

Annual Report 2020



meadowSPRINGS
PRIMARY SCHOOL

Principal: Troy Withers

School Board Chair: Melanie Richardson

live, laugh and learn

From the Principal

It gives me great pleasure to present the 2020 Meadow Springs Primary School Annual Report. It provides a summary of the context, achievements and aspirations of the school.

I would like to acknowledge and thank, Mrs Jennette Armstrong, for her leadership of the school community as principal in the first semester. Her experience, professionalism, ownership and stability, provided the school community with what was needed to navigate unprecedented times brought about by COVID-19.

I would like to thank the school community for welcoming me. I feel privileged to be appointed as the substantive principal of Meadow Springs Primary School and I am excited and committed to the journey ahead. I invite all stakeholders: staff, parents, students and the broader community, to unite. Together, we can achieve our shared vision for the school.

Some of the highlights of the year centred around our ability to navigate the challenges of a pandemic; switch to online learning, new connections with families, resilience and independence of our students, and the adaptation of the 'new normal'.



Story dogs helped us with reading



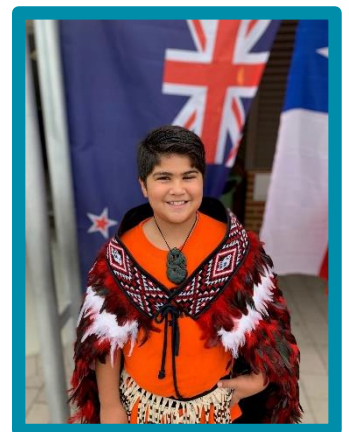
School Community

Meadow Springs Primary School opened in 2012 as a new school with 480 students in Kindergarten to Year Seven. The school experienced unprecedented growth in its first 3 years, peaking at almost 1000 students in 2014. Approximately half of the student population at this time was in the Kindergarten to Year 1 age bracket.

As the neighbourhood has evolved, enrolments have settled. MSPS currently has approximately 580 students enrolled and 50 staff members. The specialist programs operating in the school include; Science, Physical Education, Languages Other Than English (Indonesian), Music and Performing Arts.

We share the site with the Meadow Springs Education Support Centre, which has an additional 70 students and 50 staff. Together we share the highly visible mantra: Live, Laugh and Learn, and share an ethos of Two Schools, One Community. Both schools share a Board and Parents and Citizens Association.

The school has a relatively low Index of Community Socio-Educational Advantage (ICSEA) of 970 and a distribution of Socio-Educational Advantage (SEA) with 79% in the bottom half of the Australian distribution. This rating considers student background information provided to schools directly by families, including parental occupation and education. The location of the school and the proportion of Indigenous student enrolments are also considered. It is used to determine 'Like Schools'.



We celebrated diversity through NAIDOC and Harmony Day



Public School Review

Our first Public School Review, undertaken in Term 4 2019, validated the school's self-assessment that there was need for improvement. This, together with new leadership stability, provides the school with a platform for change. The full report is available on Schools Online. An improvement plan was devised in response to the report. In order to support the journey of improvement, a decision was made for the Executive Leadership team to engage in the Leadership Institute's Leading School Improvement program. Later in the year, a decision was made for the whole school to engage in the Fogarty Foundation's EDvance School Improvement Program. Strategies were put in place with resources allocated to ensure whole school ownership of the improvements required. Our next Public School Review is scheduled for Term 2, 2023.



We recorded our school song at the John Butler studio with some of our choir members and the staff band.



Performance against our targets

Progress against the 2021 School Plan is evidenced below. Broadly, analysis of feedback and data suggests improvement has been made towards achieving these targets. With a new Business Plan to be devised for 2022-2024, a review of the current plan and its targets and focus areas, will be undertaken as part of the school improvement and accountability cycle in 2021.

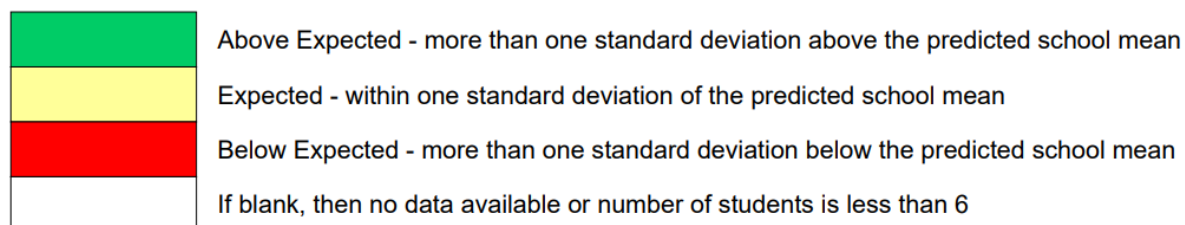
Focus area	Performance indicator	Limited progress	On Track	Achieved
Cluster	Annual staff integration survey data shows growth in cross site collaboration			
Student Engagement	100% of teaching staff will have received formal Classroom Management Strategies training and conferencing during the first semester of their work at our school.			
	By 2021, a consistent co-operative learning program will be in place across the school.			
	The school will have a functioning behaviour and engagement team, who facilitate consistent practice across the school			
Safe and Happy	Students report they feel safe at school most of the time in student surveys			
	Students report they know what to do and where to get help when they feel unsafe at school.			
	School health survey data indicates staff have a shared understanding of Health and Wellbeing.			
Reach and Teach	All year six students of the stable cohort who are not achieving the expected standard in Literacy and Numeracy will have received individual targeted intervention.			
	Embedding of learning sprints practices in the school expectations for all staff.			
	Whole school data tracks individuals and cohorts, and demonstrates academic progress.			
Real World Learning	100% of staff develop their technology skills utilising an in school coach as shown in their personal goal setting.			
	By 2021 staff will have a good understanding of Critical and Creative Thinking and will deliver this as a part of their regular program and learning experiences.			
	Technology resources are continuously grown and funding directed for the introduction, maintenance and replacement of tools for learning and creating.			
	Students are offered experiences in all areas of the curriculum in particular the Arts, Science, Languages and Physical Education to explore their talents.			
Family Connections	National School Opinion survey data indicates that parents feel welcome in the school and consider themselves partners in learning.			
	Increasing parent attendance at P&C organised events.			
	Development and implementation of the school Aboriginal Cultural Awareness Plan.			



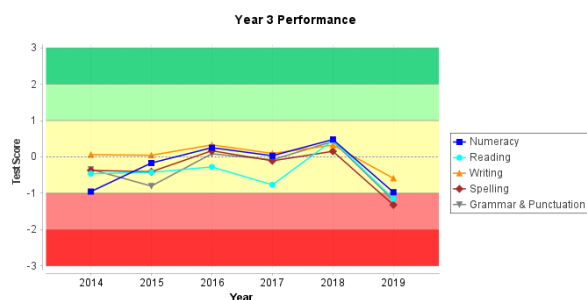
NAPLAN Data

With Education Ministers across the country deciding to cancel NAPLAN amid concerns over COVID-19, schools are unable to report student progress and achievement against traditional NAPLAN measures. In this absence, 2019 NAPLAN data is summarised below, along with school based data in key areas.

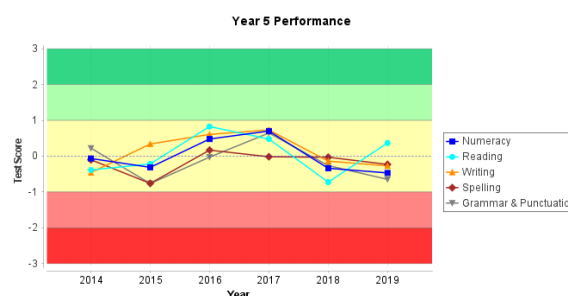
	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	0.0	0.5	-1.0	0.7	-0.3	-0.5
Reading	-0.8	0.5	-1.1	0.5	-0.7	0.4
Writing	0.1	0.3	-0.6	0.7	-0.1	-0.3
Spelling	-0.1	0.2	-1.3	-0.0	-0.0	-0.2
Grammar & Punctuation	-0.1	0.4	-1.2	0.6	-0.3	-0.6



Year 3 Performance



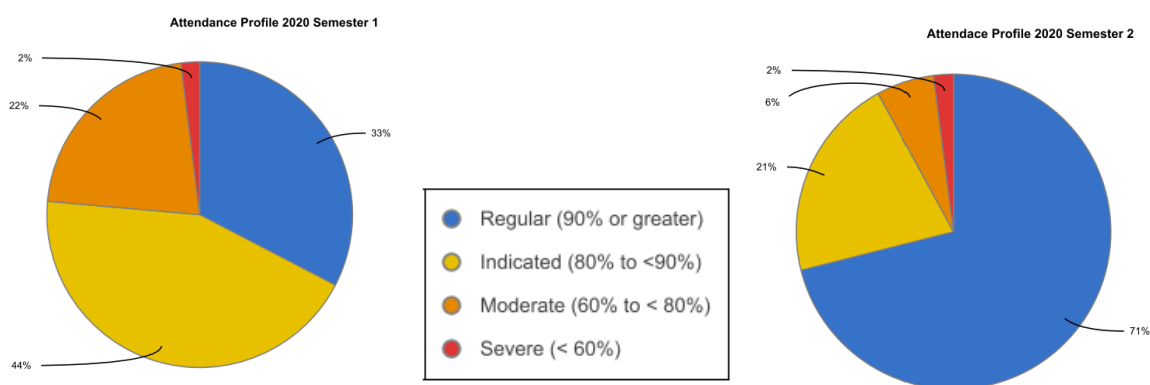
Year 5 Performance



This evidence suggests there is considerable concern for the academic performance of our students. Only Year 5 Reading showed improvement between 2018 and 2019. Year 3 Reading, Spelling, and Punctuation and Grammar were below the expected level of average achievement. While there are some whole school programs in place, 2021 will see a review of these programs to determine they are the right programs and/or they are being delivered with fidelity and supported appropriately.

Attendance Data

While 2020 attendance rates are not available for publication, as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years, the graphs below capture this effect and recovery of attendance at Meadow Springs Primary school. Regular attendance continues to be a strength of the school.



We embraced diversity and celebrated out LOTE Indonesian learning program.

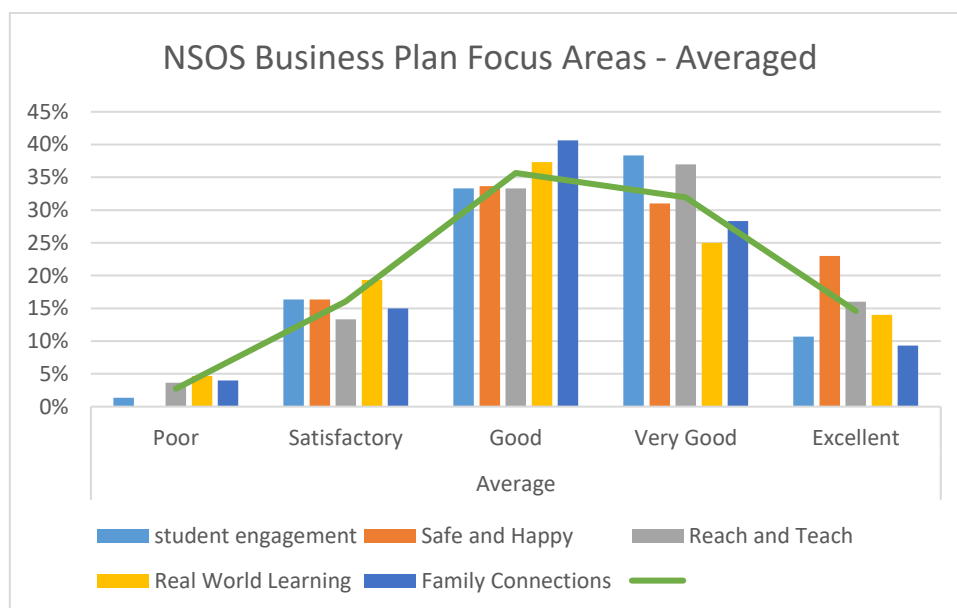


National School Opinion Survey

The National School Opinion Survey is a mandated tool to be administered in Western Australian Schools within a 2-year window. The responses received from Staff, Students (Year 6) and Parents, against the generic questions are graphed below. In addition, each group was asked to respond against each focus area of our School Plan.

The views of stakeholders are very important in guiding our strategic direction and planning. The evidence below indicates the need to address concerns around behaviour management, opinions and feedback being considered, leadership and family connections.

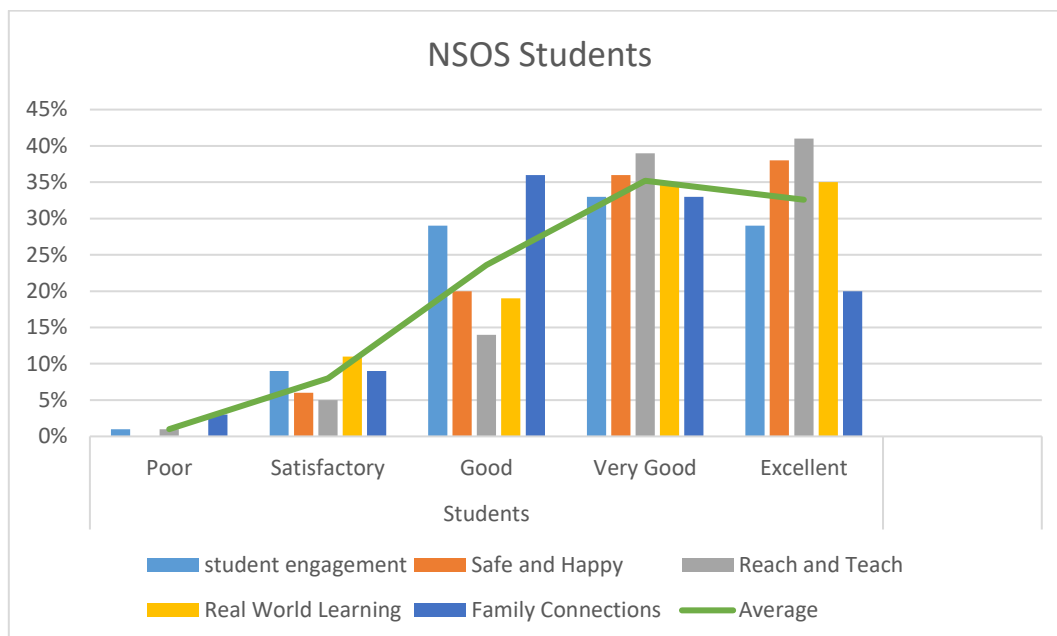
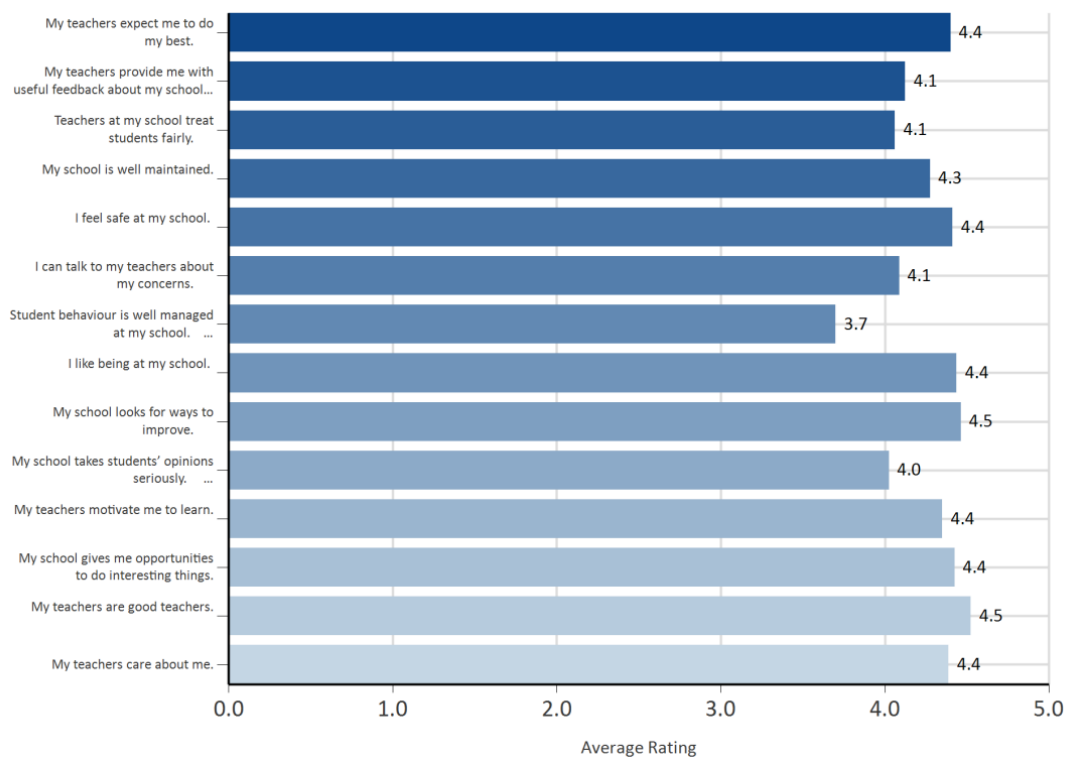
Students generally perceived the School's focus areas more favourably than staff and parents. *Safe and Happy* had the highest average percentage of respondents in the Excellent category and the highest from the parents and staff stakeholder groups.



Meadow Springs Primary School

A Proud Independent Public School

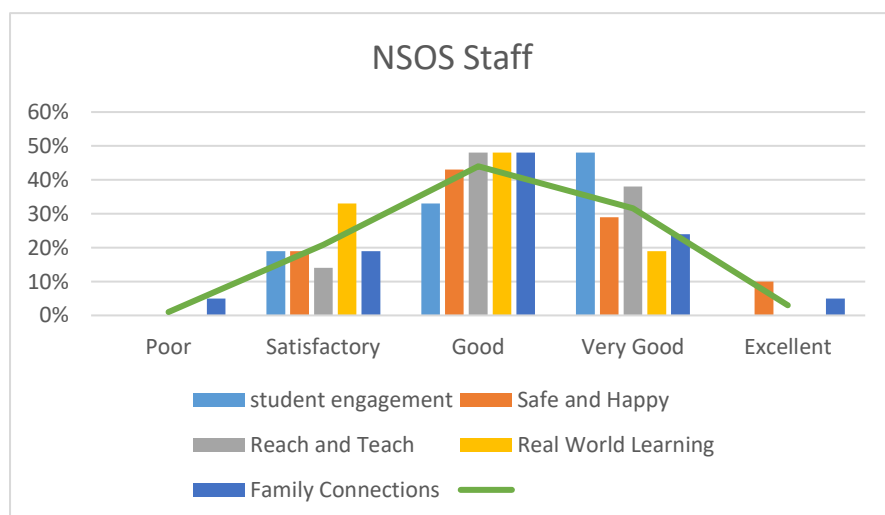
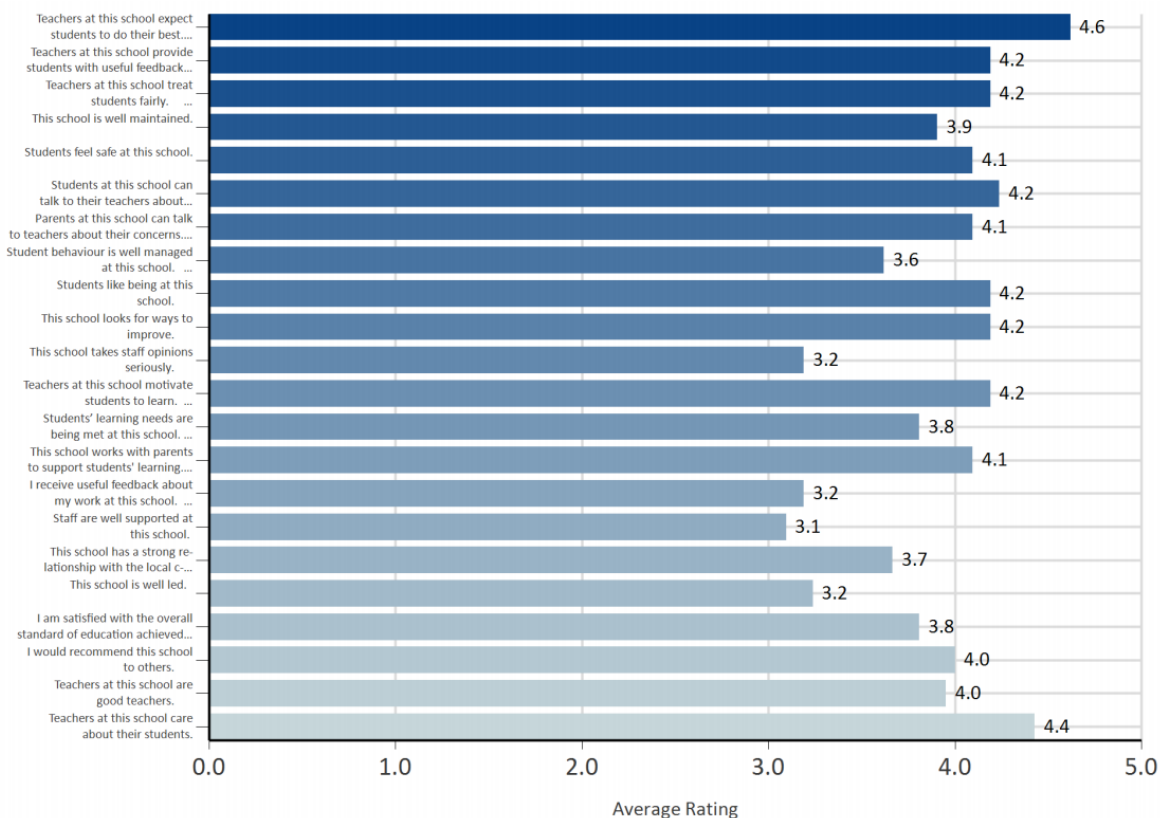
Students (Year 6 only)



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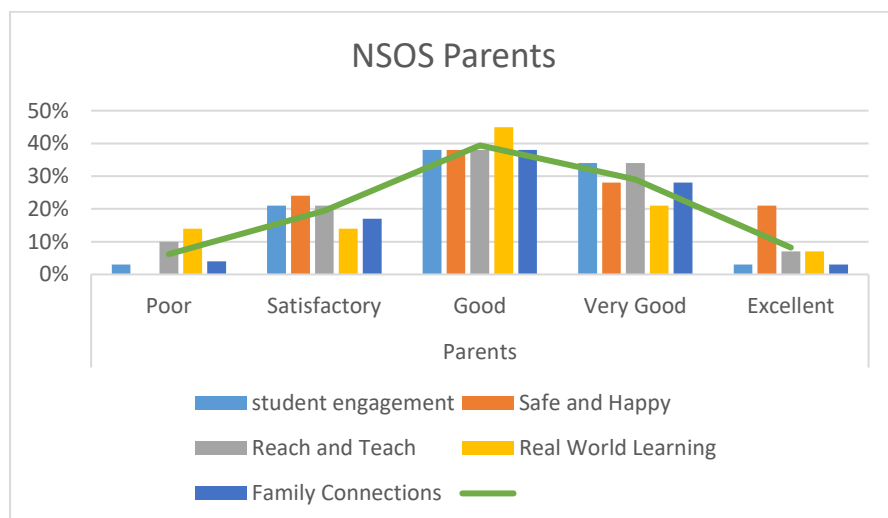
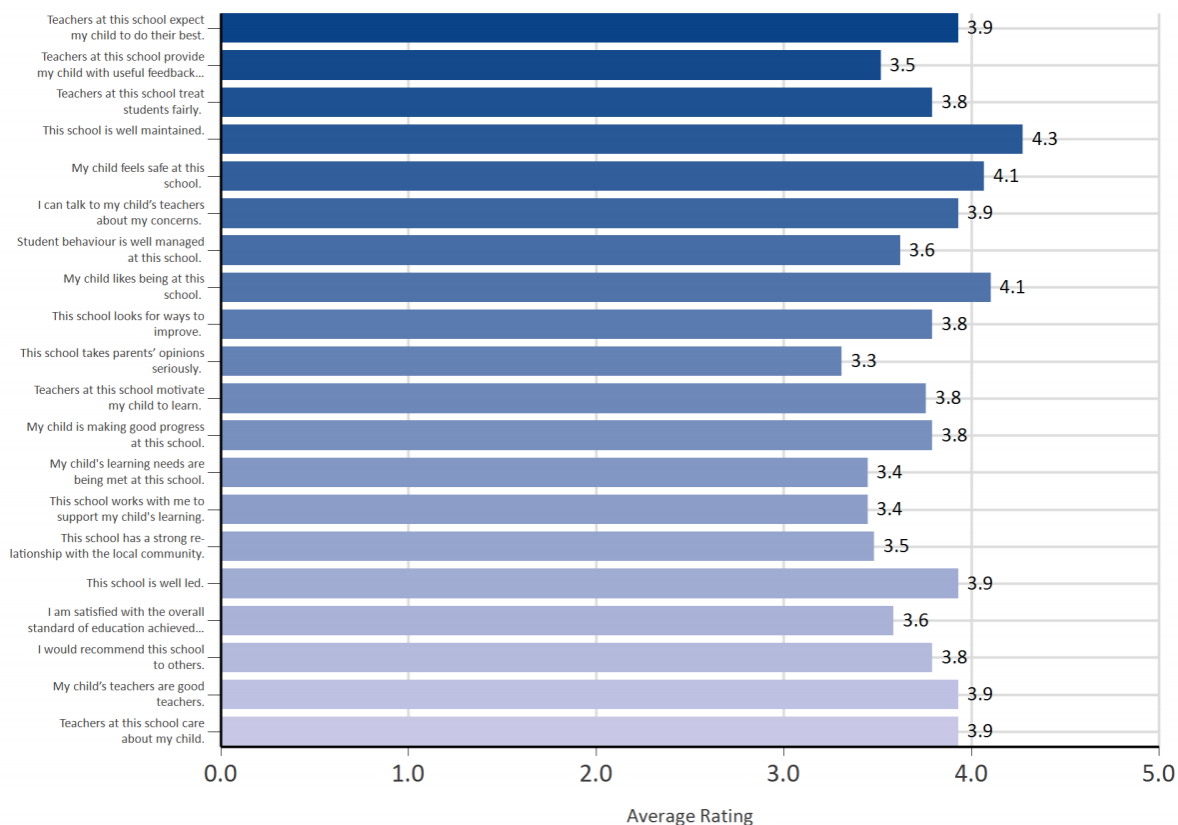
Staff



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Parents



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Financial Position

Public schools are required to spend 96% of funds in the year they are received. In 2020, we narrowly missed this target by \$5,371. Due to COVID-19 all schools were exempt from this requirement.

The Funding Agreement for Schools was endorsed by the Principal and School Board Chair. Funds received were directed to meet the needs of the school and our priority areas. This is evidenced by the financial summary below.

