2009 Annual School Report
Elermore Vale Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Our enrolment at the end of 2009 was 364, including 200 girls and 164 boys.
Over 95% of children attended school on average each school day. This was similar to daily attendance in 2008.
In 2009 we had 15 classes and a preschool class. Average class sizes were:
- Preschool: 20
- Kindergarten: 20
- Year 1: 22
- Year 2: 27
- Year 3: 25
- Year 4: 26
- Year 5: 26
- Year 6: 35

Staff
We had 26 members of staff in 2009. This included five executive staff (one of whom was an assistant principal – hearing), 12 classroom teachers, an itinerant support teacher (Hearing) and 1.7 specialist support teachers. Our school also had 4 administrative and support staff, a general assistant of 0.5 and three teachers' aides.
The staff daily attendance rate was 96%. This was similar to the attendance rate in 2008.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of programs to provide students with extra educational support and opportunities in 2009.
- Student Welfare Program
- Peer Support Program
- Student Leadership Program
- Aboriginal Education Program
- Technology Program
- Transition to school program
- Values education program

Student achievement in 2009

Literacy – NAPLAN Year 3
In Year 3 we had no children in the lower skill bands (Bands 1 & 2). Our literacy average, in all aspects of the NAPLAN tests, was above the state average.
The number of children in the higher skill bands was greater than the state.

Numeracy – NAPLAN Year 3
Our numeracy results were above the state average. The number of our children in the higher skill bands was on state averages.

Literacy – NAPLAN Year 5
In Year 5 we had no children who did not meet national benchmarks and a higher percentage than the state in the higher skill bands (Bands 5 & 8). Our NAPLAN average was above the state average.
The progress of our Year 5 students was above the state average in writing and in reading. Writing has been identified as continued area for development.

Numeracy – NAPLAN Year 5
Our numeracy results were above the state average. The number of our children in the higher skill bands was above the state average.
Progress, from Year 3 to Year 5, shows that we were above the state average for numeracy.

Messages

Principal's message
The priority at Elermore Vale Public School remains our commitment to strengthening our capacity to deliver a broad and high quality curriculum, focussing on basics, to our students. These programs are taught in an enjoyable and stimulating learning environment. We also embrace the belief that all children need to be happy and caring of others.
Elermore Vale Public School has a proud tradition of delivering high quality teaching and learning programs for our children from Kindergarten to Year 6. Individual achievement, personal best, quality of work and involvement in a wide array of school programs is valued and encouraged.
Our staff is encouraged to ensure their skills are continually improving through their attendance at training and development opportunities,
professional discussion and the institution of classroom practices that ensure achievement for all students.

Our school has a strong and caring parent community who support us in our endeavours. This support is greatly appreciated by all school staff and students and we have a commitment to maintaining and enhancing our relationship with parents, caregivers and the wider community. We work together with our school community to provide our students quality learning.

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.

Peter Clapham

P&C message

The motto of Ellemore Vale Public School Parents and Citizens Association is "Participate and Communicate" and it is with pleasure that I report on the many ways this has been achieved during the past twelve months.

Through regular meetings and working closely with the school staff, the P&C has been able to continue to enhance and strengthen the quality of education our children receive at Ellemore Vale Public School.

Two substantial roles of the P&C have been the operation of the School Uniform Shop, which is a non-profit service completely staffed by volunteers and our School Canteen.

Specific fundraising events have provided a wonderful opportunity for members of the school community to interact and also enabled the P&C to raise funds to purchase numerous items to enhance and strengthen the quality of education the children receive at Ellemore Vale Public School.

Finally, I would like to conclude by expressing my heartfelt thanks to the many people who attend the P&C meetings, especially those who have taken on the additional responsibility of Executive positions. By attending the meetings and participating in the discussions and sometimes lively debates, you are demonstrating how the parents, school staff and the wider community can work together in the best interests of the children at the school.

Anthony Brooks

Student representative’s message

Ellemore Vale school provides many opportunities for the development of student leadership. Some of the Leadership experiences are in Peer Support, Kindergarten buddies, Sport House Captains, Parliament and leading school assemblies. Our School Parliament is another important activity in which our students can contribute their ideas and suggestions to help our school be even better.

We also organise activities such as Anzac and Remembrance Day services, introduce visitors to our school and involve the whole school in fund raising activities. For example, we donate towards the Royal Flying Doctor Service and Westpac Helicopter Rescue Service through out of uniform days.

The values that we encourage are integrity, excellence, respect, fairness, responsibility, cooperation, care & democracy.

We have focused upon the You Can Do It program. This program functions throughout our school. The values we focused upon were: confidence, persistence, organisation, getting along and resilience. Our activities involved lessons with role play, discussions about each value as well as art and craft. Our weekly assemblies gave us an opportunity to award students who displayed our focused value. We also revisited strategies to stop bullying occurring.

Our school is great as it encourages all students to have a go, no matter what their sporting skills are like. Sporting awards are given to encourage each student who shows interest and displays good sportsmanship.

Some of the Sports that we have are Soccer, Netball, Cricket, Touch and Softball. We have Carnivals for Swimming and Athletics. Some students have the opportunity to participate in interschool competitions and compete at Zone, Regional and State levels.

Our motto is Endeavour which means to strive to do your best in all areas of learning. Each student is encouraged to achieve their best and everyone works together so that our school is a happy and safe place.

We are very fortunate at Ellemore Vale School as we have many facilities such as: attractive gardens and grounds, air conditioned classrooms, computer room and computers in each classroom, plenty of areas to play different sports, our Hall and healthy foods Canteen and happy and colourful classrooms. At our school there are many activities which students are offered. Some of these are: the school camp program, Education Week activities where we showcase our school to our parents and families, Book week, excursions, sports carnivals, music program and weekly assemblies where
students are recognised for their achievements with special awards.

Chloe Rich and Josh Docker

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>164</td>
<td>159</td>
<td>158</td>
<td>162</td>
<td>163</td>
</tr>
<tr>
<td>Female</td>
<td>191</td>
<td>199</td>
<td>188</td>
<td>178</td>
<td>202</td>
</tr>
</tbody>
</table>

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 audit conducted on Wednesday 18 March 2009.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2W</td>
<td>1</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1I</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5E</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
Staff information

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

Our school is staffed in accordance with the Department of Education and Training guidelines and formula. Below is the chart of the number of substantive (permanent) positions at Elermore Vale Public School.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Assistant Principal: Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Teacher: Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Preschool teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.8</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff met 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>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>166 615.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>191 219.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>96 866.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>125 167.83</td>
</tr>
<tr>
<td>Interest</td>
<td>4 045.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 637.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>593 552.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>105 356.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>39 773.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>24 409.65</td>
</tr>
<tr>
<td>Library</td>
<td>3 660.69</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 459.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>173 628.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>32 930.65</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>81 861.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30 960.82</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35 037.32</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9 889.33</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>540 967.54</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>52 585.08</td>
</tr>
</tbody>
</table>

During 2009 funds were utilised to complete the installation of Interactive Whiteboards to all remaining classrooms.

A full copy of the school's 2009 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 2009

Achievements

Arts

Our school offers a comprehensive creative arts program in music, performing and visual arts. All of our students were involved in dance groups, music lessons and/or art competitions or instruction. Features of our arts program for 2009 include:

- performing at Star Struck 2009 in the movement section and with the massed choir;
- all classes from Year 2 auditioned for the Australian Youth Choir;
• two children being accepted for the Australian Youth Choir;
• each primary class having a minimum of one hour of music each week;
• a drama group for primary aged children on Friday afternoons;
• five students being selected to attend the Hunter School of Performing Arts; &
• our drama group being accepted to and performing at Hunter Drama Festival.

Sport
A wide range of sporting activities is provided for all students from Kindergarten to Year 6. These activities and our achievements include:
• a State representative in soccer;
• three Regional representatives in soccer;
• our school placed second in the overall and handicapped divisions of the zone swimming;
• the netball and soccer teams being well placed in winter PSSA zone competition;
• our Year 2 and Year 3 students participated in swimming activities and swimming lessons;
• our teams achieved well in the Primary Schools Sports Association (PSSA) interschool sport competition for football, touch footy, cricket, netball, T-ball and softball;
• gala days for soccer, netball, softball and cricket with one boy being chosen to play in the Crossroads Zone cricket, touch football, T-ball and softball;
• the implementation of Sport in Schools for all classes;
• all Year 6 children attaining certificates in the Premier’s Sporting Challenge;
• students competing at regional level in swimming, athletics and cross country; and
• Hunter Surf Life Saving, Surf Safety Day for all grades from K-6.

Other
Following are some of the major academic achievements for our school in 2009:
• our school participated in debating (zone finalists);
• entry to different poetry and writing competitions;
• Of the Year 5 and Year 6 students who entered the Newcastle Permanent Maths Competition over 80% achieved high distinction, distinction or merit.
• a high level of success was achieved by our children in University of NSW competitions

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinctions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Computer</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
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.

Literacy – NAPLAN Year 3

Year 3, in 2009, literacy results were above the state average. A majority of students, 91% scored in the top 3 bands compared with a state average of 77%.

None of our students scored in the bottom 2 bands compared to a state average of 9%. Students, who have been identified as needing additional assistance with literacy, receive extra support through class programs, our Sunrise Reading program or our Support Teacher Learning Assistance (STLA).

In Year 3, on 80% of the reading questions, our students performed better than students across the state.

Numeracy – NAPLAN Year 3

Year 3, in 2009, numeracy results were above the state average. A majority of students, 62% scored in the top 3 bands.

Only 11% of our students scored in the bottom 2 bands compared to a state average of 16%.

Literacy – NAPLAN Year 5

Year 5 literacy results were above the state average with 78% of students scoring in the top 3 bands compared to a state average of 64%. There were no students scoring in the bottom bands.

In all areas of the literacy tests our students were above or at state averages in reading, writing, spelling and grammar.
Year 5 numeracy results were above the state average with 67% of students scoring in the top 3 bands compared to a state average of 59%. There were two students scoring in the bottom 2 bands.

Progress in literacy
The following charts indicate the progress from Year 3 to Year 5 in reading and writing respectively.
Progress in numeracy

The following chart indicates the progress from Year 3 to Year 5 in numeracy.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.7</td>
<td>71.9</td>
<td>100.0</td>
</tr>
<tr>
<td>LSG</td>
<td>84.7</td>
<td>83.3</td>
<td>93.1</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Policy, curriculum and planning reflect the school community’s ongoing commitment to maintaining an integrated approach to Aboriginal education, with content and perspectives being integrated across all Key Learning Areas.

Students of Aboriginal background make up approximately 5% of our school population. The outcomes achieved by our Aboriginal students in literacy, numeracy and computer tests were equal to or above the state averages for all students.

In 2009 all children of Aboriginal background have a learning program written for them.

All staff implement Aboriginal education as part of the Human Society and its Environment (HISE) program.

A program, run in partnership with our local high school and feeder schools, was established to allow Aboriginal children to be involved in cultural activities at the high school. Year 5 and 6 students visited the high school each week to learn how to play the didgeridoo and create a performance which was presented to all schools.

Our NAIDOC week activities were delivered by our peer support groups and involved all classes in music, dance, games and creating activities.

Multicultural education

Approximately 10% of our school population are from non-English speaking backgrounds, with less than 1% of school population requiring English as a Second Language programs.

Our school promotes and addresses multicultural issues and values across the curriculum and through the key learning areas.

Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs as well as modelling by our school community. Some of the features of these programs are listed below.

Students raised funds for charity. Students engaged each term in a fund raising activity for
student chosen charities. In 2009 students raised money for Rescue Helicopter, and Stewart House.

The Student Representative Council (SRC) met regularly. These students represented their classmates and worked for improving our school. All senior students are Kinder Buddies. This marvellous program ensures all new students have a Year 5 or 6 buddy who helps them settle into school.

All students vote for the school captains through an open, transparent and democratic process. Captains take leadership positions for the school body and run the Student Parliament. House Captains are also part of the student leadership program.

Students led many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies.

Progress on 2009 targets

Target 1

To continue to improve student outcomes in Literacy

Strategies to achieve this target include:

- Focus areas for development identified through school community assessments as well as analysis of NAPLAN results;
- Teacher professional learning to focus on areas of student need, and on areas of staff professional need;
- The use of structured writing, spelling and reading activities;
- On going benchmarking in writing; &
- Continued implementation of learning and teaching models used in the school.

Our achievements include:

- All children achieved national benchmarks in overall Literacy results for Year 3 and Year 5;
- 61% of Year 3 children achieved results in the top 2 bands of overall Literacy while 42% of Year 5 achieved a similar result;
- Year 4 and Year 5 undertaking specific, structured lessons in reading and writing focusing on strategies to improve;
- Utilising technology to support classroom learning

Target 2

To continue to improve student outcomes in Numeracy

Strategies to achieve this target include:

- Focus areas for development identified through school community assessments as well as analysis of NAPLAN results;
- Teacher professional learning to focus on areas of student need, and on areas of staff professional need;
- The use of structured problem solving activities; &
- Continued implementation of learning and teaching models used in the school.

Our achievements include:

- 38% of Year 3 children achieving in the highest 2 bands and 33% of Year 5 achieving in the same bands;
- Structured plans implemented for the teaching of specific problem solving techniques in Years 3-6; &
- Provision for extension and enrichment activities in classes.

Target 3

To continue to improve student outcomes for behaviour using “You Can Do It”

Strategies to achieve this target include:

- Specific lessons on the key elements of resilience, persistence, confidence, getting along and organisation;
- Refinement of our school discipline code, welfare policy and school rules reflecting (YCDI); and
- Reviewing and modifying of our school bullying survey.

Our achievements include:

- The number of children referred to our time out room and the reason for referral, was less than 1% of school population. This was for incidents which were considered to be of a serious matter;
- Monitoring of the playground incident’s book revealed one child requiring further assistance; and
- There was a decrease in the number of incidents of unacceptable behaviours in both class and playground.

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. In 2009 our school carried out evaluations of management.
Educational and management practice

Our school community was asked to respond to a survey on the management of our school. The Department of Education and Training’s (DET) SchoolMap best practice statements were used as the survey tool.

This survey aims to reveal the level acceptance and/or satisfaction in the following:

- That our school is continually looking at ways to improve by making minor changes to improve what it does.
- Our school makes majors changes, when necessary.
- Our school regularly measures the success of its programs.
- The school cares about its students, meets the educational needs of our students and the discipline is fair.
- Staff at our school are valued and supported.
- Our school is well organised.
- Resources are managed effectively.
- Our school communicates effectively with its community.

Background

A similar survey was conducted with the school community in 2004 and 2009 was considered an appropriate time to repeat the survey to gain information regarding the advances in technology and the changes being undertaken in the classrooms.

Findings and conclusions

Overall, there was a high level of agreement between the responses of all who participated in the survey. Of the written statements, all achieved a result in excess of 95% or better. Comments included “I am very happy with the management of our school”, “the introduction of IWBs has had a significant impact with teaching and learning”, and “our school keeps in touch with technology”.

It would appear from the results that parents believe that our school is well organised and resources are managed effectively. A number of respondents identified the stature of the school in the wider community.

Future directions

Our school continues to be mindful of the need to inform parents of changes made to either processes and/or procedures within the school. The approach of seeking responses on ways to improve our school will be maintained as it allows all members of the community to be provided with an opportunity to make suggestions for the future.

Our school will continue to strive for quality learning for our children by continuing to monitor its organisation and make necessary changes, in conjunction with our school community, when appropriate.

Curriculum

Mathematics

Background

Mathematics is one of the six Key Learning Areas (KLAs) making up the primary school curriculum. Mathematics consists of five content strands: number, patterns and algebra, data, measurement and space and geometry. It is taught from Kindergarten to Year 6.

Findings and conclusions

Of the responses, nearly all respondents indicated:

- Maths programs at Elermore Vale were effective;
- Students were achieving well in maths;
- That useful student reports were provided;
- Many respondents commented favourably on the school’s success with mathematics.

Future directions

See targets for 2010

Professional learning

Professional Learning is recognised as a major contributing factor for improving learning outcomes of students by providing opportunities for developing skills, knowledge and understandings, professional discourse, interaction, critical reflection, analysis and collaborative planning. Professional learning funds were accessed to cover costs associated with participation in professional learning workshops, school development days, activities, conferences, team planning, improving school structures and courses, within and beyond the school. These activities include regular compliance training as well as identified courses to support literacy, numeracy, beginning teachers and technology.

School development 2009 – 2011

The school has developed targets, based on a number of evaluations, for implementation over the three year period. These are reviewed regularly and modified if required.
Targets for 2010

Target 1

To improve student outcomes in literacy

Strategies to achieve this target include:

- support to facilitate staff expertise in the areas identified through class and NAPLAN item analysis;
- teacher professional learning to focus on improving writing strategies and skills, developing consistency in writing structure; &
- continued use of explicit spelling, reading and writing programs.

Our success will be measured by:

- All children achieved national benchmarks in overall Literacy results for Year 3 and Year 5;
- 50% of Year 3 and Year 5 children achieving in the top 2 bands in overall Literacy;
- Year 4 and Year 5 undertaking specific, structured lessons in reading and writing focusing on strategies to improve; &
- Utilising technology to support classroom learning

Target 2

To improve student outcomes in numeracy

Strategies to achieve this target include:

- Focus areas for development identified through school community assessments as well as analysis of NAPLAN results;
- Teacher professional learning to focus on areas of student need, and on areas of staff professional need;
- The use of structured problem solving activities; &
- Continued implementation of learning and teaching models used in the school.

Our success will be measured by:

- All children reaching national benchmarks in Year 3 and Year 5;
- 50% of children being in the top two bands in Year 3 & Year 5;
- Regular student assessment used to inform learning/teaching strategies; &
- The use of a variety of technologies to support learning.

Target 3

To improve student outcomes in values education

Strategies to achieve this target include:

- Specific lessons to confidence, getting along, organisation, persistence & resilience;
- Review of our school discipline code, welfare policy and school rules; and
- Reviewing and modifying of our school bullying survey.

Our success will be measured by:

- The number of children referred to our time out room and the reason for referral;
- Monitoring of the playground incident’s book to determine any children requiring further assistance; and
- A decrease in the number of incidents of unacceptable behaviour in class and playground.

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.

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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:

http://www_schools.nsw.edu.au/asr