

2021 Annual Report

The Meadows Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

The Meadows Public School community is committed to developing and implementing strategies enabling continuous improvement for all students and staff.

We aim to inspire and empower every student to embrace learning and achieve their personal best academically, socially, physically and culturally.

We foster an environment of high expectations and support enabling our students to flourish as safe and respectful members of society, with a true sense of belonging and pride in The Meadows Public School.

School context

The Meadows Public School, situated in the suburb of Seven Hills, was established in 1890. The school is part of the Bungarabee network of schools in Western Sydney. The school has a current enrolment of 278 students including 11% who are Aboriginal and a further 64% of students with a Language Background other than English. The school works in unison with its Schools as Community Centre (SaCC) to support early childhood learners and their families and is also the base school for an Itinerant Support (Hearing) Team.

The school is staffed by a mix of experienced and early career teachers with a strong literacy and numeracy focus and all staff have embraced the Phase 2 Early Action for Success initiative, since 2017. Through our situational analysis we have identified priorities in the areas of reading, numeracy, student wellbeing (particularly attendance) and teacher collaboration and our teachers are committed to high-impact professional learning in these areas.

In terms of our Reading and Numeracy priorities, we have identified a need to further strengthen our data-driven practices leading to differentiated professional learning at a stage and individual teacher level. A strong focus exists on building curriculum knowledge, practical knowledge of effective instructional strategies, differentiation, formative assessment and effective feedback. We are committed to ensuring a whole-school, consistent approach for the provision of quality teaching and learning in English and Mathematics.

For the priority area encompassing student wellbeing, a focus will be given to strengthening community partnerships and engaging students in learning to improve attendance. Strategies include further enhancing opportunities for our Aboriginal students and various cultural groups to promote their unique cultures in the school. The school also employs a full-time Aboriginal Education Officer to support the needs of all Aboriginal students and we are supported through our connection to our local Nurragingy AECG (Aboriginal Education Consultative Group). Student feedback from the Tell The From Me Survey indicated a need in the area of Sense of Belonging. Extra-curricular opportunities are plentiful in Sport, Performing Arts, Public Speaking, Technology and Leadership, enabling our students to connect, succeed and thrive with a true sense of belonging to their school.

In response to feedback from the Teachers' Tell Them From Me Survey, the need to increase teacher collaboration has been identified. The What Works Best in Practice document will provide the foundation for professional learning to address this need. Effective, strategic resourcing and timetabling is in place to maximise opportunities for collaborative practice including the provision of mentoring, coaching and teacher observation programs to support all teachers, particularly our large proportion of early career teachers.

The Meadows Public School implements Positive Behaviour for Learning and offers a range of enriching co-curricular activities that are supported by a progressive and active Parents and Citizen's (P&C) Association. The school is an active member of the Blacktown Learning Community (BLC), with authentic partnerships existing providing opportunities for student participation in public speaking, STEAM, leadership and enrichment programs. The BLC is another means of improving teacher collaboration across schools.

The Meadows Public School is committed to creating a welcoming, caring and inclusive school community with a school vision focused on high expectations and developing the whole child.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	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: Student growth and attainment

Purpose

To support **every** student to achieve their full potential in Reading and Numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- On-Target Reading
- On-Target Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$34,202.00
Early Action for Success (EaFS): \$137,210.38
English language proficiency: \$144,599.54
Low level adjustment for disability: \$148,413.67
Integration funding support: \$113,492.00
Refugee Student Support: \$2,203.00
Literacy and numeracy: \$6,552.28
Professional learning: \$3,490.00

Summary of progress

On-Target Reading

In 2021, under the leadership of the Early Action for Success Instructional Leader, there was excellent progress made to enable data-driven practice, particularly in Semester 1. Each stage team participated in weekly 'Teach Meets' for 2 hours to ensure a collaborative approach to planning teaching and learning.

There was a heavy emphasis on engaging with data to plan effective, differentiated sequences of learning. PL was delivered to ensure a clear, collective understanding of the roles of modelled, shared, guided and independent reading in providing a broad range of daily reading experiences.

Strong systems of support were established in Semester 1 with the provision of 'The Hive', a withdrawal room set up by EALD and LaST for the provision of intensive individual and small group reading support. Additionally, PL was provided to teachers (a significant proportion of whom are early career teachers) in regards to establishing effective Individual Education Plans.

The impact of these initiatives certainly declined during the 13-week COVID-19 lockdown period from Term 3 into Term 4. As a result of lockdown, teachers did not engage in Teach Meets until the final 6 weeks of the year. Additionally, staff in EALD and LaST positions became part of the onsite team responsible for the daily supervision of the children of essential workers.

Planned PL regarding the explicit teaching of Vocabulary did not occur. This is certainly a priority focus area based on recent Check-In Assessment Data across a number of assessment periods.

In 2022, the newly-established Assistant Principal (Curriculum & Instruction) will be the key driver of the same weekly 'Teach Meet' process for collaborative professional learning and collaborative lesson co-planning and co-reflecting.

On-Target Numeracy

As mentioned above, the EAfS Instructional Leader led stage teams through weekly 2-hour 'Teach Meets.' The focus areas for Teach Meets had a balance across Literacy and Numeracy throughout the year. Prior to the COVID lockdown, teachers in Stage 1 and Stage 3 in particular had completed Spirals of Inquiry into the teaching of Addition & Subtraction and Problem Solving respectively.

Some introductory whole-school PL was implemented in regards to the teaching of Mathematics with a Problem-Solving emphasis and the development of Rich Tasks for certain Maths lessons. This PL failed to gain traction due to the COVID lockdown and, as a result, there is a broader range of external and school-based PL planned to help build a deeper understanding of this numeracy teaching approach.

A team of School Learning Support Officers (SLSOs) was employed to support student learning in both Literacy and Numeracy. Classroom support was very effective to individuals and small groups across Semester 1. During the Covid Lockdown, SLSOs completed an unprecedented amount of online PL to strengthen their role purpose in the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
READING: <i>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases by a minimum of 5%.</i>	<p>Reading NAPLAN 2019 - Percentage of Year 3 and 5 students in Top 2 Bands = 16% (15% of Year 3 and 18% of Year 5)</p> <p>Reading NAPLAN 2021 - Percentage of Year 3 and 5 students in Top 2 Bands = 16% (19% of Year 3 and 12% of Year 5)</p> <p>Whilst our target was for a minimum of 5% increase for students in the top two bands, we actually matched our performance of 2019, noting that in 2020, NAPLAN was not held due to the COVID-19 lockdown period.</p>
NUMERACY: <i>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases by a minimum of 3.5%</i>	<p>Numeracy NAPLAN 2019 - Percentage of Year 3 and 5 students in Top 2 Bands = 18% (22% of Year 3 and 15% of Year 5)</p> <p>Numeracy NAPLAN 2021 - Percentage of Year 3 and 5 students in Top 2 Bands = 14% (13% of Year 3 and 15% of Year 5)</p> <p>Whilst our target was for a minimum of 3.5% increase for students in the top two bands, we actually experienced a decrease of 4% from 18% in 2019 to 14% in 2021, noting that in 2020, NAPLAN was not held due to the COVID-19 lockdown period.</p>
READING: <i>The percentage of Year 3 and 5 students achieving at or above expected growth in Year 5 NAPLAN Reading increases by a minimum of 5%</i>	<p>Reading GROWTH - NAPLAN 2019 - Percentage of Year 5 students achieving at or above expected growth = 61%</p> <p>Reading GROWTH - NAPLAN 2021 - Percentage of Year 5 students achieving at or above expected growth = 70%</p> <p>Whilst our target was for a minimum of 5% increase for students in the top two bands, we actually observed a 9% increase from 61% to 70%, noting that in 2020, NAPLAN was not held due to the COVID-19 lockdown period.</p>
NUMERACY: System-Negotiated Targets <i>The percentage of Year 3 and 5 students achieving at or above expected growth in Year 5 NAPLAN Numeracy increases by a minimum of 5%.</i>	<p>Numeracy GROWTH - NAPLAN 2019 - Percentage of Year 5 students achieving at or above expected growth = 46%</p> <p>Numeracy GROWTH - NAPLAN 2021 - Percentage of Year 5 students achieving at or above expected growth = 38%</p> <p>Whilst our target was for a minimum of 5% increase for students in the top two bands, we actually observed an 8% decrease from 46% to 38%, noting that in 2020, NAPLAN was not held due to the COVID-19 lockdown period.</p>
Aboriginal-specific NAPLAN targets: To increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.	<p>Year 3 & 5 2019 Reading Top 3 Bands (Aboriginal Students) = 36% (4 students out of 11)</p> <p>Year 3 & 5 2021 Reading Top 3 Bands (Aboriginal Students) = 23% (3 students out of 13)</p> <p>This represents a 13% decrease from cohort to cohort (36% to 23%)</p> <p>Year 3 & 5 2019 Numeracy Top 3 Bands (Aboriginal Students) = 9% (1 student out of 11)</p> <p>Year 3 & 5 2021 Numeracy Top 3 Bands (Aboriginal Students) = 15% (2 students out of 13)</p> <p>This represents a 6% increase from cohort to cohort (9% to 15%)</p>

<p>Working towards 2024 School Excellence Framework Targets which are:</p> <p>LEARNING:</p> <p>Curriculum (curriculum provision, teaching and learning programs, differentiation) - Improve from Delivering to Sustaining and Growing.</p> <p>Student Performance Measures (NAPLAN, Student Growth) - Improve from Delivering to Sustaining and Growing.</p> <p>TEACHING:</p> <p>Effective Classroom Practice (Lesson Planning, Explicit Teaching) - Improve from Delivering to Sustaining and Growing.</p> <p>Data Skills and Use (Data Literacy, Data Analysis, Data use in Teaching) Improve from Delivering to Sustaining and Growing.</p> <p>Professional Standards (Literacy and Numeracy Focus) - Improve from Delivering to Sustaining and Growing</p>	<p>SEF Target Progress (Comparing 2020 and 2021 School Excellence Framework Self-Assessment results)</p> <p>LEARNING:</p> <p>Curriculum: 2020 & 2021 - Delivering. No change overall and no change to progress for any of the themes.</p> <p>Student Performance Measures: 2020 & 2021 - Delivering. No change overall, however progress determined for Value-add theme, now being assessed as Sustaining and Growing.</p> <p>TEACHING:</p> <p>Effective Classroom Practice: 2020 & 2021 - Delivering. No change overall and no change to progress for any of the themes.</p> <p>Data Skills and Use: 2020 & 2021 - Delivering. No change overall, however progress determined for Data use in planning theme, now being assessed as Sustaining and Growing.</p> <p>Professional Standards: 2020 & 2021 - Delivering. No change overall and no change to progress for any of the themes.</p>
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Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Safe, Responsible, Cared-for Learners
- A Sense of Belonging

Resources allocated to this strategic direction

Socio-economic background: \$61,974.15

Per capita: \$54,656.35

National Schools Chaplaincy Program: \$20,280.00

Aboriginal background: \$83,061.00

Summary of progress

Safe, Responsible, Cared-for Learners

Attendance data was regularly analysed by class teachers, the Learning Support Team and with the Home School Liaison Officer (HSLO). School-wide attendance procedures were reviewed, re-published and positively evaluated by the HSLO during a school attendance processes review.

In 2021, a strong focus was applied to punctuality of students following a spike in data for students arriving late in 2020. Across the 2020 school year, an average of 17 students were late each day. This figure reduced markedly by 24% to 13 late students per day in 2021.

Positive Behaviour for Learning (PBL) processes were continually refined with expectations for behaviour explicitly, consistently and supportively applied across the school. Behavioural data was regularly analysed and focus area lessons were developed and implemented addressing locations and types of inappropriate behaviour. As a result of this consistent approach with high behavioural expectations, the incidence of 'major' behaviours decreased slightly from 8.4 to 6.7 majors per fortnight. The reduction in class sizes, due to the formation of an additional Stage 3 class, assisted in developing a calm, positive tone in classroom settings.

A series of high-impact professional learning sessions was implemented by our Learning and Support Teacher in regards to Trauma-informed Practice, providing staff with a deeper understanding of the needs of students from a variety of trauma backgrounds.

A Sense of Belonging

The provision of student opportunities to enhance students' sense of belonging was severely impacted by the 15-week COVID lockdown as well as the restrictions in place whilst at school.

Our student leaders enjoyed a rare opportunity to represent their school in an external setting through participation at National Young Leaders Day in March. Other opportunities were forthcoming to allow excursions for Stage 1 and Stage 2 and five rounds in total of PSSA sport. However, in terms of student representation in broader community events, nothing took place in Semester 2 with cancellation of the following opportunities to enhance students' sense of belonging: Multicultural Day; all remaining rounds of PSSA Sport; Blacktown Festival of Performing Arts; Blacktown Learning Community (BLC) events including Public Speaking competitions and opportunities for student enrichment (Gateways Program); Stage Three 3-day excursion to Canberra.

In terms of fostering a sense of belonging for our Aboriginal students, our 2021 NAIDOC celebrations provided a wonderful example of a school making a strong and positive connection with the local Aboriginal community. In preparation for NAIDOC Day, the AEO and Principal met with the Wolkara Elders Group at their Lalor Park meeting place to discuss how our local elders could bring an authentically local element to our NAIDOC celebrations. The elders truly embraced their involvement, performing the smoking ceremony, telling the story and building on an existing mural and introducing a range of stories and songs to our students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>System-Negotiated Target:</p> <p>* A minimum of 70% of students will have an attendance rate >90%.</p>	<p>According to 2021 SCOUT Attendance Data, only 59.9% of students achieved an attendance rate greater than 90%. This was marginally better than the NSWDoE average where 59.7% of students achieved attendance rates higher than 90%.</p> <p>These figures were impacted very heavily during the COVID Lockdown period in Semester 2. Prior to lockdown, a significantly higher 71.9% of students had maintained an attendance rate greater than 90%.</p> <p>The Meadows Public School set high expectations for students during the lockdown period, with minimum task completion requirements needing to be met by students in order to be marked as present whilst learning from home. Students needed to submit 3 online tasks per day (for 80% of students working online) or complete the equivalent in home learning booklets (20% of the student population).</p>
<p>System-Negotiated Target:</p> <p>* The percentage of Years 4-6 students indicating a positive sense of belonging (Tell Them From Me survey) will increase by a minimum of 5%.</p>	<p>We have made strong progress in this area. At the end of 2020, 68% of students in Years 4-6 indicated a positive sense of belonging in the Tell Them From Me Survey. (<i>Survey Item Descriptor: Students feel accepted and valued by their peers and by others at their school</i>).</p> <p>By the midpoint of 2021, the Semester 1 survey results indicated 79% of students had a positive sense of belonging.</p> <p>By the end of 2021, the Semester 2 survey results indicated 74% of students had a positive sense of belonging, Across a 12-month period, this equates to a 6% increase from 68% to 74%.</p>
<p>To improve the average attendance rate of Aboriginal students by a minimum of 2%, therefore reducing the gap between Aboriginal attendance rates and the average attendance rate for all students.</p>	<p>2020 Data: 27 Aboriginal students enrolled. 83.2% attendance rate. Only 8 students out of 27 (29.6%) achieved an attendance rate greater than or equal to 90%.</p> <p>2021 Data: 38 Aboriginal students enrolled. 77.3% attendance rate. Only 14 students out of 38 (36.8%) achieved an attendance rate greater than or equal to 90%.</p>
<p>Working towards 2024 School Excellence Framework Targets which are:</p> <p>LEARNING:</p> <p>Learning Culture (Attendance) - Improve from Sustaining and Growing to Excelling.</p> <p>Wellbeing (A planned approach to wellbeing, Behaviour) - Improve from Delivering to Sustaining and Growing.</p> <p>TEACHING:</p> <p>Effective Classroom Practice (Classroom Management) - Improve from Sustaining and Growing to Excelling.</p> <p>Data Skills and Use (Data Analysis) Improve from Delivering to Sustaining and Growing.</p> <p>LEADING:</p>	<p>SEF Target Progress (Comparing 2020 and 2021 School Excellence Framework Self-Assessment results)</p> <p>Overall, assessment progress against the School Excellence Framework is being tracked for 6 themes. Progress has been achieved for three of these themes, as follows:</p> <p>LEARNING</p> <p>Learning Culture (Attendance): 2020 & 2021 - Sustaining and Growing. Another theme within the element of Learning Culture, Transitions and Continuity of Learning, improved from Delivering to Sustaining and Growing.</p> <p>Wellbeing (A planned approach to wellbeing) : 2020 Delivering, 2021 Sustaining and Growing</p> <p>Wellbeing (Behaviour): 2020 & 2021 - Delivering</p> <p>TEACHING</p> <p>Effective Classroom Practice (Classroom Management): 2020 & 2021 - Sustaining and Growing</p> <p>Data Skills and Use (Data Analysis): 2020 & 2021 - Delivering</p>

Educational Leadership (Community Engagement) - Improve from Delivering to Sustaining and Growing.

LEADING

Educational Leadership (Community Engagement): 2020 Delivering, 2021 Sustaining and Growing

Strategic Direction 3: Quality Professional Practice

Purpose

To establish a culture of collaborative practice and build the knowledge and expertise of all teachers to ensure a focus on student growth and attainment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice
- Professional Learning for Quality Teaching

Resources allocated to this strategic direction

QTSS release: \$50,677.34

Literacy and numeracy intervention: \$47,089.56

Socio-economic background: \$33,635.40

Professional learning: \$5,100.00

Summary of progress

Collaborative Practice

Staffing structures and timetables truly maximised the opportunity for effective collaboration, particularly in Semester 1, prior to the 15-week period interrupted by the COVID-19 Lockdown. All members of the same stage team were off-class together from 9.50am until 2.50pm on the same day. There was a dedicated 2-hour block of RFF followed by a 2-hour 'Spiral of Inquiry' Teach Meet session. Additionally, teachers were not assigned a recess or lunch duty on their dedicated day, potentially allowing for an extended, uninterrupted block of collaborative practice. This consistent investment of time and financial resources has continued to build the collaborative culture at The Meadows, as well as building the knowledge and expertise of all teachers, certainly an area of high priority given the relatively high proportion of beginning and early career teachers across the school.

In terms of leadership development to aid and promote further collaborative practice, the school executive and an aspiring leader met twice a term with retired Principal Chris Brooker. The building of reflective practice was a focus throughout the year to enable effective team leadership and effective team collaboration.

Professional Learning for Quality Teaching

Due to the COVID-19 Lockdown and subsequent school operational guidelines and restrictions, the majority of professional learning (PL) programs have been delayed and moved to the 2022 PL calendar, including blocks of PL planned regarding Formative Assessment and Effective Feedback. Peer observation in this area was impacted to a degree by the need to establish Covid-safe cohorting practices across the school. The positive aspect of this delay is that in 2022, the senior executive team will be participating in the LEED (Leading Evaluation, Evidence and Data) professional learning modules where one of the key themes is Effective Feedback. Therefore the executive team will build their own capacity and expertise in this area before leading this PL with all teachers.

Beginning teachers were very well-supported throughout 2021 with three teachers working closely with supervisors to collect and annotate evidence of teacher quality to eventually gain accreditation at proficient teacher level by the end of 2021 or early 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Working towards 2024 <i>Tell Them From Me</i> Teacher Survey Targets which are:	Progress made towards 2024 <i>Tell Them From Me</i> Teacher Survey Targets which are:
Improvement Measure for	Improvement Measure for Collaboration

<p>Collaboration</p> <p>To increase the school mean in <i>Tell Them From Me</i> Teacher responses in the <i>Collaboration</i> section.</p> <p>Improvement Measure for Leadership</p> <p>To increase the school mean in <i>Tell Them From Me</i> Teacher responses in the <i>Leadership</i> section.</p> <p>Improvement Measures for Formative Assessment</p> <p>To increase the school mean in <i>Tell Them From Me</i> Teacher responses in the <i>Challenging and Visible Goals</i> section.</p> <p>An increased percentage of classroom teachers are using Formative Assessment practices of providing learning intentions and success criteria in all lessons and units of work in English and Mathematics.</p> <p>Improvement Measure for Effective Feedback</p> <p>To increase the school mean in <i>Tell Them From Me</i> Teacher responses in the <i>Quality Feedback</i> section.</p>	<p>The School Mean for survey responses for collaboration marginally decreased from 7.5 in 2020 to 7.4 in 2021.</p> <p>Improvement Measure for Leadership</p> <p>The School Mean for survey responses for leadership marginally decreased from 6.8 in 2020 to 6.6 in 2021.</p> <p>Improvement Measures for Formative Assessment</p> <p>The School Mean for survey responses for challenging and visible goals marginally increased from 7.2 in 2020 to 7.3 in 2021.</p> <p>There has been an increase in the use of learning intentions and success criteria as evidenced by the positive response to the survey item 'My students are very clear about what they are expected to learn' which scored 7.6 in 2020 and 8.0 in 2021.</p> <p>An increased percentage of classroom teachers are using Formative Assessment practices of providing learning intentions and success criteria in all lessons and units of work in English and Mathematics.</p> <p>Improvement Measure for Effective Feedback</p> <p>The School Mean for survey responses for effective feedback marginally increased from 6.9 in 2020 to 7.1 in 2021.</p>
<p>Working towards 2024 School Excellence Framework Targets which are:</p> <p>LEARNING:</p> <p>Assessment (Formative Assessment, Student Engagement, Whole School Monitoring of Student Learning) - Improve from Delivering to Sustaining and Growing.</p> <p>TEACHING:</p> <p>Effective Classroom Practice (Feedback) - Improve from Delivering to Sustaining and Growing.</p> <p>Professional Standards (Improvement of Practice) - Improve from Delivering to Sustaining and Growing.</p> <p>Learning and Development (Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning) - Improve from Delivering to Sustaining and Growing.</p>	<p>SEF Target Progress (Comparing 2020 and 2021 School Excellence Framework Self-Assessment results)</p> <p>Overall, assessment progress against the School Excellence Framework is being tracked for 5 themes. Progress has been achieved for three of these themes, as follows:</p> <p>LEARNING</p> <p>Assessment: The teachers' overall on-balance judgement placed the school at Delivering for the element of Assessment for both 2020 and 2021, however, the school's self-assessment did indicate improvement in the themes of Formative and Summative Assessment to the level of Sustaining and Growing.</p> <p>TEACHING</p> <p>Effective Classroom Practice (Feedback): The teachers' on-balance judgement placed the school at Delivering for the theme of Feedback for both 2020 and 2021.</p> <p>Professional Standards (Improvement of Practice): The teachers' on-balance judgement placed the school at Delivering for the theme of Improvement of Practice for both 2020 and 2021.</p> <p>Learning and Development: The teachers' overall on-balance judgement placed the school at Delivering for the element of Learning and Development for both 2020 and 2021, however, the school's self-assessment did indicate improvement in the theme of Professional Learning to the level of Sustaining and Growing.</p> <p>LEADING</p>

<p>LEADING:</p> <p>Educational Leadership (Instructional Leadership, Performance Management and Development) - Improve from Delivering to Sustaining and Growing.</p>	<p>Educational Leadership (Instructional Leadership, Performance Management and Development): The teachers' on-balance judgement placed the school at Delivering for the themes of Instructional Leadership and Performance Management and Development for both 2020 and 2021.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,203.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On-Target Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to support refugee students upon enrolment. • Strengthening orientation and transition program for identified students. <p>The allocation of this funding has resulted in: Refugee students have been given the opportunity to receive as much classroom support as possible upon arrival at The Meadows PS, maximising their early access to the curriculum and therefore, their achievement of learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will aim to continue to apply a portion of our overall SLSO budget to support our refugee students, particularly during morning literacy blocks.</p>
<p>Integration funding support</p> <p>\$113,492.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Meadows Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On-Target Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in: Students receiving Integration Funding Support have been well-supported academically and socially by a School Learning Support Officer (SLSO). There has been great consistency in the allocation of SLSOs to individual students ensuring the opportunity for the development of positive student/SLSO relationships. Timetabling has ensured SLSOs have been present with students for Reading, Writing and/or Mathematics lessons as a priority. As a result, there has been some progress towards personalised learning goals for students receiving this additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue with current structures and systems of support in 2022.</p>
<p>Socio-economic background</p> <p>\$129,811.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Meadows Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • On-Target Reading • Safe, Responsible, Cared-for Learners

<p>Socio-economic background</p> <p>\$129,811.55</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Formation of an additional Stage 3 class to reduce student numbers across the stage, improving the teacher:student ratio from 1:30 to 1:20 allowing for higher quality differentiated teaching and learning and management of student welfare. • Provision of additional 'top-up' RFF staffing to enable the timetabling of RFF to maximise opportunities for collaborative practice. • Maximising the above-mentioned timetabling and enhancing collaborative practice via the implementation of Stage Team Spirals of Inquiry (Differentiated Literacy and Numeracy PL) 2 hours with each stage per week, led by Early Action for Success Instructional Leader. <p>The allocation of this funding has resulted in:</p> <p>The largest portion of this funding enabled the creation of an additional class. Reduced class sizes in Stage 3 certainly assisted with student supervision, classroom behaviour management, assessment and reporting and differentiation of lessons. This was certainly beneficial as two of the three teachers on Stage 3 in 2021 were Early Career Teachers. With smaller class sizes, students felt more supported and this was certainly the case for the 15-week lockdown period and the capacity for these teachers to have very regular contact with these students and their families.</p> <p>The remaining portion of the socio-economic background funding allowed The Meadows PS to continue to implement the systems and structures to enable consistent weekly opportunities for stage-based collaboration and differentiated professional learning based upon the needs of the stage team. This was particularly positive for the significant proportion of early career teachers at TMPS, allowing them quality time to work alongside the Instructional Leader to co-assess, co-plan, co-teach and co-reflect. The flow-on positives for students was the teachers' increased ability to provide a differentiated curriculum, better meeting the individual needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to utilise our Socio-economic background funding to enable these same structures and systems of support in 2022.</p>
<p>Aboriginal background</p> <p>\$83,061.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Meadows Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Sense of Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Aboriginal Education Officer to deliver personalised support for Aboriginal students and facilitate improved community engagement. • Staffing release to support development and implementation of Personalised Learning Plans • Utilising a portion of the flexible component of Aboriginal background funding to finance Koori Kinnections Dance Group to improve all students' knowledge and understanding of Aboriginal Australia. <p>The allocation of this funding has resulted in:</p> <p>The key impact in 2021 was greater community engagement with our local Dharug elders and TMPS. The AEO and Principal met with the Wolkara Elders Group at their Lalor Park meeting place to discuss how our local elders could bring an authentically local element to our NAIDOC celebrations. The elders truly embraced their involvement, performing the</p>

<p>Aboriginal background</p> <p>\$83,061.00</p>	<p>smoking ceremony, telling the story and building on an existing mural and introducing a range of stories and songs to our students.</p> <p>The PLP process commenced in Term 1 with excellent intent using a revised, simpler Personalised Learning Pathway template. All Aboriginal teachers, students, the AEO and some parents were involved in the establishment and development of personal goals for first semester. The COVID-19 Lockdown period certainly had a negative impact with the follow-through on these goals in Semester 2. Instead, the AEO became a critical communication link between home and school during the lockdown period, making weekly and sometimes daily phone calls to our Aboriginal families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our AEO will continue to support Aboriginal students in classrooms as well as leading the establishment of an Aboriginal Yarning Circle featuring a new Aboriginal Art Mural in 2022.</p>
<p>English language proficiency</p> <p>\$144,599.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Meadows Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On-Target Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of an EAL/D specialist teacher (0.8) to provide intensive support for students from EAL/D backgrounds. • Employment of School Learning Support Officers (SLSOs) for the provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in: A significant proportion of our EAL/D students have made steady growth against EAL/D progressions, particularly those moving from beginning to emergent phase.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will aim to continue with current structures and systems of support in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$148,413.67</p>	<p>Low level adjustment for disability equity loading provides support for students at The Meadows Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On-Target Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in: Some progress towards personalised learning goals for students receiving this additional (LaST and SLSO) support, particularly in Semester One, prior to the COVID Lockdown period. There has been great consistency in the allocation of SLSOs to students with individual learning and support needs,</p>

<p>Low level adjustment for disability</p> <p>\$148,413.67</p>	<p>ensuring the opportunity for the development of positive student/SLSO relationships. Timetabling has ensured SLSOs have been present with students for Reading, Writing and/or Mathematics lessons as a priority.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will aim to continue with current structures and systems of support in 2022.</p>
<p>Literacy and numeracy</p> <p>\$6,552.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Meadows Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On-Target Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchasing of literacy resources such as Scholastic Short Reads for guided and independent instruction. <p>The allocation of this funding has resulted in: An additional resource being available and consistently accessed for guided reading across Years 3-6. The 'Short Reads' contain a significant amount of visual literacy, a defined area of need from recent data received for NAPLAN and Check-In Assessments. Whilst the impact is not yet fully known due to NAPLAN results not yet being available, exposure to this material should have certainly increased student confidence levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: This allocation will support funding of resources for Numeracy in 2022. Planning is in place to purchase a series of picture books (40) with associated lesson ideas to support early numeracy learning.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at The Meadows Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • On-Target Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to build capacity of all teaching staff to deliver evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; data collection and analysis; and differentiation. <p>The allocation of this funding has resulted in: Some very positive NAPLAN growth for 2021 Year 5 students, particularly in the areas of Reading, Spelling, and Grammar and Punctuation where the percentage of our students at or above expected growth exceeded the state average by a significant margin (on average, by 8%).</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the Early Action for Success program will be replaced by the introduction of an Assistant Principal (Curriculum & Instruction) position. The school will maintain the existing structures allowing for weekly collaborative, stage-based professional learning. There will be an additional layer of support provided to our beginning teachers for strong weekly support based on individual need.</p>

<p>QTSS release</p> <p>\$50,677.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Meadows Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in: Improving staff confidence and teaching practice. Teachers are beginning to embed high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: QTSS Funds will once again be utilised with other funding sources to create an above-entitlement RFF teacher position, enabling an entire stage team to be off-class at the same time (for 4 hours per week), maximising the opportunity for collaborative practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at The Meadows Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in: The creation of an above-entitlement RFF teacher position, enabling an entire stage team to be off-class at the same time (for 4 hours per week), maximising the opportunity for collaborative practice. This quality time dedicated to stage-differentiated professional learning has resulted in improving staff confidence and teaching practice. Teachers are beginning to embed high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: N/A: Literacy and Numeracy Intervention will not be funded in 2022, replaced by the establishment of the Assistant Principal (Curriculum & Instruction) position.</p>
<p>COVID ILSP</p> <p>\$147,499.71</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction and intensive support for student

<p>COVID ILSP</p> <p>\$147,499.71</p>	<p>groups (2-3 students per group, 28 students Years 1-6 in total) in Mathematics.</p> <p>The allocation of this funding has resulted in: The majority of students in the program achieving significant progress towards their personal learning goals. Notably, in Semester 2 of 2021, the COVID intensive support teachers were outstanding in their provision of weekly online and booklet activities for their students for the Learning from Home period during the COVID-19 Lockdown for 13 weeks.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the same model of support in 2022. Once again, Mathematics will be the KLA for support, with an emphasis on the Number strand. Our full-time CILSP Tutor will support Stages 1 & 2. Our part-time (2 days per week) CILSP Tutor will support Stage 3.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	125	129	149	136
Girls	110	112	128	138

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	88.9	90.3	91.7
1	90.2	91.7	90.1	94.5
2	89.1	86.8	90.9	92.8
3	90.9	89.2	90.1	92.4
4	90.5	91.1	92	89.7
5	90.6	89.7	91.2	91.8
6	90.5	90.1	90.5	89.5
All Years	90.5	89.6	90.6	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	15.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	0.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	607,081
Revenue	4,823,522
Appropriation	4,723,025
Sale of Goods and Services	36,207
Grants and contributions	63,035
Investment income	755
Other revenue	500
Expenses	-4,794,219
Employee related	-4,280,093
Operating expenses	-514,126
Surplus / deficit for the year	29,302
Closing Balance	636,383

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.

	2021 SBAR Adjustments (\$)
Targeted Total	115,695
Equity Total	505,886
Equity - Aboriginal	83,061
Equity - Socio-economic	129,812
Equity - Language	144,600
Equity - Disability	148,414
Base Total	2,479,572
Base - Per Capita	69,981
Base - Location	0
Base - Other	2,409,591
Other Total	1,256,066
Grand Total	4,357,218

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.

Parent/caregiver, student, teacher satisfaction

In 2021, 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 24 parents, 77 students from Years 4-6 and 15 members of staff.

Findings and Conclusions - Tell Them from Me Surveys

Students - Key Positives:

- 90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 90% 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.
- 25% 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 over a 2-year period.

Students - Key Areas for Improvement:

- Only 74% of students indicated a positive sense of belonging, feeling accepted and valued by their peers and by others at their school. (This is still an improvement on the 68% score achieved in 2020).
- Only 49% of students do homework for their classes with a positive attitude and in a timely manner.
- Only 67% of students are interested and motivated in their learning. The score was as low as 56% for Year 6 students alone.

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

- **Leadership:** 'I work with school leaders to create a safe and orderly school environment.'
- **Collaboration:** 'I talk with other teachers about strategies that increase student engagement.'
- **Learning Culture:** 'I set high expectations for student learning.'
- **Data Informs Practice:** 'I use results from formal assessments to inform my lesson planning.'
- **Teaching Strategies:** 'When I present a new concept I try to link it to previously mastered skills and knowledge.'
- **Teaching Strategies:** 'I use two or more teaching strategies in most lessons.'
- **Technology:** 'I help students use computers or other interactive technology to undertake research.'
- **Inclusive School:** 'I establish clear expectations for classroom behaviour.'
- **Inclusive School:** 'I make an effort to include students with special learning needs in class activities.'
- **Parent Involvement:** 'I work with parents to help solve problems interfering with their child's progress.'

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

- **Leadership:** 'School leaders have helped me establish challenging and visible learning goals for students.'
- **Leadership:** 'School leaders have provided me with useful feedback about my teaching.'
- **Leadership:** 'School leaders have taken time to observe my teaching.'
- **Collaboration:** 'Teachers have given me helpful feedback about my teaching.'
- **Collaboration:** 'Other teachers have shared their learning goals for students with me.'
- **Data Informs Practice:** 'I provide examples of work that would receive an A, a B or a C.'
- **Teaching Strategies:** 'I help students set challenging learning goals.'

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

- 'I can easily speak with my child's teachers'
- 'Written information from the school is in clear, plain language.'
- 'I am well informed about school activities.'
- '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.'
- 'Teachers try to understand the learning needs of students with special needs.'
- 'Teachers help students develop positive friendships.'
- **Overall, for the third 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:

- 'Teachers take account of my child's needs, abilities and interests.'
- 'Teachers devote their time to extra-curricular activities.'

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.