School context

Medlow Public School is a family orientated small school located in the rural township of Taylors Arm, west of Macksville on the North Coast of New South Wales. Throughout 2013 the 11 families and 21 students enrolled in the school have enjoyed a rich and diverse curriculum in a caring and supportive learning environment.

The school prides itself on parent and community involvement through the continued support of the Parents and Citizens Association (P&C), Home Reading program, fundraising, classroom help, music, drama, attendance at special functions and many more areas.

Principal’s message

Firstly I would like to thank everyone who has welcomed me as the new Principal at Medlow Public School. I have greatly appreciated the words of encouragement I have received. I am enjoying the opportunity to work as part of a team to maintain the high standard of education that has been established over the years.

It has been a very busy year at Medlow Public School in 2013. It has been wonderful to see all students shine in their own way across all areas of school; sporting, creative, emotional, social and academic. All staff continued to give their best to ensure the values of public education are upheld.

Thank you to everyone who has volunteered their time and knowledge over the year. Medlow Public School would not be the school that it is without the continued support of all of its volunteers.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kim Attenborough

P & C message

This is my first year as P&C President and hopefully not my last. This year our P&C committee took a major dive in numbers, yet I think we hardly skipped a beat.

With veterans Dawn Smythe as Treasurer and Sara Foley working tirelessly as the all-important Secretary we were joined by Jules Kyle who has taken up the role of lunches, fundraising and everything in between. With such a fantastic team we have managed to organise all the regular P&C events, thank you ladies.

The P&C had a busy year supporting our school through:

- Cross Country BBQ at Taylors Arm Oval
- Easter Hat Parade, Raffle and BBQ
- Mothers Day Gifts
- Fathers Day Stall
- Monster Christmas Raffle
- Weekly lunches (which we all love, Thanks Jules)
- The occasional Tuckshop day
- Medlow Cafe which could not even be possible without the help of awesome drink maker and order taker Nick, order taker Lauren and waitresses Alani and Claire whose infectious smiles brighten up our day.

Through our fundraising efforts we have contributed money towards:

- Leadership Conference
- Lake Ainsworth excursion
- Bus to the Butterfly House in Coffs Harbour
- New electronic whiteboard and pin boards

Without everyone’s help we would not be able to support these vital school events and requirements.
So why do I love being part of the P&C?

I, myself, find a P&C meeting an invaluable time to talk to the principal. I learn all of the government changes that will affect our school in the coming year. We discuss budgets, curriculum, excursions, fundraisers, things that need maintenance or replacing, school policies. You name it, it comes up.

I find Kim extremely easy to talk to and deal with and look forward to a prosperous new year with her.

As we all may know by now, there will be some classroom adjustments next year and if we all pull together as a group to support our small school, our children will grow up not only loved and cared for but at the top of their game ready to start high school.

On behalf of the P&C I would like to thank everyone who has supported Medlow Public School P&C in 2013 from local businesses to our immediate and extended families (thanks Granny).

Beth Laverty
P&C President

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**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

There have been a total number of 23 student enrolments at Medlow Public School during 2013. Not all of these students completed the year at the school due to family circumstances. It can be seen that enrolments have remained steady over the past few years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance at Medlow Public School is higher than Regional level and slightly lower than State level.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
<td>96.3</td>
<td>95.1</td>
<td>97.0</td>
<td>92.3</td>
</tr>
<tr>
<td>1</td>
<td>92.0</td>
<td>95.5</td>
<td>92.0</td>
<td>96.6</td>
<td>96.9</td>
</tr>
<tr>
<td>2</td>
<td>90.2</td>
<td>96.5</td>
<td>97.5</td>
<td>93.3</td>
<td>90.2</td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>94.3</td>
<td>91.7</td>
<td>99.1</td>
<td>93.1</td>
</tr>
<tr>
<td>4</td>
<td>85.2</td>
<td>97.2</td>
<td>94.0</td>
<td>89.9</td>
<td>95.3</td>
</tr>
<tr>
<td>5</td>
<td>97.0</td>
<td>97.8</td>
<td>91.5</td>
<td>94.8</td>
<td>87.6</td>
</tr>
<tr>
<td>6</td>
<td>92.3</td>
<td>91.5</td>
<td>na</td>
<td>92.1</td>
<td>96.0</td>
</tr>
<tr>
<td>Total</td>
<td>92.5</td>
<td>95.3</td>
<td>na</td>
<td>95.3</td>
<td>93.6</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Student non-attendance at Medlow Public School is followed up by phone calls and away slips. Most absences are explained.

Records indicate that most full and partial day non-attendance can be explained by family commitments, distance from particular services and students being ill. All absences are recorded on student reports.

An electronic roll was introduced to years 3 to 6 students in the later part of 2013. When students arrive at school they fill in the corresponding day with a green box to indicate they are present. If students are absent the box is coloured red and a partial absence is coloured orange. This has supported the students to visually see how much time they have had off school. The electronic roll will continue in 2014 for all students Kindergarten to Year 6.

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*Café Medlow is a huge success*
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Medlow Public School is a P6 school and has a small but dedicated teaching and non-teaching staff. There have been a very limited number of staff absences throughout the year and all staff maintain their strong commitment to Public Education.

One member of staff was awarded the 20 Years’ Service to Public Education Certificate this year. We congratulate this staff member on a wonderful career that has enhanced the education of many students.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.126</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.006</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are currently no Aboriginal members of staff at Medlow Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>67%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</td>
</tr>
</tbody>
</table>

One staff member is in the process of applying for accreditation at Professional Leadership.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A new interactive whiteboard was purchased this year with half the funds coming from the school budget and the other half a contribution from the P&C.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$133487.41</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>61681.94</td>
</tr>
<tr>
<td>Global funds</td>
<td>39936.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26329.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3448.60</td>
</tr>
<tr>
<td>Interest</td>
<td>1622.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>468.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>133487.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
replacements. This includes computers and a ride on lawn mower.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Creative and Performing Arts

There have been a number of opportunities for students at Medlow Public School to display their talents during 2013.

At the beginning of the year students worked with relieving Principal Mrs White to present a ‘Showtime’ performance with other schools in the Nambucca Valley Community of Schools. This event was held at Nambucca High School with 10 high, central and primary schools being represented. Medlow Public School presented a dance which represented the lives of the students at school.

Many weeks of preparation went into the Art Show Talent Show and Movie Night held in November. The event was well supported by family and friends of the students and community.

Students produced high quality art work to display and for family and friends to purchase to create calendars, diary covers, I-phone cases and mouse mats as part of a school fundraising event. Included in the artwork were students own digital photography.

During their own time at home at lunch and recess students worked on their own hidden talents to present on the night.

Medlow Public School students back stage before performing at Showtime

Fabulous digital photography at the Art Show

Cup stacking was totally amazing

Singing up a storm
Music

Marc Barnett, one of Medlow Public School’s parents, came and conducted music lessons with all students during term 3 and beginning of term 4. Students in years 3 to 6 were able to select the instruments most suited to them while the K to 2 students concentrated on percussion and singing.

Year 3 to 6 students work on the music for our school song

Year K to 2 students work on the percussion for Yellow Submarine

Technology

The Movie Night provided an opportunity for students to present their movie making skills. Students from Kindergarten to Year 6 worked in mixed year groups to produce their own movie versions of the book ‘Bernard was a Bikie’.

Students made props and organised costumes before filming their movies on an I-pad. Once all scenes were filmed senior students edited them using Adobe Captivate to create their movie.

Sport

Student participation in the sporting arena was again high at Medlow Public School in 2013. Students demonstrated their skills during morning fitness programs, weekly sports programs, 2 weeks swim safety program, athletic and cross country training and carnivals. Medlow Public School was pleased to have the support of Mr Ritchie Donovan again this year to assist with our sports programs.

Students also participated in cross country and athletics carnivals at a combined Nambucca Valley Small Schools event and district events.
Congratulations this year went to the Goanna’s House for their school athletics win.

Our students did themselves and Medlow Public School proud during the combined Nambucca Valley Small Schools athletics event.

Great jumping skills during school athletics competition.

The swim safety program culminated with a mini carnival full of relay races.

Excursions and Incursions

There were many opportunities for students to engage with the wider community during 2013. Students went on a variety of excursions and had a number of incursions which enhanced teaching and learning programs.

Medlow Public School students read the Names of the Fallen as part of ANZAC Day service.

All students participated in a video conference with members of Australia’s Antarctica Team.

All students were able to hold the water hose during a fire safety visit.

Students worked together to save ‘Annie’ during the junior first aid course.
The girls had a fantastic time at the year 4/5/6 camp to Lake Ainsworth

All students enjoyed their visit from Healthy Harold

Just one of the butterflies’ students saw at the Butterfly House

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

We are unable to display graphs depicting percentages of students in each Band as there were less than 10 students in each year cohort who completed the testing. The small number also means we are also unable to include information on the three-year school average, average progress information and standard deviation/means data.

Other school based assessments

South Australian Spelling Assessment
- 57% of students are at or above their chronological age level in the South Australian spelling assessment
- Of the 43% of students below expected chronological level 33% are only just below.

Reading Level
- 76% of students are at or above their expected reading level.

Literacy Continuum
- 57% of students are at or above their expected levels across all areas of the literacy continuum.
- The areas of concern involve 48% of students not meeting the Reading Texts cluster markers, and 71% of students not meeting the Comprehension cluster markers.
- Of the 48% of students not meeting cluster markers in Reading Text 60% are one level below expectations.
- Of the 71% of students not meeting cluster markers in Comprehension 80% are one level below expectations.

Numeracy Continuum
- 52% of all students are at or above their expected levels across all areas of the numeracy continuum.
• The areas of concern involve the years K to 2 students with 70% not meeting expected levels of the Patterns and Number Structure and Multiplication and Division areas on the numeracy continuum.

In analysing the data about student achievement on the Literacy and Numeracy continuums it should be noted that students who are below their expected level may be so as they have not demonstrated only one aspect of the next level.

Other achievements

Science was a big part of the curriculum at Medlow Public School this year. Students enjoyed conducting a variety of experiments to test their theories.

Significant programs and initiatives

Aboriginal education

Our school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school has an integrated approach to Aboriginal education through HSIE. The key focus is to expand all students’ cultural awareness.

Multicultural education

Multicultural education perspectives are incorporated into our practices and curriculum and embedded in teaching and learning activities.

Tamika Simpson, one of the school’s mums with an abundance of knowledge about all things Indonesian, worked with the students in years K to 6 to put on a shadow puppet play which was inspired by stories from Indonesia.

Student Leadership

Medlow Public School has said a fond farewell to Maddison Roberton and Jack Burt, our two Year 6 students in 2013. They have led the school during school formal and informal assemblies and welcomed visitors. They have been role models for the other students both in the playground and
in the classroom. We wish them the best of luck at high school.

Our Year 6 students learnt a variety of leadership skills at the GRIP Leadership Conference held in Coffs Harbour

This Year 6 student was awarded the Nambucca Valley Education Week Award from Medlow Public School for displaying all values of New South Wales Public Education

National partnerships and significant Commonwealth initiatives

Medlow Public School has participated in the National Partnerships Low SES School Communities for the past four years. At the end of 2013 the school completed this partnership. As a result of the partnership significant changes to programs and strategies to improve student achievement have occurred.

- Teachers have a deeper understanding of the teaching and learning assessment cycle. Assessment is not seen as a one-off which is used to rank students and then filed. Assessments are used to directly inform teaching and learning activities as evidenced in teacher program documents. Teachers use the language of the Literacy and Numeracy Continuums to discuss student achievements and the learning required to move them along the continuums. Programming documents show the teaching goals of the lesson as well as observational notes regarding the achievement of the learning goals.

- National Partnerships established a range of evaluation and planning strategies associated with the funding. These strategies have changed the way the school manages the accountability process. School and state based data is used to monitor student achievement and evaluate the effectiveness of teaching and learning plans. This change has ensured that targets set are relevant to students’ learning needs. The planning process is strengthened with the use of professional learning directly linked to targets set. This has made certain that professional learning dollars are spent in the most appropriate and valuable ways. Student achievement has improved as a result of this evaluation and planning cycle.

- As a result of professional learning related to the Literacy Continuum and a school focus on Reading Texts, teachers are better equipped to assess students and plan to move students along the continuum. School assessment evidence shows students are regularly assessed at the beginning of each term and via observations during teaching and learning activities. Teachers are better equipped to meet the needs of the students with a greater understanding of each step required along the continuum. Teaching and learning program documents show a direct link between assessment, planning and teaching reflections.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of student assessment data
- Professional discussions
- Surveys and conversations with parents
School planning 2012—2014: progress in 2013

School priority 1
Literacy – Reading Texts

Outcomes from 2012–2014
Increase the percentage of ES1/S1 students at stage level or higher on the Literacy Continuum, from 33% to 75%, in Reading Texts from 2012 to 2013.

Evidence of progress towards outcomes in 2013:
• 55% of ES1/S1 students achieved stage level or higher in Reading Texts on the Literacy Continuum in 2013.

Strategies to achieve these outcomes in 2014
• Funding available will be directed at providing explicit teaching of literacy continuum aspects, e.g. Learning and Support Teacher (L.a.S.T), classroom teachers (CRTs).
• CRTs and L.a.S.T will continue to benchmark students on the Literacy Continuum and explicitly teach key aspects to facilitate movement along the continuum.
• Continuation of participation in Community of Schools professional learning during School Development Days and after school meetings.

School priority 2
Numeracy – Learning Framework in Number

Outcomes from 2012–2014
100% of ES1 and Stage 1 students move 2 levels or more in the Learning Framework in Number (LFiN), in Numeral Identification, Forward Number Sequence and Backward Number Sequence, by the end of Term 3 2013.

Evidence of progress towards outcomes in 2013:
• Students did not move 2 levels or more in the LFiN.
• Some students were already at the top level of the framework while some have moved 1 level and are meeting stage expectations.

Strategies to achieve these outcomes in 2014:
• Students will be assessed term 1 2014 using SENA 1 or 2 and Best Start Numeracy Assessment to determine level in the Numeracy Continuum.
• The Numeracy Continuum will be utilised to provide greater chance of demonstrating movement.
• Explicit teaching of concepts to occur across all aspects.

School priority 3
School Attendance

Outcomes from 2012–2014
Increase student attendance through engagement in Creative Arts.

Evidence of progress towards outcomes in 2013:
• It can be seen in the table below that student attendance has slightly decreased from 2012 to 2013.
• The difference between the percentage of student attendance from 2013 to 2012 is 1.7%. It is difficult to determine whether a focus on Creative Arts has been successful or not.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.0</td>
<td>92.3</td>
</tr>
<tr>
<td>1</td>
<td>96.6</td>
<td>96.9</td>
</tr>
<tr>
<td>2</td>
<td>93.3</td>
<td>90.2</td>
</tr>
<tr>
<td>3</td>
<td>99.1</td>
<td>93.1</td>
</tr>
<tr>
<td>4</td>
<td>89.9</td>
<td>95.3</td>
</tr>
<tr>
<td>5</td>
<td>94.8</td>
<td>87.6</td>
</tr>
<tr>
<td>6</td>
<td>92.1</td>
<td>96.0</td>
</tr>
<tr>
<td>Total</td>
<td>95.3</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014:
• Increased awareness of syllabus content.
• Adequate school resources support teaching and learning activities.
• Increase students’ exposure to and appreciation of all creative art forms through excursions and incursions which include the use of video conferencing and the internet.

Professional learning

Medlow Public School teachers have participated in professional learning throughout the year directly related to the school plan. The learning
has been accredited through MyPL@DET and teacher identified professional learning. Professional learning has been undertaken through:

- combined School Development Days with the Nambucca Valley Community of Schools,
- staff meetings,
- combined after school meetings,
- school development days at school,
- state professional learning at school,
- attendance at state and regional professional learning days,

Professional learning related to:

- new English syllabus,
- literacy and numeracy continuums,
- Child Protection (mandatory),
- Anaphylaxis, First Aid and CPR (mandatory),
- Leadership learning,
- Principal induction and support network,
- assessment and reporting scope and sequence,
- planning to meet the needs of students.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school through the Quality of School Life Parent Survey. 11 surveys were given out and 9 surveys were returned.

Their responses are presented in the following table.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel welcomed in the school</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The school takes my concerns seriously</td>
<td>56%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The school provides helpful information about my child’s progress</td>
<td>44%</td>
<td>44%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>4. I feel as though I can talk to my child’s teacher about his/her progress</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The school values my help and interest</td>
<td>44%</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teachers at this school provide a stimulating and challenging environment for my child</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teachers care if my child is not doing as well as he/she can</td>
<td>56%</td>
<td>33%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>8. The school has high expectations of its students</td>
<td>44%</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The school regularly praises and rewards students when successful</td>
<td>67%</td>
<td>22%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>10. Students are the school’s main focus</td>
<td>56%</td>
<td>33%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>11. I am pleased that my child attends this school</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I share in the education of my child</td>
<td>56%</td>
<td>33%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>13. I receive adequate notice of school events</td>
<td>44%</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The annual school report, newsletters and other information tell me how the school is performing</td>
<td>56%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Parents are encouraged to participate in the important decision making committees of the school</td>
<td>56%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I am informed about the decisions made by the School Council and or P&amp;C Association</td>
<td>44%</td>
<td>44%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>17. The school lets me know about any major changes it is considering and asks my ideas about it</td>
<td>44%</td>
<td>33%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>18. The school’s current aim is to improve the quality of learning and teaching</td>
<td>33%</td>
<td>67%</td>
<td></td>
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</tbody>
</table>

It was great to read that for most statements the majority of parents either strongly agreed or agreed with the statements.

Future directions include investigating how Medlow Public School;
• recognises students success,
• shares information from P&C meetings,
• includes parents more often in decision making across the school,
• converses with parents about student achievement.

Program evaluations

Background
The assessment scope and sequence for Kindergarten to Year 6 was evaluated in 2013. An assessment scope and sequence informs teachers across the school what assessments should be undertaken in a certain timeframe. Assessments should directly inform teaching and learning programs to improve student outcomes.

Findings and conclusions
There were numerous assessments being completed with only some of the data utilised to inform teaching and learning programs.
Principal and teachers worked together to establish the assessments that provided sound information for planning and delivering teaching and learning activities.
An assessment timeline was established to ensure the scope and sequence met reporting requirements and informed programming needs.
There are no current methods for students to be involved in their own self-assessment.

Future directions
The assessment scope and sequence will be fully implemented in 2014. The information from the assessments will be evident in teaching and learning programs to improve student outcomes.
The student ‘I can’ statements will be used with students to develop student self-assessment and encourage students to monitor their own learning.
The assessments will also provide information to discuss student learning with parents and form the basis of student half and yearly reports.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: