

Meadowbank Primary School
Number: 5452

**2007 Annual Report to the
School Community**

School Overview

Meadowbank Primary School (population approx 180) was established in 1997. The school serves an outer suburban residential area of diverse cultures. Members of the Broadmeadows community have a strong sense of local identity, a sense of belonging to a local community and a real compassion for others.

A challenging and purposeful education program is offered. Emphasis is placed on: -

- Developing children's confidence and self-esteem
- Encouraging home and school interaction
- Developing literacy and numeracy skills
- Providing children with the skills necessary to use information technology effectively

The School believes that all students learn at different rates and in different ways. The learning program is designed to allow the children to reach their full potential and to give the children the skills necessary to enable them to continue effective learning throughout their lifetime. Emphasis has been given to the priority areas of English and the effective use of Learning Technologies.

We also offer programs involving: -

<i>Information/Communication</i>	
<i>Technology</i>	<i>Library</i>
<i>Integration</i>	<i>Transition</i>
<i>Personal Safety</i>	<i>Gymnastics</i>
<i>Home Reading</i>	<i>Swimming</i>
<i>P-6 Camping P-6</i>	<i>Kindergarten</i>
<i>Early Learning Centre and Play group</i>	
<i>Inter school sport</i>	
<i>English as a Second Language</i>	
<i>Excursions/Incursion programs</i>	

A Parent Liaison Aide and a Multicultural Aide provide support throughout the school (Turkish/Arabic).

Staff members are hard working and enthusiastic with a willingness to undertake extensive professional development and to be innovative in their learning programs where it benefits students. Meadowbank school policies and operation reflect local community needs. Children are grouped in traditional and composite grades, each group including children with a wide range of abilities and interests. Parent involvement is a vital part of our program. Parents are encouraged to participate in

a variety of activities including reading, library, excursions, sports, PMP program and many other activities related to specific events and activities.

The school personnel co-operate closely with neighbouring schools and pre schools. We are actively involved in transition programs for Years 6-7 and Kindergarten to Prep.

The Physical environment of the school currently includes a Learning Technologies and Resource Room (Library), Art/Craft room, Multi -Purpose room and a Kinder/play group room. The facilities currently in the school include an enhanced office space and administration areas, staff facilities and a library/technology area, first aid facilities, shower/toilet for the disabled and a multipurpose room. The environment is enhanced by a developing native garden and high quality attractive playground equipment and shade protection. All rooms have individual heaters and air-conditioning for the comfort of all.

An active School Council is continually working with staff and the School community to further improve school facilities and the learning environment.

Meadowbank Primary School provides a caring school environment where responsibility and positive attitudes towards others are valued and the skills and successes of the students in the wider school community are continually promoted through the provision of a quality education.

Vision

We see our community as an environment that empowers individuals to be independent, confident, lifelong learners.

Values

Enthusiasm, Respect, Cooperation, Tolerance, Independence

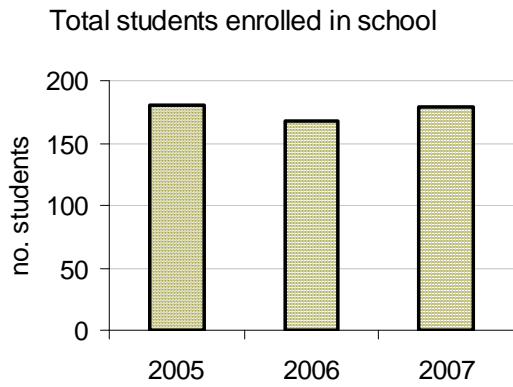
Mission

To provide an environment that is supportive of all members of our community. To implement challenging and creative programs and recognise individual effort as we strive for success.

This is the same as last year. It really does not have to be altered because the school overview is much the same. However, change as you see fit.

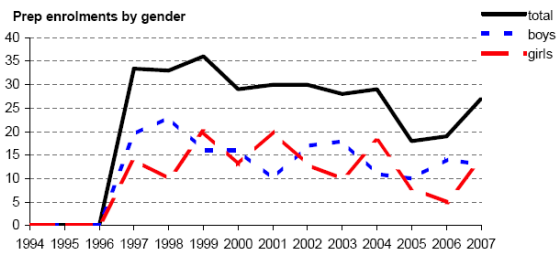
You might write a brief note about the possible amalgamation

Student enrolments -



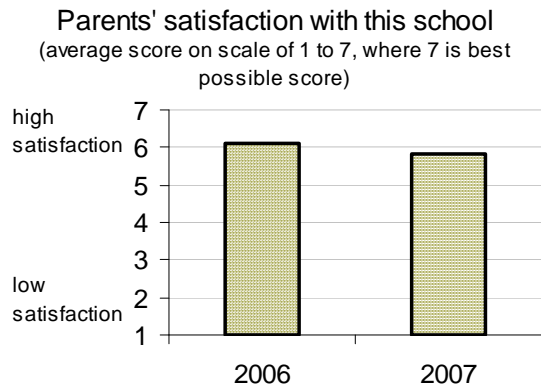
Total student enrolments fell to 167 for 2006 but rose for 2007 to 179 students.

As you can see below, prep enrolments were 30 for 2002, then they dropped to 18 but increased again for 2007 to 27.



Parent Satisfaction –

2007 parent satisfaction with the school overall remained similar to 2006. This is close to the statewide primary school's average level of parent satisfaction. The minor variation is not significant but the school will monitor this year's survey results to see if a new trend is developing.



- Teacher participation in professional learning – *All staff have participated in professional learning throughout the year. Major programs attended included:*

- List the major programs

We regard professional development of staff as most important to improve their knowledge and skills that will result in higher student learning standards.

- **Teacher Qualifications** – *All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.*

Commonwealth Requirements

- **Teacher Satisfaction** - *The average score for teacher satisfaction (morale) at this school was 71 on a scale from 0 to 100 where 100 is the best possible score. This is below the statewide primary school's average but is continuing to show an improvement trend.*
- **Teacher Absence** - *The average number of days absent per teacher was 10 days. The trend of increasing average staff sick leave has continued for 2007.*
- **Teacher Retention** - *Of the 15 teaching staff at Meadowbank Primary School at June 2006 (including those on leave without pay), 15 or 100% were still at the school at June 2007. This figure across all Government schools was 86%.*

Principal's Report

The past year provided many challenges and highlights for the whole school community of Meadowbank Primary School.

We had many successful activities in 2007. The major one of those was our own Concert held 3 times in our M.P.room. We also had a successful Harmony Day on our Basketball Court. I was also pleased to be a part of Hume's Teachers' Awards. Toni Stiles won the Primary teacher award.

The Environment projects at Meadowbank have really taken off. As a result of our efforts we have been awarded Hume Council's City Pride Award. We also gained the Victoria's Sustainable School's Award. We have close partnerships with CERES, the Gould League and the Natural Resources Conservation League of Victoria. We managed to secure a large amount from Nestle which will greatly assist in our push to become a Sustainable School with the purchasing of much needed water tanks.

More than nine out of ten of our students receive the Education Maintenance Allowance and more than half come from homes where English is not the main spoken language. The main different national groups represented in the school include Turkish, Arabic, Pacific Islanders and Vietnamese.

Meadowbank Primary School provides a caring school environment where responsibility and positive attitudes towards others are valued and the skills and successes of the students in the wider school community are continually promoted through the provision of a quality education.

The environment is enhanced by a developing native garden and high quality attractive playground equipment and shade protection. The Environment projects at Meadowbank have really taken off. As a result of our efforts we have been awarded Hume Council's City Pride

Award. The next step is Victoria's Sustainable School's Award. We have close partnerships with CERES, the Gould League and the Natural Resources Conservation League of Victoria. We managed to secure a large amount from Nestle which will greatly assist in our push to become a Sustainable School with the purchasing of much needed water tanks.

As a participant in the Broadmeadows Schools Regeneration Project the school Council of Meadowbank Primary School showed a commitment to shaping a strong future for public education in Broadmeadows. The future is looking bright as we get closer to a new school as part of the Broadmeadows Regeneration Project.

Rob Greenacre

School Council President's

The school council is extremely happy with the achievements Rob and his staff have attained. The learning programs for students are clearly working as shown by the level of student achievement in years 5&6 when compared to the student's ability at entry level. The direction Rob urges his staff to take in their personnel development is also a factor.

The school is also very happy with the high level of support for the school from outside organisations eg: Hume City Council, Variety Club, Glenroy RSL, Bunnings, etc. With the help of these bodies the school only continues to grow in stature.

The school councils of Meadowbank and Campmeadows agreed to amalgamate the two schools into one on our site. The outcome of this will be (subject to State Government funding) a 21st century school with new buildings and facilities to further enhance the students learning abilities.

The school council always strives to assist Rob in running the school.

Anthony Hawkins

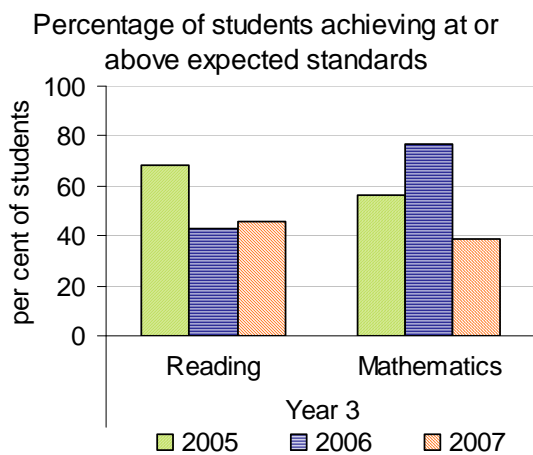
Student Progress & Achievements

Student Learning

During 2007, we aimed to:

1. Improve specific **literacy and numeracy** standards
2. Continue to develop and implement '**teaching and learning**' focuses on thinking tools that cater for individuals learning needs and negotiated work contracts
3. Improve the use of the **library** and the application of **information technology** for student learning
4. **Align curriculum, assessment and reporting** with the Essential Standards and the Principles of Learning and Teaching
5. Investigate the **IDEAS Program**

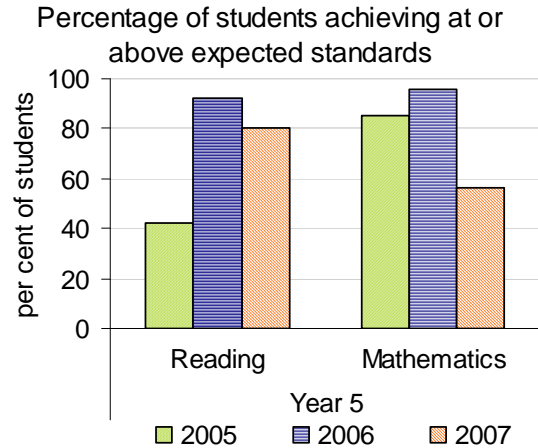
Literacy and numeracy standards have continued to be higher than in schools with a similar student population as Meadowbank Primary School.



Reading

For year 3, there was a small improvement but although average standards were still below the statewide average, these standards were close to or above The Meadowbank expected standard. It was particularly pleasing to see the greater percentage of students achieving above the expected grade 3 standards. Fewer students achieved below their expected level.

For year 5, average standards improved further above the statewide average reading levels. Our year 5 standards were significantly above those of schools with similar student populations to ours.



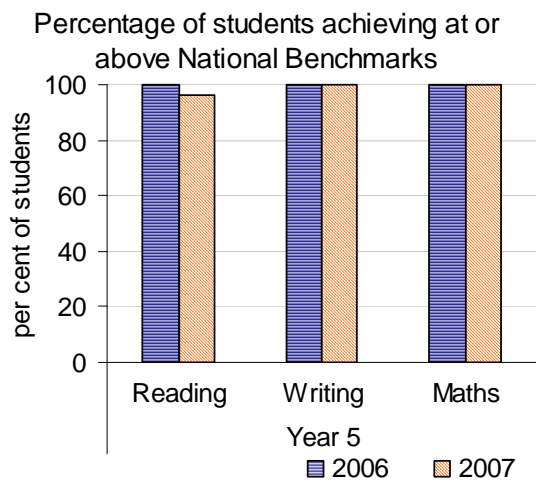
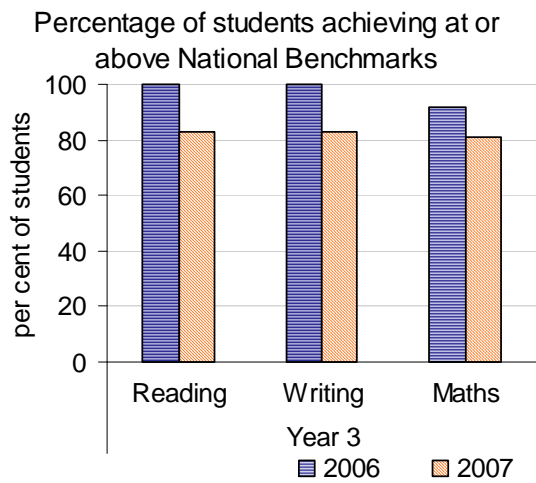
Mathematics

For year 3, although there was a fall in average performance for 2007, standards were still above students in schools like Meadowbank.

For year 5, 2007 average standards declined but were still equal to the statewide average but most importantly, appreciably above standards in schools similar to Meadowbank. There was an increase in the percentage of students who performed below their expected level.

Percentage of students achieving at or above National Benchmarks

The school has been very proud of the consistent achievement of very high learning standards for reading, writing and mathematics, compared to the National Benchmarks. However, the average performance of our 2007 year 3 students has not been as high. The efforts and focus of teachers on writing in the early years and in year 3 has maintained the 100% of students achieving the National Benchmarks.



Reporting on Program for Students with Disabilities (PSD) students

The 4 students in the Program for Students with Disabilities were assessed along with all other students. Their learning programs were modified to suit the individual student.

Student Pathways and Transitions

During 2007, we aimed to build upon existing strategies to:

- Improve parent expectations
- Continue the school council public relations committee
- Further the parent involvement program
- Further develop the school festival
- Review transitions program with local kindergartens, preschools and secondary schools

In addition, students, staff, parents and the local community were to address issues of quality educational provision across the Broadmeadows Area.

During their time at Meadowbank Primary School, students can experience a number of transitions that include:

- *Starting school in prep*
- *Arriving and settling in to the school after prep*
- *Moving from one grade to the next each year*
- *Being involved in a special program, for example, to improve reading or to support a disability*
- *Leaving grade 6 to enrol at a secondary college*

In last year's Annual Report we informed you about the transitions to secondary college and the transition from one grade to the next.

This year we wish to inform parents about the prep transition program and the program we have for students who arrive at Meadowbank after the start of prep and often during the school year.

The Prep Transition Program

Activities to support the comfortable start to school for new preppies and their parents began long before the start of the new school year.

The main way of doing this was through a weekly transition activity throughout Terms 3 & 4.

The Program for Students Who Begin After the Beginning of Prep

The school has traditionally taken steps to assist the progression of students from prep through the grades to Year 6.

These measures have included:

- Information on each student is passed on to the next year's teacher through a 'cumulative file'.
- Formalised discussion between teachers, parents and students on placement and needs for future years

Student Engagement and Wellbeing

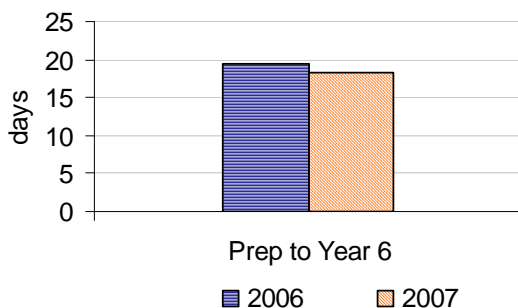
During 2007, we aimed to

1. Improve student safety and classroom behaviour by reducing student distress
2. Improving school attendance
3. Continue 2006 strategies:
 - Clarification of staff roles and responsibilities
 - School to have clear welfare referral guidelines
 - Lines of communication with all parents and the wider school community
 - Distribute information about the impact of student welfare
 - The student code of conduct reflects strategies to deal with student welfare.
4. Develop consistent approaches to student discipline
5. Improve the physical environment
6. Review effectiveness of support programs
7. Combine support programs under a 'Meadow Kids' – to meet our school needs

During 2007 we achieved the following:

- Both staff and parents have noted improved satisfaction with student behaviour and student safety.
- We allocated a whole curriculum day in December to improve the school's behaviour.

Average number of absent days per student



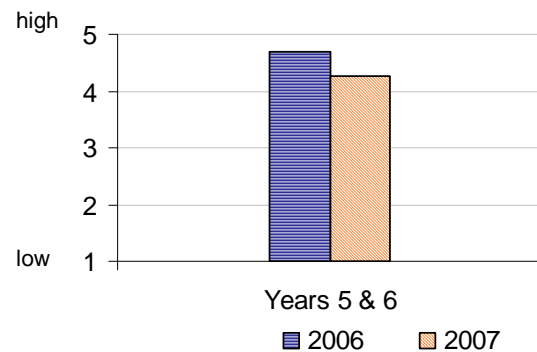
Average number of absent days per student –
The average number of days of absence has fallen for 2007 by more than a day per student to 18 days

but although it was still higher than the statewide primary school's average, it was lower than for schools with a student population like Meadowbank Primary School.

Student attendance improved for all grades except for preps. We still must focus on our youngest children learning positive attendance habits when they start school.

Thank you to all parents and staff who worked so hard to improve student attendance. With everyone encouraging high school attendance we will continue the improvement that we know will lead to improved learning standards.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



Students' school connectedness

The Student Attitudes to School Survey for 2007 has a dip in student connectedness to school. (This refers to how year 5 and 6 students enjoyed the work, found learning more fun and looked forward more to going to school). There are differences between different classes' attitudes to school but despite this we will monitor student perceptions and consider them when we plan the school's curriculum.

Future Directions

Meadowbank Primary School has set out the major areas for improvement in the 2008 Annual Implementation Plan. The key elements of these improvements include:

STUDENT LEARNING

To improve and maximise student performance in Literacy and Numeracy and Info Technology by:

1. Embedding teaching practices for the teaching of reading comprehension, writing, speaking and listening in a multicultural community
2. Enhancing teacher capacity in teaching and learning for numeracy by providing expertise professional development sessions for teaching teams and numeracy coordinator
3. Continuing to develop and implement 'teaching and learning' focuses on thinking tools that cater for individuals learning needs and negotiated work contracts

STUDENT ENGAGEMENT AND WELLBEING

Our three improvement strategies are to:

1. Improve student safety and classroom behaviour
2. Improve school attendance
Ongoing attention will be given to developing a culture within the school community that regular attendance at school is the key to academic progress
3. Increase opportunities for student leadership

STUDENT PATHWAYS AND TRANSITIONS

To maximise educational opportunities for all students at different stages of transition

1. Review transitions programs with local kindergartens, preschools and secondary schools and develop a program of joint activities
2. Establish and promote a marketing plan
3. Set up a "Buddy System" for in-coming preps during infant transition sessions.
4. Continue involvement with Broadmeadows Regeneration Project.

Financial Performance

We have allocated our resources to support the achievement of our aims.

The greatest emphasis has been expenditure to improve the reading, writing and mathematics standards.

To do this we have:

- Employed additional support staff including an attendance officer to encourage higher school attendance by all students.
- Funded professional development programs for staff to improve their teaching skills.

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	161069
Commonwealth Government Grants	9640
State Government Grants	85677
Other	35354
Locally Raised Funds	45103
Total Operating Revenue	336843
Expenditure	
Salaries and Allowances	100458
Bank Charges	350
Consumables	42908
Books and Publications	4745
Communication Costs	7557
Furniture and Equipment	4676
Utilities	11112
Property Services	69446
Travel and Subsistence	0
Motor Vehicle Expenses	748
Administration	19940
Health and Personal Development	2297
Professional Development	38531
Trading and Fundraising	12194
Support/Service	18208
Miscellaneous	3673
Total Operating Expenditure	336843
Net Operating Surplus/- Deficit	0
Capital Expenditure (Cases 21 Finance Only)	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2007	
Funds Available	2007 Actual
High Yield Investment Account	102424.00
Official Account	883.52
Other Bank Accounts(listed individually)	
<i>(insert VTU Invest</i>	60000.00
<i>(insert)</i>	
<i>(insert)</i>	
Total Funds Available	163307.52
Financial Commitments	2007 Actual
Accounts Payable Control	62000
Camps/Excursions	4500
Building/Grounds including SMS	30000
Special Programs inc Student Services	12000
Region /Clusters Funds	
Professional Development	15000
Other (please list) Office	9000
School Operating Reserve	30807.52
Total Financial Commitments	163307.52

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office.