

# 2020 Annual Report

## The Meadows Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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The Meadows Public School

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## School vision

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 2020 of 277 students includes 9.7% 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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

## 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.

#### Overall summary of progress

\* On average, in 2020, 92.5% of students each term demonstrated they were safe, responsible learners in all school settings. (2020 Target was 85%).

\* Our aim for this School Plan was to attain an increased percentage rate of student attendance compared to 2015-2017. We were not successful in achieving this aim. Across 2015-2017, the school's attendance rate was 92%. Across 2018-2020, the school's attendance rate was 89.9%.

\* 100% of teachers have evidence of differentiation in teaching programs for English and Mathematics with Individual Education Plans as required. This goal has been achieved through the professional learning provided by a full time Learning and Support Teacher employed by the school in 2018.

\* In 2019, the school commenced using the *Tell Them From Me* range of surveys as a means of gaining valuable school evaluation data from students, staff and parents. Parent feedback across 2019-20 has revealed high levels of satisfaction with the school's parent response norms exceeding the NSW state norms in all 7 aspects of the survey, including categories titled *School Supports Positive Behaviour* and *Safety at School*.

#### 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. The 7-week home-schooling period due to the COVID-19 Pandemic did have an impact on the continuity of PBL lessons.</p> <p>* The vast majority of teachers are providing / rewarding the appropriate number of Dojo points each week. Student voice has led to the streamlining of the prize system in line with student interests and what they truly value in terms of tangible rewards for long-term achievement.</p> <p>* Our Annual Milestone was for <b>less than 5 MAJOR</b> behaviours to be recorded each week. In 2017, the final year of the previous School Plan,</p>	<p>\$1000 - Class Dojo Reward Prizes</p> <p>\$300 - Attendance Reward Lunches</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1300.00)</li></ul>

## Progress towards achieving improvement measures

there was an average of 7.5 major behaviours per week. This was significantly reduced to 4.2 major behaviours per week. In 2017, 15.2% of all students received at least one 'time-out' for a major behaviour, compared to just 7.5% of all students in 2020.

\* Additional behaviour data demonstrated a vastly improved suspension rate. In 2017, there was 36 suspensions. Across 2018-2020, a total of 42 suspensions were recorded, at an average of 14 per year.

\* Our Annual Milestone was to attain a Schoolwide Average Attendance greater than 90% for the 2020 school year. In a year significantly affected by the COVID-19 Pandemic, our attendance rate was 89.5% comparing favourably to the NSWDOE average attendance rate of 88.1%.

### 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.

Teaching and learning programs are relevant and responsive to regular evaluation.

Evaluation	Funds Expended (Resources)
Individual Education Plans and Personalised Learning Pathways were devised and implemented as appropriate. The 7-week home-schooling period due to the COVID-19 Pandemic did have an impact on the achievement of goals for a significant proportion of students on IEPs and PLPs in Semester One. The ongoing monitoring of IEPs and readjustment of learning goals did vary from teacher to teacher. In 2021, definitive timelines will be introduced and followed for the writing, implementation and review of all IEPs.	<p>\$1000 - Casual salaries to release teachers involved in PLP meetings.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$1000.00)</li></ul>

## 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.

#### Overall summary of progress

##### \* NAPLAN: Percentage of students achieving in the Top 2 Bands -

Across 2015-2017, 22% of Year 3 students achieved in the Top 2 Bands. Across 2018-2019, 39% of Year 3 students achieved in the Top 2 Bands.

Across 2018-2019, 23% of Year 5 students achieved in the Top 2 Bands. Across 2018-2019, only 15% of Year 5 students achieved in the Top 2 Bands.

NAPLAN was not conducted in 2020 due to the COVID-19 Pandemic.

##### \* NAPLAN: Percentage of students achieving at or above minimum standards -

Across 2015-2017, 69% of Year 3 students and 66% of Year 5 students achieved at or above minimum standards.

Across 2018-2019, 81% of Year 3 students and 66% of Year 5 students achieved at or above minimum standards.

##### \* Teachers using Learning Intentions and Success Criteria -

There has been a steady increase with this practice yet not enough to say this aspect of formative assessment / visible learning has been embedded. There will be a continued focus on this area in the 2021-2024 Strategic Improvement Plan.

#### 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 once again very successful in 2020, despite approximately 8 weeks being affected by interruptions caused by the COVID-19 Pandemic. Staffing structures, timetabling and the use of financial resources enabled the opportunity for outstanding levels of collaboration for each stage team member 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 2020.</p> <p>Evaluation in regards to <b>NAPLAN</b> has been reported in the <b>Overall Summary of Progress</b> section shown above.</p>	<p>\$133868 - Early Action for Success (0.8 FTE Instructional Leader Position)</p> <p>\$33467 - 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>\$43792 - Quality Teaching Successful Students (QTSS) funds were used to increase staffing for the provision of Relief from face-to-face (RFF)</p>



## Progress towards achieving improvement measures

The process of Instructional Leadership was once again very successful in 2020, despite approximately 8 weeks being affected by interruptions caused by the COVID-19 Pandemic. Staffing structures, timetabling and the use of financial resources enabled the opportunity for outstanding levels of collaboration for each stage team member 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 2020.

Evaluation in regards to **NAPLAN** has been reported in the **Overall Summary of Progress** section shown above.

teaching. This in turn allowed all members of a teaching stage team 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 as stages worked through various 'Spirals of Inquiry' to achieve improved teaching practice and improved student learning outcomes.

### Funding Sources:

- Early action for success (\$133868.00)
- Low level adjustment for disability (\$33467.00)
- Quality Teaching, Successful Students (QTSS) (\$43792.00)

## 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)
<p>Overall, there has been steady growth in making the writing of learning intentions and success criteria (LI &amp; 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 &amp; SC rubrics were implemented for writing tasks as well as speaking and listening tasks.</p> <p>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.</p> <p>The use of Learning Intentions and Success Criteria as well as long-term Learning Goals will continue to be a focus in the 2021-2024 Strategic Improvement Plan.</p>	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.

#### Overall summary of progress

##### \* Staff Professional Learning:

All staff have individual Professional Development Plans and have achieved or are maintaining accreditation. 100% of teachers are involved in various levels of professional learning focusing on the attainment of professional goals and professional standards. Opportunities for external professional learning were virtually diminished completely across Terms 2-4 due to the ongoing impact of the COVID-19 Pandemic.

##### \* Parent Engagement:

Despite a lack of opportunity for on-site parent involvement in 2020 due to COVID-19, the majority of parents were actively engaged to support the learning of their children during the 7-week home-learning period across Terms 1 and 2. Across 2018-2019 there was definitely an increase in parent participation in school events.

##### \* Student Leadership:

Despite a decreased opportunity for student leadership activities in 2020 due to COVID-19, the school has increased its involvement across 2018-2019 in a number of extra-curricular activities in sport, the performing arts and public speaking, providing leadership opportunities for all students.

#### 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) which are reviewed at the beginning, mid-point and end of the year.	\$26022 - 2020 Professional Learning Allocation.
All staff completed end-of-year PDP evaluations. Various levels of progress in terms of achievement of goals, the majority of staff adversely impacted by the cancellation of professional learning opportunities due to the ongoing COVID-19 Pandemic.	\$47818 - 2020 Beginning Teacher Allocation
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$26022.00)</li></ul>

## Progress towards achieving improvement measures

Two permanent early career teachers have commenced the process of collecting and annotating evidence towards gaining accreditation at proficient teacher level.

A portion of Beginning Teacher funding was used to employ a casual teacher each Tuesday to release beginning teachers and/or supervisors/peer teachers for lesson observations and other mentoring opportunities.

- Support for beginning teachers (\$47818.00)

### 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)
<p>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 (across 2018-19). 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.</p> <p>Students (across 2018-19) enjoyed 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 and camping programs. Limited opportunities in 2020 due to COVID restrictions.</p>	<p>\$250 - National Young Leaders Day</p> <p>\$5000 - NAIDOC Day Performers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$250.00)</li><li>• Aboriginal background loading (\$5000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p><b>\$81277.</b> This amount was made up of 2 key portions.</p> <p><b>\$76277</b> 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 <b>\$5000</b> was set aside as flexible funding. This was utilised in a number of ways:</p> <ul style="list-style-type: none"> <li>* Payment to an external company ('Muggera Dance Company') for a full day of NAIDOC celebration activities enjoyed without cost to our community members.</li> <li>* Provision of casual teachers to support the process for the writing of PLPs.</li> <li>* Financial support to aid uniform and excursion payments for our Indigenous students.</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$81 277.00)</li> </ul>	<p>The AEO position was impacted throughout 2020 when our permanent AEO continued maternity leave, attended university and completed a teaching practicum, reducing her capacity to fulfil the role for significant portions of the school year. 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, despite the inability to have community involvement due to the ongoing COVID-19 restrictions.</p> <p>Many Indigenous students were provided with funds to support their participation in the Sports in Schools Australia (SISA) program.</p>
English language proficiency	<p><b>\$60560.</b> This amount is defined in the School Budget Allocation Report as 'Flexible Funding.'</p> <p>This amount 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.</p>

<b>English language proficiency</b>	<p>and Numeracy, with an emphasis on new arrivals students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$60 560.00)</li> </ul>	<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.</p>
<b>Low level adjustment for disability</b>	<p><b>\$145953.</b> This amount was made up of 2 key portions.</p> <p><b>\$98446</b> 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 <b>\$47507</b> 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><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$145 953.00)</li> </ul>	<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>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Quality Teaching Successful Students (QTSS) funds utilised for additional teacher staffing.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$43 972.00)</li> </ul>	<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 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>
<b>Socio-economic background</b>	Total Low Socio-economic	This funding was used to improve the quality

<p><b>Socio-economic background</b></p>	<p>funding amounted to <b>\$158895</b>. This was broken up as follows:</p> <p><b>\$109384</b> - For the employment of an additional (13th) class teacher.</p> <p><b>\$16696</b> - For the extension of the Instructional Leader position from 0.8 to a full position.</p> <p>(This 0.2 increase actually costs \$33467. The shortfall of \$16771 was covered using school consolidated funds carried forward into 2020)</p> <p><b>\$32815</b> - This amount is allocated to the 0.3 Priority School Funding Program (PSFP) position.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$158 895.00)</li> </ul>	<p>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 13th 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>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>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	123	125	129	149
Girls	111	110	112	128

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.5	91.7	88.9	90.3
1	90.3	90.2	91.7	90.1
2	90.6	89.1	86.8	90.9
3	92.4	90.9	89.2	90.1
4	92.2	90.5	91.1	92
5	92.2	90.6	89.7	91.2
6	93.6	90.5	90.1	90.5
All Years	91.7	90.5	89.6	90.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	4
Classroom Teacher(s)	14.38
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	4.52

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	536,716
<b>Revenue</b>	4,376,832
Appropriation	4,204,077
Sale of Goods and Services	56,594
Grants and contributions	112,830
Investment income	1,696
Other revenue	1,635
<b>Expenses</b>	-4,306,467
Employee related	-3,802,536
Operating expenses	-503,931
<b>Surplus / deficit for the year</b>	70,365
<b>Closing Balance</b>	607,081

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	2,751
<b>Equity Total</b>	446,685
Equity - Aboriginal	81,277
Equity - Socio-economic	158,895
Equity - Language	60,560
Equity - Disability	145,953
<b>Base Total</b>	2,320,618
Base - Per Capita	60,237
Base - Location	0
Base - Other	2,260,382
<b>Other Total</b>	1,187,038
<b>Grand Total</b>	3,957,093

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020, the school evaluation team utilised the ***Tell Them from Me*** survey to gauge opinions and determine school strengths and areas for further development. Responses were gained from 71 parents, 89 students from Years 4-6 and 21 members of staff.

### Findings and Conclusions - Tell Them from Me Surveys

#### Students - Key Positives:

- 86% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 91% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour.
- 86% of students try hard to succeed in their learning.
- 27% of students believe they are subjected to moderate to severe physical, social or verbal bullying or are bullied over the Internet. The NSW State average was 36% and the score for this item at The Meadows PS in 2019 was 43%, indicating a significant improvement in this area.

#### Students - Key Areas for Improvement:

- Only 68% of students indicated a positive sense of belonging, feeling accepted and valued by their peers and by others at their school.
- Only 43% of students do homework for their classes with a positive attitude and in a timely manner.
- Only 71% of students are interested and motivated in their learning.

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

- 'I work with school leaders to create a safe and orderly school environment.'
- 'I set high expectations for student learning.'
- 'My assessments help me understand where students are having difficulty.'
- '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.'

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

- 'School leaders have helped me improve 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 help students set goals for learning new technological skills.'
- 'I use strategies to engage parents in their child's learning.'
- 'I am in regular contact with the parents of students with special learning needs.'

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

- 'Written information from the school is in clear, plain language.'
- 'I am well informed about school activities.'
- 'I feel welcome when I visit the school.'
- '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.'
- 'School staff take an active role in making sure all students are included in school activities.'
- 'Teachers help students develop positive friendships'
- *Overall, for the second consecutive year, the school mean of parent scores exceeded the NSW State norms in all seven aspects of the survey, reflecting very positive parent feedback.*

#### 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.'

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.