School Community Vision:
Our vision is to create powerful lifelong learners and active citizens, capable of critical and creative 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  Excellence
In 2015 our priorities were:

**KIDSMATTER:**
- We continued to develop the KIDSMATTER Program. Activities were organised by action team members Emma Lynn, Jess McCallum and myself (Gail Murphy). The activities were designed to educate children about the importance of appreciating diversity and understanding and accepting differences in each other.

**NATURAL MATHS STRATEGY:**
- A focus of the Flinders’ Partnership is to achieve higher standards in students’ numeracy results. An important strategy is to implement the Natural Maths strategies in classrooms. We continued to develop our understanding of Natural Maths strategies and improved our teaching of these. Students worked collaboratively to support each other’s learning.

**JOLLY PHONICS PROGRAM:**
- The Junior Primary class have continued to be involved in the Jolly Phonics Program. This program is a fun child centred approach to teaching literacy skills in spelling, reading and writing. There are actions for each of the 42 letter sounds which gives children an extra clue when decoding words using phonetic knowledge.

**ENVIRONMENTAL SUSTAINABILITY PROGRAM:**
- In 2015 MPS was involved with a group of local schools in the Sustainability Project pioneered by the Natural Resources North and Yorke management group. Our student leaders attended forums for young environmental leaders. Our main project was the Vanuatu Village Project. This involved raising money through organising a BMW disco to buy goods and supplies for children who were affected by the cyclone. We were able to send two boxes to a village in Vanuatu and the student leaders were proud of this wonderful outcome.

**INCREASE COMMUNITY INVOLVEMENT:**
- An important focus for MPS was to provide more opportunities for parent and community participation in the school’s projects and initiatives.

  **Special projects and events were:**
  1. Deanne Perry’s Kindness Bench initiative.
  2. The parent and staff committee who worked together to organise a whole school play for the End of Year Celebration.
  3. Tuck Days that were collaboratively planned by parents who volunteer their time to provide interesting food and drinks for staff and children to enjoy together.
  4. The fundraising committee who worked on a variety of projects throughout the year to raise money for the school.
  5. The work of community volunteers, Avis Clarke and Terrie Stoyel who supported children with their learning outcomes.

**LANGUAGES PROGRAM—JAPANESE:**
- It was great to welcome Kyoko as our Japanese teacher. We are the only school that has the privilege of Kyoko teaching face to face lessons to students, so we are very grateful. Kyoko is employed by Open Access College. Kyoko teaches Japanese online to students at Peterborough PS and School of the Air students.
As Chairperson of MPS Governing Council, I speak on behalf of Governing Council and the whole school community. I have mixed emotions writing this report as my family and I have been part of MPS since our eldest Kylie started at the school at the end of 1996, and this will be one of my last official tasks at MPS.

At the beginning of the year we welcomed Asta Gehling who has done a wonderful job as the JP teacher and the students have flourished under her teaching abilities. I would like to thank all the staff for working together in creating a great year for all in 2015 at MPS.

I acknowledge and thank the leadership and commitment of this year’s Governing Council members: Jess McCallum, Tess McCallum, Sharee McCallum, Donna Murnane, Kerri Lee-Bruce, Matthew and Emma Lynn, Gail Murphy and myself, Brenton Blieschke. I have personally enjoyed working with all of the members and appreciated your continual support during 2015 as it made my job much easier.

I would like to thank all those who gave their time on the various sub committees we had during the year. The ideas that have been brought up at Governing Council when required have been refreshing and when actioned kept the school moving forward successfully. Some of these sub committees have been: Melrose Early Learning Committee (MELC), Fundraising, Fat Tyre Festival and the End of Year Celebration.

The Student Voice model has continued to have an input into the school again as students give their ideas and opinions during discussions. I would like to thank the school’s student leaders: Micah Lynn, Craig Blieschke, Lucy Giles and Eliza Watkinson. Your input in organising school events and being a role model to the younger students has been appreciated.

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

I would like to thank all the parents and families who assisted the school with Tuck Days and supported the school with clean ups, gardening, school excursions, and other events. Thanks is also extended to Kerri Lee-Bruce for attending the school camp in Adelaide to support staff and students.

Some highlights of the year have been: Tuck Days (organised by Leonie Blieschke) which continue to be successful and enjoyed by students; Kid’s Zone at the Fat Tyre Festival; the Sustainability Project which has continued to prosper with the tending of vegetable plots and fruit trees and the improved structures of the recycling process. It will be great to see these projects continue in 2015. Something new this year has been the Vanuatu Village Project organised by the student leaders and coordinated by Craig Roberts. The BMW Disco was organised by the student leaders to fund the project which involved sending goods and supplies to the children in Vanuatu who were affected by the devastating cyclone.

Once again, MPS students entered a good display of their school work in the Melrose Show. Thank you to Meridee Schwark and Craig Roberts for setting this up in the pavilion.
Report from Brenton Blieschke as Chairperson of Governing Council continued:

Farewells in 2015:

Three families left MPS this year and were farewelled. These were:

- Brenton (myself) and Leonie Blieschke and our son Craig who will be attending Booleroo Centre District School for his secondary education.
- Matt and Emma Lynn and their three children: Micah, Elise and Saxon who will be relocating to Switzerland.
- Kym and Kristy Dawson and their daughter Isabelle who will be joining her brother Cooper at Booleroo Centre District School to continue primary schooling.

On behalf of the Governing Council and school community I wish each family and their children all the best in their life pursuits.

I would particularly like to thank our Year 7 graduates Craig and Micah for their enthusiasm and student leadership. Your contribution to MPS is greatly appreciated. We hope you look back on Melrose Primary School with fond memories.

We also farewelled Asta Gehling who left the school to return to the metropolitan region to be with her partner and family. She will be missed by the school community and we extend our best wishes for her future endeavours.

On a sad note, we began Term 4 with the tragic event of our MP/UP teacher, Terry Anderson’s sudden death. He will be remembered as a devoted teacher who treated every child as an individual, focusing on positive relationships and challenging children with their learning. We hold Penny and Conor in our thoughts and will continue to provide support to them during this difficult time.

Thank you to Deanne Perry for organising the Kindness Bench that has become a tribute to Terry Anderson. It will be a reminder of the kindness that Terry showed to everyone that he met.

We also acknowledge the efforts of the relief teachers during the year. These were: Marc Warchope, Leonie Thomas and Barry Hajisavva. Thanks is also extended to Paul Rowe who was acting Principal at the end of Term 4.

Micah and Craig helping younger children with reading.
Background Information About the Origins of the Kindness Bench:

The Kindness Bench originated from an idea that a child in America had. He approached the Principal of the school he attended regarding his idea of a kindness or buddy bench, as it was also termed. Over a summer break, the Principal researched into the making of the bench and decided to go ahead with it. The child was supposed to move overseas at the end of that year however the move was deferred until later. Unfortunately he had left the school before the bench was completed.

After newspaper articles about the completed Kindness Bench were published, other schools and communities chose to do something similar.

The specific bench that Dee Perry has used as her inspiration was made at Mandeville Elementary School in America where a group called the “Kind Kids Club” created the bench. The children associated with this group were from Reception to Year 3 and their aim is to spread kindness throughout their school and community as well as participating in all sorts of community activities throughout the year.

The Buddy Bench as it is called was their community activity for the year and was their way of leaving a legacy of kindness.

I hope that we can extend a similar uptake of this idea into our community of Melrose.

In conclusion, I thank the Melrose community for their continuous support towards the school and their activities.

I would personally like to extend my wishes for all the very best for our little school in the future. I have enjoyed being a part of it over many years.

Sincerely, Brenton Blieschke
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 valued. The students who attend Melrose PS live in the township and surrounding area. Melrose Primary School is a feeder school to Booleroo Centre District School.

**School Context:**

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 valued. The students who attend Melrose PS live in the township and surrounding area. Melrose Primary School is a feeder school to Booleroo Centre District School.

**Staffing at MPS:**

**Teachers and Classes:**

*Junior Primary (JP) Class:*
- We welcomed Asta Gehling to MPS who was appointed as the JP teacher (0.8). Gail Murphy continued to teach (0.2) in the JP class.

*Mid-Primary (MP)/Upper Primary (UP) class:*
- Terry Anderson continued teaching in the MP/UP class (Years 3-7) until he unfortunately became ill in the first half of Term 1. Leonie Thomas a TRT (Temporary Relief Teacher) worked in the class for a short time followed by Marc Warchope a PRT (Permanent Relief Teacher) who worked in the MP/UP class until the end of Term 2. Terry Anderson resumed teaching in Term 3. In an unforeseen tragedy Terry lost his life in a motor bike accident on October the 11th. The school community were devastated by this loss.
- Mr Barry Hajisavva (PRT) taught in the MP/UP class in Term 4.

**School Services Officers (SSOs):**
- Meridee Schwark continued duties as Administration and Finance Officer.
- Craig Roberts continued being involved in a variety of projects and duties.

**Japanese Lessons:**
- Kyoko Miyamoto taught Japanese lessons from R-7.

**Melrose Playcentre:**

The Playcentre operated on Wednesdays from 9am -3pm for the full year.
- Terms 1-3: Roweena Saltmarsh was appointed as Playcentre Leader.
- Term 4: Suzanne Govers was appointed as 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 continued 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 McCallum, Jessica McCallum, Sharee McCallum and Gail Murphy. We acknowledge the work of MELC members and their dedication to supporting and improving the Playcentre. The Playcentre was well supported by local families.

**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 2015

- Welcoming Asta Gehling, our new JP teacher and our new reception students: Hudson Cains, Isaak Shanks, Sonny Miyamoto - Avey and Elijah Mc Callum
- Beginning the Languages program with Kyoko teaching all students Japanese
- Parent Information evening
- Working with our student leaders: Micah, Craig, Eliza and Lucy
- Partnership meetings and learning opportunities
- Working collaboratively with Australian Curriculum facilitators
- Natural Maths strategy with Ann Baker
- CAMP in Adelaide
- Easter egg hunt
- Community Forum regarding Early Years Education across Booleroo Centre, Melrose and Wilmington (BMW) early learning centres.
- BMW Sport's Day at Booleroo District School
- Governing Council AGM and welcoming Emma Lynn as a new GC member
- Welcoming Marc Warchope as relieving teacher in the MP/UP class
- Tuck Days and Sushi making with Kyoko
- Using garden produce to make healthy snacks
- 3 Way interviews
- Pet Safety lessons
- Justin Clarke's visit
- Kathryn Simmons a pre-service teacher working in the school
- Harmony Day
- NAPLAN
- Young environmental leaders' forums that our student leaders attended
- Wipe Out Waste at Booleroo Centre District School
- BluGuru at Orroroo
- Come Out activities at Orroroo
- KIDSMATTER project
- Fat Tyre festival activities and successful fund raising
- Puberty lessons for Years 5,6,7 students with Mid North Rural Health Team
- SSO Week celebrations - theme: “A vital link to students' success”
- Wheel's Day organised by student leaders
- Vanuatu Village Project
- Music Workshop for teachers and students with Gaby learning the song “GOLD”
- World Teachers’ Day celebrations
- Transition Program for Eva, Maisie and Lara
- Sustainability Project
- Youth Leader's Day at Melrose PS working with Park Rangers to understand the importance of natural water quality and sustainability of this
- Science/Technology project of making biodegradable boats to float down the creek
Highlights/Events of 2015 continued:

- Flinders' Partnership Review
- Book Week celebrations - theme: “Books Light up our Worlds”
- Year 7 Blue Light transition camp at Errappa
- Reynella East College Band performance
- Kookaburra Creek excursion
- Shana Phillips from Booleroo District School being involved in work experience
- Geocaching project with Emma Young
- Rock It performance at Orroroo
- Pop Stars performance at Port Pirie
- Mount View Homes visit (organised by Kyoko) - Melbourne Cup celebrations
- Remembrance Day service at the monument
- Governing Council working bee to spread bark chips
- Bushfire drills - Catastrophic Fire rating day - school closure
- School Community (parents and volunteers) thank you morning tea from the staff
- Year 7 transition program
- Swimming lessons at the Wilmington pool
- End of Year Celebration/Presentation evening
- End of Year Fun Day/Water splash and movie

A very sad event was the tragic and sudden death of Terry Anderson on the 11th of October. A post funeral reception was held at MPS. I would like to thank the whole school community for generously providing food for the reception. It was an overwhelming response and Terry's family were extremely grateful.

The relief teachers in the MP/UP class were: Leonie Thomas; Marc Warchope and Barry Hajisavva.

Paul Rowe was the acting principal in the last three weeks of Term 4 when I took long service leave.

Reported by Gail Murphy
Rationale: Research shows that highly developed numeracy and literacy capabilities strongly contribute to the social, economic and physical wellbeing of individuals. Children who are able to apply mathematical understanding and communicate effectively in a range of contexts especially economic, technical, scientific and social, are best placed to succeed in education and in life.

At Melrose Primary School all educators have agreed to provide high quality practice when teaching mathematics. Maths programs need to be sequential and well planned. Students need to be given the opportunity to learn collaboratively when they are involved in problem solving, applying processes and strategies, asking questions and interpreting and explaining their understanding of mathematical concepts. Students need to be given time to reflect on their learning in order to understand what they already know and what they need to know in the future, as their learning journey unfolds.

Educators will:

- Teach, assess and report using the Australian Curriculum and Achievement Standards in Maths.
- Use the Ann Baker (Natural Maths) strategies and planning guidelines to teach Maths lessons.
- Concentrate on a particular Maths concept over the duration of a week for consolidation of learning.
- Provide open ended questions that develop the four proficiencies of fluency, problem solving, reasoning and understanding.
- Display the Secret Code strategies, anchor charts and word walls for vocab and terminology knowledge.
- Provide a range of concrete Maths materials.
- Engage and intellectually challenge students and build on their prior knowledge and skills.
- Use the TfEL framework as the pedagogical guide.
- Differentiate learning and provide intervention support for students who need extra tutoring.
- Develop ongoing goal setting strategies and help students understand what the next step in the continuum of their Maths learning is.
- Timetable, a Maths Block of an hour’s duration in the morning period after recess.
- Assess students using a range of ongoing formative and summative assessments identified in the Assessment Schedule and Assessment Practices and Methods Guidelines.
- Use baseline data to track students progress - (SENA (JP), PAT M (Years 3-7) and NAPLAN (Years 3,5,7) to determine future programming and teaching emphases.
- Use ICT resources to inspire and consolidate learning, in particular the Mathletics program.

We developed this Maths agreement as a strategy to achieve our Site Improvement Plan’s main goal of achieving higher students’ standards in Mathematics.

This is also the Finders’ Partnership focus.
Whole School Literacy Agreement 2015:

The teaching staff at Melrose Primary School agree to implement the following practices for literacy teaching and learning. We will:

- Have high expectations of all students.
- Provide differentiated programs to cater for individual learning needs.
- Organise intervention programs for students who are not meeting the expected benchmark for their year level.
- Use the Assessment Schedule for data collection and observe the time line.
- Use a range of formative assessment methods as detailed in the Reporting and Assessment Practices and Schedule.
- Create a two hour literacy block that includes the components of the Big Six.

The Big Six are the necessary skills needed for competence in literacy acquisition. The Big Six are: Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.

In the literacy block period students need to be involved in:

- 10 minutes of shared book and oral language development
- Phonological awareness activities (syllabification, segmenting of words, rhyme, detection of sounds, initial/middle/final sounds)
- 30 minutes of Spelling/Word Knowledge/Phonics involving explicit teaching of phonics and word patterns
- Daily writing - 20 minutes - Explicit teaching of writing skills and scaffolding the teaching of specific genre writing
- Read aloud (5-10 minutes) - Class novel and texts to build word knowledge of specific vocabulary
- Strategies and resources to support the teaching of literacy include: grouping of children to meet their literacy needs, sight word automaticity (flash cards), guided reading groups, on line reading programs, reading comprehension activities (PM comprehension box), levelled texts at student’s level, visual displays and peer tutoring.
- Refer to the resource material provided to support teaching of The Big Six.
- Each student has an ILP developed with parents detailing broad literacy plans.
- Each student sets goals regularly with their teacher to achieve the broader ILP goals.
- Students know what they are aiming to achieve, (refer to the Australian Curriculum Achievement Standards) and know what the next steps are.
- Use the Australian Curriculum in English for planning, assessing and reporting.
- Teachers explicitly teach the skills of reading, writing, spelling and grammar.
- It is expected that the Literacy Practices Guide is followed.
- Use TfEL (Teaching for Effective Learning) pedagogy.
- Use Jolly Phonics and Sheena Cameron resources.
- Review our Whole School Literacy Agreement at the beginning of each term to report, refine and improve if necessary.

Our Literacy agreement is a strategy to improve students’ literacy standards which is a fundamental goal of our Site Improvement Plan (SIP).
The proficiencies tested in NAPLAN are: Reading, Persuasive Writing, Numeracy and the Language Conventions of Spelling, Grammar and Punctuation.

NAPLAN - Year 3 Results:
BAND 2 is the national minimum standard for Year 3 students across the four areas of proficiencies tested in NAPLAN.
The DECD standard is for students to reach the higher bands in NAPLAN tests of BAND 3 or above.
Five Year 3s sat all of the NAPLAN tests:
The results were that all students reached the minimum standard or higher bands in all tests.

READING:
BAND 2: 1 student
BAND 3: 2 students
BAND 5: 1 student
BAND 6: 1 student

WRITING:
BAND 3: 3 students
BAND 4: 1 student
BAND 5: 1 student

SPELLING:
BAND 3: 2 students
BAND 4: 2 students
BAND 6: 1 student

GRAMMAR and PUNCTUATION:
BAND 3: 2 students
BAND 4:2 students
BAND 5: 1 student

NUMERACY:
BAND 3: 3 students
BAND 4:1 student
BAND 5: 1 student

COMMENT:
All students reached the DECD standard in Numeracy, Writing, Spelling and Grammar and Punctuation.
Four out of five students reached the DECD standard in Reading. The other student reached the minimum standard.
2015 NAPLAN PROFICIENCIES BANDS in Years 3 and 7:

### 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></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>
**NAPLAN - Year 5 Results:**
Our Year 5 student was exempt from the NAPLAN tests.

**NAPLAN - Year 7 Results:**
BAND 5 is the national minimum standard for Year 7 students across the four areas of proficiencies tested in NAPLAN.
The DECD standard is for students to reach the higher bands in NAPLAN tests of BAND 6 or above.
Two Year 7 students sat all of the NAPLAN tests:
The results were that all students reached the minimum standard or higher bands in all tests.

**READING:**
BAND 5: 1 student
BAND 6: 1 student

**WRITING:**
BAND 5: 1 student
BAND 6: 1 student

**SPELLING:**
BAND 5: 2 students

**GRAMMAR and PUNCTUATION:**
BAND 5: 2 students

**NUMERACY:**
BAND 6: 2 students

**COMMENT:**
Both students reached the minimum standard in Spelling and Grammar and Punctuation.
Both students reached the DECD standard in Numeracy.
One student reached the minimum standard in Reading and the other reached the DECD standard.
One student reached the minimum standard in Writing and the other reached the DECD standard.

**Running Records in Reading 2015:**
December Reading Levels for Junior Primary Students:
- **Year 2 students:** Level 17: 1 student; Level 19: 1 student; Level 20: 1 student; Level 26: 2 students. The DECD standard for Year 2 students is Level 21 or above.
- **Year 1 students:** Level 22: 1 student; Level 12: 1 student. The DECD standard for Year 1 students is Level 15 or above.
- **Reception students:** Level 17: 1 student; Level 9: 1 student; Level 6: 1 student; Level 2: 1 student. The DECD standard for Receptions in Reading is Level 5 or above.
We set a target of 93% for attendance. We reached our target in most year levels. Attendance is critically important to children’s learning outcomes.

### Table 8: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>98.9</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>82.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>99.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.9</td>
</tr>
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</table>

### Financial Statement 2015:

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$517,881.80</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>22,415.89</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>6,715.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>5,461.43</td>
</tr>
</tbody>
</table>

### Parent Survey:

Please refer to the following information:

In April 2012, the Standing Council for School Education and Early Childhood (SCEEC) approved the use of agreed student and parent survey items by schools and schooling systems (at a minimum biennially), either to be integrated into existing school, school system and jurisdiction based collection methods, or via the Australian Curriculum, Assessment and Reporting Authority (ACARA) survey/collection tool, for implementation in 2013.

These surveys will replace the DECD opinion surveys that have been provided to schools in the past.

A parent survey will be conducted in 2016.
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 2015 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 and creative 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: Micah, Craig, Eliza and Lucy for their support with making decisions, organising activities and events, identifying and solving problems and working for the betterment of our school.

Students:
I would like to acknowledge the students of MPS who mainly approach their learning with enthusiasm and effort. We believe in a collaborative approach where everyone supports each other to become successful.

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 2015 were: Brenton Blieschke; Kerri Lee-Bruce; Sharee McCallum; Tess McCallum; Jess McCallum; Donna Murnane and Emma and Matthew Lynn.
I appreciate their ongoing commitment to the continual development of Melrose Primary School and I look forward to working with the Governing Council in 2016.

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, Asta Gehling, Craig Roberts, Kyoko Miyamoto and Terry Anderson for their sustained and dedicated efforts throughout the year.

Acknowledgment of people's work in 2015 by Gail Murphy (Principal)