2009 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 small community of Pelaw Main which is situated near Kurri Kurri. Enrolments at the school gradually increased throughout the year from 163 in March to 167 students at the school by the end of the year. The ratio of male to female students is similar.

Staff
At Pelaw Main Public School the staff support seven classes with two classes having two teachers to share the class. A teacher was appointed to the school as an above establishment position at the end of Term 1. This allowed a flexible arrangement which supported 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 2009. 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
- Career Education Lighthouse Project

Student achievement in 2009

Literacy – NAPLAN Year 3
This year 30 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 like school groups (LSG) the student’s average marks were lower than both LSG and the state averages in all areas.

Numeracy – NAPLAN Year 3
Numeracy results for the 30 students who sat for the NAPLAN tests in numeracy were higher than the LSG average mark, but below state average.

Literacy – NAPLAN Year 5
We had 24 students who sat for the NAPLAN tests in literacy this year. When comparing results in reading, writing, spelling, punctuation and grammar with like school groups (LSG) the student’s average marks were considerably higher than the LSG but slightly below the state average.

Numeracy – NAPLAN Year 5
The average results for Year 5 students in the NAPLAN test in numeracy were slightly below the LSG and the state average. These results were higher than the school averages over the last three years, showing good 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. Pelaw Main Public School was established in 1903 and continues a long tradition in the local community.

The school mission statement is to create a relevant, positive and caring environment where personal excellence is encouraged through staff, community and student cooperation and communication. The mission statement is reflected in all daily activities at the school.

The parents and staff have worked together to provide a supportive and caring environment to nurture growth and build positive relationships.

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
Principal

P&C message
The Pelaw Main P&C Association held a very successful Mini Spring Fair, a pie drive, guessing competitions, Mothers Day stall and Fathers Day breakfast. In the following areas the P&C were able to assist the school financially:
• $6553 for the purchase of a Smartboard
• $577 to purchase sports ribbons
• $280 for Life Education
• $407 for the names of Captains and Prefects on the Honour Board
• $1581.80 for the purchase of two computers for classrooms.

Pam Prior
P&C President

Student representative’s message
This year many of our senior students had the opportunity to be involved in many leadership activities such as being on the Environmental Committee, a Kindergarten buddy and playgroup helper. Also there were many sporting teams which people could be involved in and many of our seniors have been to trials for Hunter Regional teams.

Many students from all grades participated in excursions like the Great Aussie Bush Camp, the Year 5 and 6 visit to Canberra and a wonderful trip to Taronga Park Zoo.

We held a number of outstanding successful fundraisers for our Year 6 students to raise money to give a gift to the school. These fundraisers included a Pancake Day, Car Wash, two ice cream days and some out of uniform days. The gift to the school was two new computers for the Year 5/6 classes. They will be a great asset to the school technology education.

Sophie Richards and Hayden Yates
School 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 steady over the past few years but this year the number of enrolments have been steadily increasing. However, the school continues to be effected by movements out of the area due to difficulties in obtaining rental properties.

The school is continuing to work with surrounding local schools to clearly define and review current school boundaries to enable more accurate projected enrolments and effective school planning.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>90</td>
<td>81</td>
<td>79</td>
<td>84</td>
</tr>
<tr>
<td>Female</td>
<td>80</td>
<td>87</td>
<td>81</td>
<td>85</td>
<td>83</td>
</tr>
</tbody>
</table>

Enrolments

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 State and higher than the Region.

The school percentage this year is slightly lower than the data from 2008. Individual years reflect a similar attendance pattern across the school. Attendance rates continue to be a focus in 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>92.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
<td>90.8</td>
<td>92.8</td>
<td>92.1</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K</td>
<td>94.3</td>
<td></td>
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<td>1</td>
<td>93.6</td>
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<td></td>
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<tr>
<td>2</td>
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<tr>
<td>Total</td>
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<td>K</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>
Management of non-attendance

Students are encouraged to attend school on a regular basis and receive recognition and rewards each term for good attendance.

The school notifies parents by letter or a phone call if the child has unexplained absences. The school newsletter is used to regularly remind parents to inform the school if their child is absent.

The Home School Liaison Officer regularly contacts parents if a child has regular non-attendance with no explanation.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YR1-2</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>YR1-2</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>YR2-3</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>YR2-3</td>
<td>3</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>YR3-4A</td>
<td>3</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>YR3-4A</td>
<td>4</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>YR3-4B</td>
<td>3</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>YR3-4B</td>
<td>4</td>
<td>13</td>
<td>24</td>
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<tr>
<td>YR5-6D</td>
<td>5</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>YR5-6D</td>
<td>6</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>YR5-6P</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>YR5-6P</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 the school had seven 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.

Staff establishment

The school had seven teaching positions allocated in 2009. This included two Assistant Principals, five classroom teachers and 0.794 specialist staff support. An above establishment teacher was placed at the school from the end of Term 1.

The teaching staff were supported by a full-time School Administration Manager, a part-time School Administration Officer, two part-time Teacher's Aide Special and a permanent part-time General Assistant.

No staff members have identified themselves as an Aboriginal person.

<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 Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</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>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</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 (SASS)</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>10.5</td>
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</tbody>
</table>

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>0</td>
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</table>

Financial summary

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

The major component of our tied funds consisted of the Investing in Our Schools grant provided by the Federal Government. This grant was used for the Covered Outdoor Learning Area (COLA) and storage shed which was completed and paid for at the beginning of the year.

Another component of the tied funds consisted of our Priority Schools Program. This provides the major support of our literacy and numeracy initiatives.

A significant part of the balance carried forward is committed to expenditure at the end of the 2009 financial year to meet payments of our outstanding orders and salaries.
Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$146,601.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>$111,501.73</td>
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<tr>
<td>Tied funds</td>
<td>$91,921.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$37,619.11</td>
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<tr>
<td>Interest</td>
<td>$4,817.22</td>
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<tr>
<td>Trust receipts</td>
<td>$3,343.20</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>$395,804.81</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></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$10,190.41</td>
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<tr>
<td>Excursions</td>
<td>$25,293.09</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$11,141.15</td>
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<tr>
<td>Library</td>
<td>$3,422.21</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$5,919.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$146,936.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$16,833.98</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$36,559.90</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$16,140.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$8,436.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$1,707.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$13,106.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$295,686.39</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: $100,118.42

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

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

Achievements

Arts

Pelaw Main Public School students regularly completed tasks that supported the Creative and Practical Art sessions in the classroom. Interested students had the opportunity to participate in a Dance Group during school sport time and they performed dances at the Education Week assembly and Presentation Day. The group comprised of both boys and girls from Yrs 3-6.

This year there was a junior choir led by Mrs Palmer and a senior choir, led by Mrs Allan and Mrs Scheinecker. 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 school held an Art Show in Education Week. Each class nominated works for display and they were judged and prizes awarded.

Sport

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

A Rugby League team was involved in several knockout competitions throughout the year.

The school entered boys and girls teams in the PSSA soccer knockout competition and a netball gala day held in Kurri Kurri, with surrounding schools. Boys and girls teams were also entered into the PSSA basketball and touch competitions. A girls team also participated in the PSSA netball knockout this year.

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

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.

Three students were selected in Hunter teams to compete in two state championships. A year 6 girl represented in basketball and two Year 6 boys represented in rugby union.

The school became involved in the Active After School program from Term 3. At least twenty students attended each session and were involved in archery, games and sports skills.

Excursions

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.

Students from K-6 visited Taronga Park Zoo in Sydney. Three coaches took most of the students and some parents on this whole day excursion.

Students from Kinder to Year 2 attended an Aboriginal Cultural Day at Stanford Merthyr Infants School.

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

The school continued to be involved in a special program this year, funded and supported by the
Kurri Kurri Learning Community Career Lighthouse Project. 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 Years 5 and 6 attended the TAFE World Skills in Newcastle. They experienced different career options. This was supported by the Kurri Kurri Learning Community.

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

The literacy results include tests for reading, spelling, writing, grammar and punctuation.
Numeracy – NAPLAN Year 3

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

Numeracy – NAPLAN Year 5

Literacy – NAPLAN Year 5
Progress in literacy
Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>114.8</td>
<td>99.4</td>
<td>97.0</td>
</tr>
<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
<td>86.1</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in numeracy
Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.2</td>
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<td>74.6</td>
</tr>
<tr>
<td>LSG</td>
<td>86.6</td>
<td>80.1</td>
<td>86.1</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
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</table>

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

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<thead>
<tr>
<th></th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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

Significant programs and initiatives

The school implemented the Active After School Program in Terms 3 and 4 in 2009. 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 2010. 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 is 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 Jollybops Science show at each primary school in the area. The show focused on an Aboriginal perspective and every student attended the show.

The younger students attended an Aboriginal Cultural Day at Stanford Merthyr Infants 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.

Priority Schools Program (PSP)

In 2009 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 2008 NAPLAN Test results, annual standardised testing and teacher analysis were all considered before formulating the programs.

The program focused on employing additional teachers 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 from terms 2 to term 4 in the Library.

Three parents and a community member were involved in the PSP workshops 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. In the first semester the session was for one and a half hours and some students changed rooms with the Stage 2 students breaking into three groups. In the second semester the session was slightly reduced to one hour and fifteen minutes.

The success of this program was reflected in our 2009 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.

Engagement through Technology

A teacher was employed one day per week for three terms to support all classes in the implementation of technology in literacy and numeracy. The teacher allowed the Assistant Principals to work with the classes and teachers...
to introduce the *Smartboard* tools and increase computer use for all students.

**Other programs**

The Local Management Group (LMG) is known as the Kurri Kurri Learning Community. This group implemented Career Education across Kinder to Year 12. It was part of the Lighthouse Project for 2009. As a result of this program a number of information flyers were printed to distribute to students as they come to school (Kindergarten 2010), primary students and high school students and highlight information about Career Education.

Kurri Kurri High School and its five partner primary schools worked together to provide opportunities for career education in all schools. Each school surveyed parents, students and staff on their knowledge of career options at the beginning of the year and also at the end of the year.

Students at Pelaw Main were involved in a Career Day at school, Years 5 and 6 attended the TAFE World Skills Expo in Newcastle and Year 6 students and parents attended Newcastle University as part of the MEGS program.

The Stage 3 students worked on a Career Booklet that they will carry through to high school. Students were also involved in the *Real Game*, a hands on activity where students work through real situations.

**Progress on 2009 targets**

Our school worked towards three main targets in 2009. These targets were stated in the 2008 Annual School Report.

This section of the report describes the progress made towards achieving the improvement targets set for 2009.

**Target 1**

*Improved literacy skills for all students*

Our achievements include:

- 86% of Year 3 students in the NAPLAN tests achieved minimum standards for literacy.
- 92% of Year 5 students in the NAPLAN tests achieved minimum standards for literacy.
- 45% of Year 3 students achieved skill bands 4, 5 or 6.
- 46% of Year 5 students achieved skill band 6, 7 or 8.
- Consistency across each Stage group in the implementation of teaching programs.
- Home reading passages or home reading books used in all classes.

**Target 2**

*Improved numeracy skills for all students*

Our achievements include:

- 70% of Year 3 and Year 5 students achieving results in the top three bands in the NAPLAN. The school result for Numeracy was band 4 in both years.
- 100% of Year 3 students and 88% of Year 5 students meeting minimum benchmarks for numeracy standards.
- Students achieved improved results in all areas of numeracy which was shown in pre and post testing.
- All classes from Kindergarten to Year 6 successfully implemented the Targeted Numeracy Teaching (TNT) units.
- Numeracy sessions except Kindergarten were held in the morning throughout the year at a designated time each day.

**Target 3**

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

Our achievements include:

- In 2009 the school attendance rate was 92% with 90% of students attending regularly.
- The number of awards for attendance increased each term.
- Staff used opportunities to take classes to the classrooms where the interactive whiteboards are situated so as to provide greater learning opportunities for students.
- Staff and students increased their use of computers in the classroom to access information on the internet.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Management and Mathematics.

**Educational and management practice**

**Management**

**Background**
All teaching staff and students from Years 3 to 6 responded to an evaluation of management using the SchoolMap survey. All parents were sent surveys and invited to complete the evaluation and 19 parent surveys were returned.

Findings and conclusions
Parents and students believed that the school is continually looking for ways to improve its performance and continually monitors and evaluates the school performance. Students, parents and staff believe that student welfare needs are reflected in the schools policies, processes and practices. The staff believe the allocation of resources and money are managed effectively in the future.

Future directions
The number of parent replies has remained steady and more replies are needed to effectively gauge their views.

Curriculum

Mathematics
Mathematics is part of a major focus over the next three years. We wanted to gauge opinions from all stakeholders as to how the initial implementation of the program was progressing including where we are now and what support or direction they believed was important for the future direction of the school.

Background
All teaching staff and students from Years 2 to 6 responded to a survey of mathematics. All parents were invited to complete the evaluation as it was sent home with the newsletter. Again 19 parent surveys were returned.

Findings and conclusions
All staff agreed that they felt confident when teaching mathematics and that their students have a positive attitude to mathematics in the classroom. It was indicated that staff would like to continue to have access to quality professional development as a high priority in 2010 to support the teaching of mathematics in the classroom.

Most students indicated that mathematics was important for their futures and that they enjoyed their mathematics lessons.

Future directions
The focus on numeracy across the school is seen as a priority for everyone and will continue in 2010. Further professional development for staff and opportunities for parents to increase their knowledge and understanding of numeracy in the classroom will be provided.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- Parents are supportive of school programs.
- The students are proud of their school and want to do well in all activities.
- Parents support school programs by sending students on excursions and sporting events.
- Parents and students are delighted with the Active After School Program offered each term.

Professional learning
All staff participated in professional learning in the following areas:
- Child Protection
- Spelling and English syllabus
- Consistency of Teacher Judgement using A-E reporting scale
- Literacy – writing
- Literacy – sentences
- Numeracy - TNT – units and planning
- CPR & Emergency Care
- Games workshop

Selected staff participated in professional learning in the following areas:
- You Can Do It Training
- New Scheme Teacher Training
- Leadership
- Best Start training
- Targeted Numeracy Training (TNT)
- Numeracy – Fractions, Problem Solving, Assessment and programming
- Sports skills
- Jolly Phonics
- Smart Board training

School development 2009 – 2011
The school set targets in the areas of literacy, numeracy and student engagement using technology, as part of the three year strategic plan.
Targets for 2010

Target 1
*Improved literacy skills for all students.*

Strategies to achieve this target include:

- School organisation delivers flexible groupings to maximise student achievement.
- Continue spelling capacity Matrix in Stages 2 and 3 and weekly home reading passages provided for students in Years 3 to 6 and home reading books for K to Year 2.
- Collaboratively planning and assessing K-6 to promote consistency in teaching and learning.
- Use of school based assessment, Best Start and NAPLAN tests to inform staff of the learning needs of students.

Our success will be measured by:

- 75% of Kindergarten students achieving a Reading level of 6.
- 70% of Year 2 students achieving a PM Reading level of 24.
- 90% of Year 3 students achieving minimum standards.
- 94% of Year 5 students achieving minimum standards.

*Improved numeracy skills for all students.*

Strategies to achieve this target include:

- School organisation delivers flexible groupings to maximise student achievement across all Stages.
- Use of the TNT units across all Stages for the delivery of the maths syllabus implemented.
- Consistency of pedagogy K-6 demonstrating whole school approach to teaching and learning.
- Collaboratively planning and assessing K-6 to promote consistency.
- Mathematics assessments across all Stages in Terms 2 and 4.

Our success will be measured by:

- SENA tests shows 78% of students in K-2 achieving minimum standards.
- 95% of Year 3 and 90% of Year 5 students achieving minimum standards.

Target 3
*To provide students with opportunities to engage in learning.*

Strategies to achieve this target include:

- Improvement of attendance rates and follow up of students whose attendance is less than 85%. Continued use of Attendance Awards.
- Use of Interactive whiteboards to engage students and staff in learning activities.
- Use of the Technology Competency Matrix to continue to plan student and staff development in the area of technology.

Our success will be measured by:

- 95% of students achieving a 94% attendance rate.
- Students reflect increased engagement in learning programs as evidenced by QSL surveys.
- The use of interactive technology in rooms by staff to implement quality teaching programs.
- Increased computer competency levels will be demonstrated by staff and students preparing them for the digital age.

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

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