Meadows Primary School
Annual Report 2015
1. CONTEXT

School Name: Meadows Primary School  
School Number: 0252
Principal: Judy McPherson  
Partnership: Heysen

Meadows Primary school motto: **Grow Foster Achieve**

**Growing** skills for learning, **Fostering** a deep understanding and **Achieving** higher standards, underpins our focus on improving student achievement through quality teaching and learning and maintaining our focus on reception to year 7 literacy, maths and science.

Meadows Primary School is a reception to year 7 school of about 130 students situated on beautiful grounds on the south western edge of the Adelaide Hills about 45 kms from Adelaide. The school accommodates the Meadows Out of School Hours and Vacation Care program and works closely with the Meadows Pre-school which is located a short distance from the school.

Parents are encouraged to be involved in all aspects of school life and work together with the school to ensure the best possible learning foundation for their children.

Students come from the township of Meadows itself and from the surrounding district from farms and small properties or hobby farms. The new housing development within the township has reached the stage where the first homes have been completed and the school has started to receive enrolments from families who have built in the new estate.

There were 5 classes in 2015 and we finished the year with 127 students – reception : 18, year 1/2 : 26, year 2/3 : 27, year 4/5 : 30 and year 6/7 : 26.

Our **LOTE** language is Indonesian which is taught by a specialist teacher.

Two students attended Latvian ethnic school on Saturdays.

Thank you to all staff for their commitment to the students of Meadows Primary School over the year.
Meadows Primary School AGM
Chairpersons Report 17/02/2016

As the Chair of Governing Council at Meadows Primary School I am happy to report that we fulfilled our functional role and responsibilities again in 2015. Members of the Governing Council as well as members of various sub-committees of the Governing Council were actively involved in a range of the school’s community engagement activities throughout the year. Governing Council meetings were held twice per term on a Tuesday evening.

Some of the key achievements of the Council in 2015 included:

- OSHC Quality Improvement Plan (QIP) – Governing Council was involved in the development and ratification of many policies that needed to be completed for accreditation. This process was lengthy and we have completed the paperwork and are awaiting our review.

- OSHC Director – Matt Hopwood and I were on the panel with the Judy McPherson to appoint a new OSHC Director last year when Rhee Driver left our service. We were very pleased to welcome Zherie Bouwman to the position; she will be a valuable asset to our school community.

- School Improvement Plan 2014-2016 – Governing Council conducted its annual review of the plan which sets targets and strategies that aim to improve student development, progress and achievement.

- School logo – the new School logo was approved by Governing Council. The new logo has updated the School’s image and the logo is now clear and easy to replicate on signage, paperwork, uniforms etc. The logo was well received by the School community.

- Governing Council has been working with the school to replace existing school signage with a large electronic sign out the front; this sign needs various levels of government approval and is currently in that process. It is expected the sign will be installed in 2016.

- Oval Lease – the process of getting an agreed Lease between the Minister and Council was very lengthy. Governing Council have been involved in the development of the Lease and were very pleased to hear this had been finalised.

- School Budget - Governing Council approved and assisted in the management of the school budget and the scheduling of school fees.

- Pupil Free Days - Governing Council along with the Principal scheduled pupil free and school
closure days. Pupil Free Days are very important for the staff development.

- Kids Matter - Governing Council value this Australian Primary School Mental Health Initiative and continue to support the KidsMatter program within the School. I continued to be involved with the KidsMatter program this year.

- Parents In Education Seminar – I attended a Forum hosted by the Minister for Education and it included a panel of experts on child development and education. There is a lot of research that shows positive outcomes for children if their parents are engaged with their learning/school/reading etc. The panel spoke about the challenges in achieving this, especially how busy parents can be engaged. The Minister is committed to working with school communities to develop effective ways to increase communication between schools and families. I have joined the reference group to assist with this.

- Certificate of Appreciation – Jocelyn Henderson kindly designed new certificates to be given to people/business that support our school.

- Year 7 Graduation - I was delighted to speak at the year 7 graduation and present graduation certificates; it was an exciting night for students, their families and the staff.

Governing Council Members for 2015:
Rebecca Viney (Chairperson)
Kate Parker (Deputy Chairperson)
Matt Hopwood (Treasurer)
Michelle Eardley (Secretary)
Sally Paech (Parent Club Rep)
Katie Thorpe (OSHC Rep)
Jocelyn Henderson
Kellie Holliday

Principal
Judy McPherson

Staff Representatives
Barry James
Stephanie Dube
Neil Lohmeyer
Tamara Sherriff

Governing Council would like to acknowledge and thank the volunteers that help out around the school. Volunteering within the school helps foster a partnership between school, home and the community. Volunteers are a very valuable resource that benefits everyone, especially the students. We would also like to thank the Principal, teachers and staff for their continued efforts in 2015.
Lastly I would like to thank members of Governing Council and our sub-committees, especially Parent Club. Your commitment to the school is invaluable. Thank you for generously donating your time to the school community.

Rebecca Viney
Governing Council Chairperson 2015

3. 2015 HIGHLIGHTS

Highlights and Achievements for 2015

- Choir – 2 performances – Festival theatre / Hopgood theatre
- New School Logo launched
- Maths with Tierney Kennedy
- Youth Environment Leaders
- Kids Kitchen
- Pre-service teachers
- Reception excursion
- Year 1/2 and 2/3 camp to Narnu farm
- Year 4/5 camp under canvass
- Year 6/7 excursion to Bounce
- Whole school gymnastics
- Footsteps dance
- SRC Talent Quest
- SAPSASA
- Table tennis championship
- Play Is The Way
- Assemblies
- Premiers Reading Challenge
- Book fair
- Shine a Light performance for Book Week shared with Macclesfield and the Meadows Pre-school
- Magic Night
- Meadows Cook Book
- Disco
- Movie Night
- Science with Gavin Bow
4. SITE IMPROVEMENT PLANNING AND TARGETS

Site Improvement Plan 2014 - 2016
Focus areas
- Data
- Wellbeing
- Assessment for Learning and Engagement
- Every student will make progress every term

Data
Literacy targets (adjusted from 2014)
NAPLaN

Targets
- 80% students achieve at or above National Minimum standard in all aspects of NAPLaN literacy tests

Writing
- 10% of students achieving in the top 2 proficiency bands for all year levels

Reading
- 25% of students achieving in the top 2 proficiency bands for all year levels

Spelling
- 15% of students achieving in the 2 top proficiency bands for all year levels

Grammar
- 15% of students achieving in the top 2 proficiency bands for all year levels

PAT-R
60% students are at or above the mean scaled score for their year level
Target met in years 3 and 4.

Running records data
- 80% of children at or above level 20 by end term 3 year 1
- 80% of children at or above level 26 by end of term 3 year 2

Numeracy targets

NAPLaN
- 75% of students achieve at or above National Minimum standard in NAPLaN Numeracy Tests
- 10% students in upper two proficiency bands in all year levels

PAT-M
- 60% students are at or above the mean scaled score for their year level
Target not met.

Action
- Deep analysis of school data
- Using recognised Australian Standards from NAPLaN, PAT testing and Running Record Reading Levels school targets set in literacy and maths
- Continue development of writing skills R-7 through collection and analysis of writing samples
• Modelling and on-going PD for staff (‘The Writing Book’ Sheena Cameron and Louise Dempsey)
• Whole school guided reading – supported by principal and SSOs. Teaching Comprehension Skills (Sheena Cameron) basis.
• Maintenance of Jolly Phonics, Oxford words
• ‘Spelling Their Way’ introduced years 1-5
• Initial work ‘Back to Front Maths’ Tierney Kennedy.
• Intervention- identified students have one plan including SMARTA goals
  ❖ QuickSmart Maths
  ❖ MultiLit
  ❖ Small group (reading)

Outcomes
• Teachers using data to monitor student progress and set learning directions
• Whole school agreement reading / writing accepted by new staff
• NAPLaN results close to or above targets set

Literacy
**NAPLaN literacy target** 80% students achieve at or above national minimum standard in all learning areas
• Reading- met years 3 and 5 and 7 (improvement over 2014 data)
• Writing – met in years 3 and 5 (improvement over 2014 data)
• Spelling – met years 3, 5 and 7 (improvement over 2014 data)
• Grammar – met years 3, 5 and 7 (improvement over 2014 data)

**Target % students in top 2 bands**
Reading (25%) – met in years 3 and 5
Writing (10%) – met in year 3.
Spelling (15%) – met in years 3 and 5
Grammar (15%) – met in year 3

Running records target not met this year although target met by end term 4. We set a high target deliberately.

PAT R target -60% students are at or above the mean scaled score for their year level met in years 3 and 4.

**Numeracy**
**NAPLaN numeracy target** 75% students achieve at or above national minimum standard met in years 3 and 5.

**Target 10 % students in top 2 bands** met in years 3 and 5
PAT-M target -60% students are at or above the mean scaled score for their year level not met.

**Literacy / English recommendations**
- Continue with whole school literacy plan- discuss with new staff and make adjustments
- PD revisiting comprehension strategies and guided reading to ensure all new staff develop high skills
- Take up of ‘Words Their Way’ in all classes (except reception) with peer modelling and support
- Jolly Phonics continue – Early Years
- Phonological Awareness testing all reception students plus new students to Meadows showing any literacy difficulties.
- Re-visit writing component and PD for new staff re writing folders and explicit teaching writing skills
- MULTILIT to be conducted by trained SSOs and targeting younger students now most older students completed the course

**Numeracy / Maths recommendations**
- Principal to attend ‘Leading Numeracy Improvement’
- Continue working with Tierney Kennedy as a whole school
- 2 staff to be trained as ‘Back to front maths’ facilitators
- All staff to participate in Tierney Kennedy webinars – focus on improved understanding of teaching numeracy
- Linking of NAPLaN and PAT-M data to identify student needs and inform planning for learning
- Checking of individual student progress (little and often)

**Well being**

**Actions**
- New staff introduced to Positive education focus and KidsMatter
- Introduction ‘Play Is The Way’ after whole school training including 5 keys to success as key language R-7.
- ‘What’s The Buzz’ on-going with a particular focus on students having social issues
- Pre-school transition – close links developed between all pre-schools and reception class
- Morning tea for new reception parents – first school day
- Part time counsellor appointed – Fridays working with teachers and classes

**Outcomes**
- Play Is The Way and the 5 keys to success integrated as part of Positive Education
- Students starting to use the language when talking about issues and understanding of friendship and caring for others developing
- Pre-school transition successful with individual needs well supported
Recommendations

- Play is the Way used in all classes – all classes working on same focus
- What’s The Buzz used to explicitly teach social skills
- Kids Matter revisited with new staff
- Whole school focus on positive education including “Well Being day”

4.1 Junior Primary and Early Years Scheme Funding

The Early Years funding of $11,494 was used to reduce class size in the reception class size and to fund extra learning support for Reception, year 1/2 and 2/3 classes. All students benefitted from small groups operating during literacy block.

4.2 Better Schools Funding

The school received $5231 from the Better Schools Funding. It was used to employ SSOs to work alongside teachers to support at risk students who do not qualify for students with disabilities funding.
MultiLit for identified years 4-7 students with reading difficulties.
Individual students were supported through targeted reading programs.
Each class received an allocation of SSO time for Guided Reading to ensure the needs of all students were being met to the best of our ability.

Out comes

- 10 students worked with MultiLit with 7 completing program over the year. The remaining 3 will continue in 2016.
- 2 students received individual support with 1 student (year 1) completing targeted reading program over 3 terms and scoring stanine 4 on PAT-R.
- Of the targeted students all (less 2) grew at least 12 months (scaled score PAT-R) and some up to 2 years.

5. STUDENT ACHIEVEMENT

Student Achievement

The main focus at Meadows PS is continual improvement in teaching and learning across the school. All our students including those diagnosed with dyslexia, learning difficulties and learning disabilities participate in on-line testing and NAPLAN. Data can be skewed due to our small cohorts and it’s important to look at both individual growth as well as means.

PAT-R testing (Reading Comprehension)

All students from years 1 to 7 sat this test on line.
In years 3, 4 and 6 the average mean for Meadows Primary School was higher than the normed Australian average. The year 5 average for Meadows Primary School was within 4 points of the normed Australian average. Some year 7 students showed strong results above the normed Australian mean with some excellent personal growth recorded.
We will continue with the explicit teaching of reading comprehension strategies for all students. Intervention through small group and individual programs will continue for those students who are not reaching our targets. Intervention includes Reading Recovery for identified years 1 and 2 students, use of ‘The Reading Doctor’ program, MulitLit and targeted guided reading sessions.
Some students receive private tutoring. All students participate in age appropriate texts and comprehension lessons. We have a high number of students identified with dyslexia and our multi-faceted approach is enabling most students to continue to improve each year. High achieving students will continue to be challenged through the use of a wide variety of engaging high level texts.

PAT-M (4th edition) testing
This was a new test in 2015. All students from year 1 to year 7 sat this test. In year 1 the average mean for Meadows Primary School was considerably higher than the normed Australian average. In years 2 and 3 the average mean for Meadows Primary School was slightly lower than the normed Australian average. The gap was wider for years 5, 6 and 7. Our main focus area for 2016 is maths with all staff attending on-going PD throughout the year. Intervention through paired teaching using QuickSmart continued over 2015, with most students improving their skills in automatic recall of number facts.

Running Record data – Year 1 end term 3

Students at Meadows perform as well or better when compared to State average data. We have a strong focus on developing reading skills and intervention for students at risk is through small group targeted teaching and in some cases paired or individual teaching.
5.1 NAPLAN

Figure 1: Year 3 Proficiency Bands by Aspect

Year 3 highlights
- 0% students below National Minimum Standard in any test
- School average higher than National average for reading, writing and maths.
- Almost 50% students in top two bands for writing
- Almost 50% students in top two bands for Reading

Figure 2: Year 5 Proficiency Bands by Aspect

Year 5 highlights
- 50% students achieved upper growth from year 3 in numeracy
- Almost 100% students achieved medium or upper growth in reading
Figure 3: Year 7 Proficiency Bands by Aspect

Year 7 highlights
- Almost 90% students achieved medium to high growth from year 5-7 in Numeracy

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
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</table>

Student growth from years 3-5 showed most students made either middle or upper growth for both reading and numeracy.

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
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</table>

Student growth from years 5-7 showed most students made middle growth in both reading and numeracy.
# 6. STUDENT DATA

## 6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.3</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Overall student attendance was higher than in 2014 and about the same as 2013. Illness and family issues account for most non-attendance.

All teachers monitor the attendance of their students and the principal is informed if no improvement is evident after teacher contact.

Where chronic non-attendance is identified, parents receive phone calls in the first instance, followed by a meeting with the principal and a formal letter informing parents that a referral to the attendance officer will be made.

We endeavor to work with parents and support them with any attendance issues.

As an extra level of awareness raising with students and their families, we trialed an attendance certificate, for each student for each term, which was generally well received.

## 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
</tr>
<tr>
<td>Employment</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>1</td>
<td>5.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>12.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>18</td>
<td>90.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5.0%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
<td></td>
</tr>
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</table>
7. CLIENT OPINION

Student Opinion Survey
48 students responded to the Student Opinion Survey. This is an increase from previous years. Due to our higher numbers in R-3 we actively supported younger students to complete the survey. We are very pleased with the strong feedback we received from the students about liking being at this school, teachers expecting the students to do their best and teachers motivating students to learn.

Parent Opinion Survey
In order to reach a greater number of parents this year we sent out hard copy survey forms to all families and received 36 responses. This is a huge increase from previous years which gives us a real sense of the parent voice and will help guide us in our directions for 2016. It is interesting that while the students state they get useful feedback from the teachers, the parent response to this is mixed.

The information from both surveys will form part of our discussions in 2016.
Staff Opinion Survey
Staff completed The Psychological Health Survey in 2015.
Work Demands was one of the areas identified by staff as an area of concern.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management


Respect for all and restorative justice practices are the basis of our behaviour learning. Generally students at Meadows Primary School follow school rules and work well with their teachers and show respect to themselves and others. 2015 saw a slight increase in the number of reported bullying incidents. The school has followed up and worked with the students to change their behaviour. Parents have been informed and most work with the school to bring about the necessary changes.

Incidents of violence are rare and our behaviour policy and DECD procedures are followed whenever an incident occurs. The school works with the parents and students to address the issues and to limit the possibility of further incidents occurring.

8.2 Relevant History Screening


All teaching staff (including relief teachers) have teacher registration which covers relevant history screening. SSOs are aware of their obligations re relevant history screening and the school maintains on-going records colour coded to alert us to when renewals are required. The school records also cover any private service providers (eg music, tutors, swimming instructors).

All teaching staff are aware of the requirement for all volunteers to have relevant history screening and have a checklist of volunteers who hold a current clearances which are also colour coded for renewal.

Any persons wishing to volunteer are directed to the front office to arrange for screening. The OSHC director ensures that OSHC staff have the appropriate screens which are also recorded.

The school processes were audited early 2015 and were found to be compliant with no improvements required.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.
<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>7.60</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

See Appendix A