2010 Annual School Report
Pelaw Main Public School

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

Students

Pelaw Main Public School supports the community of Pelaw Main which is situated near Kurri Kurri. The school was established in 1903 and continues a long tradition in the local community. The students live in Pelaw Main or the nearby suburbs of Stanford Merthyr and Heddon Greta. A school bus service takes students to and from school each day. Enrolments at the school increased during 2010 to 193 in March to 197 students at the school by the end of the year. The ratio of male to female students is similar. The school enrolment has increased by the movement of students from Year 2 to Year 3 from Stanford Merthyr Infants School to Pelaw Main Public School and the number of new families moving to Pelaw Main.

Staff

At Pelaw Main Public School the staff support eight multi age classes with two classes having two teachers sharing the class. A new class was created at the beginning of the year and a permanent teacher was appointed to the school at the beginning of Term 1. The school increased the hours of a part time teacher allocation which allowed a flexible arrangement which continued to support the school’s focus on literacy and numeracy and created an extra teacher for group work.

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

Significant programs and initiatives

The school was involved in a number of programs which provided students with extra educational support and opportunities throughout 2010. The basis of all programs is to improve student learning outcomes and engagement.

These were:

- Aboriginal Education Programs
- Multicultural Education
- Respect and Responsibility Programs
- Priority Schools Program (PSP)
- Active After School Program
- Numeracy program

Student achievement in 2010

Literacy – NAPLAN Year 3

This year 31 students sat for the NAPLAN tests in literacy which included reading, writing, spelling, grammar and punctuation. When comparing results in reading, writing, spelling, grammar and punctuation with Statistically Similar Groups (SSG) the student’s average marks were lower than both SSG and the state averages in all areas.

The school results showed that there were an increased number of students scoring in the top three bands and a decrease in the number of students scoring in the bottom two bands.

Numeracy – NAPLAN Year 3

Numeracy results for the 31 students who sat for the NAPLAN tests in numeracy were slightly below the SSG average mark and below state average.

Literacy – NAPLAN Year 5

We had 35 students who sat for the NAPLAN tests in literacy this year. When comparing results in reading, writing, spelling, punctuation and grammar with Statistically Similar Groups (SSG) the student’s average marks were slightly lower than the SSG and below the state average.

All students showed growth in reading and spelling with an increased number of students in bands six and seven and a decrease in numbers in band five.

Numeracy – NAPLAN Year 5

The average results for Year 5 students in the NAPLAN test in numeracy were slightly below the SSG and the state average. These results were higher than the SSG and state averages over the last three years, showing good growth.

All students showed growth in numeracy with Year 5 girls showing above state average growth.

Messages

Principal’s message

The Annual School Report is a reflection on the achievements and progress of the students of Pelaw Main Public School during the year. In 2010 the school was recognised with The Director General’s School Achievement Award for the Kick Starting Careers program which was implemented
across all the Kurri Kurri Learning Community schools.

The school mission statement: to create a relevant, positive and caring environment where personal excellence is encouraged through staff, community and student cooperation and communication. This mission statement is reflected in all daily activities at the school. The school motto *The Best Only* reflects everything that happens at the school.

The school has had a number of improvements completed during the year. The Federal Government grant *Building the Education Revolution* (BER) gave the school a communal hall. The hall was completed in August and has been used by the students and the community on a regular basis. Other building improvements were also completed including upgrades to the storm water and drainage, new paths and painting of all the demountable buildings.

The school also received three interactive whiteboards for classrooms and three computers.

The parents and staff have worked together to provide a supportive and caring environment to nurture growth and build positive relationships. Parents were invited to school for many special events including the Meet the Teachers afternoon, New Families BBQ, special assemblies and a Thank You morning tea.

The teachers at Pelaw Main Public School are committed to providing quality teaching and learning programs for the students in their care. The teachers cater for the individual learning styles of students and provide programs to best support their needs.

Students take an active role in all aspects of school life and take responsibility for their actions both in the classroom and the playground.

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

Robyn Pieper

P & C

The Pelaw Main P&C Association held a very successful Spring Fair, a pie drive, Election Day raffle, Mothers Day raffle and Fathers Day stall and raffle and the annual Christmas raffle. In the following areas the P&C were able to assist the school financially:

- $590.73 for Presentation Day awards
- $316.36 to purchase sports ribbons
- $533.50 for the names of Captains and prefects on the Honour board
- $3620 for the purchase of five computers.
- $10 000 allocated for purchases in 2011

The school canteen increased trading to two days each week. An increase in the number of parents and carers who volunteered allowed the canteen to open on an extra day each week. The increased funds were transferred to the P&C account at the end of the year.

Rebecca Parsons P&C President.

Student representative’s message

The senior students of 2010 have had many exciting experiences this year, including being a Year 5 buddy, a member of the environmental committee and school sports leaders. Any student from Year 3 to Year 6 could attend the annual Great Aussie Bush Camp while students in Years 5 and 6 went to Canberra for three days. The whole school excursion was to The Aquarium and Wildlife World in Sydney. All our excursions were great.

The students in Year 6 held many fundraisers during the year including a number of out of uniform days, a pancake day, sausage sizzles and cans of drink days. The money raised purchased three handheld video recorders for the classes to use which was the Year 6 gift to the school.

Sophie Newell and Mitchell Heaney - Captains

School context

Student information

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

Student enrolment profile

Enrolments have been increasing over the past years. The increased enrolments resulted in an eighth class being established at the beginning of 2010. The school continues to be effected by movements in and out of the area but a trend is
emerging where new families are purchasing homes in the area because of the availability of houses.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>90</td>
<td>81</td>
<td>79</td>
<td>84</td>
<td>98</td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>81</td>
<td>85</td>
<td>83</td>
<td>95</td>
</tr>
</tbody>
</table>

**Student attendance profile**

School attendance data when compared to both the State and Region data shows the school’s attendance to be the same as the Region and slightly lower than the State.

The school percentage this year is higher than the data from 2009. Individual years reflect a similar attendance pattern across the school with all years showing some improvement when compared to previous years. Attendance rates continue to be a focus in 2011.

<table>
<thead>
<tr>
<th></th>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K/1H</td>
<td>K</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>2</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>K/1P</td>
<td>K</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>2</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>3</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3/4B</td>
<td>3</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>3/4B</td>
<td>4</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>3/4A</td>
<td>3</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3/4A</td>
<td>4</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>5/6K</td>
<td>5</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>5/6P</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>5/6P</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>2</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2010 the school had eight roll classes. The classes were of mixed ability levels, which allowed for greater flexibility in organisation and enabled teachers to share resources and strategies.

**Staff information**

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

The school had eight teaching positions allocated in 2010 but two additional teachers share teacher positions. This included two Assistant Principals, six classroom teachers and 0.794 specialist staff support.
The teaching staff were supported by a full-time School Administration Manager, a part-time School Administration Officer, four part-time School Learning Support Officers (SLSO) and a permanent part-time General Assistant.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>-</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>-</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently no staff members have identified themselves as an Aboriginal person.

### Staff retention

All permanent staff members were retained with two permanent staff members on long service leave for all of the year. Their positions were filled with long term temporary appointments.

A permanent teacher retired at the end of the school year in 2010.

An eighth permanent teacher was appointed at the beginning of the year due to an increase in school enrolments.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>-</td>
</tr>
</tbody>
</table>

### Financial summary

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

### Date of financial summary: 30/11/2010

#### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100,118.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>111,845.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128,720.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>34,672.10</td>
</tr>
<tr>
<td>Interest</td>
<td>5,760.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,059.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>384,176.86</strong></td>
</tr>
</tbody>
</table>

#### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>20,138.97</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>25,892.71</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>15,624.56</td>
</tr>
<tr>
<td>Library</td>
<td>3,091.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,377.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>126,466.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15,357.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36,393.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>20,449.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,765.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,677.69</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>276,233.17</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>107,943.69</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the Pelaw Main P&C Association. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

Students at Pelaw Main Public School were given opportunities throughout the year to participate in sports, competitions and cultural experiences.

Two students represented the school at the local Kurri Kurri ANZAC Day commemorative church service. The school captains represented the school on a number of occasions including a School Leaders breakfast and special presentations.

The Kindergarten students and school leaders appeared in a special supplement in a local paper.

### Achievements

#### Arts

Pelaw Main Public School students regularly completed tasks that supported the Creative and Practical Art sessions in the classroom.
This year the junior choir was led by Mrs Palmer and the senior choir was led by Miss Smith. Both choirs performed for our school community during special assemblies including both Education Week and Presentation Day, often showcasing the individual singing talents of many of our students. The choir performed at the Education Week art show held at Kurri Kurri High School.

The senior choir participated in the School Choir competition hosted by Hunter Valley Gardens and performed for the Kurri Kurri View Club anniversary lunch and performed for the Masonic Village residents at Kurri Kurri Hospital at Christmas.

A Year 3 student was a member of the Hunter Signing Choir that performed at Star Struck.

The school as a member of Kurri Kurri Learning Community participated in the EdFest Art Show in Education Week. A number of students were awarded prizes at the art show.

All students participated in Simultaneous Storytime in May which was held in the library. Later in the year all students participated in Count Us In which allowed all students to combine to sing a song at a given day and time. Both of these occasions meant that the students at Pelaw Main Public School participated in an activity with thousands of other students across NSW.

**Sport**

All students participated regularly in sporting activities at school including cricket, games and archery.

The Rugby League team was involved in several knockout competitions throughout the year including the PSSA knockout, the Knights Knockout and the Bulldogs /Goanna Cup.

The school entered boys and girls teams in the PSSA soccer knockout competition and a local netball gala day held in Kurri Kurri, with surrounding schools. Boys and girls teams were also entered into the PSSA basketball and touch football competitions. A girl’s team also participated in the PSSA netball knockout this year. The various teams progressed into the next round in all knockouts.

Various students participated in coaching clinics for netball, soccer and rugby league.

A number of students represented Cessnock Zone at the Hunter trials for rugby league, soccer (boys and girls) and netball.

Students represented the school at Zone Swimming, Cross Country and Athletics carnivals.

A number of students represented both Pelaw Main and Cessnock at Hunter Region competitions in Swimming, Cross Country and Athletics.

A Year 6 student who competed at the Hunter Region Athletic carnival in two events was successful at that carnival and then competed at the PSSA State Athletic Carnival in Homebush, Sydney.

The school continued to be involved in the Active After School program from Term 1 to Term 4. At least twenty students attended each session and were involved in archery, games and sports skills.

**Excursions**

Students from K-6 visited the Sydney Aquarium and Sydney Wildlife World at Darling Harbour. Three coaches took most of the students and fourteen parents on this whole day excursion.

This year our Year 5 and 6 students attended an excursion to Canberra for 3 days in August. Two teachers and a parent accompanied the group.

During term 4, 54 primary students attended the Great Aussie Bush Camp. The popularity of this excursion has seen it become an annual event for interested students from Years 3 to 6.

The school continued to be involved in a special program this year, funded and supported by the Kurri Kurri Learning Community. The MEGS program (Making Education Goals Sustainable) involved all Year 6 students and their parents being invited to attend a trip to the University of Newcastle. The aim of the program was for students and their parents to experience a university setting and start talking about their career choices. All students and parents completed surveys, visited science labs and conducted experiments and had a tour of what university life has to offer.

Students from the Newcastle University Science faculty provided a science show for all students in term 3 using lots of everyday materials for their experiments. The show was held in the hall.
**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

The literacy results include tests for reading, spelling, writing, grammar and punctuation.

**Numeracy – NAPLAN Year 3**

The numeracy results are reported on a scale from Band 1 (lowest) to Band 10 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

**Literacy – NAPLAN Year 5**

The literacy results include tests for reading, spelling, writing, grammar and punctuation.
### Progress in literacy

Average progress in reading for matched students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>99.4</td>
<td>97.0</td>
<td>79.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>84.5</td>
</tr>
<tr>
<td>State</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>74.3</td>
<td>36.6</td>
<td>51.9</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>63.3</td>
</tr>
<tr>
<td>State</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in grammar & punctuation for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.7</td>
</tr>
<tr>
<td>SSG</td>
<td>94.2</td>
</tr>
<tr>
<td>State</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.4</td>
</tr>
<tr>
<td>SSG</td>
<td>85.3</td>
</tr>
<tr>
<td>State</td>
<td>84.5</td>
</tr>
</tbody>
</table>

### Progress in numeracy

Average progress in numeracy for matched students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.0</td>
<td>74.6</td>
<td>87.9</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>85.3</td>
</tr>
<tr>
<td>State</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

### Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>73</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school implemented the Active After School Program again in Terms 1 to 4 in 2010. Students attended after school for an hour twice a week and engaged in sporting activities. Fruit was also provided to each participant. Students participated in archery, circus skills, games skills and a variety of games. The program will continue during 2011. It is funded through the Australian Sports Commission.

Aboriginal education

Aboriginal culture, history and contemporary Aboriginal Australian perspectives were incorporated in units across all Key Learning Areas.

Acknowledgement of Country was implemented at school assemblies and special events. Our Aboriginal students take part in the assemblies with older students assisting our younger students.

Staff implemented Personalised Learning Plans for all Aboriginal students in our school. Parents and carers were invited to attend meetings to formulate and evaluate these plans.

The Local Management Group (LMG) funded a combined NAIDOC celebration at three schools in the area. Pelaw Main Public School was one of these sites and students from Mulbring Public School and Stanford Merthyr Infants School attended on the day. The student leaders from the Kurri Kurri High School AECG welcomed the primary students and during the day each school hosted students from Kurri Kurri High School who played Indigenous games with the primary students. Well known Aboriginal artist Mr Les Elvin spoke to students about his art and gave some demonstrations. The Stanford Merthyr boys dance group performed for the students. Students also designed and painted wooden boomerangs during the day.

Pelaw Main Public School and the other schools in the Local Management Group (LMG) produced a booklet detailing the Aboriginal resources and support contacts that they use in their schools. Each school received a copy of the booklet so that they can plan activities within their school.

Multicultural education

All students were involved in multicultural education activities through Human Society and Its Environment units of work. Teaching and learning activities initiated were culturally inclusive and aimed at developing understanding of cultural, linguistic and religious differences.

Respect and responsibility

As part of our student welfare strategies, the You Can Do It program was continued throughout the year across the school. Lessons were delivered each week and were centred on the Core Values promoted in Public Education. At the weekly assembly teachers presented awards to students who had displayed the You Can Do It focus for that week.

Connected learning

The school received an interactive whiteboard and other hardware which allowed students and staff to connect with other schools via video conferencing. This was placed in a classroom. The primary students linked with another school to discuss the careers program and they answered questions about the Real Game, which students in Years 5 and 6 participate in each year.

Other programs

Priority Schools Program (PSP)

In 2010 four programs were implemented under the Priority Schools Program (PSP). These programs focus mainly on Literacy and Numeracy, incorporating engagement through technology and also incorporate home/school partnerships. The
programs were chosen after a comprehensive evaluation based on students needs and performance. The 2009 NAPLAN Test results, annual standardised testing and teacher analysis were all considered before formulating the programs.

The program focused on employing an additional teacher so that a whole school numeracy program could be implemented each day.

A play group was held for preschool children from the community of Pelaw Main and surrounding areas. A community person coordinated the program with senior students assisting during the session. It ran for sixteen weeks in terms 3 and term 4 in the hall.

A parent and a community member were involved in the PSP Home School Community Partnerships Conference held during the year.

Numeracy Program

An additional teacher was employed using the one day per week PSP staffing allocation, plus additional funding of one day per week using PSP funds. This teacher was employed to work so that students could be divided into various maths groups. Numeracy was held during the morning session for all students from Years 1 to 6. The sessions were held every morning for one hour and fifteen minutes with some students changing rooms and teachers, with the Stage 2 students breaking into three groups. Groups were based on NAPLAN results along with growth data obtained through testing students in all areas of numeracy at the beginning of the year and again in term 4.

In term 2 some teachers and School Learning Support Officers (SLSO) attended training in the QuickSmart maths program. Eighteen Year 4 students began the thirty week program in term 3. They will complete the program at the end of term 1, 2011.

Progress on 2010 targets

Our school worked towards three main targets in 2010. These targets were stated in the 2009 Annual School Report.

This section of the report describes the progress made towards achieving the improvement targets set for 2010.

Target 1

**Improved literacy skills for all students.**

Our achievements include:

- 70% of Kindergarten students achieving a Reading level of 6 and 65% of Year 2 students achieving a PM Reading level of 24;
- 82% of Year 3 students achieving minimum standards in literacy, with 90% of Year 3 students achieved at or above minimum standards in writing in NAPLAN;
- 90% of Year 5 students achieved at or above minimum standards in literacy, with 94% of students achieving at or above minimum standards in spelling;
- Collaborative planning and assessing promoted consistency in teaching and learning across all Stages.

Target 2

**Improved numeracy skills for all students.**

Our achievements include:

- All classes from Kindergarten to Year 6 successfully implemented the Targeted Numeracy Teaching (TNT) units;
- Numeracy sessions were held in the morning throughout the year at a designated time each day;
- 91% of Year 5 students achieved at or above minimum standards in numeracy in the NAPLAN test, while 87% of Year 3 students achieved at or above minimum standards;
- The average school results in Year 3 NAPLAN numeracy was band 3, while the average school NAPLAN result for Year 5 was band 5;
- Collaborative planning and assessing across all Stages for consistency.

Target 3

**To provide students with opportunities to engage in learning.**

Our achievements include:

- The number of awards for attendance increased each term with over 10% of students receiving 100% attendance for the year;
- In 2010 the school attendance rate was 94.9% with 95% of students attending regularly
An increase in use of interactive technology in rooms by staff to implement quality teaching programs;

Increased computer competency levels demonstrated by staff and students as evidenced through classroom presentations and lesson preparation.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Quality Teaching and Technology. The evaluations formed part of the schools Situational Analysis which was undertaken as part of the Low SES School Communities National Partnership.

**Educational and management practice**

**Quality Teaching**

**Background**

All teaching staff responded to an evaluation of Quality Teaching using the SchoolMap survey.

**Findings and conclusions**

Staff responses to the survey showed that they felt that they provided opportunities for student learning that were engaging and allowed students to participate in the lessons. Staff felt that they needed time to work with their stage partner in relation to programming and lesson preparation.

Supervisors noted that the Quality Teacher Framework was not strongly evident in classroom programs especially in the areas of Intellectual Quality and Significance.

**Future directions**

School planning needed to provide support for teachers so they have access to professional learning opportunities. Future planning for teacher relief should allow for stage partners to have some time off class together to allow for Consistent Teacher Judgement in assessment tasks across classes.

**Curriculum**

**Technology**

**Background**

Technology has been part of a major focus over the three years. Technology is a means of engaging students across all learning areas. All staff, students and parents were invited to respond to a survey on the use of technology in the school. There was 135 surveys sent to families and eighty eight replies were received. A number of small focus groups comprising staff, parents and students were also interviewed. The groups were able to respond to questions relating to technology use within the school.

**Findings and conclusions**

All parents who responded agreed that student’s enjoyed using computers and that they were important to their child’s future. Most parents surveyed indicated that their child had access to a computer at home although only 64% had access to the internet at home.

Staff indicated that professional learning in the use of Smartboards and time to become familiar with computer programs were a priority for their effective use of technology within their classrooms.

**Future directions**

All classes need access to computers and Smartboards within the classroom. Staff need professional learning in using technology to support learning. Providing parent workshops highlighting technology use in the classroom and support groups to help increase parent knowledge of programs used in the school need to be addressed.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. The responses came from surveys and focus groups questions that formed part of the school’s National Partnership’s Situational Analysis. All families (135) at the school were invited to respond to the survey and eighty eight families replied. All students from Year 2 to Year 6 were surveyed and all staff responded to the surveys.

Their responses are presented below.
• 83% of students in Years 2 to 6 agreed that our school is a place they really like to go to each day.
• 98% of students believed that their teacher was fair to them.
• 93% of students were proud to be a student at Pelaw Main.
• 86% of parents who participated in the surveys responded that the school’s main concern was the students.
• 82% of parents were proud of their child’s school.
• 76% of parents believed that the school catered for the learning needs of the students.
• Parents who participated in the focus groups responded that they felt very positive about the school. The staff were energetic and knew all of the students at the school. The staff provided support for students to achieve their potential with their learning. They felt that they were invited to the school and were involved in school activities.
• The staff felt that they were proud of the school and the school met the needs of the students.
• The staff believed that the school culture supported a sense of ownership of the school.

Professional learning
All staff participated in professional learning in the following areas:
• Child Protection
• Spelling and English syllabus
• Literacy – writing
• NAPLAN workshop
• Numeracy - TNT – units and planning
• CPR training

Selected staff participated in professional learning in the following areas:
• You can Do It Training
• Non Violent Crisis Intervention training
• Leadership – Langford Quality Learning
• Best Start training

• Targeted Numeracy Training (TNT)
• Numeracy – Fractions and Decimals
• Interactive Classroom training
• Sports skills
• Literacy strategies
• First Steps Facilitator training – Speaking and Listening
• QuickSmart workshops
• National Partnerships training
• Internal Review training
• Children Who Challenge Us workshop

School development 2009 – 2011
The school sets targets in the area of literacy, numeracy and student engagement using technology, as part of the three year strategic plan.

Targets for 2011
Target 1

_Improve Literacy skills for all students_

Strategies to achieve this target include:
• Teacher mentoring across all classrooms targeting the Quality Teaching Framework. Embedding into classroom practices, strategies which demonstrate the Quality Teaching Framework elements;
• Implementation and training of staff in the increased application of the MULTILIT program, literacy programs and the Language, Learning and Literacy (L3) program for Kindergarten teachers;
• Teacher professional learning and explicit systematic teaching of literacy across all Stages;
• Purchase appropriate books, magazines and readers to engage reluctant and disengaged readers in the library and classrooms;
• Support links between neighbouring schools, preschools and the wider community to allow interaction between staff to allow for Consistent Teacher Judgement (CTJ) for literacy and assessments;
● Implementation of the *First Steps* program in *Speaking and Listening* and the L3 program with the Kindergarten teacher.

Our success will be measured by:

● Students achieving reading targets for Early Stage One and Stage One - 55% Kindergarten reaching RR level 6; 60% Year 1 reaching RR Level 16; 50% Year 2 reaching RR level 24;

● Increase in the number of students (in Years 3 and 5) achieving at or above minimum standard from 75% in 2009 to 85% in 2011 in NAPLAN Reading;

● Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery as well as assessment practices. Class teacher programs reflect explicit talking and listening activities across all stages;

● Strengthen assessment processes between Stanford Merthyr Infants School and Pelaw Main Public School through Consistent Teacher Judgement (CTJ), curriculum and assessment processes as well as students wellbeing strategies;

● School based data on the MULTILIT program shows improvement for all targeted students in Years 2 to 6.

**Target 2**

*Improve numeracy skills for all students*

Strategies to achieve this target include:

● School organisation delivers flexible groupings to maximise student achievement;

● Implementation and training of staff in the *QuickSmart* maths program;

● Teacher professional learning and explicit systematic teaching of numeracy across all Stages;

● Support links between neighbouring schools, preschools and the wider community to allow interaction between staff to allow for CTJ for numeracy and assessments;

Our success will be measured by:

● Increase in the number of students (in Years 3 and 5) achieving at or above minimum standard from 78% in 2009 to 85% in 2011 in NAPLAN numeracy;

● Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery as well as assessment practices;

● School based data on the *QuickSmart* maths program shows improvement for all targeted students in Year 4 to 6.

**Target 3**

*To provide students with opportunities to engage in learning*

Strategies to achieve this target include:

● Addition of a further three *SmartBoards* in classrooms and the library to enhance lesson delivery across the school;

● Strengthen partnerships with the Aboriginal parents and the wider community;

● Teacher professional learning in the area of technology and innovation within the classroom;

● Target parent information sessions in literacy, numeracy and technology to assist them with their child’s learning.

Our success will be measured by:

● 82% of all students achieving an attendance rate of 94% or more. A decrease from 25% to 15%, of the number of identified students who have an attendance rate of less than 85%;

● Use of innovative technology to enhance classroom lessons and to engage reluctant students in learning by using a variety of programs;

● To include parents and the wider community in classroom learning through opportunities to attend school based workshops.
About this report

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

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