

2022 Annual Report

Medowie Public School



2512

Introduction

The Annual Report for 2022 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.

School contact details

Medowie Public School

Ferodale Rd

Medowie, 2318

<https://medowie-p.schools.nsw.gov.au>

medowie-p.school@det.nsw.edu.au

4982 8222

School vision

Medowie Public School will *ignite the spark* by:

- engaging **collaboratively**
- **communicating** confidently
- learning **creatively**
- reflecting **critically**

being the *light that illuminates* the future.

School context

Medowie Public School is situated on Worimi country in a semi-rural setting. The name 'Medowie' comes from the Aboriginal word meaning place of tall trees and the school grounds reflect this. Students, parents, staff and members of the community value this environment and support each other by upholding the school's expectations by being respectful, responsible and resilient. There are currently 359 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 98 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. There is also a choir which is continuing to grow in numbers. 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 and uniform shop. They also coordinate a variety of fundraising initiatives with a number of parents who regularly volunteer their time to these projects. 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 whilst other areas will require professional and new learning for our staff and community.

To improve the literacy and numeracy outcomes for our students, using data effectively as well as improved formative and summative assessment practices will be employed. Both of these areas complement one another and will be instrumental to improve differentiation of the curriculum to meet the individual needs of our students.

The wellbeing of students underpins all of the teaching and learning practices at Medowie. To continue to ensure our school can best cater to the wide and varied needs of our students, wellbeing will continue to remain a focus. Systems and processes will underpin this work to align with the new policy, Inclusive, Engaging and Respectful schools.

As per Medowie's vision statement, our school aims to lead and transform in all areas of the curriculum through the four capabilities of collaboration, creativity, communication and critical thinking. High quality professional learning and opportunities for staff to authentically collaborate will be utilised to build the collective efficacy of stage and school teams. Again, these two areas compliment each other to ensure our school can successfully lead and transform.

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	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	Excelling
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 and assessment practices to drive improvement in student learning. To continually improve the learning outcomes for every student in reading and numeracy, all staff will use the literacy and numeracy progressions to inform differentiated teaching practices for individual and groups of students. Assessment for, as and of learning will underpin data practices.

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 Practices
- Assessment Practices

Resources allocated to this strategic direction

Professional learning: \$8,500.00

Literacy and numeracy intervention: \$48,266.00

Low level adjustment for disability: \$58,960.50

Socio-economic background: \$8,000.00

Summary of progress

Critical reflection on the use of data walls led to the implementation of a learning goal folder for each student as a more personalised and less public way of achieving individual student goal setting. The learning goal folders absorbed current PLSP processes to make goal setting an efficient process for every student. The learning goal folders had several iterations as improvements were made based on parent, teacher and student feedback. Teachers received ongoing professional learning in giving different forms of feedback and the folders were used as a record-keeping mechanism for supporting the verbal feedback being delivered to students. In Term 4, Bump It Up Walls (Sharratt, 2018) were introduced so that students could see how to progress their learning through visual rubrics using co-constructed student examples. The goals students selected from the bump it up walls served as the basis for the goal reflected in their learning goal folder. An assistant principal operated in an instructional leader capacity to support the effective implementation of these initiatives in classrooms and provided on and off class expertise to teachers as they navigated these new processes. Students who were not meeting benchmarks were allocated additional SLSO support to assist them in achieving their individualised learning goals. Pre-assessment data was used to inform content of the bump it up wall and post-assessment success criteria was based on the skills taught through the bump it up wall. This was successful in creating a linear and logical link between the learning goal folders, effective feedback professional learning, assessment practices and bump it up walls.

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
Year 3 and 5 students have an uplift of 6.6% from baseline data to achieve the lower bound system negotiated target of 44.4%	2022 NAPLAN data indicates 47% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Year 5 students work towards achieving an uplift from baseline data from 53.93% toward lower band system negotiated target in expected growth of 60.8%	While NSW schools did not have students sitting NAPLAN in 2020 to measure reading growth, the school's internal data from semester reports demonstrated a 17% increase of outstanding and high student English grades from 2020 to 2022.
Improvement as measured by the School Excellence Framework: Learning:	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the Learning Assessment themes of formative and summative assessment while the Teaching Data Skills and Use focus theme of data analysis is now excelling.

Working towards *Assessment focus themes: Formative/Summative Assessment (Excelling)*

Formative and summative assessment is practiced expertly by teachers by them responding to trends in student achievement, at individual, group and whole school levels.

Teaching:

Working towards *Data Skills and Use focus theme: Data Analysis (Excelling)*

Learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Year 3 and 5 students achieve the lower bound system negotiated target of 33.3% by achieving an uplift from baseline data of 7.01 in numeracy.

2022 NAPLAN data indicates 22% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.

Year 5 students work towards achieving an uplift from baseline data from 50.8% toward lower band system negotiated target in expected growth of 58%

While NSW schools did not have students sitting NAPLAN in 2020 to measure numeracy growth, the school's internal data from semester reports showed no improvement in high and outstanding student numeracy grades from 2020 to 2022.

Purpose

The situational analysis identified the need for student wellbeing to be strengthened to ensure every student (regardless of cultural ethnicity, confirmed disability, socio-economic background, academic ability or social and emotional wellbeing) is included, respected and engaged in their learning at Medowie. Strong systems and processes will underpin wellbeing.

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.

- Wellbeing
- Systems and Processes

Resources allocated to this strategic direction

Aboriginal background: \$47,426.00

Professional learning: \$7,000.00

Low level adjustment for disability: \$57,460.50

Socio-economic background: \$2,300.00

QTSS release: \$34,648.50

Summary of progress

Improving student wellbeing through fostering a diverse range of authentic relationships was a focus across the school. Aboriginal education has focused strongly on the wellbeing of students through building authentic relationships and pride in cultural identity. This has been achieved through multiple weekly sessions with Mrs Humphris and fortnightly culture groups conducted by Murrook Culture Centre. A school-wide engagement program called Bunji Buddies was implemented entailing mixed grade groups (under 20 students) with an assigned teacher or SLSO to help build positive connections with a wide variety of staff members across the school. As the program progressed, the theme of lessons was consistent across the groups to help ascertain the impact of this initiative. In 2023, ongoing critical reflection will occur into how school leaders can definitively assess the impact of the time allocated for Bunji Buddies on students' sense of belonging and being able to identify multiple staff members they can seek out for help or advice.

Behaviour data was harvested on a 5-week cycle. The data was used to drive whole school PBL focus areas and identify Tier 2 students who could be targeted for individual intervention involving executive support and parental involvement to return them to a tier 1 level. The activities achieved this year were built on the strong systems and processes already established in PBL over the course of several years. Transformative learning practices continued through the lens of the Learning Disposition Wheel which was evident in every classroom. An Assistant Principal operating in an instructional leader capacity facilitated team teaching, demonstration lessons and reflection tasks with all staff and students to help drive the ongoing implementation of these practices. Timetabling complexities, other executive responsibilities (such as behaviour issues) and major events did present obstacles in following this timetable consistently. The introduction of an additional leadership role - Assistant Principal Curriculum & Instruction should improve the ability to implement key systems and processes in the future.

High potential and gifted education saw many iterations in the search for suitable initiatives that accurately identified, supported and extended students. After initially looking to support students in their class environment, the program shifted to involve withdrawal to engage in extension activities. In Semester 2, video editing with a small group of Stage 3 students led to the creation of Medowie TV where the students were involved in making 2 videos a term. While this was successful, it was a narrow group of students (6) being involved and the activities selected in 2023 must focus on the identification and ongoing support for all GHP students across the school.

Initial steps have been taken to introduce staff to the new IER policy. Delays in the release has delayed the professional learning and implementation with staff. This will be a key focus area of professional learning in 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

Working towards 80% of the total student population attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 31.7%, however this figure was significantly affected by public health orders and mandatory COVID-19 isolation rules.
Working towards 88.2% of students in Years 4-6 having a positive wellbeing.	Tell Them From Me data indicates 85.5% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Improvement as measured in school evaluation against the <i>School Excellent Framework</i>:</p> <p>Learning Domain:</p> <p>Working towards <i>Wellbeing focus theme: Caring for Students (Excelling)</i></p> <p>The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.</p>	Self-assessment against the School Excellence framework shows the focus theme of Caring for Students in the element Wellbeing to be excelling.

Strategic Direction 3: Leading and Transforming

Purpose

The situational analysis identified the need for staff to have time to authentically collaborate to produce engaging teaching and learning activities and observe colleagues teaching practice. Alongside collaboration, staff and school transformation will occur through the strategic planning of professional learning, within and outside of our school.

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.

- Collaboration
- Transformative Learning

Resources allocated to this strategic direction

QTSS release: \$34,648.50

Literacy and numeracy: \$10,106.00

Socio-economic background: \$29,292.00

Professional learning: \$11,000.00

Summary of progress

In 2022, genuine collaboration was a theme that underpinned our chosen initiatives. Collaborative Classroom Visits (CCVs) were conducted weekly to enable teachers to visit other classrooms and reflect on what characteristics students demonstrated during the observed lessons. The focus of these visits was to analyse the performance of students, not teachers. The process was a significant financial commitment with teacher absences and school events causing difficulty, however, the initiative did help to reduce the anxiety around having colleagues observing practice and enabled teachers to think deeply about how different learning experiences influence student behaviour.

Two off-class collaboration half days were allocated to each stage team and this enabled regular time for teachers to reflect on student feedback about lessons, analyse pre and post-assessment data and be innovative about how future learning experiences in literacy and numeracy were designed to reflect these factors.

The principal engaged in a school walk and talk to generate baseline data on how teachers currently use effective feedback and this information was shared individually with staff. The process informed how the school executive moved forward with effective feedback, professional learning as well as being transparent with staff about the themes which ignited our future directions with professional learning.

A staff member was engaged in the Digital Classroom Officer (DCO) role 1 day per week to assist with the integration of new technology and support classroom teachers with utilising these assets on a regular basis.

The above-mentioned initiatives were all instigated with the understanding that the new K-2 Syllabus would be mandatory in 2023. Through allocating designated time specifically for collaboration days, further embedding classroom visits as a business-as-usual practice, supporting teachers with innovative new technologies and developing future directions based on empirical evidence collection, our teachers are best placed to be adaptable and knowledgeable to meet the needs of their students through the curriculum reform process.

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
Improvement as measured by the School Excellence Framework; Teaching : <i>Working towards Learning and Development focus theme: Professional</i>	Self-assessment against the School Excellence framework shows the focus theme of professional learning from the learning and development element to be excelling.

<p><i>Learning (Excelling)</i></p> <p>The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Learning and Development</p>	
<p>Improvement as measured by the School Excellence Framework;</p> <p>Leading:</p> <p>Working towards Educational Leadership <i>focus theme: Instructional Leadership (Excelling)</i></p> <p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p>	<p>Self-assessment against the School Excellence framework shows the focus theme of instructional leadership from the education leadership element to be excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$252,000.00</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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students with imputed and confirmed disabilities have been assisted by SLSOs. This support has allowed students to engage with the school curriculum at an appropriate level; be supported in break times to assist in student behaviour and emotional regulation; conduct social groups during break times to provide safe places for students who have difficulty managing unstructured settings; and assist anxious students during transition points through the school day.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ SLSOs to support the growing needs of students within our school setting who have both imputed and diagnosed needs. These needs may be of a social, emotional, behavioural or learning need. The school will continue to analyse data to prioritise and provide support to the students with largest factor of need.</p>
<p>Socio-economic background</p> <p>\$97,592.00</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"> • Data Driven Practices • Assessment Practices • Wellbeing • Collaboration • 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 through LEED program to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: A range of physical and human resources have been purchased to help supplement existing resources in our school. Substantial funds were used to refurbish the sand pit and have a shade sail put over it. Sandstone blocks were also added to the basketball court for student seating during lunch and sporting sessions. Funds were used to increase the ability for staff to collaborate with one another and to increase professional learning opportunities to ensure staff are prepared for upcoming new syllabi releases.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be used to enhance the teaching and learning facilities within the school. Human resources will continue to be employed to ensure all staff have up to date, evidence based practices in place to support their teaching and learning.</p>

<p>Aboriginal background</p> <p>\$47,426.00</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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff from the Murrook Cultural Centre to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Karyne Humphris, classroom teacher, provided cultural support to Aboriginal students throughout the school year. She was released from her role as Kindergarten teacher during the middle session of each school day to support Aboriginal students. Karyne provided emotional and social support to our students and empowered students to feel proud of their culture. This was most apparent in the Junior AECG. Students built on their role and attended regular AECG meetings outside of the school as well as those they ran within the school setting. They were instrumental in planning activities to promote Aboriginal education throughout the school year during events such as NAIDOC Week, National Sorry Day, Harmony Day and the school's annual presentation day. Aboriginal and non-Aboriginal students also participated in cultural lessons provided by the Murrook Cultural Centre. Dance, art, weaving and didgeridoo were provided to students throughout the school year. Overall, the focus on Aboriginal education led to improved consideration of Aboriginal culture by staff when designing learning programs by placing a greater emphasis on culture in school activities. This was also supported by TTFM Student results demonstrating a 19% increase (2020 to 2022) in Yr4-6 students stating they feel good about their culture.</p> <p>After evaluation, the next steps to support our students will be: Continue to release Karyne Humphris to support Aboriginal students within our school context. As students are feeling more comfortable in their cultural knowledge a shift will be made to support students in their literacy development. The Murrook Cultural Centre has been utilised to assist students over the last 3 years at Medowie. Student feedback will see a shift in what they deliver. Upper primary students will be selected to participate in a new program 'Write it Right' which will include 'on country' excursions.</p>
<p>Low level adjustment for disability</p> <p>\$157,176.00</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"> • Data Driven Practices • Wellbeing • 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 SLSO to improve the development of students by overseeing Core 5 program • employment of additional SLSOs to support teachers develop resources and classroom activities resulting in improvement for students transitioning to school • employment of LaST

<p>Low level adjustment for disability</p> <p>\$157,176.00</p>	<p>The allocation of this funding has resulted in the following impact: This funding was used to support students in our school. Firstly, all Kindergarten classrooms received one hour of support during Semester One to assist in their transition to school. During Semester 2, a SLSO was utilised to support students who were not meeting the required benchmark to complete an online intervention program, Core 5, by building their phonics knowledge to be able to decode texts.</p> <p>After evaluation, the next steps to support our students will be: Continue ensuring funding is used to support transition points for our students to ensure they start school settled and ready to learn.</p>
<p>Professional learning</p> <p>\$26,500.00</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"> • Data Driven Practices • Assessment Practices • Wellbeing • Transformative Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School led professional learning sessions to embed the use of effective feed-up and feed-forward strategies. • Externally led professional learning to enable authentic teacher learning of Aboriginal culture within a local context. • Engaging external provider to provide collaborative planning and reflection time with staff to embed transformative classroom practice. • Teacher led professional learning and collaboration time to evaluate learning goal folders and make informed changes to future processes. <p>The allocation of this funding has resulted in the following impact: Professional learning through the LEED project was provided to the executive team. They in turn, increased staff capacity to embed effective student feedback strategies related to the criteria for success and progress towards negotiated goals. This resulted in 0.5 uplift (2020 to 2022) in 'Quality Feedback' and a 0.7 positive difference compared to NSW Govt Norm. Staff completed literacy modules to support the release of the new K-2 English and Mathematics syllabi. Aboriginal education was supported through 8 staff completing the Connecting to Country program.</p> <p>After evaluation, the next steps to support our students will be: Staff evaluation after professional learning sessions will continue to be monitored and evaluated to ensure professional learning is targeted and on point for the needs of all staff. This will include differentiated professional learning sessions each term to ensure different levels of expertise are being catered for.</p>
<p>Literacy and numeracy</p> <p>\$10,106.00</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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional collaboration sessions to enable the sharing of teaching and learning expertise to embed quality literacy and numeracy programs.

<p>Literacy and numeracy</p> <p>\$10,106.00</p>	<p>The allocation of this funding has resulted in the following impact: Staff were released from face to face teaching to participate in half day collaboration planning days. This took place 2 times per term. 100% of staff state that collaboration time with colleagues has had a positive impact on their teaching of literacy and numeracy. This is further supported with a 0.7 increase (2020 to 2022) in TTFM Teacher responses around collaboration between and among colleagues.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to be provided opportunities to collaborate to build each stage teams collective efficacy.</p>
<p>QTSS release</p> <p>\$69,297.00</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>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"> • Systems and Processes • Collaboration • Transformative Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal released to develop, implement and monitor high potential group of students in a student centred learning program. • Additional staffing to support staff collaboration in the implementation of high-quality curriculum, including the exploration and embedding of the LDW into classroom practice working alongside the IL. • Staff released to participate in classroom observations <p>The allocation of this funding has resulted in the following impact: Assistant Principals were released from face to face teaching to provide technology support, supporting high potential and gifted students, mentoring sessions and in embedding 4C strategies through collaborative classroom visits. In regard to professional learning sessions. In 2022 60% of staff stated that teacher mentoring sessions had an impact on their teaching while 40% of staff state that collaborative classroom visits had made an impact on their teaching.</p> <p>After evaluation, the next steps to support our students will be: QTSS funding will be used to help provide additional release to teachers to collaboratively plan and participate in biweekly quality teaching rounds.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</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 Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 the following impact: An additional staff member was employed on a part time basis to provide additional support to students. Data showed that a large number of students in K-2 were not meeting the required reading benchmark in correlation to their age. Gaps in learning were identified and small groups were given instruction to assist in making gains.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>Small group support will continue to be provided to students who are not achieving their relevant stage outcomes.</p>
<p>COVID ILSP</p> <p>\$100,300.00</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>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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and additive and multiplicative strategies <p>The allocation of this funding has resulted in the following impact: Students were selected for COVID ISLP support from internal and external data sources. Data from the Learning Progressions, Check-in Assessments, NAPLAN, Essential Assessment, Semester reports and teacher's formative assessment were all utilised to target students who needed extra assistance. From this data students were categorised as needing either high support as they were performing in the bottom quartile, students with similar learning gaps were grouped together and students who demonstrated the potential to move into the top two bands in NAPLAN assessments were also formed into small groups. Student groups consisted of 3 to 4 students and engaged in sessions three times a week with a teaching member of staff. Students were only exited from their support group after they were able to demonstrate improvement in the given area of support.</p> <p>After evaluation, the next steps to support our students will be: To provide early intervention to students who still have gaps in their phonics knowledge to correlate with the new K-2 English syllabus implementation.</p>
<p>Location</p> <p>\$5,072.00</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"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Funding has been utilised to ensure all students are treated equally regardless of their socio-economic background. As 2022 had overnight excursions in Years 3-6, many families required school assistance for their children to be able to participate. The number was larger than any other year, which was impacted on by COVID.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide student assistance to families in financial need. School uniforms and partly or fully funded school excursions will be provided to those families who are school identified as requiring support or on application.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	197	204	193	207
Girls	154	155	153	152

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	95.2	92.7	87.2
1	92.3	95.0	93.3	88.5
2	92.3	94.5	92.9	88.1
3	92.9	94.0	93.5	89.2
4	93.6	95.7	92.3	85.7
5	92.8	93.9	93.2	87.3
6	92.5	94.7	92.7	85.8
All Years	92.8	94.7	92.9	87.4
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)	3
Classroom Teacher(s)	13.88
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*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	25,412
Revenue	3,981,003
Appropriation	3,810,118
Sale of Goods and Services	11,482
Grants and contributions	158,578
Investment income	825
Expenses	-3,906,349
Employee related	-3,493,996
Operating expenses	-412,354
Surplus / deficit for the year	74,654
Closing Balance	100,065

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	241,654
Equity Total	303,324
Equity - Aboriginal	47,634
Equity - Socio-economic	98,001
Equity - Language	0
Equity - Disability	157,689
Base Total	2,827,263
Base - Per Capita	88,948
Base - Location	5,073
Base - Other	2,733,243
Other Total	223,337
Grand Total	3,595,578

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

The Tell Them From Me surveys were used to assess teacher, parent and student satisfaction in 2022.

Teacher Satisfaction

Across each of the eight 'Drivers of Student Learning', the school performed about the NSW Government Norm in all areas. There were 14 members of staff who completed the survey. The school was 4.52 points above that of the state across each of the combined areas.

- Leadership - 7.3 (0.2 above NSW Govt Norm)
- Collaboration - 8.6 (0.8 above NSW Govt Norm)
- Learning Culture - 8.3 (0.3 above NSW Govt Norm)
- Data Informs Practice - 8.4 (0.6 above NSW Govt Norm)
- Teaching Strategies - 8.3 (0.4 above NSW Govt Norm)
- Technology - 7.3 (0.6 above NSW Govt Norm)
- Inclusive School - 8.5 (0.3 above NSW Govt Norm)
- Parent Involvement - 8.3 (1.5 above NSW Govt Norm)

The executive team have worked collegially to ensure teacher satisfaction was above NSW Govt Norms and are proud of this achievement.

Student Satisfaction

Students in Years 4 to 6 were invited to complete the Tell Them From Me survey twice during 2022. There was an upward trend in the three areas of advocacy at school, expectations for success and sense of belonging to that of 2021.

- Advocacy at school - 88% (19% above NSW Govt Norm)
- Expectations for success - 95% (11% above NSW Govt Norm)
- Sense of belonging - 74% (10% above NSW Govt Norm)

School staff have tried to improve student's sense of belonging. Whilst the data didn't improve significantly from the previous year, programs were established such as 'Bunji Buddies' to enable all students to develop a stronger relationship with a staff member that wasn't their classroom teacher.

Parent Satisfaction

There were 41 respondents to the Parent TTFM survey which was significantly less than other years. This equates to less than 8% of parents completing the survey. The school unfortunately scored below NSW Government Norms in 6 of the 7 areas.

- Parents feel welcome - 7.2 (0.2 below NSW Govt Norm)
- Parents are informed - 5.7 (0.9 below NSW Govt Norm)
- Parents support learning at home - 7.6 (1.3 above NSW Govt Norm)
- School supports learning - 6.3 (1.3 below NSW Govt Norm)
- School supports positive behaviour - 7.2 (0.5 below NSW Govt Norm)
- Safety at School - 6.3 (1.1 below NSW Govt Norm)
- Inclusive school - 6.1 (0.6 below NSW Govt Norm)

The parent results do not reflect the positive trends by staff and students.

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.