



Education

# Revesby South Public School Annual Report



An Nguyen Year 2 – 2015 Photography Competition Finalist

2015



4016

## Introduction

The Annual Report for 2015 is provided to the community of Revesby South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



**Lujayn Al Ayoubi Year 4  
featuring Dalena Le Year 3 –  
2015 Photography Competition  
Finalist**

## Message from the Principal

The year 2015 marked significant reform across all public schools in NSW. The school was charged with the responsibility of planning, writing and implementing a new planning model that reflected local decision making to meet the needs of our students, staff and community.

Our three strategic priorities of: Enabling equity and excellence; Fostering creativity; and Inspiring innovation were the centre piece of everything we do and care about. Under this broad umbrella of priorities, our programs and initiatives (or products and practices) focussed on student achievement, improving quality teaching, developing leadership capacity and broadening community involvement.

The implementation of this plan was supported through the Resource Allocation Model (RAM) which aims to deliver support and resources equitably across all schools based on local needs. The model, introduced in phases, recognises that students and school communities are not all the same – they have different needs and require different levels of support. Funds in 2015 were based on:

1. Targeted (individual student) funding support for students who require high or moderate level adjustment for a disability.
2. An Equity loading that provides support for Aboriginal students and students from low socio-economic backgrounds, low level adjustment for students with a disability and English language proficiency.

In the 2016 RAM there will be a base school allocation which includes a per capita (student) allocation, professional learning allocation for all staff and increased funds for utilities.

I am extremely proud of the achievements the students and staff have made this year. Students have demonstrated improved knowledge and skills in literacy and numeracy via the implementation of evidence based programs such as L3 (K-2), TEN (K-2), TOWN (3-6), Synthetic Phonics and Reading Recovery.

Students that experienced learning challenges/disabilities or have socio economic disadvantage received rigorous intervention that included support from a Speech Pathologist and Occupational Therapist and programs such as Multi-Lit (phonics program) from our support teachers. Learning Support Meetings identified and supported students with learning difficulties and gifted or high performing students. We created and implemented Individualised Learning Plans (ILP) for a number of students and Personalised Learning Plans (PLP) for Aboriginal students.

The Teacher Performance and Development Framework was embedded with explicit systems for collaboration, classroom observation, modelling practice and the provision of feedback to improve our teaching. Teachers and leaders consistently tracked performance data such as PLAN, NAPLAN and school based data across K-6 where there was regular dialogue at stage level to discuss, plan and direct future teaching and learning.



School and teacher leaders worked with parents on a regular basis to develop ways to improve parents' capacity to support student learning at home with a number of parent information sessions.

In the classroom we aimed to imbed excellence, creativity and innovation in our learning and promoted students and teachers to use problem solving processes, flexible grouping and diverse environments to differentiate learning and cater for various learning styles.

Students and teachers showcased and celebrated creativity and innovation via internal and external programs in photography, visual arts, movie making, music, dancing, choir, writing, science and computer coding culminating in our amazing Bedazzled Festival, East Hills Choral Festival, Opera House Performance and photography competition.

Students also had the opportunity to develop financial literacy with enterprise education skills through the Life Skills initiative. This program was highly celebrated and is the best practice example that many schools are attempting to emulate.

This Annual Report is just a snapshot of all we do for our students. I haven't mentioned camps, excursions, sport and leadership programs but they are all relevant and important part of our school life.

We could not have achieved so much without the outstanding professionalism of my staff, the incredible support of our community led by the P&C and my exemplary executive team.

**Chris Whitten – M Ed(Leadership)**



**Nikita Ualesi & Malayah Evans featuring Georgia Thompson (Year 6) - 2015 Photography Competition Finalist**

## P & C Report

Job sharing on the P&C committee became a reality with all positions being filled by two people sharing the responsibilities of each role - this is a reflection of the busy era we live in! This large group of parents worked exceptionally well together with the single goal of making Revesby South Public School an even better place for our kids to learn and play in.

2015 saw the installation of the synthetic sports field which was financed by a State Government Community Building Grant \$30,000 and P&C contribution of just over \$16,000. The P&C donated \$1,000 to assist our fabulous teachers to purchase classroom supplies and rewards. \$300 was donated to some of our students who represented our school in sport at an elite level. The P&C also provided supper and awesome BBQ's at a variety of events throughout the year – there are more exciting plans in store for 2016!

Revesby South's Canteen has continued to operate Tuesday – Friday every week and opening on a Monday once a month. The wonderful committee and team of volunteers all work very hard to provide our children with a variety of healthy choices for lunch. It is hoped that there will be enough volunteers on the canteen roster that the canteen will once again be open every Monday in 2016. Canteen handed over \$7,000 to the P&C in 2015.

The Uniform room is open every Friday morning 9-9:30am. The Uniform Committee and volunteers continue to provide a service to our school community and are happy to help with all your uniform needs. There is a continuing partnership with MUE at Panania offering families an alternative place to purchase uniforms.

Book Club is another service provided at Revesby South by the P&C and we order our books through Scholastic. A percentage of sales are offered as incentive rewards to all schools. These rewards can be used by classroom teachers to supplement resources in the classroom and by the librarian to broaden the variety of books available for the children to borrow. In 2015 Revesby South processed \$4,740 in orders and earned \$948 in rewards.

Once again our Fundraising Team has set a benchmark for others to follow. What a great idea to publish a Revesby South Cookbook "Food Glorious Food" Do you have your copy yet? What an amazing effort from our Fundraising team. There are still copies available for purchase. Cookbook Sales are currently \$11,413.32

Other events that raised some funds for our school include: Family Portrait day \$50; Election Day BBQ \$992.75 and Carwash Day \$1,324.95. Thank you to all that helped out and supported these fundraising events

School banking continues to be successful at Revesby South and the students love the rewards they receive to encourage regular banking habits. In 2015 there were 62 new accounts opened with 125 students using this great service. Revesby South students banked \$14,135.53 and we received \$1,016.78 in commission for the year.

The Revesby South tradition of holding Mother's Day and Father's Day Stalls was continued, giving the children the opportunity to develop life skills in making decisions and also learning the value of money while purchasing gifts for a loved one. The Mother's Day Stall made \$539.20 profit and The Father's Day Stall made \$436.99 profit.

The 2015 recipient of the Karen Halbert Memorial Volunteer Service Award in recognition of her contribution to the school community was Julie Stewart.

On behalf of the P&C Executive and all committees, I would like to thank Mr Whitten and the teachers and support staff of Revesby South for all they do in providing such an excellent educational experience for our children and for their ongoing support for the P&C. I would like to pay tribute to the P&C Committee of 2015 and thank them for the hours of diligent hard work they have put in on behalf of the school.

P&C meetings are held twice a term and we always welcome new members – I hope to see you at a meeting soon.

Leigh Trindall

P&C President

## School background

### School vision statement

*Revesby South Public School strives to make the world a better place by enabling excellence and equity, fostering creativity and inspiring innovation so our students can be successful and actively informed thinkers for a rapidly changing world.*

Revesby South Public School believes that the ability to improve students' capacity to provide a high quality of life will be dependent on their ability to build and maintain relationships, the ability to think and adapt creatively and innovatively and foster lifelong learning skills in order to compete in the global economy.

Students have the right to a quality education and opportunities to develop their knowledge, skills and social connectedness in a culture of excellence and equity. The school community must ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes and reverse generational disadvantage. Teachers will be expected to deliver a culture of high expectations, differentiate learning to support or extend students and create a concept of self-worth and resilience in students.

Students and teachers also need to view creativity as having ideas that have value. As a result, they must be enterprising and resilient, have the freedom and confidence to take risks and use their initiative to demonstrate their creative abilities. Schools must cater for a wide range of learning styles and abilities by embedding creativity in the teaching and learning cycle.

Students and teachers must also adapt and evolve to suit the circumstances they will face in their future. As a community we must begin to understand that the workforce is changing and not determined. We need to be fearless with our ideas and celebrate entrepreneurship in order to have financial and psychological independence.

### School context

Revesby South Public School (enrolment 311 students, including 42% from a non-English speaking background) is a dynamic learning community focussed on providing a relevant education for the 21<sup>st</sup> Century. There is a current focus on embedding quality teaching into literacy and numeracy and the development of creativity and innovative technology practices.

A dedicated staff team of early career and experienced teachers is supported by a strongly collegial approach to ongoing professional development. Parental involvement is highly valued and the Parents and Citizens' Association plays a vital role in supporting school programs and improving educational outcomes for all students.

The school provides specialist support for a number of students with special needs including Speech Pathology and Occupational Therapy. This support is integrated into the school and as a result enriches the lives of all students.

The school is well resourced with a school library, interactive whiteboards in classrooms, computer lab, mobile computer labs, iPads, school hall and covered outdoor learning areas. Specialist curriculum programs include L3 (Kinder and Stage 1), Reading Recovery, MultiLit, Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Other initiatives include Life Skills (Financial Literacy & Enterprise Education Program), Gardening Club, Public Speaking, various Buddy and Social Skills Programs, Kindy Links, Peer Support, Breakfast Club, Student Representative Council, PSSA, Dance and Choir.

The school has an effective welfare and discipline program called Positive Behaviour for Learning with a focus on social skills, decision-making and citizenship. The core values of the school are reflected in the school rules with a focus on 'Being Safe', 'Being Respectful' and 'Being an Active Learner'.



## Self-assessment and school achievements



Barath Selvaraj (Year 5) - 2015 Photography Competition Finalist

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Revesby South PS began to discuss and unpack the School Excellence Framework and its implications for informing, monitoring and validating the school's journey towards excellence. Time was dedicated at our School Development Day in Term 2 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level expectations.

The main focus was on the Learning Domain which is broken into five elements (Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures).

The school has demonstrated a growing learning culture as there is a commitment within the school community to strengthen and deliver on the schools priorities. There are positive and respectful relationships between staff, students and the community with a strong emphasis on student wellbeing and successful implementation of current policy and practices.

The school has also focussed on the Wellbeing element by unpacking and reviewing a number of policies that directly impact this area including School Attendance, Leadership, Student Behaviour and Discipline, Learning Support and Road Safety. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

The school is reviewing Assessment and Reporting practices in preparation for a new Department of Education policy due to be released in 2016. Student performance measures indicate good value-added results in NAPLAN in 2015 especially in Numeracy, however greater improvement in Spelling as well as

Grammar and Punctuation is still needed in 2016 and beyond. This is being addressed through a wide range of teaching strategies and the Synthetic Phonics program.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their evidence based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



**Jamal Yatim (Year 6) - 2015 Photography Competition Finalist**



# Strategic Direction 1 - Enabling equity and excellence

## Purpose

Revesby South Public School believes that the ability to improve students' capacity to provide a high quality of life will be dependent on their ability to build and maintain relationships and adapt lifelong learning skills.

Students have a right to quality education and opportunities to develop their knowledge, skills and social connectedness in a culture of excellence and equity.

The school community must ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

Teachers will be expected to deliver a culture of high expectations, differentiate learning to support or extend students and create a concept of self-worth and resilience in students.

## Overall summary of progress

Students demonstrated improved knowledge and skills in literacy and numeracy via the implementation of evidence based programs such as L3 (K-2) , TEN (K-2), TOWN (3-6), Synthetic Phonics and Reading Recovery.

Students that experienced learning challenges/disabilities or have socio economic disadvantage received rigorous support that included Speech Pathology, Occupational Therapy, Multi-Lit, Mini-Lit, EAL/D and Learning and Support Teacher intervention.

The Teacher Performance and Development framework embedded explicit systems for collaboration, classroom observation, modelling practice and providing feedback. All teaching and support staff met the expectations of the teaching standards.

There was consistent tracking of PLAN, NAPLAN and school based data across K-6 with regular dialogue at stage level to discuss, plan and direct the teaching and learning cycle.

Every week the Learning Support Team met to identify and support students with learning challenges or gifted or high performing students. Individualised Learning Plans (ILP) and Personalised Learning Plans (PLP) for Aboriginal students were developed and implemented.

School and parent leaders work with parents on a regular basis to develop ways to improve parents' capacity to support student learning with two parent information sessions focusing on supporting literacy and numeracy development at home.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
That all students who come from low socio economic status and Aboriginal communities have the same opportunity to participate in various programs and initiatives, including the receiving of ongoing external support (OT, Speech) if required provided by the school.	<p>Speech Pathologist was employed for three terms in 2015 and worked with a number of students in small group and individually. All students demonstrated progress as a result of intervention.</p> <p>An Occupational therapist was employed for one term in 2015. She worked with students in small groups and individually. Upon review of the program, the school believes students will achieve greater benefit if the program continued for a longer period of time.</p> <p>Students from an Aboriginal background participated in the Belonging Program in 2015. All Aboriginal students have a Personal Learning Plan written by class teachers. Improvement in consultation with parents has been identified for 2016.</p>	<p><b>Equity Funds (\$19 200)</b></p> <p>\$13500 for Speech Pathologist</p> <p>\$6000 for Occupational Therapist</p> <p>\$3462 Aboriginal background paid for Belonging Program and relief for staff to write PLPs.</p>



## Strategic Direction 1 - Enabling equity and excellence

That 70% of students meet expected benchmarks along the K-2 continuum in Literacy and Numeracy	<p>Kindergarten students met the expected target in all areas.</p> <p>Year 1 students met the expected target in all areas except Aspects of Writing and Aspects of Speaking.</p> <p>Year 2 students met the expected target in Phonemic Awareness and Concepts about Print, however greater improvement in all other areas need to be targeted.</p>	<p>\$5 000 Global funds + \$3000 from P&amp;C for Literacy &amp; Numeracy resources</p> <p>\$4000 for Library resources</p>
That 95% of students exceed NAPLAN minimum standards	<p>Students in Year 3 met target in 2015 except in Reading (93%) and Numeracy (93%). Although Numeracy improved from 2014 results which was at 91%.</p> <p>Students in Year 5 were all over 90% in all areas with Numeracy (96%) meeting the target. The school improved in Reading, Grammar &amp; Punctuation and Numeracy from 2014 results.</p>	As above
That all teachers meet Performance and Development Framework expectations and accreditation standards.	All staff for 2015 met all requirements of the Performance Development Framework. Several staff also maintained their Accreditation with the Professional Teaching Standards. All staff participated in various professional learning programs including L3 Kinder and L3 Stage 1.	\$ 12 345 Professional Learning & \$11 859 Literacy & Numeracy Initiatives

### Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Six staff to continue their training and development in L3 (Kinder) and L3 (Stage 1)
- Mrs Millard to continue training and implementation of Reading Recovery program
- School will begin three year journey of the Curiosity & Powerful Program with Australian Council for Educational Leaders. This program is a School Improvement Program that focusses on quality teaching and school strategies.
- An expansion of the Occupational Therapy program across two terms to support students



Sophia Southon (Year 3) - 2015 Photography Competition Finalist

## Strategic Direction 2 - Fostering creativity

### Purpose

Revesby South Public School believes that the ability to improve students' capacity to provide a high quality of life will be dependent on their ability to think and adapt creatively.

Students and teachers need to view creativity as having ideas that have value. As a result, they must be enterprising and resilient, have the freedom and confidence to take risks and use their initiative to demonstrate their creative abilities.

The school must cater for a wide range of learning styles and abilities by embedding creativity in the teaching and learning cycle.

### Overall summary of progress

Students and teachers use problem solving processes, flexible grouping and diverse environments to foster creativity, differentiate learning and cater for various learning styles.

Students and teachers will demonstrate and showcase creativity via internal and external programs in photography, visual arts, movie making, music, dancing, choir, writing, science and computer coding. There will be a strong emphasis on significance (keeping it relevant), support for student development and alignment to other strategic priorities.

Provision for open learning environments allowing students to collaborate, experiment and take risks to develop confidence.

Regular celebrations of creativity in various expos and showcases such as Bedazzled, choral festivals, Wakakirri, Short Movie Expo, Visual Arts and Photography Showcase.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Students and teachers will demonstrate and showcase creativity via internal and external programs in photography, visual arts, music, dancing, choir, writing and computer coding.	Students had the opportunity to use various technology devices to demonstrate creativity in a photography competition.  Students performed in dance ensembles and choir at East Hills Performing Arts Festival.  45 students participated in a coding club as part of the Life Skills Program. This was supported by Game Development. Students then created an arcade in the computer lab to showcase their games.  Over 30 students participated in the Music Bus program before and after school.	\$500 for canvas display of winning entrants
Regular celebrations of creativity in various expos and showcases such as Bedazzled, choral festivals, Wakakirri, Short Movie Expo, Visual Arts and Photography Showcase.	All 320 students participated and performed in the school's Bedazzled Festival, a celebration of dance, music and drama.  School choir performed at the Opera House and in the East Hills Choral Festival.	\$5000 Global funds

### Next steps



## Strategic Direction 2 - Fostering creativity

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- All 13 classes will be creating a short movie-making for display at a Film Expo
- Photography will be broadened and further encouraged
- Visual arts program will begin at lunch times with parent support
- Wakakirri – students will participate in this drama, dance and storytelling festival
- School with P & C support are planning on developing better play/learning spaces in the school grounds



**Todd Hutchinson featuring Angus Gullick (Year 3) - 2015 Photography Competition Finalist**



## Strategic Direction 3 - Inspiring innovation

### Purpose

Revesby South Public School believes that the ability to improve students' capacity to provide a high quality of life will be dependent on their ability to be innovative.

Students and teachers must adapt and evolve to suit the circumstances they will face in their futures. As a community we must begin to understand that the workforce is changing and not determined. They need to be fearless with their ideas and celebrate entrepreneurship in order to have financial and psychological independence.

### Overall summary of progress

Students developed financial literacy with enterprise education skills through the Life Skills (product based learning) initiative. The program taught students financial and entrepreneurial skills as they created a business and learnt about market forces to sell their product using a school based currency.

Some classes in Stage 2 and 3 began initiating student directed learning (Genius Hour). Some of these projects were linked to project/ product based learning initiatives.

45 students created their own commercial quality video games at school, by writing simple artificial intelligence code, character animation code as well as important coding concepts needed to create games for all major platforms, mobile devices and games consoles.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increase number of students participating in Life Skills program.	Students developed financial literacy with enterprise education skills through the Life Skills (product based learning) initiative. The program taught students financial and entrepreneurial skills as they created a business and learnt about market forces to sell their product using a school based currency.	\$10 000 Grant from CommBank in 2013. Used \$800 in 2015 to sustain program
Two classes to trial and initiate Genius Hour into teaching and learning program	Some classes in Stage 2 and 3 began initiating student directed learning (Genius Hour). Some of these projects were linked to project/ product based learning initiatives.	
Students create and design own video game that involves coding and begin to learn coding concepts.	45 students created their own commercial quality video games at school, by writing simple artificial intelligence code, character animation code as well as learn important coding concepts needed to create games for all major platforms, mobile devices and games consoles.	Parent paid for child to participate in program  Over \$20000 was spent from Tied and Global Funds to support technology programs. SRC also donated money to purchase additional laptops and trolley. Two CommBoxes were also purchased.

## Strategic Direction 3 - Inspiring innovation

### Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Expansion of Life Skills program to cover the operation of a chicken coop
- Expansion and more professional learning on Genius Hour concepts in Years 3-6
- Continuation and expansion of coding club during Life Skills program



**3 Yellow Selfie - 2015 Photography Competition Finalist**

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>Students participated in <i>Belonging Program</i> with other schools in the local area.</p> <p>Individual Education Plans for Aboriginal students.</p>	<p><i>Strategic Direction 1</i></p> <p>All Aboriginal students attained goals as targeted in IEP's including comparable achievements to mainstream peers.</p> <p>Effective transition plans in place.</p>	<p>\$3 462</p>
<p><b>English language proficiency funding</b></p> <p>EALD programs evaluated &amp; adjusted</p> <p>Additional staff allocation created by utilising other vacant staffing positions (0.2 FTE).</p>	<p><i>Strategic Direction 1</i></p> <p>All EALD staff involved in regular professional learning from their Network. They are involved in the explicit teaching of phonics through the Synthetic Phonics program.</p> <p>EALD students above state average in Year 3 Spelling. All other results are slightly below state average in NAPLAN.</p>	<p>\$49 476</p> <p>\$9 276 (flexible)</p>
<p><b>Targeted students support for refugees and new arrivals</b></p>	<p>The school has no recognised refugees and new arrival students.</p>	<p>\$0</p>
<p><b>Socio-economic funding</b></p> <p>K-2 students needs identified by speech pathologist and occupational therapist and received intervention according to needs.</p> <p>Some student assistance was provided to targeted students for school resource needs, excursions and extra curricula activities.</p>	<p><i>Strategic Direction 1</i></p> <p>Speech Pathologist and Occupational Therapist student reports were analysed by Learning Support Team which showed improved performance and were a basis for classroom teachers to assist with learning adjustments.</p>	<p>\$19 200</p>
<p><b>Low level adjustment for disability funding</b></p> <p>SLSO support to individual students with curriculum adjustments and /or social skills programs (classroom &amp; playground). Small group support in some classes.</p> <p>IEP's revised and adjustments made as required.</p>	<p><i>Strategic Direction 1</i></p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Around 60 students were referred for learning support.</p> <p>Performance for students from a low socioeconomic background vs students from a high socioeconomic background:</p> <ul style="list-style-type: none"> <li>In Year 3 students from a low SES performed slightly below high SES students, however when compared to similar schools, low SES students performed a lot stronger than other low SES students</li> <li>In Year 5 students from a low SES performed lower than similar schools and students from high SES background.</li> </ul>	<p>\$131 717</p> <p>\$31 216 (flexible)</p> <p>The School received additional Integration funding to support students with a moderate disability</p>



<p><b>Support for beginning teachers</b></p> <p>All Beginning Teachers are involved in an Induction program. Assigned mentors and coaches supporting beginning teachers with PDP writing and ongoing implementation.</p>	<p><i>Strategic Direction 1</i></p> <p>Observation lessons, class programs, PDP's show strong evidence of growth &amp; development in Quality Teaching and qualities related to the National Teaching Standards.</p> <p>High levels of professional growth through regular attendance at quality and relevant professional learning experiences including localised mentoring and coaching programs</p>	<p>\$4 020</p> <p>(second year of funding)</p>
--	---	--



**Isabel McFarlane (Year 2) - 2015 Photography Competition Finalist**

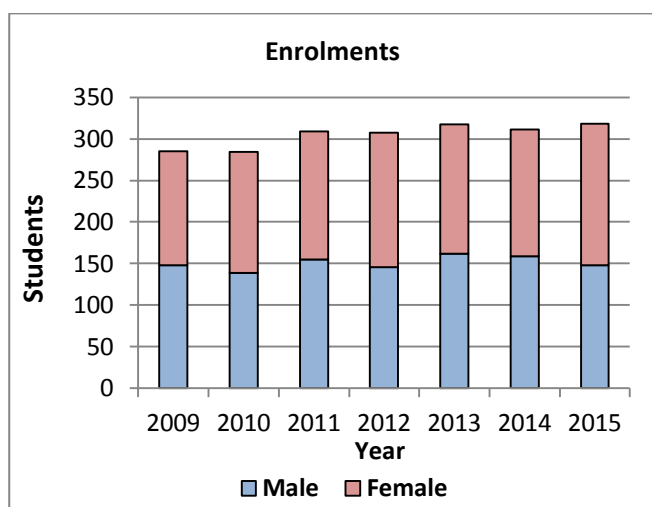
## Mandatory and optional reporting requirements

### Student information

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

### Student enrolment profile

Gender	2011	2012	2013	2014	2015
Male	155	146	162	159	148
Female	154	161	155	152	170



Student enrolment has remained steady over the last five years. Outlook for 2016 will be similar to previous years.

### Student attendance profile

	Year	2013	2014	2015
School	K	96.2	96.0	96.0
	1	94.3	94.6	94.0
	2	95.1	94.5	94.6
	3	94.1	94.6	94.2
	4	95.2	94.7	94.5
	5	94.7	95.2	94.2
	6	93.9	93.9	93.5
	<b>Total</b>	<b>94.8</b>	<b>94.8</b>	<b>94.5</b>
	State DoE	K	95.0	95.2
1		94.5	94.7	93.8
2		94.7	94.9	94.0
3		94.8	95.0	94.1
4		94.7	94.9	94.0
5		94.5	94.8	94.0
6		94.1	94.2	93.5
<b>Total</b>		<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

Student attendance has remained consistent over the last three years. DoE policy guidelines were

updated in 2015. The school is also able to track and report on attendance with the installation of SENTRAL Attendance system.

### Structure of classes & Class sizes

Roll class	Year	Total in year	Total per class
K BLUE	K	17	17
K RED	K	18	18
K YELLOW	K	18	18
1 BLUE	1/2	13/10	23
1 RED	1/2	13/10	23
1 YELLOW	1/2	14/10	24
1/2 GREEN	2/3	12/13	25
2 BLUE	3/4	11/15	26
2 RED	3/4	11/15	26
2 YELLOW	3/4	11/14	25
3 BLUE	5/6	16/15	31
3 RED	5/6	15/15	30
3 YELLOW	5/6	15/15	30

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	0.0
Assistant Principal(s)	3.0
Classroom Teacher(s)	10.0
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.0
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0.2
School Administrative & Support Staff	2.422
Other positions (RFF)	1.045
Total	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is no Aboriginal or Torres Strait Islander staff currently employed at Revesby South Public School.

### Workforce retention

There were no appointments or staff leaving in 2015. Michelle Pappas (SAM) is continuing her secondment to DoE Local Business Management

Reform until the end of 2017. Natalie Campion is the Relieving SAM until the end of 2016.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25
NSW Institute of Teachers Accreditation	38

### Professional learning and teacher accreditation

#### L3 (Kindergarten)

Language, Learning and Literacy (L3) is a research-based Kindergarten and Stage 1 classroom intervention program, targeting reading and writing. It has been designed to complement the daily literacy program for students.

Students receive explicit instruction in reading and writing strategies in small groups of three to four students. Students then complete independent, individual or group literacy tasks. This occurs in the daily Literacy session.

In 2015, two Kindergarten teachers participated in professional learning on how to implement the L3 program in their classroom. We were also fortunate to have one of our Kindergarten teachers become an L3 trainer.

This year we have seen growth/value added results compared to previous years. Most children are writing more text incorporating complex sentences and reading higher levels of text readers.

Text Levels	Week 20	Week 30	Week38
Level 1-2	1	0	0
Levels 3-5	24	18	8
Levels 6-8	22	9	12
Levels 9-11	6	15	9
Levels 12-14	1	4	12
Levels 15-17	1	2	0
Level 18+	0	1	11

#### L3 (Stage 1)

This year was the first year at Revesby South that L3 (Language, Learning and Literacy) training was undertaken by three Stage One teachers. There were twelve sessions of training that occurred at Chullora Public School. The L3 trainer supported the team of training teachers not only with tutorials but with six collegial school visits to Revesby South. In the collegial visits teachers demonstrated their understanding of the L3 concepts, classroom organisation and philosophy in practice. The trainer provided valuable feedback to the participating teachers about their practices.

The purpose of the Stage One program is to reduce the risk of students not achieving expected literacy levels by the end of Year Two. Participating teachers were involved in specific guided reader selection and planning, quality student feedback, improved modelled writing involving guided writing groupings and modelled reading practices focusing on the development of inferential comprehension.

The teachers involved with this training have improved quality teaching practices in these areas and have seen the higher performance in their students which has been reflected in the PLAN data for each class.



Luca Purvis and Lachlan Copson (Year 3) - 2015 Photography Competition Finalist



## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	294279.51
Global funds	242554.69
Tied funds	122583.34
School & community sources	192103.66
Interest	6164.35
Trust receipts	13629.30
Canteen	0.00
<b>Total income</b>	<b>871314.85</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	22634.78
Excursions	47137.46
Extracurricular dissections	70284.54
Library	0.00
Training & development	3175.44
Tied funds	300084.53
Casual relief teachers	36078.30
Administration & office	90777.88
School-operated canteen	0.00
Utilities	48002.09
Maintenance	27634.28
Trust accounts	17761.43
Capital programs	42175.00
<b>Total expenditure</b>	<b>705745.73</b>
<b>Balance carried forward</b>	<b>165569.12</b>

## School performance

### School-based assessment (optional)

[Insert text here]

### NAPLAN

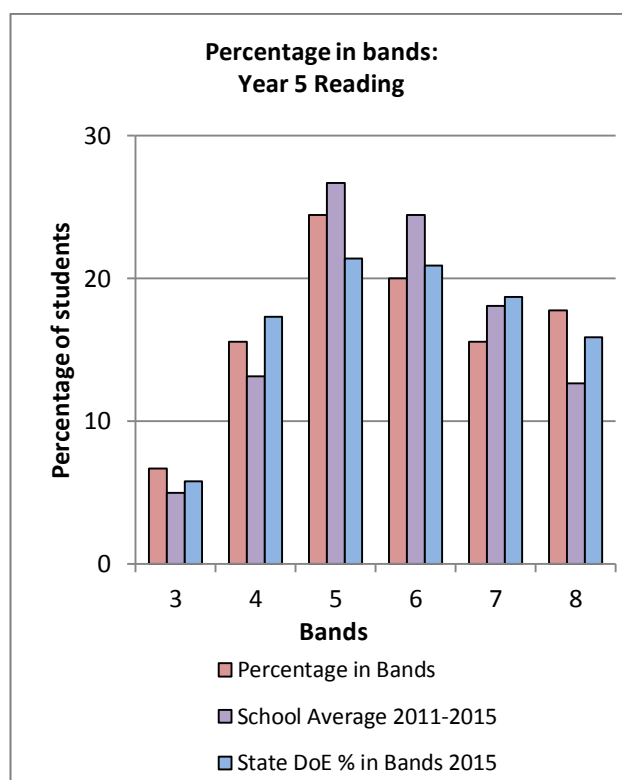
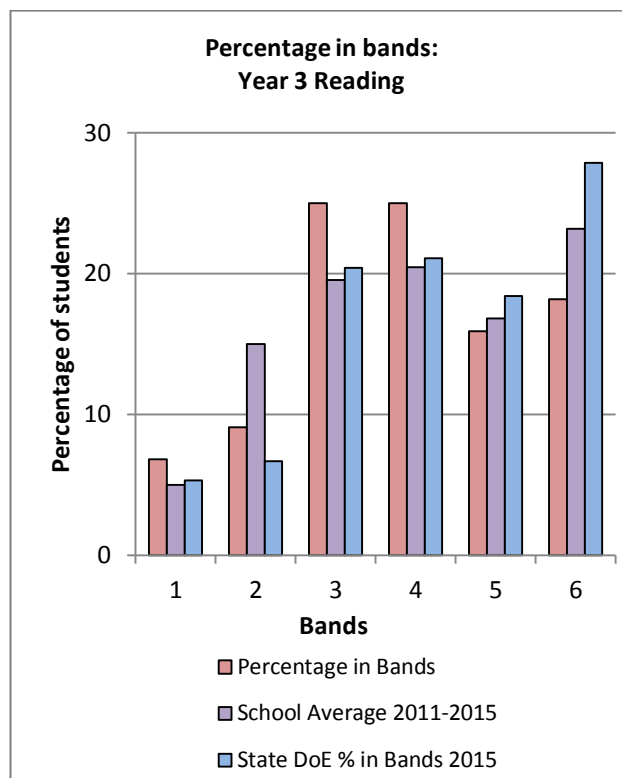
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

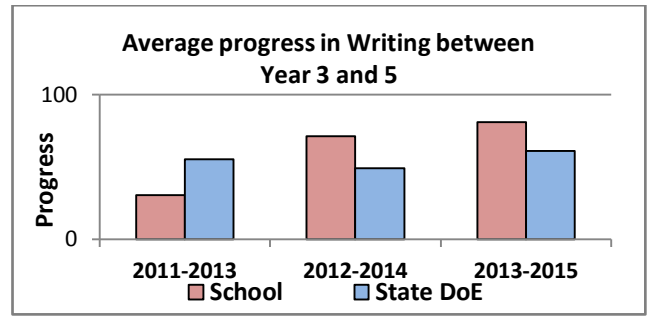
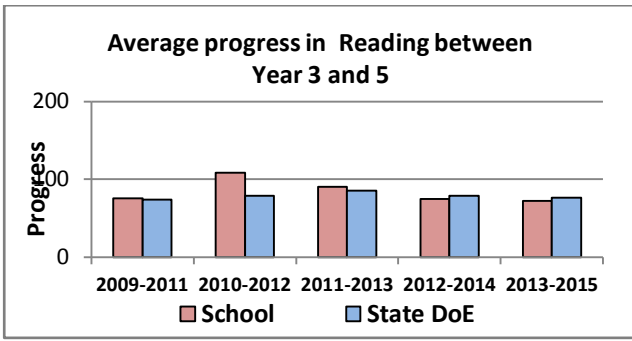
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and

insert the school name in the *Find a school* and select *GO* to access the school data.

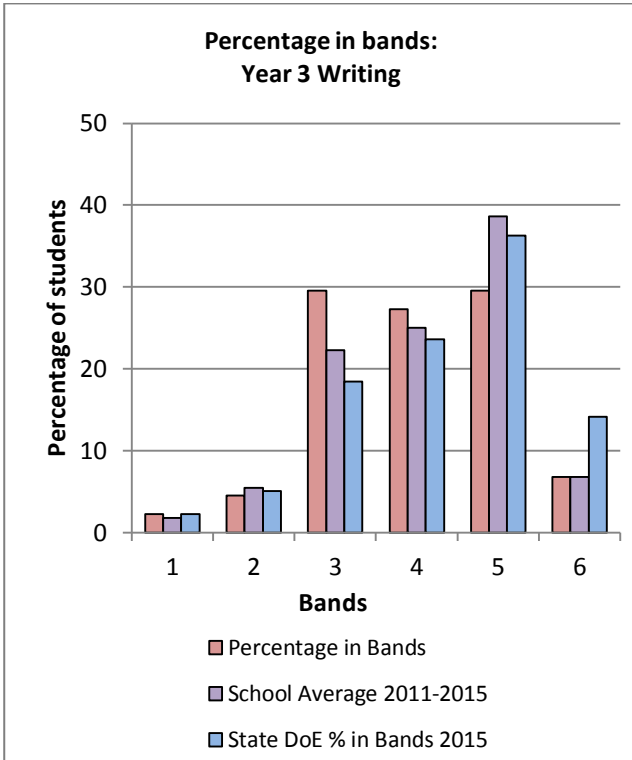
**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

### READING

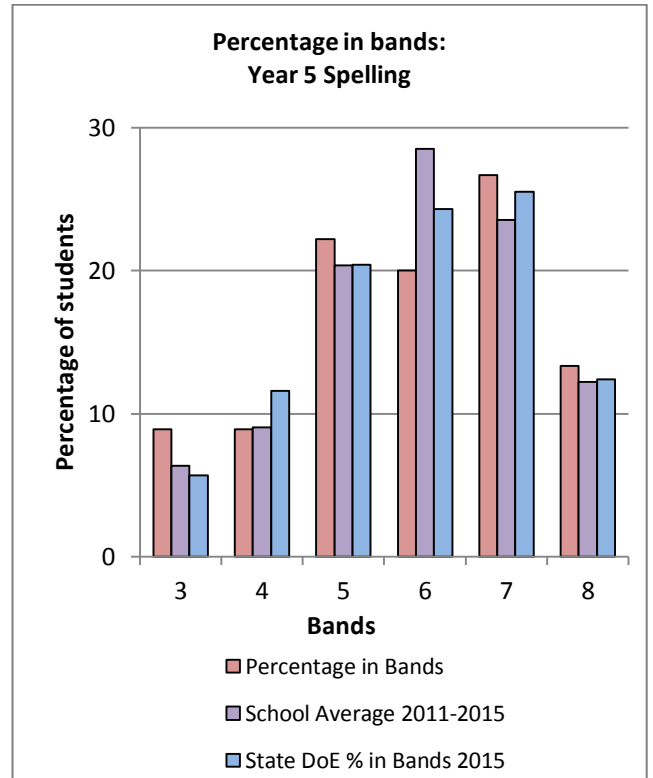
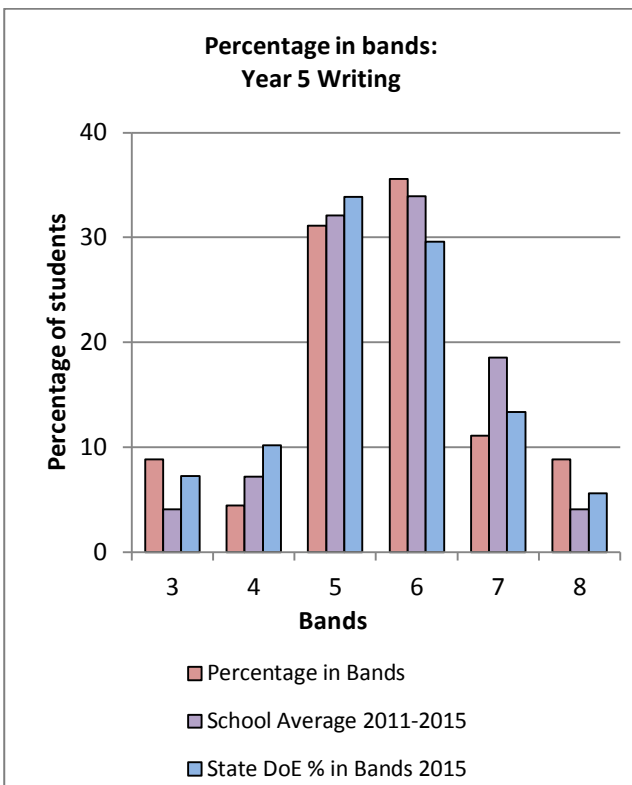
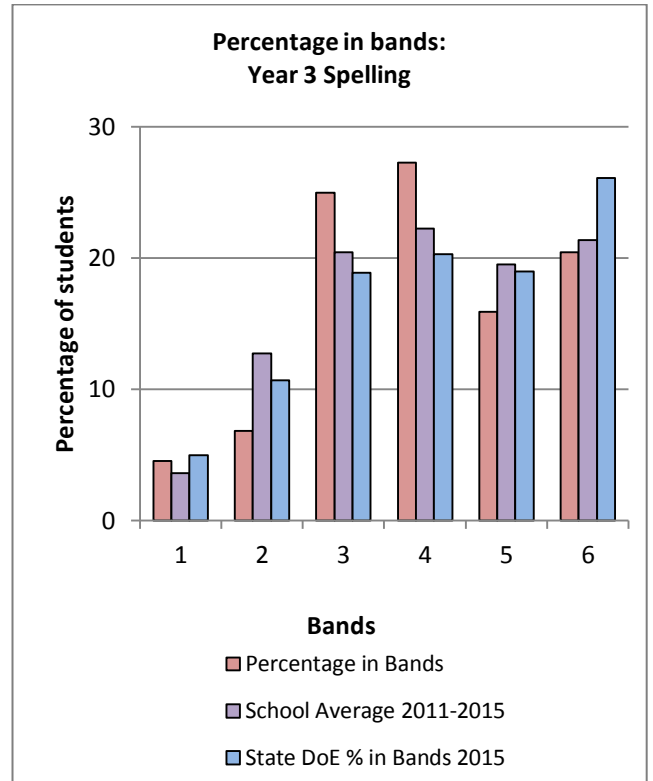


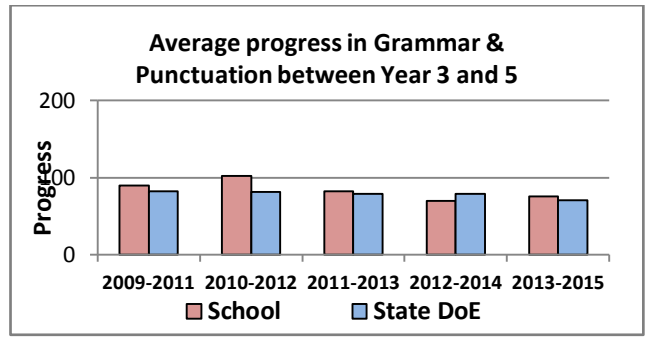
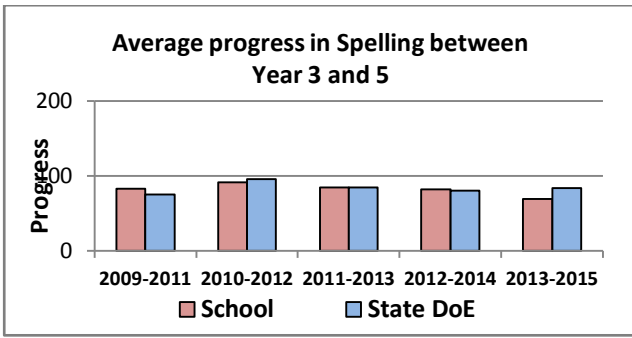


## WRITING

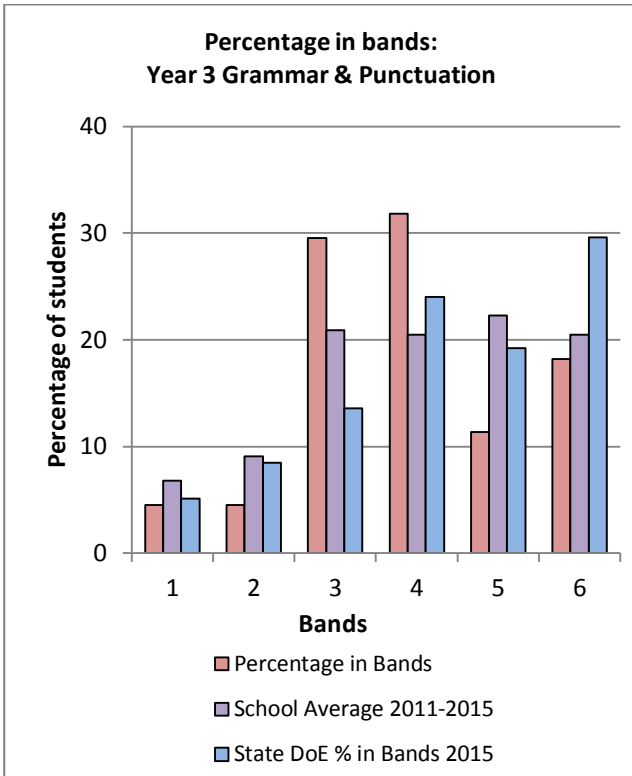


## SPELLING

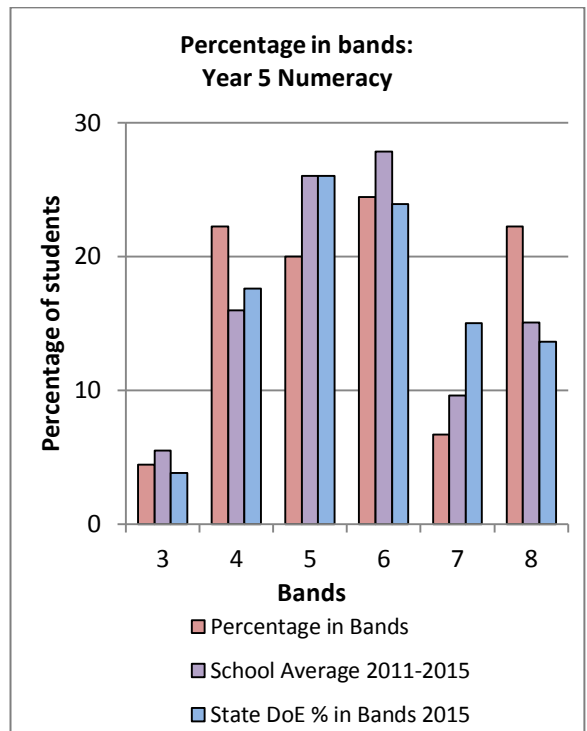
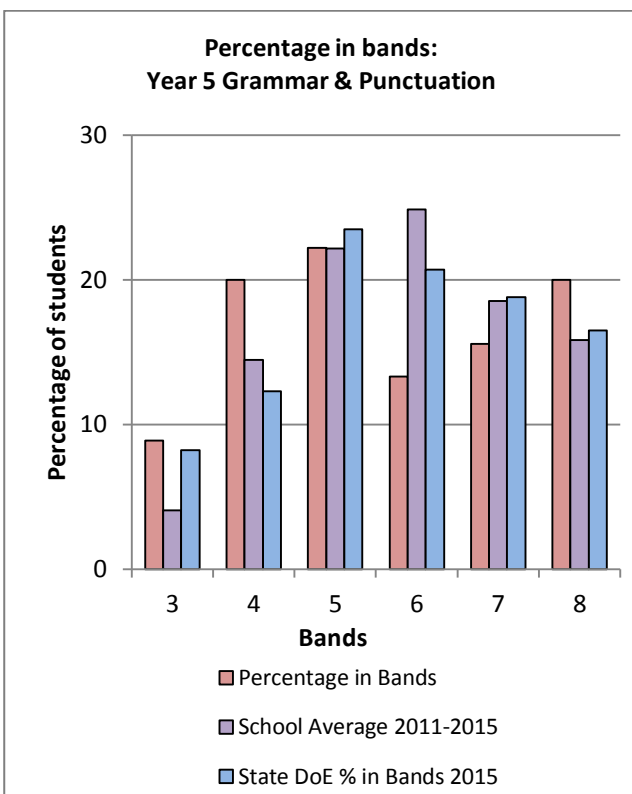
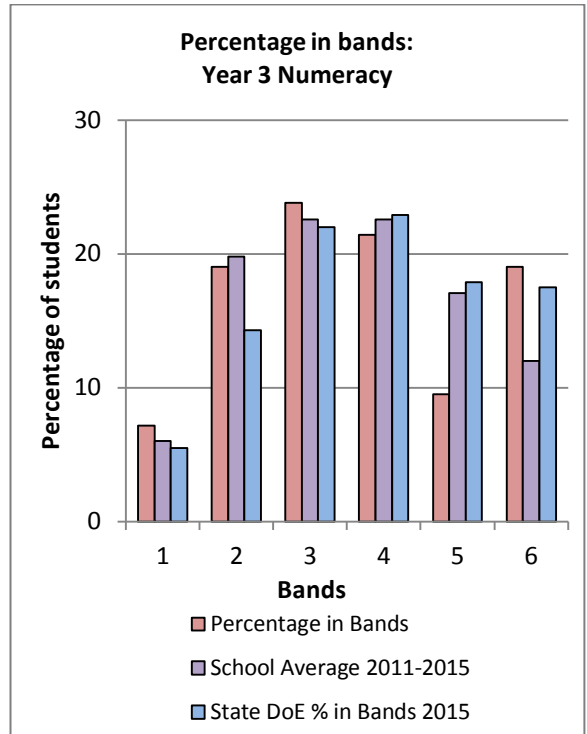




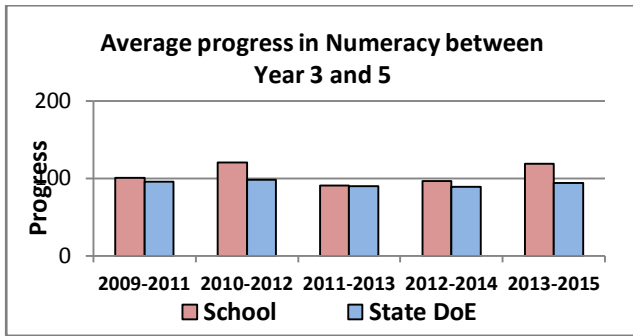
## GRAMMAR & PUNCTUATION



## NUMERACY







## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- The school is generally held in high esteem throughout the community;
- Most parents are very satisfied with the school's educational programs and practices.
- The range of extra curricula opportunities offered at school is greatly appreciated by both students and parents.
- The majority of staff feel that their work commitments are valued and they receive support from the school's leadership team.

## Policy requirements

### Aboriginal education

Revesby South has continued to value and appreciate Aboriginal culture, and promotes Aboriginal education throughout the school. Classes K-6, have explored Aboriginal perspectives throughout their studies, expanding students' knowledge and understanding of Indigenous Australians' contribution to our heritage and identity.

Currently we have seven Aboriginal students at Revesby South PS. Each of these students has an Individualised Personal Learning Plan (PLP). The PLPs focus on goal setting and greater engagement with school through the collaboration of teachers, students and their parents. The PLPs will continue to be monitored and updated as appropriate.

Each of the classroom teachers that had an Aboriginal student this year, have been provided additional support time to complete the PLP document with their respective student.

Our students attended the local Belonging Day program again this year. This involved students attending two sessions with their local Aboriginal peers from the local schools. This opportunity allows

students to mix and interact with others from their culture and develop meaningful friendships. The students were visited by Aboriginal elders and mentored by an author and artist.

Our School continues to sing the National Anthem in Dharawal and have a representative say the Acknowledgement of Country at the beginning of each School Assembly.

## Multicultural Education and Anti-racism

At Revesby South Public School the current LBOTE, [Language background other than English] student population has dropped by 2% to 41.9%. Of the 30 languages most represented are Arabic, Vietnamese, Cantonese, Samoan, Mandarin, Macedonian, Greek, Russian, Spanish, Filipino, Maori, Urdu, Japanese, Malay and Thai. The school strives to equip all students with the skills, knowledge, attitudes and intercultural literacy needed for active citizenship.

2015 has been a consolidating year for the implementation of the learning progression model of assessing students. This model provided an assessment tool to measure proficiency in listening and speaking, reading and writing for those students from a non-English speaking background.

Cultural diversity was reflected in class programs through the study of Australia's first people, Aboriginal Dreaming, Caring for place, caring for country and 'Religions of the world' The focus of these units of work was to investigate and appreciate the cultural diversity of people in Australian society and the contribution made by new immigrants. The school focus was that all individuals are entitled to mutual respect, inclusiveness and understanding regardless of their cultural, religious or racial background.

In the school context with support of school policies and programs, multicultural education helped students develop-

- proficiency in English
- competency in language learning
- deep knowledge of and awareness of their own and other cultures
- an understanding of the multicultural nature of Australia's past and present history
- an understanding of, and skills to interact in an intercultural setting
- an appreciation of the importance to foster global harmony through mutual support at the local community level.

## Other school programs

### TECHNOLOGY

At Revesby South Public School we recognise the importance of technology in teaching and learning cycle. The school provides students with 21<sup>st</sup> century technology experiences as a part of their day to day lessons. As a part of our school plan, creativity and innovation has been a focus area.

The school currently has a computer lab, classroom computers in each room, library computers, an IWB in each room, 2 CommBoxes, 3 laptop trolleys and an iPad kit for each block.

This year we established BYOD for Stage 3 as an option for students. Whilst a few children did participate in the program, it wasn't hugely successful. We look to revamp and expand the program in 2016.

In 2015 the school purchased the SENTRAL program for administration purposes. It has proven to be a terrific investment. All staff utilise the program for reporting, attendance, general administration, welfare and record keeping across all areas of the school.

We purchased a Green Screen this year to coincide with the school plan focus. Staff participated in training and development to enable them to build skills to incorporate into their classroom teaching.

As a part of the SRC fundraising, the team purchased an additional laptop trolley to utilise in classrooms.

As a part of the Life Skills Program, students participated in game training and regular coding club sessions, to develop a computer game. Students worked together to problem solve and code to create these games. Other students from the school community then viewed and played the games. The program proved to be successful and future plans for coding in 2016 are being reviewed.



**Kaylan Regler (Year 6) featuring Mohammed Baradaaji, Tuatahi Moke-Purukamu & Jamal Yatim-2015 Photography Competition Finalist**

### STUDENT LEADERSHIP

#### Students' Representative Council Message

During 2015, the SRC has continued to provide a voice for the students at Revesby South Public School. From Stage 1, each class is represented by at least two students who meet regularly to make decisions on behalf of their peers. The SRC has been particularly active this year, involving themselves in solving problems, decision making, running Breakfast Club and organising fundraising events for the school and external charities. Various issues and concerns raised at regular meetings have seen positive results this year such as playground markings, soccer field and goals and refurbishment of the toilets blocks.

Throughout the year the SRC has held various charity fundraisers and programs to support Bandaged Bear, Jeans for Genes, Pink Ribbon and also UNICEF following the Nepal earthquake. We held two collections of used clothing for Stewart House and donated to the Lions Club to support their ongoing work. We also held a special mufti day to support one of our students chosen to represent NSW in basketball at the Pacific School Games.

Our school fundraising initiatives have involved two whole school discos, a football colours and cupcakes mufti day and the end of year BBQ for the Carols at Sunset event, which were all extremely successful in raising funds for our school. As a result of ongoing fundraising, the SRC was able to purchase 17 laptops and a secure cabinet for Stage 3.

Breakfast Club has continued to run each day between Monday and Thursday for those children who do not have a substantial breakfast before school. The SRC students set up, provide and clean up breakfast for their peers on their rostered day.

The SRC has worked diligently to serve their peers, school and wider community. They should be commended for their efforts in fostering a safe and happy environment for all Revesby South students during 2015.

## **ACHIEVEMENTS IN THE ARTS AND SPORT**

### **Choir**

Revesby South Public School has continued to offer many opportunities for its students to develop their skills, talents and love of the creative and practical arts. The choir, under the direction of Miss Pincaro, met on a weekly basis for singing lessons and rehearsals. The choir has had wonderful opportunities to showcase their talents this year, within the school, during school functions, assemblies and other community events.

This year, the choir participated in the Expanding Horizons Project, a cultural exchange program between China and Australia which began in 2009. Every second year, students from China travel to Australia visiting schools around Sydney and performing with NSW Public School students at the Sydney Opera House. Every other year, NSW Public Schools visit China. For the first time this year, 11 Revesby South choir members were selected to join in the 700 mass choir of students from primary schools and high schools all over NSW to sing in the Opera House. The concert also included several other individual group choir performances, full ensemble and jazz orchestras and dance items made up of students from all across NSW. Up to 80 schools were involved in the whole concert. Students from China also performed several items throughout the evening. Those who attended thoroughly enjoyed every performance and were in absolute awe, and very appreciative of the entire concert. It was truly an outstanding showcase of the talent in our Public Schools and those of our Chinese counterparts. It was a very honorable, amazing exciting experience for our school choir.

For the last few months, the choir and dance group had been preparing the annual East Hills Choral Festival. The festival was held over two days, which included two evening concerts and a matinee. This year, the theme was "Superheroes", a celebration of and honoring the various heroes in our society and community. The concert was segmented into four main parts: Superheroes, ANZAC Heroes, Sporting Heroes and Workers in the Community and Families. The choir was part of a 250 mass choir who sang up to 17 songs. We also had four soloists: Hannah Bentley, Michaela Cosgrove, Malayah Evans and Renee Lao, who sang a number together. This year, a Revesby South dance group was formed to also participate in the Festival. All the performers did so well and made Revesby South very proud. The Festival was truly a spectacular display of the talent of primary and high school students in the East Hills District.

The whole school once again enjoyed its annual Carols @ Sunset. Teachers and students worked very hard to prepare class items. Each class performed fantastic items to the whole school community, and as always, everyone enjoyed the fun and relaxed atmosphere to celebrate the festive season.

### **Bedazzled**

A highlight of this year's creative arts calendar was Revesby South's biannual Bedazzled Concert. This year's theme was "Imagination". Every class showcased their many singing, acting and dancing talents in Bedazzled. Each class thoroughly rehearsed for a matinee and two evening performances for special guests, families and friends. It was hit!

### **Battle of the Arts**

This year, four talented artists were selected to represent Revesby South at the inaugural Battle of the Arts Event at Sarah Redfern High School, Minto. These students were exposed to a vast array of art techniques from practicing artists and teachers. This program promoted visual arts and gave students access to a range of art experiences using a variety of skill, techniques and materials. They actively competed against eighteen schools for the Battle of the Arts Regional annual trophy. Students were inspired to think imaginatively and used their creative and critical thinking skills to complete four tasks. Our students were praised for their excellent team work and their monster artwork won first prize in the scratch foam art division, winning the school 30 tickets to 'Little Big Shots' children's film festival at the Opera House.

### **Cross Network Dance Workshop**

This year four of our talented Year 5 dancers were selected to participate in the Cross Network Dance Workshop at Glenda Yee School of Dance. Students from 17 schools were involved in the workshops, where they developed their skills in different styles of dancing, including hip hop, lyrical and jazz. They then showcased their new skills in a mini concert at the conclusion of the day.

### **PSSA**

Revesby South remains an active participant in the East Hills Zone Primary Schools Association (PSSA), competing each Friday in the Autumn, Winter and Spring Competitions. Students train eagerly each week and refine their game skills in seven sports throughout the year.

- During the Autumn Season, Revesby South participated in Rugby League and Netball. The Senior



Rugby League team were runners up while the Junior Rugby League team finished 5th. The Junior B and Senior A Netball teams qualified for the semi-finals with the Senior B Netball team finishing runners up.

- Revesby South participated in Boys and Girls Soccer in the Winter Season of PSSA. Both the Junior and Senior Girls qualified for the semi-finals. The Senior Boys also qualified for the semi-finals with the Junior Boys finishing 7th in 2014.
- In the Spring Season of PSSA, Revesby South participated in Girls T-Ball/Softball and Cricket competitions. The Junior Cricket team won the Grand Final, becoming Premiers, while the Senior Cricket team finished in 6th position. Both T-Ball and Softball teams qualified for the semi-finals. Revesby South also took part in AFL games which was a friendly competition.
- Several Revesby South students were successful in making East Hills PSSA teams in 2015. Congratulations to Connor Register (Basketball & Soccer), Antony Kontakos (Rugby League & Soccer), Brendon Lecce (Rugby League), Bailey Winterstein (Rugby League), Tane King (Rugby League), Mohamed Baradaaji (Rugby League), Michaela Cosgrove (Soccer & Netball), Chloe Butler (Cricket & Soccer), Nikita Ualesi (Soccer), Kate Kozlowski (Netball) and Abbie Purvis (Softball).
- Two students from Revesby South went on to represent the Sydney South West teams at the NSW PSSA Championships, Chloe Butler (Cross Country and Cricket) and Connor Register (Basketball). Connor was selected in the NSW PSSA team that competed at the Pacific School Games in Adelaide and won a silver medal.

### **Athletics Carnival**

Representatives from Revesby South also participated in the East Hills Athletics Carnival. Revesby South finished in 6th place overall with the school finishing 4th for the percentage trophy.

A total amount of eight students represented East Hills at the Sydney South-West Regional Athletics Carnival with one student, Emily Weatherall (Discus) qualifying for the NSW State Athletics Carnival.

### **Swim Scheme**

The school has remained an active participant in the School Swimming Scheme program at Revesby Pool. The School Swimming Scheme and Water Safety Program is an intensive learn to swim program, which develops water confidence and provides students with basic skills in water safety and

survival. The program is also catered for students wishing to improve their swimming technique and endurance.

This term we had 45 students from Year 2-6 attend the swimming program and the children thoroughly enjoyed it. They were able to learn a number of different skills and swimming strokes and they performed aided rescues on their peers. By attending the program, the students learnt the importance of water safety and equipped them with the necessary skills of safety and survival. The students now feel more confident and safe in and around water.

### **School Sports Programs**

All children at Revesby South had the opportunity to participate in the Gymnastics Program in 2015. It focused on developing the children's gymnastic skills over a ten week program. It involved the children developing their Fundamental Movement Skills through the use of a wide range of equipment.

Students had the opportunity to attend the YMCA for Friday sport, where they experience the Rock Wall, Zorb Ball activities, team building activities and extended Gymnastics using large apparatus.

### **Premiers Sporting Challenge**

The Premier's Sporting Challenge aims to engage children in physical activity and encourages them to lead healthy active lifestyles. Children received a Bronze, Silver, Gold or Diamond Award, depending on how much time they accumulated in a broad range of sports and recreational pursuits during lunchtime, school sport programs, class time, after school or in weekend activities. Every student in the school either received a Gold or Platinum certificate depending on the amount of physical activity they undertake.

### **School contact details:**

#### **REVESBY SOUTH PUBLIC SCHOOL**

Mars Street, REVESBY NSW 2212

Ph: 9773 8886 Fax: 9792 3958

Email: [revesbysth-p.school@det.nsw.edu.au](mailto:revesbysth-p.school@det.nsw.edu.au)

Web: [www.revesbysth-p.schools.nsw.edu.au/](http://www.revesbysth-p.schools.nsw.edu.au/)

School Code: 4016