISA) program. A number of students were supported with 50% payments towards PSSA Sport, excursions, our 2019 Canberra/Snow Camp and uniforms.</p>
English language proficiency	<p>\$71737. This amount is defined in the School Budget Allocation Report as 'Flexible Funding.'</p> <p>\$64030 was utilised for the creation of an above-establishment EALD Teacher (0.6) for three days per week throughout the school year. The EALD teacher supported classroom teachers and students (1:1 intensive support and small group support) for whom English is an additional language or dialect, particularly for learning support in Literacy</p>	<p>All funds were expended effectively to support the learning of all EALD students. 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>

<p>English language proficiency</p>	<p>and Numeracy, with an emphasis on new arrivals students.</p> <p>The remaining \$7707 was allocated as additional funding for the provision of School Learning Support Officers (SLSOs) to support EALD learners.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$71 737.00) 	<p>All funds were expended effectively to support the learning of all EALD students. 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>
<p>Low level adjustment for disability</p>	<p>\$130490. This amount was made up of 2 key portions.</p> <p>\$96044 was for the staffing of the Learning and Support Teacher (LaST) position. The LaST works with the School Counsellor and Principal to lead the school's Learning Support Team (LST). Students are referred by teachers to the LST to access support and advice regarding a range of academic, behavioural and social needs. The LaST oversees the development, implementation and progression of all Individual Education Plans (IEPs) for students making only limited progress in English and Mathematics. Plans are also coordinated to support children in Out of Home Care (OOHC) situations as well as students requiring additional behavioural support.</p> <p>A further \$34446 was allocated as additional funding for the provision of School Learning Support Officers (SLSOs) to support students experiencing significant learning difficulties in English and/or Mathematics across Kindergarten to Year 6.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$130 490.00) 	<p>All funds were expended effectively to support the learning of students requiring additional support, particularly in English and Mathematics. 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>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Quality Teaching Successful Students (QTSS) funds utilised for additional teacher staffing.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students 	<p>Quality Teaching Successful Students (QTSS) funds were used to increase staffing for the provision of Relief from face-to-face (RFF) teaching. This in turn allowed all members of a teaching stage to be off class at the same time, enabling 'Teach Meets' to occur between the Instructional Leader and all members of a teaching stage. This led to</p>

Quality Teaching, Successful Students (QTSS)	(QTSS) (\$41 299.00)	outstanding levels of professional growth and collaboration and stages worked through various Spirals of Inquiry to achieve improved practice and improved student learning outcomes.
Socio-economic background	<p>Total Low Socio-economic funding amounted to \$205316. This was broken up as follows:</p> <p>\$106716 – For the employment of an additional (12th) class teacher.</p> <p>\$32651 – For the extension of the Instructional Leader position from 0.8 to a full position.</p> <p>\$33109 – For the establishment of a Higher Duties Assistant Principal position.</p> <p>\$32015 – This amount is allocated to the 0.3 Priority School Funding Program (PSFP) position.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$205 316.00) 	<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 (a 12th class).</p> <p>The other key impact was the increase of the Instructional Leader position. The Department of Education appointed an Instructional Leader for 4 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> <p>The employment of a Higher Duties Assistant Principal aided the building of leadership capacity and spread the responsibility of leadership allowing Assistant Principals to equitably share the supervision of K-2 teachers, Years 3-6 teachers and teachers in support roles.</p> <p>Priority School Funding Program (PSFP) funds were used to increase staffing for the provision of Relief from face-to-face (RFF) teaching. This in turn allowed all members of a teaching stage to be off class at the same time, enabling 'Teach Meets' to occur between the Instructional Leader and all members of a teaching stage. This led to outstanding levels of professional growth and collaboration and stages worked through various Spirals of Inquiry to achieve improved practice and improved student learning outcomes.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	113	123	125	129
Girls	97	111	110	112

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.4	91.5	91.7	88.9
1	88.9	90.3	90.2	91.7
2	91.8	90.6	89.1	86.8
3	92.4	92.4	90.9	89.2
4	92.8	92.2	90.5	91.1
5	94.4	92.2	90.6	89.7
6	87.7	93.6	90.5	90.1
All Years	91.3	91.7	90.5	89.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.19
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	925,444
Revenue	4,071,021
Appropriation	3,860,999
Sale of Goods and Services	47,496
Grants and contributions	156,091
Investment income	5,034
Other revenue	1,400
Expenses	-4,459,750
Employee related	-3,543,889
Operating expenses	-915,860
Surplus / deficit for the year	-388,729

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	197,602
Equity Total	490,416
Equity - Aboriginal	74,775
Equity - Socio-economic	205,316
Equity - Language	71,737
Equity - Disability	138,587
Base Total	1,787,624
Base - Per Capita	56,754
Base - Location	0
Base - Other	1,730,869
Other Total	1,169,786
Grand Total	3,645,427

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



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 2019, the school evaluation team utilised the *Tell Them from Me* Survey as well as the *School Satisfaction Survey* to gauge opinions and determine school strengths and areas for further development. Responses were gained from 39 parents, 112 students from Years 3–6 and 19 members of staff.

Findings and Conclusions – Tell Them from Me Surveys

Students – Key Positives:

- 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 83% of students have friends at school they can trust and who encourage them to make positive choices.
- 92% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour.
- 85% of students try hard to succeed in their learning.
- 100% of Aboriginal students agreed (15%) or strongly agreed (85%) with the statement 'I feel good about my culture when I am at school.'

Students – Key Areas for Improvement:

- Only 69% of students feel accepted and valued by their peers and by others at their school.
- Only 40% of students do homework for their classes with a positive attitude and in a timely manner.
- Only 72% of students are interested and motivated in their learning.
- 43% of students believe they are subjected to moderate to severe physical, social or verbal bullying or are bullied over the Internet.

Teachers – Key Positives: *Survey statements with comparatively strong scores against NSW norms.*

- 'I set high expectations for student learning.'
- 'I am effective in working with students who have behavioural problems.'
- 'I help students use computers or other interactive technology to undertake research.'
- 'I establish clear expectations for classroom behaviour.'
- 'I make an effort to include students with special learning needs in class activities.'
- 'I share students' learning goals with their parents.'

Teachers – Key Areas for Improvement: *Survey statements with comparatively low scores against NSW norms.*

- 'School leaders have taken time to observe my teaching.'
- 'Teachers have given me helpful feedback about my teaching.'
- 'I give students written feedback on their work.'
- 'I provide examples of work that would receive an A, a B or a C.'
- 'I use strategies to engage parents in their child's learning.'

Parents – Key Positives: *Survey statements with comparatively strong scores against NSW norms.*

- 'I can speak easily with my child's teachers.'
- 'Written information from the school is in clear, plain language.'
- 'I am well informed about school activities.'
- 'Reports on my child's progress are written in terms I understand.'
- 'My child is encouraged by the teachers to do his or her best work.'
- 'My child is clear about the rules for school behaviour.'
- 'My child feels safe at school and going to and from school.'
- 'Teachers help students who need extra support.'
- 'Teachers help students develop positive friendships'

Parents– Key Areas for Improvement: *Survey statements with comparatively low scores against NSW norms.*

The scores from parents were **above NSW norms in all seven measures** of the survey. Despite still having good scores in the following areas, the survey aspects with the lowest scores were:

- * 'Parent activities are scheduled at times when I can attend.'
- * The school helps prevent bullying.'

Findings and Conclusions – School Satisfaction Surveys

Students – Key Positives:

- 99% of students want to get good results at school.
- 98% of students agreed that their teachers had high expectations for student work.
- 95% of students enjoy the things they do at school outside of class time.
- 94% of students agreed they could talk to at least one teacher at school if they have a problem.
- 94% of students are proud to be students of The Meadows Public School.
- 93% of students agreed that the things taught at school are worth learning.
- 93% of students agreed they feel safe at school.
- 93% of students believe they follow class and school rules.
- 92% of students agree that overall, they are happy at school, most of the time.

Students – Key Areas for Improvement:

- 87% of students feel they could learn more in class if students would behave better.
- 54% of students don't try to be better than other students.
- 36% of students don't get excited about their school work.
- 30% of students feel worried a lot about school.
- 19% of students feel they don't achieve high standards in their work.
- 18% of students feel they are not challenged by work at school.

Parents and Staff – Key Positives:

- 100% of staff and 95% of parents agreed that The Meadows PS is an attractive and well-resourced school (e.g. classrooms, library and grounds).
- 95% of staff and 90% of parents agreed that the school is a friendly school that is tolerant and accepting of all students.
- 95% of staff and 95% of parents agreed that student achievements are recognised through the school award system.
- 95% of staff and 100% of parents agreed that a wide range of extracurricular programs are offered.
- 100% of staff and 100% of parents agreed that there is good access to computers and strong technology programs and resources.
- 90% of staff and 100% of parents agreed that the school office responds to enquiries and requests in a friendly and prompt manner.
- 100% of staff and 100% of parents agreed that the fortnightly newsletter keeps the community informed about coming events and school achievements.

Parents and Staff – Key Areas for Improvement:

- 21% of staff disagreed with the statement 'The school promotes its uniform policy.'
- 26% of staff disagreed with the statement 'Fair discipline exists within the school.'

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.

A strong theme to emerge from teacher surveys was feedback. We need to examine ways to increase effective feedback from leaders to teachers as well as teachers to students. We also need to increase the formative assessment practice of presenting students with explicit quality criteria on a more regular basis.

Finally, significant improvements have been made in recent years in terms of the increased involvement of the parent community at a range of school events and extra-curricular activities. The next step is for that level of support to be harnessed and directed towards parents specifically engaging more in their child's learning in Literacy and Numeracy.

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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

