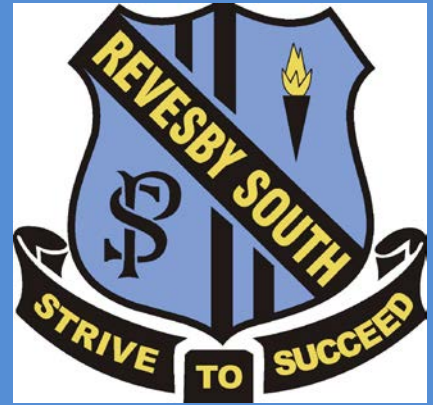




Education &
Communities



Revesby South Public School Annual School Report 2014



School context statement

Revesby South Public School (enrolment 314 students, including 42% from a non-English speaking background) is a dynamic learning community focused on providing a relevant education for the 21st Century.

The school vision promotes students to make an impact in their own world by enabling excellence and equity, fostering creativity and inspiring innovation for them to be successful and actively informed thinkers for a rapidly changing world.

The three overriding priorities of the school are raising educational standards and ensuring that socio-economic disadvantage is not a precursor to poor academic results, and celebrating creativity and inspiring innovation in all aspects of school life. We aim to equip students to make informed decisions that meet the values of Australian society.

There is a current focus on embedding quality teaching into literacy and numeracy, and the development of innovative technology practices. Student learning is enriched through sport, public speaking and the creative arts. 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 being integrated into the school which enriches the lives of all students. The school has an effective welfare and discipline program with a focus on social skills, decision-making and citizenship.

Principal's Message

As we celebrated our 60th year of public education, I had the opportunity to speak to so many former teachers, students and parents that formed part of this wonderful community. They recounted with the fondest memories about the school, particularly the personalities and changes in the facilities but what was really the common theme, was that the school gave them a great start in their life. Long may it continue!

It was a special privilege for me to be Principal during our wonderful celebrations culminating in our amazing fete. The work that went in to that

day was incredible and I just felt again privileged to be a part of this community and this school.

I would like to take this opportunity to thank the P&C committee including the executive led by Leigh Trindall, our canteen and uniform coordinators and all volunteers. Schools cannot function without your support.

There were so many other highlights with our Expo evening which drew in many members of the community seeking to enrol their child in our school. We also had numerous parent information meetings to support learning at home while running discos for the students.

Our three carnivals were restructured to accommodate greater participation across the whole school, our PSSA teams were extremely successful with the Senior League team premiers and for the first time, the school was crowned Athletics Champions for 2014. We also had a number of students who represented Sydney South West region in a variety of sports at NSW PSSA Carnivals.

In the performing arts, our school choir performed beautifully over several nights in the East Hills Choral Festival and our Wakakirri performers were State Finalists (a competition that included schools from the catholic and independent systems).

The school also participated in the East Hills Public Speaking Competition with Maria Malaxos (Year 1) runner up in the finals.

Our Stage 3 students had a wonderful camp at Point Wolstoncroft for 3 days and we look forward to exploring Canberra and the snow in 2015. We also conducted numerous excursions and incursions to support learning in the classroom.

I will take this opportunity to thank my fantastic staff and executive team, who give up so much of their own time – many evenings and weekends to give the students the opportunities to excel. My wonderful staff has engaged in professional learning throughout 2014 with a major focus on improving Numeracy understanding for the students. I have seen evidence first hand of the impact that these programs are having on our students.

Currently all public schools are in the process of writing the next three year plan which will set the blueprint for action for our school. Our approach

to our planning is to engage as many people as possible and decide upon three strategic directions which hopefully will inspire everyone to grow and improve. These three strategic directions of enabling equity and excellence, fostering creativity and inspiring innovation challenge us to look at things from a completely different perspective. We will test norms in education, we will question the validity of many practices which have been done for decades and ask the simple question of 'Why do we do what we do?' – What is the purpose of this structure, program or initiative? We hope to beat to a different drum in order to get our students to become more confident and active global citizens in a rapidly changing world.

It is the most excited I've been in the planning process throughout my career as it's the first time where I truly felt we were in more control our future directions – something that the Local Schools Local Decisions reform were meant to encapsulate.

Finally to the most important people in the school- the students. You have met the challenges of school with a great positive attitude. This is only the beginning of your educational journey as it will be a lifelong one. To the Year 6 students, I wish you the best of luck and look forward to hearing about your successes in high school and beyond.

Chris Whitten *MEd (Leadership)*

Principal



Parents & Citizens Association (P&C)

We saw a record number of parents attend the 2014 P&C AGM with an unprecedented tied vote for the role of President. All roles for the P&C Executive and Sub-Committees were filled with a mix of experienced parents and enthusiastic novices; and the momentum from that meeting has continued on throughout the year!

During 2014 we celebrated 60 years of Public Education at Revesby South with the 60th Anniversary Fete. Planning for this event began in 2013 and it became the fundraising focus for 2014. There were a lot of factors that contributed to our Fete being such a success – the weather was definitely on our side; the long hours, skills and dedication of the Fete committee; the strategists who planned, organised and directed; the experience & expertise that Mr Whitten brought with him; the volunteer helpers on the day; our sponsors and, of course the camels! I am in awe of the many people who stepped up and out of their comfort zone to help make the day such a success. As a result \$30,000 was placed in a term deposit to give the school community time to decide how best to utilise this large amount of money.

The fundraising committee was actively involved in the organisation of the fete – our major fundraiser for the year and as a result restricted the number of fundraising events on the P&C calendar. However, they offered the school community a Laura Jean Photography Family Portrait Day with 32 families participating and contributing \$540 to our fundraising efforts.

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 and afternoon tea. \$10,000 was transferred over to the P&C account from the canteen account.

The Uniform Room continues to operate every Friday and this year entered into a partnership with MUE at Panania offering families an alternate venue to purchase uniforms.

School Banking has continued to be offered at Revesby South and in 2014 there were a growing number of children using this great service. Revesby South received \$384 in commission for the year.

Book Club is another service provided at Revesby South by the P&C and we order our books through Scholastic. 20% percent 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.

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 a profit of \$572 and the Father's Day Stall a profit of \$454.

The 2014 recipient of the Karen Halbert Memorial Volunteer Service Award in recognition of her contribution to the school community was Sally Simmons.

We have a wonderful working relationship with our Principal Mr Whitten and all the staff at Revesby South; with all of us wanting the best for the students at our great school. On behalf of the P&C Executive and all committees, I would like to thank Mr Whitten, 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 also like to pay tribute to the P&C Committee of 2014, for the hours of diligent hard work they have put in on behalf of the school community.

There is so much to look forward to in 2015 with work on the playground to begin and parent involvement in a Playground Blitz (garden improvements), the Election BBQ and the fabulous Revesby South Recipe Book, to name a few.

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

Leigh Trindall

P&C President

SRC Captains Reflection

We really enjoyed our role as SRC leaders this year. Part of our role was speaking on behalf of the students in each stage. It was a good feeling to support a number of charities this year through a variety of fundraisers.

Our 'Cupcake for a Cure' day was particularly rewarding. The money raised went to research a cure for children with cancer. It was very busy in the canteen with hundreds of cupcakes to sell to the school. The Harmony Day school disco was

lots of fun. We helped organise the lollie bags, chips and drinks to sell to everyone.

Part of the leader's role was meeting with Mr Whitten to discuss improvements to the school. We spoke to him about improvements to the toilet blocks and playground areas. Also in May this year we had an Expo where the school captains and vice captains escorted parents and visitors to the hall. The captains made a speech and other SRC members ran the event.

Breakfast Club continued this year and those on the roster had fun setting up breakfast in the morning from Monday to Thursday. We had to check the supply of milk and cereal each week. It was fun making new friends and working with Mrs Millard and Miss Pincaro.

Alana, Cooper and Addyson

Students' Representative Council Message

During 2014, 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. The SRC students were also involved in choosing the design for the new Lifeskills money that will continue to be used for this very special program. At our School Expo in May, senior SRC students greeted and escorted new parents around our school in a most professional manner.

Throughout the year the SRC has held various charity fundraisers and programs such as the Stewart House Blue Mufti Day which involved the selling of High Bounce Balls. We also held two collections of used clothing for Stewart House to support their wonderful work with less privileged children. In Term 3, the SRC students made and sold cupcakes to raise funds for Cupcakes 4 a Cure. This charity supports the Cancer Council in their aim to find a cure for children's cancer through research. Our final charity event was the collection of Toys n' Tucker for the Anglicare initiative which aims to provide toys and festive food to less fortunate families at Christmas time.

Our school initiatives have involved a whole school disco based on a Harmony Day theme and the end of year BBQ for the Carols by Sunset

event, which were both extremely successful in raising funds for our school.

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.

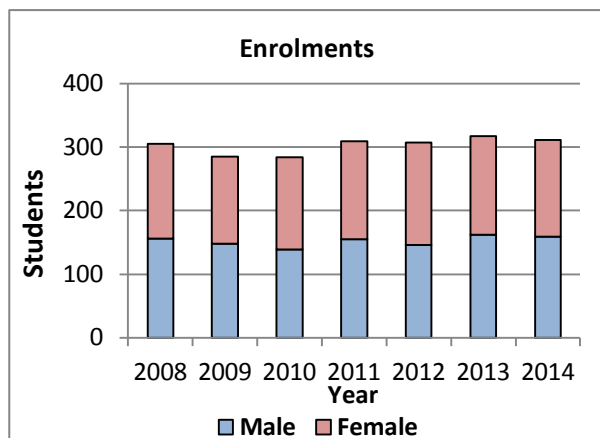
The SRC has worked diligently to serve their peers, school and wider community. They should be commended for their efforts in fostering a safe and happy environment for all Revesby South students during 2014.

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	2008	2009	2010	2011	2012	2013	2014
Male	156	148	139	155	146	162	159
Female	149	137	145	154	161	155	152



Student attendance profile

	Year	2012	2013	2014
School	K	94.8	96.2	96.0
	1	95.5	94.3	94.6
	2	96.7	95.1	94.5
	3	97.7	94.1	94.6
	4	97.9	95.2	94.7
	5	96.0	94.7	95.2
	6	93.6	93.9	93.9
	Total	96.0	94.8	94.8
State DEC	K	94.3	95.0	95.2
	1	93.9	94.5	94.7
	2	94.2	94.7	94.9
	3	94.4	94.8	95.0
	4	94.3	94.7	94.9
	5	94.2	94.5	94.8
	6	93.8	94.1	94.2
	Total	94.2	94.7	94.8

Workforce information

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

Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Classroom Teacher(s)	9.0
Teacher of Reading Recovery	0.315
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0.6
Primary Part- Time Teacher	0.5
Primary Teacher RFF	0.504
School Counsellor	0.2
School Administrative & Support Staff	2.872
Total	19.391

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.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	25
NSW Institute of Teachers Accreditation	38

Professional learning and teacher accreditation

TARGETED EARLY NUMERACY (TEN)

The Targeted Early Numeracy (TEN) intervention program is one component of the Best Start initiative. It fulfils a Government commitment to provide support for students experiencing substantial difficulty in learning numeracy in the early years. TEN complements regular numeracy programs, Count Me In Too (CMIT) and the Kindergarten Best Start Numeracy Assessment.

It recognises that a small percentage of students are at risk of numeracy failure, even with a high quality whole class early numeracy program. The program sets clear expectations against the Mathematics K–6 syllabus on what children should be able to do in addition and subtraction by the end of each school year.

In 2014, a facilitator was brokered and seven staff were trained in the program across K-2.

TAKING OFF WITH NUMERACY (TOWN)

Taking off with Numeracy (TOWN) is a whole-class intervention program which focuses on improving numeracy skills of students in the upper primary years identified as not performing at expected stage level. The program provides ongoing professional learning over the school year to assist teachers to assess each student's current numeracy understanding and to monitor student progress against a research-based framework.

Beyond this, the program aims to provide explicit guidance in designing whole class teaching programs to further develop each student's numeracy understanding. Emphasis is given to the teaching sequence related to developing place value, as it underpins the four operations and decimals, as well as important concepts in measurement. Focus is also given to the teaching of multiplication and division concepts.

In 2014, the school implemented a 'train-a-trainer' model. This program was delivered to all

six Year 3-6 teaching staff. This process involved two phases of professional development, accounting for 30 hours of professional learning. The teaching staff completed the training collaboratively and the process involved a lot of professional dialogue. The process also involved collaborative teaching and observation.



LANGUAGE, LEARNING & LITERACY (L3)

Language, Learning and Literacy (L3) is a research-based Kindergarten classroom intervention program, targeting reading and writing. It has been designed to complement the daily Literacy program for students who do not bring a rich Literacy background to their first year of school.

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

The program goal is to reduce the need for more intensive and resource demanding programs in future years, including Reading Recovery.

Each year the Curriculum Learning Innovation Centre offers training and support for regional trainers. The L3 professional learning program will be implemented over 2 years. It will include workshops, demonstration lessons, supervised practice and on-the-job support.

In 2014, both Kindergarten teachers completed their second year of training and implementation of L3.

Reading Recovery

Reading Recovery is a research-based intervention program with the prime goals of accelerating literacy learning and reducing

reading and writing failure difficulties by targeting those students performing in the lowest 20% of Year One.

Reading Recovery implementation is systematic and comprehensive. It encompasses professional development for teachers, a network of professional support for teachers and administrators, and a research and evaluation component to monitor program effectiveness and ensure accountability.

Reading Recovery identifies students experiencing reading and writing difficulties after their first year of school. It provides an intensive, individually designed and delivered series of lessons for 30 minutes each day, and is supplementary to the ongoing literacy activities in the classroom.

One teacher completed her second year of training and implementation of this program in 2014. Reading Recovery tutors were allocated to support the teacher.

Mandatory Training

All staff participated in numerous mandatory training programs and policy reviews. These include CPR, Emergency Care (3 years), Anaphylaxis, Child Protection updates, Code of Conduct and Work, Health & Safety induction and procedures. These are implemented internally throughout the year. Most mandatory training occurred in Term 1 and 4, 2014.

National Curriculum

Registered courses focusing on the National Mathematics and Science syllabus were implemented to all staff throughout 2014.

Aspects of the courses include a focus on diverse learning needs in the 21st Century and introducing the new syllabuses. Also they assisted staff to implement the new curriculum effectively by exploring, planning and programming teaching and assessment practices.

Beginning Teachers

A beginning teacher was appointed in 2014. The teacher appointed had significant teacher experience and was already receiving professional learning in Reading Recovery and TEN.

The school executive also identified her as a potential leader in the school particularly in

Technology. She and her mentor received training in the Coaching Accreditation Program.

She is expected to utilize these developed coaching skills to lead and innovate technology practices in the school.

Further training and mentoring will occur in 2015.

Accreditation

Several staff have completed their mandatory five-year maintenance at Proficient Teaching Level. In 2015, one staff member will complete her accreditation at Proficient Level.

Several members of the executive and aspiring leaders will begin accreditation procedures at Highly Proficient and Lead Teacher levels in alignment with Great Teaching Inspired Learning reforms.



Financial summary

In 2014, Revesby South PS received a grant of \$198 000 for a toilet refurbishment as part of the Public Schools Upgrade Program. Works will begin early 2015.

Late 2014, the school also received funding for the development of a synthetic soccer pitch of \$30 000 from the NSW Government as part of the Community Building Partnership.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	294279.51
Global funds	171937.01
Tied funds	309426.40
School & community sources	134120.27
Interest	4933.13
Trust receipts	10982.70
Canteen	0.00
Total income	631399.51
Expenditure	
Teaching & learning	
Key learning areas	29980.73
Excursions	33025.74
Extracurricular dissections	86101.78
Library	4456.20
Training & development	9906.73
Tied funds	92734.48
Casual relief teachers	46870.92
Administration & office	45987.06
School-operated canteen	0.00
Utilities	50907.13
Maintenance	23835.62
Trust accounts	6459.00
Capital programs	220.00
Total expenditure	426029.19
Balance carried forward	294279.51



School performance 2014

Financial Literacy/Enterprise Education – RSPS Lifeskills Program

In 2013, Revesby South PS was one of 15 winners Australia wide to receive an award of \$10,000 from the Commonwealth Bank, to implement a Financial Literacy education program.

Our Lifeskills program combines Financial Literacy with Enterprise Education. It is designed to teach students about financial matters in an appealing, hands-on way and enables students to enjoy learning about the “real world” in a stimulating environment with real demands and rewards.

The Lifeskills program provides opportunities for students to explore new ways of thinking, applying these ideas into action, develop leadership skills and work as a member of a team. It also forms an important part of learning social interaction and time management skills. Students work in “businesses” during lunch and recess times and are paid in our school currency “Buckaroos” for each shift they attend. They then organise and manage stalls on Market Days to sell their products, trading in Buckaroos.

In March 2014, a competition to name and design our school currency was held. Students and staff voted on the entries. Aspects of three different entries were combined to create our school currency, resulting in the printing and circulation of Buckaroos.

The management structure of the Lifeskills society was then formulated and positions filled from CEO, the Board of Directors and Treasury to the many businesses offered and coordinated in this program.

By the end of Semester 1, we had a banking system in place which served all students K-6 and operated two days per week. Students in Years K-6 were able to work in paid positions in gardening and making beaded products, soap, ribbon sticks, artistic button canvases, decorative pencils and pencil tins, photo frames and cards. Students could also earn extra Buckaroos by recycling aluminium cans. Payment of wages by cheque allowed students to understand the processes of depositing money into Lifeskills Bank accounts.

Further opportunities were presented in Term 3 to spend Buckaroos at our school Market Day. Students had to submit a business proposal to trade at these events, price items for sale, prepare marketing strategies and utilise a float and later return it to the Lifeskills Bank.

An Auction was held in Term 4 which enabled the students who had saved some Buckaroos to

spend their money on items bought by the “Buyers” and auctioned by the “Auctioneers”. Without doubt the most sought after item was the Diary of a Wimpy Kid Board Game. The auction brought great satisfaction to those students who had saved and worked hard in the Lifeskills Society.

The program at Revesby South has been a resounding success in its introductory year with approximately 90 students and 10 teachers involved in its operation on a weekly basis. Given that the activities take place for 25-35 minutes only during lunch and recess times, this is an amazing achievement for our school.

Compass Program

Revesby South Public School works in partnership with the University of Sydney’s Compass education program. This valuable initiative aims to provide students with rich learning programs to enhance educational outcomes, increase understanding of the value of higher education and promote students’ educational confidence.

Students from Stage 2 and 3 participated in the first stage of the program “Discover University”. Year 3 students attended a huge day at the Sydney University campus and participated in four hands-on activities and their first university lecture in the “Great Hall”. They learnt about Aboriginal music and storytelling, participated in a CPR/ First Aid course, investigated insects and worked on creative thinking tasks. Students in Year 5 experienced a day of theatre at the Seymour Centre and were treated to the watch the live production of “The 26th Storey Treehouse” based on the book written by Andy Griffiths and Terry Denton. A day of hands-on science investigations and phenomena were enjoyed by Year 6 students at “Science Unleashed” held on the university grounds. Students in 3 Red were also provided with the opportunity to develop skills in film making and production where they wrote a script, acted and filmed a movie. They then were invited to attend a film festival at the Great Hall where their film, along with other participating schools, was showcased on the big screen. All of these activities were free to our students and fully funded by the Compass program.

The Compass program also provides further support for students and teachers at school. They provided six volunteers from the University to deliver MultiLit to our students over a 13 week

period across Terms 2 and 3. MultiLit is a structured one-on-one reading program that has greatly benefited our students who need literacy support as it focuses on sight words, word attack skills, fluency and reading comprehension.

New to this year was the Occupational Therapy program implemented across Terms 2 and 3. Half funded by the school, this program was used to support students with identified needs from Kindergarten to Year 2.

Sport

2014 has been an outstanding year in sport for the students at Revesby South Public School. This has ranged from students participating in class sports activities to excelling at District, Regional and State competitions. Highlights of the Sporting year include:



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 undefeated premiers while the Junior Rugby League team were semi-finalists. All four netball teams qualified for the semifinals with the Junior A team making the Grand Final, finishing Runners Up.



- Revesby South participated in Boys and Girls Soccer in the Winter Season of PSSA. The Senior Girls and Junior Boys qualified for the quarter finals. The Junior Girls and Senior Boys both won their quarter finals and qualified for the semi-finals in 2014.

- In the Spring Season of PSSA, Revesby South participated in Girls Tee-Ball/Softball and Cricket competitions. The Senior Cricket and the Girls Softball and Tee-ball teams all 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 teams in 2014. Congratulations to Kyle Weatherall (Rugby League), Addyson Winterstein (Touch Football and Soccer), Joe O'Neill (Rugby League), Patrick Lecce (Rugby League), Chloe Butler (Cricket), Mikayla Cosgrove (Netball)

- Two students from Revesby South went on to represent Sydney South West teams at the State Championships, Connor Register (Basketball) and Kristen Cuskelly (Netball).

2014 Carnivals

- At the 2014 Swimming Carnival, Revesby South finished fifth. Our Senior Girls Relay team and three other students qualified for the Regional Swimming Carnival.



- 48 children represented Revesby South at the East Hills Cross Country Carnival. The school finished fifth with six students qualifying for the Regional Carnival.

- Representatives from Revesby South also participated in the East Hills Athletics Carnival. Revesby South were overall champions at this carnival. According to East Hills PSSA records, which go back to 1980, this was the first time that Revesby South won the Athletics Carnival. Two students qualified for the NSW State Athletics

Carnival. Patrick Lecce (Shot Put & Discus) and Kyle Weatherall (Discus)

- There were also programs offered at the Revesby YMCA and a school sports program run throughout the year.

School Sports Programs

All children at Revesby South had the opportunity to participate in the Triskills and Sport in Schools Program in 2014. The Triskills program focused on developing the students' athletic and gymnastic skills over a ten-week program. The Sports in Schools Program involved the students developing their fundamental movement skills through the use of a wide range of equipment.

Active After School Communities

In 2014, Revesby South had the opportunity to participate in Active After School Community Program (AASC). This program, which was funded by the Federal Government, gave the students the opportunity to receive coaching in the sports of soccer, basketball and touch football. Throughout the year, 121 students were involved in one or more of these programs.



Premier's Sporting Challenge

The Premier's Sporting Challenge aims to engage students in physical activity and encourages them to lead healthy active lifestyles. Students 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.

As part of the school initiatives and programs, every student in the school either received a Gold or Diamond level award for this challenge.

Choir

This year, Revesby South Public School has continued to offer many opportunities for its students to develop their skills, talents and love

of the Arts. The Junior and Senior Choir groups under the direction of both Miss Bennie and Miss Pincaro met on a weekly basis for singing lessons and rehearsals. The Choirs have had wonderful opportunities to showcase their talents this year, within the school, during school functions, assemblies and other community events. One of the highlights this year has been performing for the school's 60th Anniversary Fete, where both Choirs performed separate numbers and then combined as a mass choir for the whole school and extended community.

The Revesby South Senior Choir was once again involved in the East Hills Choral Festival, this year's theme, Seasons. With other Primary and High Schools in the East Hills District, the Senior Choir joined a mass choir of about a hundred students singing well known songs ranging from movie theme songs, to some old favourites like The Beatles. There were two evening performances and one matinee show, where the audience was wowed by the great singing and dancing talents in the East Hills District. Hannah Websdale and Renee Lao also performed solo pieces for the show and made our school very proud.

The whole school once again enjoyed its annual Carols by 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.



Wakakirri

One of this year's highlights was our Wakakirri Dance competition. Fifty students, with the help of Mrs Mills, Mrs Doust, Miss Pincaro, Miss Bennie and Mrs Montague worked hard to choreograph and rehearse a story dance piece called 'Symphony of the Outback'. The children had the opportunity to perform 'Symphony of the Outback' in the heats, at Sutherland Entertainment Centre. We received numerous

awards at the heats for; Combination of Dance and Drama, Combination of Dancing and Acting, Set Design, Well-Rehearsed Performance, Show Stopping Group Dance and Best Public Speaking.

We successfully made it to the grand final where the children performed their wonderful story dance to a large audience at the Homebush Sports Centre. We received an award in the finals for Best Environmental Story.

The Wakakirri Dance Group were also able to display their excellent talents to the community at the school's 60th Anniversary Fete. The students thoroughly enjoyed rehearsing and performing their story dance.



Public Speaking

This year saw a change of Regional Public Speaking convenor. The organisation that was used by this convenor was applied to the Bankstown/East Hills District competition to maintain consistency throughout the different levels of competition. The major change was to have one student representative from each division rather than two representatives from both the Junior and Senior Divisions. The convenor is planning a meeting of all district public speaking co-ordinators to review ideas for the 2015 program.

This year two staff members co-ordinated the District Public Speaking program from Revesby South PS. Each staff member co-ordinated either the K-2 Division or 3-6 Division of the competition. Once again Revesby South PS hosted the Bankstown/East Hills District Finals. Five students represented Revesby South PS in the District Heats. Our Year 1 representative was successful in gaining 2nd place in the District Finals.

The Revesby South Public Speaking program involves every class from Kindergarten to Year 6. All students from each class were involved in designing speeches and making presentations to their peers. The children had a set list of topics that they were able to select from. Through the teaching program the children are able to explore

individual ideas and express their beliefs concerning themselves, their community or the world's affairs. The presentation of these speeches in front of an audience of peers helps our children to develop self-confidence and desensitise them from anxieties they may experience when they are required to present work in front of a class throughout their education process.

Other features of the Public Speaking program include:

An alternating schedule where Year 6 captains and each class in the school host school assemblies.

Aboriginal students also presented the Acknowledgement of Country each week at assembly and other important functions on the school site.

Year 6 captains hosting special assemblies eg ANZAC Day and Remembrance Day Assemblies.

Regular oral reports in classrooms made by students about items of learning.

The writing and presentation of a campaign speech for the school roles in front of staff and a K-6 audience.

The use of technology in capturing presentations designed by a group or class and presented in front of an assembly.

Library

In 2014 the students at RSPS had a very exciting year in the library. We learnt all about African culture through the folkloric stories of Anansi: the half-man, half-spider creature, who always gets himself into trouble! During Book Week we were treated to a visit from storyteller Sam Derchie, who told us all about his childhood in Ghana. He brought African drums and percussion instruments for us to play!

We also developed a library page on Edmodo, which helped us to vote for our favourite book from the Children's Book Council of Australia's "Book of the Year" nominees. We published our book reviews online and were very interested to read what other students from different grades thought of the books!

Our parents and friends generously supported Scholastic Book Club. Book Club is organised and managed by our wonderful parent volunteer

Leigh Trindall. Many parents also volunteered to help cover new books in protective plastic.

Our teacher-librarian attended several network meetings, in which professionals come together to share, connect and collaborate. These meetings offer a unique opportunity to refine and develop technology, literacy and management skills.

In December 2014, the 2013 stocktake of the school's teacher resources will be completed. A stocktake is a Departmental requirement and assists staff to maintain efficiency in the library and the quality of its collection.



Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

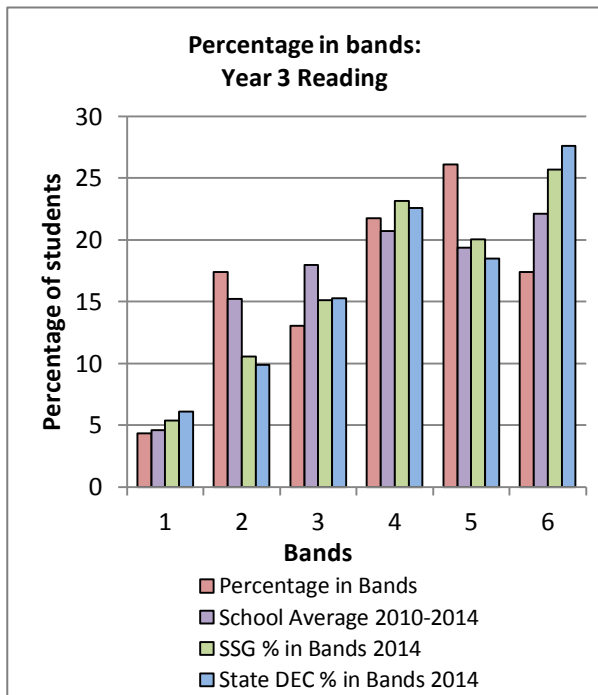
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

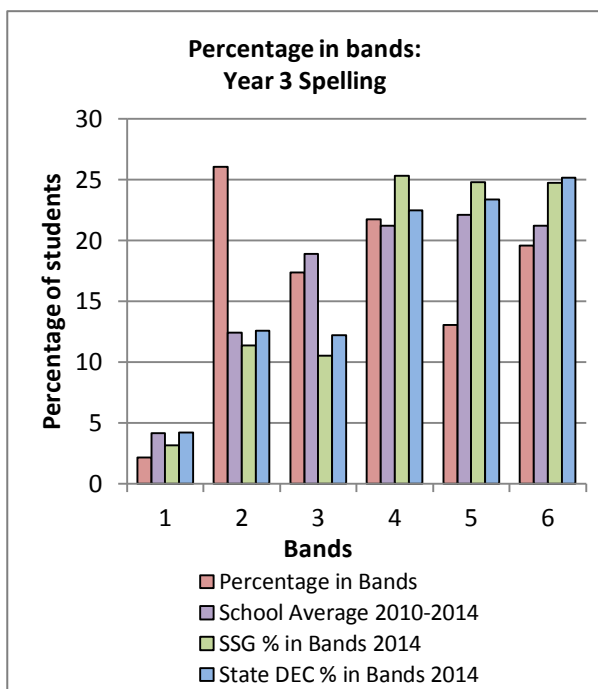
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

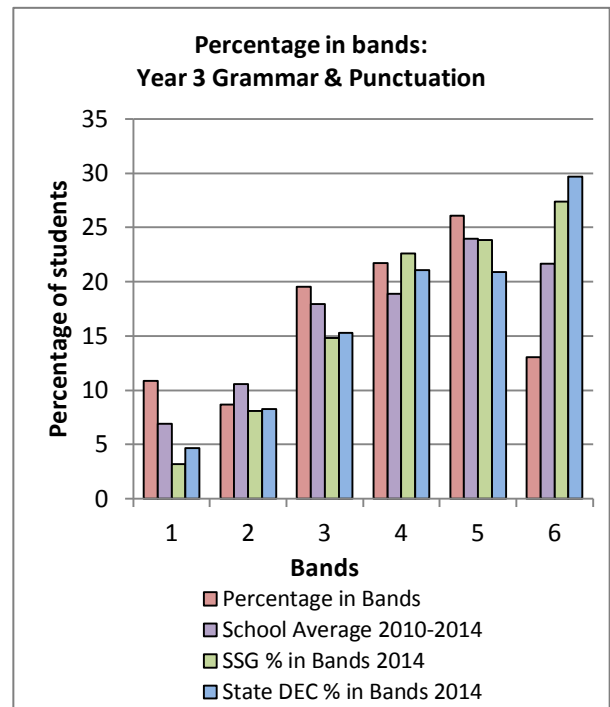
NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



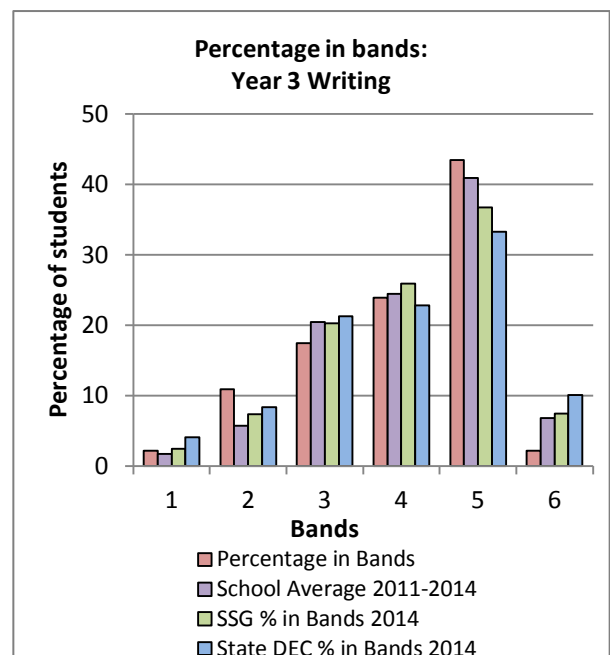
Year 3 Reading results indicated improvement in performance comparative to the school average from 2010-2014 in the top two bands. There has been an increase of students who are performing in the middle levels (Bands 4 and 5) however there has been a decrease in the number of students achieving Band 6. There has also been a decrease in the number of students performing below expected benchmarks in Band 1.



Year 3 Spelling indicates a drop in achievement and is an area identified for improvement with 28% of students scoring at or below National Minimum Standards (NMS) which exceeds the State average of 15%. Only 33% of students were at Proficiency level which was well below the State level of 51%. This will be a priority in the school's future directions in 2015-2017.

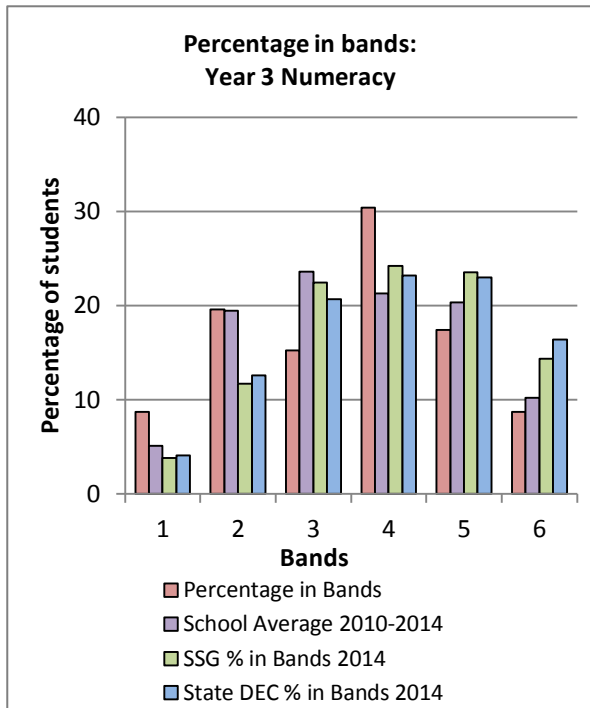


Year 3 Grammar and Punctuation results indicate an increase of 4% of students working below NMS and a decrease of 9% in the students working at Proficiency level. However there was an increase of students moving from Band 2 into Bands 3, 4 and 5.



Year 3 Writing results indicated an increase in overall performance with 46% of students achieving in the top 2 Bands. This has shown a definite improvement in results from last year. Only 2% of students are operating below NMS which was well below the State average.

NAPLAN Year 3 - Numeracy

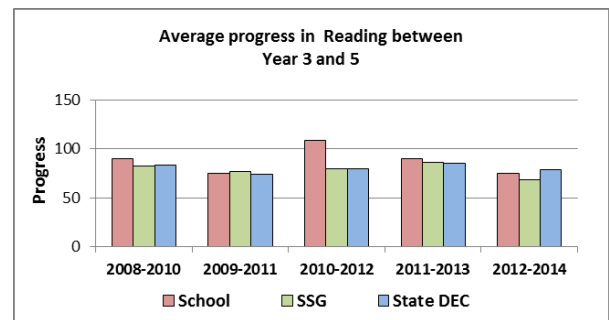
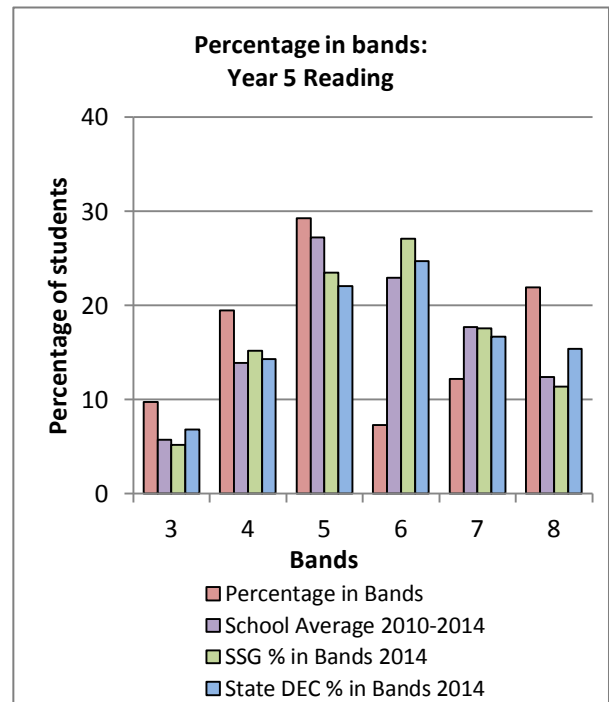


Year 3 Numeracy results indicated similar performance to the school in 2013. There has been a movement of students into the middle bands however there was a drop in the number of students operating in Band 6 and an increase in number of students operating at or below NMS.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	95.7
Writing	97.8
Spelling	97.8
Grammar & Punctuation	89.1
Numeracy	91.3

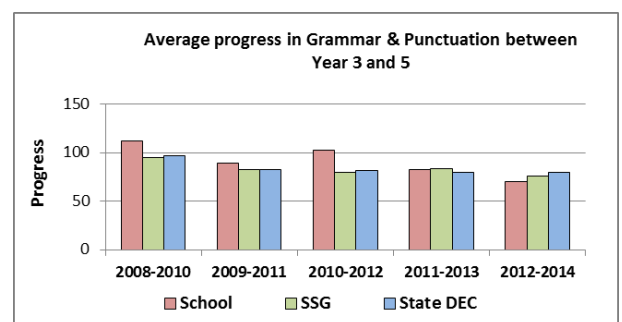
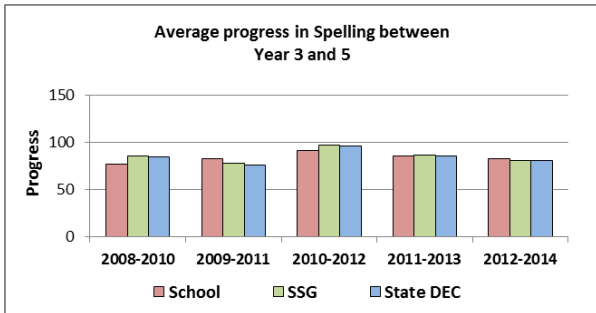
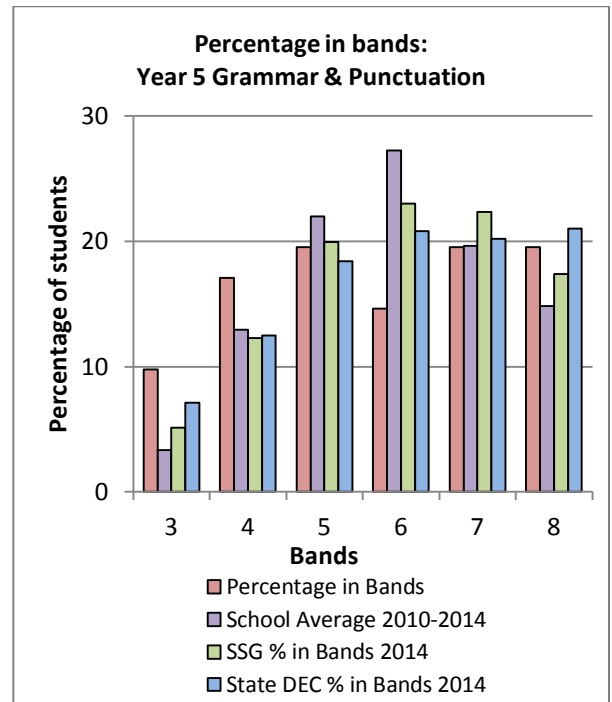
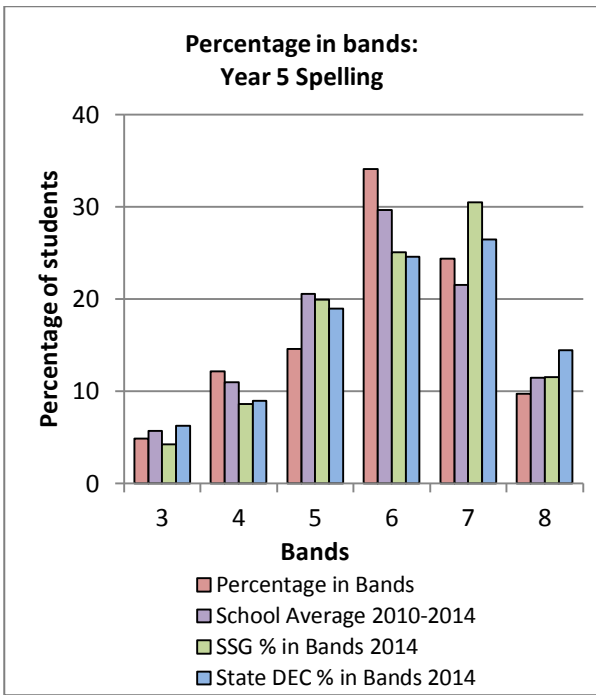


NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



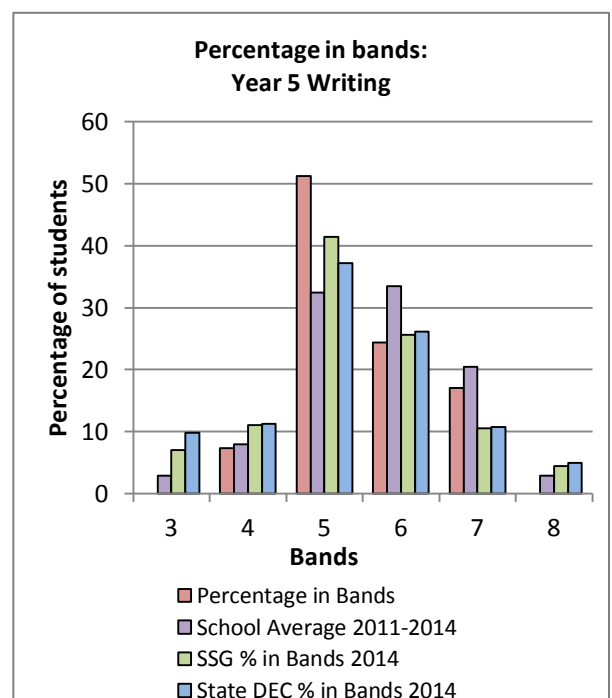
Year 5 Reading has continued to show improvement with a movement of students from Band 6 into Band 7 and 8. There are still 10% of students performing below NMS. The growth of students between their year 3 and year 5 has indicated that 48% of the students achieved at or beyond the expected level of growth, with 40% of the students achieving growth in the 75 percentile or above. This was well similar to the State average.

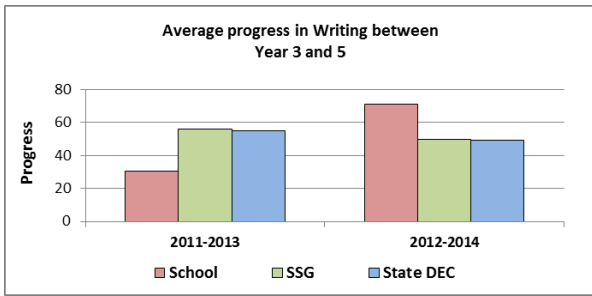




Year 5 Spelling has shown improvement with an increase in students in Bands 6 and 7 while Band 8 has remained consistent with last year. There has also been a decrease from 10% to 5% of students below NMS. 55% of students achieved expected growth between Year 3 and Year 5, with 24% of the students in the 75th percentile or above.

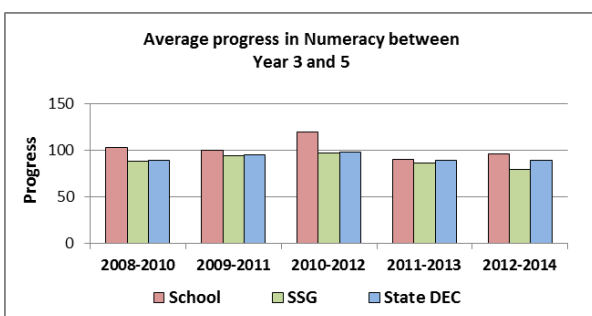
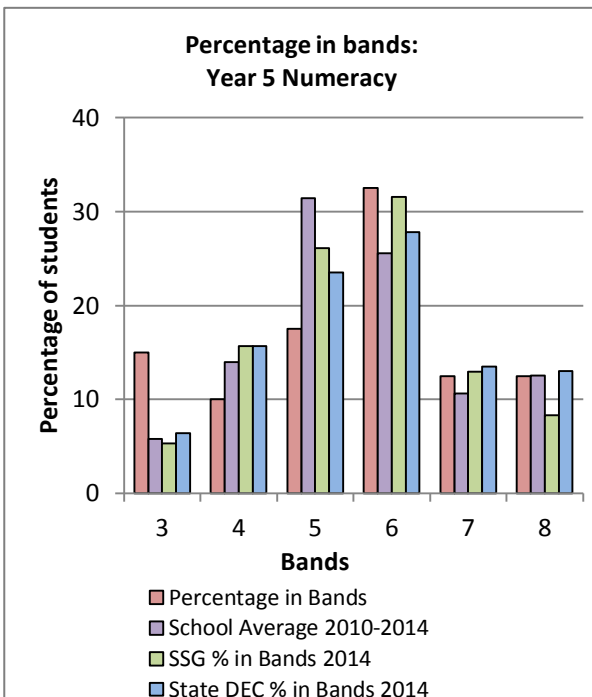
Year 5 Grammar and Punctuation results showed poor performance with 27% of students at or below NMS, which is an increase on the previous year of 9%. This is an area of focus for improvement for students in Year 5.





Year 5 Writing has shown significant improvement with zero students in Band 3 indicating no students are working below NMS. Only 7% achieved a Band 4 with the majority of students in Bands 5, 6 and 7. There is a need however for the school to focus on extending students into Band 8 as no students scored in the highest Band. Based on the results, a focus for the school is to extend the middle range students into the higher Bands. The growth between Years 3 and 5 has shown that 25% of students achieved growth in the 75th percentile or above and 55% achieved the expected growth.

NAPLAN Year 5- Numeracy



Year 5 Numeracy has shown some pleasing results with the majority of students performing in the top three Bands. Nearly 60% of students scored in these bands and there was a significant reduction in students performing in Bands 4 and 5. However, an area of concern for Year 5 Numeracy is that there has been an increase in the number of students working below NMS from 3% to 6%. The majority of students achieved or was close to achieving the expected growth between Year 3 and year 5 results with 36% in the 75 percentile or above.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	90.2
Writing	100.0
Spelling	95.1
Grammar & Punctuation	90.2
Numeracy	85.0

Other achievements

L3

Revesby South Public School is in its second year of implementing the L3 program. L3 (Language, Learning and Literacy) is a research-based, Kindergarten classroom intervention, targeting text reading and writing. The program goal is to reduce the need for more intensive and resource demanding programs in future years, including Reading Recovery.

The L3 program focuses on teachers providing rich literacy experiences to assist children become successful readers and writers. L3 occurred daily within the Kindergarten classrooms where children were taught in small groups with a maximum of three students. Lessons were intensive in nature explicitly teaching reading and writing whilst the remainder of the class complete carefully selected literacy activities.

In previous years, the goal of the Kindergarten literacy program was for students to reach a reading level of 8 and to write a complex sentence. This year has seen a growth/ value added result compared to previous years, where most children are now writing more text incorporating complex sentences and reading a variety of texts at higher levels.

Text Levels	Week 15	Week 25	Week 35
Level 1/2	2	2	1
Level 3/4	25	12	3
Level 5/6	11	15	9
Level 7/8	3	8	4
Level 9/10	1	5	9
Level 11/12			3
Level 13/14		1	5
Level 15/16			2
Level 18+			3

Reading Recovery

Reading Recovery is an early literacy intervention program for Year 1 students who are having difficulties with literacy learning. The goal of Reading Recovery is to dramatically reduce the number of students having difficulties learning to read and write. Students receive a series of individual lessons daily from a specially trained teacher. Reading Recovery has been an ongoing NSW government commitment since 1996 and Revesby South is in its 17th year of operation.

The aims of Reading Recovery lessons are:

- To start at what the individual student can do;
- To design an individual series of lessons for each child;
- To build up individual areas of strengths and competencies; and
- To have the student reading and writing at the same level as his/her average peers at the end of 16 to 20 weeks on the program.

Mrs Montague has continued with the implementation of Reading Recovery in 2014, with daily 30 minute lessons for four students. This year, ten students were successfully discontinued from the Reading Recovery program and are now working independently in the classroom.

Mrs Montague will complete her second year in this position and in 2015 Mrs Millard will continue the program.

TOWN

The teachers created a Year 3-6 Data Wall to track the student progress over the year. The

data indicates significant improvement of understanding in the Place Value and Multiplication and Division aspects of the Numeracy Continuum.

Refer to the table below to show progress of the students in 2014.

Stage	PV Initial	PV Weeks 10	PV Weeks 20
EAS 0	0	0	0
EAS 1	0	0	0
EAS 2	0	0	1
PV 0	16	8	4
PV 1	52	23	11
PV 2	90	59	32
PV 3	28	48	59
PV 4	0	37	42
PV 5	0	8	30

EAS – Early Arithmetic Strategies

PV – Place Value

Positive Behaviour and Its Supports (PBIS)

Revesby South has had a very busy year with the PBIS program. PBIS is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

The staff have developed a matrix which describes expected behaviour in various settings around the school. These expectations are based around the rules of Being Safe, Being Respectful and Being an Active Learner.

RSPS invested several thousands of dollars for new signage around the school that display the school's expectations. The signs are placed in the playground, computer room, canteen and outside the toilet blocks. New signage for the classrooms, library and hall will be an investment for 2015. The new signs look great and the children are responding well to following the clear expectations.

The staff have developed lessons on Being Safe, Being Respectful and Being an Active learner. We have called these "The Torch" lessons. These lessons were taught to the children during Peer Support time. All the children were explicitly taught what each expectation looks like in all of the various places around the school. "The Torch" lessons will be taught again at the beginning of 2015 in each classroom.

The student engagement and attainment team reviewed, modified and developed a new student welfare and discipline policy. Within this policy the team looked at modifying the current award system and agreed that focusing on making the school award system achievable and accessible for all students will encourage appropriate behaviour through these positive reinforcements. The new awards will have 3 school expectations written on them. The new award system will come into place at the beginning of 2015.

Within the review process of the welfare policy the team developed a new discipline matrix linking specific unacceptable behaviour with an appropriate action and consequence. The behaviours are divided into green, yellow, orange and red levels. Children are placed on the appropriate level based on their behaviour. The staff, parents and students have all found this to be a very fair and consistent approach to dealing with unacceptable behaviours.

The student and engagement team will continue to use assessment tools to guide any future interventions and manage decisions.

Significant programs and initiatives– Policy and equity funding

Aboriginal education & background

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 five 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.

As part of the 60th Anniversary Fete, the Aboriginal students performed a series of culturally significant dances. They were mentored by Tim Bishop, Youth Aboriginal leader and Bankstown.

Our Aboriginal students this year participated in the East Hills District Belonging Day Program over

three days. This fabulous program integrated the Aboriginal students from across the district to create visual artworks about their culture.

Our older students also attended the Koori Youth Forum, run by Tim Bishop (Aboriginal Arts Officer) at the Bankstown Arts Centre. This successful day saw the students be involved in dance, art, listening to Aboriginal performers and learning about their native language.

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 English Language Proficiency

At Revesby South Public School the current LBOTE, [Language background other than English] student population has remained consistent with the 2013 level of 43.3%. 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.

2014 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.

Harmony day, encouraging cross cultural understanding, was acknowledged by a whole school disco. Cultural diversity was reflected in class programs through the study of Winter Olympics, Caring for place, caring for country, Vietnam and 'How people celebrate.' The focus of these units of work was to investigate and appreciate the cultural diversity of people around

the world. 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.

Learning and Support

At RSPS we continue to recognise and meet the needs of all students. The learning support program encompasses those students who may require additional support. The team considers the type and level of support that identified students require, addressing their specific needs in curriculum access, communication, social skills, personal care, safety and mobility.

The Learning Support Team, which consists of the Principal, School Counsellor and Learning Support Teachers, meets every Wednesday morning with classroom teachers to discuss and plan future direction for the identified students. It brings together key personnel within the school and the community who are most suitable to be involved in the delivery of the student's learning program. The Learning Support Team also makes recommendations and referrals for additional support from itinerant district services to provide more intensive support to enhance student learning outcomes.

In 2014 Revesby South has offered students a number of valuable programs to support students' learning. The Learning Support Teachers, Mrs Rhonda Field and Mrs Belinda Aston, organise, implement and monitor programs for individuals and small groups in all key learning areas, and offer classroom and teacher assistance through collaborative planning

and programming strategies in all KLA's, as well as social skills and behaviour management.

Kindergarten Support

The Learning and Support Teachers and School Learning Support Officers have assisted in the Kindergarten classrooms with the L3 Reading Program. The implementation and monitoring of the M100W sight word program with the Kindergarten students has increased their sight word vocabulary helping to improve their reading accuracy and fluency.

MiniLit

This program provides intensive, explicit instruction in reading including knowledge of sounds with phonics and phonemic awareness activities, sight word recognition, vocabulary and comprehension.

In 2014 we have had 2 MiniLit groups involving 12 Stage 1 students. This small group instruction has enabled these students to gain confidence and to improve their hearing and recording of sounds in their writing. They are becoming more accurate, fluent readers enjoying the variety of activities the program offers.

MultiLit [Making Up For Lost Time in Literacy]

This is a program for low progress readers that requires consolidation in word attack skills, sight words and reinforced reading. It is delivered to targeted Year 3-6 students, by a tutor, to an individual student in an intensive and systematic way. Mrs Field and Mrs Aston have administered the program throughout 2012 with the additional support of School Learning Support Officers and Compass volunteers.

6 students have completed the program in 2014 and another 6 children are continuing on with the program in 2015 until completion.

Speech Therapy Program

In 2014 Revesby South Public School was very fortunate to have a Speech and Language Therapist, Mrs Sarah Barton, work in the school to implement both individual and small group programs for a number of our students. We are planning to offer this to our students again in 2015.

There was also the opportunity to provide staff training and development, support documentation and valuable resources. Targeted students benefited from an individual assessment

and an appropriate program, with recommendations for teachers and parents for ongoing support. This worthwhile program was valuable to both the staff and students of RSPS as they engaged in meaningful and productive programs which would not normally be available to our students.

Occupational Therapy

This program was co-ordinated by Mrs Rhonda Field. The Sydney University students, through the Compass Program, provided 12 students with individual assessments and programs along with small group and whole class lessons for K-2 students. Helpful strategies and practical ideas were passed onto both parents and staff through information sessions, giving constructive feedback and appropriate recommendations.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Use of external and internal performance data from various sources including NAPLAN, L3, TEN and TOWN programs
- Tell Them From Me Pilot Survey in conjunction with the Learning Bar Inc.

School planning 2012-2014:

School priority 1

Increase levels of literacy achievement for every student consistent with national, state and regional directions.

2014 Targets to achieve this outcome include:

- 70% of students in Kindergarten reading level 8 or above. ***67% of students met this target.***

- 41% or more of Year 3 students achieving Bands 5 and 6 in NAPLAN Reading. ***43% of students met this target.***

- 29% or more of Year 5 students achieving Bands 7 & 8 in NAPLAN Reading. ***34% of students met this target.***

- 93% or more of Year 3 students achieving beyond minimum standards of Band 2 in NAPLAN Reading. ***96% of students met this target.***

- 93% or more of Year 5 students achieving beyond minimum standards of Band 4 in NAPLAN Reading. ***90% of students met this target.***

- 70% of Year 5 students achieve expected growth in NAPLAN Reading. ***Only 47% of students met this target.***

Outcomes from 2012–2014

Best Start expectations state that Kindergarten students should be reading between Level 4-8 by the end of Kindergarten. While, the school fell short by 3% (1 student) of the target, it is set very high with 70% of students exceeding Best Start expectations.

Our Year 3 and 5 NAPLAN Reading results either met all targets or fell short by 3% (1 student). The area which needs addressing is meeting the expected growth from Year 3-5. This result was well short of expectations.

The executive and staff have reviewed reading structures within the classroom program and utilization of learning support structures.

Strategies to achieve these outcomes in 2014

The implementation of Best Start Assessment in Kindergarten was continued and expanded into Stage 1. Stage 1 teams continued tracking student performance along the continuum, which enabled teachers to target individual students requiring additional support and extension.

The Literacy Committee through the support of the finance team and the P&C, purchased literacy resources to support programs in Stage 2 and 3 which enabled the students to have exposure to rich texts that prompted interest and developed vocabulary and comprehension.

In 2014, ESL and LAST staff were assigned to a class in Kindergarten and Stage 1 for intensive literacy support for one hour / four mornings a week to target students experiencing difficulty in literacy. This follows early intervention practices with the aim to improve student achievement in

the coming years. This complements existing programs such as Reading Recovery, Multi Lit and Mini Lit.

Professional learning in the L3 program was also delivered with the view of expanding the program to Stage 1 in 2015.

School priority 2

Increase levels of numeracy achievement for every student consistent with national, state and regional directions.

2014 Targets to achieve this outcome include:

- 29% or more of Year 3 students achieving Bands 5 and 6 in NAPLAN Numeracy. **26% of students met this target.**
- 23% or more of Year 5 students achieving Bands 7 & 8 in NAPLAN Numeracy. **25% of students met this target.**
- 95% or more of Year 3 students achieving beyond minimum standards of Band 2 in NAPLAN Numeracy. **91% of students met this target.**
- 95% or more of Year 5 students achieving beyond minimum standards of Band 4 in NAPLAN Numeracy. **85% of students met this target.**
- 62% of Year 5 students achieve expected growth in NAPLAN Numeracy. **51% of students met this target.**

Outcomes from 2012–2014

Strategies to achieve these outcomes in 2014:

The Numeracy Committee identified areas of need within the National Assessment Program Numeracy, Best Start and a wide range of school based and external data to determine future directions. One particular aspect that required improvement was our Numeracy performance in meeting national benchmarks.

In 2014, the school trained seven teachers across K-2 in the Targeted Early Numeracy (TEN) Program and six teachers in the Taking Off With Numeracy (TOWN) program. Implementation of the program began in Term 2 several weeks before the annual snapshot of NAPLAN. Therefore, the impact of these programs meeting targets was negligible. However, from the above reports on student improvement in the TEN and TOWN program throughout 2014, it is expected that Numeracy results will improve in 2015 and beyond.

Stage 2 and 3 also set up streamed Maths Groups in order to provide explicit and direct instruction and feedback to students at their appropriate level.

School priority 3

Students and the wider school community are engaged in a positive, safe and enriching learning environment.

- 90% of students receive a 'Strive to Succeed' award per year. **96% of students met this target.**
- 98% of students attend school by 9:15am. **98% of students met this target.**
- 100% of teachers implement teaching and learning programs, based on Quality Teaching models as evidenced through the TARS process and class mentoring/observation program. **100% of teachers met this target.**

Outcomes from 2012–2014

Strategies to achieve these outcomes in 2014:

Implementation of the Positive Behaviour and its Supports program was launched early in 2014. All class teachers implemented the teaching and learning program and modelled the expected behaviours in different learning environments and contexts. To support the program, signage was purchased and placed in the playground, toilets, canteen and computer room.

The Student Engagement and Attainment Committee also reviewed the Student Welfare and Discipline Policy. This included the Merit System which will be implemented with changes in 2015. This was done in consultation with the P&C and the wider community via our school website.

The school also invested in playground games and resources such as building blocks for the quiet area under the cola. This area was used by the staff to ensure appropriate scaffolds and support was in place for students who found the playground a challenging context to meet expected behaviour.

The school provided numerous opportunities to celebrate and recognise student attainment with 'Strive to Succeed' awards, merit certificates, annual presentation awards, attendance certificates and individual class awards. The school also held its first Annual Sports Presentation.

The school constantly reviewed and monitored attendance in consultation with the Home School Liaison Officer and implemented strategies for late arrivals and irregular attendance with constant monitoring and communication with parents.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of students about the school.

Their responses are presented below.

Tell Them From Me

Students from Years 4-6 participated in the Tell Them From Me pilot survey in early 2014. The survey focused on bullying, effort, homework behaviour, interest and motivation, positive behaviour at school, positive learning climate, positive relationships and whether students were challenged with their skills

Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

In this school, 70% of students had positive homework behaviours; the NSW pilot norm for these years is 75%.

75% of the girls and 65% of the boys in this school had positive homework behaviours. The NSW pilot norm for girls is 82% and for boys is 68%.

Students with positive behaviour at school

Students do not get in trouble at school for disruptive or inappropriate behaviour.

In this school, 86% of students had positive behaviour; the NSW pilot norm for these years is 88%.

96% of the girls and 76% of the boys in this school had positive student behaviour at school. The NSW pilot norm for girls is 94% and for boys is 82%.

Students who are interested and motivated

Students are interested and motivated in their learning.

82% of students in this school were interested and motivated; the NSW pilot norm for these years is 76%.

84% of the girls and 79% of the boys in this school were interested and motivated. The NSW pilot norm for girls is 80% and for boys is 72%.

Effort

Students try hard to succeed in their learning.

94% of students in this school tried hard to succeed; the NSW pilot norm for these years is 91%.

96% of the girls and 92% of the boys in this school tried hard to succeed. The NSW pilot norm for girls is 93% and for boys is 88%.

Skills-challenge

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

35% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW pilot norm for these years is 43%.

35% of students were confident of their skills but did not find classes challenging. The NSW pilot norm for these years is 32%.

23% of students were not confident of their skills and found English or Maths challenging. The NSW pilot norm for this category is 21%.

7% of students lacked confidence in their skills and did not feel they were challenged. The NSW pilot norm for this category is 4%.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

In this school, students rated Effective Classroom Learning Time 8.3 out of 10; the NSW pilot norm for these years is 8.2.

Relevance

Students find classroom instruction relevant to their everyday lives.

In this school, students rated Relevance 7.4 out of 10; the NSW pilot norm for these years is 7.6.

Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

In this school, students rated Rigour 8.1 out of 10; the NSW pilot norm for these years is 8.1.

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

31% of students in this school were victims of moderate to severe Bullying in the previous month; the NSW pilot norm for these years is 35%.

13% of the girls and 49% of the boys in this school were victims of moderate to severe Bullying in the previous month. The NSW pilot norm for girls is 30% and for boys is 39%.

Advocacy at School

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

In this school, students rated Advocacy at School 5.9 out of 10; the NSW pilot norm for these years is 6.3.

In this school, Advocacy at School was rated 5.6 out of 10 by girls and 6.3 out of 10 by boys. The NSW pilot norm for girls is 6.3 and for boys is 6.2.

Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In this school, Positive Teacher-Student Relations were rated 8.1 out of 10; the NSW pilot norm for these years is 8.1.

Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

In this school, students rated Disciplinary Climate of the Classroom 7.4 out of 10; the NSW pilot norm for these years is 7.6.

Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

In this school, students rated Teachers' Expectations for Academic Success 8.7 out of 10; the NSW pilot norm for these years is 8.6.

Summary Analysis of Survey

The results of this survey indicate that the school needs to continue to work with students regarding homework and raising of expectations of student behaviour.

Furthermore, staff need to continually assess and review teaching and learning programs to ensure our students are adequately challenged and performing at the best of their ability. This will require students giving teaching staff feedback about homework, class work and its relevance to their learning.

A draft Homework Policy is being developed by the teaching staff and in consultation with the P&C. However, it is expected that teaching staff receive feedback from students regarding homework and adjustments will constantly be made to ensure validity.

Many of the responses have led to the future directions of the school to improve the above results. In 2015, students will again participate in the Tell them From Me survey.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

The purpose of the new approach for school planning is to help guide a rich process for principals and school leaders to engage their school community (teachers, non-teaching staff, students, parents, carers, community partners) in deep conversations about the future educational directions and strategies of their schools. The new approach uses transformative, strategic, capacity building and future focused planning to develop key improvements for the school. It is designed to support school leaders in engaging, inspiring and shaping the realisation of the educational priorities, dreams and ambitions of the school community in line with Local Schools, Local Decisions.

After on going consultation with all staff members, the P&C and students, the three strategic directions for the 2015-2017 Plan are:

- Enabling equity and excellence
- Fostering creativity

- Inspiring innovation

Enabling equity and excellence

We believe 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 to compete in the global economy.

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.

Fostering Creativity

We believe that by improving 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.

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

Inspiring Innovation

We believe that inspiring students' to be exceptional can lead to a higher quality of life that 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.

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.

Christopher Whitten (Principal)

Leonie Browning (Assistant Principal)

Nadine Saul (Assistant Principal)

Teresa Walsh (Assistant Principal)

Tracey Millard (Classroom Teacher)

Vanessa Stephens (Classroom Teacher)

Gemma Montague (Classroom Teacher)

David Springall (Classroom Teacher)

Vicki Korkidas (Classroom Teacher)

Rhonda Field (Learning & Support Teacher)

Christine Eagles (EAL/D Teacher)

School contact information

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>