

2022 Annual Report

Meadowbank Public School



3863

Introduction

The Annual Report for 2022 is provided to the community of Meadowbank 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

Meadowbank Public School strives to be an inclusive and collaborative community with high expectations and life-long learners. We offer diverse learning experiences to meet the physical, emotional, social and academic needs of all students. Dedicated and committed staff work in partnership with parents and the community to support students to build strong foundations in literacy and numeracy. Within a purpose built innovative environment we create opportunities to share knowledge, services and infrastructure within the Meadowbank Education and Employment Precinct as well as the broader community.

School context

Meadowbank Public School is situated in the Ryde area, the traditional land of the *Wallumedegal* people. The area has experienced rapid growth and so in 2022 the school moved to a new site as a part of the Meadowbank Education and Employment Precinct, creating opportunities for shared learning and innovative education pathways. Students come from diverse cultural and religious backgrounds with 84% of students from language backgrounds other than English (LBOTE).

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Dedicated and caring staff focus on providing quality educational programs with high expectations of all students. The school community values excellence in learning in a supportive environment. Emphasis is placed on providing a broad range of differentiated learning opportunities to meet the needs of all students. There is a focus on improving the teaching and learning in literacy and numeracy and a commitment to developing a community of independent, innovative and collaborative learners. Comprehensive programs, including MacqLit, MiniLit and InitialLit support learning for all students including English as an Additional Language/Dialect. Staff and students use a range of technology to increase engagement and support learning across all stages.

The school values and provides extensive programs in creative and performing arts, sport, environmental education as well as other extra-curricular interests and activities. Supportive and effective wellbeing programs, including Positive Behaviour for Learning, Smiling Minds and Friendly Schools are established as part of our commitment to students thriving.

There is a strong sense of community where staff, students and parents work collaboratively. The school has a supportive P & C that enhances the school team to enrich school programs and resources. Our partnership with the Marsden Learning Alliance provides support and professional learning opportunities among our local schools.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order for every student to achieve growth in literacy and numeracy, all teaching programs are explicit, differentiated and underpinned by strong student wellbeing 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.

- Reading
- Numeracy
- Supporting student engagement and wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$5,000.00

Integration funding support: \$122,631.00

English language proficiency: \$264,187.73

Literacy and numeracy: \$19,990.58

Literacy and numeracy intervention: \$36,200.12

Summary of progress

Reading

In 2022, the teachers at our school went through an extensive process to evaluate how we teach reading. This included:

- Review K-2 InitialLit assessment data to identify areas of growth and support needed.
- Review in-class, learning and support and home reading resources to check for quantity and quality.
- Review the home reader program and processes.

As a result the following activities were implemented:

- Increased the capacity of staff through enrolment in both internal and external professional learning sessions on quality reading instruction.
- Purchased resources (story books, home reader decodables, in-class readers) to support reading development both in the classroom and at home.
- Reformed the home reader process. This involved aligning hundreds of decodable readers (from various sources, with a wide range of complexity and content) to the school phonics sequence, converting previously retired predictable texts into home readers for parents to read to their children (supporting their grammar, comprehension and vocabulary development).
- Began the process of upskilling parents in how to support reading at home.
- Purchased teacher resource books to support the quality teaching of vocabulary within reading instruction.
- Purchased MiniLit Sage kits to enhance existing school resources and enrolled two learning and support staff members in MiniLit Sage training to then feed back to the Learning and Support Team and ensure high quality, consistent instruction across the team.

This resulted in all K-2 classes implementing the new NSW K-2 English syllabus consistently. All classes were provided with resources to support explicit teaching of reading, and students had access to a broad range of decodable readers that engaged them in their interest and ability. The cumulative reviews were conducted each term and showed improved student growth and achievement.

All K-2 teachers were supported in delivering explicit phonics and reading quality and consistent instruction which resulted in improved results for all K-2 students in reading.

In 2023, the school will continue to up-skill new teachers and further develop existing skills. As the school grows, the school will continue to monitor and purchase quality resources and provide further support to the school's parent community. In 2023 a parent information booklet will be sent home to K-2 families providing an overview of decodable and non-decodable readers and strategies on how to best use these resources. After-school sessions will also be run for parents to provide the same information and allow for any parent questions or concerns regarding reading to be addressed.

Numeracy

In semester 1 2022, key members of the school's mathematics team conducted a comprehensive review of the way we teach mathematics across the school. An analysis of whole school data (both internal and external) was completed. In addition, teachers were surveyed about their mathematics programs and teaching practices. A whole-school audit of mathematics resources was also conducted.

Student data showed that although there was growth in numeracy achievement as students progressed from year to year, this was an area that could be improved. Teacher information identified that the current programming approach was meeting the needs of most students yet it was difficult to differentiate the lessons for some cohorts of students. It was also identified that there was some inconsistency in the way mathematics was taught across the school and as the school grew and new teachers were appointed, a more school wide approach was required. The resource audit identified additional resources that were required to better implement mathematics lessons in each classroom.

In semester 2, teachers across all stages completed NESA and department professional learning on the new K-2 Mathematics Syllabus and new grade based scope and sequences were created.

As a result, by the end of 2022, all teachers were familiar with the new K-2 syllabus and prepared to program to the new syllabus in 2023.

In 2023, there will be a whole-school approach to mathematics. The new K-6 mathematics scope and sequences will allow for consistency within grade based programming and teaching. All classrooms will be resourced with comprehensive math resources to allow for students across all stages to build understanding and internalise mathematical processes and procedures. In turn this will lead to a deeper understanding of abstract concepts and optimise student growth as they progress across grades. Two assistant principals have completed extensive professional learning, and will share this knowledge with the rest of the staff through a series of micro-learning opportunities throughout 2023.

Supporting student engagement and wellbeing

PBL

In 2022 our school continued to implement Positive Behaviour for Learning (PBL). Integral to PBL is continuous collection and analysis of wellbeing data. The PBL committee analysed information from Term 2 and Term 3, as well as surveyed staff on effectiveness of posters and other strategies currently in use.

As a result, a new PBL matrix was established for our new site and this was shared with all staff. Posters were designed for different settings in Term 4 and the PBL committee have begun to use them to share with teachers and students. A consistent message of our expectations at the new site has been introduced and sustained. Visuals will help students understand our expected behaviours.

In 2023, the PBL committee will investigate ways to log PBL data through Sentral so the data stays on each student's file and can easily be accessed when required. PBL will continue to be implemented using evidence based strategies including collecting valid and reliable data.

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
NAPLAN top two bands - Reading An increase in the proportion of students achieving in the top two bands in NAPLAN reading to be at or above the school's lower bound system-negotiated target of 66.0%.	69.80% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.
NAPLAN top two bands - Numeracy An increase in the proportion of students achieving in the top two bands in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 56.2%.	48.28% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.

<p>Expected Growth - Reading</p> <p>The proportion of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 73.4%.</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>Expected Growth - Numeracy</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 66.2%.</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>Attendance</p> <p>The percentage of students attending more than 90% of the time to be moving towards the school's lower bound system-negotiated target 92.7%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 20.18%. This data was impacted at the time of harvesting by the public health orders in place at the time.</p>

Strategic Direction 2: Teacher practice and collaboration

Purpose

To build a culture of teacher excellence through collaboration, co-teaching, consistent programming and communication to facilitate student learning in innovative learning environments. This culture is underpinned by supportive wellbeing practices for staff, students and parents.

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.

- Implementing Innovative Learning Environments
- Consistency in teacher practice

Resources allocated to this strategic direction

Socio-economic background: \$5,343.34

Professional learning: \$37,502.54

QTSS release: \$108,485.42

Low level adjustment for disability: \$97,605.69

Summary of progress

Implementing Innovative Learning Environments

Co-teaching

In 2022, Stage 2 teachers chose mathematics as an area to develop co-teaching practices. Professional Learning was provided to teachers. A range of models were trialed to develop an approach that best met the needs of our students. The models trialed were 'One teach; One assist', 'Station teaching' and 'Alternative teaching'. Teachers reflected after each lesson to decide on each model's strengths and weaknesses and analysed student formative assessment data to capture growth. The Alternative Teaching model was deemed to be the best model for our students and teachers as it allowed for better differentiation. Some large group sizes made the co-teaching approach challenging. In addition, the new site limited the number of students that could be grouped together in the one area.

As a result of these trials, students received differentiated learning opportunities and achieved better learning outcomes. Also, teachers engaged in professional conversations that improved their practice and aided consistency of teacher judgment. Teachers now have the capacity to use co-teaching approaches in 2023.

In 2023, in this initiative, we will continue to provide opportunities and professional learning for teachers to use co-teaching practices to better meet the needs of our students. Stage teams will expand co-teaching to other subject areas.

Consistency in teacher practice

Quality Teaching Rounds (QTR)

In 2022, the school engaged in Quality Teaching Rounds (QTR). This included:

- Creating the Professional Learning Community (PLC).
- Developing a relationship with University of Newcastle through the research project.
- All four group members of the PLC attended a two-day workshop and engaged in the QTR process: discussion, lesson observation, coding the observation, extended discussion.
- Each PLC member had the opportunity to be observed and have their lesson coded.

Members of the PLC collected evidence and analysed data to review the impact of this initiative. The evidence showed that the four members that engaged with the QTM and QTR found an improvement in their knowledge and practice. The involvement in the research project with the University of Newcastle has shown QTR make a significant difference for teachers and students, including improved student outcomes by up to 25%, improvement in the quality of teaching, lifting teacher morale and positively impacting school culture. The PLC noted an improvement in their knowledge and teaching practice from engaging in QTR. There was a significant increase in professional dialogue about improving teaching and learning by referring to the QTM.

In 2023, to move towards achieving our progress measures, we will investigate ways of expanding QTR within our school and potentially beyond our school. QTR will be continued and expanded to engage more teachers. Current

members of the PLC will continue to engage with the professional learning and research to further enhance their practice.

Professional Experience Hub Project

In 2022, supervisors of pre-service teachers were provided with extensive professional learning through the Australian Catholic University. The focus of this professional learning was to support mentoring, coaching and providing feedback. The Professional Experience Coordinator (PEXC) provided 'train the trainer' professional learning sessions and release from teaching to engage in the revised AITSL modules for supervising teachers. In addition, in semester 2 our focus was in building professional connections with Macquarie University, Marsden High School and local schools by engaging in reciprocal professional learning sessions, visiting classrooms and engaging in professional conversations.

As part of this initiative, our school reviewed and enhanced our pre-service teacher procedures by including additional training during their practicum which included coaching and mentoring by our experienced teachers. A team was created in MS Teams for the pre-service teachers to access which included school resources, timetables and opportunities to ask questions and engage better with their supervising teachers. A handbook for pre-service teachers was also created. This resulted in an increase of pre-service teachers gaining employment and more permanent teachers volunteering to supervise these university students.

As a result of this initiative, our school provides high quality professional experiences for all pre-service teachers and their supervising teachers. There is a shared responsibility for preparing future teachers that benefits our school and the public education system. In addition, the collaboration between the schools and the universities inform the development of teaching courses and consequently impact the transition from university to the profession. This will contribute towards teacher quality once teaching students gain approval and employment within our public education system.

In 2023, the PEX Hub project will continue and we will build on the partnerships we developed in 2022. We will continue to innovate on our pre-service teacher procedures. Macquarie University is looking at opportunities for conducting research and case studies with our school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Effective Classroom Practice Percentage of teaching and learning programs that have embedded Learning modes, visible learning strategies and 5 models of co-teaching is moving towards the school identified target of 100%	Analysis of classroom practice and teacher surveys indicates that the percentage of teachers consistently implementing visible learning strategies increased to 98% indicating progress toward/progress yet to be seen toward the school identified target.
Collaborative Practice Percentage of staff use Sentral and Microsoft Teams to effectively and collaboratively plan, program, communicate and deliver content is moving towards the school identified target of 100%.	Analysis of Sentral and Microsoft teams data indicates that the percentage of teachers consistently utilising these programs increased to 100% indicating achievement of the school identified target.
Data Use and Practice Self-assessment against the School Excellence Framework shows the school moving towards the school identified target of excelling in the element of data skills and use.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of data skills and use.

Strategic Direction 3: Connected school community

Purpose

To build a culture of high expectations where parents and the broader school community actively participate in the school ensuring students achieve their potential socially, academically and emotionally.

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.

- Engagement of parent and community members
- Build connections

Resources allocated to this strategic direction

Refugee Student Support: \$687.68

New Arrivals Program: \$95,023.00

Aboriginal background: \$712.26

Summary of progress

Engagement of parent and community members

In 2022, engagement of the community was encouraged through a variety of events throughout the year. These included:

- New to Australia morning tea
- Class parent's morning teas
- Disco parent meeting
- Performing arts night
- Book Week parade
- Christmas concert

Organisers ensured that performances and events were inclusive of all students and as a result the audiences were at capacity.

The P&C organised a parent evening during the school disco and while at first parents were hesitant to attend, once they did there were further relationships developed. The P&C also organised parent morning teas. Class parent meetings with an executive started at the beginning of the year but attendance declined. Further consideration into how and when this occurs should be given in 2023.

The parent morning tea organised by the Learning and Support Team involved only families who were newly arrived in the country. This session was interactive with the parents, offering information about school procedures and processes including reporting, PBL and school communications. The feedback was that the morning was very valuable, and parents felt informed and welcomed into the community. This group of parents was then more engaged in school activities such as supporting the library.

Attendance at parent teacher interviews was high for both events in the year. However, parents are reporting that they would like further opportunities to meet informally with teachers during the year. Consideration will be given to pick up arrangements and opportunities for parents to greet teachers in the afternoons.

As a result of these initiatives, attendance at school-organised events increased from previous years. Parents were engaged in events that directly affected their children. Feedback provided by parents, including through the P&C, will be used to increase parent attendance at events and enhance parent engagement.

In 2023, in this initiative, the school's Community Committee will continue to consult with our community to ensure that we provide culturally diverse and inclusive opportunities for parent and carer engagement. We will liaise with the school's P&C, and refer to the Family-School Partnerships Framework to evaluate and enhance our school processes. Also in 2023, our school will engage in a broad consultation process to develop a school's communication strategy.

Build connections

Marsden High School

Moving to the shared site with Marsden High School in 2023 provided increased opportunities to build connections. These included:

- Professional Experience Hub project
- Science Day
- Enrichment programs
- Christmas Concert
- Support Unit collaboration
- Transition programs including support meetings for identified students
- Shared professional learning through NAPLAN data analysis in writing
- Reading support Year 2 program

Meadowbank Public School worked very closely with the high school when making decisions about opening their support class. The Support Unit Head Teacher provided professional learning for all staff on the importance of inclusiveness and a whole school approach to the unit. Teachers from the primary school attended the unit in the high school on multiple occasions to develop an understanding on programming and processes for establishing our support unit.

In semester 2 2022, as part of enhanced transition processes, the primary school Stage 3 executive met with the high school executive to discuss opportunities for enrichment and to develop personalised transitions for students with additional needs. The transitions for students going to Marsden High School were conducted with much greater ease due to the proximity of the school. In the last term of school, a select group of high school students came and supported reading groups with Year 2 students. This was a mutually beneficial relationship where high school students could develop their leadership skills and develop their self-confidence and Meadowbank students had greater opportunities to develop reading skills and develop relationships with older students.

As a result of these opportunities, Meadowbank Public School and Marsden High School built connections that improved learning experiences for our students. The school executive will continue to collaborate with the high school executive to enhance current programs and innovate or create further opportunities to build these partnerships.

In 2023, in this initiative, we look forward to further developing relationships with the high school Support Unit, providing opportunities for students to engage in learning experiences and for staff to develop professionally. Also in 2023, Meadowbank Public School and Marsden High School are looking at opportunities for peer support groups to be developed using the reading program model. Our transition programs will continue to be evaluated and enhanced and individualised transition plans developed where required.

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
Community High Expectations Self-assessment against the School Excellence Framework shows the theme of high expectations to be moving towards the school identified target of Excelling. The whole school community demonstrates aspirational expectations of learning and achievement for all students and is committed to the pursuit of excellence.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of High Expectations.
Building Connections Self-assessment against the School Excellence Framework shows the theme of Transitions and Continuity of Learning to be moving towards the school identified target of Excelling where the school engages in strong collaborations between Meadowbank Education and Employment Precinct, Marsden Learning Alliance and preschools to inform and support continuity of learning for all students at	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Transitions and Continuity of Learning.

transition points.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,631.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Meadowbank 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"> • Reading • Numeracy • Supporting student engagement and wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of strategies to support students in mainstream classes <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$37,502.54</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 Meadowbank 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"> • Implementing Innovative Learning Environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers released as stages to review teaching practices, develop co-teaching and programming consistency <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, and develop the co-teaching practices in the school. This has resulted in programs better meeting the needs of all students.</p> <p>After evaluation, the next steps to support our students will be: to provide further professional learning for teams in the form of mentoring and co-teaching in our school context.</p>
<p>Refugee Student Support</p> <p>\$687.68</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"> • Engagement of parent and community members

<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring • literacy resources purchased for the library <p>The allocation of this funding has resulted in the following impact: resources purchased helped students feel engaged with the school and Australia. Students were provided English as an additional language or dialect (EAL/D) lessons. Parents were provided with a welcome morning tea with information about school life in Australia. Interpreters were provided for parent meetings as required.</p> <p>After evaluation, the next steps to support our students will be: to sustain relationships with culturally and linguistically diverse parents by embedding the use of interpreters within all home-school communication processes. This will involve professional learning for all staff on the use of translating and interpreting services, including the use of phone interpreters. School resources will be created to guide this process.</p>
<p>New Arrivals Program</p> <p>\$95,023.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Meadowbank 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"> • Engagement of parent and community members <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teachers to provide intensive English language support focusing on language development to participate successfully in schooling • teacher professional learning: 3 teachers completed the TELL course <p>The allocation of this funding has resulted in the following impact: students newly arrived in Australia were supported to access the curriculum. Teachers were supported to differentiate programs to better assist students newly arrived to Australia.</p> <p>After evaluation, the next steps to support our students will be: to provide professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Socio-economic background</p> <p>\$10,343.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Meadowbank 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"> • Reading • Numeracy • Implementing Innovative Learning Environments <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement initiatives to support identified students with additional needs • supplementation of extra-curricular activities • support in purchasing school uniforms and food for school <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$10,343.34</p>	<p>support was provided for students in developing social and emotional skills. Equity of inclusion in all activities was provided to all students.</p> <p>After evaluation, the next steps to support our students will be: to continue to monitor students and their needs and to continue to provide financial assistance for school activities as required.</p>
<p>Aboriginal background</p> <p>\$712.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Meadowbank 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"> • Engagement of parent and community members <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: each student had an individual PLP to meet their needs in curriculum and attendance.</p> <p>After evaluation, the next steps to support our students will be: to engage a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$264,187.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Meadowbank 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"> • Reading • Numeracy <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 co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: student progress showing high growth on the EAL/D learning progressions, with all students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: to support English Language Learners by continuing programs to support the development of English and continuing co-teaching with class and EAL/D teachers to support development of programs and their delivery.</p>
<p>Low level adjustment for disability</p> <p>\$97,605.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Meadowbank 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"> • Consistency in teacher practice

<p>Low level adjustment for disability</p> <p>\$97,605.69</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • LaST and interventionist teacher to support social and emotional development • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: identification of students requiring further support in language development and social and emotional skills, continued monitoring of whole school behaviour trends through Positive Behaviour for Learning, and specialist support for behaviour management in small groups resulted in measurable improvement in student behaviours in both the classroom and the playground.</p> <p>After evaluation, the next steps to support our students will be: to continue to identify students requiring support in language and social emotional development and to support students in class and small group instruction.</p>
<p>Literacy and numeracy</p> <p>\$19,990.58</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Meadowbank 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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy including: -spelling -writing -whole maths programming • resources to support the quality teaching of literacy with an emphasis on K-2 to support the new syllabus <p>The allocation of this funding has resulted in the following impact: teachers have been up-skilled in their understanding of teaching writing and spelling. In mathematics, the whole school was involved in reviewing programs and resources.</p> <p>After evaluation, the next steps to support our students will be: to ensure all mathematics programs are reviewed with an emphasis in consistent lesson structure and new scope and sequences. Current writing programs will be reviewed to incorporate the deeper understanding of processes from the professional learning attended. All programs Kindergarten to Year 2 will be aligned to the new syllabus and Years 3 to 6 will work towards literacy and numeracy aligning with their syllabus in 2024.</p>
<p>QTSS release</p> <p>\$108,485.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Meadowbank 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"> • Implementing Innovative Learning Environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$108,485.42</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: all teachers received an hour each week to collaborate with stage teams, and all teachers were able to introduce co-teaching into their programs.</p> <p>After evaluation, the next steps to support our students will be: to continue teacher release to support staff implementing co-teaching and consistent programming.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Meadowbank 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"> • Numeracy <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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: identification of students for HPGE program all staff aware of HPGE policy 6 months of HPGE instruction for identified students</p> <p>After evaluation, the next steps to support our students will be: for the nominated teacher to work with classroom teachers to develop programs for HPGE, further improvement of identification of HPGE students, and these identified students will have subject acceleration.</p>
<p>COVID ILSP</p> <p>\$38,232.00</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and/or numeracy • providing intensive small group tuition for identified students • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards learning goals.</p>

<p>COVID ILSP</p> <p>\$38,232.00</p>	<p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy small group speech therapy tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	250	279	289	304
Girls	236	257	255	281

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.6	95.3	91.7
1	93.5	90.0	95.8	90.0
2	93.8	89.5	94.5	92.0
3	94.5	89.4	95.1	89.8
4	94.4	92.3	94.6	89.7
5	95.2	93.3	95.0	92.0
6	95.1	91.5	95.3	92.8
All Years	94.1	91.5	95.1	91.0
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.99
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	4.06

*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	588,926
Revenue	6,072,128
Appropriation	5,518,623
Sale of Goods and Services	74,548
Grants and contributions	466,109
Investment income	9,960
Other revenue	2,888
Expenses	-5,756,829
Employee related	-5,107,299
Operating expenses	-649,530
Surplus / deficit for the year	315,299
Closing Balance	904,225

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	123,319
Equity Total	372,849
Equity - Aboriginal	712
Equity - Socio-economic	10,343
Equity - Language	264,188
Equity - Disability	97,606
Base Total	4,228,885
Base - Per Capita	137,458
Base - Location	0
Base - Other	4,091,428
Other Total	380,789
Grand Total	5,105,842

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

Our school uses the Tell Them From Me (TTFM) survey to collect data on parent/caregiver, student and teacher satisfaction.

167 students completed survey two from years 4-6.

Most students believed that they had developed positive relationships at school and made positive choices with a school mean of 87% compared to the state norm of 85%.

A large proportion of the students believed that they followed expected behaviours at school. The school mean was 97% and the state norm was 96%.

Students responded that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The school mean was 7.8 and the state was 7.5.

Students with a positive sense of belonging was 72%. The state norm was 81%.

Parents

48 respondents completed the parent survey

Most parents believed that they could easily speak to their child's teacher and were informed about school activities. They also believed that information provided by the school was written in clear and plain language. Most parents believed that any concerns regarding student behaviour would be followed up in a timely fashion.

Staff

There were 23 respondents for the staff survey.

Most staff recognised that the school leadership team provided a safe, effective and supportive teaching environment with a school result of 7.9 compared to the state norm of 7.1.

A significant number of staff believed that the work environment was collaborative in both assessment and teaching practice. The school result was 8.2 compared to the state norm of 7.8.

Many staff actively participate in a culture of high expectations of student learning and monitor the progress of individual students so that they can accurately report to parents. This occurs through data driven practices embedded across the school.

Staff provide many strategies so that they effectively cater to the needs of their students, including those students with special learning needs.

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.