

Medowie Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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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 357 students who attend the school. The school population includes approximately 11% 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 ensure 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

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

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.

Improvement Measures

100% of teaching staff incorporating IEP/PLP in programs which are reflected and modified.

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.

100% of classrooms have learning intentions displayed on walls that are aligned to 8 Ways pedagogy.

Overall summary of progress

All staff are using PLPs and IEPs to assist students who identify as being Aboriginal or having identified learning needs. These plans are monitored by the school's Learning and Support Teacher (LaST) to ensure short-term goals are achieved and new goals created. Plans are made in consultation with parents, students, classroom teacher and appropriate support staff.

From 2018 and 2019 there has not been a reduction in minor and major incidents. This can be attributed to the implementation of PBL in 2018 with staff not start recording data from the beginning of the calendar school year. Comparing the last 6 months of the school year there was reduction of 72 major negative incidents from 2019 to that of 2018.

All staff program utilising the 8 Ways pedagogy, however, students are not made explicitly aware that they are using one of these strategies. This is an area for further development in 2020.

Progress towards achieving improvement measures

Process 1: WELL BEING

The school adopts a coordinated approach to address the well being needs of students using the framework Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
There has not be a 20% reduction in negative incidents to date. However, the school has emphasised the positive aspects of PBL with the introduction of a tiered reward system. Three mini awards are now given to students each school day from each class. Once 10 rewards have been received, an individual reward is given. These range from extra play, a morning tea with the principal and being recognised as a gold student in a new library book.	Bronze, Silver and Gold Awards Whole School Rewards

Process 2: DIFFERENTIATION

Educational adjustments are made by all staff to accommodate individual student needs

Evaluation	Funds Expended (Resources)
The LasT oversees the IEP/PLP process. All plans are located centrally on an electronic platform for all staff to access. The most transparent processes that highlight the direct link between teaching and learning programs and differentiation is through the A Learning Place, A Teaching Place. During lessons students opt in to the appropriate level for them to complete assigned	A Learning Place, A Teaching Place Subscription Release for teacher mentoring totalling 4 hours a week for staff

Progress towards achieving improvement measures

tasks. Similarly in English, reading levels and literacy group activities identify the clear link of differentiation occurring to ensure all students are completing tasks at an appropriate level.

literacy/numeracy support and mentoring

Process 3: ABORIGINAL EDUCATION

Aboriginal perspectives are embedded in the teaching and learning cycle to engage students in meaningful cultural activities.

Evaluation	Funds Expended (Resources)
Staff are utilising the 8 Ways pedagogy in their teaching and learning programs and this is observable in classroom visits. Further work is required for staff to include the image of 8 Ways in learning intentions.	Gathang Language Lessons Connected to Country PL

Next Steps

The next steps will involve teachers explicitly informing their students when they are utilising 8 Way strategies in their classroom. and ensuring this is part of learning and success criteria. Continued professional development and mentoring will continue to enhance literacy and numeracy teaching practices for all staff.

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.

Improvement Measures

Students demonstrate expected growth in reading, writing and numeracy (NAPLAN) that is 10% greater than the state's expected growth each year.

.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.

100% of teaching and learning programs are differentiated to meet student needs in all key learning areas.

Overall summary of progress

In reading 41%, in numeracy 28% and in writing 53% of students achieved at or above expected growth. This is still below the state average. Staff plotted a small amount of students in writing against the learning progressions with the reviewed aim of plotting a small amount of students against all of the learning progressions in 2020. All staff have differentiated teaching and learning programs.

Progress towards achieving improvement measures

Process 1: LITERACY

All staff adopt a coordinated approach to the teaching of literacy by regular data collection and analysis (including NAPLAN, learning progressions and class-based results) to drive continuous student and school improvement.

Evaluation	Funds Expended (Resources)
All staff have completed Focus on Reading training in 2019 to implement this pedagogy into their classroom to improve student reading and comprehension levels.	Focus on Reading Training Release from fact to face for staff mentoring

Process 2: FUTURE FOCUSED LEARNING

Staff seamlessly incorporate STEAM and the 4Cs into teaching and learning programs in every KLA to ensure learning is future focused.

Evaluation	Funds Expended (Resources)
All staff in 2019 participated in professional learning from 4C Transformative Learning. This learning resulted in staff being able to identify student strengths and weaknesses using the learning disposition wheel to increase student engagement. These changes are yet to be evidenced in NAPLAN results.	STEAM teacher – one day per week 4C Transformative Learning The Learning Disposition Wheel

Process 3: NUMERACY

All staff adopt a coordinated approach to the teaching of numeracy by regular data collection and analysis (including NAPLAN, learning progressions and class-based results) to drive continuous student and school improvement.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Staff commenced using the framework for teaching numeracy from an external party, A Learning Place, A Teaching Place as it was evidence based to address our school's shortcomings in numeracy results. The creator of the program, Carol Spencer, provided one day of professional learning for staff to begin the school year to familiarise them with the program. Staff continued to build their knowledge of the program with one staff member provided professional learning to a neighbouring school regarding the program.	A Learning Place, A Teaching Place Release from face-to-face teaching for mentoring

Next Steps

Staff will continue meaningful work with 4C Transformative Learning to move from professional learning to collaborative classroom visits to enable meaning collaborative discussion regarding individual staff practices. Staff mentoring will continue in numeracy and literacy to enhance staff pedagogical understanding in order to incorporate best practice teaching methods into their everyday teaching routines.

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.

Improvement Measures

School generated professional learning comprises both registered and non-registered hours as per SCOUT data.

100% of students K-6 can verbalise a personal strength and how they can share it with others to demonstrate leadership by 2020.

An increase by 10% from TTFM teacher data in 2018 to 2020 in executive leadership.

Overall summary of progress

Professional development was conducted by a variety of staff throughout the year which comprised of registered and non-registered hours. A leadership program was introduced to Year 5 students where successful completion of the program was required before being able to seek Year 6 leadership positions. The executive have focused on providing support to staff members through utilising QTSS funds to work alongside colleagues.

Progress towards achieving improvement measures

Process 1: RESEARCH-BASED

Analysis of research in student leadership practices including the use of outside agencies for students to participate in formal and informal leadership opportunities.

Evaluation	Funds Expended (Resources)
Year six students have many leadership opportunities which was demonstrated across the school. Class student representatives are being explored to increase formal leadership in 2020.	Leadership Program Peer Support Training for running effective SRCs

Process 2: STAFF LEADERSHIP

Embed leadership practices for all staff to lead transformational change.

Evaluation	Funds Expended (Resources)
Three separate mentoring programs having operated throughout the year – behaviour, mathematics and literacy support to assist staff in changing their practices to ones which are evidence based. The implementation of 4C strategies has seen greater student voice in classrooms as reported by teachers.	Mentoring 4C strategies

Process 3: PROFESSIONAL LEARNING

Professional learning is used to enhance staff strengths as well as build capacity to increase staff knowledge of current teaching practices.

Evaluation	Funds Expended (Resources)
More than 50% of staff have provided professional learning for other staff members throughout the school year. The executive provided opportunities which resulting in staff building their own agency and confidence.	Human Resources

Next Steps

Staff leadership has increased significantly over the year with greater participation and a variety of staff delivering professional learning opportunities. Focus now needs to be turned to student leadership opportunities and identifying how all students can see themselves as a leader in some capacity within the school environment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Gathang Language lessons</p> <p>NAIDOC Day workshops</p> <p>Yarn-up BBQ</p> <p>Connect to Country Professional Development and Staff release to attend</p> <p>Tablets</p> <p>Salary for SLSO support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 352.29) • (\$5 300.00) • (\$193.55) • (\$4 636.36) • (\$10 895.36) • (\$4 222.96) 	<p>There was an increase in ATSI support with record numbers attending the Yarn-Up BBQ. This saw increased community involvement throughout the year as well as stronger partnerships in the development of PLPs. Tablets were purchased for each classroom to allow ATSI students access to this technology to assist in them being able to achieve their identified goals. NAIDOC Day celebrations were a big event with Shake A Leg and Speaking In Colour providing all day workshops for our students. The use of a SLSO to assist Aboriginal students in Term Four was a great success and larger funds will be allocated to this role next year.</p>
Low level adjustment for disability	<p>SLSO employed</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$51 057.00) 	<p>SLSO was employed to work with students who were identified as needing extra classroom support by the LaST and their classroom teacher. This resulted in identified students receiving either individual or group support in their classroom environment. The SLSO was employed to work 5 hours each school day. This resulted in students receiving extra support who otherwise had difficulty in accessing the curriculum.</p>
Quality Teaching, Successful Students (QTSS)	<p>Employment of temporary teacher – 3 days a week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$64 030.00) 	<p>A temporary teacher released APs from class one day a week. During this time, Assistant Principal's mentored the stage they were supervising, provided lesson observations and detailed feedback and worked on whole school projects. This was highly effective and staff reported they felt better supported than they had in the past.</p>
Socio-economic background	<p>Furniture</p> <p>Guided Readers</p> <p>PBL merit certificates</p> <p>PBL Mascot costume</p> <p>IWB Panels</p> <p>Computer Notebooks</p> <p>Community PBL</p> <p>Literacy Pro Set-up and annual subscription</p> <p>4C Transformative Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 165.48) 	<p>All funds were used to enhance student learning. Stage 3 had 21st century furniture purchased to create flexible learning spaces in their environment enabling greater student engagement levels. Primary and Infant reading programs were enhanced with Literacy Pro and new guided readers. This allowed children to select from a wider variety of books to read that were at each child's level. Our Community PBL and school PBL programs were enhanced through the purchasing of a mascot suit. This mascot is a possum and through a competition was named 'Bunji'. Computer laptops were purchased to enable classrooms to access google classroom as another learning tool.</p>

Socio-economic background	<ul style="list-style-type: none"> • (\$2 799.38) • (\$791.82) • (\$700.00) • (\$19 971.00) • (\$14 277.12) • (\$694.00) • (\$2 824.00) • (\$10 365.00) 	<p>All funds were used to enhance student learning. Stage 3 had 21st century furniture purchased to create flexible learning spaces in their environment enabling greater student engagement levels. Primary and Infant reading programs were enhanced with Literacy Pro and new guided readers. This allowed children to select from a wider variety of books to read that were at each child's level. Our Community PBL and school PBL programs were enhanced through the purchasing of a mascot suit. This mascot is a possum and through a competition was named 'Bunji'. Computer laptops were purchased to enable classrooms to access google classroom as another learning tool.</p>
Support for beginning teachers	<p>Teacher release and Mentoring</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4 269.00) 	<p>The entitlement was provided flexibly to one beginner teacher who was in their second year of teaching. They used the funds to provide release for themselves and a colleague to work in a mentoring relationship together. This resulted in the teacher completing the accreditation and reaching proficient status.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	180	185	189	197
Girls	169	167	154	154

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	94.6	93.6	93.2
1	93.3	94.6	93.2	92.3
2	93.3	94.6	94	92.3
3	94.9	93	93.8	92.9
4	94	94.5	93.8	93.6
5	94.7	93.9	91.4	92.8
6	93.7	93.2	93.7	92.5
All Years	94	94.1	93.3	92.8
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)	12.83
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

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	211,187
Revenue	3,479,507
Appropriation	3,357,172
Sale of Goods and Services	10,553
Grants and contributions	110,375
Investment income	1,407
Expenses	-3,508,339
Employee related	-3,054,126
Operating expenses	-454,213
Surplus / deficit for the year	-28,833

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	481,711
Equity Total	265,384
Equity - Aboriginal	33,327
Equity - Socio-economic	71,684
Equity - Language	2,600
Equity - Disability	157,773
Base Total	2,355,810
Base - Per Capita	81,893
Base - Location	4,972
Base - Other	2,268,945
Other Total	192,624
Grand Total	3,295,529

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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

Parent/Caregiver feedback was attained through a google document that was completed by parents after student led conferences in Term 2. There was 200 responses to the survey. Answers to the survey questions found:

- * 74% of parents understood the written terms on their child's report
- * 86% of parents found it easy to book into a time to attend their child's student led conference
- * 77% of parents believed the format of the student led conferences allowed them to learn about their child's progress
- * 77% of parents felt they well informed regard their child's progress in all school subject areas
- * 73% of parents stated they were well informed about their child's social and emotional development
- * 80% of parent responses said the teachers take into account their child's needs, abilities and interest
- * 42% of parents believed that teachers expected homework to be completed on time
- * 56% of parents said that they thought their child's teacher expected them to work hard

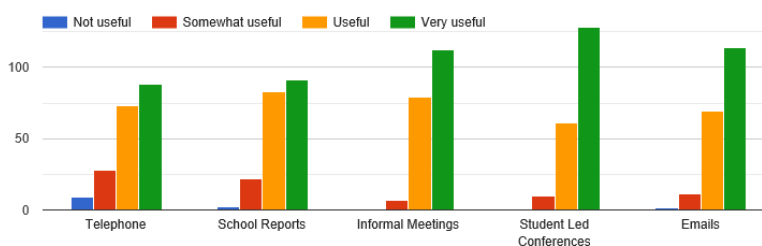
Student feedback was obtained through the Tell Them From me surveys. Students participated in this survey in Term One and again in Term Three. Term Three results found:

* In social and emotional outcomes student participation in sports and positive behaviour at school was higher than the NSW government norms. However, student responses below NSW government state norms included student participation in extracurricular activities, having a positive sense of belonging, having positive relationships, valuing school outcomes, being interested and motivated and their effort in trying to succeed in their learning.

Teacher feedback was also obtained through the Tell Them From Me surveys. Results from this survey are out of 10 and found:

- * The area of collaboration was 0.3 below NSW government norms
- * Learning culture was scored 0.4 above NSW government norms.
- * Data informing teacher practice was 0.2 above NSW government norms
- * The use of teaching strategies was 0.4 above NSW government norms
- * The ability for students to access technology was scored 1.2 above NSW government norms
- * Staff rated the school as being inclusive which was 0.5 above NSW government norms

Please tell us how useful you think the following types of communication are when discussing your child with the school.



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.