SCHOOL CONTEXT STATEMENT

School number:  0252

School name:   Meadows Primary School

School Profile Text:
Meadows Primary School is located in the Adelaide Hills, 45 minutes from Adelaide, in a beautiful country town.

Our vision is to focus on learning – to build a community of learners. We aim to provide exciting and stimulating learning programs. We believe that children come to school possessing rich levels of understanding and competencies and it is our responsibility to build on these.

At this school, we focus on developing quality programs that support our students to be competent, confident, courageous and creative learners.

We are nationally recognised for our contributions to our community; sustainability practices; district sporting achievements; inclusive practice for students with disability and high achievers; and most recently our senior choir for its work with the Active After School Sports Commission.

Other recent state and national awards/recognition cover all areas of the curriculum and include: Wakakirri Story-Singing; Boys in Education Lighthouse School; SA Young Film Makers; Promoting Resilience in Early Childhood; KESAB, AUSSI School, Global Information Systems Technology (GIS); Heritage Publication; and Citizen of Humanity.

1. General information

- School Principal name: Jacqueline Stratfold
- Year of opening: 1853 as Kondoparinga Primary School. 1864, the school became a government public school and its name changed to Meadows Primary School. The school moved to its current site in 1910.
- Postal & location address: Mawson Road. Meadows, 5201
- DECS Region: Adelaide Hills
- Geographical location: 46 km road distance from Adelaide GPO
- Telephone number: (08) 8388 3216
- Fax Number: (08) 8388 3405
- School website address: www.meadowsps.sa.edu.au
• School e-mail address: info@meadowsps.sa.edu.au

• Child Parent Centre (CPC) attached: no

• Out of School Hours Care (OSHC) service: Before School Care operates from 7:00 – 8:30am and After School Care from 3:15 – 6:15pm Monday to Friday. A vacation care programme operates in the school holidays.

• **Enrolment trends:** For a number of years, Meadows & District Kindergarten enrolments have been lower than usual, reflecting local birth rate trends. This has had a flow through effect with a temporary dip in the overall student numbers.

The long-term trend is for the school to grow, with the Mt Barker District Council predicting significant population growth within the township in the next 5 years, due to an anticipated new sub-division.

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<th>February FTE Enrolment</th>
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<td>NESB Total (persons)</td>
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• **Staffing numbers**

(2010) 7.4 classroom teacher (4 males and 4 females), 0.8 NIT (Indonesian and Visual Arts), Student Voice and Student Intervention, 5 SSOs (part time), 1 GSE, and Principal. Additional Teacher and SSO time has been purchased to specifically support students in the areas of literacy and numeracy and enable smaller classes to operate from R-7.
2. Students (and their welfare)

- General characteristics

December 2010, 176 students in 7 classes, configured in the following way: Reception, Year 1/2, 2/3, 3/4, 4/5 & two 6/7 classes.

Transition programs for new reception students are planned cooperatively with Meadows & Districts Kindergarten, our main feeder kindergarten. All classes have an older/younger buddy class, and each new student is given a class buddy.

- Student well-being programs

At the beginning of 2010, the Community Talents and Skills Booklet was produced following preliminary work in 2009 where students surveyed and interviewed local community members. Throughout 2010, volunteers worked with groups of students from all year levels to promote friendship, respect and recognition of people and their talents. Many successful outcomes were achieved including two R-7 mosaic murals at the entrance to the main building.

*Christian Pastoral Support Worker:* The focus of the role in 2010 was to provide support to staff, students and parents. This was through in-class support, regular games in the hall at lunchtime and individual student support, with referrals from parents and staff.

‘Rock and Water’ a programme for young people, particularly boys, to develop skills of working through anger and to build resilience was introduced to several groups of students during 2010. The school’s 2010 three year Christian Pastoral Support Worker Review highlighted the importance of this position to the health and wellbeing of students and parents.

- Student Support Offered

*Student Support Team* – is an integral component in supporting all students at Meadows Primary School. The role of the Student Support Team is to coordinate the referral, identification and NEP process, and also coordinate the development of short term learning plans for all students at risk and identified as gifted and talented. There are currently 8 students identified as Students with Disabilities under the DECS Policy and a number of other students identified with Learning Difficulties.

*Early Intervention Programme* – children’s literacy progress is screened after twelve months at school. For students who are identified at risk we develop short term learning goals and intervention strategies are implemented. All R-2 students in 2010 are benefitting from being in small classes with additional small group literacy support twice a week.

*Numeracy Intervention* – Our 2009 data indicated that older students would benefit from developing automaticity with mental calculations. Therefore in 2010, we introduced QuickSmart to twelve students from Years 6 & 7. QuickSmart is a well researched program that provides evidence of successfully raising standards in mathematics for students having difficulty accessing the maths curriculum. QuickSmart aims to improve students’ information retrieval times to levels that free working-memory capacity to concentrate on the task at hand. QuickSmart is an intensive withdrawal programme for older students where two students work with an adult for three x 30 minute sessions each week for 30 weeks.
• **Student Management : Behaviour Expectations**

In 2010, an extensive review of the school’s behaviour management processes was undertaken involving students, staff and parents. A set of agreements in relation to Behaviour Expectations for the Classroom and Yard were documented. Underpinning these expectations is the school’s vision of **RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT**.

Agreed actions include the implementation of ‘Responsive Classrooms’ from R-7.

We acknowledge positive behaviour. In 2011, there will be a focus on working collaboratively – working with others rather than individually. Students will receive acknowledgement for positive behaviours by being awarded House points.

• **Student Government: Authentic Student Voice**

During 2009, the school underwent a review of student voice/decision making and a number of recommendations were implemented in 2010 designed to increase students’ voice and participation in decision-making.

All classes hold morning meetings and weekly class meetings.

The Student Representative Council (SRC) established in 2010 represents the voice of students and is part of a Learner Wellbeing initiative. The SRC is an elected group of students, from Years R - 7 who represent the whole student body. The SRC meets weekly and plays lead roles in developing new school initiatives.

The new structure of the SRC is designed to ensure active citizenship, and makes explicit links to teaching and learning in the areas of Civics and Citizenship, Democracy and the Essential Learnings. The SRC forms a strong link with our environmental, personal development and parent participation programmes.

In 2010, SRC under the guidance of a teacher and our pastoral care worker, and in consultation with Staff and Governing Council, was involved in numerous authentic decision making processes.

Each year, House Captain and Vice Captain are elected by the students. In 2011, these students will provide leadership throughout the year.

3. **Key School Policies**

Meadows Primary School’s vision is to focus on learning – to build a community of learners. Our intent to redesign learning means we have had to reshape our understanding of teaching, learning and even knowledge itself. Rather than just being transmitters of knowledge, we aim to engage with our students in the learning process.

As teachers, we identify students’ prior knowledge – what do they already know and understand - when and how do we need to intervene in the learning process in order for meaningful learning to take place.

Utilising the latest research about learning and children we:
- observe and act upon student's actions, interactions, ideas and questions
- collaborate with other teachers and parents to develop ways of supporting and progressing student's learning
provide opportunities for students to investigate and plan together in small groups
help students develop skills so that they can communicate in a democratic way, where everyone's voice is heard and respected
create environments that celebrate the learning of all students.

The regular use of information technology is part of every class program; research skills and information skills are developed through explicit teaching and developed across the curriculum.

Each child learns differently, we aim to continually reflect on the nature of each learner; to use the data gathered through formal assessment and observation and to group students according to their needs. In Mathematics and in all aspects of Literacy, we aim for students to work at levels that match their ability in the different areas of content. For teachers, it means knowing students better, and using different strategies and tools to guide each learner to the next level of understanding or skill. Student Support Officers (SSOs) work alongside teachers in the focus area of Literacy, to cater for the range of differences that we find in our students – differences in interest, ability, learning style and motivation.

We work in close partnership with families and the community in preparing students for lifelong learning and effective participation as local and global citizens. There is a focus on quality outcomes, achieved through teaching and learning that captures the spirit of creativity, innovation and enterprise.

**Site Learning Plan**

**2010 Priorities**
- Teaching of Literacy
- Teaching of Numeracy
- Teaching of Science

**Supporting students to be successful** – During 2010 we focused our attention on improving Literacy and Numeracy results, developing our Science programmes, increasing knowledge of ICT, improving our school’s ICT infrastructure and concentrating on the well being of all students.

Significant funds were invested to ensure that all students were provided with the opportunity to be successful learners. This decision was influenced by data collected during 2009 in relation to student learning outcomes. An additional 1.0 teacher salary was purchased to enable smaller classes to operate throughout the school. Primary classes averaged 25 students rather than allocated 30; Junior Primary averaged 19 students rather than 26.

4. **Curriculum**

**Special curriculum features**
In 2011 the school priorities will continue to be literacy, numeracy and science. A major focus for the year will be on developing all students’ reading/literacy skills. All staff will regularly engage in professional learning in relation to current literacy research and what makes a difference to the learning of our students.

To support our literacy focus the following will occur in all classes Monday to Thursday/Friday (each class will have four x 90 minute sessions per week) commencing Week 2:

- **Morning meeting** (8:45 – 8:55am)
- **Fitness** (8:55 – 9:15)
- **Whole of school literacy/reading focus** (9:20 to 10:50)
- **All staff will work with students to support their literacy learning** - during this period of time **all phones will be forwarded to voice mail**. If you need to contact the school between 9:20 – 10:50 please leave a clear message and contact number.
- **All junior primary students** will work with ‘Jolly Phonics’.

**Literacy Training Opportunities for Parents:**
Opportunities will be provided for parents to increase their skills and knowledge to support our literacy programme or provide support for their child at home. Please contact the school if interested; information will also be distributed in the newsletter...

**Global Studies** In 2011 we will be embarking on this new learning area, replacing the single LOTE-Indonesian lesson. Students will:
- develop an awareness of the diversity of people, places, cultures and languages.
- become more familiar with the geography of countries, beginning with Australia then a country from each of the continents.
- recognise the need to care for other people and the environment.
- develop their sense of social justice and ethical responsibility.
- learn how people may be influenced by global decisions and events.
- participate in positive interactions with people from other cultures within the community.

**Sustainability**
We are an AuSSI (Australian Sustainable Schools Initiative) – that is we have made a whole school commitment to work towards more sustainable practices for a whole school cultural change. During 2011, staff will work with the students, parents and community members to review our progress and set goals for the future.

**Middle School students** participate in a developing leadership skills program which involves students participating in leadership training and undertaking community service around the school including peer group tutoring, buddy classes, supporting the kindergarten, School Promotions (including tour guides and caterers at our School Reunion in 2010), Office work, work in the school grounds, traffic monitors, library monitors, SRC school leaders and other leadership roles as they arise.
• **Teaching methodology**

Learning for teaching – Teaching for learning underpins all decision making. SA TfEL (Teaching for Effective Learning) framework forms the basis of all teachers’ pedagogy.

• **Student assessment procedures and reporting**

Assessment for learning (formative assessment)

Our focus is to improve the learning outcomes and the engagement of all students. Assessment is an integral part of learning. There is a growing body of evidence that formative assessment is a powerful lever for improving outcomes for all learners.

Assessment and reporting is about knowing our students – how they like to learn, their strengths and the areas in which they require further assistance. In essence, assessment determines the way forward in teaching and learning. The ongoing collection of information helps to identify specific student’s needs along the learning continuum.

Formal assessment and reporting to parents is part of a continuous assessment cycle at Meadows Primary School that includes standardised testing, pre and post unit assessments for learning, observing the way children approach the learning process and anecdotal information, gathered from day to day learning activities. Parent-Teacher information sessions are held in the first few weeks of the new school year. Formal reports are prepared for the end of Semester One (Term Two), with follow up interviews scheduled for early Term 3. A final report is sent home at the end of the year.

However, there are many opportunities throughout the year for parents to visit and participate in activities – refer to class and school newsletters.

5. **Sporting Activities**

The school successfully participated in numerous sports and associated SAPSASA competitions. Exceptional results were achieved by the teams and individual students involved. The community support from parents, local sporting clubs, and the wider community in terms of coaching, organisation and team-building skills was highlighted in the performances of our students both on and off the field – great sportsmanship was shown.

Students participated in the Southern Districts SAPSASA competition in: Athletics, Swimming, Cross Country, Netball, Football and Basketball. We also entered teams in the *Small Schools State Knockout Competitions* in Basketball, Netball and Football. The results included reaching the semi-finals in Football and quarter finals in Netball.

The three basketball teams had a number of students who played their first competitive game in the carnival. All teams displayed great co-operation and team spirit.
Many students achieved SAPSASA District Team selection. Teams competed in the associated carnivals and State Championships. Meadows was represented in the following sports: Swimming, Athletics, Football, Tennis, Netball and State Athletics.

These accomplishments highlight the 2010 individual and team success, the high level of participation and the exceptional coaching and mentoring from parents and community members. We highly value and appreciate this commitment to our students’ learning and would like to acknowledge all coaches.

6. Other Co-Curricular Activities

The school has an enthusiastic, experienced senior choir (Years 5 -7), which regularly performs at community events and school assemblies. The choir has participated in the festival of music since 1996. There is also a large junior choir (2 - 4).

We have a school swimming pool and students also have the opportunity of participating in after school and holiday swimming programs. The Meadows Country Fair is an annual community event held each October.

7. Staff (and their welfare)

- Staff profile
  The staff is experienced and shows a high level of commitment to supporting all students to achieve their best. Sharing leadership tasks, teamwork, collaboration and being considerate of others are actively modelled and reflected in the culture of the school. Weekly professional learning is given a high priority.

- Leadership structure
  The current principal was appointed in 2009 and brings to the position a strong focus on teaching and learning having supported teachers and leaders across the state through DECS Learning to Learn Initiate & Teaching for Effective Learning Team.

  The PAC seeks the opinions of staff and meets regularly with the principal to discuss staffing and related matters.

  School based policies and procedures, and administrative structures and processes are regularly reviewed and support efficient and effective decision-making and outcomes.

8. Incentives, support and award conditions for Staff

Meadows Primary School does not attract any incentives, support or award conditions.

9. School Facilities
• **Buildings and grounds**
The school has three well equipped teaching areas:
Four classrooms, a Music/Drama and Science Room and the administration area are located in the original stone building and brick extension.
Resource Centre, Art and Computer rooms, toilets and galley kitchen are located in the Mawson Technology and Resource Centre which was opened in May 2009.
Four new classrooms, part of the 2010 BER project, are currently under construction, and will also provide an outdoor learning area & computer/group work and kitchen/wet areas.

• **Heating and cooling**
All rooms are air-conditioned.

• **Specialist facilities and equipment**
The school has a half sized gymnasium which is also utilised by the local community in the evening for Active After School Sport, Table Tennis and Tae Kwon Do.
The school swimming pool is used for swimming lessons/fitness during the warmer months. Meadows Community Oval, which adjoins the school grounds, is leased for school use during school hours.

• **Staff facilities**
The school is well resourced for office/work spaces with internet & computer access available in all working spaces and classrooms. The staffroom provides a comfortable area for staff.

• **Access for students and staff with disabilities**
All buildings have access ramps.

• **Access to bus transport**
A morning and afternoon DECS bus service, co-ordinated by Eastern Fleurieu School, is provided for those students living in the area of Prospect Hill and Kuitpo Forest area. Contact the school for more information.

10. School Operations

• **Decision making structures**

  Parents
  Governing Council
  Meadows Primary School Governing Council meets three times per term (Weeks 3, 5 & 8) from 7.00pm – 9.00pm to discuss a range of school issues.

  Parent Club
  Meadows Primary School Parent Club meets regularly during the year and organises a number of fundraisers in consultation with Governing Council.
Students

Student Representative Council (SRC)
SRC is designed to encourage all students to be active participants in the decision making of the school. Each class elects 2 representatives and 2 proxies to represent them at weekly SRC meetings.

Class Meetings
Class meetings are held weekly. Ideas and motions that arise from class meetings are taken to SRC meetings. Class meetings and SRC play important roles in helping students to understand the concepts of governance and democracy.

Staff

PAC
The PAC is the main consultative staff group in a school. Whilst the new Award reinforces the partnership between the Principal and the PAC and to have consensus decision making wherever possible, the Principal has the ultimate decision making responsibility. The Principal works in partnership with the PAC when determining the overall configuration of staffing within the school including the number, classification and time allocated for: leadership positions/teachers positions/SSO hours and additional duties.

Staff Meetings
Held weekly on Tuesday evening from 3:30 – 5:00pm. All teachers are expected to attend all meetings. Each meeting has a focus directly related to the school’s learning priorities.

Self Review Validation
The purpose of Self Review is to improve the quality of our core business - teaching and learning - and the effectiveness of our operations. The school’s external Self Review will occur in Term 3 in 2011.

- Regular publications

Newsletters
Newsletters are distributed on Friday in Weeks 3, 6 and 9 (& on day one at the beginning of the year) to the eldest child. In 2011, we will be encouraging parents to provide an email address to reduce paper usage.

Students’ contributions to the newsletter are an important component of student voice. In 2011, a group of students from the Year 6/7 class will write and edit a section of the newsletter under the guidance of staff.
11. Local Community

- **General characteristics**
  The Meadows community is quite diverse, with occupations ranging from farming to those who commute to Adelaide, Mount Barker, Strathalbyn and the southern suburbs for employment. A number of retail traders operate within the town, a large industrial fertiliser business and a large sawmill. Forestry SA (Kuitpo Forest) is nearby.

- **Parent and community involvement**
  Volunteers make a significant contribution to our school community. Volunteer activities include: classroom support, LAP, Parent Club, Governing Council, Working Bees and Library Assistance. Community Talents & Skills Booklet - Staff have made a commitment to work with at least one person from the Community Talents and Skill Booklet during the year.

- **Feeder or destination schools**
  Students from Meadows Primary School generally make the transition from Year 7 to Eastern Fleurieu School (Strathalbyn). Some students apply for Urrbrae Agricultural High School, Mitcham Girls or Heathfield High School.

- **Other local care and educational facilities**
  Meadows & Districts Kindergarten and Playgroup operate within the township.

- **Commercial/industrial and shopping facilities**
  The nearest large commercial and industrial centre is at Mount Barker.

- **Other local facilities**
  Facilities within Meadows include a Community Hall and a Sporting Complex.

- **Availability of staff housing**
  There is no teacher housing available within the township. There is a Land Agent and some private rental properties within Meadows.

- **Accessibility**
  Limited public transport is available.

- **Local Government body**
  The Local Government body is the District Council of Mount Barker.

12. Further Comments

We welcome your interest in our school.