Our school at a glance

Students
In 2011, the school population of 205 students consisted of 17 students (8% of the school population) who identified as Aboriginal and 106 students (52%) from a language background other than English.

Staff
We are very fortunate to have a group of enthusiastic and dedicated teachers available to support our students.

Committed School Administrative and Support staff members assisted and supported school programs through their high quality work as part of the school team.

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

Significant programs and initiatives
During 2011, our school received funding through the Low SES National Partnerships Program and the Priority Schools Program (PSP). These funds have enabled our school to provide extra support in literacy and numeracy. These programs have also provided our school with quality teaching and learning opportunities as well as valuable resources.

Messages

Principal’s message
What a busy year it has been at The Meadows!

I would like to congratulate the students and staff on a very successful year of teaching and learning at The Meadows Public School. I am very proud of the fact that all our students have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

A number of our students accepted new challenges – academic, sporting and cultural. Students represented the school in the Premier’s Spelling Bee, in the Blacktown Learning Community Public Speaking Competition and a number of students participated in the Premier’s Reading Challenge. Other students represented our school at zone level sport, and some students performed in front of a large audience, some for the first time, as part of the Blacktown Music Festival Choir.

Our school was also represented in both summer and winter PSSA competitions, and our senior netball team were the district champions.

The Meadows participated in a cyclical review this year. The team interviewed students, staff and community members and reviewed programs and systems within the school. One of the highlights of the review was the finding that staff, students and parents are proud of their school, its achievements and its place within the wider community. The team also made some recommendations for the school to work on for 2012.

Parents and community members continued to support our school throughout the year, particularly the P&C who worked tirelessly to raise funds for our children and supported us in so many other ways. We are indeed fortunate to have such a dedicated bunch of parents and carers working in the best interest of our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Lisa Littlejohn

P & C message
We began the year with some familiar faces and some new parents who joined our meetings. Our focus was on fundraising and building community.

We ran a colouring competition for Easter, winter and Christmas raffles, Mother’s and Father’s Day...
stalls and a Footy Fever Day to raise funds for an autism support group at Richmond. The help of parents to organise and run the stalls was appreciated and allowed for us all to get to know one another better. Fundraising is intended to provide outdoor tables and seating for the students, which it is hoped will become reality within the year.

With help and resources from the SaCC’s facilitator, Meiha, we ran several coffee and chat times after Tuesday morning assemblies. This gave us a chance to welcome others to join us in our meetings. We met Elizabeth Docking from Community Greening in Term 2. By Term 3 she had organised and run parent and student workshops, the culmination of which was Arbor Day and a whole-school tree planting exercise. Thanks to the summer rain, the gardens are looking fabulous.

Meiha also encouraged and helped us to apply for a grant from Blacktown Council, which is now helping us to establish a community garden. Vicki Taylor from Bunnings Seven Hills is also contributing her ideas and the resources available to her. It is hoped both students and parents will participate in the caretaking of the garden once it is established.

We welcomed Lisa Littlejohn as our new principal and have valued the contribution she has made to The Meadows. The changes she has brought in have been of great benefit to the school. We appreciate her willingness to involve parents in matters which affect our children and thank her for this.

My thanks go to the parents who supported the P&C through their attendance and/or support of our activities. Thank you to Chanel Glover for her secretarial contributions until illness forced her to resign.

And finally my heartfelt thanks to Olwen Paul for her tireless efforts in the planning and running of events.

It was a great, if tiring, year and I look forward to continued involvement with the community of this wonderful school.

Kathryn Brennan

Student representative’s message

In our time of being school captains of The Meadows Public School during 2011 we saw many changes and participated in many exciting activities. One of the biggest changes to our school this year was when Mrs Anderson, our principal since 2007 left to become principal of another school in Term 2. She then was replaced by a relieving principal, Mr Perrott, for several weeks until Mrs Littlejohn was successful in becoming our new principal of The Meadows.

In Term 1 many of our students in Stage 2 and 3 enjoyed an exciting three day excursion to the Bathurst Goldfields; panned for gold and discovered how life was lived on the goldfields. During this excursion we abseiled the Blue Mountains escarpment, investigated the uniqueness of a rainforest environment and brought back to our school a Wollemi tree which we planted near the school’s canteen.

In Term 2 we were busy learning how to prepare mulch for our native garden. With the help of the P & C and The Royal Botanic Gardens, each student in the school in Term 3 planted a shrub to create a mini oasis in our playground. This encouraged native birds to nest and made our school grounds a more attractive environment.

In Term 4 Mrs Littlejohn reintroduced the school song with updated music. It was officially sung for the first time to our parents and carers at the end of year presentation assembly.

Throughout the year our school held many fundraising events to raise money for our Year 6 farewell. We raised enough money to have a really great farewell and with a little money to spare, bought our school a goodbye gift of a clock and a
banner with our school song to be placed in our school hall.

We are both sad to be leaving The Meadows to begin our high school years but we can both look back at our time at The Meadows with fond memories of caring teachers, friendly students and an education that will stay with us forever.

As school captains of our school we have always tried to perform our responsibilities to the best of our abilities and we wish the staff and students of The Meadows our best wishes.

Bojie Wang and Alicia O’Brien

School context

Student information

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

Student enrolment profile

There has been a steady decrease in student enrolments since 2007 with a larger cohort of Year 6 students leaving than Kindergarten students entering the school. This is related to a change in community demographics and a high mobility rate.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>128</td>
<td>126</td>
<td>119</td>
<td>111</td>
<td>108</td>
</tr>
<tr>
<td>Female</td>
<td>125</td>
<td>125</td>
<td>113</td>
<td>107</td>
<td>92</td>
</tr>
</tbody>
</table>

Student attendance profile

The school values and promotes good school attendance. Attendance rates at school are generally good for most students. There are a number of students who have poor attendance records which impact on the overall school profile. Attendance rates for 2011 have slightly declined compared to the previous year. In 2012 the school’s PBL committee will focus on improving attendance by regularly analysing grade data.

Management of non-attendance

Student attendance is closely monitored by the class teacher, Stage Supervisors, Learning Support Team and our Home School Liaison Officer.

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.

Letters of notification, parent interviews and implementation of an attendance improvement program may also be undertaken. Should attendance continue to be of concern, a referral is made to the Home School Liaison Officer.
**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJ</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1/2/3 B</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>1/2/3 C</td>
<td>1</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>1/2/3 H</td>
<td>1</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>1/2/3 B</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1/2/3 C</td>
<td>2</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1/2/3 H</td>
<td>2</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>1/2/3 B</td>
<td>3</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>1/2/3 C</td>
<td>3</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>1/2/3 H</td>
<td>3</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6 D</td>
<td>4</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6 M</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6 N</td>
<td>4</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6 D</td>
<td>5</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6 M</td>
<td>5</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6 N</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6 D</td>
<td>6</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6 M</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6 N</td>
<td>6</td>
<td>9</td>
<td>26</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2011, there were eight classes at The Meadows Public School – one Kindergarten class, three composite 1/2/3 classes, three composite 4/5/6 classes and a Year 2 - 6 IM support class.

**Staff information**

It is a requirement that the reporting of information for all staff must 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.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.022</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.937</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011, The Meadows Public School had one Indigenous staff member who held an executive position; and one Aboriginal Education Officer.

**Staff retention**

A new principal was appointed to the school in Term 3. Three permanent teachers left the school at the end of the year – one to take up an executive position, one to retrain as a school counselor and one to teach at a school closer to home. Two temporary teachers were employed to cover maternity leave positions and one temporary teacher was employed under National Partnerships.

**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>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>223284.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>138759.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169417.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>56753.79</td>
</tr>
<tr>
<td>Interest</td>
<td>11371.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>64524.72</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>664110.76</td>
</tr>
</tbody>
</table>

| **Expenditure**       |            |
| Teaching & learning   |            |
| Key learning areas    | 9918.05    |
| Excursions            | 11601.68   |
| Extracurricular dissections | 13544.97 |
| Library               | 2358.69    |
| Training & development| 321.90     |
| Tied funds            | 193976.97  |
| Casual relief teachers | 25345.31  |
| Administration & office| 50775.24  |
| School-operated canteen | 0.00      |
| Utilities             | 39807.42   |
| Maintenance           | 32545.35   |
| Trust accounts        | 109637.15  |
| Capital programs      | 0.00       |
| Total expenditure     | 489832.73  |
| Balance carried forward| 174278.03  |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

At The Meadows Public School, our students were provided with many opportunities to participate in extra curricula activities.

- Our choir consisted of 22 enthusiastic and dedicated students from Stages 2 and 3. Throughout the year, these students practised a range of choral, a cappella and round songs, highlighting and developing their alto and soprano range. In Term 3 the choir performed as part of a combined schools choir made up of 210 students at the Blacktown Music Festival. They also performed at our Presentation Day Assembly.

- Our Junior Dance Group, made up of eager K to 3 students, practiced regularly and performed the “Monster Mash” for the school community at Presentation Day.

- Four students had their artwork selected and printed as Christmas cards for our local state Member of Parliament. Each student was given a card to keep as a memento.

Sport

Our school encourages all students to actively participate in regular physical activity to increase their skill level and to develop and maintain optimum health.

- Students in Kindergarten undertook a gross motor program which focused on developing coordination and basic movement skills through games and activities

- Students in Years 1 to 3 participated in lessons that explicitly taught fundamental movement skills.

- Students from Year 4 to Year 6 participated in sport through the school’s home sport program.

- Students in Years 3 to 6 represented The Meadows Public School in PSSA junior and senior cricket in summer. In winter PSSA, students from Years 2 to 6 represented the school in junior and senior Netball.

- The senior Netball team was outstanding, finishing first in their competition.
Students had the opportunity to participate in the cross country carnival held at school and the athletics carnival held at Charlie Bali Reserve at Doonside.

Competent swimmers capable of swimming 50 metres or more were invited to participate in the swimming carnival that was held at Blacktown Aquatic Centre.

The Meadows Public School was represented at district level in swimming, athletics and cross country.

Students in Year 2 to Year 6 had the opportunity to participate in ‘Swim School’ during Term 1. Swim School occurred each day over a two week period and aimed to teach students water safety and improve their swimming ability.

Other

The Meadows Public School formed two debating teams comprising of students from Years 5 and 6. Throughout the year these teams successfully represented our school in the Western Sydney Friendly Debating Competition. We debated teams from Crestwood Public School and Burnside Public School. Our debaters were excellent representatives of our school. They spoke passionately and articulately and are to be congratulated and commended for their efforts.

In Term 4, all students at The Meadows participated in an oral reading, public speaking competition. Tiara Connelly, Kitana Cooper and Denise Noel presented high quality oral presentations. Meryem Yagci, Leleianoa Auvaa, Keala Laundry and Prabnoor Kaur were successful and went on to represent our school in the Blacktown Learning Community competition, where they competed against students from other schools within the Learning Community. All students produced high quality speeches and should be commended on their efforts.

Students from Stages 2 and 3 participated in the NSW Premier’s Spelling Bee. Class teachers presented opportunities for their students to practice spelling words through a variety of in-class spelling games and activities. Students participated in a class competition to determine the finalists from each class. The class finalists then competed in a Stage competition to determine the Stage winners. Pakileata Pongi, Julie Malzard, Joanna Cai and Mele Satini went on to represent our school at the Regional Premier’s Spelling Bee competition.

**Academic**

**Literacy – NAPLAN Year 3 (22 students)**

**Reading**
- 18% of students scored in the top three bands compared to 68% of the state.
- 82% of students scored in the lower bands compared to 32% of the state.

**Writing**
- 48% of students scored in the top three bands, compared to 82% of the state.
- 52% of students scored in the lower bands compared to 18% of the state.

**Spelling**
- 41% of students scored in the top three bands, compared to 71% of the state.
- 59% of students scored in the lower bands compared to 29% of the state.
Grammar and Punctuation
- 27% of students scored in the top three bands compared to 74% of the state.
- In NAPLAN 2011, 18% of our students scored in the top two bands. In NAPLAN 2010, only 14% of our students achieved this standard.
- 73% of students scored in the lower bands compared to 26% of the state.

Numeracy – NAPLAN Year 3
- 23% of students scored in the top three bands compared to 66% of the state.
- 77% of students scored in the lower bands compared to 34% of the state.

Literacy – NAPLAN Year 5 (30 students)
Reading
- 21% of students scored in the top three bands compared to 56% of the state.
- In NAPLAN 2011 21% of our students scored in the top three bands. In NAPLAN 2010, only 14% achieved this standard.
- 79% of students scored in lower bands compared to 44% of the state.
- In NAPLAN 2011 38% of our students scored in the lowest two bands. In NAPLAN 2010, 48% of our students scored at this level.

Writing
- 23% of students scored in the top three bands compared to 57% of the state.
- 77% of students scored in the lower bands compared to 43% of the state.

Spelling
- 37% of students scored in the top three bands compared to 62% of the state.
- In NAPLAN 2011 20% of our students scored in the top two bands. In NAPLAN 2010, only 7% of our students achieved this standard.
- 63% of students scored in the lower bands compared to 38% of the state.
- In NAPLAN 2011 20% of our students scored in the lowest two bands. In NAPLAN 2010, 31% of our students scored at this level.

Grammar and Punctuation
- 33% of students scored in the top three bands compared to 64% of the state.
- 67% of students scored in the lower bands compared to 36% of the state.
- In NAPLAN 2011 37% of our students scored in the lowest two bands. In NAPLAN 2010, 55% of our students scored at this level.

Numeracy – NAPLAN Year 5
- 17% of students scored in the top three bands compared to 58% of the state.
- 83% of students scored in lower bands compared to 42% of the state.
Progress in literacy

Twenty six out of the thirty students (87%) who completed the 2011 Year 5 NAPLAN Literacy tests also completed the 2009 NAPLAN Literacy tests as Year 3 students in New South Wales.

Growth in Reading
- 24% of students experienced a high rate of growth (above the 75\textsuperscript{th} percentile), compared to 25% of the state.
- 36% of students experienced a low rate of growth (below the 25\textsuperscript{th} percentile), compared to 25% of the state.
- Of the 22 schools in the Nirimba School Education Group, The Meadows PS ranked 5\textsuperscript{th} in terms of student growth from Year 3 to Year 5.

Growth in Writing
- No data is available for 2011 as there was a change in the text type being assessed.

Growth in Spelling
- 31% of students experienced a high rate of growth (above the 75\textsuperscript{th} percentile), compared to 25% of the state.
- 19% of students experienced a low rate of growth (below the 25\textsuperscript{th} percentile), compared to 25% of the state.
- Of the 22 schools in the Nirimba School Education Group, The Meadows PS ranked 4\textsuperscript{th} in terms of student growth from Year 3 to Year 5.

Growth in Grammar and Punctuation
- 27% of students experienced a high rate of growth (above the 75\textsuperscript{th} percentile), compared to 25% of the state.
- 27% of students experienced a low rate of growth (below the 25\textsuperscript{th} percentile), compared to 25% of the state.
- Of the 22 schools in the Nirimba School Education Group, The Meadows PS ranked 9\textsuperscript{th} in terms of student growth from Year 3 to Year 5.

Progress in numeracy

Twenty five out of the twenty nine students (86%) who completed the 2011 Year 5 NAPLAN Literacy tests also completed the 2009 NAPLAN Literacy tests as Year 3 students in New South Wales.

Growth in Numeracy
- 12% of students experienced a high rate of growth (above the 75\textsuperscript{th} percentile), compared to 25% of the state.
- 52% of students experienced a low rate of growth (below the 25\textsuperscript{th} percentile), compared to 25% of the state.
- Of the 22 schools in the Nirimba School Education Group, The Meadows PS ranked 17\textsuperscript{th} in terms of student growth from Year 3 to Year 5.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in NAPLAN – Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2011, 8% of students enrolled at The Meadows Public School identified as Aboriginal. Throughout the year all classes in the school were assisted by the Aboriginal Education Officer working in classrooms to support and encourage students and staff.

School Learning Support Officers (SLSOs) continued to implement the Quicksmart program to students in Years 4 – 6 with a focus on improving the numeracy performance of students.

In Term 2, the school celebrated NAIDOC week. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week was a great opportunity for students to participate in a range of activities such as boomerang throwing, sand painting, beading, dancing and listening to dreaming stories and to show our support to the Aboriginal and Torres Strait Islander community. Students enjoyed involving themselves in the Aboriginal culture.

Multicultural education

106 students with a language background other than English were enrolled at The Meadows Public School in 2011. The English as a Second Language (ESL) program, supported by a specialist teacher, operated four days a week and provided specialist learning support in literacy and numeracy for identified ESL students.

Multicultural education is embedded into all school programs and activities.

The Meadows school community highly values the focus placed on cultural diversity through the school’s Multicultural/Harmony Day celebrations.
Due to a number of staff changes throughout the year the annual celebration did not occur. However, Multicultural/Harmony Day will be celebrated in 2012.

Easter Hat Parade
This year The Meadows PS celebrated Easter with an Easter hat parade and crazy hair day. All classes were involved in the parade, including the preschool groups from the Schools and Community Centre. The event took place in our new hall which was fabulous. Our kindergarten class looked very cute performing a dance to ‘If you’re hoppy and you know it!’ We were very pleased with the high number of parents and family members that came to enjoy the celebration with their children.

At The Meadows, we celebrated Arbor Day with a number of special events. Firstly, on Friday 29th July, our students participated in tree planting workshops with staff from the Royal Botanic Gardens. Secondly, our students were involved in a poetry competition, writing about the theme “trees”. Prizes for this competition were generously donated by the Royal Botanic Gardens. The grade winners of this competition were announced at a special assembly held during Education Week on Friday 5th August. Following the assembly, students planted trees in our school garden. Parents were invited to attend this assembly and to volunteer to join their child in planting a tree.

Education Week
Education Week is celebrated each year by showcasing the wonderful programs and initiatives happening in schools. Parents and the local communities can participate in these celebrations.

On Wednesday 3rd August The Meadows celebrated Education Week. We invited parents and friends to visit our classrooms, the book fair, the library and the connected classroom. Parents then stayed to have a picnic lunch with their children. Parents and students enjoyed the variety of games they could play in the playground.

During Education Week, The Meadows celebrated Arbor Day. Arbor Day is one day in the year that celebrates trees. A popular activity is a tree planting ceremony, to promote the care and conservation of the environment through revegetation. This ceremony often involves the participation of school students, community members and sometimes officials from the local council or State Government.

Kids Connect
During 2011, students from Stage 2 and 3 were selected to participate in rich learning experiences offered by local schools in the Western Sydney Region. Created and delivered by teachers at The Meadows Public School and participating schools, these courses extended learning in the areas of literacy, numeracy, science, technology and visual and creative arts in a fun and engaging way. The benefits of participating in the Kids Connect program were the development of problem solving and higher order thinking skills and the opportunity to expose students to new experiences and knowledge. Students could then utilise their new knowledge and skills in other areas of their learning with increased confidence and insight.
Literacy and Numeracy Week

Literacy and Numeracy Week represents a collaborative approach by the Australian Government and school communities to highlight the importance of literacy and numeracy skills for all children and young people, with a specific focus on school-aged children. The Week aims to recognise locally the achievements of students and the work of teachers, parents and members of the community who support young people to develop stronger literacy and numeracy skills.

In Term 3, Week 7 The Meadows Public School celebrated National Literacy and Numeracy Week. Parents were invited to view our numeracy work on display in the school hall.

Schools all around the country participated in Read for Australia which took place on Wednesday 31st August at 2pm. Schools all over Australia were invited to bring together students of all ages, teachers and the local community to read together. The Meadows participated in Read for Australia by creating The Longest Bookworm.

Positive Behaviour for Learning

In 2011, The Meadows Public School continued the implementation of the Western Sydney Region’s initiative, Positive Behaviour for Learning. At the beginning of the year, staff revisited the school’s expectations of BE SAFE, BE RESPONSIBLE and BE A LEARNER to ensure that they were explicitly taught in teaching and learning programs.

A values program based on the Department of Education’s Values in Public Education was implemented throughout 2011. The Values education program aims to promote and develop respect and responsibility in both our students and the wider school community. The program focused on a new value each fortnight, with students engaged in explicit teaching and learning activities. Classes were rostered to present the focus value at weekly school assemblies and the value was also promoted through the school newsletter.

The school’s Anti Bullying program was implemented in Term 1 and revisited throughout the year as deemed necessary. Staff were provided with a series of lessons to target bullying behaviours appropriate for each stage.

During Semester 2, the School Expectation Matrix was reviewed and updated. A new matrix was developed, articulating a maximum of three clearly stated and observable behaviours which defined expectations of behaviour in various school settings. Using the new matrix, professional signage was purchased and posted around the school to display the expectations of behaviour in various areas. During staff meetings, teachers worked in Stage teams to collaboratively develop learning experiences for the explicit teaching of the school expectations. A sequence of lesson plans was developed for the teaching of specific behaviours in-line with the school’s updated expectation matrix. Staff utilised the new signage to implement lessons in particular settings.

In Term 3, the school’s PBL committee participated in the inaugural Western Sydney Region PBL Expo-Shades of Green: Celebrating Creative PBL Schools. Our school delivered an expo style presentation of our PBL journey so far, highlighting our effective practices and successful systems, recounting our implementation process, and providing data and evidence of the positive outcomes for our students and school.
Over 350 people visited the shop front displays and participants were able to engage in one-to-one or small group discussions with our school team members. The expo was an excellent opportunity to show-case the schools achievements, to share ideas and to learn how other school communities implement PBL. The PBL team also attended a presentation by the keynote speaker, Dr Lori Newcomer (University of Missouri) who shared an informative overview of positive behaviour supports across the three tiered continuum.

The effective and purposeful analysis of data continued to be a focus for our school in 2011. The data entry system, STARS, was utilised to record and analyse student information, including positive awards and behaviour referrals. This system allowed staff to monitor students’ academic and social progress. The Effective Behaviour Survey was implemented with staff as a school self-assessment tool, to assess the extent to which PBL practices and systems are in place in school-wide, classroom and individual student systems. The EBS results were used to inform action planning, direct internal decision making and to assess change over time. Surveys indicated that, due to a high staff turnover throughout 2011, there were varying degrees of understanding of PBL principles and practices amongst staff. Therefore, whilst The Meadows has progressed through the PBL implementation to now be at the Targeted Interventions stage, it was identified that there was a need to revisit classroom and school-wide systems and practices to ensure a common understanding of PBL for all staff. This has been targeted as a focus for 2012.

At the end of 2011 the PBL Committee reviewed the school reward system by surveying staff and students and analysing parent feedback provided to the Cyclical Review team. A new reward system was developed for introduction in 2012. The new reward system involves the introduction of a Principal Award, a Deputy Principal Award, an Assistant Principal Award and Teacher Awards which carry a point value. The point system leads to obtaining a school Kookaburra Pin and status as a Meadows Legend. An element of the new system is that students will work to obtain rewards on a continuum from year to year. The proposed reward system has been well received by the students, staff and parents at The Meadows.

Other programs

National partnership programs

2011 was the beginning of a four year funding cycle under the National Partnerships – low SES schools program. A number of initiatives were undertaken by the school. These included:

- Professional learning in data analysis for school teams;
- Reading instruction focusing on Accelerated Literacy;
- Numeracy instruction focusing on teacher professional learning to build sustainable pedagogical change; and
- Leadership in quality teaching practice.

PSFP

In 2011 The Meadows Public School received funding through the Priority Schools Funding Program (PSP). These funds were used to enhance student outcomes through a number of initiatives including:

- Employing casual teachers to release teachers off-class to collaboratively plan and work with consultants, focusing on Accelerated Literacy and Numeracy problem solving,
- Employing a School Learning Support Officer (SLSO) to implement the Quicksmart Mathematics program,
- Employing a School Administration Officer one day per week to assist with the preparation of resources and to support the implementation of Accelerated Literacy in all classes,
- Using the PSP staffing allocation to support teachers through an Accelerated Literacy Mentor,
- Purchasing Literacy and Numeracy resources to assist with focus programs, and
- Supporting the Cyclical Review process through employing casual teachers to allow staff to participate in interviews.
PSP Regional Initiative – Prioritising Grammar

Throughout 2011, Stage 2 and 3 teachers attended several two-hour grammar workshops after school to gain a greater understanding of grammar and how to engage quality grammar strategies appropriate in classroom contexts. These workshops helped our teachers use their knowledge and skills to develop literacy lessons where aspects of grammar are explicitly and regularly taught with an emphasis on developing activities using IWBs and other technologies to engage and enhance student learning. As a result of these workshops it is expected that our students will engage more during grammar lessons, identify language structures and features in context and utilise grammatical knowledge to write a variety of sentences. In 2012, Early Stage 1 and Stage 1 teachers will be trained in Prioritising Grammar.

Cyclical Review

In Term 4 the school voluntarily participated in a Cyclical Review. The team, made up of two principals and a teacher (all from other schools), two regional consultants and Miss Fornal (our school representative) interviewed a range of students, parents and staff, reviewed a number of school programs and policies and observed a number of classroom lessons, to gather data, feedback, ideas and suggestions.

Findings:

- Staff, students and parents are proud of their school, its achievements and its place within the wider community.
- School is committed to enhancing links with the community.
- Staff demonstrate a genuine commitment to improving student learning outcomes.
- The school has a coherent framework for PBL.
- Lesson observations showed there were challenging students in most classrooms. Definite, known and acted on structures need to be put in place and parents students and teachers are all aware of the consequences.
- School has provided a diverse range of professional learning programs to staff.
- School is committed to developing leadership capacity within the staff.

Recommendations:

- School Plan 2012-2014 to incorporate a whole school focus on developing teachers’ deep knowledge and deep understanding of the literacy and numeracy continuums K-6, mapping and tracking students along these continuums.
- School recognise and use the professional expertise within the staff to build the capacity of others.
- Unify staff and school effort around the school’s statement of purpose and vision.
- Review the whole school approach to student welfare ensuring consistency in Positive Behaviour for Learning (PBL).
- Audit and if necessary, reduce the range of existing programs and practices, identify those that are universal and integrate them into the teaching programs.
- School Plan 2012-2014 to incorporate revision of school policies to ensure all are aligned with current DEC policies, including the Curriculum planning, programming, assessing and reporting to parents K-12 policy.

These recommendations have been shared with the school community and implemented into the School Plan for 2012.

Progress on 2011 targets

Target 1

Improve student knowledge of reading – inferential and questioning techniques.

Our achievements include:

- Daily timetabled Literacy block across the school introduced.
- Teaching staff participated in professional learning sessions to increase their knowledge and improve their practice in the teaching of reading.
Increasing the number of students who achieved in Bands 5 to 8 in NAPLAN Reading in Year 5 by 10%.

**Target 2**

**Improve student writing outcomes specifically in spelling, punctuation, sentence and text structure.**

Our achievements include:

- School growth in Spelling for Year 5 NAPLAN was 17.63 points higher than statewide growth.
- School growth in Grammar and Punctuation in Year 5 NAPLAN was 8.22 points higher than statewide growth.
- Teaching staff of Years 4 to 6 participated in professional learning Prioritising Grammar to increase their knowledge and improve their practice in the teaching of grammar.

**Target 3**

**Improve student outcomes in Numeracy, specifically in the understanding and use of problem solving strategies across all strands.**

Our achievements include:

- All class teachers participated in professional learning through action learning, master teaching, reflection and professional dialogue with Mathematics consultant.
- Daily timetabled Numeracy block across the school introduced with an increased focus on problem-solving and working mathematically processes.

**Educational and management practice**

**School Planning**

**Background**

During 2011, staff, parents and students were asked to complete a survey about school planning. The information gathered would allow the school to gain an insight into how much input and impact staff, parents and students had when planning decisions were made to set school targets for future directions.

Surveys were distributed to all parents of students in Kindergarten to Year 6, with 44 parents returning surveys. Students in Year 3 - 6 classes completed the survey, as well as staff.

**Findings and conclusions**

- 88% of parents, 80% of staff and 63% of students felt that the school almost always or usually involved parents, staff and students in decisions about what we are aiming to do.
- 81% of students, 79% of parents and 100% of staff believed that the school almost always or usually plans what we are going to do.
- 80% of staff, 65% of students and 61% of parents responded that almost always or usually the school informs them what we are buying and why.

**Future directions**

It was very encouraging to see that staff, parents and students strongly agreed that the targets set by the school were to improve student-learning outcomes.

The school will continue to look at ways to further involve all stakeholders in school planning decisions and ways to further improve communication with parents, students and staff in relation to the purchase of school resources.

The school will also continue to focus on teacher professional learning and quality teaching as strategies to promote student learning and engagement in learning in 2012.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of school planning and reading.
Teaching staff will continue to participate in professional learning sessions to increase their knowledge and improve their practice in the teaching of reading.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Surveys and interviews about school satisfaction were conducted as part of the school’s cyclical review.

57 parents, 17 staff and 37 students completed the survey. The key findings are presented below.

- 98% of parents surveyed indicated that the school almost always or usually displayed:
  - a focus to improve learning outcomes
  - high expectations
  - celebration of achievement
  - an interesting and relevant curriculum
  - student engagement
  - continuity of learning
- 100% of teachers surveyed indicated that the school almost always or usually displayed:
  - a focus to improve learning outcomes
  - high expectations
  - celebration of achievement
- Only 43% of teachers indicated the school almost always or usually implemented self-evaluation processes. 57% of teachers believed this only occurred sometimes. Student results for this survey item closely matched those of staff.

Future directions

The results of the surveys and interviews were very positive, particularly those gained from parents. Teachers will need to be more reflective of their practice, allowing time for self-evaluation. The processes of self-evaluation need to be explicitly taught to students, so they can learn to evaluate their own performance in various areas.
Professional learning
Throughout 2011, 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.

Teaching staff participated in a number of whole school professional learning activities including: Prioritising Grammar, Accelerated Literacy and Action Learning – Mathematics.

All staff also participated in compliance training for Cardio Pulmonary Resuscitation, Child Protection, Code of Conduct and Social Media during Staff Development Days.

All teaching staff attended a Bill Rogers workshop at the end of 2011 to enhance the PBL strategies already embedded within the school.

The average expenditure on professional learning in 2011 was approximately $559.25 per teacher.

One New Scheme Teacher (NST) applied for accreditation through the Institute of Teachers (IoT) and one NST maintained their accreditation at professional competence.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy
Outcome for 2012–2014
Increase the overall levels of literacy achievement for every student with a focus on reading.

2012 Targets to achieve this outcome include:

- 24% of Year 2 students exiting Stage 1 at or above Cluster 8 (Aspect of Reading Texts) of Literacy Continuum.
- Increase the number of students achieving proficiency level in NAPLAN Reading in Years 3 and 5.

Strategies to achieve these targets include:

- Implement dedicated Literacy sessions each day.
- Implement explicit guided reading sessions across K-2 classes Monday to Thursday.
- Employ two SLSOs to support the implementation of literacy programs K-2.
- Provide opportunities for K-2 staff to participate in Best Start and Literacy Continuum professional learning.
- Implement Accelerated Literacy (AL) across Years 3 to 6.
- Provide professional learning opportunities for teachers to increase their knowledge of AL with the ongoing support and assistance of an AL Consultant.

School priority 2 - Numeracy
Outcome for 2012–2014
Increase the overall levels of Numeracy achievement for every student with a focus on problem solving.

2012 Targets to achieve this outcome include:

- 70% of Year 2 students exiting Stage 1 at or above the regional target of Counting On and Back for Aspect 2 of the Numeracy Continuum (K-10).
- Increase the number of students achieving proficiency level in NAPLAN Numeracy in Years 3 and 5.

Strategies to achieve these targets include:

- Implement dedicated Numeracy sessions each day.
- Implement Targeting Early Numeracy (TEN) program and Early Learning Plans K-2.
- Provide opportunities for K-2 staff to participate in Best Start and Numeracy Continuum professional learning.
- Continue to implement explicit questioning strategies Years 3 to 6.
- Revise K – 6 Scope and Sequence and provide ongoing professional support and development in the implementation process.
School priority 3 – Student Engagement and Attainment

Outcome for 2012–2014

Improve attendance rate of all students including Aboriginal students to strengthen student outcomes.

Improve involvement of parents and community at school functions and events.

2012 Targets to achieve this outcome include:

- Increase the attendance rate for all students to 93% in 2012.
- Increase parent and community participation in school based events.

Strategies to achieve these targets include:

- Deputy Principal and SAO to monitor and coordinate attendance programs.
- Advertise through school newsletter, website and community noticeboard and personally invite families to participate in school events and functions.
- Provide information sessions and workshops for parents on current practices in teaching and learning to support their child’s learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Lisa Littlejohn – Principal
Renai Diamond – Assistant Principal
Renee Cowpe – Assistant Principal (relieving)
Sandy Newcombe – Assistant Principal (relieving)
Alison Jeremijczyk - Classroom Teacher
Alice Fornal – Classroom Teacher

School contact information
The Meadows Public School
2A Fuller Street, Seven Hills
Ph: 9631 3737
Fax: 9896 3281
Email: themeadows-p.school@det.nsw.edu.au
Web: www.themeadows-p.schools.nsw.edu.au
School Code: 2510

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr