Annual School Report 2014

Meadow Flat Public School

2014
School context

Meadow Flat Public School is located halfway between Bathurst and Lithgow on the Great Western Highway. The school has had recent changes in teaching staff with three new teachers. The school has grown in size with an additional classroom, taking the school to 3 classrooms. The school has very strong representations with parent volunteers who support P and C fund raising activities.

The educational culture of the school needs to be strengthened to ensure students’ success continues to show growth trends. The school values the contributions of parent and community volunteers. Methods to continue the students’ learning are needed to ensure the educational culture continues beyond the school and into the students’ homes.

Principal’s message

During 2014 we achieved additional resources for our growing school. This year we were very close in having the most number of students ever for Meadow Flat Public School. We were only one off from equaling 56. I would like to thank the whole school community for their patience during the transition period in the formation of our additional classroom.

Our school continues to be very well supported by a very active P and C. Many thousands of dollars are donated to the school to support the activities the students participate in. Our students benefit from the efforts of the P and C volunteers daily.

Mr Michael Wood

Student representatives’ message

Meadow Flat Public School is an excellent school to come to because of its many opportunities. We have had a fantastic music program, great sporting programs such as swimming, tennis and athletics. We have had a large number of students representing us in sports at a state level.

We also have the opportunity to build our own robots and program them to dance to music that we created ourselves, then compete them in the RoboCup. At Meadow Flat Public School we also have fun educational excursions. This year our Year 5 and 6 students went to Canberra for 3 days. We got to go to both of the parliament houses and the Australian War Memorial.

Our Year 6 students were selected to record themselves at the ABC studio in Orange while they recited some names from the War Memorial Wall of Honour.

We also do a lot of art and cooking here at the school. Every year we enter artworks and cooking into the Bathurst and Rydal show. We also perform music and drama at the creative arts festival every second year. If you have never been to our end of year concert, I would certainly encourage you to come.

We learn lots at Meadow Flat Public School as the teachers are nice and friendly and so are all of the students.

Lachlan Mannell and Adrienne Slattery
School Captains
Parents and Citizens Association
President’s message

What a fantastic year and thank you to everyone who has provided our P & C with the means to continue to support our school and the students’ daily activities. We were very busy with our fundraising, raising a total of $12 468 by catering for seven different events. The funds have gone to providing the following major resources for the school:

- School swimming program $2 650
- Classroom projector $2 442
- Outside tables $2 400
- iPads $6 000

In total, there have been $14 615 worth of resources donated to assist with the education of our children. I would like to congratulate the volunteers and members for assisting us in achieving this.

Sarah Martin

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

In 2014 Meadow Flat Public School had 55 different students who came from 35 different families. There were 11 new kindergarten enrolments and 5 other new enrolments throughout the year in other grades.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>23</td>
<td>24</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>18</td>
<td>20</td>
<td>21</td>
<td>27</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2014 the attendance rate has been 95.3% across the whole school. This is stayed the same with 2013 rate of 95.3%.

This rate is better than the state average of 94.8%.

<table>
<thead>
<tr>
<th>Class</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>95.6</td>
<td>94.9</td>
<td>94.3</td>
<td>94.9</td>
<td>93.7</td>
</tr>
<tr>
<td>2-3</td>
<td>97.1</td>
<td>90.8</td>
<td>92.8</td>
<td>94.0</td>
<td>94.6</td>
</tr>
<tr>
<td>4-5-6</td>
<td>94.6</td>
<td>93.6</td>
<td>96.0</td>
<td>95.5</td>
<td>95.7</td>
</tr>
<tr>
<td>6</td>
<td>89.4</td>
<td>96.6</td>
<td>91.7</td>
<td>95.1</td>
<td>97.2</td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td>91.3</td>
<td>94.2</td>
<td>96.6</td>
<td>95.6</td>
</tr>
<tr>
<td>6</td>
<td>92.2</td>
<td>96.7</td>
<td>90.8</td>
<td>97.2</td>
<td>97.4</td>
</tr>
<tr>
<td>6</td>
<td>96.6</td>
<td>94.2</td>
<td>95.9</td>
<td>87.6</td>
<td>94.6</td>
</tr>
<tr>
<td>95.8</td>
<td>94.2</td>
<td>94.0</td>
<td>95.3</td>
<td>95.3</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

The management of non-attendance at Meadow Flat Public School is support by the Home School Liaison Officer who assists with identifying students with high absenteeism.

Parents are made aware of their responsibilities to ensure their children attend school through regular communications, including notices in the school newsletter, telephone calls, parent meetings and individual letters.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.125</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support</td>
<td>0.1</td>
</tr>
<tr>
<td>TEACHER TOTAL</td>
<td>3.562</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.205</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>Non-Teacher Total</td>
<td>1.456</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are zero Aboriginal staff employed at the school.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>41,493.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>74,609.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>72,201.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43,590.64</td>
</tr>
<tr>
<td>Interest</td>
<td>1,356.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,337.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>235,589.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of P and C. Further details concerning the statement can be obtained by contacting the school.

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>

Professional learning, teacher accreditation and beginning teachers

Our school employs teachers who have had a range of professional experience across a range of educational settings. Meadow Flat Public School continues to support all teachers maintain professional standards through professional learning activities.

In 2014 the teaching staff completed courses in:

- Local Schools Local Decision workshops;
- Growth Coaching;
- Live Life Well;
- Road Safety;
- High Performance Unit planning;
- ASCIA anaphylaxis e-training;
- Bathurst Principal Network Meetings;
- 2014 Child Protection Update Training;
- CPR and Emergency Care;
- Code of Conduct; and
- Meet Manager

During 2014 we employed teachers who did not need to be accredited with the NSW Institute of Teachers. Our school employed on part-time beginning career teacher.

School performance 2014

Academic achievements

NAPLAN

In 2014 Meadow Flat Public School had 8 students in Year 3 and 5 students in Year 5 sit the NAPLAN tests. The actual results are not able to be reported on due to the small size of the group. The school is unable to produce the results if the cohort is less than 10 students. The parents concerned have received a copy of their child’s results and discussed them with the teaching staff.

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 5 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Arts

This year our school continued to employ a specialist Music teacher. The students were taught a range of musical concepts and performed as a whole school band at the Bathurst Small Schools Creative Arts Festival.

The students entered a range of artworks into the Bathurst and Rydal Shows.

Camps and Excursions

The school organised the students to attend a range of education camps and excursions. In 2014 they went to:

- Athletics and swimming carnivals
- Year 5 and 6 Canberra excursion
- Year 3 and 4 Sydney excursion
- Gala Sports days
- Triangle Sports Days
- Life Education Van
- Small Schools Sport Gala and Presentation Day
- Learn to Swim lessons
- High School transition
- End of Year Picnic day at Bathurst
- Recorder performance at Sydney Opera House

Significant programs and initiatives – Policy and equity funding

In 2014 Meadow Flat Public School received funding through Local Schools, Local Decisions reforms under the Resource Allocation Model.

Aboriginal education

Meadow Flat Public School acknowledges the traditional owners of the land that the school is located on – the Wiradjuri people.

The school implements the Aboriginal Education and Training Policy by targeting resources and professional learning to promote quality teaching and includes Aboriginal perspectives and content across subjects and key learning areas.

In 2014 the staff completed a module on Aboriginal Education perspectives.

In class the students learnt about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and Its Environment syllabus area with integration with Creative and Practical Arts, English, and the Science and Technology curriculum areas.

Multicultural education and anti-racism

Meadow Flat Public School implements programs and initiatives to ensure an inclusive school community and a racism-free learning and working environment.

One staff member is train as the school’s Anti-racism contact person.

Aboriginal background

Personalised learning plans for all indigenous students were developed and target areas were identified by teachers, students and parents. These plans improved the quality of teaching and learning for all of our Aboriginal students which led to improved Aboriginal students’ literacy and numeracy achievements.
Socio-economic background

Meadow Flat Public School ran a special program for students to target their literacy skills. The program raised the expectations of teachers, students and their families. It enhanced students’ access to a wider range of curriculum learning experiences by employing a School Learning Support Officer. Improvement of the targeted students’ literacy skills was noted.

Learning and Support

Learning support funding provided identified students with extra support in the classroom by employing a School Learning Support Officer and a classroom teacher.

Personalised Learning Plans were used to develop the knowledge, skills and understanding required to build and strengthen educational programs to meet the needs of every student.

This initiative improved student learning outcomes in literacy and numeracy.

School planning and evaluation

School planning 2012-2014: progress in 2014

School priority 1 - Engagement

Outcomes from 2012–2014

- To increase opportunities to ‘connect’ students with learning through integrating the use of technology into Quality Teaching;
- To decrease the number of unexplained absences of all students from 25% in 2012 to 15% in 2013; and
- To develop individual learning plans for identified gifted and talented students.

Evidence of achievement of outcomes in 2014:

- Implementation of school based ICT programs that enhances quality teaching learning experiences;
- Maintaining the absentee rate at 2013 levels; and
- Students have been setting educational goals about their own learning.

Strategies to achieve these outcomes in 2014

- The school’s Discipline and Welfare Policy has been reviewed and re-written; and
- Strengthening teacher capacity to improve student learning outcomes through quality teaching.

School priority 2 – Literacy and Numeracy

Outcomes from 2012–2014

- Improved Literacy performance and learning outcomes through opportunities for all students in a quality teaching learning environment.
- Improved Numeracy performance and learning outcomes through opportunities for all students in a quality teaching learning environment.

Evidence of progress towards outcomes in 2014:

- Increases in the participation of students in home reading activities;
- Improved student achievement in Multiplication and Division in Years 3 to 6; and

School evaluation processes

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

A comprehensive process was undertaken across the school and community to review current practices and collect evidence, including student results, attendance, behaviour and participation along with survey data from parents, staff and students. This evidence was used to share ideas and to identify the strategic directions for the 2015 – 2017 school plan.
• Progression of students’ spelling progress has met or exceeded expected growth for 80% of students.

Strategies to achieve these outcomes in 2014:
• Providing information to parents and carers on how to assist their children with home reading;
• Explicit teaching of Multiplication and Division; and
• Celebrating the success of students’ spelling results.

School priority 3 – Curriculum and Assessment

Outcomes from 2012–2014
• Enhanced strategies to track student progress for every student in each KLA
• To ensure a quality curriculum is implemented with teacher’s professional learning and students’ learning needs.

Evidence of progress towards outcomes in 2014:
• Detailing the curriculum each student will be taught by providing parents and carers with Curriculum outlines each team.
• Our successful student learning results is validated against similar grouped schools through NAPALN analysis

Strategies to achieve these outcomes in 2014:
• Engaging staff in professional development to have address curriculum expectation for the Australian curriculum; and
• Implementing consistent teacher judgement strategies with another local school

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented in Appendix One.

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Michael Wood, PrinGael Harvey, Teacher
Carolyn Whitfeld, Teacher
Sarah Martin, P and C President

School contact information
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Email: meadowflat-p.school@det.nsw.edu.au
Web: www.meadowflat-p.schools@det.nsw.edu.au
School Code: 2509

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: