Our school at a glance

Students

Our enrolment at the end of 2008 was 340, including 178 girls and 162 boys.

Over 95% of children attended school on average each school day. This was similar to daily attendance in 2007.

In 2008 we had 14 classes and a preschool class. Average class sizes were:

- Preschool: 15
- Kindergarten: 22
- Year 1: 22
- Year 2: 21
- Year 3: 28
- Year 4: 28
- Year 5: 24
- Year 6: 26

Staff

We had 20.7 members of staff in 2008. This included four executive staff, 11 classroom teachers, 2 itinerant support teachers (Hearing) and 3.7 specialist support teachers. Our school also had 3.4 administrative and support staff, a general assistant of 0.4 and one teachers' aide.

The staff daily attendance rate was 97.3%. This was similar to the attendance rate in 2007.

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 2008.

- Technology Program
- Transition to School Program

Student achievement in 2008

Literacy – NAPLAN Year 3

In Year 3 we had only 1% of our children in the lower skill bands (Bands 1 & 2); lower than in previous years. Our literary 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 above 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 5-7 & 8). Our NAPLAN average was above the state average.

The progress of our Year 5 students is a little below the state average in writing but above 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 slightly below the state average for numeracy.

Messages

Principal's message

The priority at Ellemore Vale Public School remains our commitment to strengthening our capacity to deliver a broad and high quality curriculum, focusing 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 Elermore 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 Elermore 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 Elermore 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

Elermore 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.

During each day at school, students can borrow sporting equipment to play with their friends. 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 Elmore 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.

Josh Grace & Chelsea Swain

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>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>162</td>
</tr>
<tr>
<td>2005</td>
<td>164</td>
</tr>
<tr>
<td>2006</td>
<td>159</td>
</tr>
<tr>
<td>2007</td>
<td>158</td>
</tr>
<tr>
<td>2008</td>
<td>162</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>94.7</td>
<td>93.7</td>
</tr>
<tr>
<td>2006</td>
<td>94.9</td>
<td>93.9</td>
</tr>
<tr>
<td>2007</td>
<td>95.0</td>
<td>93.7</td>
</tr>
<tr>
<td>2008</td>
<td>95.1</td>
<td>93.7</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 as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>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>21</td>
<td>21</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4TR</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5-6E</td>
<td>5</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>5-6E</td>
<td>6</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

**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>12.644</td>
</tr>
<tr>
<td>Itinerant Support Teachers Hearing</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20.644</td>
</tr>
</tbody>
</table>

**Staff retention**

No staff retired or transferred in 2008.

**Staff attendance**

Our staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.3%.

**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>100</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>145 317.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>160 574.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>116 933.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>93 062.14</td>
</tr>
<tr>
<td>Interest</td>
<td>8 813.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 223.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>530 924.82</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>45 404.72</td>
</tr>
<tr>
<td>Excursions</td>
<td>32 924.71</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13 306.55</td>
</tr>
<tr>
<td>Library</td>
<td>6 078.58</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 109.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105 640.09</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>28 893.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>71 552.43</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27 024.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21 305.34</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 070.02</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>364 309.47</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>166 615.35</td>
</tr>
</tbody>
</table>
During 2008 the last of our grant money for Investing in our Schools was being expended. Interactive whiteboards were purchased with these funds. Our school received a Commonwealth grant for the installation of water tanks.

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

Arts

Our school offers a comprehensive creative arts program in music, performing and visual arts. All of our students were involved in either dance groups, music lessons and/or art competitions or instruction. Features of our arts program for 2008 include:

- performing at Star Struck 2008 in the movement section and with the massed choir;
- all classes from Year 2 auditioned for the Australian Youth Choir;
- one child 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;
- two students being selected to attend the Hunter Arts Camp; &
- 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:

- representation in state knockout competitions;
- a Regional representative in Football;
- 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 school athletics carnival Years 3-6 with Elermore Vale winning the zone carnival;
- the school cross country carnival, the zone carnival and students competing at the regional carnival; and

Other

Following are some of the major academic achievements for our school in 2007:

- our school participated in debating (zone finalists);
- entry to different poetry and writing competitions;
- 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>3</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>2</td>
<td>4</td>
</tr>
<tr>
<td>Spelling</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

- Year 6 were involved in the linkages program at Glendale Technology High School. Teachers as well as students noted the success of this program.

Of the Year 5 and Year 6 students who entered the Newcastle Permanent Maths
Competition over 80% achieved high distinction, distinction or merit.

**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)

**Literacy – NAPLAN Year 3**

Year 3, in 2008, literacy results were above the state average. A majority of students, 92% scored in the top 3 bands compared with a state average of 76%.

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>7</td>
<td>30%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
</tr>
<tr>
<td>9</td>
<td>40%</td>
</tr>
</tbody>
</table>

2% of our students scored in the bottom 2 bands compared to a state average of 9%. These students have been identified as needing additional assistance with literacy, receiving extra support through class programs, our Sunrise Reading program or our Support Teacher Learning Assistance (STLA).

In Year 3, on 48% of the reading questions, our students performed significantly better (more than 5%) than students across the state.

**Numeracy – NAPLAN Year 3**

Year 3, in 2008, numeracy results were above the state average. A majority of students, 85% scored in the top 3 bands compared with a state average of 67%.

Only 2% of our students scored in the bottom 2 bands compared to a state average of 10%.

**Literacy – NAPLAN Year 5**

Year 5 literacy results were above the state average with 73% of students scoring in the top 3 bands compared to a state average of 63%. There were no students scoring in the bottom 2 bands.

In all areas of the literacy tests our students were above or at state averages in reading, writing, spelling and grammar.

In Year 3, girls outperformed boys but it is notable that the boys’ average score was better than the state average for all girls. In
Year 5 a similar result can be identified but boys just outscored girls. The differences between the boys and girls results were not significant.

**Numeracy – NAPLAN Year 5**

Year 5 numeracy results were above the state average with 63% of students scoring in the top 3 bands compared to a state average of 51%. 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. However, it should be noted that these results include children who were not at Elermore Vale in Year 3.

**Progress in numeracy**

The following chart indicates the progress from Year 3 to Year 5 in numeracy. However, it should be noted that these results include children who were not at Elermore Vale in Year 3.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.3</td>
<td>88.7</td>
<td>71.9</td>
</tr>
<tr>
<td>LSG</td>
<td>93.4</td>
<td>84.7</td>
<td>83.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</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 2008**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td></td>
<td></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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td></td>
<td></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 Area.

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 2008 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.

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 2008 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 2008 targets

Target 1

Implement “You Can Do It” program, Preschool to Year 6

Strategies to achieve this target include:
- Specific lessons on confidence and resilience;
- Review of our school discipline code, welfare policy and school rules reflecting; 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 2% of school population;

Monitoring of the playground incident’s book revealed two children requiring further assistance; and

There was a decrease in the number of incidents of unacceptable behaviours in class and playground.
Target 2

**Improved performance in numeracy so that 100% of students reach national benchmarks in Years 3 & 5**

Strategies to achieve this target include:
- Specific lessons on working mathematically to be timetabled for Years 3 to 6;
- Identification of children at risk with learning of mathematics;
- Provision for the extension and enrichment of mathematically capable children within classes, specifically in the senior school; and
- Verbalisation and the language of mathematics to be emphasised in lessons.

Our achievements include:
- Our overall results were extremely satisfying as 100% of Year 5 students attained national benchmarks and 98% (or one student) of Year 3 students attained national benchmarks; &
- Improved performance of children identified either at risk or undertaking extension in mathematics.

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 2008 our school carried out evaluations of Culture and Science & Technology.

**Educational and management practice**

**Background**

In 2008 school culture was identified as an area to be evaluated.

For learning to be effective a positive, supportive welfare system needs to be in place where students, staff and parents feel happy and safe while gaining a progressive education. Students, staff and parents were surveyed and the results were analysed to determine if the school culture promoted the school as a learning community which values learning and addresses student needs.

**Findings and conclusions**

Overall there was a high level of agreement between responses of student, staff and parents.

- Over 95% of students and of parents indicated their child liked coming to school each day.
- 99% of students and parents indicated the child felt safe at school.
- 96% of students and 97% of parents indicated their child has friends and feel happy playing each day.
- Effective schools have high expectations for all students. The surveys showed 95% of students know the school rules while 98% of students know strategies to help deal with issues at school.
- All areas of the survey scored a high degree of agreement between students, parents and staff, showing that there is a strong belief that the school works hard at having a positive, caring, successful welfare policy and procedures resulting in a positive culture throughout the school.
- Staff indicated they worked hard, continually reviewing welfare policy and
procedures to support continuous improvement of learning outcomes.

- Comments received from the whole school community on the survey sheets consisted of isolated, individual comments that did not match.

Future directions
- Ensure that our student welfare policy is regularly reviewed and updated.
- Reinforce and embrace our anti-bullying policy and strategies.
- Communicate to the whole school community our welfare policy and procedures annually.
- Continue to investigate and use quality teaching strategies to enhance the well being of all our students, maintaining the positive culture across the school community.

Curriculum

Background
Students and staff were surveyed to determine satisfaction with teaching and learning in the Key Learning Area of Science and Technology. An emphasis on the development of a whole school plan was undertaken including an inventory of Science and Technology resources.

Findings and conclusions
- Students indicated they enjoyed Science and Technology particularly the hand on activities.
- Teachers reported that the whole school Science and Technology plan needed to be updated.
- More resources appropriate to Science and Technology units need to be purchased.
- The Science and Technology resources need to be more practical and literature-based.
- The Science Expo Day was successful and worthwhile.
- Students should have more practical Science and Technology days or events.

Future directions
- Our Science and Technology whole school plan will be reviewed and updated.
- The Science and Technology committee will purchase additional resources to support a focus on hands on activities with units of work being restructured to support integration with other Key Learning Areas.

Professional learning
Each year Elmore Vale school staff undertake specific professional learning activities as part of their teaching. In 2008 these activities included updating skills and knowledge in OHS, CPR, emergency care of students, anaphylaxis, diabetes and the identification of speech problems.

School development 2009 – 2011
Our school has planned for the next 3 years and will be focussing on the areas of writing, problem solving and values education.

Targets for 2009

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 success will be measured by:
- All children reaching national benchmarks in Year 3 and Year 5;
- 47.5% 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 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 success will be measured by:

• All children reaching national benchmarks in Year 3 and Year 5;

• 47.5% 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 continue to improve student outcomes in Numeracy

Strategies to achieve this target include:

− Specific lessons to confidence and 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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