

2020 Annual Report

Medlow Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

It is such a delight and privilege to be the Principal of Medlow Public School. I am so proud of our students, staff and families who all work together to make Medlow such a wonderful place. Our community has had to face many challenges from Drought, Bushfire, Flood, and COVID and as such, this has impacted on our enrolments. However, throughout these extremely difficult and challenging times, Medlow Public School has remained a constant source of strength and provision of outstanding education. As we reflect on 2020, our clear focus has been to nurture respectful and creative learners who value team work. Congratulations to our school community for excelling in this and many thanks to the wider community for their support of this great little school.



Our School

School vision

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.



Athletics Carnival - our two houses Goannas and the Echidnas!

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

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

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)
Most students are achieving grade appropriate results in reading and spelling. Intervention with Multilit has ensured students continue to make progress. Students are building their capacity to create sustained pieces of writing in narratives.	CRT IL

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)
Another assessment platform to help triangulate data.	All students have their own log in cards.

Next Steps

- Use the Premier's targets as the basis for the next school improvement cycle



Farm Dioramas - Paddock to Plate

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.

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)
<ul style="list-style-type: none">• This was a fabulous success as students were able to enjoy the thrill of designing, building and riding their billy carts at school.	

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)
<ul style="list-style-type: none">• Students were able to take home their Reports, Academic and Art Portfolios. These portfolios are a wonderful collection of work samples from throughout the year.	

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)
<ul style="list-style-type: none">• Presentation Day was well attended by all families and students performed songs and dances.	



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability		<ul style="list-style-type: none"> The SLSO made a significant contribution to Medlow. Mr Walker was able to support all students academically and socially and to provide enrichment opportunities in Literacy, Numeracy and Creative Arts..
Quality Teaching, Successful Students (QTSS)		<ul style="list-style-type: none"> Highly successful kindergarten transition program building strong relationships between the school and new families.
Socio-economic background		<p>We finished off the year on a really positive note. School Presentation Day was a delightful way to celebrate student achievement and family involvement. The last 3 days of term were affected by floods so unfortunately the students were not able to enjoy an outdoor education camp that was planned to end the year.</p>



Design a Tree House competition - the winning student working with our General Assistant.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	2	4	7	6
Girls	4	6	10	3

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.2	90.8		88.4
1	97.8	88.7	86.2	
2	95.8	98.4	89.1	91.5
3		92.3	87.5	96.8
4	92.1	100	83.8	92.6
5		94.5	93.8	90.9
6	95.7		86.8	
All Years	93.8	93	86.8	91.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8		92.4
1	93.8	93.4	92.7	
2	94	93.5	93	92
3		93.6	93	92.1
4	93.9	93.4	92.9	92
5		93.2	92.8	92
6	93.3		92.1	
All Years	93.9	93.5	92.8	92.1

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
Classroom Teacher(s)	0.54
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	43,702
Revenue	453,253
Appropriation	450,325
Grants and contributions	2,767
Investment income	161
Expenses	-359,969
Employee related	-304,590
Operating expenses	-55,379
Surplus / deficit for the year	93,285
Closing Balance	136,986

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	28,094
Equity - Aboriginal	0
Equity - Socio-economic	13,484
Equity - Language	0
Equity - Disability	14,610
Base Total	352,881
Base - Per Capita	4,089
Base - Location	8,739
Base - Other	340,053
Other Total	23,549
Grand Total	404,524

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 to access the school data.

2020 NAPLAN

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

Brodie Mann Year 5 - School Captain. I enjoyed being School Captain and learning to take on leadership responsibilities. It was weird having school assemblies as parents were not allowed to come! I love coming to school because I get to play with my friends and our teachers make our lessons interesting. We have a great playground and mountain bike track. Medlow is the best!

Deborah Tarrant - Caregiver. Medlow has always created lots of support and learning opportunities for all the students. Families are included and encouraged to be big part of their child's education. The learning environment and outdoor spaces allow for great experiences where all the students learn to work towards their learning goals but also to look after each other.

Kerry Trudgett - Classroom Teacher

2020 was a challenging but rewarding year. At the beginning of the year Medlow had a small enrolment of 10. This was a significant change from the year before as families had been affected by bushfires and so there was considerable adjustment to classroom practices. Towards the end of Term 1, COVID interrupted face to face schooling and a Kinder student moved away. At the beginning of Term 2, all 9 students returned to the classroom and despite the global pandemic, Medlow continued to deliver outstanding educational experiences and opportunities for the students. Towards the end of Term 3, a Year 2 student moved away so were down to 8. However at the beginning of Term 4 we received two new enrolments - one in Kinder and one in Year 2 so we were back to 10. This was a lovely way to finish off the year as students were able to build new friendships. As a teaching team, we worked collaboratively on explicit teaching, learning intentions, success criteria and providing timely feedback. We also undertook External Validation and we were very proud of our results. Our strong partnerships with our families ensured that all students were known, valued and cared for.



Welcome to School Assembly - Kindergarten students are presented with their school hat and Certificate by the School Captain.

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.