2014 was always going to be an interesting and challenging year. We dropped from 4 classes in 2013 to 3 this year which meant having to run with two composite classes of 3 year levels. While having 3 year levels in a class certainly poses a few problems, however, we believe the positives far outweigh the negatives. Some of the positives that the staff included in their teaching practice are:

* Teachers concentrate on what children can do, rather than what they can’t do and this builds confidence
* Competition is removed from the classroom. Comparisons are not drawn between children and this means children are always ready to “have a go.”
* Children are allowed to make choices and express themselves in many ways.
* Children’s ideas are welcomed and can be tried out. Children feel good about themselves, which makes an excellent environment for learning.
* There is a freedom of choice and exploration of many ideas, which makes learning an exciting and real part of children’s lives
* Children enter a class where there are older children, so settling in is so much easier. The older children are delighted to help the younger ones, and this helps them to feel very worthwhile and important. Confidence grows.
* Children mix freely and are encouraged to work and play together. They learn the joys of cooperation which leads to good citizenship.

With fewer numbers at school our funding was greatly affected. However we were able to continue to offer the following programs to our students though some of them in a reduced capacity.

Assessment for Learning Strategies: The teaching staff continued to use and develop the strategies of the ‘Assessment for Learning’ philosophies in their day to day contact with the students. These strategies include Learning Intentions, Success Criteria, Strategic Questioning, Effective Teacher Feedback, Peer Feedback, Student Self-Assessment and Making Formative Use of Summative Assessments. While we would be the first to admit to not being experts in this field we strongly believe that the benefits gained by our students through the use of these strategies have enhanced their ability to achieve.

Natural Maths Strategies: We continue to use Ann Baker’s Natural Maths Strategies. Research has shown that children are capable of grasping key maths concepts at an earlier age than previously thought. The idea behind these strategies is to help children think mathematically rather than merely memorise algorithms and hone their computational skills. Strategies used include:

* Providing concrete materials for students to use as tools
* Feedback is immediate and involves sharing and discussing strategies
* Errors are seen as learning opportunities for all
* Questions provide success for all as well as challenges for some
* Students see themselves as a community of learners

Better Buddies Program: Better Buddies Program: This program continues to be a wonderful leadership opportunity for our students as well as allowing them to experience several aspects of PERMA. Building on previous success with this program every Wednesday nine students from the Year 5-6-7 class spent time working with their Reception ‘buddy’ doing all manner of different activities including art and craft as well as supporting them with curriculum work. Our Christian Pastoral Care Worker, Kerry Crowden once again was invaluable in ensuring the success of these sessions.

The relationships established between our Junior and Senior students as a result of the Better Buddies Program was particularly noticeable at our whole school camp where the senior buddies supported the younger students brilliantly.

Stephanie Alexander Kitchen Garden: Unfortunately we had to drop our third SAKG kitchen class. In 2014 the kitchen program was offered to the children in the Year 5-6-7 class and for two terms the children in the Year 2-3-4 class were able to access the kitchen program twice a term thanks to parent volunteers running the sessions. All children in Years 2-7 spent 45 minutes a week working in the Garden.

Jolly Phonics/Jolly Grammar: This program has now been extended from Reception to the Year 4. The staff are constantly amazed at how much more the children are capable of doing at an earlier age through being involved in this program. Next year we will see our first group of Receptions using the program enter the Middle Primary years and it will be interesting to compare their Literacy results with children who didn’t have the advantage of being in the program.

Macclesfield Primary School Governing Council Annual Report 2014

Macclesfield Primary School Governing Council welcomed Sheenagh Bishop, Tash Hollit and Rhianne Brook onto the Council.

Council supported school in continuing to develop its work with:

- Assessment for Learning strategies
- Positive Education philosophies
- Planning, teaching, assessing and reporting in English, Maths, History, Science, Geography and The Arts using the Australian Curriculum

The school’s three pupil free days were supported by council. The staff attended the following training and development on these days:

- Integrating Geography into all areas of the Australian Curriculum
- Using Open Ended Maths questions
- Reading and Writing Strategies

Links with the Macclesfield Community Association were maintained with the Council’s support for the Skate Space proposed for Davenport Square. Students were involved in RSL ANZAC Day and Remembrance Day ceremonies. Environmental Education work with the Macclesfield Bush Care group saw students weeding the Day Paddock and planting trees and repairing damage in the night paddock. The Council endorsed the use of school facilities by local groups:

- Macclesfield Table Tennis Club
- Macclesfield Basketball Club
- Local young person training for Para-Olympic team

Council sub committees saw the development of a new Uniform Code, investigation and gaging of community support for an OSCH service. Parent Club continued their tireless fund raising efforts and direct student support via:

- Providing ice blocks and hot Milos
- Fun-a-thon
- Kyton’s Bakery fund raiser
- Special lunch days
- Stalls at Gravity Festival and Strawberry Fete

Student leaders, Lucas Schack and Madison Bolt represented the student body at most Governing Council meetings and provide excellent reports to the Council. A highlight was hearing reports on student’s excellent fund raising efforts in raising over $1,500 for three charities.

Lunchtime wellbeing was reported showed 93% of student had OK to Great lunchtimes. The Council endorsed the continued position of Pastoral Care worker for next three years if funding continues for the position.

As part of the maintenance of school facilities drainage problems between school and neighbours were resolved, asbestos was removed from all buildings and the rooms in the main building were painted.

I would like to thank the members of the Council for the valued contribution they have made in supporting the school and the broader community through their efforts. On behalf of the Council I thank Graeme Milne and the staff of Macclesfield Primary School for continuing to educate, provide diverse experiences and enrich the lives of our children.

Julian Holdstock
Chairperson
Macclesfield Governing Council
Positive Education: The school is now 18 months into its journey into Pos Ed. At each Monday morning assembly we match the fortnight’s Virtue with our school values and elements of PERMA. It has been interesting to note how this language is filtering through the school, with children from all year levels now able to describe how PERMA fits with our school values and the Virtues Program. In July, Mrs Ryan became the third staff member, behind Mrs Roberts and Mr Milne, in attending the 4 day workshop presented by staff from Geelong Grammar School, Australian leaders in the area of Pos Ed. In 2015 we will continue to expand the Pos Ed program by using the language of Character Strengths and linking these to student behaviours and areas of the Australian Curriculum.

SAPSASA Sports: This year we offered our eligible students the choice of 5 different sports, Teams Table Tennis, Athletics, Mixed Table Tennis, Cross Country and Indoor Volleyball. Of the 31 eligible students, 27 children participated in at least one SAPSASA event, 4% of the 27 participated in 2 events, 22% in 3 events, 30% in 4 events and one child joined in with all 5 events. Our boys’ and girls’ Teams Table Tennis sides played off in the Grand Final round of matches as did 3 of our 4 Indoor Volleyball teams. Molly Bolt represented the Barker District in the State Primary Schools Softball Championships, Ebonny Cooper represented Barker in Cross Country and Archie Rowe was a district rep at the State Country Athletics’ Championships.

School themes: Each term the whole school focuses on a theme and integrates this theme across all curriculum areas:
Term 1 – International Year of Family Farming – we used this topic to look at farming in Indonesia and linking this with the Cross Curriculum Perspective of Asia and Australia’s Engagement With Asia as well as linking it with Indonesian as our Language curriculum. We finished the theme with a visit from the Moobile Farm where the children were given a wonderful presentation on sustainable farming by Farmer Damien.
Term 2 – Child Protection curriculum – focus on Health and Pos Ed that incorporated a visit from the Life Ed van.
Term 3 – ‘Connect to Reading’, the Book Week theme was this term’s focus and saw a concentration on Literacy and English.
Term 4 – ‘A Bush Christmas’ – the title of the Bush Wahzee’s end-of-year concert was the focus in 4th Term and this was linked with Music, Dance, Drama, English and History.

Senior and Junior Choir: Once again this year every student in the Year 5-6-7 class learnt the Festival of Music songs and in addition to regular practise in the classroom also had a weekly lesson with our music specialist teacher, Ms Clark. Our students did so well at our assessment that we were offered positions for all 25 members of the class instead of the allocated 9 positions. Nineteen of our students chose to participate in the actual event at the Festival Theatre and had the honour of being in Row 5.
Ms Clark was employed all year as an HPI to run the once a fortnight Junior Choir sessions for all Reception to Year 4 children.

Gymnastics: This year the whole school were involved in an eight week gymnastics program. During this time all three classes spent 45 minutes a week working with a trained gymnastics’ teacher.

Footsteps Dance: For the first 5 weeks of Term 3 the classes were taught a series of dances during a 45 minute weekly lesson. These dances were then performed for the parents at the evening ‘Footsteps Dance’ concert.

Active After Schools program: On Tuesday and Wednesday afternoons the children had the opportunity to participate in the AAS program. Activities provided were Dance, Table Tennis, Circus Skills, Aerobics and Martial Arts. Across the year 60% of the children participated in at least one activity.

What's The Buzz: This social skills program is delivered by Kerry, our CPSW, to the Year 2/3/4 class and once again proved to be an invaluable program from our students.

School Context
Students at Macclesfield Primary School come from within the town and surrounding district. Families value education, have high expectations and have a high support for teachers’ work and school initiatives. All families are from an English speaking background. We currently have two children from an Aboriginal background. We have 9% of our students on School Card subsidy, 4 students on NEPs but support a number of additional students experiencing learning difficulties with school developed “One Plans”. 1 child is under the Guidance of the Minister.

Staffing
Our teaching staff includes a principal, 3 classroom teachers and a 0.5 Non-Instruction Time teacher specialising in the Visual Arts, Maths and Health and PE. We employ 6 part-time School Services Officers (SSO) who are involved in class support, grounds’ maintenance, administration, finance, Library, ICT, and the SAKG Kitchen and Garden programs. We have a Christian Pastoral Support worker for 15 hours a week and a choir accompanist who works with our Year 5/6/7 class preparing them for the Festival of Music.

Qualifications
Teachers are required to have a minimum of a Diploma of Teaching to be registered in South Australia. 100% of staff have a Diploma of Teaching with 20% holding a Master of Education degree.

Professional Development
Teaching staff attended training and development in the 3 Pupil Free’ days in 2014. The first looked at Open Ended Maths Questions and was undertaken with staff from Echunga, Oakbank, Callington and Meadows. The 2nd day was spent with schools from the Heysen Cluster working with Sheena Cameron in looking at Reading and Writing Strategies. The 3rd day was spent studying the new Australian Curriculum subject, Geography, with staff from Callington, Meadows, Echunga and Oakbank.
Other training and development sessions attended by staff throughout 2014 include:
- Choir training - Janet
- Responding to Sexual Abuse - Graeme
- Sustainability - Graeme
- Maths with Tierney Kennedy – Meg and Jan
- Positive Education - Meg
- Building Effective School Partnerships - Graeme
- Leaders in Numeracy – Meg and Graeme
- Australian Curriculum – The Arts – whole staff
- Asthma Training – whole staff
- Australian Curriculum – Geography – whole staff
- Open Ended Maths Tasks – whole staff
- Building Powerful Learners – Meg and Graeme
- Pos Ed conference - Graeme
- Kids Matter - Kerry
- Reading and Writing Strategies – whole staff
- Martin Gare Positive Education workshops - Graeme
- Generation Next - Kerry
- Integrating the Australian Curriculum – whole staff
- Arbory Park – Graeme and Jan
- Child Protection Curriculum – whole staff
All staff completed in excess of the mandated 37.5 hours of professional development outside of school hours in 2014.

Students Leaders raised over $1000 for 3 charities in 2014
This year Macclesfield Primary School’s Site Improvement Plan sat under the umbrella of the department’s TfEL document, *Teaching for Effective Learning*, and more specifically was centred around Domain 4 of this document, *Personalise and Connect Learning*. Domain 4 has four elements:

- **4.1 Build on learners’ understandings**
- **4.2 Connect learning to students’ lives and aspirations**
- **4.3 Apply and assess learning in authentic contexts**
- **4.4 Communicate learning in multiple modes**

Using Personalise and Connect Learning as the main driver the staff focused on *Student Wellbeing*, *Quality Teaching* and the *Australian Curriculum* to lead improvement at Macclesfield Primary School in 2014.

### What were our key actions?

#### Student Well-being

This year we continued our journey and further developed the work started last year in *Positive Education* and in particular around the acronym PERMA.

**PERMA** stands for:

- **P** – *Positive emotions* - Feeling good helps us to perform better. It boosts our physical health. It strengthens our relationships. It inspires us to be creative, take chances and look to the future with hope and optimism.

- **E** – *Engagement* - When we engage with our life and work we become absorbed. We gain momentum and focus and can enter the state of being known as flow. Flow describes a state of utter blissful immersion in the present moment.

- **R** – *Relationships* - Humans are social animals. We have a need for connection, love, physical and emotional contact with others. We enhance our own well being by building strong networks of relationships around us, with family, friends, neighbours and all the people in our lives.

- **M** – *Meaning* - We are at our best when we dedicate our time to something greater than ourselves. Studies have shown that people who belong to a community and pursue common goals are happier than people who don’t. It is important to feel that the work we do is consistent with our personal values and beliefs

- **A** – *Accomplishment* - Creating and working towards goals helps us anticipate and build hope for the future. Past successes make us feel more confident and optimistic about future attempts. When you feel good about yourself you are more likely to share your secrets and your skills with others.

#### Quality Teaching

- *Assessment for Learning* strategies of ‘Learning Intention’, ‘Success Criteria’, ‘Strategic Questioning’, ‘Feedback’ and ‘Assessment’ were a part of all teachers’ planning
- *Natural Maths* strategies were taught across the whole school
- *Staff met with teachers from Callington, Meadows and Echunga Primary Schools on 6 occasions across the year
- *One Plans* were developed and used by some staff members

#### Australian Curriculum (AC)

- All teachers using the AC to plan, teach and assess in the learning areas of Maths, Science, English, History, Geography
- All children received at least the minimum amount of teaching time in Maths, English and History as specified in the AC
- New History and Geography Resources were purchased

### Summary of achievements from 2014 Site Improvement Plan Targets:

- Home Reading targets were met
- 100% of R-2 students recorded reading ages above chronological ages
- 66% of Year 3-7 children achieved a stanine 5 (average) or higher in their PAT Reading scores 19% below our target
- Lexile reading targets for years 3-7 were met – 69% of children achieved 100 point improvement in the year
- 100% of R-2 students recorded spelling ages above chronological ages
- Spelling target for years 3-7 children not met – 53% of children showed an increase of 12 months or more in the spelling age
- R-2 Maths target was not met – 88% of children received an average or better stanine
- Maths target not met in years 3-7 – 39% of children received an average or better stanine
- All NAPLAN targets were met by the Year 3s but Writing and Grammar & Punctuation targets were not met by Year 7s

### Recommendations for 2015 from Site Plan:

- Need to contact parents of children not achieving home reading aims to discuss benefits of program
- Year 3-7 teachers to look carefully at strategies needed to improve students’ reading for meaning and spelling skills
- One Plans to be written for students not achieving expected reading, spelling and maths’ targets
- Use NAPLAN and school testing data to identify areas of weakness in our maths, reading, spelling and grammar and punctuation instruction and focus more on these
- Continue to work on Assessment for Learning strategies
- Continue to work on Ann Baker’s Natural Maths Strategies
- Look into Guy Claxton’s Building Powerful Learners
- Ensure Science is taught across all Year levels to mandated times
In 2014 our year level cohort size (number of students in any particular year level participating in the NAPLAN tests) ranged from 6 in Year 3, through 12 in year 5 to 9 in Year 7 with students from each cohort experiencing different results. This is not unexpected as the individual students who make up each year level cohort are intrinsically different, coming from different family circumstances and include a wide range of students from high achievers to others who have been diagnosed with particular learning difficulties.

At Macclesfield we encourage all students to sit the NAPLAN tests because we value the snapshot of individual student progress it provides. Essentially the most important outcomes of the assessments are the individual ones that can be provided around supporting students as learners to grow over their school journey. Here at Macclesfield we are committed to seeking better ways of supporting students to experience real growth on their learning journeys and this will remain a focus over the coming years.

Another value of the tests is that they allow the school and teachers to evaluate individual teaching programs and work out areas of strength and weakness. Once identified, these weaknesses then need to be addressed.

**Year 3**

Literacy: 86% achievement of the National Minimum Standards in Reading, Spelling, Writing and Grammar & Punctuation

Numeracy: 86% achievement of the National Minimum Standards.

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>Mean score as proficiency band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Reading</td>
<td>434.1</td>
<td>421.3</td>
</tr>
<tr>
<td>Writing</td>
<td>471.1</td>
<td>424.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>434.5</td>
<td>414.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>413.1</td>
<td>405.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>391.1</td>
<td>405.6</td>
</tr>
</tbody>
</table>

**Year 5**

Literacy: 92% of children achieved the National Minimum Standards in Reading and Spelling, 85% in Writing and 100% in Grammar and Punctuation

Numeracy: 100% of children achieved the National Minimum Standards in Numeracy

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>Mean score as proficiency band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Reading</td>
<td>546.9</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>496.8</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>511.4</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>524.5</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>505.3</td>
<td></td>
</tr>
</tbody>
</table>

**Year 7**

Literacy: 100% achievement of the National Minimum Standards in Reading, Grammar & Punctuation and Writing and 93% in Spelling

Numeracy: 100% achievement of the National Minimum Standards.

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>Mean score as proficiency band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Reading</td>
<td>575.5</td>
<td>550.4</td>
</tr>
<tr>
<td>Writing</td>
<td>539.2</td>
<td>527.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>544.2</td>
<td>539</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>567.7</td>
<td>524.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>531.8</td>
<td>547.3</td>
</tr>
</tbody>
</table>
Our Junior Primary students have been busy reading at home and at school as a part of their Reading Program. This year, after the successes of the Jolly Phonics program we increased our reading level targets to 70% of the children reading level 7 by the end of 4 terms at school, level 17 by the end of Year 1 and level 26 by the end of Year 2.

<table>
<thead>
<tr>
<th>Macclesfield PS Running Record Reading Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>Students reading at level 5 by the end of 4 terms at school</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students reading at level 15 by the end of Year 1 at school</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students reading at level 22 by the end of Year 2 at school</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Our targets were met by the Reception and Year 1 children.

A different reading program was operating in the Year 2, 3, 4 class this year and as a result the Year 2s did not concentrate entirely on the RR levelled scheme.

### Parent Opinion Survey

<table>
<thead>
<tr>
<th><strong>Teachers at this school expect my child to do their best</strong></th>
<th><strong>Teachers at this school provide my child with useful feedback about his or her work</strong></th>
<th><strong>Teachers at this school treat students fairly</strong></th>
<th><strong>The school is well maintained</strong></th>
<th><strong>My child feels safe at this school</strong></th>
<th><strong>I can talk to my child’s teachers about my concerns</strong></th>
<th><strong>Student behaviour is well managed at this school</strong></th>
<th><strong>My child likes being at this school</strong></th>
<th><strong>The school looks for ways to improve</strong></th>
<th><strong>The school takes parents’ opinions seriously</strong></th>
<th><strong>Teachers at this school motivate my child to learn</strong></th>
<th><strong>My child is making good progress at this school</strong></th>
<th><strong>My child’s learning needs are being met at this school</strong></th>
<th><strong>The school works with me to support my child’s learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neither agree nor disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>53</td>
<td>42</td>
<td>11</td>
<td>21</td>
<td>42</td>
<td>26</td>
<td>11</td>
<td>47</td>
<td>42</td>
<td>32</td>
<td>68</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

While most of the data is consistent with that collected last year we have slipped in several areas and will need to make these a focus for 2015: providing useful feedback, my child likes being at school, the school takes parent’s opinions seriously and teachers motivate my child to learn are areas we will need to improve in.

### Comments made by parents in Opinion Survey

**Things Macclesfield Primary School does well:**
- Foster independence
- Close community ties – involve the community in activities
- Amazing leadership
- SAKG program
- Amazing grounds
- Inclusive
- Well-equipped classrooms
- Hard working staff
- Nurturing of children
- Tries to give children as many opportunities as offered in larger schools
- Welcoming of new families
- Successfully encourages positive interaction between all year levels
- Environment program
- Produces well mannered, nice, educated children
- Maintaining the positive school culture
- Has a full program of extra-curricular activities
- Positive psychology model
- Maths program
- A good mix of learning and fun
- Providing children with confidence to speak at assemblies and performances
- What’s the Buzz program in the Year 2/3/4 class
- The CPSW
- Better Buddies program

**Things Macclesfield Primary School could do better:**
- Better cater for all year levels in split level classes
- Reports sent out earlier and not the last day of term so that conversations can be held with parents
- Interviews offered in 3rd term
- Explain how the reporting process works and offer help in interpreting reports
- More personal comments on reports for subject areas
- Making sports day events more challenging
- Increase science program
- Children should bring home their school work to show parents – we don’t often see what they are doing or how they are going
- Student motivation
- Identifying children needing extension

**Things I would like to see at Macclesfield Primary School:**
- More science being taught
- Better music program
- After school OSHC
- School crossing
- Inter school sports competitions
- New computers
- Repaint main building
- Whole school camp every year
- Ways in which we can promote the reputation of this great school to promote growth in numbers
- A chance for children to join in structured play at lunch
- More playground equipment
- A survey such as this each term to address issues as they arise
Student enrolment

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment FTE as of July census</td>
<td>99</td>
<td>99</td>
<td>87</td>
<td>72</td>
</tr>
</tbody>
</table>

Our enrolment numbers dropped quite significantly from last year with the introduction of the single Reception intake. We expect our numbers to be slightly higher in 2015. Unfortunately we still face the problem of the private schools in Mt Barker poaching our students by informing families that if they don’t enrol their children in the feeder primary school a place cannot be guaranteed for the children’s high school years. Hopefully the strength of the learning program we offer at Macclesfield will persuade families to stay through until the end of Year 7.

Attendance rates

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Region</td>
<td>School</td>
</tr>
<tr>
<td>R</td>
<td>93.1</td>
<td>91</td>
</tr>
<tr>
<td>1</td>
<td>91.9</td>
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</tr>
<tr>
<td>7</td>
<td>93.4</td>
<td>92.8</td>
</tr>
<tr>
<td>Average</td>
<td>92.8</td>
<td>93.5</td>
</tr>
</tbody>
</table>

In 2014 our attendance rates only improved in 1 out of the 8 Year levels when compared with 2013. When compared to the Region our Attendance Rates were higher in only 1 of the 8 Year levels and were higher in 2 of the 8 Year levels when compared to all DECD schools. We will need to improve in our students’ attendance rates for 2015.

Staff Opinion Survey

6 staff responded to the survey. All results are presented as percentages.

- Teachers at MPS expect students to do their best: 33 strongly disagree, 67 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Teachers at MPS provide students with useful feedback about their work: 67 strongly disagree, 33 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Teachers at MPS treat students fairly: 33 strongly disagree, 67 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- The school is well maintained: 33 strongly disagree, 67 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Students feel safe at this school: 17 strongly disagree, 83 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Students at MPS can talk to their teachers about their concerns: 50 strongly disagree, 50 disagree, 50 neither agree or disagree, 50 agree, 50 strongly agree.
- Parents at MPS can talk to teachers about their concerns: 67 strongly disagree, 33 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Teachers at MPS use a Pos Ed approach in daily interactions with students: 50 strongly disagree, 50 disagree, 50 neither agree or disagree, 50 agree, 50 strongly agree.
- Teachers at MPS use a AFL strategies when teaching students: 67 strongly disagree, 33 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Student behaviour is well managed at this school: 17 strongly disagree, 83 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- Students like being at this school: 50 strongly disagree, 50 disagree, 50 neither agree or disagree, 50 agree, 50 strongly agree.
- The school looks for ways to improve: 33 strongly disagree, 67 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- The school takes staffs’ opinions seriously: 50 strongly disagree, 50 disagree, 50 neither agree or disagree, 50 agree, 50 strongly agree.
- Teachers at this school motivate students to learn: 33 strongly disagree, 67 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.
- The school works with parents to support student needs: 33 strongly disagree, 67 disagree, 67 neither agree or disagree, 33 agree, 67 strongly agree.

Areas for improvement include ensuring all staff are using AFL strategies in their teaching, providing feedback on student’s work and improving Teacher/parent contact.

- Year 2-3-4 class involved in Ms Adie’s Map of the World Challenge
- The CFS visited us on one of our Fire Drill days
- Parent Club organised a Twilight Fun-a-thon fundraiser
- In 2nd Term the whole school was involved in an 8 week Gymnastics’ course
- In 3rd Term the Year 5-6-7 children went to the RSL’s ‘Bravest of the Brave’ exhibition
- Congratulations Battunga on winning the 2014 Sports day Shield
One of the Positive Education activities we do at school is to have children add leaves to the Gratitude Tree in the Library. These leaves contain messages written by the children on things that they are grateful for:

Some of the messages on this year’s tree included:

- I am grateful that I have a school to go to
- I am grateful for my mum and my dad
- I am grateful for Mrs Roberts because she does and organises so much for us
- I am grateful for my dog because he is fun to play with
- I am grateful for my mum because she woke me up and made my breakfast and lunch
- I am grateful for my parents because they give me food and drink
- I am grateful that my dad helps me brush my hair out
- Thank you Madi, Lucas and Emily for cutting out the leaves for our Gratitude Tree
- I am grateful for my mum because she helps me and cares for me
- I am grateful for all of my friends because they make me laugh
- I am grateful for my big brother Jordan because he is the best and I miss him
- I am grateful that Mr Milne is at our school
- I am grateful that I am able to help Kerry make fishtail and chevron bracelets to sell at the end of the term
- Today I am grateful for my amazing mum
- I am grateful for Georgia, Bella, Madi and Emily for being nice to me
- I am grateful for Kyeisha because she plays with me
- I am grateful for the students and Staff at Maccy PS for always trying and doing their best
- I am grateful for Mr Milne because he organised new table tennis bats for SAPSASA
- I am grateful for my mum for paying the fees that allows me to play softball
- I am grateful for my mum because she is the best mum in the world
- I am grateful that I live on a farm
- I am grateful that I can have piano lessons
- I am grateful for my mum looking after me while dad is away
- I am grateful for Mr Milne running a great school
- I am grateful for everyone who donated money to our coin line making it a huge success
- I am grateful for mum giving me money so that I could have a lunch order
- I am grateful to Mark, my footy coach, for teaching me how to play football
- I am grateful for Emily Jones who took the time to say thank you to Mrs Roberts for taking the class to aquatics
- I am grateful for everyone who helped us raise $652 for CS
- I am grateful that I have friends that I can talk to
- I am grateful for Mr Pedler because he fills in for the teachers when they are away
- I am grateful for my granddad because he bought chocolates for my team
- I am grateful for Bella and Ebonny because they help me out