School context

The Meadows Public School is situated in Seven Hills and is in the Nirimba School Education Area. The school population of 177 students consists of 25 students who identify as Aboriginal and a growing number of students from a language background other than English. There are seven regular 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.

We are very fortunate to have a group of enthusiastic and dedicated teachers available to support our students. All teaching staff meet the professional requirements for teaching in NSW public schools.

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

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.

During 2013, The Meadows Public School received additional funding through the Low SES School Communities National Partnership 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.

Principal’s message

This Annual School Report celebrates the achievements of our school in 2013 and provides information on our focus areas and priorities in 2014.

Working together with our school community, we continue to maintain a strong focus on meeting all students’ needs and maximizing every student’s potential both academically and socially.

The Meadows Public School had another successful year of teaching and learning in 2013. The dedicated and keen staff were committed to providing quality education to all students.

Students had the opportunity to participate in a number of educational programs and activities across the academic, sporting and cultural areas, including one Year 6 student, Albert, representing the state in Rugby League over in Perth.

The P&C, parents, carers and community continued to support our school throughout the year, working hard to raise funds for our children and to support us with the decision-making process in the school. Over the last two years, we raised money to re-furbish our beautiful Nature Nook area. The Nature Nook has become a favourite place to go to at recess and lunch and the students take great pride in keeping the area clean.

I’m looking forward to working closely with the school community again in 2014.

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

The year started off with a subcommittee specifically focusing on raising funds, which helped to organised a number of regular annual events that included the Mother’s Day stall, Father’s Day stall and Easter raffle.

The P&C also contributed $100 towards sending Albert off to Perth to represent NSW in Rugby. However the largest chunk of voluntary expenditure was on contributing $5,500 for the
nature nook to undergo renovations. As a result, it now looks wonderful.

Stuart Adams – P&C President

Student information

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

Student enrolment profile

There has been a steady decrease in student enrolments since 2007. 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>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>128</td>
<td>126</td>
<td>119</td>
<td>111</td>
<td>108</td>
<td>113</td>
<td>107</td>
</tr>
<tr>
<td>Female</td>
<td>125</td>
<td>125</td>
<td>113</td>
<td>107</td>
<td>92</td>
<td>83</td>
<td>73</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 small number of students who have poor attendance records which impact on the overall school profile. In 2012 the school participated in an Attendance Review. An Attendance Action Plan was developed and changes to the school’s attendance procedures continued to be implemented throughout 2013. This includes regularly rewarding individual students for exceptional attendance and also recognizing and rewarding high rates of attendance for classes.

Attendance rates for 2013 have increased compared to the previous year as a result of rigorous monitoring and follow-up procedures. Staff are regularly provided with professional learning about the school’s attendance procedures. Students whose attendance is below satisfactory are referred to the school’s Learning Support Team and interventions are put in place to monitor and support the improved attendance of those students.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.2</td>
<td>91.3</td>
<td>92.6</td>
<td>89.4</td>
<td>94.1</td>
</tr>
<tr>
<td>1</td>
<td>89.8</td>
<td>92.9</td>
<td>90.0</td>
<td>89.2</td>
<td>90.9</td>
</tr>
<tr>
<td>2</td>
<td>90.4</td>
<td>92.4</td>
<td>92.1</td>
<td>92.3</td>
<td>94.2</td>
</tr>
<tr>
<td>3</td>
<td>92.2</td>
<td>94.3</td>
<td>92.0</td>
<td>90.5</td>
<td>92.0</td>
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<tr>
<td>4</td>
<td>88.6</td>
<td>91.9</td>
<td>93.6</td>
<td>92.7</td>
<td>93.1</td>
</tr>
<tr>
<td>5</td>
<td>92.6</td>
<td>94.2</td>
<td>90.9</td>
<td>93.9</td>
<td>91.3</td>
</tr>
<tr>
<td>6</td>
<td>89.4</td>
<td>95.2</td>
<td>91.8</td>
<td>89.9</td>
<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>90.7</td>
<td>93.2</td>
<td>91.7</td>
<td>90.8</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is closely monitored by the class teacher, Stage Supervisors, Deputy Principal, 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.
Workforce 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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.622</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

In 2013, the school also funded a Deputy Principal position through the National Partnership Low Socio-Economic program.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, The Meadows Public School had one Indigenous staff member who held an executive position; one Aboriginal Education Officer; and one Indigenous Student Learning Support Officer.

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>17%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>212999.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>127802.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>155338.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>54522.49</td>
</tr>
<tr>
<td>Interest</td>
<td>6607.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32378.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>589649.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13532.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>12136.18</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13003.32</td>
</tr>
<tr>
<td>Library</td>
<td>2338.14</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2019.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>160643.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9128.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41945.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40681.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26947.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>50538.16</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11000.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>383914.32</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>205735.32</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

Achievements

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

Arts

Choir

During 2013, students from Stage 2 and Stage 3 formed The Meadows Public School 3-6 Choir. Students practised a range of choral songs as part of a combined schools choir. Students performed alongside other school choirs as part of the Blacktown Music Festival. Students showcased
their talents and represented The Meadows Public School with pride.

The Choir performed for our school at Stage assemblies and special events, including Mother’s Day, Multicultural Day and Presentation Day.

Operation Art

Operation Art provides opportunities for students in Years K-10 to demonstrate excellence in Visual Arts. During 2013, all students at our school created artworks for this competition, and one student was chosen from each Stage to present their artwork at our school’s art exhibition. Fifty works were selected to become part of the permanent art collection of The Children’s Hospital at Westmead. Four artworks from our school were submitted, framed and presented at The Armory Gallery in Olympic Park on 7th September. Students, teachers and parents were invited to attend the exhibition and those students who participated received certificates. Students’ framed works were returned to the school and displayed throughout the administration and office areas.

Cross Country

In Term 2, all students took part in our annual Cross Country carnival. This year, in addition to the running events, students were also involved in a variety of ball games and physical activities after their race.

Throughout the carnival, students in Years 3-6 demonstrated excellent sportsmanship and effort. K-2 students joined in after the Year 3-6 races and participated in their own Cross Country events. The top three girls and boys from each event went on to compete at the District Carnival. All students put in an outstanding effort to finish within the top half of their event. These students were excellent representatives of our school.

Athletics Carnival

As a result of inclement weather our annual Athletics Carnival was held at The Hills Sports High School for competitors only. All students competed in good spirit and encouraged each other throughout the day.

The Meadows Public School had competitors in all events at the District Carnival, a very positive achievement for a small school. All students were outstanding representatives of our school and demonstrated great sportsmanship and team spirit.

One student qualified for the Regional Carnival for the girls 12 years 200m event.

Swimming Carnival/Swim School

This year, competent swimmers capable of swimming 50 metres or more were invited to participate in the Swimming Carnival that was held at Stanhope Leisure Centre on Friday 8th February. The facility was shared on the day by

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 and 2 participated in lessons that explicitly taught fundamental movement skills.
- Students from Year 3 to Year 6 participated in sport through the school’s home sport program.
the students and teachers of Bert Oldfield Public School. Seven students from The Meadows Public School attended. Four students progressed from the school carnival to represent The Meadows Public School at the Seven Hills/Wentworthville Combined Zones Swimming Carnival.

Paul Kelly Cup AFL Gala Day
On 14th March, fourteen boys from Years 4-6 represented our school in the 2013 AFL Paul Kelly Cup as part of the Parramatta District Gala Day for this statewide event participated in the Paul Kelly Cup AFL Gala Day.

Other
Debating
2013 was a very successful year for the The Meadows Public School Debating program. The year began with students attending a Premier’s Debating Training Day held at Westmead Public School. Our debaters learnt valuable techniques and were given the opportunity to practice these skills with expert debaters from The Department of Education Performing Arts Unit. Following this, four Stage 3 students were chosen to form our debating team.

Throughout the rest of the year, students successfully represented our school in the Western Sydney Debating Competition. We debated teams from Westmead Public School, Hilltop Road Public School, Crestwood Public School and Kellyville Ridge Public School. Our debaters were outstanding representatives of our school. Their excellent techniques and argument were remarked upon by several teachers from other schools. They spoke passionately and articulately and are to be congratulated for their efforts.

Public Speaking
In Term 4, students from Years K-6 participated in an Oral Reading Public Speaking competition. Winners were chosen from each grade, with the chosen students from Years 3-6 going on to represent our school in the Blacktown Learning Community competition where they competed against 17 other schools. The K-2 winners were Ravnoor, Sabhyata and Serenity. The 3-6 winners were Clara, Denise, Emily and Krissy. All students produced high quality speeches and should be commended on their efforts.

Premier’s Spelling Bee
Students from Stages 2 and 3 (Years 3-6) 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. Denise and Chloie went on to represent the school at Quakers Hill Public School in the Stage 2 Regional finals. Gauri and Bohan were our Stage 3 competitors at the Regional finals.
Premier’s Reading Challenge

A number of students participated in the Premier’s Reading Challenge throughout 2013 and all students in Years K-2 completed the challenge. All students were encouraged to participate with K-2 students reading or experiencing 30 books and students in Years 3-6 reading 20 books independently. All students who entered and successfully completed the Premier's Reading Challenge received an official PRC certificate.

ICAS Competitions

Students from Years 3 to 6 participated in the English, Writing, Spelling, Science, Mathematics and Computer Skills assessments. Students achieved a total of 7 distinctions, 8 credits, and 26 participation awards.

This year, 11 students from Years 3-6 participated in the ICAS English Competition. They were assessed on textual devices, vocabulary, reading of factual and literary text as well as syntax. Two students achieved Distinction Certificates, 3 students achieved Credit awards and 6 students received certificates of Participation.

Seven students from Years 3-6 participated in the ICAS Spelling Competition. They were assessed on the structure, genre, grammar, punctuation and spelling of literary text. Two students achieved Distinction Certificates, 2 students achieved Credit awards and 3 achieved Participation Certificates.

This year, 5 students from Years 3-6 participated in the ICAS Writing Competition. They were assessed on Dictation, proofreading and correcting as well as rules and conventions. One student achieved a Credit Certificates and 4 achieved Participation Certificates.

Eleven students from Years 3-6 participated in the ICAS Mathematics Competition. They were assessed in all five strands of mathematics including numeracy, patterns and algebra, measurement, chance and data, as well as space and geometry. Out of the 11 students who participated in the assessment, 3 students achieved a Distinction Certificate, and 8 students received certificates of Participation.

This year 4 students participated in the Computer Skills Competition. They were assessed in 5 areas, general skills, word processing, multimedia/graphics, internet/email and spreadsheet/database. Out of the 4 students who participated in the assessment, 2 were awarded Credit Certificates and 2 were awarded Participation Certificates.

Four students participated in the Science Competition. Students were assessed in the areas of observing, measuring, interpreting, predicting, concluding, investigating, reasoning and problem solving. All students who sat this competition received Participation Certificates.

Academic achievements

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 for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

Twenty-three Year 3 students sat the National Assessment in 2012.

Reading

- 18.2% of students in 2013 achieved scores in the top band (Band 6) compared to 12% in 2012.

Spelling

- 26% of students in 2013 achieved scores in the top 2 bands (Bands 5 and 6).

Writing

- 8.7% of students in 2013 achieved scores in the top band (Band 6) compared to 4% in 2012.

Grammar and Punctuation

- 26.1% of students in 2013 achieved scores in the top 2 bands (5-6) compared to 24% in 2012.
NAPLAN Year 3 - Numeracy
- 33.3% of students in 2013 achieved scores in the top 3 bands (Bands 4-6).

NAPLAN Year 5 - Literacy
Thirteen Year 5 students sat the National Assessment in 2013.

Reading
- 30.8% of students in 2013 achieved scores in the top 3 bands (Bands 6-8) compared to 30% in 2012.
- 30.8% of students in 2013 achieved scores in the bottom 2 bands (Bands 3-4) compared to 50% in 2012.
- There were no students in the lowest Band (Band 3) in 2013 compared to 25% in 2012.

Writing
- 16.7% of students in 2013 achieved scores in the lowest band (Band 3) compared to 33.3% in 2012.

Spelling
- 28.6% of students in 2013 achieved scores in the top 3 bands (6-8).
Grammar and Punctuation

- 14.3% of students in 2013 achieved scores in the top 2 bands (7-8) compared to 9.5% in 2012.

Numeracy – NAPLAN Year 5

- 46% of students in 2013 achieved scores in the top 3 bands (6-8) compared to 21.1% in 2012.
- 46.2% of students in 2013 achieved scores in the bottom 2 bands (Bands 3-4) compared to 52.7% in 2012.

Progress in Literacy

Twelve students who completed the 2013 NAPLAN Literacy Assessments as Year 5 students also completed the 2011 Year 3 NAPLAN Literacy Assessments at The Meadows Public School.

- When comparing student growth in Reading, The Meadows Public School was ranked 5th overall out of 22 schools in the Nirimba School Education Group.
- The average growth in Reading for students at our school was 111.3 points compared to average growth of 83.2 points for students across the State and 84.3 points for students in the Nirimba School Education Group.

- When comparing student growth in Spelling, The Meadows Public School was ranked 4th overall out of 22 schools in the Nirimba School Education Group.
- The average growth in Spelling for students at our school was 102.4 points compared to average growth of 84 points for students across the State and 89.9 points for students in the Nirimba School Education Group.

- When comparing student growth in Grammar and Punctuation, The Meadows Public School was ranked 7th out of 22 schools in the Nirimba School Education Group.
The average growth in Grammar and Punctuation for students at our school was 101.8 points compared to average growth of 77.7 points for students across the State and 83.7 points for students in the Nirrimba School Education Group.

Progress in Numeracy
Thirteen students who completed the 2013 NAPLAN Numeracy Assessments as Year 5 students also completed the 2011 Year 3 NAPLAN Numeracy Assessments at The Meadows Public School.

- When comparing student growth in Mathematics, The Meadows Public School was ranked 9th overall out of 22 schools in the Nirrimba School Education Group.
- The average growth in Numeracy for students at our school was 94.1 points compared to average growth of 88.5 points for students across the State and 90.7 points for students in the Nirrimba School Education Group.

Significant programs and initiatives
Aboriginal education
The Meadows Public School continues to implement the Aboriginal Education and Training Policy (2008) and Aboriginal and Torres Strait Islander Education Action Plan (2010-2014). Our school is committed to implementing programs and strategies that work towards ‘closing the learning achievement gap’ for Aboriginal students in NSW.

Throughout 2013 all classes in the school were assisted by the Aboriginal Education Officer (AEO), who worked in classrooms to support and encourage students and staff. Personalised Learning Plans were developed for all Aboriginal students to help guide their educational goals. Students, teachers and family members met together with the Aboriginal Education Officer to discuss family values, cultural and tribal history, and set goals learning goals for the year. Parents also played a vital role in these meetings, sharing the learning goals and aspirations they have for their child.

During Term 3, our Aboriginal Education Officer, Craig Tangye, was appointed to a permanent AEO position at another school. The role of the AEO was filled in a causal capacity by Jerome Fares. The position was advertised in Term 4 and Natalie Bell was successful in being appointed as our new AEO. Natalie will take up her permanent AEO position at our school in 2014.

NAIDOC Day
Our annual NAIDOC Day Commemoration was celebrated on 28th June. The celebrations included a formal welcome assembly, Aboriginal Elders coming to share their experiences and knowledge, and a number of cultural activities such as painting, beading, Dreamtime stories and talks about traditional artifacts. Students enjoyed a range of activities designed to engage everyone in a celebration of Aboriginal and Torres Strait Islander culture. They were able to take a small boomerang and beaded bracelet home with them to remember the occasion.

Community Art Project
Our school has a proud association with the local Aboriginal community which has been formally acknowledged with the creation of a large mural.
This mural, designed by Aboriginal artist Craig Tangye, was completed over several sessions with input from local families, students, teachers and school staff. The artwork stands proudly in our school hall and will be the backdrop for many official functions and assemblies for years to come.

Multicultural education

Multicultural education is embedded into all school programs and activities. Every day at The Meadows Public School is a celebration of our cultural diversity and history. The school acknowledges and celebrates cultural diversity throughout the year.

The Meadows school community highly values the focus placed on cultural diversity through the school’s Multicultural celebrations.

Throughout Semester 2, in preparation for this event, staff implemented teaching units focused on Aboriginal and multicultural education perspectives. All classes (K-6) studied different countries from around the world. These learning experiences enabled students to achieve a deeper understanding and appreciation of the diverse cultural backgrounds of their local and global communities.

On the 20th September we celebrated Multicultural Day. Classrooms were decorated with examples of student work based on their selected culture. Student performances were a highlight of the Welcome Assembly as were the multicultural food stalls. Food was prepared and served by members of the local community and many families joined students for a picnic lunch to sample the delicious dishes from various cultures. This year we focused on cultures that were represented by our school community and it was great to see so much interest in the day.

This special day was concluded with cultural experience groups which included Aussie bush dancing, a Samoan culture class, Chinese ink drawing and Indian dance lessons. Feedback from the school staff and community was collected and was very positive. We can’t wait to do it again next year!

Transitional Equity Funding

The Meadows Public School received Transitional Equity Funding (TEF) in 2013. These funds were used to enhance student outcomes through a number of initiatives including:

- Employing two School Learning Support Officers (SLSO) four days per week to implement and support Guided Reading Groups K – 2;
- Using the PSP staffing allocation to support individual students with Literacy and Numeracy learning needs; and
- Purchasing Literacy and Numeracy resources to assist with focus programs.

National partnership programs

2013 was the third year 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:

- Creating a Deputy Principal position to ensure the professional development of all teachers at differing career points was catered for;
- Professional learning opportunities for teachers to work with an experienced Super 6 consultant;
- Professional learning opportunities for teachers to work with the Deputy Principal to support the implementation of Literacy and Numeracy Continuums;
• Employing a School Administrative Officer (SAO) for 1 day per week to work with the Deputy Principal to track and improve student attendance rates; and

• Employing a Community Liaison Officer (CLO) for 1 day per week to engage families in school activities and workshops.

**Community Engagement**

The school provided a number of opportunities for parents and community to engage in school life. Special events and celebrations, such as Book Week Parade, Grandparents Day, Education Week Assembly and Multicultural Day were very well-attended by family, friends and the wider community.

Information and workshop sessions relevant to student, parent and community learning needs, such as “GOT IT!”, Triple P Parenting Course, Literacy and Numeracy workshops and High School Transition information sessions were provided by school staff, Regional officers and Department of Health personnel.

These events led to the achievement of a positive partnership with parents and community during 2013.

**Team Leadership for School Improvement**

During 2012 and 2013 staff participated in the Team Leadership for School Improvement program, focusing on the development, implementation and evaluation of whole school planning for continuous improvement. National Partnerships funds were used to employ a facilitator to deliver the program. The facilitator was also employed to work with the school’s leadership team, both individually and as a group, to ensure all members had a deeper understanding of the content and were then able to guide discussions at a stage, focus team and whole school level. Leadership team evaluations indicated that through participation in TLSI all members have developed greater leadership capacity for guiding and managing results-focused whole school improvement. This has also led to a review and evaluation of, and change in, the processes already in place for whole school planning.

Staff evaluations indicated that most teachers felt that their participation in TLSI gave them a greater understanding of their role as leaders in the classroom and also in focus teams; and of the processes involved in the school improvement cycle. In between TLSI sessions, leaders facilitated professional dialogue within their stages and at focus team meetings, focusing on the content covered in the previous TLSI session, leading to staff developing a deeper understanding of the school improvement cycle.

Knowledge gained by the staff will continue to be used to evaluate and revise school targets and strategies.

**Teacher Quality**

The continued employment of a Deputy Principal (NP) has further strengthened our teacher quality and capacity through ensuring that teachers are provided with professional learning opportunities that best suit the needs of individual teachers according to their experience and expertise. Even though there was a change of personnel in the role of Deputy Principal due to promotion, teachers overwhelmingly agreed that the guidance, support and professional dialogue, through a range of professional learning experiences focusing on the school’s targets and priorities of literacy, numeracy and student engagement, at both stage and whole school levels from both Deputy Principals, has increased their understanding of what quality teaching and learning looks like in the classroom and that professional learning opportunities were valued.

Staff actively participated in stage planning days, collaboratively working together to plan and program learning experiences for literacy and numeracy by analysing and using student data to inform their planning. Standardised tests, teacher designed rich assessment tasks, continuum tracking, Best Start and NAPLAN data were used to identify student strengths and areas for development. This assisted in the monitoring of student growth and attainment, program development and further built on teacher capacity to use data to inform their teaching.
The employment of a consultant to provide expertise in programming and pedagogical knowledge of Super 6 Metacognitive Strategies across Years 3 – 6 allowed teachers the opportunity to collaboratively plan, with the consultant, learning experiences based on the literary text that students were to study. This time also provided opportunities for staff to participate in rich professional dialogue and to reflect on their own teaching practice. Staff evaluations indicated that planning days with the consultant were highly valued and helped with further increasing their understanding of how students learn and the importance of engaging students in their learning through planning and programming lessons suited to varying abilities.

Transition Programs
During 2013 there has been a strong focus on developing programs and strategies to support student achievement and quality teaching and learning at key transition points. Various programs were implemented to support quality teaching and student engagement in the middle years, focusing on the key transition from Stage 3 to Stage 4.

Enhancing Success in Mathematics
The Deputy Principal has coordinated the Enhancing Success in Mathematics project across three primary schools and the local high school within the Warali Wali Education Group (WWEG). This project was designed to provide opportunities for shared teacher professional learning within the Warali Wali Education Group focusing on Quality Teaching in Mathematics for Stage 3 and Stage 4 teachers. Through shared professional learning activities and collaborative programming opportunities, Stage 3 and Stage 4 teachers within the WWEG aimed to align their teaching practice of multiplication to improve student outcomes in identified areas. Staff involved were able to effectively analyse data to inform teaching and assessment practices.

Professional learning opportunities within the WWEG Hub developed deep knowledge and understanding of teaching multiplication (and division) and the associated metalanguage. Collaboratively, staff across the four schools designed teaching programs that explicitly and systematically developed Stage 3 and 4 students’ skills in multiplication and division. As a result of this project, students demonstrated an improved ability to interpret multiplication problems and apply problem-solving strategies and developed proficient understanding and recall of multiplicative number facts. Teachers reported that Stage 3 and Stage 4 students displayed an improved understanding and increase use of metalanguage within Mathematics related to the sub-strand of multiplication.

English Curriculum Implementation
In 2013, the Deputy Principal also led the implementation of the WWEG Curriculum Action Plan. This plan established structures for shared professional learning and planning around the new NSW English syllabus to enhance efficacy of implementation and continuity of student learning across five primary schools and two high schools within the local education group. Needs-based professional learning was delivered to the school representatives in the WWEG Curriculum focus team by accessing the expertise of consultants. The WWEG Curriculum focus team then delivered professional learning around the new English Syllabus, Literacy Continuum and multi-modal learning within their schools. Effective use of the Literacy Continuum continued to be a focus, with the Deputy Principal providing professional learning to local high school staff. Collaboration between primary and high schools determined that feeder primary schools within the WWEG would provide student assessment for Year 6 in Reading Texts and Comprehension using the Literacy Continuum as part of the transition to high school process. The use of the Literacy Continuum as a tool to assess Literacy levels of students exiting Year 6 and entering Year 7 developed greater knowledge of
Year 7 students’ needs and abilities upon entry to HS.

Ready, Set, Kindy

The successful transition to Kindergarten was another focus for our school, with a number of School Readiness forums held at local pre-schools. Community links were increased with local pre-schools attending a number of events at the school. The Early intervention model was implemented with the involvement of various community services as part of the school’s Kindergarten transition programs, Ready, Set, Kindy.

Positive Behaviour for Learning

This year The Meadows Public School continued to implement Positive Behaviour for Learning as a framework for student engagement. All students have participated in stage appropriate lessons that explicitly teach the school expectations, which are BE SAFE, BE RESPONSIBLE and BE A LEARNER. These lessons are based on the School Expectation Matrix which covers all school settings. Through teaching these lesson sequences it has assisted in establishing clear and effective management systems, an understanding of school expectations, the development of classroom routines and procedures in a positive and structured way. It also ensures that all classes K-6 are establishing the same structures early in the year to assist with consistency across the school.

During Staff Development days in Term 1, a new framework was established to support both the teachers and students when dealing with behaviours across all school settings. We introduced the language of ‘being in the right place, at the right time, doing the right thing’, which enables the students, when prompted, to reflect on their behaviour and make a positive choice.

Teachers have continued to implement Anti-Bullying programs this year. The school supports a prevention and early intervention approach in relation to bullying. These lessons also encompass cyber-bullying which is a relevant concern in the 21st century considering the varied digital media students access. The Anti-Bullying policy is available on the school’s website.

The analysis of data continued to be a focus for our school in 2013. Using data, behaviour referrals were analysed within a three-tiered framework to identify those students requiring individualised and intensive support (red zone) and targeted group interventions (yellow zone). Students were referred to and were monitored by the school’s Learning Support Team where personalised behaviour plans were developed to support the students’ development of appropriate behaviour.

Through analysing this data it had become apparent that we needed to focus on social skills and ‘targeted group interventions’ throughout 2013. Therefore, a chill-out room was established where ‘targeted’ students are provided with the opportunity to take part in supported play which enables teachers to assist in developing appropriate social skills in these students. We have continued to establish the use of ‘Check in Check out’ (CICO) as a targeted intervention. CICO assists students in making contact with their teacher or an executive staff member early in the day, where a discussion can take place to establish the groundwork of a positive day. Students then ‘check out’ and reflect on their behaviour prior to the end of day bell.

A school wide social skills program called ‘Bucket Filling’ was implemented. This program aims to develop and build on the language of feelings and emotions which assists in the development of resilience and improved social interactions.

The PBL committee is currently in the process of reviewing and revising our school’s Student Discipline Policy. It will be shared with teachers during staff development days in Term 1 and with our wider school community during 2014.
ensure a consistent understanding and approach. The policy now reflects all current processes and procedures in managing student behaviour and recognising student achievements.

**WWEG Positive Behaviour for Learning**

Throughout 2013 the staff Warali Wali Education Group (WWEG) PBL committee shared resources, ideas and discussed the positives and negatives of programs and interventions they had running or have trialled at their schools in regards to their approach to Positive Behaviour for Learning. Each school is at a different stage of their PBL journey and it has been highly beneficial to have the opportunity to share and problem solve with colleagues beyond our immediate school.

In early 2014 the WWEG PBL team will be hosting a sharing afternoon at Bert Oldfield PS. All schools from the Blacktown Learning Community have been invited to attend and to share their experiences with their colleagues. Two guest speakers will be joining us on the day, Joanne Dwyer from Kids Matter will be speaking about the importance of nurturing mental health in children and Jill Schofield who is a DEC PBL coordinator for the Western Sydney area.

**Easter Hat Parade**

This year, students and teachers at The Meadows Public School celebrated Easter with a colourful Easter Hat Parade. Students in each class created hats as well as beautiful artworks which were showcased in our school hall. We were joined by a large number of enthusiastic parents and community members. Students from the Schools and Community Centre and local pre-schools paraded their hats, which were very cute. Kindergarten performed for the school for the first time and did a wonderful job. It was an exciting celebration enjoyed by parents, students and staff.

**Book Week Character Parade**

During Book Week in Term 3, a Book Week Character Parade was held. With much advertising and excitement generated from the teachers, a most successful parade was held. The majority of the student population came dressed up with the emphasis on dressing as a book character. Many parents came to watch the parade.

After the parade, a 15 minute reading time was held where all who attended read a book with a child to encourage an enjoyment of reading. Lastly a picnic lunch was enjoyed by students, parents and teachers.

**Grandparents Day**

On Friday the 5th of April we celebrated Grandparents Day at The Meadows. The SRC worked hard to combine Grandparents Day with the Children’s Hospital Bandaged Bear Breakfast appeal. We were thrilled with the high number of grandparents that joined us and donated a gold coin for a yummy barbequed breakfast of bacon and eggs, pancakes, toast, juice and cereal which was all generously donated by local businesses.
The teachers and students worked hard to create grandparent artworks which were displayed and sold at a small fee.

The SRC were thrilled as they proudly sent a cheque to the Children’s Hospital having raised over $400. We received very positive feedback from the community about the day and we look forward to making Grandparents Day even bigger and better in 2014.

After completing their unit of work on cyber bullying, students from Years 3-6 had the opportunity to engage with the child friendly social networking site, Edmodo. Through the use of the site, students were not only able to stay in contact with each other in a safe and engaging environment, they were also able to display work, complete research and take part in class polls.

Kids Connect

Kids Connect is an enrichment program providing extension opportunities for students and their teachers in the Blacktown Learning Community (BLC). Twelve of our students from Years K-6 were selected to participate in the program in 2013. Students visited other schools within the BLC for full day enrichment courses linked to Writing, Mathematics, Science, Technology, Music, Dance and Visual Art.

Book Fair

Our school held a Scholastic Book Fair in Week 3 of Term 3. We sold $1498.00 worth of books during the week. The commission from the number of books sold was $374.50. This will be used to add to the library collection and the home reading book list.

Technology

In 2013 students participated in weekly technology lessons using iPods and computer software. Throughout the year students from K-6 had the opportunity to experiment with different photo editing software, movie creation software and audio editing/creation software. Students created short stop-motion videos, information presentations, soundtracks for movies and experimented with importing special effects into short movies. Students also learnt how to export movie clips into movie editing software on the computer and align them with appropriate audio tracks.

As well as using technology, students from K-6 also undertook a series of lessons around cyber bullying. Students learnt how to identify cyber bullying, its effect on people and how to prevent it from happening.

Student Leadership Programs

SRC

During 2013, The Meadows Public School provided opportunities for our students to participate in decision making about our school. This team consisted of class representatives from Kindergarten to Year 6, School Captains, Vice Captains and Prefects, as well as House Captains and Vice Captains, which were elected by students. The SRC met throughout the year to provide a forum where students could discuss issues which affected them, voice ideas as well as develop proposals to take to their wider school community.

As members of the SRC, students were provided with various leadership opportunities and experiences, including:

- informing parents and students by contributing to the school newsletter;
- recording the minutes of SRC meetings and reporting these to peers at class meetings;
- reporting to staff and students through assemblies and at staff meetings;
- recycling school waste and other ecologically sustainable practices;
- monitoring and encouraging student participation in play activities during recess and lunch play sessions;
monitoring and modelling school expectations for their peers, including participating in rostered canteen and play equipment duty responsibilities;
• supporting fundraising initiatives and special events; and
• caring for the school and its surrounding gardens.

During Term 1, student leaders participated in a leadership development program at Longneck Lagoon Field Studies Centre. Students participated in a variety of team building activities and challenges to further develop their skills in decision making, collaboration, organisation and confidence building.

Throughout the year the Student Representative Council has supported various initiatives to raise funds for both the school and community charities. These have included holding a “Bandaged Bear Big Breakfast” fundraising breakfast for students and their families, raising money to support The Bandaged Bear Annual Appeal for The Children’s Hospital at Westmead. The SRC has also supported the Stewart House Clothing Appeal.

Our school leaders have also worked together with the school Principal, executive staff, teachers and parents to lead school events, such as ANZAC Day, Remembrance Day and special event assemblies.

Student Leadership Expo 2013
This year our school participated in the Student Leadership Expo 2013 organised by the Warali Wali Education Group and hosted by Metella Road Public School.

This event included representatives from twelve local primary and high schools, special guests from our community and Rick Seretis (Director, Public Schools NSW) attended this special event.

Student Representatives from our school attended this event and displayed their Leadership poster showcasing student leadership opportunities and initiatives at The Meadows Public School. Students listened to presentations and talked with other students from participating schools. Their participation allowed them to further develop their leadership capacity and provide ideas for future consideration by our school’s Student Representative Council.

Young Leaders Day
In 2013, members of the Student Leadership team attended the 2013 National Young Leaders Day for primary students in Sydney. The event was held at the Sydney Entertainment Centre on Monday 25th March. Students listened to a variety of high profile speakers from varied backgrounds and different personal leadership experiences. They were motivated to begin making an immediate positive impact on the culture of our school. At the event, students were encouraged to seek opportunities to develop their skills and potential according to their personal strengths and passion. Students also had the opportunity to meet other student leaders from all over the state.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Informal interviews were conducted with members of the school community, including members of staff, students, parents/family members and community members;
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART, Reading Recovery levels, ORF assessments, Best Start data, Literacy Continuum cluster data, PAT assessments, Numeracy Continuum aspects data, TEN data.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment, communications, program evaluations and other documents seen by the school as informing the review;
- Classroom observations;
- The collation of survey data, including SchoolMAP, QSL, school developed surveys which provided feedback and opinions from staff, students, parents and community members; and
- Analysis of teaching and learning programs and Professional Learning plans and evaluations.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012—2014

- Increase levels of overall literacy achievement for every student with a focus on reading.
- Increase teacher knowledge of the teaching of reading K-6.

Evidence of progress towards outcomes in 2013:

- 2013 Year 3 NAPLAN data demonstrated that 5 students achieved Bands 5 and 6 in Reading - two students over the anticipated target.
- Year 3 data indicates that the strong focus on explicit guided reading strategies during the last two years has led to the 2013 target being exceeded.
- 2013 NAPLAN data demonstrated that 50% of Year 5 students achieved expected growth in Reading.
- 2013 Oral Reading Fluency (ORF) data demonstrated that 36% of Year 3 students achieved a fluency rate of 100 correct words per minute in Semester 2 compared to 19% in Semester 1.
- Year 5 ORF data demonstrated that 12% of students achieved a fluency rate of 120 correct words per minute in Semester 2 compared to 0% in Semester 1.
- Mapping of students on the Literacy Continuum demonstrated that 45% of Year 2 students had achieved Cluster 8 or above in Reading Texts.
- The explicit focus on Guided Reading each day and in class support across the whole school, allowed for individualised instruction to cater for diverse learning needs.
- Staff evaluations indicate that planning with an experienced consultant in Super 6 Strategies is very much valued. Teachers (particularly our early career teachers) indicated that they have
increased their understanding of the strategies and it has helped with their planning and programming of reading.

- Teachers indicated that the use of the continuum has supported them in providing explicit instructions in reading.

**Strategies to achieve these outcomes in 2014**

- Implement dedicated Literacy Sessions each morning Monday to Thursday across the whole school.
- Implementation of Super 6 Metacognitive Strategies across K – 6 with assistance and support from Consultant.
- Continue to analyse SMART data to inform teaching and learning programs.
- Purchase a range of literary, factual, visual and multimedia text to support the implementation of reading comprehension and the new syllabus.
- Implement explicit Guided Reading sessions across K-6 classes Monday to Thursday.
- Employ School Learning Support Officer 3.5 hours per day Monday to Thursday to support the implementation of literacy programs K -2.
- Employ a Deputy Principal to mentor and support the implementation of the Literacy Continuum and English Syllabus across K- 6.
- Teachers use and analyse PLAN Reports, embed the organisation units for student groups into their teaching and learning program and show evidence of this in their classroom practice.
- Implement Multilit Program across Years 3 – 6 Monday to Friday

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

- Improve student learning outcomes in Numeracy K-6
- Enhance teachers’ skills in the teaching of Numeracy

**Evidence of progress towards outcomes in 2013:**

- 2013 NAPLAN data demonstrated an increase in the number of students achieving proficiency level in Year 5 Numeracy from 16% in 2012 to 23% in 2013.
- Year 5 NAPLAN data indicated that the number of students achieving Bands 7 and 8 was maintained from 2012 to 2013.
- 2013 NAPLAN data demonstrated that 54.5% of Year 5 students achieved expected growth in Numeracy compared to 44.4% in 2012.
- 2013 data for Progressive Achievement Testing (PAT) in Mathematics demonstrated that 27% of Year 3 students achieved a raw score at or above 24 points in Semester 2 compared with 18% in Semester 1. The results for Year 5 were maintained with 46.6% of students achieving a raw score at or above 26 points from Semester 1 to Semester 2.
- Dedicated support staff working with small groups of students during Numeracy sessions allowed for individualised instruction to cater for individual needs.
- Through participation in the ESiM project, Stage 3 teachers have an increased understanding of how to explicitly teach problem solving strategies.
- Parent Information session presented during Term 1 by the Numeracy Team, provided information on current practices in teaching and learning to support their child’s learning in mathematics. Feedback from participating parents indicated that the session was beneficial in providing them with ideas to support their children’s problem solving strategies with their homework and in real world contexts.

**Strategies to achieve these outcomes in 2014:**

- Employ a Deputy Principal to mentor and support the implementation of the Numeracy Continuum, CMIT and Newman’s Error Analysis across K- 6.
• Implement Count Me In Too (CMIT) program K - 2
• All staff participate in professional learning programs for PLAN.
• Teachers use and analyse PLAN Reports, embed the organisation units for student groups into their teaching and learning program and show evidence of this in their classroom practice.
• Implement ability based Numeracy Groups, with a focus on Number Strand, across K-6 Tuesday to Thursday
• Continue to implement explicit questioning strategies 3-6 during dedicated numeracy sessions
• Stage 3 students and teachers participate in ESiM Project with other schools in WWEG Hub with a focus on problem-solving and content gaps in new syllabus.
• Continue to analyse SMART data to inform teaching and learning programs
• All K-6 teachers participate in Professional Learning focused on the New NSW Mathematics Syllabus implementation for 2015. This training will be delivered presented by the Early Learning and Primary Education Unit via video conferencing.

School priority 3
Student Engagement and Attainment
Outcomes from 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

Evidence of progress towards outcomes in 2013:
• The attendance rate for 2013 was 92.7% compared to 90.8% in 2012.
• The school continued to implement the Attendance Action Plan written in Term 4 2012.
• The Deputy Principal and SLSO met regularly to analyse data, monitor and implement strategies to increase individual student attendance.
• Teachers regularly monitored the attendance patterns of students in their class and made attendance referrals to the LST as required.
• A class each week was rewarded for having the highest rate of attendance and the winning class was published in newsletter.
• A prize draw each term for near perfect attendance has resulted in improved student attendance data.
• Students with perfect attendance records are rewarded at the end of the year at Presentation Day.
• There has been a visible increase in the number of parents and carers attending a variety of school-based events and parent information sessions and courses.
• Promotion of events through newsletters, the school app, the school website and morning assemblies has resulted in greater attendance in school based events.
• The employment of a Community Liaison Officer during the first Semester also contributed to a greater parent participation in events.
• There were a greater number of opportunities for parents to participate in school and community programs, including working bees, parenting programs, parent information sessions to support the learning of their child and special celebrations and events.

Strategies to achieve these outcomes in 2014:
• Employ a SAO to work with the Deputy Principal to monitor and coordinate attendance programs.
• Continue to implement School Attendance Action Plan.
• Advertise through school newsletter, website and community notice board 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
- Identified students K–2 and 3–6 participate in China Connect Program during Term 3 once a week to increase their knowledge and understanding of Chinese language and culture.

Professional learning
Throughout 2013, 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.

All staff participated in compliance training for Cardio Pulmonary Resuscitation, Child Protection, Code of Conduct and e-Emergency Care.

During various professional learning sessions throughout 2013, staff were assisted to develop knowledge, skills and understanding in:
- Every Student / Every School;
- SBSR and Reporting to Parents;
- Attendance roll marking procedures;
- iPods – effective integration of the device into the classroom;
- Super 6 Reading Strategies;
- Count Me In Too and Targeting Early Numeracy
- English as a Language Dialect
- Literacy and Numeracy Continuums; and
- National Curriculum / New NSW Board of Studies English K-6 Syllabus modules.

Teachers reflected on current practice, modified and enhanced classroom programs and evaluated their practice collaboratively with colleagues.

One New Scheme Teacher (NST) was accredited in Professional Competence through the NSW Institute of Teachers (IoT). One staff member maintained their accreditation with the IoT.

Parent/caregiver, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers about ‘Quality of School Life’ at The Meadows Public School. Twelve teachers, 45 parents and 163 students completed surveys. Their key findings are presented below.

Staff and Parents
- 100% of staff and 95% of parents indicated that ‘the students are the school’s main concern.’
- 100% of staff and 95% of parents indicated that ‘The Meadows Public School has competent teachers who set high standards of achievement.’
- 98% of parents indicated that ‘The school is connected to its community and welcomes parental involvement.’
- 100% of staff and 100% of parents indicated that ‘The school is a friendly place that is tolerant and accepting of all students.’
- 100% of staff and 98% of parents indicated that ‘The school teaches and promotes core values’.
- 100% of staff and 95% of parents indicated that ‘Parents are encouraged to contact the school to discuss concerns relating to their child.’

Students
- 90% of students indicated that ‘My school is a place I really like to go each day’.
- 91% of students indicated that ‘My teacher helps me to do my best at school.’
- 92% of students indicated that ‘The things I learn are important to me.’
- 94% of students indicated that ‘I get on well with other students in my class.’

Future Directions
The results of all ‘Quality of School Life’ Surveys were very positive, particularly those gained from parents. Surveys of various curriculum, management and cultural practices over the past few years have expressed a high level of
satisfaction with aspects of our school and will continue to be used as an ongoing guide for continued improvement of practices to maintain satisfaction.

Program evaluations
In 2013 our school carried out evaluations of Technology and School Culture.

Technology
Background
During 2013, Technology continued to be a major focus area for our school. All students attended weekly technology sessions provided by a staff member with expertise in technology. These sessions provided students with opportunities to use iPod Touch devices to make short movies and advertisements, create stop motion films, engage with photo editing software, create and deliver presentations and create their own music. Students developed a range of new skills and were exposed to various technology and software. All work was put onto the school’s BlogEd site and students were given instructions on how to view it from home.

Staff continued to use interactive white boards within their classrooms, allowing teachers to integrate technology into all Key Learning Areas and engage students in different ways. Throughout the year, all staff shared a useful whiteboard resource or tool they use during a dedicated 15 minute session at each staff meeting. Staff were also provided with professional learning about the use of iPods and related software during Staff Development Days. Through the school’s involvement in the Warali Wali Education Group, staff were shown how to download useful resources from other schools as well as upload their own useful resource to the WWEG’s Wiki site.

Findings and conclusions
162 students, 44 parents and 11 teachers were surveyed in relation to how they felt technology was being taught at The Meadows Public School. The key findings were as follows:

- 99% of students indicated they enjoyed using technology at school.
- 100% of parents indicated their child was given regular opportunities to utilise a range of technology at school.
- 93% of parents believed our school has adequate resources to teach technology.

It is clear from the findings that the school’s investment in technology resources has enabled staff to integrate technology into a greater number of key learning areas. The continued focus on providing professional learning on technology has resulted in teachers feeling confident in using technology in their teaching and learning.

- 91% of teachers indicated they regularly use a range of technology in their classrooms.
- 91% of teachers indicated they felt confident in using technology in their classrooms.
- 82% of teachers believed the school has adequate resources to teach technology.

Future directions
In 2014, technology sessions will be incorporated into classroom teaching and learning, where teachers will be able to utilise their improved knowledge and skills to effectively integrate technology across all Key Learning Areas. Teachers will be able to utilise the iPods within their classroom to continue to develop their students’ skills in using various technology and software.

In 2014, the installation of a wireless network will enable the iPods to be connected to the internet. This will facilitate the iPods to be used in a greater number of ways and for new skills to be taught.

School Culture
Background
Our school aims to foster a welcome and supportive relationship by providing a vibrant and caring learning environment that meets the needs of our diverse school community. We consistently strive to identify, promote and celebrate those community values and beliefs which contribute to learning. This year, teachers, students and parents were surveyed to ensure that school practices are consistent with the community values and beliefs.
Findings and conclusions

Twenty-three teachers, 43 parents and 71 students from Years 3-6 completed the survey. The key findings were as follows:

- 100% of staff and 91% of parents believe that the school knows about the families and community in which it serves.
- 83% of staff, 73% of parents and 83% of students indicated that ‘the school often praises and rewards individuals who are successful.’
- 100% of staff, 87% of parents and 93% of students indicated that ‘the students are the school’s main concern.’
- 92% of students indicated that they are proud of their school.
- 83% of parents believe that the ‘school encourages new students and their families to be involved in school activities.’
- 96% of staff and 92% of parents indicated that the ‘school is continually finding ways to improve what it does.’

Future directions

The surveys provided a great deal of valuable information and positive feedback about school culture at The Meadows Public School.

It is evident from the feedback that our school understands and responds to the context of its community. Community values and beliefs which contribute to learning are identified, promoted and celebrated. There is strong agreement from staff, students and parents that structures and strategies exist to ensure that all students have the opportunity to achieve their best.

The survey results also indicate that the school could improve its current structures to ensure that new members of the school community are made aware of the beliefs and values that underpin school policies, processes and procedures. It is also apparent that whilst achievements are regularly acknowledged and celebrated, these could be better communicated to the wider school community.

The high-rate of survey return and the feedback provided by our school community, acknowledges that the school’s culture supports continuous improvement and that self-evaluation and review processes are positive and integral elements of our school practice.

Our school will continue to evaluate its current practices to ensure it continues to build and strengthen an inclusive and welcoming school culture for every student and the wider school community.

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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: