

Medlow Public School

2019 Annual Report



2511

Introduction

The Annual Report for 2019 is provided to the community of Medlow Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

It is with a deep sense of pride that I present and endorse the 2019 Annual Report for Medlow Public School. As a small TP1 school we have provided outstanding educational opportunities and support for our students and community. Whilst our focus on Literacy, Numeracy and Wellbeing underpins everything we do, our staff and community have pursued a relentless agenda for improvement.

Message from the students

Wren

Willow

Taryn

School background

School vision statement

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

"Together we can make a difference"

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

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

School Motto "Do Your Best"

School context

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

Medlow recognises that parents are the first educators of their children and the school environment provides the support structures for individuals to access the curriculum. The 17 students are predominantly from farming and agricultural backgrounds. The school enjoys a strong partnership with our very talented P&C. They support educational programs through money raised and provide an avenue for whole school community input into school policy and decision making. Our parents are actively involved in school activities and work alongside staff to create a true community school.

Throughout 2019 our school supported two classrooms. The Juniors comprised of K– 3 and the Seniors comprised of 3–6. Teachers worked collaboratively with the instructional leader to embed Visible Learning. Medlow is part of a Small School's network that engages in creating opportunities for meaningful collaboration and collegial relationships.

Medlow students are involved in a large variety of extra curricula activities including excursions, inter school sport competitions, dance, public speaking, debating, STEM – green screen film kit and robotics, music and drama. We are an active member of the "Valley 10" Learning Community, a group of outstanding schools focused on providing a strong, rich K–12 experience. Schools work together to deliver excellent transition and professional learning programs which support the sharing of expertise across our community of schools and ensure our students are settled, confident and ready to learn when they move to high school.

Self-assessment and school achievement

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

Strategic Direction 1

Literacy and Numeracy

Purpose

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

Improvement Measures

- Student growth in writing improves as measured by CTJ on shared student work samples.
- K–2 EaFS meet state wide targets in reading
- NAPLAN –student growth in writing from Year 3,5,7
- NAPLAN –student growth in numeracy from Year 3,5,7
- Self evaluation against the School Excellence Framework moves from delivering to sustaining and growing in the curriculum and assessment elements of the School Excellence Framework

Overall summary of progress

The focus on Literacy and Numeracy has reflected the State targets that have been set for all schools. A consistent whole school pedagogical platform based on Visible Learning where learning intentions, success criteria and effective feedback created a strong learning culture. Staff were provided Professional Development in Seven Steps Writing, L3, Additive strategies and new syllabus training in Science and Technology and PDHPE.

Progress towards achieving improvement measures

Process 1: Literacy

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students focusing on writing.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Evidence of differentiated writing of samples, assessment and lesson observations, program and feedback. | Teacher Relief for TPL Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$400.00) |

Process 2: Numeracy

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students focusing on the Daily 5 Numeracy Program.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Quality Teaching Framework used as a guide. Courageous conversations around the Australian Professional Standards for teachers, School Plan and the School Excellence Framework. | Modelled learning observation lessons by the Instructional Leader. |

Next Steps

Our next steps will be reflected by the enrolment groupings for 2020 and the staffing allocation. However the fundamental pedagogical principles will remain the same.

Strategic Direction 2

Wellbeing

Purpose

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

Improvement Measures

- Student pre and post reflections on wellbeing indicate improved self efficacy

Student pre and post reflections indicate improved engagement and skill in Creative Arts.

Overall summary of progress

The school culture was built around Maslow's Hierarchy of needs. A safe and supportive learning environment for all members of our learning community was established with the creation of two classrooms . These two classrooms provided more direct and explicit instruction. Students engaged in the concept of a Growth Mindset where they explored their understanding of "The Learning Pit." Throughout the year, 3 way meetings were held that were led by the students to involve parents and their families. Shared discussion around learning goals and work samples ensured that there was a clear understanding that every child was known, valued and cared for.

Progress towards achieving improvement measures

Process 1: Professional Learning

A whole school approach to research based Professional Learning focused on student well being and engagement.

| Evaluation | Funds Expended (Resources) |
|----------------------|---|
| Explicit instruction | Purchased a Chrome Book for Student Use Two teachers were employed 4 days a week to ensure small class sizes |

Process 2: Personalised Learning Pathways

Positive partnerships with parents and carers are developed through regular meetings focused on personalised student learning.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Our 3 way meetings which were student led, allowed for a rich discussion where students could articulate their learning and parents and teachers could support and acknowledge their achievements. | CRT |

Process 3: Focus on Creative Arts

- A whole school focus on Creative Arts where students are given the opportunity to develop higher level skills in Visual Arts, Music, Dance and Drama.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Our whole school community was very proud of our portfolios. They reflected academic progress and creativity. | CRT |

Next Steps

Detail student learning documentation so that it is more readily available in the classroom. Enhance visible learning strategies.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Low level adjustment for disability | Technology – Interactive Board and Chromebook Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$11 000.00) • Low level adjustment for disability (\$6 000.00) | Targeted instruction and support ensured differentiated teaching and learning occurred in every lesson, every day. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$788.00) | A small school scope and sequence was created covering a 2 year period incorporating new school syllabus. |
| Socio–economic background | Art Supplies Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$13 000.00) | Every student developed a comprehensive Visual Art portfolio. All students were involved in the end of year dramatic production that showcased the Visual Arts and performance skills of the students. Senior students attended Outdoor Education Camps and Stewart House. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 1 | 2 | 4 | 7 |
| Girls | 7 | 4 | 6 | 10 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 93 | 89.2 | 90.8 | |
| 1 | 96.3 | 97.8 | 88.7 | 86.2 |
| 2 | | 95.8 | 98.4 | 89.1 |
| 3 | 96.4 | | 92.3 | 87.5 |
| 4 | 90.3 | 92.1 | 100 | 83.8 |
| 5 | 93 | | 94.5 | 93.8 |
| 6 | | 95.7 | | 86.8 |
| All Years | 94.6 | 93.8 | 93 | 86.8 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | | 94 | 93.5 | 93 |
| 3 | 94.2 | | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | | 93.2 | 92.8 |
| 6 | | 93.3 | | 92.1 |
| All Years | 94.1 | 93.9 | 93.5 | 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 |
| Classroom Teacher(s) | 0.52 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.9 |

*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.

All staff participated in Professional Development throughout the year. Seven Steps to Writing Success, L3 and Additive Strategies were key components to the professional learning for staff.

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 | 41,708 |
| Revenue | 409,440 |
| Appropriation | 399,624 |
| Grants and contributions | 9,282 |
| Investment income | 535 |
| Expenses | -407,446 |
| Employee related | -365,339 |
| Operating expenses | -42,107 |
| Surplus / deficit for the year | 1,994 |

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 | 0 |
| Equity Total | 19,228 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 5,916 |
| Equity - Language | 0 |
| Equity - Disability | 13,312 |
| Base Total | 343,648 |
| Base - Per Capita | 2,346 |
| Base - Location | 7,090 |
| Base - Other | 334,212 |
| Other Total | 18,046 |
| Grand Total | 380,922 |

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Jennifer Hullman – Visual Arts Teacher

Throughout 2019 I had the wonderful opportunity to deliver Visual Arts lessons to the students of Medlow. Using all the elements of art, the students were able to integrate their learning across the curriculum. From this came a portfolio of work that showcased each student's learning and talents. All students performed in a puppet play at the end of year School Concert. This was a great collaboration of artistic and dramatic styles depicting "Where the Wild Things Are". To be able to work in small groups ensured that every child was supported to explore their creativity, communication, critical thinking and collaborative skills. All of which are fundamental to the success of the 21st Century Learner.

Willow Barnett Year 6– School Captain

I have been at Medlow since Kindergarten and I have seen the school range in size from 24 students to as little as 6 students. It has been so good to be part of all the great things that go on at Medlow and I like how we get to be able to talk about what we want to do. I have loved all the Creative Art and Music lessons and our playground is so much fun. I will miss you very much and you will always be in my heart and I hope you all stay together and be part of the Medlow family.

Josie Cadman –Parent

Medlow has given my family a unique school experience. We found the learning environment personalised and supportive. All students are given many opportunities both in and out of the classroom in sport, cultural and transition programs and excursions. The efforts of the staff were amazing and greatly appreciated.







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.

Students participated in World Ocean Day at Scotts Head. This very important day acknowledges and celebrates the deep connection our Valley has with the Gumbayngirr First Nations people.

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.