Meadows Primary School
Annual Report 2014
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 120 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 is starting to receive enrolment enquiries from families with young children who are currently building.

There were five classes in 2014 including a reception class which consisted of 20 reception students (9 from term 4 2013) and 11 brand new students who were the first to start under the ‘same first day policy’.

Thank you to all teaching and non-teaching staff for their dedication to and care for our students over the year.
2. REPORT FROM GOVERNING COUNCIL

Chairpersons Report 11/02/2015

As the Chair of Meadows Primary School Governing Council during 2014, I can report that the Council successfully fulfilled its functional role and responsibilities especially in the school’s fiscal management and its broad strategic policy. 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. Council meetings were held twice per term on a Tuesday evening.

Some of the key achievements of the Council in 2014 included:

- OSHC Accreditation - an OSHC sub-committee worked very hard to review and update OSHC policies so that OSHC can obtain accreditation. A lot of work went into the development of the policies before they were sent to Governing Council for ratification. This process will continue in 2015.

- Development of a new School Improvement Plan 2014-2016 - this 3 year plan is reviewed annually, it sets targets and strategies that aim to improve student development, progress and achievement.

- Governance Training - Greg Thede, Manager Site Finance, DECD came to the school to deliver an information session on the role and responsibilities of Governing Council, with an emphasis on financial management. This was a very informative session attended by Governing Council, the Principal and some staff from the school and kindy.

- Governing Council OSHC Approved Provider Forum March 2014 - this was attended by the Governing Council Chairperson and Treasurer, the school Principal and OSHC Director. A very informative evening about the financial management of OSHC.

- School logo - Governing Council, the staff and school community believe there is a need to develop a new logo that is more contemporary and cleaner so it can be copied clearly. Governing Council would like to thank the whole school community for contributing to this process. After a lot of consideration it was decided that the school should engage a Designer to develop the new logo. This should be completed early 2015.

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

- Pupil Free Days - Governing Council along with the Principal scheduled pupil free and school closure days.

- School Uniform - Governing Council approved a new school t-shirt that was designed by the Student Representative Council and also approved hooded jumpers as part of the school uniform.

- Facebook page - Governing Council suggested the school create a facebook page as another way to communicate with school families. This was implemented and has become a great additional means of communication.

- Pool lease - Governing Council was involved in the establishment of a lease between a private business and the Department for use of the swimming pool for swimming lessons. It is good to see the school facilities being used by the local community with a focus on child safety.

- Pastoral Support Worker - Governing Council was involved in the biannual review of the Pastoral Support Worker position, the review was very successful and the feedback from students, parents and staff was overwhelmingly supportive of Kerry Crowden's work within the school and community.

- Kids Matter - Governing Council value this Australian Primary School Mental Health Initiative and continue to support the KidsMatter program within the School. Governing Council Chairperson attended KidsMatter meetings and enjoyed being involved with the KidsMatter program this year,
- Parent Club - Governing Council is very thankful to the Parent Club for their efforts in social and fundraising events last year. The highlights were the Lapathon, Mothers/Fathers Day Stall, Christmas Stall, Disco, Movie Night, Sports Day, Cake Stall at the Meadows Country Fair, Year 7 Graduation pens, purchasing gazebos and rainbow parachute. Monies raised $4638.44.

- Year 7 Graduation - Governing Council Chairperson was delighted to speak at the year 7 graduation, it was an exciting night for students, their families and the staff.

Governing Council Members for 2014:
Rebecca Viney (Chairperson)
Ellie McEvoy (Deputy Chairperson, Secretary)
Natalie Mulraney (Treasurer)
Susie Bottroff
Kellie Holliday
Genna Lord
Katie Thorpe
Jocelyn Henderson

Principal
Judy McPherson

Staff Representatives
Barry James
Stephanie Dube
David King

Governing Council would like to thank the Principal, teachers and staff for their hard work throughout the year, the extra effort that you put into the students and school is appreciated. We would also like to acknowledge and thank all parents and students who volunteer time to 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.

I would like to personally thank all members of Governing Council for their commitment and contributions in 2014, it was a pleasure to work with you all.

### 3. 2014 HIGHLIGHTS

**Highlights and Achievements for 2014**

- Safety Ambassadors win award for service to the school community
- Positive Education
- Lunch time activities and ipads
- Sculpture Trail
- School archaeological dig
- Literacy Coach
- Whole school professional development
- MultiLit
- Year 6/7 grounds group
- Choir – 2 performances – Festival theatre / Hopgood theatre
- Kids kitchen
- Parent Club Lapathon
- Pre-service teachers
- Arbury Park and Adelaide Zoo camps
- Year 1 stay late late
- R/1 excursion
- SRC Talent Quest
- Asian Learning Festival
- Chook shed completed with chooks
- Sewing and cooking groups
- SAPSASA
- Assemblies
- Book Week Parade
- Premiers Reading Challenge
- Book Fair

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

NAPLaN

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

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

- Reading
  20% of students achieving in the top 2 proficiency bands for all year levels

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

- Grammar
  10% of students achieving in the top 2 proficiency bands for all year levels
PAT-R
- 66% students year 2 - 7 achieve at or above the Australian mean in PAT-R tests at their year level

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

Maths targets
NAPLaN
- 70% of students achieve National Mean in NAPLaN Numeracy Tests
- 5% students in upper two proficiency bands in all year levels

PAT-M
- 50% students year 2-7 achieve at or above the Australian mean in PAT-M tests at their year level

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
- Literacy Coach focus developing writing skills R-7 through collection writing samples, modelling and on-going PD for staff
- All staff trained and using The Writing Book (Sheena Cameron) and Rubrics for writing assessment
- Whole school guided reading – supported by principal and SSOs. Teaching Comprehension Skills (Sheena Cameron) basis.
- Maintenance of Jolly Phonics, Oxford words and MultiLit
- 2 staff attend training for ‘Spelling Their Way’
- Reintroduction QuickSmart Maths
- Attendance by all staff at maths work shop on problem solving.
- Intervention- identified students have one plan including SMARTA goals
Outcomes

- Teachers familiar with own data and improving in the use of data to monitor student progress and set learning directions
- Whole school agreements reading, writing
- Data wall created – reading, writing, maths
- NAPLaN results close to or above targets set
- All students made progress with their learning

Literacy

NAPLaN literacy target 80% students achieve national mean in all learning areas

- Reading- met years 3 and 5, almost year 7
- Writing – almost met year 3
- Spelling – met year 3
- Grammar – met years 3 and 5

NAPLaN targets were met Reading, Spelling and Grammar. Target met in Writing in years 3 and 7.

Running records target not met this year although target almost met by end term 4.

PAT-R target either met or almost met.

Maths

NAPLaN target met in all year levels.

PAT-M target not met by any year level although nearly all students had growth.

Wellbeing

Action

- Flinders University Social Work Student joined the well being team
- ‘Welcome Packs’ issued to new students and High School Packs for year 7s from SRC
- Transition to High School sessions run over term 4
- Analysis of the Middle Years Index data from the survey completed in October 2013 by years 6 & 7 students and participation again in 2014
- All staff trained in KidsMatter- action team operating
- All staff attended 4 day Positive Education Training at Mount Barker High School facilitated by Geelong Grammar School
- Whole school focus on ‘nuggets of gold’ and ‘gratitude’
- Continuation of Safety Ambassadors role
- ‘What’s the Buzz’ used across the school including explicit teaching for students on social issues and being friendly
Outcomes

- Positive Education thinking underpinning all actions
- Hunting the good stuff (nuggets of gold) display in foyer
- Students developed gratitude posters for year 7 students

Assessment for Learning (TfEL)

Actions

- Use of a variety of teaching and learning strategies
- Provision of clear, timely and success orientated feedback to students
- Analysis of data to plan, adjust and direct student learning
- ‘Knowing’ each student and what motivates them
- Challenging students to persist when the going gets hard

Outcomes

- Teachers have a better knowledge of their students
- Many students recognise their role in the teaching and learning process
- More students seek and act on feedback
- Students starting to talk about persistence and being proud when they haven’t given up

Curriculum Implementation

Actions

- LOTE (Indonesian) introduced using draft curriculum.
- Geography familiarisation -shared PD with nearby schools facilitated by Australian Curriculum coordinator.
- English – writing workshops regular part of staff meetings over 2014 facilitated by literacy coach
4.1 Junior Primary and Early Years Scheme Funding

The Early Years funding of $24,978 was used to reduce class size in the reception and year 1 classes and to fund extra learning support for the year 2/3 class. 2014 was the first year of the single intake for reception and ensuring students had a successful transition into school life and catering for the young age of some of our students was a priority.

4.2 Better Schools Funding


The school received $3740 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. QuickSmart maths was run as an intervention program for identified year 6/7 students and MultiLit for identified years 4-7 students with reading difficulties. 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.

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)

The following graph compares the Meadows Reading Comprehension mean scores alongside the Australian mean scores for 2012, 2013 and 2014.

Meadows means have increased every year in every cohort of the school. In 2014 Meadows has matched or bettered the Australian mean in all year levels except year 6. The explicit teaching of reading comprehension strategies has contributed to the overall positive results.
In 2014 students again achieved good results in the running records assessment for year ones and twos. The data shows Meadows PS students have made good to excellent progress across the year.
The following graph compares the Meadows maths mean scores alongside the Australian mean scores for 2012, 2013 and 2014. Year 2 maths results show steady improvement. Year 3-7 results have moved up and down over the 3 years with the different cohorts, but are generally moving closer to the Australian means for their year level. In each year some individual students achieve very highly and one of our aims is to ensure that these students continue to grow.
One of our focus areas is ‘every student will make progress every term’ including our targeted students.

All teachers have a class list with PAT-R data aligned with NAPLaN reading data or Running record data and PAT-M data aligned with NAPLaN maths data that shows progression over the past 3 years.

This data along with other tests and assessments is used to keep track of students and to alert us early to a student who may not be progressing for some reason.

Explicit teaching of reading comprehension through guided reading has been very successful and is supported by both PAT-R and NAPLaN data. MultiLit has improved individual student word attack skills allowing them to be able to decode and encode better and keep them progressing with reading and writing. We don’t have enough data on QuickSmart yet, but early results suggest improvement for about 50% of students.

5.1 NAPLAN

Figure 1: Year 3 Proficiency Bands by Aspect

Year 3 highlights
~ 0% students below National Minimum Standard in any test
~ Higher % than DECD and National of students in top band for Numeracy
~ Higher % than DECD and National of students in top band for Reading
~ More than 50% of Yr3 students in top band for Reading
~ Higher than DECD and National average mean score in Numeracy and Reading
**Figure 2: Year 5 Proficiency Bands by Aspect**

![Year 5 Proficiency Bands by Aspect](image)

**Year 5 highlights**

~ 0% students below National Minimum Standard in Reading And Grammar
~ 70% of test results indicate higher than expected band growth
~ Higher than DECD average mean score in Numeracy, Reading, Writing and Grammar
~ 0% students achieved low growth compared to similar ability students
~ 70% students achieved medium growth compared to similar ability students
~ 30% students achieved high growth compared to similar ability students

**Figure 3: Year 7 Proficiency Bands by Aspect**

![Year 7 Proficiency Bands by Aspect](image)

**Year 7 highlights**

~ 0% students below National Minimum Standard in any test
~ Higher % than DECD of students in top band for Grammar and Spelling
~ 42% of test results indicate higher than expected band growth
~ 30% of test results indicate equal to expected band growth
~ Higher than DECD and National average mean score in Reading, Writing and Grammar
~ 40% students achieved medium growth compared to similar ability students
~ 50% students achieved high growth compared to similar ability students

6. STUDENT DATA

6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>90.4</td>
<td>94.4</td>
<td>91.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>89.3</td>
<td>93.1</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.5</td>
<td>92.7</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.4</td>
<td>93.9</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.1</td>
<td>91.2</td>
<td>93.1</td>
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<tr>
<td>Year 5</td>
<td>94.0</td>
<td>95.0</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.8</td>
<td>93.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.1</td>
<td>92.6</td>
<td>92.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.6</td>
<td>93.3</td>
<td>92.2</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.7</td>
<td>93.1</td>
<td>92.4</td>
</tr>
</tbody>
</table>

Overall student attendance was slightly poorer than in 2013 although still better than 2012. Illness and family issues account for most non-attendance, with a nasty bout of influenza and a virulent strand of gastro causing multiple days of 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.
6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School 2013</th>
<th>Index 2013</th>
<th>DECD 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This data includes the transfer of year 7 students to secondary school.

7. CLIENT OPINION

Student Opinion Survey

31 students responded to the Student opinion survey.
We are very pleased with the strong feedback we received from the students about feeling safe at the school, teachers expecting the students to do their best and teachers motivating students to learn.
Parent opinion Survey
Due to the small number of responses to the Parent Opinion Survey (10) it is difficult to make too much sense of the data, however it is interesting to note that feeling safe at school and teachers expecting children to do their best are also scored highly by the students.

The Parent Opinion Survey was available to parents to complete on-line as well as in hard copy. As part of Governing Council in 2015 we will discuss the low response rate and develop a plan to improve responses.

Staff Opinion Survey
Quality of teaching and learning – responses were strong for having high expectations, catering for student’s abilities and use of assessment data to monitor and plan for learning
Support of learning – responses were strong for providing a safe and secure environment with effective behavior management processes, care about student learning, having high expectations and providing for the needs of all students
Relationships and communication – responses were strong for effective communication with each other, being able to freely express their opinions and concerns, staff and students caring about each other and having a variety of communications that inform parents
Leadership and decision making – responses were strong for there being supportive leadership in the school, being encouraged to pursue professional development and being involved in decision making.

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 behavior learning. Generally students at Meadows Primary School follow school rules and work well with their teachers and show respect to themselves and others. Incidents of bullying are minimal and wherever such incidents have occurred, the school has followed up and worked with the students to change their behavior. Parents have been informed and work with the school. Incidents of violence are rare and our behavior policy is followed whenever an incident occurs.

8.2 Relevant History Screening (formerly Criminal 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 is also recorded.

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>11</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</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