The Meadows Public School
Annual Report

2015
Introduction
The Annual Report for 2015 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.

School contact details:
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Fuller Street
Seven Hills NSW 2147
Web: www.themeadows-p.schools.nsw.edu.au
Email: themeadows-p.school@det.nsw.edu.au
Phone: 9631 3737

Message from the Principal
I am proud to report that 2015 was a highly successful year for our school. We engaged in positive relationships with our families and broadened our networks across the community. Our small and hardworking P&C have continued to support our school and we look forward to greater parental involvement in 2016. We opened an Out of School Hours (OOSH) care facility on our school grounds, which has been positively received by our parents.

Our school population is very diverse with over 50% of students coming from a vast range of cultural backgrounds. We celebrate student diversity through the implementation of inclusive teaching programs and by acknowledging and celebrating a range of celebration days such as Turkish Children’s Day, Diwali, Chinese New Year, Harmony Day and NAIDOC.

Student achievements have been acknowledged across all settings with many being rewarded for their efforts socially, culturally, academically and for sport. Our end of year performance moved venues to The Hills Sports High and was well received by the community.

We have formed a relationship with The University of Sydney and have become involved in the COMPASS program. As a result our students and teachers benefitted greatly from professional learning and access to Speech Therapists and Occupational Therapists. We will have a continued relationship with the COMPASS program for the next 4 years.

2016 promises to be another exciting year of working with our students, staff, parents and community to achieve maximum learning and growth for all.

Lisa Littlejohn
2015 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 184 students consists of 22 students who identify as Aboriginal and a growing number of students from a language background other than English. There are nine mainstream classes and one support class for students with mild intellectual disability. The school is part of the Blacktown Learning Community and is a member of the Warali Wali Education Group of schools.

The Meadows has a small yet 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. 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.

There are a number of effective literacy and numeracy practices and programs in the school including Super Six Reading Comprehension Strategies, Best Start and PLAN, a strong focus and support with modelled and guided reading, Count Me In Too Program, and Newman’s problem solving strategy.
Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued.

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:


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 – Sustaining and Growing
- Curriculum and Learning – Sustaining and Growing
- Assessment and Reporting – Delivering
- Student Performance Measures – 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 a priority.

The University of Sydney was engaged in 2015 with the commencement of the COMPASS program. This 16-week program provided targeted K-2 students with an opportunity to receive a range of speech therapy and occupational therapy strategies and activities to improve motor skills. This has been achieved through the Resource Allocation Model (RAM) funding and will continue in 2016.

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). 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 – Delivering

Teachers at The Meadows Public School regularly use student performance data and 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 needs 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, teachers are required to 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 through the school’s involvement in the Blacktown Learning Community’s (BLC) Aspiring Leaders Project for 2015. 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 school smart phone app and the fortnightly newsletter. 2016 will see the introduction of an official school Facebook page to further strengthen and broaden these channels of communication. 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 committed to 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.
## Strategic Direction 1

Quality Teaching for 21<sup>st</sup> Century Learning

### Purpose

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

### Overall summary of progress

This year Quality Teaching for 21<sup>st</sup> Century Learning was established and became a focus for teaching and learning. Additional support for students was provided by smaller class sizes and the assistance of a Student Learning Support Officer (SLSO). Links with The University of Sydney through their COMPASS program were established and targeted students received Occupational Therapy and Speech Therapy. Additionally through the COMPASS program, staff received professional learning about motor skills and speech and language delays and how these areas impact on behaviour and learning. Individual Education Plans were established in consultation with parents and carers and curriculum was differentiated to cater for individual needs. Staff were supported and mentored through the differentiation process and professional learning took place in this particular area. Teachers explored the principles of visible learning and 21<sup>st</sup> Century Learning capabilities through professional learning opportunities.

All staff are becoming more confident in catering to individual student needs and have an increased knowledge to draw upon in order to differentiate teaching and learning. Teachers are now developing History programs that involve inquiry based learning where students are required to use 21<sup>st</sup> Century capabilities. We look forward to expanding teacher knowledge in this area throughout 2016.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (2015-17)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| An increased number of students (including students in equity groups) performing in the top two proficient bands of NAPLAN, based on 2014 data levels. | To ensure strong literacy and numeracy foundations are in place K-4, a range of human and physical resources were utilised. These included:  
One class teacher (CT) employed to establish an extra class for 2015 (cost also funded from ELP RAM)  
One SLSO employed to support students in the classroom  
Higher Duties (as Assistant Principal) paid to CT to mentor and support teachers  
COMPASS program (Sydney Uni) Occupational Therapy and Speech Therapy students working with students and staff Term 2, Term 3 and Term 4.  
At this stage, our targets regarding proficiency bands in NAPLAN have not been achieved. The 2015 cohort only outperformed the 2014 cohort for the Year 3 aspects of Spelling and Grammar and Punctuation. | <$>  
$54 742  
$12 800  
$30 000  
$9 000 |
An increased number of teachers using inquiry-based learning and confident in using the principles and practices of 21st Century Learning:

- Professional Learning delivered by Greg Mitchell, focusing on Quality Teaching practices.
- History programs written and implemented in Term 4 using a peer team teaching approach. Inquiry questions established and the 4C’s (collaboration, communication, creativity and critical thinking) developed through open ended group tasks.

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

- Teachers being provided with regular consistent teacher judgment opportunities and skills in data analysis are expanded.
- Individual Education Plans continue to be reviewed in consultation with parents and carers.
- “Rip It Up Reading” implemented across Years 1-6 to assist in the development of decoding strategies and improve working memory.
- All teachers are displaying learning intentions and success criteria for Literacy and Numeracy, and the establishment of class goals.
- Teaching and Learning programs show evidence of 4C’s across Key Learning Areas and technology supports this teaching process in the classroom.
Strategic Direction 2
Quality Leadership and Professional Learning Practices

Purpose
To embed 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
This past 12 months we have had a positive year strengthening the leadership density and culture across the school. All teachers are now aware of and consistently using the Australian Professional Teaching Standards. They are becoming increasingly familiar with recognising the use of the Australian Professional Teaching Standards in their own quality teaching and are able to identify their own professional learning needs. Performance and Development Plans are in place for all teachers in line with the new requirements; they have identified three goals in line with the school plan and have chosen one personal goal. All teachers have planned, implemented and reviewed their goals in conjunction with their supervisor at regular intervals throughout the year.

<table>
<thead>
<tr>
<th>Improvement measures (2015-17)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff have individual Professional Development Plans (PDP's) and staff have achieved or maintained accreditation.</td>
<td>Professional learning was provided on the accreditation process and the responsibilities of all teachers in preparation for all staff gaining accreditation and the maintenance of accreditation. All teachers have documented Performance and Development Plans and have 3 identified professional learning goals. All staff have taken part in professional observations and have received specific feedback. Teachers have taken part in reflective conversations with their supervisor to enable a sharper focus for professional learning and skill development. Formal mentoring and coaching for beginning teachers supporting them through the accreditation process. Beginning teachers have been provided with the opportunity to work collaboratively and develop skills in annotating and selecting evidence to gain accreditation. Built capacity in staff by providing specific leadership opportunities to aspiring leaders. Staff felt confident and able to take risks with their leadership within the school. Educational Consultant engaged twice per term to work with Leadership Team for whole year. Utilised productive relationships with the University of Sydney to provide quality professional learning based on current pedagogy through paraprofessionals.</td>
<td>$4 000</td>
</tr>
</tbody>
</table>
An increased number of students (including students in equity groups) participating in leadership and decision-making opportunities, based on 2014 data.

- Clear and explicit roles and responsibilities established for all leadership groups.
- Development of student voice by establishing regular times for SRC meetings.
- SRC meeting protocols established.
- Information shared by the leadership group regularly at assemblies and in class.

**Next steps**

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

- Peer observations between all colleagues continue and professional learning on giving and receiving feedback takes place.
- Differentiated professional learning opportunities are presented to staff based on their self-identified areas for development and goals.
- Continued opportunities to explore The Australian Professional Standards and how they look in practice at all levels, Proficient, Highly Accomplished and Lead levels, moving towards all staff attaining accreditation within Department of Education timeframes.
- Increased opportunities for student leaders to develop their leadership capabilities across all facets of school life.
Strategic Direction 3
Organisational Effectiveness and Engaged 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
This year Strategic Direction 3 focused on engaging the wider school community through internal and external initiatives and by using timely and effective modes of communication. By sustaining and maintaining relationships with external agencies, student’s developmental needs were catered for. There was a need to revise the schools Positive Behaviour for Learning matrix. In consultation with staff, lessons were reviewed and redeveloped and expectations amended to fit in with the current needs of the school.

In a short amount of time, we were able to achieve most of what had been planned this year. The focus areas did make an impact and this is evidenced by the data collected and from the general tone of the school environment. There has been a significant increase in community involvement due to the many opportunities offered to parents to visit their school. We received positive feedback from families who appreciated these opportunities.

<table>
<thead>
<tr>
<th>Improvement measure (2015-17)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Increase in students showing positive behaviours for effective learning</td>
<td>Positive Behaviour for Learning (PBL) was revisited and revised in consultation with staff. School wide expectations were amended and lessons revised and developed.</td>
<td>$14086.60</td>
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<tr>
<td></td>
<td>PBL Lessons were implemented in Term 4, 2015 with a fortnightly focus displayed and reiterated in classrooms and around the school.</td>
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<td></td>
<td>To promote and reinforce positive behaviour for learning, new PBL signs were ordered to be placed around different parts of the school to ensure the visibility of school-wide expectations.</td>
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<tr>
<td>Increase of parents meaningfully connecting to engage in and support the school’s educational priorities.</td>
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<tr>
<td>An electronic LED sign was ordered and placed at the Fuller Street entrance. The sign is highly visible and communicates key dates and events happening at The Meadows Public School. The school app and online website continued to be widely accessed. Our partnership and commitment with Sydney University has enabled students to be involved in the Compass Program and access speech and occupational therapy at no cost to families. Supporting the early intervention strategy, selected students in K-2 were offered speech and occupational therapy to assist them with their learning, self-esteem and confidence to participate in class activities. The Meadows continues to be part of the Blacktown Learning Community (BLC) by being involved in opportunities and events such as The Blacktown Music Festival and the Sharing Program. The Red Cross has continued to support the school’s Breakfast Club program which is run by volunteers from the school community. 2015 saw the school develop a new relationship with the University of the Third Age, where members came out and promoted their organisation by offering support to non-English speaking families. Two members also came out for Grandparents Day and shared with the staff, students and the community their wonderful stories of growing up and how things have changed.</td>
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<td>$14500</td>
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<tr>
<td>$1000</td>
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<tr>
<td>$9000 (Budgeted against Standard Direction #1)</td>
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</tbody>
</table>

### Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Revise whole school reward system and replace ‘Meadows Marvels’ with something that is appealing to students to link in with PBL expectations.
- Launch PBL at The Meadows and have an open day where the wider school community is invited to learn more about Positive Behaviour for Learning.
- Seesaw will be implemented school-wide to allow parents to view their child’s learning in real-time.
- The Meadows Public School Facebook page will be launched.
- Continue to monitor modes of communication and update where necessary.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Students of Aboriginal background worked towards personalised learning goals. NAPLAN results for Aboriginal students were significantly improved in 2015, compared to 2013 and 2014. The vast majority of our Aboriginal students achieved scores in the mid-level bands and strong growth was achieved by our Year 5 Aboriginal student in four out of five aspects of NAPLAN testing.</td>
<td>$4400</td>
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<tr>
<td>This funding was used to provide resources to ensure Personalised Learning Plans were developed, implemented, monitored and evaluated.</td>
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</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>This funding increased EAL/D students’ English language proficiency resulting in improved student outcomes. Our Year 5 EAL/D students achieved particularly strong NAPLAN growth in Writing and Spelling.</td>
<td>$19384</td>
</tr>
<tr>
<td>This funding was used to provide in-class support for identified EAL/D students.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td>This funding provided direct support for refugees and new arrivals through the formulation and regular review of Individual Education Plans. This led to gains in English language proficiency and an improvement in these students against stage outcomes.</td>
<td>$10500</td>
</tr>
<tr>
<td>This funding was used to provide in-class support for refugees and new arrivals.</td>
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<tr>
<td>Additionally this funding was used to provide resources for the development of student learning plans.</td>
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<tr>
<td><strong>Socio-economic funding</strong></td>
<td>The impact of this funding was the reduction in class sizes following the introduction of an above-entitlement class. Additionally, funds were utilised to create modern future-focused learning environments in the library, connected classroom and one classroom.</td>
<td>$156686</td>
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<tr>
<td>This funding was used to improve the quality of teaching and learning.</td>
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<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>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.</td>
<td>$24213</td>
</tr>
<tr>
<td>This funding was used to support classroom teachers to provide improved learning outcomes for students with disabilities and a variety of academic and behavioural needs.</td>
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<td></td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>This funding resulted in significant gains for beginning teachers who, with reduced teaching loads, were able to undertake additional professional development and received high quality support to enhance their teaching skills.</td>
<td>$17147</td>
</tr>
<tr>
<td>This funding was used to provide beginning teachers with additional Relief from Face-to-Face (RFF), time to work with mentors and professional development.</td>
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</tr>
</tbody>
</table>
**Student information**

**Student enrolment profile**

There has been a net increase of 13 enrolments between 2014 and 2015 with 191 enrolled students at the end of the 2015 school year. 57% of students are male, 43% are female.

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**Student attendance profile**

The school values and promotes good school attendance. Attendance rates are generally good for most students. There are a small number of students who have poor attendance records which impact 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.

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**Management of non-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 child’s attendance is causing concern, the class teacher will initially contact parents. If attendance continues to cause concern, a referral to the Learning Support Team is made and appropriate action is then planned.

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**Workforce information**

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

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 ten years.

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**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.022</td>
</tr>
<tr>
<td>Other positions</td>
<td>3.09</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19.227</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015, The Meadows Public School had one full time Aboriginal Education Officer.

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**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
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</tbody>
</table>
Professional learning and teacher accreditation

Throughout 2015, 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 Term 1, the first day of Term 2, the first day of Term 3 and the last two days of Term 4. This time was dedicated to professional training in system and school priorities.


During various professional learning sessions staff had the opportunity to develop knowledge, skills and understanding in:

- Behaviour Management
- Leadership Capacity Building
- SBSR and Reporting to Parents;
- Attendance roll marking procedures;
- Literacy and Numeracy Continuums; and
- National Curriculum / New NSW Board of Studies History K-6 Syllabus modules.

Teachers had the opportunity to reflect on current practice, modify and enhance classroom programs and evaluate their practice collaboratively with colleagues.

In 2015, $20820.99 was spent on external professional learning with an average of $832 spent per staff member (based on approximately 25 full time and part time staff at the school.)

One New Scheme Teacher was accredited at Professional Competence in 2015 with NSW Institute of Teachers. Four New Scheme Teachers were maintaining accreditation at Professional Competence and three temporary teachers were working towards accreditation.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school’s 2015 financial statement is tabled at the annual general meeting of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Financial statement details</th>
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<tbody>
<tr>
<td>Date of financial summary</td>
</tr>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
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</tbody>
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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: from Band 1 (lowest) to Band 6 (highest)
Year 5: from Band 3 (lowest) to Band 8 (highest)

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

Click on the link: [http://www.myschool.edu.au](http://www.myschool.edu.au) and insert the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 – Literacy

28 Year 3 students sat the National Assessment for Literacy in 2015. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation. The pink column in the following graphs displays the percentage of our students who achieved scores in the various bands.

In Spelling, 39% of Year 3 students achieved scores in the top two bands (5 and 6) compared to 33.3% in 2014.
NAPLAN Year 3 – Numeracy
28 Year 3 students sat the National Assessment for Numeracy in 2015.

In Reading, 39% of Year 5 students achieved scores in the top two bands (7 and 8) compared to 38% of the state.

NAPLAN Year 5 – Literacy
18 Year 5 students sat the National Assessment for Literacy in 2015. Assessments are conducted for Reading, Writing, Spelling and Grammar and Punctuation. The pink column in the following graphs displays the percentage of our students who achieved scores in the various bands.

In Reading, in terms of student growth between Year 3 (2013) and Year 5 (2015), 46.7% of our Year 5 students achieved a high rate of growth in the top quartile compared to 25% of the state. This continues a trend for five consecutive years where the average growth of students at The Meadows Public School has been stronger than the average growth of all students statewide.
In **Writing**, in terms of student growth between Year 3 (2013) and Year 5 (2015), the average growth of students at The Meadows Public School was stronger than the average growth of all students statewide. This has now occurred in two consecutive years.

In **Spelling**, in terms of student growth between Year 3 (2013) and Year 5 (2015), 40% of our Year 5 students achieved a high rate of growth in the top quartile compared to 25% of the state. This continues a trend for five consecutive years where the average growth of our students has been stronger than the average growth of all students statewide.

In **Grammar and Punctuation**, in terms of student growth between Year 3 (2013) and Year 5 (2015), the average growth of students at The Meadows Public School was stronger than the average growth of all students statewide. This continues a trend for five consecutive years where the average growth of our students has been stronger than the average growth of all students statewide.
NAPLAN Year 5 – Numeracy
18 Year 5 students sat the National Assessment for Numeracy in 2015.

In Numeracy, in terms of student growth between Year 3 (2013) and Year 5 (2015), the average growth of students at The Meadows Public School was stronger than the average growth of all students statewide. This continues a trend for four consecutive years where the average growth of our students has been marginally stronger than the average growth of all students statewide.

**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 60 parents (40% of families), 91 students from Years 3-6 and 20 members of staff.

**Findings and Conclusions**

100% of staff and 94% of parents agreed that the school is a friendly school that is tolerant and accepting of all students.

90% of staff and 92% of parents agreed that the school teaches and promotes core values.

95% of staff and 90% of parents agreed that The Meadows Public School has competent teachers who set high standards of achievement.

95% of staff and parents agreed that the school office responds to enquiries and requests in a friendly and prompt manner.

98% of parents agreed that the fortnightly newsletter keeps the community informed about coming events and school achievements.

95% of staff and 83% of parents agreed that the school maintains a focus on literacy and numeracy.

10% of staff and 8% of parents disagreed with the statement ‘Fair discipline exists within the school.’

15% of staff and 5% of parents disagreed with the statement ‘The school promotes its uniform policy.’

30% of staff disagreed with the statement ‘There is good access to computers and strong technology programs and resources.’

Interestingly, 22% of parents were unsure as to whether the school had supportive welfare programs. Additionally, 22% of parents were unsure in regards to whether the school offered challenging programs for its students.

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

100% of students want to get good results at school.

100% of students understand their teachers expect high standards of work from every student.

99% of students are proud to be students of The Meadows Public School.

97% of students agreed that their teachers treated them fairly.
95% of students believe the things they are taught at school are worth learning.

95% of students enjoy the things they do at school outside of class time.

93% of students agreed they can talk to at least one teacher or other adult at school if they have a problem.

94% of students feel they could learn more in class if students would behave better.

39% of students feel worried a lot at school.

26% of students feel they are not treated with respect by other students.

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.

One key issue to emerge was technology – in particular, the need for reliability with our entire school network. A comprehensive survey of the school site will be completed to highlight key problem areas and these will be addressed according to their priority.

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 Plans (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.

Multicultural Education and Anti-racism

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 2015 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, Diwali 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 provided 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 (EAL/D) teachers were utilised to provide support in Literacy and Numeracy.

Three refugee students enrolled in 2015 and were supported by the EAL/D teacher to settle in and adjust to their new school.

Our school also 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.

Other school programs
The Arts - Operation Art
Operation Art provides opportunities for K-10 students and demonstrates the standards of excellence in visual arts through major exhibitions across NSW. During 2015, students from K-6 created artworks. Four students were selected to enter Operation Art and their artworks were submitted, framed and presented at The Armory Gallery in Olympic Park throughout September. Invitations to attend the gallery were sent to all students, principals and teachers. Students who participated also received certificates prior to the opening. Students’ framed works were returned by Term 4 and displayed throughout the office.

The Arts – Choir
This year we had 18 students participating in the primary choir. Our choir represented our school as part of the Blacktown Music Festival. They performed at Westpoint Blacktown as part of the Education Week Showcase as well as a range of whole school events.

The Arts – Dance Group
In 2015, the Year 3-6 Dance Group grew quite considerably as it tripled in numbers. The group consisted of 25 students with varying levels of dance experience. Dance group learnt a jazz style dance to ‘Carwash’ this year and rehearsed twice a week to further develop timing, co-ordination and locomotor skills. The students in Dance Group performed at the Blacktown Music Festival and also at the end of year Presentation Day Assembly for our school community.

The Arts – Whole School Performance Extravaganza
This year we celebrated a year’s hard work with our annual whole school end of year extravaganza called ‘Music Through the Ages’. We moved our production to The Hills Sports High where we were able to access their larger hall to accommodate more family members and friends in our audience. This production was written by Mrs Fares and after a semester’s worth of hard work and many hours of rehearsals it came together with a bang on the night. Miss Dunford created amazing backdrops and Mr Haynes coordinated with The Hills Sports High to
organise lighting and photography. Our main characters were played by Lana, Alina, Stephen, Harriet, Stephanie and Palivisha, they did an amazing job of taking us on a journey through time. Each class energetically performed to a song or piece of music from a specific decade, from the roaring 20’s through to the 1980’s. Our grand finale was a huge hit with the entire school, including the teachers, performing ‘Thank you for the Music’ by Abba. All of our students performed beautifully and represented our school with pride. We received plenty of positive feedback from our audience and we know they are looking forward to another big end of year production in 2016.

**Sport - Swimming**

On Friday 6th March, Rhys, Noah and James represented The Meadows Public School in the Wentworthville/Seven Hills Zone Swimming Carnival at Blacktown Aquatic Centre. These three boys showed enthusiasm and pride in their school, trying their best in all events. Miss Hassmann and Mrs Anderson were impressed by the students’ school spirit and sportsmanship, cheering on each other and competitors from other schools.

**Sport – Cross Country**

On Friday 15th May, representatives from The Meadows participated in the Zone Cross Country. They put all their effort into each race and supported one another admirably. Our representatives for 2015 were:

Azan, Cory, Jaxon, Harriet, Zara, Tiara, Alexander, David, Clara, Stephanie, Kitana, Bubba, Jayden, Noah, Hailey, Lana, Natalie, Trent, Rhys, Dellan, Palvisha, Shirley and Tameka.

Congratulations to Trent who came 6th in his age group and represented our school at the Sydney West Regional Cross Country Championships.

**Sport – Athletics**

On Friday 24th July, we held our annual school athletics carnival at Gipps Road Sporting Complex. The sun was shining and we were able to complete all track and field events as scheduled.

Kinder, Year 1 and Year 2 held their own mini carnival at the field where they participated in a number of relays, parachute games, running races and novelty races.
Students were behaving safely and responsibly whilst supporting one another through cheering and congratulating each other’s efforts.

We had a number of students perform outstandingly and as a result qualified for Zone. Our representatives for Zone competed on Thursday 27th August at Blacktown International Sports Park. This group of qualifiers included:

- James, Jacob, Cody, Enoch, Azan, Kyen, Ashton, Byron, Tamika, Salesi, Clara, Kitana, Hailey, Saad, Stephen, Rhys, Lana, Trent, Palvisha, Benji, Bubba, Dellan, Jack, Helly and Natalie.

Congratulations to Dellan who also qualified and competed at the Sydney West Regional Athletics Championships in the 13 years 100 metres event.

**Sport – Representatives in Team Sports**

During the course of the year, three boys were selected to represent the combined Seven Hills-Wentworthville PSSA Zone. Benji, Mithu and Salesi all represented the combined zone in the sport of Rugby League.

**Premier’s Spelling Bee**

In Term 3, The Meadows Public School held the Spelling Bee finals for students in Years 3 to 6 competing with other Blacktown Learning Community Schools. Our finalists were:

- Year 3 - Harriet and Azan
- Year 4 - Tiara and Stephanie
- Year 5 - Clara and Stephen
- Year 6 - Lana and Denise

Each contestant had the difficult task of spelling a range of words in front of their peers and teachers. One finalist was selected from each grade to represent our school at the Regional Finals at Shelley Public School on Wednesday 9th September. Our representatives for this year were Harriet, Stephanie, Clara and Denise.

**Premier’s Reading Challenge**

Throughout Terms 1 to 3, students from The Meadows Public School participated in The Premier’s Reading Challenge. All students were encouraged to participate, with 142 students completing the challenge and receiving their official PRC certificate.

To achieve their certificate, students in K-2 needed to explore 30 books independently or with their class, while students in Years 3-6 needed to read 20 books independently.

**Sharing Program**

The Meadows Public School held a Sharing Program called ‘Wearable Design’. Ten students were selected to participate in the program and two students from our school also took part. Students looked into the design of t-shirt printing. They used various media and an artist case study to learn about specific aspects important in designing a t-shirt. Students also experimented with illustrations and slogans that were then transferred using an assortment of fabric paint onto their t-shirt.

**K-2 Public Speaking**

Students in K-2 practised writing and presenting speeches or nursery rhymes to develop their public speaking skills. Each class selected one representative to present their speech at the K-2 finals. These finalists were:

- Amal (KH), Dakota (KRK), Anthony (1R), Hugo and Matilda (1/2F), and Emily and Cooper (2H).

Each of our finalists did a wonderful job presenting their speech to their teachers and peers. Teachers had the difficult task of selecting one winner from each grade. The K-2 public speaking winners were Dakota, Hugo and Emily.
Debating
This year, The Meadows Public School had two debating teams that represented our school at the Friendly Debating Gala. The teams argued a range of topics, including: Why homework should not be banned, how bottled water is redundant and that computers are more important than handwriting. They competed against students from a variety of schools within the Blacktown Learning Community.

Game Design Workshop
Students in Stage 2 and 3 had the opportunity to take part in a Game Training Workshop. Students learned how to write codes and build a 3D world from scratch. They also received access to the game software and starter kit to use at home.

China Connect
This is the second year that China Connect has been offered to students at The Meadows Public School. China Connect is a program that teaches students about the Chinese culture and language through video conferencing. This program allows our school to build close links with other schools in the Sydney region and is conducted by a Chinese language teacher through video conferencing.

Each week, students learnt about a different aspect of the Chinese culture and participated in hands-on and engaging activities. It is particularly exciting for the children when their teacher comes into the school for a face-to-face lesson. The students have grasped learning the basic greetings well and can count up to 20 in Mandarin.

For our Year 6 students, it provides them with the stepping stone to learning about the language as Mandarin is one of the language classes they will undertake in high school at The Hills Sports High.

Stage 3 Canberra Excursion
In Term 3 of 2015, 23 students from Years 5 and 6 travelled to Canberra for a three day camp. During HSIE studies in term 3, students explored the role of the Australian Government in Australia’s history as well as significant events and individuals in Australia’s government.

The opportunity to travel to Canberra and visit iconic places such as the old and new Parliament House, the Australian War Memorial, Australian Electoral Office and The Geoscience Museum, allowed students with a unique opportunity to transfer their knowledge into real experiences. Stage 3 enjoyed observing Parliament in session. We were lucky enough to listen in on a debate between the Senate and House of Representatives and this resulted in some great inquiries and conversations amongst the students and staff.

A highlight for the trip was when we visited the Australian War Memorial. Two of our school leaders were asked to take part in a remembrance ceremony acknowledging the families and memory of soldiers who fought in the First World War by laying a commemorative wreath.
It was pleasing to see how mature and sensible the Stage 3 students were during this trip. They treated all of our hosts with respect and it was a pleasure for the teachers to share this experience with our students.

**Picasso Cows**

She may be made of fibre-glass, but Moo-Chicka has certainly made a name for herself at The Meadows Public School since she was primed, painted and primped as part of Dairy Australia’s Picasso Cows program!

As part of our classroom nutrition education, students spent two months learning all about the Australian dairy industry and the benefits of consuming dairy foods such as milk, cheese and yogurt for good health and wellbeing.

Armed with glue, paint and loads of enthusiasm, our students chose Unbeatable Bones as their dairy learning focus, which saw Moo-Chicka transformed from a blank life-size fibreglass cow, into a piece of art with an important educational message!

The students documented their experience from start to finish in a learning journal, which we showcased alongside Moo-Chicka at the Picasso Cows presentation day on Wednesday 7\(^{th}\) October at Blacktown R.S.L together with other participating schools in the region.

**Special Events – Harmony Day**

On Friday 20\(^{th}\) March, the students at The Meadows celebrated our annual Harmony Day for 2015. Harmony Day is a celebration which promotes inclusion with everybody belonging. Over the week students worked in class to create harmony hands which displayed words related to the ideas around the day. Students dressed in orange clothing and came together after recess to place their hands in a Harmony Garden. It has been great to see so many students getting involved.

**Special Events – Easter Hat Parade**

This year The Meadows celebrated Easter with an Easter hat parade extravaganza and K-6 art display in our school hall on Thursday 2\(^{nd}\) April. All classes participated in the parade, along with children from Bounty Early Learning Centre and Good Start Learning Centre and our SACC.

Our K - 2 students made and wore elaborately decorated hats and masks, whilst our 3-6 students made masks and Easter displays!

It was pleasing to see the high number of parents and family members that came to enjoy the celebration and parade with their children.
**Special Events – Turkish Children’s Day**

Students and staff at The Meadows celebrated Turkish Children’s Day on Thursday 23rd April. The purpose of the event was to recognise children as the future. Students participated in history and craft activities, while enjoying an afternoon of fun and games with their buddy classes.

**Special Events – NAIDOC**

Our annual NAIDOC event took place on 26th June and involved all students from K-6. We were also privileged to have Aunty Stella visit our school to share her cultural knowledge with students schoolwide.

As part of the day’s celebration, students took part in various cultural activities including art and craft, making Johnny Cakes (damper) and hearing traditional stories with accompanying artefacts. All classes took part in using 21st Century technology to research Aboriginal cultural information through the use of QR codes. The students wore red, black and yellow in honour of the day and took part in a brief formal assembly to commemorate NAIDOC.

**Special Events – Book Week Character Parade**

In week 3 of term 3 students, teachers and parents celebrated Book Week. Students and teachers came dressed as a character from their favourite book. There were colourful and creative costumes worn by students and it was fantastic to see all staff members participate in the celebrations.

After the character parade, parents were invited to stay and enjoy a picnic lunch with their child. It was excellent to see lots of parents and community members attend the event along with two local preschools and the SaCC playgroup.

An enjoyable day was had by all.

**Special Events – Grandparents Day**

The Meadows Public School celebrated Grandparents Day on October 23rd this year. Every year, in the month of October, Grandparents Day is celebrated to recognise the role that grandmothers and grandfathers play in their children’s and grandchildren’s lives.
NSW Grandparents Day is a state funded initiative that celebrates the vital role that grandparents play in our society, as custodians of individuals and cultural memories and as providers of care and love to their children and grandchildren. Grandparents Day recognises the irreplaceable role grandparents have in their families and in the wider community.

Just like Mother’s Day and Father’s Day, Grandparents Day is celebrated in recognition of the important role and influence that they have in their grandchildren’s lives. For some children, their grandparents often play the role of primary carers.

Grandparents had the opportunity to visit classrooms to see the wonderful things happening there followed by a special assembly. We were fortunate to have guest speakers Mrs Ann Orel and Mrs June Keith from the University of the Third Age come and share some of their childhood memories. Grandparents and visitors were invited to stay for a picnic and barbeque lunch.

**Special Events – Diwali Celebration**

On Thursday 12th November, students at The Meadows participated in a range of craft and interactive activities to celebrate Diwali.

Diwali, or the “Festival of Light”, is a Hindu celebration that takes place on the 15th day of November.

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