Our school at a glance

Students
The school has 494 students. 140 students are from a Non English Speaking Background (NESB) and 78 are Aboriginal.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
2. Shalvey Shakers – dance program.
3. Active After-School Communities – fitness and sport program.

Student achievement in 2008

Literacy – NAPLAN Year 3
98% of students achieved Band 2 or higher.

Numeracy – NAPLAN Year 3
98% of students achieved Band 2 or higher

Literacy – NAPLAN Year 5
91% of students achieved Band 4 or higher.

Numeracy – NAPLAN Year 5
91% of students achieved Band 4 or higher.

Messages

Principal's message
I am sure that as you read this report, which details our school's achievements this year, you will agree that 2008 has been an exciting and rewarding year for parents, staff and students at Shalvey Public School.

Since 2002 our school has targeted improving student attendance. During this period our average semester student absences have been reduced by 1200. Total absences for the year have been reduced from 8061 in 2002 to an average of 6055 in 2007. Not only has our student absenteeism been reduced but our overall school results in school based assessment and the Basic Skills Tests have improved as a result of students being at school more consistently.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Rodger

P&C and/or School Council message

The School Association meets monthly and holds regular activities for parents, community members and students of the school. During 2007 these activities included:

- a weekly parent craft group;
- student discos;
- mother’s and father’s day stalls; and
- raffles and other fundraisers.

In total $.00 was donated to the school by the School Association.

Dianne Abela (P&C President)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments Graph]

Student attendance profile

![Attendance Graph]
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>22</td>
<td>22</td>
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<td>2</td>
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<td>4</td>
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<td>22</td>
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<td>28</td>
<td>28</td>
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<td>4</td>
<td>S</td>
<td>4</td>
<td>14</td>
<td>14</td>
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<td>5</td>
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<td>26</td>
<td>26</td>
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<td>5</td>
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<td>5</td>
<td>17</td>
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<td>5</td>
<td>27</td>
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<tr>
<td>6</td>
<td>B</td>
<td>6</td>
<td>19</td>
<td>19</td>
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<td>KC</td>
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<td>KW</td>
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<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes
In 2008 our average class size was 21 students. All classes were age specific and there were no composite classes. Years 2 to 6 classes were streamed.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
</tbody>
</table>

Staff retention
Ms Morri and Mrs Welch are transferring to other schools, all other staff members will remain at the school in 2009.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.1%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

Income

- Balance brought forward: 211 924.35
- Global funds: 223 521.76
- Tied funds: 281 228.42
- School & community sources: 65 427.71
- Interest: 20 476.76
- Trust receipts: 8 577.50
- Canteen: 0.00

Total income: 811 156.50

Expenditure

- Teaching & learning:
  - Key learning areas: 31 453.41
  - Excursions: 40 589.04
  - Extracurricular dissections: 23 485.75
- Library: 1 930.18
- Training & development: 1 999.11
- Tied funds: 252 549.27
- Casual relief teachers: 34 436.08
- Administration & office: 81 391.87
- School-operated canteen: 0.00
- Utilities: 43 787.93
- Maintenance: 24 655.33
- Trust accounts: 8 186.85
- Capital programs: 10 000.00

Total expenditure: 554 464.82

Balance carried forward: 256 691.68

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details
concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Sport/Arts

- The girls’ softball team won the PSSA grand final.
- The girls’ t/ball team won the PSSA grand final.
- The girls’ touch football team won the PSSA grand final.
- The boys’ touch football team won the PSSA grand final.
- The junior netball team played in the PSSA grand final.
- The junior cricket team won the PSSA grand final.
- The senior cricket team won the PSSA grand final.
- The girls’ softball team were the State Champions of the NSW PSSA Girls Softball Knockout.
- The boys’ softball team were the Sydney West Champions of the NSW PSSA Boys’ Softball Knockout.
- One hundred and twenty eight students represented at district level carnivals in swimming, cross country, athletics, softball, soccer, rugby league and netball.
- Fourteen students represented at a regional level.
- Jake Grech was the Junior Boys’ District Champion in athletics.
- The Junior Shakers performed at the Sydney West Dance Festival and the State Dance Festival.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>76</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The process for funding indigenous in-class tuition was altered this year, whereby schools were granted a bulk amount of money to employ tutors.

Unfortunately, this year, the school was granted only $4000 which funded 1 tutor for a period of 1 term.

The tutor worked extensively with children in the K-2 area in particular with those children whose numeracy and literacy skills were in the lower bands.

The school also received funding to begin a preschool play group with preference being given to indigenous families. This saw the employment of one teacher and an aide who serviced the needs of some 16 children, for a period of two terms. The students have made outstanding progress and this group will
be carefully watched to monitor their progress through kindergarten to year 6. This particular cohort is being used as a sample group for a longitudinal study of assessing the impact of two terms of pre-school on academic ability.

The school also received funding to allow for the employment of a teacher’s aide to work full-time with kindergarten children. This enabled the aide to work with students who were not receiving any other form of assistance.

The Department of Education, Employment, and Workplace Relations (DEEWR) also provided money to the school to run a program for students entering year 7 in 2009. This program was called Kickstart and was designed to maintain and increase children’s interest in schooling as they enter secondary education. This was enormously successful and children thoroughly enjoyed their two day workshops.

For Naidoc week we had Sean Dewar (Gindaja) who is an aboriginal from the Yindigi Kimoy clan in Northern Queensland. Sean is an international artist having performed throughout Europe and Australia. He gave an exciting performance of dance and beat box.

In numeracy and literacy, Aboriginal students achieved an average significantly higher than the state average for Aboriginal students. In year 3 mathematics Aboriginal students achieved the state average compared with all students in the state.

**Multicultural education**
The 2008 multicultural day was an enjoyable event for the school. Students performed Pacific Island dances, Aboriginal dances, American cheer leading routines and classical ballet. Shalvey choir entertained us with multicultural songs.

The school’s Pacific Island Dance group performed at the Mt. Druitt Region “Rejoice Australia” concert.

The English as a second language (ESL) teachers worked with 85 students from Kindergarten to Year 6. These children ranged from newly arrived students with no English speaking skills to children who need to improve their English language skills. Teaching methods have been mainly withdrawal of small groups or team teaching of classes.

Kindergarten students worked on single alphabet sounds and words, and vocabulary for talking and listening. Year 1 students were supported in small groups with their class reading program. Year 2 had guided reading sessions with sentence writing to improve their comprehension. Year 3 had Probe reading comprehension programs followed up with text type writing. Additional work with sight words and phonemic awareness was completed. Year 4 had reciprocal reading programs accompanied by writing based on text types. Years 5 and 6 studied more technical subjects in order to read and write the various text types. Detailed work was completed on grammar and descriptive vocabulary. Emphasis was placed upon retrieving information from tables and graphs. Additional lessons with mathematical language content were included.

**Respect and responsibility**
All students participate in class discussions concerning bullying. Bullying is not tolerated and students are encouraged to report bullying if it occurs.

The Student representative Council develops leadership responsibility amongst students from Year 2 to Year 6.

**Progress on 2008 targets**

**Target 1**

*Improve our students’ outcomes in reading (in particular comprehension).*

Strategies to achieve this target include:

− providing opportunities for students to comprehend independently everyday;
− teachers to model one aspect of comprehension daily; and
− linking comprehension outcomes with other Key Learning Areas, in particular Human Society and Its Environment.

Our achievements include:

− a reduced number of students in the bottom two bands of the Basic Skills Literacy Assessment;
− increasing the number of students in the top two bands of the Basic Skills Literacy Assessment; and
− improving the performance of boys in the Basic Skills Literacy Assessment.

**Target 2**

*Improve our students learning outcomes in mathematics*

Strategies to achieve this target include:

− providing opportunities for staff to collaboratively plan and assess student achievement;
− using information gained from the analysis of the school’s Basic Skills results to target specific areas of mathematical weaknesses;
− providing additional support staff to Years 3 and 5.

Our achievements include:

− a reduced number of students in the bottom two bands of the Basic Skills;
− an increased number of students in the top two bands of the Basic Skills; and
− average growth from Year 3 to Year 5 to exceed the state growth rate.

**Target 3**

*Improve our students’ attendance*

Strategies to achieve this target include:

− employing a Community Liaison Officer who will monitor student attendance;
− a reward system which encourages improved attendance; and
− weekly letters to parents informing them of attendance trends.

Our achievements include:
− an improved total percentage of students attending school;
− a reduction in the number of students having ten or more absences per term; and
− an improvement in the number of students with a perfect attendance.

Target 4

Improve our students’ fitness levels

Strategies to achieve this target include:
− implementing a fitness program K-6;
− encouraging monthly healthy food days; and
− participating in the Panthers On the Prowl health and fitness promotion.

Our achievements include:
− an increase in the number of students bringing healthy food to school;
− an increase in the fitness level of students K-6;
− an increase in the number of students who fall in the normal weight for age and height scale as recommended by the department of health.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice

Background

While all staff participated in professional development throughout 2008, and that on average approximately $1000.00 was spent on each staff member, it was felt that a review of staff development would be appropriate.

Findings and conclusions

With a developed training plan each staff member was asked to select courses that would aid their professional development and therefore impact positively upon the school community. The new regional in-service courses were very popular and many staff members availed themselves of the opportunity to visit campuses across the region.

Future directions

Each staff member has now developed a personalised professional development plan which will be further extended in 2009.

Curriculum

Literacy was the curriculum area which was evaluated in 2008.

Background

Literacy was last evaluated in 2004 and it was felt that our practices needed to be reviewed. This review was undertaken by a panel from Regional Office.

Findings and conclusions

− Evaluation of THRASS and opportunities for teachers explicitly implementing it to share outcomes, future directions, and possible complementary strategies with all other staff.
− Develop and implement complementary strategies to THRASS beyond Stage 1.
− Develop a common understanding in all staff of a contextualised literacy K-6 continuum.
− Document and practise equal emphasis on all aspects of literacy K-6: talking, listening reading and writing.

Future directions

Following the school review a literacy task force was established to further review and implement the findings of the review committee. The committees recommendations which will be able to be implemented from the beginning of 2009.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents: The school’s main purpose is to improve student learning outcomes
Students: The school is here to help me to learn
Parents: The school has involved parents in decisions about the school purpose
Students: The school has involved students in decisions about what it is trying to do

Professional learning

All staff participated in professional development throughout 2008. The main areas for professional development were:

− literacy;
− C.P.R; and
− Aboriginal education.

In total $30,217.43 was spent on staff professional development in 2007. On average approximately $1000.00 was spent on each staff member.
School development 2009 – 2011

Targets for 2009

Target 1

*Improve our students’ outcomes in reading (in particular comprehension).*

Strategies to achieve this target include:

− providing opportunities for students to comprehend independently everyday;
− teachers to model one aspect of comprehension daily; and
− linking comprehension outcomes with other Key Learning Areas, in particular Human Society and Its Environment.

Our success will be measured by:

− a reduced number of students in the bottom two bands of the NAPLAN Literacy Assessment;
− increasing the number of students in the top two bands of the NAPLAN Literacy Assessment; and
− improving the performance of boys in the NAPLAN Literacy Assessment.

Target 2

*Improve our students learning outcomes in mathematics*

Strategies to achieve this target include:

− providing opportunities for staff to collaboratively plan and assess student achievement;
− using information gained from the analysis of the school’s NAPLAN results to target specific areas of mathematical weaknesses;

Our success will be measured by:

− a reduced number of students in the bottom two bands of the NAPLAN; and
− average growth from Year 3 to Year 5 to exceed the state growth rate.

Target 3

*Improve our students’ attendance*

Strategies to achieve this target include:

− employing a Community Liaison Officer who will monitor student attendance;
− a reward system which encourages improved attendance; and
− weekly letters to parents informing them of attendance trends.

Our success will be measured by:

− an improved total percentage of students attending school;
− a reduction in the number of students having ten or more absences per term; and
− an improvement in the number of students with a perfect attendance.

Target 4

*Improve our students’ fitness levels*

Strategies to achieve this target include:

− implementing a fitness program K-6;
− encouraging monthly healthy food days; and
− participating in the Panthers On the Prowl health and fitness promotion.

Our success will be measured by:

− an increase in the number of students bringing healthy food to school;
− an increase in the fitness level of students K-6;
− an increase in the number of students who fall in the normal weight for age and height scale as recommended by the department of health.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Dianne Abela (P&C)
Charmaine Wallace (AEA)
Anne Welch (ESL Teacher)
Mark Titheradge (Assistant Principal)
Ian Duncan (Deputy Principal)
David Rodger (Principal)

School contact information
Shalvey Public School
Laver St Shalvey NSW 2770
Ph: 96280322
Fax: 96283545

Email: Shalvey-p.school@det.nsw.edu.au

School Code: 4476

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: