School Community Vision:
Our vision is to create powerful lifelong learners and active citizens, capable of critical thinking in order to solve problems, deal with events and competently cope with the dynamics of life.

Principal: Ms Gail Murphy
Partnership: Flinders

Respect   Learning   Honesty   Responsibility   Do Your Best
I feel that 2014 was a year of many changes, in particular regarding the coming and going of people associated with Melrose Primary School (MPS). Schools fundamentally are about people especially children and their families and we value inclusivity.

**New Incentives in 2014:**

**KIDSMATTER:**
- This year a KIDSMATTER Action Team was formed for the purpose of better understanding the wellbeing needs of people belonging to the school community and wider community. The action team members are Emma Lynn, Jess McCallum and myself (Gail Murphy). Our work principally was to educate staff and parents about the key components of the KIDSMATTER Program. These are: Developing a positive school community, Improving the social and emotional learning for students, Working with parents and carers and Helping children with mental health issues.

**NATURAL MATHS STRATEGY:**
- A focus of the Flinders’ Partnership is to implement the Natural Maths strategies in classrooms. Educators were involved in a series of professional learning sessions lead by Ann Baker, a maths specialist who is enthusiastic about teaching students to become mathematical thinkers and problem solvers. Lessons have a particular format that provides children with experiences to develop maths skills through exposure to mental routines, problematised situations and reflection about their learning. Students work collaboratively to support each other’s learning. Our school has an agreement to teach maths using the Natural Maths program.

**JOLLY PHONICS PROGRAM:**
- The Junior Primary class were involved in a new phonics/spelling program, named the Jolly Phonics Program. This program is similar to the WRAP Program taught in 2012-2013, however it adds actions to the sounds that alphabet letters or combinations of letters make. This gives children an extra clue when decoding words using phonetic knowledge.

**ENVIRONMENTAL SUSTAINABILITY PROGRAM:**
- In 2014 MPS was involved with a group of local schools in the Sustainability Project pioneered by the Natural Resources North and Yorke government organisation. A group of upper primary girls attended forums for young environmental leaders and lead the school projects we developed. The projects were: to plant and harvest vegetables, create a fruit orchard, build a chicken coop and yard for egg production and improve our recycling, reusing and reducing waste systems.

**INCREASE COMMUNITY INVOLVEMENT:**
- An important focus for MPS in 2014 was to provide more opportunities for parent and community participation in the school’s projects. Michael Aistrope was instrumental in conceiving and developing community projects in conjunction with parents. Groups of parents worked together with Michael to organise a variety of projects which are mentioned in the highlights/events section of this report.
This year has been a year of changes at Melrose Primary School (MPS). We welcomed two new staff members at the beginning of the year, these being Terry Anderson (UP/MP teacher) and Michael Aistrope (JP teacher). I think they both settled into their teaching roles very well and worked well with existing staff and students. We also welcomed Che Lee-Bruce as a new reception in the JP class.

I would like to acknowledge and thank the Governing Council (GC) members for their leadership and commitment to the development of school priorities in 2014. The GC members are; Kyoko Miyamoto, Donna Murnane, Jess McCallum, Tess McCallum, Sharee McCallum, Kerri Lee-Bruce, Matthew Lynn, Gail Murphy and myself, Brenton Blieschke. I would also like to thank Michael Aistrope who represented the staff as a regular visitor to the meetings. This year sub-committees were set up to research tasks assigned to relevant topics and projects. Their findings were shared at GC meetings. I thank committee members for their inspiring ideas and dedication.

The end of year celebration needed to be improved and was very successful due to the work of a sub-committee who organised a “new look” event. I would like to thank the sub-committee of Tess McCallum, Jess McCallum, Sharee McCallum and Michael Aistrope for their work in organising many elements of the end of year celebration.

I would like to thank all parents and families who assisted the school with Tuck Days, and supported the school with clean-ups, gardening, school excursions and school events. I also wish to thank the parents Tess McCallum and Melissa Clarke for attending camp at Point Lowly to assist staff and students.

The Student Voice model has grown across the school this year and I thank the classes for their input and continual focus on school improvement and look forward to their input in 2015.

The Playcentre has been successful this year averaging 9-10 children attending sessions. I would like to thank Rachel Yates and Roweena Saltmarsh for their work in organising an interesting and vibrant program for young children.

Some highlights of the year have been: Tuck Days mostly organised by Leonie Blieschke, The Art Show, incubating eggs and successfully hatching chickens and ducks. Also, the sustainability project which includes planting vegetable gardens and fruit trees, the first class chicken run and recycling project. It will be great to see these projects continue in 2015. Once again, MPS students entered a good display of their school work in the Melrose Show. Thanks to Meridee Schwark and Christine Smart for setting this up.
Farewells in 2014:
At the end of Term 2, we farewelled Sue O’Neill who has served our school for a very long time. I would like to thank Sue for her dedicated work over the years. Craig Roberts was able to fill her position for the remainder of the year.

In Term 3, our grounds person, Rob Sanders won a full time position at Booleroo Centre District School (BCDS) and John Potts became the new grounds person.

At the end of the year we farewelled Michael Aistrope who filled a one year contract position as our JP teacher. I thank Michael on behalf of all MPS members for his enthusiasm and wish him well in his future teaching career.

We also farewelled Christine Smart who has been part of our school for a long time. We are all grateful for the assistance she gave to staff and students during her time at MPS.

We farewelled our four Year 7 students; Sophie Clarke, Jack Giles, Barney Watkinson and Jakob Shanks who moved onto BCDS to continue their education in secondary schooling. Also Kai Carmody, a Year 6 student will further his education in BCDS in 2015. Eve Sun-Dudley a Year 1 student will attend Wilmington PS in 2015.

We hope that all students mentioned look back on MPS with fond memories.

As students leave MPS, this ends a connection with the school for the parents and their families. I would like to thank Rob and Melissa Clarke and Shane and Ruth Carmody for their contribution to MPS. They generously gave their time to work in various ways to support the whole school community in its efforts to continually improve the school. Their contribution over the years has been acknowledged and will be remembered.

In 2015 we welcome a new JP teacher, Asta Gehling. We hope she feels welcome in our school community and we look forward to working with her.

We will also welcome four new receptions; Elijah McCallum, Sonny Miyamoto-Avey, Isaak Shanks and Hudson Cains. We wish them a successful and happy time at MPS.

In conclusion, I thank the Melrose Community for their continuous support of the school’s activities and look forward to working together with you in 2015.

Sue O’Neill reading cards at her farewell.

Christine Smart supervising cooking.
Melrose Primary School is a small rural school in the Southern Flinders Region. It is an integral part of the Melrose district and highly valued by the community. At Melrose Primary School community involvement is strongly promoted and important. The students who attend Melrose PS live in the township and close by areas or on surrounding farms. Therefore the school caters for a diverse range of students from a variety of backgrounds. Melrose Primary School is a feeder school to Booleroo Centre District School which is the high school that students attend.

### Staffing at MPS:

**TEACHERS:**
In 2014 we welcomed two new teachers. They were:
- Terry Anderson as the full time (1.0) UP/MP class teacher (Years 3-7)
- Michael Aistrope as the JP (0.8) (R-2 teacher)
- Gail Murphy taught (0.2) in the JP class

**SSOs**
In 2014 we farewelled two long standing SSOs.
- Sue O’Neill retired at the end of Term 2.
- Christine Smart retired at the end of Term 4.
- Craig Roberts filled the position of Sue O’Neill for Terms 3 and 4.
- Meridee Schwark remained as SSO2—Admin and Finance Officer.

### Melrose Playcentre:

The Playcentre operated on Wednesdays from 9am -3pm for the full year in 2014. In Terms 1-3 Rachel Yates was appointed as Playcentre Leader. In Term 4 Rachel went on accouchement leave and Roweena Saltmarsh became the main Playcentre Leader. Parents were rostered to support the Playcentre Leader with supervision of children and general organisation of activities.

**MELC (Melrose Early Learning Committee):**
The Melrose Early Learning Committee was formed to develop operational guidelines for the Playcentre keeping in mind the best interests of local families with young children to support their learning and social/emotional development. Committee members were Kyoko Miyamoto, Tess Mc Callum, Jessica Mc Callum and Sharee Mc Callum. We acknowledge the work of MELC members and their dedication to supporting and improving the Playcentre.

Due to low numbers of preschool aged children, Melrose was not eligible for a preschool program in 2014.

### Play Group:

Parents continued to run a Play Group for their young children on Fridays from 9am-11am. There are always new ideas being shared amongst parents who provide a variety of activities for children to enjoy together.
Highlights/ Events of 2014

- Welcoming new teachers and a new reception student (Che Lee-Bruce)
- Parent information evening
- Partnership meetings and learning opportunities
- Natural Maths strategy with Ann Baker
- Community Forum regarding Early Years Education across Booleroo Centre, Melrose and Wilmington (BMW) early learning centres.
- BMW Sport's Day
- Tuck Days
- Significant Peoples' Day
- Harmony Day
- Excursion to Lyle and Lili’s Bush Tucker property
- Special visit from people from South Korea, France and Hong Kong
- Market Day
- JP excursion to Alligator Gorge with Booleroo Centre and Wilmington schools
- Young environmental leaders forums at Orroroo and Hawker
- Michael Aistrope’s grandfather building the chicken coop and run
- KIDSMATTER project
- Reconciliation Activities – Aboriginal studies with Zara Mitchell (DECD), and painting book marks using Aboriginal designs with Susan, (Melita's Godmother)
- Fat Tyre festival, establishment of Kid’s Zone
- Whole school camp at Point Lowly
- Puberty lessons for Years 5,6,7 students with Mid North Rural Health Team
- SSO Week celebrations
- Welcoming Bianca Thomas and Kaitlyn Woolford to support in classes
- Tree planting on Jim Bishop’s property
- The ART SHOW
- Splash Theatre’s performance at the Institute
- UP/MP excursion to Appila for Corridors of Green learning
- Wheel's Day and healthy lunch (PE WEEK learning and celebration)
- School Photos with a new photographer
- JP sleepover
- JP Teddy Bears’ Picnic at Booleroo Centre
- Sports’ Colours Day and healthy recess
- World Teachers’ Day celebrations
- Transition Program for BMW (secondary, primary and preschool)
- Sustainability Project
- Environmental studies with Park Rangers
- Year 7’s Graduation dinner at the Black Sheep Café
- Swimming lessons at Booleroo Centre and excursion to the Port Pirie pool
- Celebration/Presentation evening
- Special end of year meal at the Mount Remarkable Hotel
As a staff we reviewed our progress in achieving the SIP goals of 2013 in order to improve in 2014.

Our recommendations were to focus on the following strategies:
Use the TfEL (Teaching for Effective Learning) Companion resource to develop a greater understanding of the methodology and pedagogy outlined in TfEL.
We will continue our learning by co-planning and working with educators in our informal and formal partnerships and work closely with our Australian Curriculum Facilitators.
Further investigate the BIG Six in Reading.

**The BIG Six in reading are:**
1. Early language and literacy experience
2. Development of phonological awareness
3. Letter-sound knowledge
4. Vocabulary
5. Fluency
6. Comprehension

Our plans for the development of reading and literacy in 2014 are as follows:

We will:
Implement the Jolly Phonics Program in the Junior Primary class.
Use the Sheena Cameron strategies to improve comprehension in MP/UP class.
Develop whole school literacy agreements where the range of programs and strategies are clearly documented, displayed and evident.
Formalise processes for the collection and analysis of learning data as a measure of improvement to monitor group/individual student performance and distance travelled term by term. Review and update the Assessment Schedule.
Use the ABC Reading Eggs program to support student learning.
Invest in targeted and specific professional development and training for staff.
Provide information to parents about how they can best support their child in the development of literacy skills.
Develop a community of learners through using a collaborative and supportive approach that focuses on learner strengths.
Further develop and deepen our knowledge, understanding and skills of the Australian Curriculum subject areas of Maths, Science, English and History.
Improve and formalise our English block of learning in the mornings so that we are covering all elements of literacy skill development and literacy appreciation in relation to the requirements of the Australian Curriculum.

**NUMERACY:**
In 2014 Numeracy will become a new area for focussed improvement. We will take part in the Ann Baker Natural Maths Project by attending professional learning sessions and develop a whole school agreement to implement these recommended maths teaching and learning strategies.
The proficiencies tested in NAPLAN are: Reading, Persuasive Writing, Numeracy and the Language Conventions of spelling, grammar and punctuation.

**NAPLAN - Year 3 Results:**

It is expected that Year 3 students achieve Band 2 or higher in their results. Band 2 is the national minimum standard for Year 3 students across the four areas of proficiency tested in NAPLAN.

Two Year 3 students sat the NAPLAN tests.

Both students reached the higher bands (5 and 6) in Reading which is greater than the national average.

Both students reached the higher bands (5 and 6) in Numeracy which is above the national average.

Both students achieved above the minimum benchmark in Persuasive Writing (Band 3). In Language Conventions both students achieved the higher bands (4, 5 and 6) which is a great result.

Figure 1: Year 3 Proficiency Band Table

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>1</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>
**NAPLAN - Year 5 Results:**

It is expected that Year 5 students achieve Band 4 or higher in their results. Band 4 is the national minimum standard for Year 5 students across the four areas of proficiency tested in NAPLAN.

Two Year 5 students sat the NAPLAN test.

Both students reached the higher bands in Reading (6 and 7), Band 7 being above the national average.

Both students reached the higher bands (5 and 6) in Numeracy which was above the national average.

Both students reached the higher bands in Persuasive Writing (5 and 6) which was above the national average.

In Language Conventions both students achieved the higher bands in spelling (Band 6). For punctuation and grammar one student achieved Band 8 and the other student achieved Band 4.

These results are a credit to both students.

---

**Figure 2: Year 5 Proficiency Bands by Aspect**

**Table 2: Year 5 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>50.0</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>50.0</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>50.0</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50.0</td>
</tr>
</tbody>
</table>
NAPLAN - Year 7 Results:

It is expected that Year 7 students achieve Band 5 or higher in their results. Band 5 is the national minimum standard for Year 7 students across the four areas of proficiency tested in NAPLAN.

Four Year 7 students sat the NAPLAN tests.

Two students reached the higher bands (Band 7) in Reading. The other two students reached Bands 5 and 6.

Two students reached the higher bands (Band 6) in Numeracy and the other two students achieved Band 5.

Two students achieved above the minimum benchmark in Persuasive Writing (Band 6). The other two students achieved Band 5 in Persuasive Writing.

In Language Conventions in spelling three students achieved Band 5 and one student achieved Band 4.

In Language Conventions in grammar all students reached the higher bands (6 and 7).

Running Records in Reading:

All of the five Year 2 students achieved the running record standard set by DECD in 2014. Four Year 2 students reached the independent reading stage (Level 30+).

One Year 2 student reached Level 26 in reading. The DECD standard of achievement in reading for Year 2 students is Levels 21-26.

We are proud of the results of our Year 2 students in reading.

We will maintain our focus on reading development in 2015.
Attendance:

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>96.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>79.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>98.2</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>92.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.6</td>
</tr>
</tbody>
</table>

Our attendance average is 93.9% across the school. We are setting a target to increase our attendance to 95% in 2015. Attendance is critically important to children's learning outcomes.

Parent Survey:

In 2014 the KIDSMATTER action team posted the KIDSMATTER survey out to parents to gain opinions about what is important to families and what they would like to have more information about. Parents requested more information about the following topics:

- Parenting information
- Access to community health services
- Child development and learning
- Children's wellbeing and mental health
- Managing challenging behaviour
- Building resilience
- Dealing with bullying
- Dealing with trauma
- Healthy family relationships
- Cyber Safety
- Cultural diversity and inclusion

A few parents felt that the school could improve in communicating to parents, assisting children with difficulties, respecting families’ beliefs and values, involving parents in decision making, setting clear, high expectations for children's behaviour and supporting children's social and emotional development.

We will find a way forward together with parents in the areas that have been identified as needing development and improvement.
Melrose Families and Students:
On behalf of the Melrose Primary School staff I would like to thank the families of our students for their continual ongoing support. Parents and the community have shown generosity of spirit in giving their time to organise activities and events that enrich children’s schooling experience. They have helped out in a variety of ways, all of which have added interest and joy to the children’s broader learning experiences. We have welcomed parent involvement in their child/children’s learning in 2014 and are dedicated to providing further opportunities for this to continue in the future.
At Melrose Primary School we have high expectations of our students and we expect that they will realise their potential with direction and guidance from both their families and teachers.

MPS VISION:
Our vision is to create powerful lifelong learners and active citizens, capable of critical thinking in order to solve problems, deal with events and competently cope with the dynamics of life. Powerful learners have the virtues of sociability and sharing. They are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines. We expect that our students will be able to participate actively in their learning, make decisions based upon sound evidence, skilfully solve problems, deal proactively with new situations and communicate effectively in a variety of forms in collaboration with others.

School Leaders:
I sincerely thank the school leaders; Sophie, Jack, Barney, Jakob, Micah, Craig and Kai for their support with making decisions, organising activities and events, identifying and solving problems and working for the betterment of our school.

Governing Council (GC):
I would like to thank Brenton Blieschke for his work as Governing Council Chairperson. Thank you also to all the GC members who have worked with dedication and purpose to move the school forward in the spirit of cooperation and collaboration.
The GC members in 2014 were: Brenton Blieschke, Kyoko Miyamoto, Matthew Lynn, Kerri Lee Bruce, Sharee McCallum, Tess McCallum, Jess McCallum and Donna Murnane. I appreciate their ongoing commitment to the continual development of Melrose Primary School and I look forward to working with the Governing Council in 2015.

Melrose Primary School Staff:
I wish to acknowledge the work of all the staff at Melrose Primary School as each staff member works tirelessly in their specific roles. As a committed staff we work together to improve the school and its operations and importantly to contribute positively to the lives of each other and the whole school community.
I thank Meridee Schwark, Christine Smart, Sue O’Neill, Michael Aistrope, Terry Anderson and Craig Roberts for their sustained and dedicated efforts.

School Service Officers (SSOs) Retire in 2014:
Sue O’Neill retired at the end of Term 2. Christine Smart retired at the end of Term 4. I would like to acknowledge the great work of both Sue and Christine who worked at MPS with devotion and loyalty over the many years of their service.

Acknowledgment of people’s work in 2014 by Gail Murphy (Principal)
Memories of the Year 2014