

The Meadows Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **The Meadows Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Scott Staveley

Principal

School contact details

The Meadows Public School

Fuller St

Seven Hills, 2147

www.themeadows-p.schools.nsw.edu.au

themeadows-p.School@det.nsw.edu.au

9631 3737

Message from the Principal

I was proud to serve The Meadows Public School as Relieving Principal from 7 March last year. The school bid farewell to Mrs Lisa Littlejohn after 5 years of outstanding service in the Principal role, a time which saw the school improve and prosper in so many areas.

2016 was another successful year for the school with enrolment numbers peaking during the year at 215. Our students enjoyed a memorable year of primary school life with a diverse range of programs and experiences offered to encourage growth in academic, cultural and sporting pursuits.

Our teachers participated in significant professional development about Future-focused Learning. A focus of each classroom was the menu of lessons giving students the opportunity to build their capacity as 21st Century Learners – Communicators, Collaborators, Critical Thinkers, Creative problem-solvers! Their collaborative efforts were aided by the purchase and implementation of two class sets of iPads as significant learning tools.

Culturally, our students enjoyed participating in such activities as the Blacktown Festival of Performing Arts (choir and dance groups) as well as our incredibly successful Whole School Performance of 'Night at The Museum.' We also acknowledged many of our cultural groups with celebrations such as NAIDOC, Chinese New Year and Turkish Children's Day. We also returned to the Wentworthville Primary Schools Sports Association (PSSA) sporting fields for the first time in 4 years, represented by teams in soccer and league-tag. Our soccer teams improved each week and our Junior League-tag team ended the season as undefeated Premiers!

Perhaps the most positive outcome of 2016 was the level of community spirit and active parent involvement in the school. A vibrant P&C (with up to 20 members) led a range of fundraisers throughout the year, none better than the outstanding Outdoor Cinema experience on a Friday night last October. As I said on the night, it wasn't about the funds that were raised....it was more about the 'feel' that we created that night. We are a community school, and as I often say 'The Meadows is like a big family.'

With the honour of gaining the Principal position on a permanent basis in December, it is with great anticipation that I look forward to a great year of working with our students, staff, parents, carers and community to continue to grow and prosper in 2017.

Mr Scott Staveley

Principal

School background

School vision statement

At The Meadows Public School all students will strive to achieve their personal best academically, physically and culturally so that they are equipped to make a positive and socially responsible contribution as active and informed world citizens.

We want our students to be enthusiastic and motivated life-long learners, participating in meaningful and relevant learning experiences; provided by our highly qualified and committed teachers; in a safe, caring and supportive environment.

School context

The Meadows Public School is situated in Seven Hills and is in the Nirimba Principal Network. The school population of 210 students consists of 32 students who identify as Aboriginal and a growing number of students from a language background other than English. There are nine regular classes and one support class for students with mild intellectual disability.

The school is part of the Blacktown Learning Community. The Meadows has a growing and active P&C and enjoys community support. We work hard at fostering a welcoming and supportive relationship with students, parents and carers, and the wider community. A School as Community Centre (SaCC) is located in the school grounds and provides a service focussing on parents with babies and children 0 – 8 years old in the wider Toongabbie and Seven Hills community.

The Meadows has a strong focus on meeting all students' needs and maximising their potential both academically and socially as well as providing many opportunities for students to follow cultural and sporting pursuits. The school embeds the Positive Behaviour for Learning (PBL) framework into all school systems to enhance the academic and social behaviour outcomes for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The School Excellence Framework is comprised of three domains against which schools can be assessed. These are the **Learning** Domain, the **Teaching** Domain and the **Leadership** Domain. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across each of these domains. Within the Learning and Teaching Domains there are five elements in each to be assessed and a further four elements to be assessed in the Leadership Domain, combining for a total of 14 areas for assessment. Schools can be assessed to be performing in each of these areas at one of the following levels:

Working towards delivering – Delivering – Sustaining and Growing – Excelling.

On the basis of evidence discussed by all members of the school executive team, the results of our self-assessment for the School Excellence Framework are as follows:

The Learning Domain

- Learning Culture – Delivering
- Wellbeing – Delivering
- Curriculum and Learning – Sustaining and Growing
- Assessment and Reporting – Delivering
- Student Performance Measures – Working towards Delivering

As a Positive Behaviour for Learning (PBL) school, all staff place student wellbeing at the forefront of all decision making. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground and hall. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations.

At The Meadows Public School, there are systematic policies, programs and processes in place to identify and address student learning needs. The Meadows Public School has a highly effective Learning Support Team. This team is integral to the school's operation, ensuring that all students' needs are catered for. Access requests to gain support for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Review meetings involving the sharing of information between parents/carers and health and education department specialists is a key part of this process. The effective organisation of school resources to maximise time and instruction is an ongoing priority.

The University of Sydney was once again engaged in 2016 with the second year of the COMPASS program. This 16-week program provided targeted K-2 students with an opportunity to receive a range of occupational therapy strategies and activities to improve motor skills. This has been achieved through the Resource Allocation Model (RAM) funding and will continue in 2017.

Reading Recovery exists to support those students who have completed their Kindergarten year and are not meeting grade outcomes in Literacy. Positive gains can be attributed to the intervention of this program.

In terms of assessment and reporting, individual student reports contain detailed information about individual student learning achievement and areas for growth, which provide basis for discussion with parents. The staff analyses school performance data and are aware of trends in student achievement levels. Moving forward, there is a need for students to use assessment and reporting processes to reflect on their own learning and for parents to have a stronger understanding of what their children are learning so they are better able to support progression to the next level.

In regards to student performance, the school achieves value-added results with strong growth data achieved for our Year 5 NAPLAN students (please refer to NAPLAN section of Annual School report for more detailed information). However, there is a need to see a higher percentage of our students achieving proficiency levels in all aspects of NAPLAN assessments.

The Teaching Domain

- Effective Classroom Practice – Delivering
- Data Skills and Use – Delivering
- Collaborative Practice – Delivering
- Learning and Development – Delivering
- Professional Standards – Sustaining and Growing

Teachers at The Meadows Public School regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teaching and learning programs are regularly reviewed and revised. In order to move towards an excelling school, there is a need for the school leadership team to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice. A further need exists for teachers to regularly review learning with each student, ensuring all students have a clear understanding of how to improve their own learning.

Collaborative practice is a feature for the staff at The Meadows Public School. Teachers work together to improve teaching and learning in their stage teams and as a whole school. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school leadership team monitors and evaluates individual teacher's professional development requirements to determine where support and training are required. Teacher professional learning is aligned with priorities in the school plan as well as personalised teacher professional learning goals. Beginning and early-career teachers are provided with targeted support in areas of identified need. In order to move forward there is a need for teachers to further draw on and implement evidence-based research to improve their performance and development.

Teachers at The Meadows Public School are committed to their ongoing development as members of the teaching profession. They demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

The Leadership Domain

- Leadership– Sustaining and Growing
- School Planning, Implementation and Reporting– Sustaining and Growing
- School Resources – Sustaining and Growing
- Management Practices and Processes – Sustaining and Growing

The Meadows Public School is committed to the development of leadership skills in staff and students. The school's leadership strategy promotes succession planning and distributed leadership. A staff member has been afforded the opportunity to perform higher duties in an 'above-establishment' Assistant Principal role. Aspiring leaders among the staff have enjoyed rewarding leadership capacity building opportunities, gaining relieving Assistant Principal positions at other schools within the Blacktown Learning Community for the 2017 school year. At the school level, all teachers have purposeful leadership roles based on professional expertise. Students have also been involved in leadership development through various offsite resilience-building activities with like-minded young leaders from across the BLC.

The Meadows Public School communicates effectively through the use of the school website, electronic signage, the fortnightly newsletter, and most significantly through the introduction of an official school Facebook page. Through these various forms of communication, there are opportunities for students and the parent community to provide constructive feedback on school practices and procedures.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

The Meadows Public School is serious about best practice in education and being accountable to our parent community for measurable growth and performance. It is committed about meeting the expectations of the School Excellence Framework.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

QT for Future-focused Learning

Purpose

To develop and implement quality curriculum, personalised and differentiated learning and innovative practices for 21st Century Learners across the whole school to achieve excellence.

Overall summary of progress

In 2016, the second year of the 2015–2017 school plan, strong progress was made in each of the processes with the vast majority of milestones being achieved.

In the aim of building stronger literacy and numeracy foundations, professional learning was provided in SMART data analysis to seek out commonalities and trends in terms of areas of strength and weakness. As a result, all teachers used smart data as a point of reference to inform teaching and learning. The SMART online toolkit was utilised as a provider of teaching strategies to aid concept development in literacy and numeracy.

A very strong focus on Visible Learning was a feature of 2016 at The Meadows Public School. Extensive professional learning was provided around the visual posting of learning intentions and success criteria. Most teachers are becoming confident in writing, posting and discussing learning intentions and success criteria with their students at the start of all lessons in English and Mathematics. As a result, many students can now articulate what they are learning about and they have a better ability to self-assess their performance and understanding of new skills or knowledge. Additionally, students devised personalised learning goals for each upcoming term. These were shared with parents during interviews and reviewed between teacher and student towards the end of each term.

The final process in this strategic direction was focused on building student capacity to use the future-focused learning skills of communication, collaboration, creativity and critical thinking, also known as 'The 4C's'. Professional learning in this area was focused on arriving at a common definition for each of these skills, brainstorming what each of these skills may look like in a classroom and planning an overview for a unit of work with an increased emphasis on The 4C's. Students really enjoyed the highly engaging, inquiry-based learning opportunities afforded to them and successful collaborative learning experiences were a feature across K–6 classrooms. The introduction of iPad technology had a very positive impact in allowing collaborative, inquiry-based learning to gain traction across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of students (including students in equity groups) performing in the top two competent bands of NAPLAN, based on 2014 data levels.	In terms of our NAPLAN improvement measure, we have achieved this so far in 6 out of 10 areas of NAPLAN assessment across Years 3 and 5	\$85000 (cost of an above-entitlement teacher to reduce class sizes across Years 3–6)
An increased number of teachers using inquiry-based learning and confident in using the principles and practices of 21st Century learning.	All teachers have implemented units of work in at least one key learning area with an emphasis on building student capacity in communication, collaboration, creativity and critical thinking.	\$15500 (iPads) \$4200 (Full staff attendance at iOnTheFuture Conference).

Next Steps

In an effort to further embed Visible Learning across the school, there will be a continued focus on using learning intentions and success criteria in daily lessons, expanding from using this key visible learning strategy in English and Mathematics into all key learning areas. Students will continue to set and work towards personalised learning goals each term. Teaching programs will show evidence of the 4C's across all learning areas with an emphasis on utilising iPads as a tool for collaborative problem-solving. There is a need moving forward to evaluate those iPad Apps which were introduced in 2016 and to explore additional Apps which would assist in collaborative learning, particularly in literacy and numeracy.

Strategic Direction 2

Quality Leadership and Professional Practices

Purpose

To imbed and implement explicit, targeted and engaging professional leadership and learning to ensure all staff contribute to the highest quality teaching and learning practices.

Overall summary of progress

In connection to Strategic Direction 1, a schedule of classroom lesson observations was set up and implemented allowing teachers to observe how their peers were using future-focused learning skills as well as learning intentions and success criteria in their classrooms. To enhance the observation experience, professional learning was provided in Term 1 on observation processes and also on giving and receiving feedback.

2016 was the first full year for implementation of Performance and Development Plans (PDPs). Teachers' PDP goals were analysed by executives and professional learning needs were determined. PDP goals were always linked to Australian Teaching Standards and the School Plan.

An additional 'higher duties' Assistant Principal position was created for the provision of a mentoring role for several early career teachers seeking accreditation at proficient level. Additionally, a retired Principal was engaged twice per term to provide mentoring and coaching of the school leadership (Executive) team to assist with personal and school-wide goal setting and to track progress against milestones in each strategic direction.

In terms of student leadership, opportunities were provided to build leadership capacity through activities such as the Longneck Lagoon Leadership Day, the Halogen Young Leaders Day, fortnightly Student Representative Council

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff have individual PDPs and staff have achieved or maintained accreditation.	<p>All teaching staff do have individual PDPs with goals in line with the School Plan and Australian Teaching Standards. All teachers reviewed their goals in conjunction with their supervisors at the midpoint and endpoint of the school year. The majority of the teachers achieved the majority of their goals. A number of teachers have carried goals across into 2017.</p> <p>One teacher whose accreditation process was due for completion in 2016 did complete the process and has been accredited as a Proficient Teacher.</p>	<p>\$30000 ('Higher Duties' salary for an above-establishment Assistant Principal position, responsible for mentoring early career teachers through accreditation and the backward-mapping of goals for PDPs.)</p> <p>\$4800 (Mentoring of school leadership team – executive staff – provided by Educational Consultant, a retired Principal)</p>
An increased number of students (including students in equity groups) participating in leadership and decision-making opportunities, based on 2014 data.	<p>In addition to 2014 opportunities, a playground equipment roster was established. Students were trained in how to manage with responsibility.</p> <p>The 'Buddy Bench' was painted and is now a feature of our playground. The SRC representatives explained the purpose of the bench during class meetings.</p>	<p>\$300 (Fees for involvement in external leadership opportunities)</p>

Next Steps

Peer observations between all colleagues need to continue and feedback is to be given and received, particularly in regards to the teachers' use of learning intentions and success criteria throughout a lesson.

The proforma for a PDP will change slightly to allow for consistent referencing of links to teaching standards and strategic directions within the School Plan. There needs to be a closer examination of PDP goals in Term 1 to allow for planning of differentiated professional learning throughout the year. With the Department of Education ensuring that all teachers are to be part of the accreditation process in 2018, there is a need to complete more professional learning around the Teaching Standards and the collection of evidence towards achievement of those standards.

Finally, there is a greater need to explore a variety of different opportunities for student leaders to develop their leadership capabilities across all facets of school life. We will endeavour to gain insight from other schools within the Blacktown Learning Community as to best practice when it comes to programs and activities to build the capacity of student leaders.



Strategic Direction 3

Organisational Effectiveness and Enhanced Community Partnerships

Purpose

To improve whole school organisational effectiveness and to further enhance positive partnerships with the school community to ensure students become successful learners.

Overall summary of progress

The first process of Strategic Direction 3 focused on our Positive Behaviour for Learning philosophy and framework. As an established PBL school, refresher PBL training was provided for all staff. Additional measures to consistently deliver our behavioural expectations included: having a PBL message each fortnight in the newsletter; having a fortnightly focus on our electronic sign; having the PBL focus implemented into the morning assembly script and, most significantly, updating and upgrading our PBL signage around the school, highlighting the consistent behavioural expectations in each of our settings around the school. A key initiative in 2016 was the introduction of a new school-wide rewards system – Vivo Rewards. This online rewards system allows students to earn points through following expectations and these points can be used to make 'purchases' of rewards from the online Vivo store.

Another process in this strategic direction concerned our communication with our community. The key initiative in 2016 was the successful introduction of our official school Facebook page. We now have over 200 'likes!' The page was used as an additional carrier of our school newsletter each fortnight and it also showcased our major events with plenty of photographs used to promote and review our major events throughout the year. At a classroom level, Seesaw classroom learning journals were created and used to showcase learning to parents. Parental engagement was strong throughout the year with outstanding numbers coming through the gates for events such as the Easter Hat Parade, Book Week Character Parade, the P&C Movie Night – a major success, Mothers' Day Afternoon High Tea, Grandparents Day and our showcase event of the year, the Whole School Performance.

Our final process was to promote productive relationships with external agencies. Our place within the Blacktown Learning Community (BLC) saw three staff members participate in the BLC English Teaching Project, our Principal gain experience as a coach/mentor and many of our students involved in a number of enrichment opportunities including the SHARING program, the BLC Public Speaking Competition and the Blacktown Festival of Performing Arts. We strengthened our relationship with the Western Sydney University as a host school for several practicum students and also to the University of Sydney as a host school for the Compass and Little Hands programs whereby Occupational Therapy students worked alongside our teachers and K–2 students to provide support and strategies to improve the fine motor coordination of our younger students in need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of students showing positive behaviours for effective learning.	The introduction of the VIVO Rewards system in Semester 2 engaged the vast majority of students into a very positive pattern of behaviour. Students were very accepting of this change to our rewards system, and incidences of inappropriate classroom behaviour declined as a result.	\$2000 (Initial set-up costs for the Vivo Rewards system)
Increase of parents meaningfully connecting to engage in and support the school's educational priorities.	The highlight in terms of parents reconnecting with the school was the increase in numbers and the drive and very positive focus of the P&C. An average of 12 parents attended each meeting in 2016 and the P&C Movie Night was testament to the level of school and community spirit harnessed throughout the year.	\$0

Next Steps

While there was widespread approval following the introduction of the Vivo rewards system, there will be a need to 'keep it fresh' in 2017. There is also a need to reinvigorate the use of Seesaw as a means of teachers communicating specific class news information and work samples to parents on a regular basis. Further teacher training is required in this area

to allow the use of this program to gain real momentum.

Results from student and staff satisfaction surveys indicated a need to review our school discipline processes in order to achieve greater consistency. Our school executive team will work towards the delivery in first semester of a streamlined, school-wide set of procedures for following up inappropriate behaviours in classrooms and on the playground.

Facebook will continue to be a focus in 2017. Additionally, the school newsletter, The Meadows Mag will be revived to include a stronger news focus on what is happening in our classrooms with different classes being featured each issue. The school website will also be reviewed and streamlined for ease of access to information.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>This funding was used to provide resources to ensure Personalised Learning Pathways were developed, implemented, monitored and evaluated.</p> <p>In NAPLAN, our Year 3 Aboriginal students of 2016 performed comparatively stronger than cohorts of recent years in the aspects of Writing, Spelling, Grammar & Punctuation and Numeracy. Our single Year 5 NAPLAN student had greater than expected growth for Reading, Spelling and Grammar & Punctuation. Growth in Numeracy was also above state average.</p>	\$4200
English language proficiency	<p>This funding was used to provide in-class support for identified students (EAL/D) for whom English is an additional language or dialect.</p> <p>The funding increased EAL/D students' English language proficiency, resulting in improved student outcomes. In particular, 'new arrivals' students benefitted immensely from the direct instruction of School Learning Support Officer (SLSO) employed utilising these funds.</p>	\$20964
Low level adjustment for disability	<p>This funding was used to employ School Learning Support Officers (SLSOs) to support classroom teachers to provide improved learning outcomes for students with disabilities and a variety of academic and behavioural needs.</p> <p>The impact of this funding was the improvement of student participation, engagement and learning outcomes through in-class support for students identified as requiring additional learning needs.</p>	\$25834
Socio-economic background	<p>This funding was used to improve the quality of teaching and learning.</p> <p>The key impact of this funding was the reduction in class sizes following the introduction of an above-entitlement class (a 10th class). Additionally, funds were allocated to create a 'higher duties' Assistant Principal position, allowing an experienced and highly effective teacher to act as a mentor to early career teachers.</p>	\$129910

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	107	96	109	113
Girls	73	82	82	97

There has been a net increase of 19 enrolments between 2015 and 2016 with 210 enrolled students at the end of the 2016 school year, compared to 191 in 2015. 54% of students are male, 46% are female.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	91.5	91.8	91.4
1	90.9	92.4	90.7	88.9
2	94.2	92.8	94.6	91.8
3	92	91.3	94.2	92.4
4	93.1	95.1	93	92.8
5	91.3	93.1	95.4	94.4
6	93.8	92.2	95	87.7
All Years	92.7	92.6	93.3	91.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school values and promotes good school attendance. Attendance rates are generally good for the vast majority of students. However, there are a small number of students who have poor attendance records which impact significantly on the overall school profile. The school acknowledges and rewards individual students for exceptional attendance and also regularly recognises and rewards classes with high rates of attendance.

Student attendance is closely monitored by the class teacher, stage supervisors, Principal, Learning Support Team and our Home School Liaison Officer (HSLO). When a student's attendance is causing concern, the class teacher will initially contact parents. If the attendance continues to cause concern, a referral to the Learning Support Team is made and appropriate action is then planned. Letters of notification, parent interviews and the implementation of attendance improvement programs under the guidance of the HSLO may also be undertaken. Situations of chronic absenteeism are also referred to the Child Wellbeing Unit where appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.82
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	4.42
Other Positions	1.37

*Full Time Equivalent

Teachers at The Meadows Public School bring a range of experiences to the school. There are a number of teachers in the early years of their teaching career as well as teachers who have been teaching for over 10 years.

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. In 2016, The Meadows Public School had one Aboriginal staff member, a full-time Aboriginal Education Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional Learning

Throughout 2016, all teaching and administrative staff participated in professional learning activities. Professional learning at The Meadows Public School is seen as an integral part of each staff member's professional development.

School Development Days were held on the first day of Terms 1, 2 and 3. The time apportioned to school development days at the end of the year (2 days) was spread out throughout the year with teachers attending a full-day conference on a Saturday and two extended (3 hour) afternoon staff professional learning sessions. Each school development day was dedicated to system and school priorities.

All staff participated in mandatory training for Cardio-Pulmonary Resuscitation, face-to-face anaphylaxis training, Child Protection and Code of Conduct.

During various professional learning sessions, staff had the opportunity to develop knowledge, skills and understanding in a range of areas including:

- Future-focused learning skills: Designing teaching and learning experiences with a focus The 4C's of communication, collaboration, creativity and critical thinking.
- Visible Learning: Posting visual learning intentions and success criteria for lessons in literacy and numeracy as well as facilitating the writing of long-term personalised learning goals for all students and whole-class social goals.
- Positive Behaviour for Learning (PBL): Introducing the new school-wide Vivo rewards system.
- Writing Assessment – Moderation of writing samples to improve consistency in teacher judgement.

All teaching staff also attended the iOnTheFuture conference showcasing current trends and pedagogy for future-focused learning. Another professional learning session was provided by Life Skills Australia, with a focus on staff and student welfare and mental health. Additionally, the Principal and three members of the school administration team attended extensive professional learning sessions in readiness for the launch of the new LMBR (Learning Management Business Reform) software.

In 2016, the professional learning allocation in the school budget was \$13124. Based on approximately 15

approximately \$875 per teacher.

Accreditation

One New Scheme Teacher was accredited at Proficient Teacher level with BOSTES (Board of Studies Teacher Educational Standards) in 2016. Four New Scheme Teachers were maintaining accreditation at Proficient Teacher level and six teachers (two permanent four temporary) were working towards accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	352 742.93
Global funds	231 076.71
Tied funds	268 951.62
School & community sources	45 172.21
Interest	5 039.00
Trust receipts	36 448.55
Canteen	17 715.00
Total income	957 146.02
Expenditure	
Teaching & learning	
Key learning areas	17 913.12
Excursions	4 619.97
Extracurricular dissections	11 846.54
Library	2 994.30
Training & development	1 999.96
Tied funds	258 066.16
Short term relief	18 837.45
Administration & office	62 450.01
School-operated canteen	18 608.67
Utilities	28 864.19
Maintenance	25 690.61
Trust accounts	49 477.34
Capital programs	0.00
Total expenditure	501 368.32
Balance carried forward	455 777.70

	2016 Actual (\$)
Opening Balance	0.00
Revenue	527 082.20
(2a) Appropriation	499 251.78
(2b) Sale of Goods and Services	12 242.11
(2c) Grants and Contributions	14 751.37
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	836.94
Expenses	-201 963.07
Recurrent Expenses	-201 963.07
(3a) Employee Related	-110 462.53
(3b) Operating Expenses	-91 500.54
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	325 119.13
Balance Carried Forward	325 119.13

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The information provided in the financial summary includes reporting from 5 September 2016 to 31 December 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 504 610.83
Base Per Capita	11 000.72
Base Location	0.00
Other Base	1 493 610.11
Equity Total	418 734.04
Equity Aboriginal	68 588.08
Equity Socio economic	160 517.03
Equity Language	61 774.04
Equity Disability	127 854.88
Targeted Total	192 824.15
Other Total	403 809.12
Grand Total	2 519 978.14

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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 Literacy

27 Year 3 students sat the National Assessment for Literacy in 2016. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation.

In **Reading**, 15% of Year 3 students were placed in the top 2 bands (5 and 6) compared to 52% of the state.

In **Writing**, 30% of Year 3 students were placed in the top 2 bands compared to 54% of the state.

In **Spelling**, 15% of Year 3 students were placed in the top 2 bands compared to 54% of the state.

In **Grammar and Punctuation**, 19% of Year 3 students were placed in the top 2 bands compared to 53% of the state.

Year 5 Literacy

17 Year 5 students sat the National Assessment for Literacy in 2016. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation.

In **Reading**, 18% of Year 5 students were placed in the top 2 bands (7 and 8) compared to 39% of the state.

In **Writing**, 12% of Year 5 students were placed in the top 2 bands compared to 19% of the state.

In **Spelling**, 29% of Year 5 students were placed in the top 2 bands compared to 33% of the state.

In **Grammar and Punctuation**, 18% of Year 5 students were placed in the top 2 bands compared to 41% of the state.

Student Growth in Literacy – Year 3 2014 to Year 5 2016

In **Reading**, the school's Average Scaled Score Growth was a favourable 84.5 points, compared to 80.1 points across the state.

In **Spelling**, the school's Average Scaled Score Growth was a favourable 96.5 points, compared to 77.6 points across the state.

In **Grammar and Punctuation**, the school's Average Scaled Score Growth was a very favourable 113.0

points, compared to 76.3 points across the state.

Year 3 Numeracy

27 Year 3 students sat the National Assessment for Numeracy in 2016.

In Numeracy, 11% of Year 3 students were placed in the top 2 bands (5 and 6) compared to 39% of the state.

Year 5 Numeracy

17 Year 5 students sat the National Assessment for Numeracy in 2016.

In Numeracy, 29% of Year 5 students were placed in the top 2 bands (7 and 8) compared to 31% of the state.

Student Growth in Numeracy – Year 3 2014 to Year 5 2016

In Numeracy, the school's Average Scaled Score Growth was a very favourable 120.1 points, compared to 91.8 points across the state.

Aboriginal student performance

Four students from Year 3 in 2016 identified as Aboriginal. Data sets provided on the School Measurement Assessment and Reporting Toolkit (SMART) website showed that a total of 9 Aboriginal students completed NAPLAN across the two previous years, 2014–15.

In Reading, 50% of Aboriginal students in 2016 achieved scores in the lowest 2 bands compared to a trend of 44% across 2014–15. This represents a slight decline in the performance of Aboriginal cohorts of students.

In Writing, 25% of Aboriginal students in 2016 achieved scores in the lowest 2 bands compared to a trend of 33% across 2014–15. This represents an improvement in the performance of Aboriginal cohorts of students.

In Spelling, 25% of Aboriginal students in 2016 achieved scores in the lowest 2 bands compared to a trend of 44% across 2014–15. This represents an improvement in the performance of Aboriginal cohorts of students.

In Grammar and Punctuation, 25% of Aboriginal students in 2016 achieved scores in the lowest 2 bands compared to a trend of 67% across 2014–15. This represents a significant improvement in the performance of Aboriginal cohorts of students.

In Numeracy, 0% of Aboriginal students in 2016 achieved scores in the lowest 2 bands compared to a trend of 44% across 2014–15. This represents a

significant improvement in the performance of Aboriginal cohorts of students.

Only one Year 5 Aboriginal student completed NAPLAN in 2016. This student's growth between Year 3 and Year 5 was above the school average and greater than expected compared to all students across the state for all three aspects of Literacy for which growth data was provided – Reading, Spelling and Grammar and Punctuation. Growth in Numeracy was slightly lower than expected.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school. Responses were gained from 86 parents (57% of families), 100 students from Years 3–6 and 21 members of staff.

Findings and Conclusions

100% of staff and 91% of parents agreed that the school is a friendly school that is tolerant and accepting of all students.

100% of staff and 95% of parents agreed that student achievements are recognised through the school award system.

90% of staff and 96% of parents agreed that the school promotes its uniform policy.

100% of staff and parents agreed that the fortnightly newsletter keeps the community informed about coming events and school achievements.

100% of staff and 93% of parents agreed that the school maintains a focus on literacy and numeracy.

100% of staff and 91% of parents agreed that a wide range of extra-curricular programs are offered.

96% of staff and 93% of parents agreed that The Meadows PS has competent teachers who set high standards of achievement.

14% of staff disagreed with the statement 'There is good access to computers and strong technology programs and resources.' (This indeed is down from 30% in 2016)

Interestingly, 19% of parents were unsure as to whether the school had supportive welfare programs. Additionally, 21% of parents were unsure in regards to whether the school offered challenging programs for its students.

Our most interesting finding: 39% of staff and 7% of parents (a further 14% were unsure) disagreed with the statement 'Fair discipline exists within the school.'

Our key and perhaps most useful findings came from the students themselves:

98% of students want to get good results at school.

98% of students believe the things they are taught at school are worth learning.

94% of students agreed that their teachers had high expectations for student work.

94% of students are proud to be students of The Meadows Public School.

94% of students enjoy the things they do at school outside of class time.

92% of students agreed that the work done in class challenges students to think.

89% of students feel they could learn more in class if students would behave better.

30% of students feel worried a lot at school.

25% of students disagreed with the statement 'I get excited about my school work.'

24% of students feel they are not treated with respect by other students.

19% of students disagreed with the statement 'I get on well with other students in my class.'

Future Directions

In particular, some results from student surveys provide some scope for improvement in certain areas. As teachers we will examine ways to ensure best practice in terms of managing student behaviour and anxiety. 'Be respectful' will remain a recurring theme through our Positive Behaviour for Learning (PBL) explicit lessons to again reinforce the expectation of respectful behaviour in all school settings.

Our survey results have also identified a need to keep our parent community very informed in regards to the scope of the welfare programs that we offer and implement at The Meadows Public School. Likewise, there is a need to keep our parents well-informed in regards to the range of extension and enrichment opportunities that are provided for our talented students.

The key issue to emerge from the triangulation of survey results was in regards to fair discipline. A significant proportion of staff (8 out of 21 respondents) see fair and consistent discipline as a key area for improvement. The school executive has already addressed this concern, reviewing processes and practices before developing a new, streamlined system of responding to minor and major incidences of student behaviour.

Overall, parents, teachers and students are satisfied with the quality of school life at The Meadows Public School. The school will continue to develop, implement and evaluate programs, processes and practices to ensure the quality of school life is maintained and improved in the future.



Policy requirements

Aboriginal education

The Meadows Public School is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in Literacy and Numeracy. The Aboriginal Education and Training Policy (2008) and the Aboriginal and Torres Strait Islander Education Action Plan (2010–2014) are implemented across the school. Aboriginal perspectives and outcomes are included in stage teaching programs and in the culture and activities of the whole school.

Personalised Learning Pathways (PLPs) were collaboratively developed for all Aboriginal students to help guide their educational goals. Students, teachers and family members met with the Aboriginal Education Officer to identify students' social, emotional, cultural and academic strengths and areas for development. Parents play a vital role in these meetings, sharing the learning goals and aspirations they have for their children.

Aboriginal Australia was recognised and celebrated through various NAIDOC week activities. Aboriginal

students and community members at The Meadows Public School led various activities such as Aboriginal dance and Aboriginal art workshops to allow all students to gain a greater appreciation and understanding of Aboriginal culture.



Multicultural and anti-racism education

The Meadows Public School includes many students whose families originate from countries all around the world. Every day is a celebration of our cultural diversity and history and is supported by a culturally-inclusive curriculum and teaching programs that promote intercultural understanding and skills.

The Multicultural Education Policy was implemented to promote community harmony through school policies and practices. In 2016 The Meadows Public School actively engaged the school and wider community in a range of initiatives to foster and enhance the engagement of our culturally diverse community. This was achieved through events such as Harmony Day, Chinese New Year and Turkish Children's Day, among others.

In teaching and learning programs, the curriculum content, including cross-curriculum priorities and general capabilities, assisted students to achieve learning outcomes and provided students with opportunities to deal with diversity and difference in a positive and informed manner – promoting tolerance and intercultural understanding.

Appropriate provision was in place to support the specific needs of students from culturally diverse backgrounds through the delivery of a differentiated curriculum and targeted teaching and learning programs. Specialist English as Additional Language or Dialect (EALD) teachers were utilised to provide ongoing support in Literacy and Numeracy. The EALD teachers also worked closely with several refugee students who enrolled throughout the year, allowing them to settle in and adjust to their new setting.

The Meadows Public School has a designated, trained Anti-Racism Contact Officer (ARCO). The Principal, with the support of the ARCO, ensured that the Anti-Racism Policy was implemented.