

2021 Annual Report

Medowie Public School



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Introduction

The Annual Report for 2021 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 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

Medowie Public School is an inclusive learning community that upholds high expectations and fosters student voice to allow every student, every teacher and every leader to continually improve in a collaborative environment where everyone is respectful, responsible and resilient. Our goal is to ignite the spark to prepare students to become life-long learners to successfully meet all future challenges and endeavours.

School context

Medowie Public School is situated on Worimi country. It is located in an attractive semi-rural setting 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 349 students who attend the school. 11% of the school's student population identify as being Aboriginal. The school has one multicategorical special education class catering for 7 students with diverse learning needs. The school's FOEI is 94 with 100 being the average for New South Wales schools. FOEI's greater than 100 are representative of schools in locations with greater disadvantage.

While focusing on improving students' literacy and numeracy skills, Medowie Public School also provides a range of extracurricular activities, catering to the wide and varied interests of our students. In the area of performing arts, the school has a concert band where staff teach children how to play a variety of instruments. In addition, the Music Bus (an external service provider) provides guitar, drum and keyboard lessons to interested families. The school always enjoys performances from dance groups and has enjoyed a long history of having dance groups participate annually in Star Struck. The school has a range of sporting endeavours - from gala teams to student representation in zone teams and zone and regional carnivals. Senior students participate in debating competitions with schools in the wider Hunter area and students K-6 participate in public speaking competitions.

The school has a variety of leadership opportunities for students to become active members in. The students have a parliament consisting of 8 councillors and 4 school captains. In addition, the school has a Junior AECG which is raising the profile and leadership opportunities for young Aboriginal leaders, providing a platform for student voice to be heard and acted upon.

The school is fortunate to have the support of the community and an active P&C. The P&C operate the school canteen, uniform shop, school banking and coordinate a variety of fundraising initiatives. There are a number of parents who regularly volunteer their time to these projects and as a result, the P&C is able to provide financial support to the school.

Medowie Public School is a member of the Lakeside Learning Community consisting of Irrawang High School and its partner primary schools of Irrawang, Grahamstown and Wirreanda Public Schools. In addition, the school is part of Raymond Terrace Community PBL and works with 10 other schools to promote the STARS acronym of safety, trust and honesty, acting responsibly, respect and success.

Through our situational analysis, our school has identified areas of focus for this Strategic Improvement Plan. Some of these focus areas build upon existing work in Aboriginal education, differentiation and 4C teaching practices. Collaborative planning and instructional leadership will be new practices employed during this planning cycle.

Instructional leadership will be carried out by the school's executive team. Working alongside their colleagues and spending time planning collaboratively, students will be identified and tracked on the numeracy and literacy progressions. This will ensure the teaching and learning cycle is followed, allowing targeted differentiated learning to occur.

All classes in our school will incorporate 4C strategies. Most notable to outside observers will be the 'no hands up' strategy employed by all staff and recognisable in every classroom. The learning disposition wheel will be used to assist students identify personal areas of strength and weaknesses within their own learning styles and personal wellbeing.

Continual monitoring of student performance against reading and numeracy targets will be analysed and regularly evaluated. The involvement of the whole school community will be essential for our programs and initiatives to be successful.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

The school's situational analysis identified the need for improved data informed practices and the use of effective feedback to drive student learning. In order to maximise the learning outcomes for every student in reading and numeracy, all staff will use data and high impact teaching strategies to inform differentiated teaching. This will ensure students become engaged and self-regulated learners who feel confident working with teachers to help direct future learning.

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.

- Data Driven Numeracy and Reading Practices
- High Impact Teaching Strategies

Resources allocated to this strategic direction

Socio-economic background: \$13,076.97

Literacy and numeracy: \$10,106.74

QTSS release: \$69,064.69

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Strategic Direction One

Data Driven Numeracy & Reading Practices

Medowie Public School established three instructional leader positions to work side by side with teachers to ensure all teaching practices responded to data by assisting teachers to effectively use data in the planning of their teaching and learning programs and lesson delivery. Each Instructional leader worked 8 hours per week in this role. Data walls were established in all K-6 classrooms to assist teachers to differentiate lessons, form student groups and provide feedback to students of what they can do and what they are working towards on the literacy and numeracy progressions. Over time, data walls were transformed into individual student data booklets which made the progress of each student less public and more centred around teacher / student conferencing.

Whole school focus areas were differentiated to be more stage specific in relation to the most vital aspects of curriculum, for example, K-2 focusing on Additive Strategies whereas Years 3-6 focused on Multiplicative Strategies. The use of effective feedback to achieve growth in these targeted areas was adopted as a teaching sprint to exploit low cost / high impact teaching strategies as a vehicle for improvement.

Teachers engaged in systematic analysis of formative and summative assessments to routinely monitor student progress. Stage teams collaboratively constructed common assessment tasks in literacy and numeracy for students to demonstrate their ability at, above or below stage expectations. The time and space provided for stage teams to collaborate on assessment tasks and engage in meaningful ongoing data discussions becoming a standard addition of daily practice.

As teachers became more fluent with not only collecting but also using authentic data to help inform future teaching and learning programs, the impact of the lessons being delivered became more measurable. As a range of internal, third party and external data sources were established, the ability to triangulate and trust the data that was being generated increased.

After navigating the slow progress in the early stages and building staff capacity, the school shutdown occurred at an inopportune time as momentum was building. With Assistant Principals operating as Instructional Leaders, other competing school priorities were challenging. Mentoring sessions between Classroom Teachers and Instructional Leaders had varying themes across different stages and the use of these sessions to implement a school-wide focus where the impact of these sessions was more closely tracked was a missed opportunity. The off-class component of mentoring sessions coincided with a teacher's RFF and although staff feedback indicated the desire for more support, the reality was that teachers were reticent to share their off-class release and Instructional Leaders needed to sell the value of this support. As the school executive reflected on the impact of the in-class component of the mentoring sessions, it was clear that while the sessions should have focused on inspiring change in teacher pedagogy, the sessions were at times used as an extra set of hands to complete individual student assessment.

As a result of the feedback forms from the mentoring sessions and discussions during the weekly data meetings held by executive, the value and need for a common focus was established in Term 4 and will be an established practice in 2022. These reflections also emphasised that the in-class component must focus on changing pedagogy while the off-class component should focus on developing capacity and skills around data triangulation.

Moving into 2022, the focus of the school executive is to ensure authentic assessment and skills in use of data continue to be strengthened across all teachers. As Medowie PS shifts to a singular Instructional Leader across the whole school, it is hoped that the ability to have a narrow and deep focus will be enhanced while that one central person will be able to gain a broad understanding of the needs across the school and ensure the themes being targeted are consistent in all mentoring sessions.

The theme of effective feedback will continue to underpin all aspects of formative and summative assessment while the various sources of data can now be analysed and triangulated in more detail not only in comparison to other data sources but chronologically in comparison to data from previous years.

High Impact Teaching Practices

Teachers engaged in professional learning on Explicit Teaching and Effective Feedback which was based on the What Works Best (2020) document. Over time, our focus was to be narrow and deep, becoming confident in these aspects of What Works Best (2020) before moving on. This ensured the professional learning was embedded and had a direct impact on shifting pedagogy, a teaching sprint was utilised where key topics were revisited several times through whole staff professional learning, stage meetings and mentoring sessions with school executive. With each opportunity to revisit, topics were delved into more deeply.

The success of this professional learning was assessed through staff feedback and observations obtained by executive during classroom observations. School executive were able to identify the aspects of these activities which were gaining the most traction and discuss key actions which needed to occur to address the areas for improvement, suggesting potential solutions to increase impact.

During the school shutdown, the professional learning was adapted to focus specifically on Effective Feedback as this was still achievable during home learning. Teachers were able to provide verbal feedback using hyperlinked voice notes and written feedback via Google Classroom comments. The nature of home learning presented a unique opportunity for the whole school to focus on providing effective feedback and with the whole school going totally digital with our lesson content, the impact of both verbal and written feedback was evident in future submitted tasks.

Student to student feedback was initially a key objective of our work, however, the school shutdown made this aspect difficult, and it was agreed that it would be a focus area in 2022. Classroom walk-throughs and more regular, informal classroom visits will be enacted to see if learning intentions and success criteria were being presented regularly, not just on scheduled mentoring visits.

In 2021, empirical and qualitative data sources comprised the predominant evidence of impact. In 2022, the aim is to incorporate quantitative data sources to give a more varied cross section of evidence of impact. As student progress demonstrates that teachers can produce improved student outcomes utilising feedback, the delivery of effective feedback will be extended to include authentic student to student methods.

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
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated baseline of 26.3%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 19.32% indicating minimal progress (1.54% increase since 2019) toward the lower-bound system negotiated target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated baseline of 37.8%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 40.91% and is progressing toward the lower-bound system negotiated target.
Improvement as measure by the School Excellence Framework:	Staff survey analysis indicates 100% of staff have actively made students aware of when and why students undertake assessments. Self-assessment against the School Excellence framework shows the school is currently

<p>Learning:</p> <p>Students are aware of when and why they undertake assessments.</p> <p>Assessment: (Delivering)</p> <p><i>Focus themes: Student Engagement</i></p> <p>Teaching:</p> <p>Teachers engage in professional learning that builds their ability to analyse, interpret and use student progress and achievement data.</p> <p>Data Skills and Use (Delivering)</p> <p><i>Focus themes: Data Literacy</i></p>	<p>performing better than initial planning by achieving sustaining and growing in the focus theme of Student Engagement in the Assessment element. Professional learning analysis indicates 100% of staff have engaged in professional learning that built upon their ability to analyse, interpret and use student progress and achievement data. Self-assessment against the School Excellence framework shows the school is sustaining and growing in the focus theme of Data Literacy in the element Data Skills and Use.</p>
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Purpose

The situational analysis identified the need for authentic teacher collaboration and teacher's being alert to student messaging in order to increase student engagement and their sense of belonging.

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.

- Student Engagement and Sense of Belonging
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$36,423.00

Professional learning: \$22,000.00

Aboriginal background: \$27,500.00

Summary of progress

Student Engagement and Sense of Belonging

It has been a school-wide focus in 2021 to develop systems and programs that enable every student to feel known, valued and cared for to foster a sense of connections and belonging between students and teachers. Developing activities that expose students to a range of teachers has put less pressure on students connecting solely to their classroom teacher which has enabled students to be exposed to a greater selection of different teacher personalities.

New interest groups were developed for students to participate in a wide range of extra-curricular activities. Staff have initiated lunchtime clubs in areas they feel would be of interest to students and this has led to students starting to work with teachers to initiate their own lunchtime clubs such as the soft toy club. New staff have been pivotal in bringing new skills and talents to the school which has produced positive relationships and the Principal has been at the entry gate every morning to make connections with every student. Some groups currently operating have experienced dwindling numbers. The COVID restrictions implemented for the return to school in Term 4 have also made cross-stage groups nonviable. More work needs to be done in collecting meaningful feedback and data on the various clubs and groups operating at Medowie so that the percentage of students these clubs are reaching can be fully ascertained.

The Junior AECG was strengthened to work side by side with the school council which provided a platform for increasing student voice and leadership with the decision-making mechanisms of the school. Students carried out various roles within the Junior AECG including planning and running major events. Led by an Aboriginal SLSO with a flexible timetable, her support could be adjusted each week to best suit the changing needs of Aboriginal students and support the Junior AECG attending Youyong AECG network meetings involving other schools.

Teachers identified personal strengths and drew on this expertise, sharing and teaching other stage groups. A highly successful middle school structure was implemented in Stage 3 with each classroom teacher focusing on specific subject areas of expertise with students rotating between four classrooms. In Stage 2, CAPA has been integrated into Sport with students rotating between different teachers who are demonstrating their areas of expertise. In Stage One, prior to the school shutdown, CAPA was divided across the year with teachers rotating classes to share their area of expertise. There was an increase of students reporting a sense of belonging and student engagement in the first Tell Them From Me survey.

Additional targeted student support has been provided to students via the COVID ILSP funding. Students in the program continued receiving support until tangible improvement was identified on either the numeracy or literacy progressions. Feedback to students was conducted routinely and areas for improvement were identified in student learning goals. At the start of 2022, these groups were based on existing data sources. Over time, it was established that this data was inconsistent which made the formation of groups with students of similar abilities and needs was difficult. At times, as most members of a group progressed, the disparity in the skill level of some students meant that alternative group formations or interventions needed to be implemented specifically for that student so that improvement could be clearly identified. Student ability prior to involvement in the program and the achievement which occurred during the interventions were all communicated to parents via a formal letter.

As we have carried out the various initiatives implemented to improve belonging and engagement, it has become clear that it is a complex issue that can be difficult to quantify some of our targets to produce improvements in the Tell Them

From Me surveys. Currently, there may be an over reliance on this survey to be the only barometer for success and it is planned to look at adapting the Tell Them From Me Survey into a shorter, more regularly administered survey to help track belonging and engagement internally.

With the likelihood of school shutdowns hopefully decreasing in 2022, opportunities for students and teachers to interact across grades and stages will increase student feelings of connectedness with the school, also enabling an increased range of engaging experiences like peer support to be enacted.

Collaborative Practice

Authentic collaboration was embedded into school practices and processes by using a coherence maker for collaboration - offering; yielding; challenging, evaluating and extending; advancing co-constructions and connections. Professional Learning experiences were enhanced for teachers utilising the 4Cs coherence makers; 'Collaboration Circles' was used to frame collaborative opportunities within stage teams and the 'Critical Reflection Crucible' created a productive scaffold for teachers to identify assumptions, question these assumptions, contest, elaborate and adapt to resolve important issues in a way that more authentically invited teacher input.

Planning days were scheduled for stage teams to work collaboratively together for half a day - 2 to 3 times a term. The collaboration day entailed the stage team participating in critical reflection on lessons previously taught, incorporating student voice and planning for the next 3/4 weeks cycle of learning. These sessions allowed for adjustments to be made in direct response to the data with pre and post-assessment data serving as a vital tool in assessing the impact of these adjustments.

The planning sessions enabled transformative learning principles to be more deeply integrated into lessons and a common template for what a Quality Maths Block should look like was developed and adopted across the school. This ensured that lesson intentions, success criteria and genuine reflection were key additions to every lesson.

Teaching and Learning programs are collaboratively written by stage teams with student voice underpinning teaching and learning programs and regular feedback is provided to students and evidenced in data walls. Utilising the 'communication crystal' coherence maker, teachers engaged in deep reflection with their students through activities such as a 'bus stop' or 'texta talk' to gain a greater understanding of how they viewed numeracy lessons and where they believed the lessons could be made more engaging. The insights from these reflections were then brought along to the collaboration days with teachers examining the feedback from each of their classes and identifying trends that could lead to adaptations to the lessons within the next cycle. In Numeracy, students commented on the need for lesson whole class teacher talk and the inclusion of game-based learning either digital or with concrete materials as a regular aspect to each lesson. Data walls were used to spark conversations about a students' 'where to next' which was adapted to data booklets to make student progress less public. Students were given ongoing feedback in specific target areas about how they could improve and this was then reflected in their Semester One School Report to provide transparency and clarity for parents. Changes to teaching programs was communicated to students to demonstrate that their feedback was valued and heard by teachers.

After examining the current climate of staff capacity, this activity shifted more toward pedagogical intense sessions where 4C' team members came to Medowie to work closely in a one-on-one scenario with individual team members. The pedagogical intense sessions involved an on-class and off-class component. This shift enabled teachers to specifically deepen and extend their understanding of transformational learning principles based on their current level of ability. After initial uncertainty around whether this initiative would '*put teachers under the microscope*', the supportive and encouraging approach of the 4C team members created a positive reputation around pedagogical intense sessions. School executives were able to identify staff members for a variety of reasons to be involved. For some teachers, it was about targeting a particular aspect they found difficult (e.g. no hands up classroom) while for others it served as a jumpstart to begin their journey into implementing transformational learning, especially in the case of beginning teachers who had not engaged in the previous years of training and development.

Teachers reported feeling highly valued when selected for these sessions as it demonstrated the importance which the school executive placed on building teacher efficacy and capacity. The sessions were not presented as a remedial tool, given only to those whose skills were not at the required standard and overtime teachers became more motivated to approach their supervisors about wanting to be involved to improve a particular area of their practice.

COVID protocols also presented a different challenge when school resumed in Term 4. The impact of the visits from the 4Cs team visiting a multitude of rooms and working with a variety of different staff members could not occur. The remaining sessions in 2021 then focused on putting in an ambitious and comprehensive plan for 2022. It was through these reflections that the goal of collaborative classroom visits was brought back into the spotlight.

Collaborative Classroom visits will be a focus in 2022 with school executive building their skills in facilitating these sessions in partnership with the 4C team.

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
An upward trend from 2019 numeracy data is demonstrated by numeracy data moving towards the system-negotiated baseline target for expected growth of 50.8%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 47.41%. Year 5 growth has exceeded the agreed upper bound system-negotiated target by 12%.
An upward trend from 2019 reading data is demonstrated by reading data moving towards the system-negotiated baseline target for expected growth of 53.9%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 40.2%. Year 5 growth has exceeded the agreed upper bound system-negotiated target by 12.33%.
Increase the percentage of students in Years 4-6 who identify as having positive wellbeing to meet the baseline system-negotiated target of 88.2%.	Tell Them From Me data shows an improvement of 4.95% of reported positive wellbeing since 2019, including a 6.42% increase in advocacy at school, 7.5% increase in sense of belonging and 0.71% increase in expectations of success.

Strategic Direction 3: Leading and Transforming

Purpose

The situational analysis identified the need for increased staff support in order for all teachers to achieve optimal student improvement and growth. School identified leaders will operate as coaches and mentors to drive a culture of continuous improvement by working collegially with staff and assist their teaching practices and in the implementation of transformative principles.

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.

- Continuous Improvement through Coaching and Mentoring
- Transformative Learning Principles

Resources allocated to this strategic direction

Socio-economic background: \$31,750.00

Beginning teacher support: \$44,535.00

Summary of progress

Continuous Improvement through Coaching & Mentoring

Staff expertise in particular key learning areas allowed for continuous improvement through ongoing coaching and mentoring. Student support was provided by the Learning and Support teacher (LaST) through a referral system which enabled the equitable distribution of available resources. Referred students were supported and strategies provided to the teacher by LaST to increase student engagement and develop individual learning routines that made the most impact for each student.

The Support Unit's classroom teacher also had allocated time each week to engage in classroom visits to target Tier 2 behaviour students. This teacher operated as a Behaviour Intervention Specialist to share his expertise in differentiating learning experiences that were most relevant to these students. This support was provided on an 'opt in' basis where teachers could nominate students that they required assistance with.

Toward the end of 2021, it was acknowledged that a curriculum focus was the most purposeful use of mentoring time and the shift was made to focus on improving learning experiences. This also encouraged teachers with behavioural challenges to utilise the LaST referral system to access support.

Reading and numeracy support was provided for teachers through a self-nomination and/or from stage supervisor. Mentoring in evidence-based practices embedded reading and numeracy strategies into teaching and learning practices. During the fortnightly mentoring sessions, teachers were able to select the aspect of their teaching which required on and off class support. Beginning teachers were also provided with a mentor who was not an executive.

Whilst the flexibility of time meant teachers were given increased voice in where they needed assistance, the mentoring sessions will shift in 2022 to encompass more direction from school executive. The primary aim of the mentoring sessions was to engage in support that made meaningful and sustained changes to teaching practice. At times, the support which teachers requested was not related to the key goals and targets of the Strategic Improvement Plan meaning that while there was a positive impact on staff sentiment, the impact could not be definitively proven or measured.

The formation of a dedicated Attendance team was established. Their responsibilities were increased to effectively and regularly monitor student attendance with clear systems in place and designated time allocated for this team to monitor at-risk students. A goal of the attendance team was to establish staff mentors to target students whose attendance drops below 85%, however, this has primarily been conducted with the Attendance team effectively communicating with the classroom teacher, stage supervisor, LaST and principal.

Transformative Learning Practices

4C's transformational learning practices continued to be embedded in all classrooms. Staff worked regularly throughout the year with the 4C's team either in person or remotely depending on the COVID restrictions at the time. The aim of transformational learning practices aimed to prepare students for the future with 4C skills (communication, collaboration, creativity, and critical reflection) will be crucial for their ability to be productive citizens.

Regular professional learning sessions were delivered to support all staff in embedding 4C practices into their teaching and learning. More than just specifically designing a professional learning session on the 4Cs, all professional learning sessions were delivered to reflect 4C principles such as shared voice of all staff, use of coherence makers to scaffold experiences and authentic opportunities for participants to display the 4Cs.

The critical reflection crucible was used to demonstrate to staff how it could be used to foster genuine critical reflection in a respectful and productive manner. Staff were then able to evaluate their teaching and learning programs using the 4 key steps; Identify assumptions; Why this? Why so?; Contesting, Elaborating and Adapting and Re-solving. As all stages were planning in 3-4 weekly cycles, the use of the critical reflection crucible engineered valuable conversations based on DNAs (deep noticings in action) for teachers to identify why adjustments and improvements were needed in their programs, particularly in Numeracy.

All staff were instructed to implement a 'No Hands Up' Policy in their room to foster more authentic communication that promoted self regulation and shared student voice. Previously this was an 'opt in' arrangement and the shift toward it being compulsory was a challenging journey which is still ongoing.

Visits from the 4Cs team aimed to identify teachers having the most difficulty and enable them to receive coaching from an expert in the strategy to demonstrate how it was possible. As this journey has unfolded, it is clear that discussions are beginning to have a more natural flow and students are understanding the importance of being alert to messaging from others and ensuring there are many varied perspectives being heard during these discussions. Staff who engaged in the intensive support with the 4Cs team reported feeling more confident about the path toward embedding this practice entirely.

The timing of the school shutdown was challenging as considerable momentum about a 'No Hands Up' Policy had begun to grow among the staff. Upon students returning to school in Term 4, it was noticeable that some teachers had reverted back to old habits and the achievement of this goal would need increased focus in 2022.

A primary aim of 2022 was for classroom teachers to identify students who demonstrate high potential and conference with the student and their parents to develop personalised learning plans that will help extend, challenge and inspire these students using the differentiation adjustment tools. Unfortunately, this happened sporadically, such as an extension writing festival for a select group of primary students, and while gifted students were being extended in pockets, the practices had not permeated across the school.

In 2022, one of the Assistant Principals is likely to take on Gifted and Talented programs. They will engage in training on the new policy that was released in 2021 to look at the mechanisms which can be implemented to start targeting these students more specifically.

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
73.8% of the total student population attend school 90% of the time.	The number of students attending greater than 90% of the time or more has decreased from 76.97% in 2019 to 75.61% in 2021.
<p>Improvement as measured by the School Excellence Framework;</p> <p>Learning:</p> <p>Attendance data is regularly analysed by team and used to inform planning. Personalised attendance approaches are formed to assist improve attendance rates below 85%.</p> <p>Learning Culture (Sustaining and Growing)</p> <p><i>Focus Area: Attendance</i></p> <p>Teaching:</p>	<p>Attendance data was analysed weekly by an attendance team by harvesting Attendance data from SCOUT and recording in an EXCEL database. Analysis of data was made and classroom teachers and executive participated in making contact with families whose attendance fell below 85%. A flow chart was used to monitor attendance rates with HSLO intervention being the last step and was sought on three occasions. The Check in/Check Out strategy was used to support students with low attendance rates. Improvements were made by students and letters of recognition were mailed to those who improved their attendance by 10% in a term. The Learning from Home period affected the data collection process, with no attendance data being collected during Week 5 of Term 3 to Week 3 of Term 4.</p> <p>Document analysis indicates 45% of staff have actively collaborated with school mentors in literacy, numeracy and school support to reflect and improve upon teaching practice. Self-assessment against the School Excellence framework shows the school is currently performing at sustaining and growing in the element of Learning and Development.</p>

Teachers collaborate to improve teaching and learning for their classes with formal methods of coaching/mentoring being utilised to enhance teaching.

Learning and Development sustaining and Growing)

Focus Area: Collaborative practice and feedback/coaching and mentoring

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$300.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Purchasing of multicultural readers <p>The allocation of this funding has resulted in: A larger diversity of readers being available for students K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to catalog readers to ensure there is a diverse range for students of varying backgrounds to make connections with.</p>
<p>Integration funding support</p> <p>\$286,588.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Medowie 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"> • 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 staff to provide additional support for students who have high-level learning needs • Staffing release for targeted professional learning around individual PDP goals <p>The allocation of this funding has resulted in: Students with imputed and confirmed disabilities have been assisted by SLSOs. This support has allowed students to engage authentically with the school curriculum; be supported in break times to assist in behaviour and emotional regulation; conduct social groups during break times to provide safe places for students who have difficulty managing unstructured settings; assisting anxious students during transition points throughout the school day; supported students in the learning from home period by running small reading groups via Adobe Connect sessions with teaching staff support; engagement in professional learning in reading and autism; and collaborating with school staff in the writing of behaviour and risk management plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to identify students who have additional needs (both learning, social, emotional and behavioural) as well as employing SLSOs to support them.</p>
<p>Socio-economic background</p> <p>\$86,709.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Medowie 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

<p>Socio-economic background</p> <p>\$86,709.97</p>	<ul style="list-style-type: none"> • Continuous Improvement through Coaching and Mentoring • High Impact Teaching Strategies • Data Driven Numeracy and Reading Practices • Student Engagement and Sense of Belonging • Transformative Learning Principles • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff using learning progressions to effectively collect data to support student learning • Additional staffing to implement instructional leader model to support staff in effective data collection and use • Evaluation of extra-curricular activities • Employment of external providers to support Junior AECG • Additional staffing to implement collaborative stage planning days • Professional development of staff by Sue Larkey to support student learning • Resourcing to increase attendance and school engagement • Staff release to mentor colleagues in literacy, numeracy and student support <p>The allocation of this funding has resulted in:</p> <p>A range of resources and human resources have been purchased to help supplement existing programs and replace existing resources within the school. This has ensured equity and access to quality professional learning for staff, extra support for Aboriginal students and students with academic challenges, resources for attendance strategies and the funds to allow staff to work collaboratively on many occasions to support teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding will continue to be used to replace older technology with new devices. Staff will continue to work collaboratively to ensure consistent teacher judgment is upheld across stages and whole school initiatives. Targeted coach and mentoring will continue.</p>
<p>Aboriginal background</p> <p>\$41,100.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Medowie 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"> • Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students • Community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in:</p> <p>Renee Waterwan, Aboriginal SLSO, provided literacy support to 31 Aboriginal students. All students showed growth from this support with various results from student to student. The minimum growth shown was an improvement of one PM Benchmark level, with the largest improvement of eight PM Benchmark levels. Renee, also used literacy pro to support the literacy needs of Aboriginal students. Again, growth was shown by all students the largest improvement being 300 points. Many of these students also received additional support through COVID Intense funds. Aside literacy support, Renee's core role was providing emotional and behaviour support. This was apparent with the Junior ACEG. Year 5 and 6 students</p>

<p>Aboriginal background</p> <p>\$41,100.00</p>	<p>gained confidence from their participation in this activity, and increased their voice within the school by offering to do Acknowledgement of Country.. Aboriginal and non-Aboriginal students strongly engaged in most of the cultural groups provided by the Murrook Cultural Centre. Participation in Gathang language lessons had the lowest engagement level compared to dance, art and weaving./beading. This appeared to be a result of inexperience and inconsistency in the people presenting the language program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continued additional support for Aboriginal students who require literacy support to meet age appropriate benchmark levels. • Earlier intervention for Aboriginal Kindergarten students. • Continue wellbeing support to students through utilising Wandiyali, providing wellbeing breaks for identified students and introducing SistaSpeak and liaising with Clontarf/Local Aboriginal Men's shed for ideas to support Aboriginal boys. • Reduce weekly cultural classes to a fortnightly basis and introduce "On Country excursions". • Establishing parent committee that did not occur in 2021 as a result of COVID-19 restrictions in order to create Reconciliation plan.
<p>English language proficiency</p> <p>\$9,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Medowie 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: A student with an English as second language being provided with extra support before NAP support was sourced.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assess and monitor students against the EAL/D progressions to ensure appropriate language acquisition occurs.</p>
<p>Low level adjustment for disability</p> <p>\$133,918.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Medowie 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Diagnostic assessment of all Year 1 students who were reported as below benchmark in literacy. Twenty Year One students with D grades in literacy received small group intervention for a period of 10 weeks. • Implementation of Tier 2 PBL interventions. Additional support for identified Tier 2 identified students was provided. Targeted interventions

<p>Low level adjustment for disability</p> <p>\$133,918.00</p>	<p>included social groups and Check In/Check Out.</p> <ul style="list-style-type: none"> • Technical support for students during remote learning. • Successful completion of Access Requests for students with confirmed disabilities resulting in Integration Funding for 3 additional students. Access Requests were also completed for placement for one Year 6 and one Kindergarten 2022 student. • Ongoing liaison with feeder pre-schools in preparation for Kindergarten students 2022. • Ongoing maintenance of student plans. • Analysis of academic data via academic reports and SCOUT to create targeted intervention groups for instructional leaders • Analysis and collection of NCCD data. • Ongoing one to one intervention/ support for students experiencing difficulty in the classroom/playground • Ongoing support for CT's experiencing difficulty with students. • Functional Behaviour Assessments completed for Tier 3 students with support and strategies provided to relevant teaching staff. • One to one reading recovery style intervention for 8 Year 1 students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In addition to activities completed by LaST in 2021, the following steps will be incorporated to support students.</p> <ul style="list-style-type: none"> • Tier 2 PBL interventions to be expanded. • All students at D level in Year 1 to receive group intervention during Term 1. • Bottom 10% of PM students in Year 1 to receive one to one reading recovery style intervention during Term 2. • Diagnostic assessment for all Kindergarten students below benchmark at conclusion on Semester 1 to commence Term 3. with a focus on single sounds. • YARC diagnostic tool to be administered to students not responding to Tier 2 literacy interventions and students. • Functional Behaviour Assessments completed for all Tier 3 students.
<p>Location</p> <p>\$4,800.00</p>	<p>The location funding allocation is provided to Medowie Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • Student assistance to support excursions <p>The allocation of this funding has resulted in:</p> <p>All students being treated equally regardless of their socio-economic background</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue student assistance to allow students to have new uniforms, school equipment and the ability to go on excursions. regardless of whether their families can financially support this.</p>
<p>Professional learning</p> <p>\$22,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Medowie 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</p>

<p>Professional learning</p> <p>\$22,000.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Engaging specialists from '4C Transformational Learning' to unpack collaborative planning processes using the 4C framework and providing 1-1 pedagogy intense sessions • Executive engaged in the LEED program to improve data and assessment processes at a whole school level <p>The allocation of this funding has resulted in:</p> <p>All staff have participated in half day planning two times per team with the support of 4C Transformational Learning. The Wonder Web was introduced as a planning tool to assist in planned teaching and learning activities enabling, practicing, reflecting, imagining and inquiring. The planning was underpinned by students having voice regarding aspects of what they considered engaging/not engaging and this feedback was incorporated in to the planning. Unfortunately, COVID prevented the collaborative planning from occurring during Term 3. The 4C team did work via Zoom, although, this platform did not have the same impact as face to face sessions. The LEED project continued via Zoom sessions. Professional learning presented to executive was shared with the teaching staff to enhance data literacy and data analysis. Additional professional learning regarding the use of formative and summative assessments were also conducted at a whole staff level.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Professional learning will continue in partnership with '4C Transformational Learning' to ensure student voice is embedded in our school teaching and learning programs. In addition, teachers will continue to deepen their knowledge of the learning disposition wheel to enable their students to efficiently plot themselves. The LEED project will continue to support executive and staff to ensure staff are able to use data in their teaching and planning.</p>
<p>Beginning teacher support</p> <p>\$44,535.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Medowie Public School during their induction period.</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"> • Continuous Improvement through Coaching and Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional release timetabled weekly for beginning teachers to: 1) observe and/or team teach with any staff member; b) mentors released to work collaboratively with beginning teachers each week to collaboratively work on negotiated target areas. <p>The allocation of this funding has resulted in:</p> <p>Beginner teacher support has seen beginning teachers provided with 2 hours of additional release to work with a school identified mentor.. During these sessions, the mentor and mentee worked collaboratively together in order for the following skills to be developed:</p> <ul style="list-style-type: none"> • Individual learning plans (students) • Individual behaviour plans • Classroom behaviour management strategies • 4C's strategies and encouraging student voice • Programming and planning • Reporting • Communicating with parents and external providers • Completing diagnostic assessments/questionnaires for external providers • Accreditation • Collaborating with Learning Support Team • Guidelines for structure of literacy and numeracy sessions • CV applications • Class routines and organisation of groups • Data assessment and tracking

<p>Beginning teacher support</p> <p>\$44,535.00</p>	<ul style="list-style-type: none"> • Benchmarking <p>After evaluation, the next steps to support our students with this funding will be: Beginning Teacher funds will decrease in 2022. The funds provided will be used to continue supporting beginning teacher sin the following way:s:</p> <ul style="list-style-type: none"> • Continue to observe a variety of teachers from across all stages • Deepen understanding of whole school programs such as Relational Mathematics, FoR, Focus on Writing (Given and New, Theme Position), • Strategies to engage and support intervention/behaviour students during delivery of whole class explicit teaching
<p>School support allocation (principal support)</p> <p>\$17,550.00</p>	<p>School support allocation funding is provided to support the principal at Medowie Public School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • SAO employed an additional 2 hours to provide administrative support <p>The allocation of this funding has resulted in: The coordination of Health & Safety practices within the school has been overseen by the SAO. This has resulted in practices being up to date and staff being regularly informed of mandatory training that needs to completed before existing certificates expire. The SAO has also produced weekly PBL presentations, overseen Facebook event promotions and managed external service providers.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue utilising these funds to assist the principal in reducing administrative tasks that can be, where appropriate, delegated to a SAO.</p>
<p>Literacy and numeracy</p> <p>\$10,106.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Medowie 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"> • Data Driven Numeracy and Reading Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Executive have provided data professional learning to staff. Staff have been given additional support from their stage supervisor in plotting data against the literacy and numeracy learning progressions. This has included whole school data walls being used to assist students in what they need to learn next.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding will be used to support students in understanding the data collected by teachers to assist in planing learning goals. Data walls will be changed to data booklets for each individual to assist in differentiation and privacy of student iniformation.</p>
<p>QTSS release</p> <p>\$69,064.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Medowie Public School.</p>

<p>QTSS release</p> <p>\$69,064.69</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"> • Data Driven Numeracy and Reading Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>Assistant Principals have utilised additional release to plan the following class and whole school programs - Kindergarten and High School transitions, coordinating Aboriginal celebrations, driving 4C transformative practices in classrooms. In addition, QTSS has been used by Assistant Principals in evaluative techniques of the Strategic Improvement Plan by leading Strategic Direction teams.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Assistant Principals will continue to receive additional release through QTSS funding. The work they are completing in this time will be made transparent to all teaching staff through the release timetable so all staff are aware of the work they are completing toward who school and class programs. Gifted and high potential students will be targeted as well as the integration of technological skills taught during RFF being embedded into classroom 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 Medowie 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"> • Data Driven Numeracy and Reading Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • Employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Assistant Principals were released from face to face teaching to support teachers in refining and enhancing their literacy and numeracy practices. This has resulted in teachers having refined their data practices to drive teaching and learning programs. Small support groups were also conducted for students who were one year below the expectations of their grade cohort. Three lessons per week were conducted which has resulted in progress being made. This progress has not, however, brought these students to the same level as their grade cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Small group support will continue to be provided to our students who are making small progress towards achieving stage outcomes. One Assistant Principal, for consistency, will be conduct the literacy and numeracy instructional leader role, to continue staff development of these two pedagogical areas.</p>
<p>COVID ILSP</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</p>

\$112,116.00

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing targeted, explicit instruction for student groups in literacy/numeracy against Learning Progressions

The allocation of this funding has resulted in:

Students were selected for COVID ILSP groups by triangulating data from report grades, PM Benchmarking, Learning Progressions, empirical evidence, in class formative assessments and summative assessment data from Smarter Maths, Literacy Pro, PAT Testing, NAPLAN & Check In Assessment.

Students were identified for three specific types of groupings including:

1. Students in the bottom quartile of results with the high need for individualised intervention
2. Students marginally below grade level with specific gaps in particular aspects of Literacy or Numeracy
3. Students were demonstrating High Band 4 results and showed the potential to elevate to the top two bands for NAPLAN.

Students were in groups of 3 or 4 and would engage in 3 group sessions per week, Comprehension, Vocabulary, Fluency, Quantifying Numbers and Multiplicative Strategies were focus areas. Students were given intensive sessions on these focus areas to progress to the next learning progression. Only when students demonstrated improvement in these topic areas were exited from the program.

After evaluation, the next steps to support our students with this funding will be:

The school executive has a scheduled Data Progress Meeting every week to discuss the ongoing impact of the COVID ILSP groups and ensure there is a common objective. From these meetings we have established the need for:

- Ongoing assessment practices to be maintained. Each student now has a more diverse data set which helps to better target the appropriate focus areas to address specific deficit areas. Over time, the continued adoption and expansion of these practices will help us to better understand point of need.
- The duration, frequency and structure of the small group environment will be more efficient and effective based on the shared experiences and reflective processes for 2022.
- A more customised approach to different stage levels to ensure the session has high impact.
- Focus areas closely aligned with overall stage focus areas so COVID ILSP sessions are of maximum benefit.
- Better communication between COVID ILSP Educators in the school to minimise double up with students.
- Better engagement and connection to the NSW DoE COVID ILSP Coordinators to ensure we are taking advantage of the skills and experience in wider networks.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	189	197	204	193
Girls	154	154	155	153

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	93.2	95.2	92.7
1	93.2	92.3	95	93.3
2	94	92.3	94.5	92.9
3	93.8	92.9	94	93.5
4	93.8	93.6	95.7	92.3
5	91.4	92.8	93.9	93.2
6	93.7	92.5	94.7	92.7
All Years	93.3	92.8	94.7	92.9
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)	3
Classroom Teacher(s)	13.89
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 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	207,451
Revenue	3,863,645
Appropriation	3,761,730
Sale of Goods and Services	14,648
Grants and contributions	86,349
Investment income	118
Other revenue	800
Expenses	-4,045,684
Employee related	-3,516,176
Operating expenses	-529,508
Surplus / deficit for the year	-182,039
Closing Balance	25,412

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	244,628
Equity Total	296,872
Equity - Aboriginal	41,440
Equity - Socio-economic	87,285
Equity - Language	9,206
Equity - Disability	158,941
Base Total	2,765,640
Base - Per Capita	89,984
Base - Location	5,107
Base - Other	2,670,549
Other Total	208,238
Grand Total	3,515,378

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

Tell Them From Me Surveys were administered to parent/caregivers, students and teachers to determine satisfaction within the school. The results are as follows.

Teacher Satisfaction

Across each of the eight 'Drivers of Student Learning', the school performed above the NSW Govt Norm with 22 respondents. The greatest area of achievement was 'Leadership' where the school scored 8.2 compared to the 7.1 NSW Govt Norm. This score was supported further by comments such as "our school is very strong when it comes to collaboration so this enables all to have equal agency" and "the leadership teams shapes opportunities to develop agency in all staff". Of note is the higher score for 'Leadership' from teachers who have been in the workforce for 6 or more years compared to that of NSW Govt Norms. Responding teachers report, in particular, that school leaders have supported them during stressful times (8.1).

Recent school focus areas around 'Data Informs Practice' and 'Collaboration' have been reflected positively in the data. Whilst the overall score for 'Data Informs Practice' remained stable between 2019 and 2021, the score for the provision of feedback to students lifted from 7.7 (2019) to 8.2 (2021). The school 'Collaboration' score increased significantly from 7.5 (2019) to 8.4 (2021). Deeper analysis of the data shows the improved results can be attributed mainly to improved teacher discussions around their own learning goals and those of their students.

Whilst still above NSW Govt Norms, the areas of 'Technology' and 'Parent Involvement' are the two drivers that score significantly lower than the other six. The 'Technology' score of 7.2 can be attributed mainly to teacher responses around being able to identify and set challenging learning goals for students relevant to interactive technology (6.4) and the student use of computers to track their own progress towards goals (6.3).

Similarly, the 'Parent Involvement' score of 7.3 can be linked to teacher responses around sharing student learning goals with parents (6.9) and providing opportunities for parents to provide feedback on student work (5.0).

Parent/Caregiver Satisfaction

There were 61 respondents to the survey in Term 4 2021. Across five of the seven measures, the school compared similarly to NSW Govt Norms. Of the remaining two, one was significantly higher and the other with lower than the NSW Govt Norms. The score for 'Parents support learning at home' was 7.1 compared to the NSW Govt Norm of 6.3. The highest scoring component of this measure was around encouraging children to do well at school.

'Safety at school' scored 6.9 compared to NSW Govt Norm of 7.4 with parents scoring the school lowest around the prevention of bullying and how timely incidents are dealt with by the school.

Compared to the previous data set of 2020, there was no significant changes across any of the seven measures.

Open ended questioning resulted in 25 responses. The majority of comments were positive, in particular in response to learning from home processes and routines "Under the current circumstances I think all of the teachers and admin staff are working really hard to ensure that families and children still feel connected and part of the school" while other feedback had a focus on school-parent communication "more communication about upcoming events" and infrastructure improvements "I would like to see the infants toilets revamped as my child has told me that the toilets are disgusting…".

Student Satisfaction

137 students completed the TTFM survey in Term 4 2021. There were varied results across the eight 'Drivers of Student Outcomes' in comparison with NSW Govt Norms. The greatest difference is evidenced in 'students who are victims of bullying' with 18% of the cohort having experienced a bullying incident compared to the NSW Govt Norm of 36%. This lower figure is supported by student comments such as "I have lots of friends at school and they make sure that you are okay all of the time" and "I like my teachers at this school and the work that they hand us and I feel safe and accepted".

'Relevance', 'Positive learning climate' and 'Expectations for success' are drivers that each scored noticeably less than the NSW Govt Norm. In general, the differences were more marked in the Year 6 cohort. Most notably, Year 6 scored 6.2 for 'Relevance' compared to 7.9 NSW Govt Norm and scored 5.4 for 'Positive learning environment' compared to the NSW Govt Norm of 7.0.

In the area of 'Social-Emotional Outcomes' students results again varied widely compared to NSW Govt Norms. In particular the areas of 'Effort' and 'Students who are interested and motivated' presented the largest difference with the state. With an average of 55% compared to the NSW Govt Norm of 78%, 'Students who are interested and motivated' is the most significant with the lowest results from the Year 6 cohort. There is a 14% deficit in 'Effort' compared to the NSW

Govt Norm, with Year 6 again showing the lowest results.

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.