

2022 Annual Report

The Meadows Public School



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Introduction

The Annual Report for 2022 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. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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

QTSS release: \$53,897.95

AP Curriculum & Instruction: \$150,571.00

Socio-economic background: \$34,476.30

: \$0.00

6300 - School and Community: \$26,520.00

English language proficiency: \$105,232.53

Low level adjustment for disability: \$150,754.48

Integration funding support: \$40,670.00

Summary of progress

On-Target Reading

In 2022, there was excellent progress made with continued data-driven practice. 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. Professional learning was delivered to ensure a clear, collective understanding of visible learning strategies to embed learning intentions and success criteria into the teaching and learning of reading. In 2022, the newly-established Assistant Principal - Curriculum & Instruction (APC&I) was the key driver of the weekly 'Teach Meet' process for collaborative professional learning, collaborative lesson co-planning and ongoing reflective practice.

On-Target Numeracy

As mentioned above, the APC&I 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. Introductory whole-school PL was prioritised to preparing for the implementation of the new Mathematics K-2 syllabus while maintaining an emphasis on Problem-Solving and the development of Rich Tasks. 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 throughout the year.

Implications for 2023

Mathematics has been identified as an area of continued development for 2023, particularly following COVID lock-downs in 2020 and 2021. CILSP funding will be used in Semester 1 2023 to provide intensive, small-group support in developing numeracy skills. Teachers will also be using Teach Meets to strengthen explicit teaching strategies. Developing a broader range of strategies to meet student's learning needs will be a focus for 2023.

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: System-Negotiated Targets	22.73% (Year 3) and 25.00% (Year 5) of students achieved in the top two bands in NAPLAN reading indicating progress toward the target for Year 3 students (up from 19.35%) and achievement above the target for Year 5 students (up from 11.54%).

<p><i>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases by a minimum of 10%.</i></p>	
<p>NUMERACY:</p> <p>System-Negotiated Targets</p> <p><i>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases by a minimum of 6.7%.</i></p>	<p>11.36% (Year 3) and 16.67% (Year 5) of students achieved in the top two bands in NAPLAN numeracy indicating progress is yet to be seen for Year 3 students (down from 12.90%) and progress towards the target for Year 5 students (up from 14.81%).</p>
<p>READING:</p> <p>System-Negotiated Targets</p> <p><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 10%.</i></p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>NUMERACY:</p> <p>System-Negotiated Targets</p> <p><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 10%.</i></p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>Aboriginal-specific NAPLAN targets:</p> <p>To consistently reduce the gap of achievement between Aboriginal students and all other students in the Year 3 and 5 cohorts for all aspects of NAPLAN.</p> <p>To increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.</p>	<p>0% (Year 3) and 20% (Year 5) of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress is yet to be seen for Year 3 students (down from 63% in 2021) and achievement of the target for Year 5 students (up from 17% in 2021).</p>
<p>Aboriginal-specific NAPLAN targets:</p> <p>To consistently reduce the gap of achievement between Aboriginal students and all other students in the Year 3 and 5 cohorts for all aspects of NAPLAN.</p> <p>To increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.</p>	<p>0% (Year 3) and 40% (Year 5) of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress is yet to be seen for Year 3 students (down from 50% in 2021) and achievement of the target for Year 5 students (up from 0% in 2021).</p>
<p>Working towards 2024 School Excellence Framework Targets which are:</p> <p>TEACHING:</p> <p>Effective Classroom Practice (Lesson Planning, Explicit Teaching) - Improve from Delivering to Sustaining and</p>	<p>Annual self-assessment against the School Excellence Framework showed evidence of Lesson Planning as Sustaining and Growing. Highly collaborative practice, through weekly Teach Meets has ensured sharing of knowledge, data and feedback about student progress and achievement and informed the development of lessons to the needs of students. Explicit Teaching has been identified as Delivering, against the framework. Teachers are using explicit teaching. They routinely review content and preview future learning. To further improve practice and move to Sustaining and Growing, teachers will use Teach Meets in 2023 to explore a broader</p>

Growing.	range of teaching strategies and to explain and break down knowledge for identified student learning needs.
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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: \$113,955.74

6300 - School and Community: \$4,854.00

Professional learning: \$1,440.00

Aboriginal background: \$86,603.00

Refugee Student Support: \$2,673.08

Summary of progress

Safe, Responsible, Cared-for Learners

In 2022 the new attendance procedures that were put in place last year, continued to be reviewed. Whole school attendance rewards were put in place each term. The strong focus on punctuality continued and late arrival rates dropped a further 22% in 2022 to an average of 10.2 late students per day. This is a total drop of 40% since 2020.

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.

A Sense of Belonging

The provision of opportunities to enhance students' sense of belonging increased in 2022, after extended lock downs in 2020 and 2021.

Our students enjoyed opportunities to represent their school in an external setting through participation leaderships days. Students returned to more regular PSSA sport, the annual Multicultural Day event was able to occur as well as the Blacktown Festival of Performing Arts and Public Speaking competitions. Students were also able to take part in curriculum related excursions and hands on experiences including the Stage 3 overnight excursion to The Great Aussie Bush Camp.

In terms of fostering a sense of belonging for our Aboriginal students, our 2022 NAIDOC celebrations provided a wonderful example of a school making a strong and positive connection with the local Aboriginal community. NAIDOC celebrations included the official opening of The Meadows PS yarning circle, through a traditional smoking ceremony.

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
System-Negotiated Target: * A minimum of 60% of students will have an attendance rate >90% .	The number of students attending greater than 90% of the time or more has decreased since 2021 by 15.8% to 43.9% in 2022. A further 22.8% of students had attendance figures between 85% and 90%. Sick leave encouraged (socially responsible) when showing symptoms in 2022.
System-Negotiated Target: * The percentage of Years 4-6 students	Tell Them From Me data shows an improvement of 5% of student who reported positive wellbeing, with 84% of students indicating a positive Sense of Belonging. This figure is 19% above positive wellbeing figures in

indicating a positive sense of belonging (Tell Them From Me survey) will increase by a minimum of 7% .	statistically similar schools and 20% above figures from across the state.
To improve the average attendance rate of Aboriginal students by a minimum of 2% , therefore significantly reducing the gap between Aboriginal attendance rates and the average attendance rate for all students.	In 2022 the average attendance rate for Aboriginal students was 78.5%. This is an increase of 1.4% since 2021. A new student in Semester 2 2022 creates a statistical anomaly in the data. Removing this anomaly shows an average attendance for Aboriginal students of 80.4%, compared to 86.8% for non-Aboriginal students. In 2021 these figures were 77.1% for Aboriginal students compared to 88.3% for non-Aboriginal students. Effectively the gap between attendance rates for Aboriginal and non-Aboriginal students has decreased from 11.2% in 2021 to 6.4% in 2022.
<p>Working towards 2024 School Excellence Framework Targets which are:</p> <p>TEACHING:</p> <p>Effective Classroom Practice (Classroom Management) - Improve from Sustaining and Growing to Excelling.</p>	<p>Consistent, school-wide expectations for positive behaviour continue to be used in all classrooms and throughout non-classroom settings. Teachers model and share a repertoire of strategies for classroom management and the promotion of student engagement. When assessed against the School Excellence Framework, the classroom management sub-element of Effective Classroom Practice has remained at sustaining and growing in 2022. Further progress in the development of well-planned teaching and learning experiences is a focus for 2023, to improve student engagement in productive learning.</p>

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

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$5,600.00

Summary of progress

Collaborative Practice

Staffing structures and timetables truly maximised the opportunity for effective collaboration, with a dedicated 2-hour block for weekly 'Spiral of Inquiry' Teach Meets. All members of the same stage team were off-class together to plan, evaluate, reflect and maintain consistent teacher judgement. 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 attended the BPPC Conference with expert presenters leading 2 days of professional development targeted at educational leaders. 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

In 2022 the Professional Learning calendar focused on Formative Assessment and Effective Feedback. Peer observation in this area was integral to developing and implementing consistent practices across the school. The senior executive team participated in the LEED (Leading Evaluation, Evidence and Data) professional learning modules where one of the key themes was Effective Feedback. Building their own capacity and expertise in this area allowed the executive team to develop skills and confidence before sharing their knowledge and practice with all teachers.

Beginning teachers were very well-supported throughout 2022, with teachers working closely with supervisors to collect and annotate evidence of teacher quality to gain accreditation at proficient teacher level.

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>Working towards 2024 <i>Tell Them From Me</i> Teacher Survey Targets which are:</p> <p>Improvement Measure for 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 Collaboration</p> <p>The 2022 <i>Tell Them From Me</i> Teacher responses in the <i>Collaboration</i> section indicate an increase in score from 7.4/10 in 2021 to 7.7/10 in 2022. This score is now only 0.2 away from the NSW government norm for K-6 schools of 7.9/10. This score reflects teacher responses acknowledging that they work with other teachers to develop common learning opportunities, receive helpful feedback, share student learning goals, share lessons and resources and discuss assessment strategies.</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>Improvement Measure for Leadership</p> <p>The 2022 <i>Tell Them From Me</i> Teacher responses in the <i>Leadership</i> section indicate an increase in score from 6.6/10 in 2021 to 7.1/10 in 2022. This score is now only 0.3 away from the NSW government norm for K-6 schools of 7.4/10. This score reflects teacher responses acknowledging that</p> <p>Improvement Measures for Formative Assessment</p> <p>The 2022 <i>Tell Them From Me</i> Teacher responses in the <i>Challenging and Visible Goals</i> section indicate a small decrease in score from 7.3/10 in 2021 to 7.2/10 in 2022. This score is now 0.4 away from the NSW government norm for K-6 schools of 7.6/10. This score reflects teacher responses acknowledging that formative assessment is used to set challenging goals for students and school leaders provide direction for monitoring student progress.</p> <p>Improvement Measure for Effective Feedback</p> <p>The 2022 <i>Tell Them From Me</i> Teacher responses in the <i>Quality Feedback</i> section indicate a small decrease in score from 7.1/10 in 2021 to 7.0/10 in 2022. This score is now 0.3 away from the NSW government norm for K-6 schools of 7.3/10. This score reflects teacher responses acknowledging that they give written feedback to students, receive helpful feedback from other teachers about their teaching, are provided feedback from school leaders, monitor the progress of individual students and parents are informed about their child's progress.</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>LEADING:</p> <p>Educational Leadership (Instructional Leadership, Performance Management and Development) - Improve from</p>	<p>LEARNING:</p> <p>Assessment</p> <p>The 2022 School Excellence Framework (SEF), Self-Assessment identified the sub-element of <i>whole school monitoring of student learning</i> had improved to sustaining and growing. This was largely due to the collaborative reflection of student assessment measures as part of Teach Meet sessions. Further work on meeting the learning needs of a diverse range of students through meaningful differentiation has been identified as an area of improvement to continue to move other sub-elements of assessment into sustaining and growing in 2023.</p> <p>TEACHING:</p> <p>Effective Classroom Practice</p> <p>Two out of the four sub-elements of effective classroom practice were identified as sustaining and growing against the SEF. The sub-element of <i>feedback</i> continued to progress at delivering in the 2022 self-assessment. Further work with the use of defined success criteria and explicit feedback across all key learning areas is a focus for continued improvement in 2023.</p> <p>Professional Standards</p> <p>The sub-element of <i>improvement of practice</i> has been assessed as moving from delivering to sustaining and growing in 2022. Teachers' professional development plans are now supported by a coordinated whole school approach to delivering professional practice. Planning is in place to strengthen the capabilities of teachers and share expertise to improve outcomes for students.</p> <p>Learning and Development (Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning) - Improve from Delivering to Sustaining and Growing.</p>

<p>Delivering to Sustaining and Growing.</p>	<p>Two out of the four sub-elements of learning and development were identified as sustaining and growing against the SEF. The sub-elements of <i>collaborative practice and feedback</i> ,and <i>coaching and mentoring</i> improved from delivering to sustaining and growing in the 2022 self-assessment.. Teachers regularly engaged in professional discussion to improve teaching and learning in all classrooms. Further developmen of systems to embed evidence-based, future-focused practices is an area for continued improvement in 2023, particularly with the implementation of new syllabus documents.</p> <p>LEADING:</p> <p>Educational Leadership</p> <p>The 2022 SEF Self-Assessment identified all sub-elements within educational leadership had been maintained at delivering. Providing more opportunities for leadership development and implementing systems for whole school improvement of teacher performance will strengthen future assessments against the statements of excellence in this area.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,673.08</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"> • A Sense of Belonging <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: Students were provided with a myriad of opportunities in sport, performing arts, leadership and camp/excursion programs. Aboriginal and refugee students were well-supported and financially-supplemented to attend many of these programs.</p> <p>After evaluation, the next steps to support our students will be: The employment of an SLSO to support students in classrooms and the playground.</p>
<p>Integration funding support</p> <p>\$40,670.00</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 Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students were provided with SLSO staff in the classroom and across areas of the playground.</p> <p>After evaluation, the next steps to support our students will be: To continue support for students receiving integration funding by SLSOs in the classroom and the playground.</p>
<p>Socio-economic background</p> <p>\$148,432.04</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"> • On-Target Reading • Safe, Responsible, Cared-for Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Spiral of Inquiry program implementation. <p>The allocation of this funding has resulted in the following impact: Findings from a survey conducted in October 2022 found that 82% of teachers believed that the Spiral of Inquiry conducted through Teach Meets had enabled them to improve their teaching practice or grow their own</p>

<p>Socio-economic background</p> <p>\$148,432.04</p>	<p>professional knowledge. 91% of staff believed that Teach Meets had been an integral way to collaborate with their Stage team and work to improve learning outcomes for students. Results for both Early Stage One and Stage One have been impressive, with some students reading at an anticipated level of up to two to three years beyond stage standard. Students who required targeted intervention have shown progress and increased confidence over the semester with nearly all students demonstrating an increased recognition of phonemes, graphemes and diagraphs.</p> <p>After evaluation, the next steps to support our students will be: To continue the Teach Meet process in 2023 for the implementation of the new curriculum in K-2 and to prepare for implementation in 2024 for Years 3-6.</p>
<p>Aboriginal background</p> <p>\$86,603.00</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"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal and refugee students were well-supported and financially-supplemented to participate in additional opportunities for sport, creative arts, leadership, camps and excursions.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for Aboriginal and Torres Strait Islander students, as well as refugee students, to participate in extra-curricular activities. Personalised Learning Pathways will continue to be developed in consultation with families and the Aboriginal Education Officer, to meet the learning needs of identified students and to promote the provision of Aboriginal Education for all students.</p>
<p>English language proficiency</p> <p>\$105,232.53</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"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Implementation of in-class support programs to improve learning outcomes for students, particularly in literacy and numeracy. Ongoing consultation between the Learning Support Team and class teachers has led to targeted support for identified students on Individual Education Plans. A fluid and flexible SLSO timetable, based on student need has also supported with learning across Literacy and Numeracy.</p>

<p>English language proficiency</p> <p>\$105,232.53</p>	<p>After evaluation, the next steps to support our students will be: Continue to develop Individual Education Plans for students with integration funding, in order to target improvements for those students. Use EALD and Integration funding to provide additional staff for the delivery and support of IEP outcome achievement, using SMART goals to address individual student need.</p>
<p>Low level adjustment for disability</p> <p>\$150,754.48</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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Implementation of in-class support programs to improve learning outcomes for students, particularly in literacy and numeracy. Ongoing consultation between the Learning Support Team and class teachers has led to targeted support for identified students on Individual Education Plans. A fluid and flexible SLSO timetable, based on student need has also supported with learning across Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop Individual Education Plans for students who require low level curriculum adjustments, in order to target literacy and numeracy outcomes. Use funding for low level adjustments to provide additional staff for the delivery and support of IEP outcome achievement, using SMART goals to address individual student need.</p>
<p>Professional learning</p> <p>\$31,157.38</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 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"> • Safe, Responsible, Cared-for Learners • Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging with professional learning delivered by expert speakers to increase the use of inclusive practices and provide equity in education for all students. • engaging in professional learning delivered by expert coaches to build the leadership capacity of executives and aspiring leaders within the school. <p>The allocation of this funding has resulted in the following impact: enhanced leadership skills for evaluative practice within and across school</p>

Professional learning \$31,157.38	<p>teams. Improved opportunities for aspiring leaders to build capacity and lead teams. Improved feedback to teachers to maintain continuous improvement as well as the provision of relevant, differentiated professional learning.</p> <p>After evaluation, the next steps to support our students will be: Continued provision of targeted professional learning activities, particularly in relation to the implementation of new curriculum and explicit teaching methodologies.</p>
QTSS release \$53,897.95	<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"> • On-Target Reading <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 • 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 the following impact: Findings from a survey conducted in October 2022 found that 82% of teachers believed that the Spiral of Inquiry conducted through Teach Meets had enabled them to improve their teaching practice or grow their own professional knowledge. 91% of staff believed that Teach Meets had been an integral way to collaborate with their Stage team and work to improve learning outcomes for students. Results for both Early Stage One and Stage One have been impressive, with some students reading at an anticipated level of up to two to three years beyond stage standard. Students who required targeted intervention have shown progress and increased confidence over the semester with nearly all students demonstrating an increased recognition of phonemes, graphemes and diagraphs.</p> <p>After evaluation, the next steps to support our students will be: To continue the Teach Meet process in 2023 for the implementation of the new curriculum in K-2 and to prepare for implementation in 2024 for Years 3-6.</p>
COVID ILSP \$159,135.00	<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 2022.</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 for student groups in numeracy <p>The allocation of this funding has resulted in the following impact: Identified students in Stage 1 received regular, small-group, intensive support in numeracy. Students showed more confidence and using numeracy skills and knowledge during classroom activities.</p> <p>After evaluation, the next steps to support our students will be: Continue small group intervention for Numeracy in Semester 1 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	129	149	136	146
Girls	112	128	138	129

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.9	90.3	91.7	85.4
1	91.7	90.1	94.5	88.0
2	86.8	90.9	92.8	86.5
3	89.2	90.1	92.4	85.7
4	91.1	92.0	89.7	89.4
5	89.7	91.2	91.8	84.6
6	90.1	90.5	89.5	84.0
All Years	89.6	90.6	92.0	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.2
Classroom Teacher(s)	14.45
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	4.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	627,381
Revenue	4,794,339
Appropriation	4,676,459
Sale of Goods and Services	49,060
Grants and contributions	57,111
Investment income	6,757
Other revenue	4,952
Expenses	-4,671,009
Employee related	-4,108,914
Operating expenses	-562,095
Surplus / deficit for the year	123,330
Closing Balance	750,711

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.

	2022 SBAR Adjustments (\$)
Targeted Total	43,343
Equity Total	491,022
Equity - Aboriginal	86,603
Equity - Socio-economic	148,432
Equity - Language	105,233
Equity - Disability	150,754
Base Total	2,404,171
Base - Per Capita	70,973
Base - Location	0
Base - Other	2,333,199
Other Total	1,498,081
Grand Total	4,436,617

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 2022, 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 42 parents, 68 students from Years 4-6 and 19 members of staff.

Findings and Conclusions - Tell Them from Me Surveys

Students - Key Positives:

- 81% of students recognise a high rate of participation in sport with an instructor, other than physical education lessons.
- 82% of students believe they try hard to succeed in their learning.
- 78% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 71% of students have friends at school they can trust and who encourage them to make positive choices.

Students - Key Areas for Improvement:

- 70% 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).
- 33% of students do homework for their classes with a positive attitude and in a timely manner.
- 66% 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.*

- **Inclusive School:** 'I establish clear expectations for classroom behaviour.'
- **Challenging and Visible Goals:** 'My students are very clear about what they are expected to learn.'
- **Planned Learning Opportunities:** 'Students find class lessons relevant to their own experiences.'
- **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.'
- **Collaboration:** 'I discuss learning problems of particular students with other teachers.'
- **Inclusive School:** 'I make an effort to include students with special learning needs in class activities.'
- **Learning Culture:** 'I set high expectations for student learning.'
- **Learning Culture:** 'In most of my classes I discuss the learning goals for the lesson.'
- **Data Informed Practice:** 'My assessments help me understand where students are having difficulty.'
- **Data Informed Practice:** 'When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.'
- **Teaching Strategies:** 'I use two or more teaching strategies in most class periods.'

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

- **Technology:** 'I use computers or other interactive technology to give students immediate feedback on their learning.'
- **Technology:** 'I help students set goals for learning new technological skills.'
- **Parent Involvement:** 'I ask parents to review and comment on students' work.'
- **Overcoming Obstacles to Learning:** 'Students use computers or other interactive technology to track progress towards their goals.'
- **Leadership:** 'School leaders have taken time to observe my teaching.'
- **Data Informs Practice:** 'I provide examples of work that would receive an A, a B or a C.'
- **Planned Learning Opportunities:** 'I use strategies to engage parents in their child's learning.'

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

- 'I feel welcome when I visit the school.'
- 'I am well informed about school activities.'
- 'If there were concerns with my child's behaviour at school, the teachers would inform me immediately.'
- 'I encourage my child to do well at school.'
- 'My child is encouraged to do his or her best work.'
- 'My child is clear about the rules for school behaviour.'
- 'My child feels safe at school.'
- 'My child feels safe at school and going to and from school.'
- 'School staff take an active role in making sure all students are included in school activities.'
- 'Teachers help students develop positive friendships.'

Overall, for the forth 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:

- 'I am informed about my child's social and emotional development.'
- 'I talk about how important schoolwork is.'
- 'I discuss how well your child is doing in his or her classes.'

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.