



# SCHOOL CONTEXT STATEMENT

Updated: 3/2018

School number: 0252

School name: Meadows Primary School

## School Profile Text:

Meadows Primary School is located in the Adelaide Hills, 45 minutes from Adelaide, in a beautiful country town. Meadows Primary School is a community school. Developing positive partnerships is important to us, and we value family involvement.

### *Overarching School Value:*

RESPECT for self, others and the environment

### *School Vision:*

To focus on learning - to build a community of learners

*School motto:*            Grow            Foster            Achieve

By Growing skills for learning, Fostering a deep understanding, and Achieving higher standards we aim to improve student achievement.

Quality learning and teaching is critical to improving student learning. Therefore we:

- build school-wide approaches to develop high quality learning and teaching
- strengthen and focus our professional community on improved practice and student learning
- facilitate professional learning that makes a sustained difference to teacher practice and student learning

The school's priorities for 2014 - 2018 are:

- Assessment for learning
- Learner Well-Being
- Teaching and Learning with Literacy, Numeracy & ICT
- Australian Curriculum - English, Mathematics, Science LOTE, The Arts, H/P/E

Meadows became a KidsMatter School in 2013.

## General information

- School Principal name: Sharyn Darrell
- Year of opening: 1853 as Kondoparinga Primary School. In 1864 the school became a government public school and the name changed to Meadows Primary School. The school moved to its current location in 1910.
- Postal & location address: Mawson Road. Meadows, 5201
- DECD Region: Adelaide Hills
- Geographical location: 46 km road distance from Adelaide GPO
- Telephone number: (08) 8388 3216
- Fax Number: (08) 8388 3405
- School website address: [www.meadowsps.sa.edu.au](http://www.meadowsps.sa.edu.au)
- School e-mail address: [dl.0252\\_info@schools.sa.edu.au](mailto:dl.0252_info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: no
- Out of School Hours Care (OSHC) service: Before School Care operates from 7:00 – 8:30am and After School Care from 3:15 – 6:15pm Monday to Friday. A vacation care program operates in the school holidays.
- Term Three Data: FTE student enrolment:

Year Level	2014	2015	2016	2017	2018
Reception	19	20	20	22	31
Year 1	20	20	19	20	21
Year 2	15	21	18	20	19
Year 3	14	13	22	23	21
Year 4	16	14	17	19	24
Year 5	10	18	13	14	20
Year 6	17	10	10	12	16
Year 7	12	17	13	16	12
TOTAL	123	133	132	146	164
School Card Percentage	25%	33%	33%	28%	34%
NESB Enrolment	3	3	2	0	0
Aboriginal Enrolment	1	0	0	0	0

## Student enrolment trends:

The stabilization of a previous small sub-division in the Meadows area has seen school numbers settled at around 130 – 160.

The long-term trend is for the school to grow with the first stage of a 200 house sub-division having occurred.

## Staffing numbers (as at February 2018 census):

7 classroom and 1.4 NIT – Indonesian, Arts, Music, Stem and Wellbeing (2 male and 10 females), 9 SSOs (all part time), 1 GSE (entitlement 2.75 hours; 10 hours permanent) and Principal.

## 1. Students (and their welfare)

### ○ General characteristics

164 students in 7 classes, configured in the following way: Reception, Reception/Year 1, Year 1/2, Year 2/3, Year 3/4, Year 4/5 & Year 6/7.

Transition programs for new reception students are planned cooperatively with Meadows & Districts Kindergarten, our main feeder kindergarten. We also liaise with pre-schools and schools outside our area setting up transition programs as families move to Meadows.

Classes have an older/younger buddy class, and each new student is given a class buddy.

Year 7 students attend a range of different secondary schools and students attend transition programs negotiated with the relevant school.

### ○ Student well-being programs

The school has instigated a number of R-7 initiatives that support wellbeing and the development of school community. For example:

- 'Play is The Way' sets the focus for each term across the school.
- 'Stop, Think, DO' strategy provides a consistent approach and language for dealing with behaviour and addressing learning.
- Year 6/7 Class works with buddy class on a regular basis
- Cyber-safety training for staff and minimum teaching requirements established
- Anti-Bullying Policy updated, discussed and modified in consultation with Governing Council and implemented throughout the school
- Class meetings and SRC contribute to students having a genuine voice in decision making
- Lunch time activities are offered 2 times per week to provide a structure that is active and supportive.
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The school's Pastoral Support Worker (PSW) makes a significant difference to the lives of students, staff and families. The PSW, supports students, staff and families on Mondays and Fridays. She is involved with, and co-ordinates a variety of activities within the school and local community such as Meadows Country Fair, lunchtime games, contributes to the newsletter, completes the weekly information boards and supports the development of our leaders through SRC. She gets to know all students through class support and lunch time activities.

Contributions to our community include: developing sustainable practices; district sporting achievements; inclusive practice for students with disability and high achievers; and our senior choir.

- **Student Management: Behaviour Expectations**

In 2010, an extensive review of the school's behaviour management processes was undertaken involving students, staff and parents (this has been reviewed in term 2 2016). A set of agreements in relation to Behaviour Expectations for the classroom and yard were documented. Underpinning these expectations is the school's value:

*RESPECT FOR: SELF, OTHERS AND THE ENVIRONMENT.*

Agreed actions include the implementation of 'Responsive Classrooms' from R-7 and the acknowledgement of positive behaviour. Developing students' skills to work collaboratively with others rather than individually was the thinking behind the introduction of house points that can be earned throughout the year and the winning house acknowledged at the end of the year.

Whole of school Monday morning meetings provide a forum to acknowledge students, celebrate success, and give weekly updates on school activities and house points. Class morning meetings are held each morning providing an opportunity for the teacher to orientate the class for the day.

- **Student Government: Authentic Student Voice**

The Student Representative Council (SRC) established in 2010 represents the voice of students and is part of a Learner Wellbeing initiative. The SRC is an elected group of students, from Years R - 7 who represent the whole student body. The SRC meets fortnightly and plays a lead role in developing new school initiatives.

The structure of the SRC is designed to ensure active citizenship, and makes explicit links to teaching and learning in the areas of Civics and Citizenship. The SRC forms a strong link with our environmental, personal development and parent participation programs.

SRC under the guidance of the principal and our Pastoral Support Worker, and in consultation with Staff and Governing Council, is involved in numerous authentic decision making processes, which has seen a new polo top become part of the school uniform and a chook house built and occupied. Each year, a female and male school leader, along with House Captains and Vice Captains are elected by the students.

- Special programs

Upper primary students are actively engaged in developing leadership skills throughout the year. The students are involved in community service around the school including buddy classes, Kids' Kitchen, traffic monitors and other leadership roles.

Kids' Kitchen involves upper primary students in catering. The students prepare, cook and serve lunches for the whole school on a regular basis as well as catering for a number of school events.

A crucial component of the skills development is being introduced to food handling regulations and learning kitchen skills. Students are also involved in the promotion, advertising, and collection of money for the lunch orders. Funds collected from catering lunches help to subsidize choir and sporting activities.

Whole of school literacy agreements ensure an R-7 focus on developing all students' progress in literacy. Guided reading sessions operate in all classes and provide for all students to progress regardless of level.

Children's phonological awareness is assessed in their first twelve months of schooling and intervention strategies put in place for any students at risk. Support for students with learning difficulties is based on the Wave Intervention program. One page plans are developed with a focus on short term learning goals.

Our aim is to improve students' reading skills in relation to the Big 6:

1. Oral language
2. Phonological awareness
3. Phonics
4. Vocabulary
5. Fluency
6. Comprehension.

**Literacy Training Opportunities for Parents:**

Opportunities are provided for parents to increase their skills and knowledge to support our literacy programme or provide support for their child at home. Literacy information sessions are held for parents once a year, or more if requested. Parents also run, with the support of an SSO, the literacy intervention program - MultiLit (making up for lost time in Literacy).

## Sustainability

We are an AuSSI (Australian Sustainable Schools Initiative) – that is we have made a whole school commitment to work towards more sustainable practices for a whole school cultural change.

### 3. Key School Policies (refer to page 1)

Meadows Primary School's vision is to focus on learning – to build a community of learners. Our intent to redesign learning means we have had to reshape our understanding of teaching, learning and even knowledge itself. Teachers are making changes to their classroom practice to engage students in the learning process.

Throughout 2012, teachers drew upon the work of Dylan Wiliam (leading authority on Formative Assessment – assessment that informs learning) to increase and develop their understanding of assessing students for more effective learning.

Five intentional changes to teachers' practice are occurring:

- Sharing learning intentions: being clear about the intended learning and what is needed for success.

- Questioning – developing effective classroom discussions, questions and learning tasks that provide evidence of learning.

- Feedback - providing feedback that supports the students in the next step to take; areas to focus on.

- Self-assessment - developing the students as owners of their own learning;

- Peer Assessment – using students to support and teach each other, provide each other with feedback.

2016 saw the school focusing on the work of John Hattie – ways to achieve a much greater effect than a year's growth for a year's input.

Teachers working together to evaluate their impact, assessment for teaching and learning combined with good feedback are our focus areas.

2017 has seen this work progressed through our involvement with Visible Learning. All sites in the Heysen Partnership have made a 3 year commitment to Visible learning as facilitated through Corwin. Meadows through the work of the Impact Coach has formulated and is working on its first Action Plan.

We work in close partnership with families and the community in preparing students for lifelong learning and effective participation as local and global citizens.

## 4. Curriculum

The school offers a curriculum in line with the requirements of the Australian Curriculum.

- Teaching methodology:  
Learning for teaching – Teaching for learning underpins and informs all decision making. SA TfEL (Teaching for Effective Learning) framework forms the basis of all teachers' pedagogy and the 'how' of we deliver the Australian Curriculum.

### Student assessment procedures and reporting

- Assessment for learning (formative assessment)  
Our focus is to improve the learning outcomes and the engagement of all students. Assessment is an integral part of learning. In essence, assessment determines the way forward in teaching and learning. The ongoing collection of information helps to identify specific student's needs along the learning continuum.

Formal assessment and reporting to parents is part of a continuous assessment cycle at Meadows Primary School that includes standardised testing, diagnostic testing, pre and post unit assessments for learning, observing the way children approach the learning process and anecdotal information, gathered from day to day learning activities.

Acquaintance Night (Parent-Teacher information sessions) is held in the first few weeks of the new school year. Parent/Teacher/Student meetings are held late in Term 1. Formal reports are prepared for the end of Semester One (Term Two), and a final report sent home at the end of the year.

Parents and teachers request meetings as needed throughout the year.

There are many opportunities throughout the year for parents to visit the school and participate in activities – refer to class and school newsletters. These have proved to be a successful way for parents and community members to hear from staff and students about what is happening in the school and observe first-hand the classes operating.

School Assemblies are generally held twice per term providing an opportunity for students to develop their oral presentation skills and to share their learning with the rest of the students and the wider community.

## 5. Sporting Activities

The school successfully participates in numerous sports and associated SAPSASA competitions. Strong support is provided by parents, local sporting clubs, and the wider community in terms of coaching, organisation and team-building skills. The students regularly receive positive comments about their sportsmanship.

Students participate in the Barker SAPSASA competition in: Athletics, Swimming, Cross Country, Netball, Soccer, Football and Basketball.

## 6. Other Co-Curricular Activities

The school has an enthusiastic, experienced senior choir (Years 5 -7), which performs at community events and school assemblies. The choir has participated in the Festival of Music since 1996, and in 2011 and 2012 received an A rating.

The school swimming pool is utilised for formal DECD swimming lessons as well as part of the middle and upper primary students' physical education program.

The Meadows Country Fair is an annual community event held each October. Students, Parent Club and Governing Council work together as a major fund raiser for the school.

## 7. Staff (and their welfare)

### Staff profile

The staff is experienced and shows a high level of commitment to supporting all students to achieve their best. Sharing leadership tasks, teamwork, collaboration and being considerate of others are actively modelled and reflected in the culture of the school. Weekly professional learning is given a high priority.

### Leadership structure

One principal, one short term co-ordinator.

The PAC seeks the opinions of staff and meets regularly with the principal to discuss staffing and related matters.

School based policies and procedures, and administrative structures and processes are regularly reviewed and support efficient and effective decision- making and outcomes.

All staff has the opportunity to develop leadership skills through leading a focus area of the site improvement plan.

## 8. Incentives, support and award conditions for Staff

Meadows Primary School does not attract any incentives, support or award conditions.

## 9. School Facilities

### Buildings and Grounds

Meadows Primary School is situated on a small site but is developing rich outdoor learning areas for the students. Governing Council consulted with a local landscape architect to develop a long term vision for the school. The recently constructed amphitheatre and vegetable gardens are two examples of this vision beginning to occur.

The school has three well equipped teaching areas:

Four classrooms; a Music/Drama and Science Room and the administration area are located in the original stone building and brick extension.

Resource Centre, Art and Year 6/7 rooms, toilets and galley kitchen are located in the Mawson Technology and Resource Centre opened 2009.

Four light airy classrooms with computer/group work and kitchen/wet areas shared between two learning areas was opened in 2012.

A student and staff toilet block was constructed in 2012 and is located adjacent to the school hall/gymnasium.

A technology shed is located on the school boundary.

### Heating and cooling

All rooms are air-conditioned.

### Specialist facilities and equipment

The school has a half sized gymnasium which is utilised by the local community in the evening for Table Tennis.

Meadows Community Oval, which adjoins the school grounds, is leased for the sole use of the school use during school hours. A shared usage agreement exists for the tennis and netball courts and lower oval.

### Staff facilities

The school is well resourced for office/work spaces with internet & computer access available in all working spaces and classrooms. All teachers are provided with a laptop along with SSOs if applicable to their job role.

### Access for students and staff with disabilities

All buildings have access ramps.

## Access to bus transport

A morning and afternoon DECD bus service, co-ordinated by Eastern Fleurieu School, is provided for students living in Prospect Hill and Kuitpo Forest. Contact the school for more information.

# 10. School Operations

## Decision making structures

### *Parents*

#### Governing Council

Meadows Primary School Governing Council meets twice a term (Weeks 4 & 9) from 7.00pm – 9.30pm to discuss a range of school issues.

#### Parent Club

Meadows Primary School Parent Club meets twice a term (Weeks 2 & 7) and organises a number of fundraisers in consultation with Governing Council.

### *Students*

#### Student Representative Council (SRC)

SRC is designed to encourage all students to be active participants in the decision making of the school. Each class (except the reception class who are supported by the year 6 reps) elects 2 representatives to represent them at fortnightly SRC meetings.

#### Class Meetings

Class meetings are held on alternate fortnights. Ideas and motions that arise from class meetings are taken to SRC meetings. Class meetings and SRC play important roles in helping students to understand the concepts of governance and democracy.

### *Staff*

#### PAC

The PAC is the main consultative staff group in a school. The Principal works in partnership with the PAC when determining the overall configuration of staffing within the school including the number, classification and time allocated for: leadership positions/teachers positions/SSO hours and additional duties.

#### Staff Meetings

Held weekly on Tuesday evening from 3:30 – 5:00pm. All teachers are expected to attend all meetings.

#### Self Review Validation

The purpose of Self Review is to improve the quality of our core business - teaching and learning - and the effectiveness of our operations. The school's most recent external Self Review (Validation) occurred September 2011

## Regular publications

### Newsletters

Newsletters are emailed to families on Friday in Weeks 3, 6 and 9 (and in Week One at the beginning of the year). A text message is sent to remind parents that the newsletter is being emailed. Parents/Caregivers are able to request a hard copy.

Students' contributions to the newsletter are an important component of student voice and classes contribute on a rotational basis.

The school also communicates through Facebook and School Bag.

### School Website

Parent/Student Handbook is available on the school's website along with other relevant policies and the term's calendar.

A W-drive has been created on the school's network with access available from both curriculum and administration networks, providing an easy format for staff to communicate with each other.

## 11. Local Community

### ○ General characteristics

The Meadows community is quite diverse, with occupations ranging from farming and self-employment to those who commute to Adelaide, Mount Barker, Strathalbyn and the southern suburbs for employment. A number of retail traders operate within the town and there is a large industrial fertiliser business and a large sawmill. Forestry SA (Kuitpo Forest) is nearby.

### ○ Parent and community involvement

Volunteers make a significant contribution to our school community. Volunteer activities include: classroom support, MultiLit (literacy intervention), Kids' Kitchen, Parent Club, Governing Council, Working Bees and Resource Centre support.

### ○ Feeder or destination schools

Eastern Fleurieu School (Strathalbyn) is Meadows Primary School 'school of right'. Some students apply for Urrbrae Agricultural High School, Mitcham Girls, Mount Barker High School or Heathfield High School.

### ○ Other local care and educational facilities

Meadows & Districts Kindergarten and Playgroup operate within the township.

### ○ Commercial/industrial and shopping facilities

The nearest large commercial and industrial centre is at Mount Barker.

- **Other local facilities**

Facilities within Meadows include a Community Hall and a Sporting Complex.

- **Availability of staff housing**

There is no teacher housing available within the township. There is a Land Agent and some private rental properties within Meadows.

- **Accessibility**

Limited public transport is available.

- **Local Government body**

The Local Government body is the District Council of Mount Barker.

## 12. Further Comments

We welcome your interest in our school.