

2023 Annual Report

Meadowbank Public School



3863

Introduction

The Annual Report for 2023 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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Message from the principal

As we look back on the 2023 school year, I am incredibly proud of our school's achievements and partnerships. In this Annual Report, I'm thrilled to highlight the successes of our entire school community.

Our students have done exceptionally well in subjects like reading, mathematics, and in competitions with other schools. Whether it's scoring high on tests like NAPLAN, representing us in inter-sports events, or shining in academic contests, our students keep raising the bar.

Outside of class, our extra-curricular clubs and activities have thrived, giving students chances to grow, learn new skills, and make new friends. From fabulous performances in music groups to impressive wins in PSSA sports, our students' diverse talents and hard work make us proud.

Our community partnerships have been crucial to our success. Working closely with groups like our P&C, Marsden High School, TAFE, and parents, we've enriched our students' learning experiences and created a strong sense of community.

Looking forward to 2024, let's keep building on our tradition of excellence, and community spirit. Together, we'll make sure every student feels supported, valued, and motivated to reach their goals.

I want to thank our amazing staff, dedicated parents, supportive partners, and, of course, our outstanding students for their dedication and contributions. Together, we've accomplished so much and formed connections that will lead us to even greater success in the future.

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 InitalLit 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	2023 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 growth and performance	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

QTSS release

AP Curriculum & Instruction

English language proficiency

Low level adjustment for disability

Socio-economic background

New Arrivals Program

Professional learning

Per capita

Integration funding support

Summary of progress

Reading

From the end of Term 2, the English committee determined to edit the school's existing scope and sequence to include Talk for Writing units, update syllabus outcomes and include changes to reading activities for Years 3-6. Also this year, Talk for Writing was trialed across the school in Semester 1. In addition, in Semester 2, a restructuring of the English program in Years 3-6 was undertaken in preparation for the new English syllabus in 2024. The Year 1 component of the scope and sequence was particularly challenging as the grade had undergone many changes in teaching and learning programs over the past 3 years and needed an entirely new scope and sequence. During the Talk for Writing trial, teachers reported that the Talk for Writing program was a more comprehensive writing program than our existing writing program and they were seeing more positive results in writing. Oral retelling and comprehension were taught through the program and a stronger focus on vocabulary was also included. As a result of the trial, Talk for Writing was implemented across K-6 in Term 3. The time allocation for programs were analysed and consolidation of existing programs, particularly in reading comprehension was made. Reading fluency pairs was introduced in Years 3-6 to improve student achievement in reading and have positive impacts on reading comprehension. The new units for the English syllabus were examined by teachers in Years 3-6 and learning outcomes, pedagogy and questioning were integrated into existing reading comprehension programs.

Resourcing for English was improved through the purchase of additional decodable readers for K-2. This was to strengthen the delivery of our explicit phonics programs and improve our stocks of home readers to allow students to practise sounds at home. Some high-quality texts for K-6 were purchased including texts for novel study, visual literacy and Talk for Writing reading spine. To support the implementation of this initiative, we purchased Talk for Writing teacher kits and materials for implementation as well as English resources for new classes including InitaLit resources for the support unit.

The impact of this initiative has been that the updated scope and sequence was adopted by all staff and directly informed teaching and learning programs in Term 3 and 4.80% of teaching staff have completed the K-2 curriculum reform modules. The additional resources, in particular the quality texts, provided teachers with high-quality literature to model reading to the class and work on reading comprehension in Year 3-6. Student results show an increase of 2 to 5% increase across grades 3-6 for Check-in assessment results for reading.

In 2024, in this initiative, we will review practices in the delivery of explicit comprehension in Year 3-6 using ongoing analysis of internal and external data e.g. Check-in and NAPLAN.

Numeracy

In Term 2, members of the mathematics committee worked alongside the Assistant Principal, Curriculum and Instruction to develop Stage 2 and Stage 3 mathematics scope and sequences which align with the Years 3-6 mathematics syllabus. Professional learning was provided in whole staff meetings and during curriculum reform release time to ensure teachers were familiar with the structure of the new syllabus documents for K-2 and Years 3-6. In addition, from Term 2, daily reviews were implemented across K-6. This involved whole staff professional learning on researched evidence of the impact of daily reviews, creation of daily review resources that closely aligned to the scope and sequence and ordering and managing resources for daily reviews. In Term 1, 2023 the school purchased resources and expanded our selection to meet the changes to the new syllabus. 86% of teaching staff have completed the K-2 mathematics curriculum reform modules. The evidence showed that staff are engaging with the Years 3-6 mathematics syllabus and scope and sequence documents, as evidenced in teaching and learning programs. 86% of staff that completed the TTFM survey agreed or strongly agreed that Meadowbank Public School were doing a good job of implementing curriculum change. The impact of this initiative has been an increase in staff knowledge and understanding of the new mathematics syllabus documents. Staff are now prepared for full implementation of the K-2 and Years 3-6 mathematics syllabuses. In regard to the daily reviews part of this initiative, after a term of implementation, it was evident through teacher feedback, that teachers needed time to develop the reviews. Working closely with the Assistant Principal, Curriculum and Instruction, members of the mathematics committee developed the resources required. During learning walks, it was identified that the program would benefit from school-wide expectations and consistent language to ensure the daily reviews were delivered at a fast pace.

The impact of this initiative has been that teachers feel supported and well-resourced to deliver high-quality mathematics lessons.

In 2024, in this initiative, we will continue to refine our daily review practices focusing on increasing the pace of the reviews by implementing clear school-wide expectations and language to increase the rate of delivery. Our school will continue to focus on developing a consistent whole school approach to high quality mathematics instruction and programming through professional learning and school guidelines.

Supporting student engagement and wellbeing

In 2023, PBL continued to be implemented as a school-wide system, with a focus on implementing a new reflection plan, migrating data to a centralised location (Sentral), reintroduction of PBL focus of the week to provide consistent behavioural expectations across the school, and the introductory trial of the PAX program for Year 1. The Got It! program was implemented to develop emotional regulation in students and support parents and teachers through emotional coaching. To support student attendance, the LST's role was strengthened by reviewing and updating LST referral form to include attendance as an item for consideration as well as indication of student's current attendance rate and updated the LST procedures to include attendance strategies. Teachers were provided with PL to build their capacity to follow up absences and support parents to address unsatisfactory attendance. A focus on parent communication included translating attendance information into our main cultural languages and regular messages to parents in Newsletter, P&C meetings, letters to parents.

In PBL, a Community Hub on 'What is PBL?' for parents took place at the end of Term 1. The PBL committee increased visible examples of positive behaviour around the school and created parent and student friendly PBL information flyers for new families. PBL data migrated to a centralised digital location (Sentral). In regard to the Got It! program, the PL for staff was successfully implemented. 34 staff respondents to the question about where the content was pitched found that it was pitched at the 'just right' level. 31 participants found the sessions useful as an opportunity to reflect on their work with children. To support our at risk students, Strengths and Difficulties Questionnaire (SDQ) were completed by parents and staff of K-2 children. A shortlist of 51 was created by Got It! clinicians reviewing SDQ scoring data, consultation with the school and meetings with class teachers. These families were then contacted by the Got It! team. A research-based early intervention program ran during Term 2, 2023 and included 6 families. Sessions were facilitated by a multidisciplinary team including two Occupational Therapists, two Social Workers and a Nurse Specialist. A classroom teacher participated and observed the together group and children's group sessions. In attendance, the school did not use all of the resources available on the Attendance Matters Hub. This was due to time constraints and the need to prioritise attendance intervention for students who required HSLP and/or CWU targeted support.

The impact of this initiative has been a 15.6% decrease in negative behaviour across the school between Term 1 and Term 3. Since the PBL professional learning session the incidence of negative behaviour decreased. Attendance data shows that our 90% or more attendance rate has increased from 67.24% to 78.69%

In 2024, in this initiative, we will revise our whole school approach to student behaviour by creating 'The Meadowbank Way' initiative, which includes PBL, PAX, School Behaviour and Support Plan. We will increase teacher capacity in behaviour management and the creation of BSPs. We will do this by utilising DoE resources, including the Behaviour Support Specialist and APLS.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Reading Growth</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.</p>	<p>The Check-in Assessment mean scaled score for reading in Year 3 for 2023 compared with Year 3 in 2022 has decreased from 393.5 in 2022 to 390.3 in 2023.</p> <p>The Check-in Assessment mean scaled score for reading in Year 5 for 2023 compared with Year 5 in 2022 has decreased from 414.4 in 2022 to 404.3 in 2023.</p>
<p>Numeracy Growth</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scaled score for numeracy in Year 3 for 2023 compared with Year 3 in 2022 has increased from 371.2 in 2022 to 379.7 in 2023.</p> <p>The Check-in Assessment mean scaled score for numeracy in Year 5 for 2023 compared with Year 5 in 2022 has decreased from 423.9 in 2022 to 406.5 in 2023.</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

AP Curriculum & Instruction

QTSS release

Beginning teacher support

Summary of progress

Professional Experience Hub Project

In 2023, through a partnership with Macquarie University, our school was able to provide professional learning opportunities to supervising teachers in the area of mentoring. Three workshops were delivered to staff throughout the year. We held open classrooms for teacher education students on placement as well as first year students studying Primary, Early Childhood or High School Teaching. The supervising teachers were instructed by university staff using current evidence based practice. This was possible through the partnership developed as part of the project. Over 160 first year teacher education students were able to observe staff in the classroom as well as gain an understanding of the teaching profession. A challenge for this initiative was that due to limited interest from other schools in the network, we were unable to provide professional learning opportunities to other staff at other schools.

The impact of this initiative has been that our staff are updated on current pedagogy related to mentoring. An added benefit was an increased interest from staff in engaging with the school leadership framework in relation to identification of leadership behaviours and mentoring. The initiative provided opportunities for all staff to engage with the process of open classrooms. This included learning and support, EALD and RFF staff.

In 2024, in this initiative, we will continue to strengthen the partnership with the university as well as provide further opportunities to offer professional learning to a local network of schools who supervise initial teacher education students from Macquarie University.

Consistency in teacher practice

In 2023, collaborative programming was all transferred to One Note. Due to this, there has been a consistent approach to teaching and learning across the school as all staff access a shared template to program and develop assessments. All adjustments required for students requiring additional support are documented in the programs and shared with all staff. Co-teaching opportunities have been limited due to the nature of the build design.

The impact of this initiative has been high expectations of staff and students as all programs are monitored and adjusted according to whole school directions and programs.

In 2024, in this initiative, we will continue to support staff who are new to the school to become familiar with the school's expectations in programming and reporting.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Collaborative Practice</p> <p>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%.</p>	<p>Analysis of Sentral and Microsoft teams data indicates that 100% of teachers are consistently utilising these programs.</p>
<p>Data Use and Practice</p> <p>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.</p>	<p>Self-assessment against the School Excellence Framework shows the element of Data Use and Practice to be sustaining and growing.</p>

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

**Aboriginal background
Refugee Student Support**

Summary of progress

Engagement of parent and community members

In 2023, the school's Cultural Committee identified and organised important cultural events within the school calendar. These included the introduction of an Iftar Dinner. Aboriginal Education became a focus with the creation of a Reconciliation Action Plan team to liaise with relevant bodies, e.g. AECG, to create our schools RAP, SDD Aboriginal Education PL for all staff, and Aboriginal Art workshops with Aunt Bibi. A new Communication Strategy was implemented with extensive consultation with our community, particularly the school's P&C. This included more opportunities for parent voice, stronger Newsletter with calendar, Sentral Parent Portal, an increase in translated documents, and the initiation of social media. There were two Community Hubs each term in 2023. This gave the opportunity for parents to come and learn about school processes. These processes had been selected by the parents and included: PBL (positive behaviour for Learning), reports, communication, literacy, learning and support and beginning of 2024 processes (this included information about class formation, book purchases, and first days returning to school). Attendance at the hubs varied from 30-60 people. There was an opportunity at all hubs for question time feedback and discussion. The School Communication Strategy took 3 terms to complete. This was due to the importance of having a thorough consultation process as there was a difference in expectation from the different stakeholders. The Social Media initiative is taking additional time due to other priorities and to ensure that we set up the platforms well.

The impact of this initiative has been difficult to quantify. TTFM data shows that parents want stronger communication. The Community Hubs provided a forum for parents to be better informed, and have the opportunity to raise questions. The impact of the Community Hub initiative has been 100% of community members surveyed found the information useful and 100% of community members felt more connected to the school as a result of attending.

In 2024, in this initiative, the Communication Hubs will continue and in response to parent requests the school will investigate providing slide shows on the school website. Community members have also suggested meeting on different days to provide an opportunity for different parents to attend and investigate the possibility of presenting on zoom. Our School Communication Strategy will continue to be strengthened by ensuring our Newsletters, Term Overviews, and general communication to parents provided important information in accessible languages. Our school's Social Media pages will be launched to provide a forum to inform parents and celebrate school events and activities.

Build connections

There have been a number of outcomes from building connections with the high school and the TAFE. The primary school participated in Reconciliation event with Marsden High School. Selected students attended and they participated in weaving, message of support, and tasted indigenous food. Both schools have liaised throughout the year to discuss student wellbeing, particular safety travelling to and from school, as well as emergency procedures. To support transition from year to 7, the high school staff presented to our parent community. At Kindergarten transition, the TAFE staff presented about courses, in particular English Language courses. We have supported SLSO placement to support our students who require additional support. We share the site with the TAFE and high school; including K-2 cross country, end of year concert, leadership workshops run by high school students. regular meeting with the Marsden Learning Alliance, and ongoing communication with key stakeholders. This year we also build partnerships and connections with new TAFE Director and new high school principal. A challenge has been the turnover of executive staff as well as the three sites which cater for three distinct groups of various aged of students. Our primary school has less opportunities to engage with the TAFE due to the age of the students.

The impact of this initiative has been that there has been better transition for pre-school and Year 6 students. The connections have also supported to raise the profile of higher education and potential pathways beyond high school. The TAFE space allows us to increase opportunities for events and play space. The connections between teachers between the primary and high school has increased teacher knowledge of S4 expectations and curriculum.

In 2024, in this initiative, we will create leadership workshops for our students, facilitated by the high school students. We will access HPGE specialists and explore pathways for acceleration. We will continue to build partnerships, including with local networks of schools that feed into the high 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
<p>Community High Expectations</p> <p>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.</p>	<p>Self-assessment against the School Excellence framework shows the theme of High Expectations to be sustaining and growing.</p>
<p>Building Connections</p> <p>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 transition points.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Transitions and Continuity of Learning to be sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,228.00</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"> • Numeracy <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: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of trained SLSOs. In addition, the use of integration funding will be adjusted throughout the year in response to student PLaSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$42,067.41</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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • HIPL for staff on Talk for Writing <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, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Refugee Student Support</p> <p>\$751.60</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: weekly English as an additional language or dialect (EALD) lessons for identified students which resulted in increased school based results and general engagement by EALD students in curriculum and school events.</p>

<p>Refugee Student Support</p> <p>\$751.60</p>	<p>After evaluation, the next steps to support our students will be: employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>New Arrivals Program</p> <p>\$276,351.00</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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: All newly arrived students progressing through the phases of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: 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>\$12,380.38</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 <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 reduce class sizes and so that teachers can better support Reading and Numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: Reading and Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG).</p> <p>After evaluation, the next steps to support our students will be: continue to employ an additional classroom teacher to support smaller class sizes to better engage and support the needs of our students.</p>
<p>Aboriginal background</p> <p>\$3,007.19</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</p>

<p>Aboriginal background</p> <p>\$3,007.19</p>	<p>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"> • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process. In addition, our school setting has become more welcoming and reflective of our Aboriginal heritage with input and engagement of local families.</p> <p>After evaluation, the next steps to support our students will be: engaging focused Aboriginal identified programs, including a native edible garden with native flora.</p>
<p>English language proficiency</p> <p>\$412,992.32</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 • provision of additional EALD support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EALD backgrounds <p>The allocation of this funding has resulted in the following impact: student progress showing high growth on the EALD learning progressions, with 100% of EALD students achieving expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EALD learners. The identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$117,637.38</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"> • Reading • Numeracy <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 • employment of additional class teacher to reduce class sizes to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$117,637.38</p>	<p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team (LST). The school will provide additional support for identified students through the employment of trained SLSOs. Our school's LST processes, including the referral form will be updated and reviewed to ensure LST process are streamlined.</p>
<p>QTSS release</p> <p>\$111,502.66</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"> • Reading • Numeracy • Consistency in teacher practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers are engaging with and, where appropriate, using the new syllabus aligned to curriculum reform changes. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: releasing teachers and their team leaders to enable sustained collaborative practice in the implementation of curriculum reform. This will focus where teachers need support, such as English and Mathematics.</p>
<p>COVID ILSP</p> <p>\$28,673.98</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 2023.</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 <p>The allocation of this funding has resulted in the following impact: the majority of the students in the Speech Pathology program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the employment of a Speech Therapist to conduct small group tuition and provide professional learning to class teachers. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Meadowbank Public School</p>

<p>\$152,252.16</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 operational funding include:</p> <ul style="list-style-type: none"> • release staff to work with the APCI in Stage Meetings • provide PL for staff in curriculum reform <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice in the area of Numeracy. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice aligned to curriculum reform.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide release time for teachers and their team leaders to work with the APCI in curriculum reform PL and implementation.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Reading • Numeracy • Consistency in teacher practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employing an APCI to work with staff on curriculum reform PL and collaborative practice. <p>The allocation of this funding has resulted in the following impact: sustained a culture of evidence based reflective teaching and ongoing improvement and that supports meaningful teacher collaboration, observations, co-teaching and planning, reviewing evidence and reflecting on practice. Strengthened ongoing literacy and numeracy professional development to ensure effective teaching and learning of the new syllabus.</p> <p>After evaluation, the next steps to support our students will be: to continue to utilise the expertise of the APC&I to implement curriculum reform. In addition, the APC&I will work with the leadership team to evaluate school processes to ensure effective teaching strategies are used to improve students' literacy and numeracy achievement. The APC&I will work with the broader leadership team to collect and evaluate literacy and numeracy evidence that is aligned to initiatives in the Strategic Improvement Plan.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	279	289	304	327
Girls	257	255	281	334

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.6	95.3	91.7	91.2
1	90.0	95.8	90.0	92.8
2	89.5	94.5	92.0	92.1
3	89.4	95.1	89.8	93.5
4	92.3	94.6	89.7	92.7
5	93.3	95.0	92.0	94.1
6	91.5	95.3	92.8	93.9
All Years	91.5	95.1	91.0	92.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	25.26
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher EAL/D	3
School Administration and Support Staff	5.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	753,628.74
Revenue	7,487,257.48
Appropriation	6,878,068.23
Sale of Goods and Services	79,107.55
Grants and contributions	482,028.34
Investment income	34,926.36
Other revenue	13,127.00
Expenses	-7,018,732.57
Employee related	-6,208,717.35
Operating expenses	-810,015.22
Surplus / deficit for the year	468,524.91
Closing Balance	1,222,153.65

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.

	2023 SBAR Adjustments (\$)
Targeted Total	113,456
Equity Total	546,017
Equity - Aboriginal	3,007
Equity - Socio-economic	12,380
Equity - Language	412,992
Equity - Disability	117,637
Base Total	4,853,435
Base - Per Capita	152,252
Base - Location	0
Base - Other	4,701,183
Other Total	405,151
Grand Total	5,918,059

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Students

213 students completed survey two from years 4-6.

Most students believed that they had developed positive relationships and have friends at school they can trust and who encourage them to make positive choices with a school mean of 82%.

A large proportion of the students (92%) believed that they do not get in trouble at school for disruptive or inappropriate behaviour.

Students responded that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The school mean was 7.4 out of 10.

Students with a positive sense of belonging where they feel accepted and valued by their peers and by others at their school had a school mean of 63%

Parents

100 respondents completed the parent survey

In Tell Them From Me, parents respond on a five-point scale which is scored from Strongly Disagree to Strongly Agree.

The data are scaled on a 10-point scale and the results are reported as 'the average score for parents feel welcome'. This was one of our school's highest mean scores of 7.3 out of 10 and included:

- I feel welcome when I visit the school.
- I am well informed about school activities.
- Teachers listen to concerns I have.
- I can easily speak with the school principal.
- Written information from the school is in clear, plain language

The data reported 'the average score for school supports positive behaviour' was also 7.3 out of 10 and included:

- Teachers expect my child to pay attention in class.
- Teachers maintain control of their classes.
- My child is clear about the rules for school behaviour.
- Teachers devote their time to extra-curricular activities.

The data reported as 'the average score for parents are informed', and the school's lowest mean score of 6.2 out of 10, include:

- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- I am informed about my child's behaviour at school, whether positive or negative.
- The teachers would inform me if my child were not making adequate progress in school subjects.
- I am well informed about my child's progress in school subjects.
- I am informed about my child's social and emotional development.

The data reported as 'the average score for 'parents support learning at home' was also 6.2 out of 10 and included (parents):

- Talk about how important schoolwork is.
- Ask about any challenges your child might have at school.
- Encourage your child to do well at school.
- Praise your child for doing well at school.
- Talk with your child about feelings towards other children at school.

Staff

There were 29 respondents for the staff survey.

The data are scaled on a 10-point scale, the results are reported as "the average score for inclusive school.", our staff scored the highest mean score of 7.4 out of 10, included:

- I am regularly available to help students with special learning needs.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.

- I help low-performing students plan their assignments.
- I make sure that students with special learning needs receive meaningful feedback on their work.
- I make an effort to include students with special learning needs in class activities.
- I use individual education plans to set goals for students with special learning needs.
- I create opportunities for success for students who are learning at a slower pace.

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.

Teacher Wellbeing: When answering the question: What are the main factors that would help you feel more supported at work?, teachers indicated 'Reduced workload' highest factor.

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.