

2020 Annual Report

Medowie Public School



2512

Introduction

The Annual Report for 2020 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.

School contact details

Medowie Public School
Ferodale Rd
Medowie, 2318
www.medowie-p.schools.nsw.edu.au
medowie-p.school@det.nsw.edu.au
4982 8222

Message from the principal

What a year 2020 was! No one could have foreseen the challenges that laid before us when we resumed school back in January. By March, the pandemic had reached Australia and teaching and support staff underwent transformational change at an unprecedented pace.

I am extremely proud of the staff at Medowie Public School for embracing this change. Staff quickly learnt how to Zoom, use Microsoft Teams and Adobe Connect. During the school closure period, all staff held daily Adobe sessions with their class and posted and marked work using Google classroom. Our school embraced this technology quickly to ensure our students continued their learning from home. Support staff copied and distributed booklets to families who could not access the internet or had limited computing facilities. In addition, the school loaned over 30 laptops to families to ensure equity of learning could occur. It was a relief to all, when students resumed full time face-to-face teaching in mid Term 2.

Whilst the teaching practices went back to normal, school life looked somewhat different. The choir and band had to cease, staff were required to physically distance and volunteers were no longer able to assist on our site. Like all schools, we determined ways to effectively support our students in our changed learning environment. One of these was the purchasing of online readers. Students could record their voice on an iPad in reading groups, allowing their teacher to access this later and provide the appropriate feedback. I am truly blessed to have worked with such a supportive and flexible staff during this time.

Sporting activities and interschool competitions were not able to continue. This saw the school be inventive and reimagine how to communicate with our community. Events were photographed to ensure students did not miss out on annual events and footage was uploaded to Facebook. Similarly, all classes during education week videoed a class item which was uploaded to the school's Facebook page.

Throughout the year, another supportive factor was our community. They understood the difficulties of the school environment and the restrictions they were required to follow. The P&C still held fundraising activities in the most trying of circumstances.

Thank you to all for your ongoing support in 2020. I am looking forward to 2021 to what should see our school's returning to 'business as usual' processes.

Allison Thompson

Principal

Message from the school community

What an interesting and challenging year 2020 proved to be. Although many of our usual P&C activities had to be

cancelled, like school disco's, mother's and father's day stalls and girl's night out just to name a few, we have still achieved many things during the 2020 year that we can be proud of:

\$15,000 donated towards the purchase and installation of multiple Aqua bubbler stations

\$10,200 was spent on landscaping upgrades to the back playground

\$2,409.50 profit from Billy G's Cookie dough was used to purchase dynamic and engaging software packages

\$500 was donated towards the purchase of new library books

\$1200 was donated towards Presentation Day Awards

\$142 was contributed to the Year 6 Farewell

A total of \$31852.30 was donated to the school.

I'd like to thank the canteen, uniform shop and their volunteers who were able to keep everything running efficiently despite the challenges that 2020 threw. Your dedication to ensuring the best outcomes for the school community was unwavering.

Thank you to everyone on the P&C team for all your work this past year. It never ceases to amaze me what we can do when we all work together. Your dedication, support and ability to think outside the box has meant we have been able to deliver the above and you should all be proud.

And thank you to Allison, Suellen and Leanne for your guidance and support. It was an incredibly trying year for your team too, however you still found the time to provide advice and assistance on many occasions which was greatly appreciated.

Finally, thank you to all our school families and community who have continued to support our P&C so we can continue to support the awesome students we have here at Medowie Public School.

It has been a great experience and a privilege to be a part of such a great P&C this past year. Let's hope 2021 brings some normalcy and we can get back to delivering those events we know our school community has come to love.

Kim Astin

P&C President

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
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	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

Much effort has been invested into the wellbeing procedures at MPS over the last 3 years. Most notably was the introduction of PBL with playground, classroom and Tier 2 interventions being implemented. A new school wellbeing policy was written with the introduction of whole school rewards as well as individual rewards for those students who everyday demonstrate the school expectations of respectful, responsible and resilient. 2020 was the first year that saw the rewards implemented in their entirety and culminated with 44 students reaching the ultimate PBL level. These students were awarded with a badge and participated in a school funded bowling excursion at the end of the school year. This was extremely rewarding for the PBL committee who were able to see their passion and hard work come to fruition.

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)
The school utilises Sentral to track all classroom and playground incidents of both a negative and positive nature. Negative incidents are broken into the two categories of minor and major. The occurrence of negative incidents is extracted every 5 weeks and PBL lessons are then based on the identified areas of need from this data. It has been difficult to accurately measure our school's success against the proposed milestone as changes have been made to the way data is collected in response to the needs of both the staff and students over the last 3 years. Initially only minor and major incidents were tracked, however, to get the most out of our data this then was further broken down into classroom and playground data in order to be able to effectively target interventions. Data demonstrated that major negative incidents decreased from 1186 in 2019 to 748 in 2020. This was a 40% improvement. However, there was an increase in minor incidents from 1433 to 1883 - an increase of 25%. This can be explained by Tier 2 training only being carried out by staff in Term 4 of 2020. Tier 2 interventions target students who receive minor incidents. Thus, the improvement measure set at the beginning of the planning cycle was not useful in being able to accurately identify the improvement with the school in regard to wellbeing.	<p>Tier 2 Staff Training and associated release costs</p> <p>PBL Rewards - Morning Tea, Book Voucher, Badges, Excursion, Merit awards</p> <p>Community PBL - \$2.50 per student</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Socio-economic background (\$3500.00)• Socio-economic background (\$700.00)

Process 2: DIFFERENTIATION

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Staff teaching and learning programs were collected by supervisors. They all reported that staff made adjustments and accommodations for students. The teaching and learning cycle, however, was not being effectively used. Staff were programming in 10 week blocks and making adjustments on a lesson to lesson basis, rather than pre-testing students to drive the teaching and learning that was to occur. An SLSO was employed from low level disability funds to assist students with IEPs in working on achieving set goals in the classroom.	SLSO classroom support Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$42000.00)

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)
Teacher observations and student surveys were utilised to determine if 8 Ways pedagogy was embedded to learning intentions. Initial findings in 2020 saw they were being inconsistently used. 8 Ways was then incorporated in weekly PBL lessons to ensure the language was being understood by all students. In addition, with COVID preventing morning assemblies, TEAMS was used to connect with the school where class competitions were held to see which class could locate a set 8 Ways symbol the fastest. The last student survey in 2020, saw 128 respondents complete the survey. 44.4% of students said their teachers sometimes use 8 Ways pedagogy, 39.1% said they often used it, 10% said they always used it. 13% of respondents said their teacher rarely used 8 Ways. This data demonstrates that 8 Ways is being used but not consistently by all staff members.	8 Ways Posters CCVs - release for staff to observe colleagues Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Next Steps

The PBL team will be required to continue analysing data that is obtained from Sentral. Playground incidents will be the responsibility of the Learning and Support Team, where as classroom incidents should be reviewed by classroom teachers with the support of their supervisors. Tier 2 interventions such as 'check in, check out' and social groups will need to be established to support students with repeated minor incidents to reduce the total amount of incidents recorded in Sentral in a calendar year.

8 Ways will continue to be used in classrooms to support the learning needs of Aboriginal students. It has not yet been determined as to the best way to ensure all class teachers are embedding this framework into their teaching and learning activities.

PLPs and IEPs will continue to be used to assist student learning. In response to the high potential and gifted policy, IEPs will be used to track students' goals and high potential in these areas. Low level disability funding will be utilised to employ a teacher to improve student results by utilising small group support structures.

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 2020, NAPLAN examinations across New South Wales were cancelled as a result of the COVID-19 pandemic. The improvement measure of an increased amount of students achieving their expected growth in reading, writing and numeracy can thus only be measured against 2019. The school was unsuccessful in achieving their planned improvement measure for reading and numeracy. Only 41% of students reached their expected growth in reading and 18% in numeracy. In writing, however, growth was achieved with the school having an average scale growth of 87, which was above the state norm which had an average scale growth of 56.4 as well as similar school groups which had an average scaled score of 60.2.

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)
COVID had a significant impact on our school gaining traction with plotting students on the learning progressions. Staff achieved the plotting of 5 students, but did not plot all of their students. K-2 had increased success in using the progressions to that of their primary colleagues. This can be attributed to the later progressions being more involved and taking longer to unpack their content in relation to student gains.	Release from face to face for literacy/numeracy data Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

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)
Transformative learning has been providing professional learning for all staff at MPS for the last two years. They have assisted staff in understanding the Learning Disposition Wheel in order to identify and diagnose class needs in regards to cognition, interpersonal and intrapersonal qualities. Collaborative Classroom visits began in 2020 where staff used the LDW and observed students in classrooms to assist the classroom teacher in identifying the strengths and weaknesses of the group.	4C transformative learning Funding Sources: <ul style="list-style-type: none">• Professional learning (\$12000.00)

Progress towards achieving improvement measures

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 (Resources)
A Learning Place, A Teaching Place, now referred to as Relational Mathematics, has been purchased to provide a framework for staff to consistently teach mathematics. This program allows for differentiation to occur in maths lessons, providing different ability levels for students to select and complete as well as providing challenging work options. Check-in assessment data demonstrated an improvement in numeracy outcomes from the band selection to that of 2019 indicating that the program is assisting teachers in the delivery of explicit numeracy outcomes and for students in achieving better numeracy results.	Numeracy Support Relational Mathematics Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3500.00)• Socio-economic background (\$4000.00)

Next Steps

Data walls and the consistent use of learning progressions will continue to be a focus in the next planning cycle. In particular, the progressions relating to reading and numeracy. Staff will have these in their classrooms to ensure students are not plateauing and are demonstrating continued growth.

In regard to 4C professional learning, the next big step will be to enable students to self regulate their behaviour in order for true collaboration, communication, critical reflection and creativity to occur. No hands up classrooms will be the most notable difference in rooms.

Data will be more vigorously analysed to assist students being supported and to identify whole school areas of need and areas to celebrate success.

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 learning has been presented by most members of staff to distribute the leadership amongst all. In addition, targeted staff have provided mentoring in student support, literacy and numeracy through a self nominated process. Student leadership opportunities have increased, however, all students are not able to identify a strength they possess. More work is required in this area and can be deepened through the Learning Disposition Wheel. Executive staff did receive an increase in the TTFM data from staff as a result of ensuring they were programmed to be in classrooms using QTSS funds to either observe and/or provide support.

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)
This was an area of the leading the way direction that did not gain much traction over the 3 years. There were changes to the School Representative Council, however all students do not see themselves as leaders. This can be contributed to funds not being allocated to drive this change or having a person in the school to be its champion.	

Process 2: STAFF LEADERSHIP

Embed leadership practices for all staff to lead transformational change.

Evaluation	Funds Expended (Resources)
Mentors have been established to assist staff in the teaching of numeracy, literacy and in providing extra support to students who present as having additional needs, be it academic, behavioural or social. Staff have reported that they find this support invaluable and opt into an available session when required. Number talks have been the focus of numeracy support whereas staff believed they needed extra support in delivering engaging writing programs. The feedback of these programs will result in ensuring they can be sustainable in the coming years.	Numeracy Support Literacy Support Student Support Funding Sources: • Socio-economic background (\$10000.00)

Process 3: PROFESSIONAL LEARNING

Professional learning is used to enhance staff strengths as well as build capacity to increase staff

Progress towards achieving improvement measures

Process 3: knowledge of current teaching practices.

Evaluation	Funds Expended (Resources)
2020 presented many challenges, with professional learning being another area due to the limitations of staff members permitted in one room. Online learning increased in 2020 with staff responding to What Works Best and other online resources. All staff completed the Disability Standards for Educators or leaders as well as other mandatory training. Where it has been possible and allowed, staff have sought the expertise of others from outside of the school although 80% of professional learning has come from the knowledge within the school.	4C Transformative Learning Learning From Home hub

Next Steps

The school has developed the skills of staff for others to take on a coaching and mentoring role. Beginning teachers would be an area to improve upon in the coming years and have aspiring leaders perform this role rather than executive staff. In regard to literacy support, focus needs to be placed on reading practices as this area is having the smallest improvement rate against external tests such as NAPLAN and PAT data. Student leadership will be broadened in the coming years and use the LDW as a framework for students to be able to identify their strengths and areas of opportunity.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Murrook Cultural Teachers</p> <p>Goal Hub</p> <p>NAIDOC Day celebrations</p> <p>Aboriginal SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 416.45) • Aboriginal background loading (\$1 323.00) • Aboriginal background loading (\$2 800.00) • Aboriginal background loading (\$26 577.00) 	<p>The employment of an Aboriginal SLSO has assisted in building connections with our Aboriginal parent/carer community. The community have felt comforted in knowing there is one person they can contact regarding the wellbeing of their child/children if they feel uncomfortable talking to other school staff. Check In Assessment data in 2020 saw Year 3 Aboriginal students bridging the gap to that of their peers with a difference of 1.9% in reading and 7.8% in numeracy. There were still larger deficits with the Year 5 cohort, with 7.8% difference in reading and 20% in numeracy. Numeracy is an identified area of need for Aboriginal students requiring additional support to that of reading.</p>
Low level adjustment for disability	<p>SLSO for student support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$42 523.00) 	<p>An SLSO has been historically employed out of low level disability funds. Whilst staff report they value this assistance, there is not any obvious academic, social or emotional gains found with the students they support. As school NAPLAN results require improving, this funding needs to be spent on teaching staff who have the skills to effectively employ targeted reading and numeracy interventions to ensure reading and numeracy growth occurs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher Employed to release executive</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$65 630.00) 	<p>Executive staff were provided additional release over three days in 2020. This allowed them to work with the stages they supervised. Previous TTFM data stated that staff required more in class support. QTSS timetables were developed and executive staff were scheduled to support staff in classrooms. This process revealed inconsistencies in teacher's benchmarking processes and provided support in staff using data. This has resulted in improved teacher confidence and this model will be employed in 2021 to ensure quality teaching and learning practices are occurring which are being driven by sound data practices.</p>
Socio-economic background	<p>Synthetic grass playground upgrade</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$40 000.00) • Socio-economic background (\$11 553.00) 	<p>Socio economic funds were used in 2020 to provide an upgrade to playground facilities. One area was replaced with synthetic grass as a result of the area being in shade and unable to have grass grown successfully. In response to COVID-19, an additional 15 laptops were purchased to assist students in being able to access curriculum content during the school closure and managed return to school process.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$5 085.00) 	<p>One teacher was eligible to receive the second year of beginning teacher funding allocation. This money was used to release their supervisor to work with the teacher and then have time off to collaboratively plan and improve practice. Focus was provided on classroom routines and management, in response to the needs of the students in this</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$5 085.00)	class.
---------------------------------------	---	--------

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	185	189	197	204
Girls	167	154	154	155

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	93.6	93.2	95.2
1	94.6	93.2	92.3	95
2	94.6	94	92.3	94.5
3	93	93.8	92.9	94
4	94.5	93.8	93.6	95.7
5	93.9	91.4	92.8	93.9
6	93.2	93.7	92.5	94.7
All Years	94.1	93.3	92.8	94.7
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)	3
Classroom Teacher(s)	13.87
Literacy and Numeracy Intervention	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, 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	182,354
Revenue	3,674,802
Appropriation	3,542,483
Sale of Goods and Services	13,193
Grants and contributions	118,447
Investment income	479
Other revenue	200
Expenses	-3,649,705
Employee related	-3,222,904
Operating expenses	-426,801
Surplus / deficit for the year	25,097
Closing Balance	207,451

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	269,374
Equity Total	283,121
Equity - Aboriginal	48,084
Equity - Socio-economic	78,430
Equity - Language	400
Equity - Disability	156,207
Base Total	2,735,497
Base - Per Capita	85,865
Base - Location	5,134
Base - Other	2,644,499
Other Total	179,906
Grand Total	3,467,898

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.

Student Satisfaction

Students in Years 4-6 completed the student Tell Them From Me Surveys in 2020. Responses from students showed a decline in their advocacy for school, expectations for success as well as having a sense of belonging. These results were all below state norms. This continuing decline saw Stage 3 teachers work with Year 4-6 students as they were genuinely surprised by their responses. The results from this investigation challenged Stage 3 staff, as students stated they did not feel engaged in learning opportunities nor did they feel challenged. This student feedback has been taken seriously to consider alternate modes of curriculum delivery for Stage 3 students in the future. In addition, professional learning for staff needs to be undertaken so they are alert to student messaging using the coherence maker, the communication crystal.

Whilst student results were disappointing, the responses from Aboriginal students should be celebrated. These students reported an increased sense of belonging to that of their peers. Aboriginal students at MPS in 2020 had a greater sense of belonging which was 7% higher than state norms.

The TTFM from results in 2020 also highlighted a difference between the beliefs of girls and boys. Girls advocacy and expectations for success at school had both improved from 2019 with expectations for success being higher than state norms. Boys, on the other hand, had seen a decline in these areas. Considerations in boys and girls programs is also needed in this area to support students' social and emotional wellbeing.

Teacher Satisfaction

The Tell Them From Me survey has been completed annually by staff since 2014. 65% of staff who completed the survey in 2020 were permanent employees while 35% were either temporary or casual staff members. When comparing the data sets of 2018, 2019 and 2020, the area of 'Collaboration' has seen the largest increase from 7.2 (2018) to 7.9 (2020), representing a figure similar to the NSW Government norm of 7.8. 'Leadership' also increased from 6.5 (2018) to 7.0 (2020), a figure close to the NSW Government norm of 7.1. Within the classroom context, the areas of 'Technology', 'Quality Feedback', 'Overcoming Obstacles to Learning' and 'Learning Culture' showed large increases (between 1.2 and 0.5) to be either the same as or above NSW Government norms. Whilst still above NSW Government norms, 'Parent Involvement' and 'Inclusive School' decreased from 2019, 0.7 and 0.3 respectively. Within the classroom context, both 'Data Informs Practice' and 'Challenging and Visible Goals' have decreased 0.5 and 0.3 respectively. Both areas are below NSW Government norms. Whilst the 'Data Informs Practice' is lower than 2019, it is comparable to the 2018 result of 7.4, however it is considerably lower than the 2014 figure of 8.2.

Medowie Public School was fortunate to have its school executive participate in the LEED project. This project provided another layer of feedback aligned to the 'What Works Best' CESE document. Throughout the last few years our school has had a focus on collaboration, wellbeing and classroom management through the implementation of PBL and strategies to implement 4C skills. Staff results from the WWB survey support the positive impact of these programs. Whilst these programs do align with the WWB domains, staff did not explicitly reference or make clear links to the document during the implementation.

This was evidenced in WWB staff survey results. From the WWB survey the following inconsistencies are noted:

- Data Informs Practice - staff indicate they regularly collect and use data however data is not used to measure the impact of their teaching.
- Explicit Teaching - staff model tasks but irregularly provide work samples and exemplars.
- High Expectations - staff reflected highly upon themselves however this was not supported by student Tell Them From Me data.

From the WWB survey, the following domains were scored well by school staff.

- Wellbeing - A key theme that came out in the word cloud was 'positive'. Mindfulness also featured which can be contributed to two term sessions run by 'Head and Heart' mindfulness
- Wellbeing - Staff felt they had proactive relationships with their students, knew them and explicitly taught positive behaviours.
- Classroom Management - Staff believed that PBL allowed students to hold clear expectations regarding classroom management.

There has been less focus on effective feedback, assessment and use of data to inform practice, and as a result, these ranked lowest in the WWB survey.

- Effective Feedback - Staff indicated that feedback on their teaching was lacking and they did not utilise student self-assessment.
- Assessment - Staff indicated that they do not collaborate often to provide CTJ. In the open-ended responses, the words 'summative' and 'formative' were noticeably absent.

- Use of Data to Inform Practice - Staff indicated that they do not measure the impact of their teaching. In the area of Evidence-Informed Practice, staff have an above average perception of integrating professional expertise with best evidence from research to improve the quality of practice. In particular, they believe that their 'satisfaction in role' and 'increase standing' is high (4.38), whilst their 'increase professional challenge' is somewhat lower (3.94).

In the area of Evaluative Practice, teaching staff considered the school is making 'student-centred decisions' (4.69) and 'data informed decisions' (4.50), whilst they rank the school lower (3.25) in 'knowing the impact on students'. These results relate to individuals where staff perceive they successfully 'access existing data' (4.06) but are less successful in 'choosing data for evaluation' (3.31), 'analyse data' (3.50) and 'interpret and create implications' (3.44). Staff perceived their weakest area as 'design and plan evaluation projects' (2.88) and 'evaluation vocabulary' (3.06).

In the area of Collaboration, staff believed the 'Principal shares decision making' (4.19) but ranks 'time for collaboration' (2.81) and 'robust conversations' (3.19) well below this.

In the area of Professional Development, staff highly rated 'PL has informed changes' (4.56), however, 'enough time to reflect on PL' (3.31) and 'time for collaboration' (2.81) ranked significantly lower than this. Staff generally perceived there was a low frequency of professional learning activities that included networking and collaborating with teachers outside of the school with the most frequent professional learning activities centred on evidence based literature and/or evaluation. In addition to this, professional collaborative learning among teachers within the school also rated highly.

Parent/Carer Satisfaction

Since 2015, parents and carers have been invited to complete the TTFM surveys. In 2020, we had 120 parents complete the survey, which is a 78% increase from that of 2015. The school always listens to this feedback and acts in good faith to improve areas where the school has scored lower than expected. One of these focus areas has been the school grounds. This was reflected in feedback from the survey with 88% of respondents reporting the physical environment of the school was welcoming, with 83% stating the grounds were well maintained. This was an increase of 23% to that of 2019 survey results.

COVID 19 had a huge impact on parents and carers who were no longer able to participate in school activities. This was reflected in 87% of 2020 respondents not being involved in school committees and another 78% having not volunteered in any capacity. To address the restrictions preventing parents from being on site for most of 2020, our school utilised social media to connect and celebrate student success throughout the year. Weekly award recipients were placed on social media each week with page views ranging between 250 and 1000 each week. Throughout Education Week, a video was released everyday, which showcased some aspect from every class in the school. Views ranged between 54 and 391. This data supported TTFM parents results with them citing they liked receiving emails (77%), SMS (79%) and social media (72%) as the most useful forms of communication to be kept abreast of school news.

In other areas of the TTFM survey, our school scored lower than NSW Government norms. The greatest difference was 'safety at school' where our school scored 6.9 compared to NSW Government figure of 7.4. The exception to this was 'Parents Support Learning at Home' which scored 6.8 in comparison to NSW Government norm of 6.3.

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.

During 2020, a portion of Aboriginal equity funds was used to employ an Aboriginal SLSO. The SLSO was used to assist Aboriginal students with their reading fluency. Two minute reads were conducted. In addition, the SLSO reinstated Goal Hub, formally known as M Goals. This platform had not been used at MPS since 2016. The SLSO met with all Aboriginal students twice a term to assist them in setting and achieving short and long term goals.

Yarn-Up breakfasts occurred for Aboriginal students and their families. This time was used for teachers to go through PLPs. To expedite the process, all teaching staff emailed the plan home to parents after consulting with the child and the Learning and Support Teacher in the creation of the PLP. This provided time for parents to analyse the content and then make additional changes at the Yarn Up rather than starting the process from the beginning. As a result of COVID-19, teacher provided reviews each term via email and/or phone contact with parents and carers.

Culturally, Murrook provided program for students in 2020 in the areas of dance and art. The school's Junior AECG continued in 2020, with new executive positions for students being fulfilled as well as a change in the school staff overseeing this program.

NAIDOC Day celebrations were held by the Murrook Cultural Centre. Traditionally, Speaking in Colour and Shake A Leg assisted our school in successfully celebrating these important events. The school had planned to hold this event at Murrook, unfortunately, COVID-19 prevented this from occurring and thus the best next thing occurred - they came to us.

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.