

# 2022 Annual Report

## Medlow Public School



2511

# Introduction

The Annual Report for 2022 is provided to the community of Medlow Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## School vision

We believe Medlow Public School should be a fun and creative place to learn. A place where students, teachers and the community have positive and respectful relationships with each other. Our staff enable individual and personal growth by ensuring that students are succeeding in their learning. Our school has high expectations for every student, teacher and leader. Student voices are valued and celebrated, and their aspirations are nurtured.

## School context

Medlow Public School is a small rural school (17 enrolments) that has provided continuous public education in the Upper Nambucca Valley for 117 years. The distinctive attributes of Medlow are team teaching, the explicit instructional peer and collaborative learning groups and experiential education. Parents and the broader school community actively participate in supporting and reinforcing student learning.

As a result of rigorous self-assessment, this school will continue our focus on reading, writing and number. Improvement in these three areas will be targeted by the collection of quality assessment data, teacher professional development and instructional leadership.

Medlow Public School has a resource allocation model that supports a full time Teaching Principal, Classroom Teacher for 4 days per week, a Student Learning Support Officer for 2 days per week and a School Chaplain for 1 day a week. The Family Operation Index (FOEI) reflects the parental level of education and employment which is drawn from student enrolment data. It currently sits at 116 which places the present cohort at around average on socio- economic indicators. Wellbeing, sustainability and learning about healthy lifestyles are integral to the culture of Medlow Public School.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes in reading and numeracy for every student, all staff will use data to understand the learning needs and inform differentiated teaching for each student.

### 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.

- High Impact Strategies for Reading Success
- High Impact Strategies for Numeracy Success
- Attendance

### Resources allocated to this strategic direction

**QTSS release:** \$3,103.00

**Low level adjustment for disability:** \$15,082.10

**Professional learning:** \$1,581.66

**AP Curriculum & Instruction:** \$30,114.00

### Summary of progress

Reading has been taught explicitly throughout the school. Reading accuracy, comprehension and fluency are measured on a regular basis and teaching and learning adjusted to meet student needs. Students in K-2 have focused on developing strong phonological awareness and phonic knowledge.

Staff engaged with the new Mathematics curriculum. This professional learning was lead by the Assistant Principal Curriculum and Instruction(APCI). Unfortunately, due to unavoidable factors beyond our control, the implementation of Numeracy Professional Learning is delayed until 2023. Teachers have worked collaboratively to unpack the units of work and apply the pedagogy to a multistage learning environment. In 2023, staff are focussing on daily reviews, explicit teaching of place value and number sense.

In 2023, the Digital Learning Officer will support the implementation of the Department of Education's online assessments to ensure thorough triangulation of reading and numeracy data combined with in school assessments and teacher observation.

Attendance continues to be a strong focus for the school and the importance of attending every day was communicated on a very regular basis with students and parents. e rate of student attendance was pleasing after previous years.In 2023, the Home School Liaison Officer will provide additional support to staff to implement strategies to improve attendance.

### 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
• At least two students will achieve in the top two bands in reading.	Three students completed NAPLAN in 2022. All three students were in the middle bands in reading.
• At least two students will achieve in the top two bands in numeracy.	Three students completed NAPLAN in 2022. All three students were in the middle bands in reading.
Reading - 100% of students will achieve expected growth - this equates to 1 student.	Growth data was unavailable as there was no NAPLAN assessment in 2020.
Numeracy - 100% of students will achieve expected growth - this equates to 1 student.	Growth data was unavailable as there was no NAPLAN assessment in 2020.

<ul style="list-style-type: none"> <li>• 85% of students are at expected grade level in reading fluency and comprehension as measured by internal and external data sources.</li> </ul>	<p>K-2: 50% of this cohort has achieved grade appropriate reading in fluency and comprehension.</p> <p>3-6: 90% of this cohort has achieved grade appropriate reading inclusive of fluency and comprehension.</p> <p>Overall the school did not achieve expected grade level targets in reading.</p>
<ul style="list-style-type: none"> <li>• Attendance - at least 85% of students attending at least 90% of the time.</li> </ul>	<p>The overall attendance rate was 81% which is slightly below target.</p>

## Strategic Direction 2: SD 2 Excellence in Teaching

### Purpose

To enhance specific systems for collaboration and feedback to sustain and grow quality teaching practice.

### 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.

- Teacher Goal Setting
- Learning sprints

### Resources allocated to this strategic direction

**Professional learning:** \$1,581.66

**Aboriginal background:** \$2,352.57

### Summary of progress

Staff were able to plan and implement effective learning sprints, assessment schedules and COVID interventions. Teacher observations were integral in building a shared understanding of practice and the use of learning intentions, success criteria and feedback strategies.

Teacher Goal Setting support was fundamental to developing an understanding of how to effectively use the Australian Professional teaching standards to develop their own professional learning goals. Teachers are more confident in their reflective practice against these Standards.

In 2023, teachers will continue to engage with Australian Professional teaching standards and use learning sprints to improve their teaching practice.

### 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
Staff to use the Australian Professional Standards to measure themselves, reflect on their practice and plan and monitor to improve their own performance. (SEF Professional Standards)  Teacher observation of practice to guide improvement through shared feedback and support.	The scheduled teacher observations occurred and feedback referencing the Australian Professional Teaching Standards (APTS) provided staff with an excellent scaffold. Further to this, the sharing of reflections occurred in whole staff meetings.  All staff participated in scheduled observations and were provided with feedback based on the APTS.
<b>Familiarize:</b> K-2 Syllabus and draft 3-6 English and Mathematics.  <b>Prepare:</b> Purchase associated resources required for the implement of the new syllabus documents. Undertake available MyPL courses.  <b>Refine:</b> Pedagogy to align with current syllabus documents. Identify additional PL required to support successful implementation  <b>Finalise:</b> Unit preparation for Term 1	K-2 staff engaged with the new syllabus documents, including through the use of sample English and Mathematic units and the completion of professional learning.. In term 4 the K-2 classroom moved into the enact phase utilizing the available English and mathematics sample units K-2. PL was undertaken in regard to the curriculum and then the MyPL Micro Units. In the 3-6 classroom the existing and new syllabus were compared and unpacked to gain an insight into the changes.

## Strategic Direction 3: SD 3 A community of Collaborative, Critical and Creative Learners.

### Purpose

To build the capacity in learners in collaboration, creativity, critical thinking and communication.

### 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.

- Critical and Creative Thinking Skills
- Effective Student Collaboration and Communication

### Resources allocated to this strategic direction

**Professional learning:** \$1,581.66

**Socio-economic background:** \$9,493.66

**Per capita:** \$3,790.00

### Summary of progress

Critical and Creative Thinking Skills were explicitly taught through the use of scaffolds and oral discussion. Strategies included:

- Effective Student Collaboration and Communication are evident in small group learning
- small class sizes
- STEM units
- school parliament
- outdoor education

The use of these strategies enhanced the critical and creative thinking skills of all students. Students demonstrated improved teamwork, problem solving, communication and resilience. Feedback from staff, students and parents indicated that the strategies were positively impacting on student learning and wellbeing. Next year, the school will continue to deliver the above strategies.

### 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
60% of students will be able to demonstrate collaborative learning and participation skills across all KLAs.	Collaborative learning and participation was measured qualitatively through teacher observation. Most students demonstrated improvement in these areas.
60% of students will be able to articulate their understanding of critical thinking processes.	Students ability to articulate and understand critical thinking processes was determined through teacher observation. Most students demonstrated improvement in these skills.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,493.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Medlow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Critical and Creative Thinking Skills</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> T4 2022 Parents have voiced appreciation for the subsidies provided. Students have demonstrated greater engagement in activities in and outside of the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide financial support to students and families in 2023.</p>
<p>Aboriginal background</p> <p>\$2,352.57</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Medlow 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning sprints</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Aboriginal resources and professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher knowledge about Aboriginal Culture and History and provided school with additional resources for Aboriginal Perspectives.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we will continue to enhance staff expertise in and resources for Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$15,082.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Medlow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Strategies for Reading Success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in</li> </ul>

<p>Low level adjustment for disability</p> <p>\$15,082.10</p>	<p>improvement for students with additional learning needs.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Student outcomes improved over 2022 through the implementation of differentiated learning strategies in English and Mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we will implement InialLit Literacy Program in K-1 to support the new syllabus.</p>
<p>Location</p> <p>\$8,499.00</p>	<p>The location funding allocation is provided to Medlow Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student subsidies for excursions enabled equitable access to events arranged by the school. The Information Communication Technology device ratio for students was increased from 1:4 to 1:2 across the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 applications will be purchased to support student learning and engagement.</p>
<p>Professional learning</p> <p>\$4,744.98</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 Medlow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Strategies for Reading Success</li> <li>• Teacher Goal Setting</li> <li>• Critical and Creative Thinking Skills</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher (APC&amp;I) to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• A variety of staff TPL was undertaken</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significant impact on teacher and student learning was achieved this year including:</p> <ul style="list-style-type: none"> <li>- preparation for the new English and mathematics K-2 Syllabi</li> <li>- improving teacher capacity in Literacy and Numeracy</li> <li>- the development of the Medlow Public School Teaching and Learning Framework that will guide teachers daily practice</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the APC&amp;I will ; -lead the completion of the Medlow Public School Teaching and Learning Framework and engage teachers with the new 3-6 English and mathematics syllabi</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$3,103.00</p>	<p>improve teacher quality and enhance professional practice at Medlow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Strategies for Reading Success</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- The support of staff collaboration in the implementation of high-quality curriculum has led to improved student achievement.</li> <li>- Data collection is now centralised.</li> <li>- Teacher collaboration has improved.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we will continue to prioritise staff collaboration and data collection and efficacy.</p>
<p>COVID ILSP</p> <p>\$8,619.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Feedback from staff and students as well as assessment data demonstrated an improvement in student learning outcomes across multiple Key Learning Areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will provide additional Student Learning Support Officer support in 2023 to provide student intervention for tier 1 and tier 2 participants</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	6	9	10
Girls	10	3	6	15

## Student attendance profile

School				
Year	2019	2020	2021	2022
K		88.4	95.3	81.4
1	86.2		90.2	88.8
2	89.1	91.5		87.6
3	87.5	96.8	94.0	95.3
4	83.8	92.6	94.3	86.8
5	93.8	90.9	95.5	92.6
6	86.8		98.0	93.5
All Years	86.8	91.3	94.1	88.4
State DoE				
Year	2019	2020	2021	2022
K		92.4	92.8	87.9
1	92.7		92.7	87.4
2	93.0	92.0		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		91.5	86.3
All Years	92.8	92.1	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

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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)	0.2
Classroom Teacher(s)	0.57
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	120,340
<b>Revenue</b>	520,695
Appropriation	516,452
Grants and contributions	3,817
Investment income	426
<b>Expenses</b>	-540,527
Employee related	-470,052
Operating expenses	-70,474
<b>Surplus / deficit for the year</b>	-19,832
<b>Closing Balance</b>	100,508

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	26,928
Equity - Aboriginal	2,353
Equity - Socio-economic	9,494
Equity - Language	0
Equity - Disability	15,082
<b>Base Total</b>	373,147
Base - Per Capita	3,790
Base - Location	8,499
Base - Other	360,858
<b>Other Total</b>	79,168
<b>Grand Total</b>	479,243

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents were surveyed as part of the three way interview process in June. All parents (100%) indicated their strong support for the teaching, learning and administrative processes that were in place. at Medlow Public School. For example, they valued the small class setting that allowed for individual care and support of students.

Students indicated that they valued developing Individual learning goals as they found this process motivational.

Teachers indicated that they were deeply invested in the success of each child and improving their own professional journey.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.