Our school at a glance

Students
Our enrolment at the end of 2008 was 164, including 79 boys and 85 girls. 92.8% of students attended school on average each school day. This was a 2% improvement from 2007.

Staff
We had 8.9 members of staff in 2008. This included a Principal, two teaching Assistant Principals, five classroom teachers, a part-time Librarian, a part time Support Teacher Learning Assistance and a part-time counsellor.

The Principal, Ray Lincoln, continued sick leave due to his ill health at the beginning of the year. This meant that an Assistant Principal replaced him as Relieving Principal for this time. A classroom teacher relieved in the vacant Assistant Principal’s position. Such movement created by relieving positions meant we had to fill vacant positions where needed with temporary teachers.

Mr Lincoln retired at the end of Term 2 and his position continued to be filled by an Assistant Principal for the remainder of the year. A new Principal was appointed by the merit selection process in late Term 3 and will commence the position in 2009.

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

Significant programs and initiatives
The school ran a number of programs to provide students with extra educational support and opportunities throughout 2008. Improving student learning outcomes and improving student engagement is the basis of every program that we run.

These were:

- Aboriginal Education Programs
- Multicultural Education
- Student Welfare Programs
- Priority Schools Program (PSP)

Student achievement in 2008

Literacy – NAPLAN Year 3
This year 30 students sat for the NAPLAN tests in literacy. 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 slightly lower than the LSG average mark, both below the state average.

Literacy – NAPLAN Year 5
We had 28 students who sat for the NAPLAN tests in numeracy this year. When comparing results in reading, writing and spelling, with like school groups (LSG) the student’s average marks were considerably higher than the LSG. In grammar and punctuation, the student’s average marks were considerably higher than the LSG and the state results.

Numeracy – NAPLAN Year 5
The average results for Year 5 students in the NAPLAN test in numeracy were below both LSG and the state average. However, 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 students at Pelaw Main Public School.

Pelah Main Public School was established in 1903 and continues a long tradition in the local community.

Our mission is to create a relevant, positive and caring environment where personal excellence is encouraged through staff, community and student cooperation and communication.

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 at school 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.

Meriln Pollard
Relieving Principal
P&C message

The Pelaw Main P&C Association held annual guessing competitions, a pie drive and a highly successful Mini-Spring Fair. The P&C were able to assist the school financially in the following areas:

- $999 to purchase aluminium seating
- $247 for Captain & Prefect names on the Honour Board
- $215 to purchase books for Presentation Day awards
- $147 to purchase Sports Ribbons
- $6500 has been allocated for the purchase of a Smartboard.

Pam Prior
P&C President

Student representative’s message

This year senior students got the opportunity to be involved in many leadership activities such as being Peer Support Leaders, Environmental Committee members, Kindergarten buddies and playgroup helpers.

Many students also participated in excursions like the Great Aussie Bush Camp, Year 6 Canberra excursion and a visit to the Reptile Park.

Year 6 students also had the marvellous opportunity to attend a trip to the University of Sydney with our parents. This was a great experience, as witnessed by the DVD we made of our trip.

We held a number of successful fundraisers to contribute to the Year 6 farewell gift to the school, which were two new digital cameras. These were purchased for students to continue to record all of the wonderful things that happen at Pelaw Main Public School.

Samuel Farey & Freya Atkinson
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 reasonably steady over the past few years. 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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>74</td>
<td>78</td>
<td>90</td>
<td>81</td>
<td>79</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>80</td>
<td>87</td>
<td>81</td>
<td>85</td>
</tr>
</tbody>
</table>

Student attendance profile

Annual attendance rates were slightly below those of state and regional averages. Increasing attendance rates were targeted in 2008 and this will continue in 2009.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.7</td>
<td>92.0</td>
<td>90.8</td>
<td>92.8</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>YR1</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>YR2</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>YR3-4A</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>YR3-4A</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>YR3-4D</td>
<td>3</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>YR3-4D</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>YR4-5</td>
<td>4</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>YR4-5</td>
<td>5</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>YR5-6</td>
<td>5</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>YR5-6</td>
<td>6</td>
<td>20</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes
In 2008 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 2008. This included two Assistant Principals, five 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, two part-time Teacher’s Aide Special and a permanent part-time General Assistant was appointed throughout the year.

<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>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</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>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention
All permanent staff members were retained. The Principal retired and a new Principal appointed for 2009.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.4%.

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>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>153 328.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>84 071.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78 556.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22 847.29</td>
</tr>
<tr>
<td>Interest</td>
<td>11 551.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 433.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>351 788.37</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></td>
</tr>
<tr>
<td>Excursions</td>
<td></td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Training &amp; development</td>
<td></td>
</tr>
<tr>
<td>Tied funds</td>
<td></td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td></td>
</tr>
<tr>
<td>School-operated canteen</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td>Trust accounts</td>
<td></td>
</tr>
<tr>
<td>Capital programs</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>205 186.51</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>146 601.86</td>
</tr>
</tbody>
</table>

Counsellor 0.01
Total 8.9
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 consists of the Investing in Our Schools grant provided by the Federal Government. This grant will be used to replace our existing Covered Outdoor Learning Area (COLA) and build a storage shed on site during the Christmas vacation period.

Another component of our tied funds consists 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 2008 financial year to meet payments of our outstanding orders and salaries.

A full copy of the school's 2008 financial statement is tabled at the Annual General Meeting of the school P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

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 children had the opportunity to participate in a Dance Group during school sport time and they performed their dance at Presentation Day. The group comprised of both boys and girls from Yrs 3-6.

The Choir, led by Mrs Allan, performed for our school community during special assemblies, often showcasing the individual singing talents of many of our students.

Sport

All students participated regularly in sporting activities at school.

A Rugby League team was involved in several knockout competitions throughout the year and proved to be serious competitors in the Steve Simpson Shield.

Boys and girls entered teams and participated in the PSSA soccer knockout competition and a netball gala day held in Kurri Kurri, with surrounding schools. Both boys and girls also entered teams in the PSSA basketball competition.

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

Students represented the school at Zone swimming, cross country and athletics carnivals.

Excursions

During the year 54 primary students attended the Great Aussie Bush Camp. The popularity of this excursion has seen it become an annual event for interested students.

Students from K-6 visited the Reptile Park at Somersby and 90 students also travelled to Newcastle to attend a performance of The Happy Prince at the Civic Theatre.

This year our Year 6 students were invited to attend an excursion to Canberra for 4 days with Year 6 students from Weston Public School. 14 of our students went and had a wonderful time and met many new friends who they will be attending high school with.

We were extremely fortunate to be involved in a special program this year, mostly funded and supported by the Priority Schools Program (PSP). The program was called MEGS (Making Education Goals Sustainable) and it involved all Year 6 students and their parents being invited to attend a trip to the University of Sydney. 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. The students also made a DVD about their experience.

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

Percentage of students in bands:
Year 3 numeracy

Literacy – NAPLAN Year 5
The literacy results include tests for reading, spelling, writing, grammar and punctuation.

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 spelling
### Numeracy – NAPLAN Year 5

**Percentage of students in bands:**

<table>
<thead>
<tr>
<th>Percentage in band</th>
<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
</table>

#### Progress in literacy

**Average progress in reading between Year 3 and Year 5**

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2006</td>
<td>86.5</td>
<td>85.4</td>
<td>87.6</td>
</tr>
<tr>
<td>2005-2007</td>
<td>114.8</td>
<td>90.8</td>
<td>87.5</td>
</tr>
<tr>
<td>2006-2008</td>
<td>99.4</td>
<td>83.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

**Average progress in writing between Year 3 and Year 5**

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2006</td>
<td>75.2</td>
<td>58.6</td>
<td>69.6</td>
</tr>
<tr>
<td>2005-2007</td>
<td>60.0</td>
<td>80.1</td>
<td>77.5</td>
</tr>
<tr>
<td>2006-2008</td>
<td>74.3</td>
<td>73.7</td>
<td>71.2</td>
</tr>
</tbody>
</table>
Progress in numeracy

Minimum standards

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.0</td>
<td>91.2</td>
<td>92.0</td>
</tr>
<tr>
<td>LSG</td>
<td>92.0</td>
<td>86.6</td>
<td>80.1</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Pelaw Main Public School introduced Crunch & Sip® to provide a supportive environment for children to eat vegetables, fruit and water each day.

The Program involves a time during the school day when students and teachers eat vegetables or fruit with their class. This may be while class continues. Water can be consumed at this time, and is also encouraged throughout the school day by allowing students to have a water bottle on or beside their desk during class.

Aboriginal education

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

Acknowledgement to Country is implemented at school assemblies and special events. Community elders are invited to do this where possible. Our Aboriginal students implement this on most occasions, with older students assisting our younger students.

Staff devised, wrote and implemented Personalised Learning Plans for all Aboriginal students in our school. Parents and carer’s were invited to attend meetings to formulate and evaluate these plans.

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.

A Multicultural Day was held in August, where students were involved in a selection of cultural activities. A visiting performance by Chinese magicians and acrobats was thoroughly enjoyed by the students. This also coincided with and incorporated aspects of the 2008 Olympic Games.

Respect and responsibility

As part of our student welfare strategies, the You Can Do It program was implemented across the school. Lessons were delivered each week and many centred around the Core Values promoted in Public Education.

Priority Schools Program (PSP)

In 2008 four programs were implemented under the Priority Schools Program (PSP). These programs focus mainly on Literacy and Numeracy, but also incorporate home/school partnerships.
These programs were chosen after a comprehensive evaluation based on students needs and performance. 2007 Basic Skills Test results, annual standardised testing and teacher analysis were all considered before formulating the programs.

Student Performance

Guided Reading
An additional teacher was employed using our one day per week PSP staffing allocation, plus additional funding of one day per week using PSP funds. This teacher was employed to work 5 mornings per week with each class (Years 1-6) for one semester, 30 minutes per day. The additional teacher worked with the classroom teacher during guided reading activities. The PSP funded teacher and the classroom teacher worked with half of the class each, with students placed into ability based groups, to explicitly teach students reading skills and strategies. This meant that all students had explicit face to face guided reading instruction with a teacher in a small group situation, every second day. The success of this program was reflected in our 2008 NAPLAN results along with growth data obtained through benchmarking student reading at the beginning of the year and again in Term 4.

Language Development
A speech pathologist was contracted to work in the school one day per week for 15 weeks to assist with the promotion of language enrichment and development programs to all students. All classroom teachers were given time with the speech pathologist for discussion about student language and classroom implementation. The success of this program was reflected in the number of students being identified as having language disorders and being referred to additional speech pathology support outside of school.

All classroom teachers identified that they use the knowledge and strategies gained from the speech pathologist to facilitate communication and language development in their classroom.

Future Directions
PSP Programs for 2009 were developed after much consultation and planning by staff, school community and PSP consultants. After close analysis of NAPLAN results and standardised testing, the school will have a major focus on improving Numeracy outcomes in 2009.

Progress on 2008 targets
Our school worked towards three main targets in 2008. These targets were stated in the 2007 Annual School Report.

This section of the report describes the progress made towards achieving the improvement targets set for 2008.

Target 1
To improve confidence, strategies and ability in reading for all students.

Our achievements include:

- 50% of students in Year 5 scoring in the top 3 bands in NAPLAN testing.
- Data analysis indicates 86% of children in Year 3 scored in the top 4 bands of NAPLAN, compared to 60% in 2007.
- Benchmarking data collected indicates 54% of stage 1 students are achieving stage expected reading levels.

Target 2
Effective numeracy teaching and learning programs are implemented in all classes.

- 64% of Year 5 students achieved band 5 or higher in NAPLAN testing.
- 90% of Year 3 students achieved band 2 or higher in NAPLAN results.
- Kindergarten and Stage 1 classes successfully implemented and trialled the Targeted Numeracy Teaching (TNT) program. A decision was made to continue implementing this program across the school in 2009 due to its success.

Target 3
Student attendance rate will be 93% or higher.

- Data indicates the student attendance rate for 2008 was 92.8%, almost reaching the intended target.
- Increase in the number of students receiving 100% Attendance Awards.
- Increase in the number of students receiving Outstanding Attendance Awards. 26 students received this award, compared to only 7 in 2007.

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 term 4 2008 our school carried out evaluations of school culture and technology. Students, parents and staff were surveyed using SchoolMap surveys.

**Educational and management practice**

**School Culture**

**Background**

All teaching staff and students from Years 3 to 6 responded to an evaluation of school culture using the SchoolMap survey. All parents were invited to complete the evaluation as it was sent home with the newsletter. 25 parent surveys were returned.

**Findings and conclusions**

Parents and students believed that the students were the main concern of the school and that it encourages students to achieve their best. The majority of parents and students were proud of the school achievements while most of the replies believe that the school encouraged everyone to learn. Most students believed that the school praised and rewarded students who were successful.

**Future directions**

The number of parent replies has increased from previous years but more parent involvement is needed to accurately gauge their views.

**Curriculum**

**Technology**

Technology is planned to be a major focus over the next three years. We wanted to gauge opinions from all stakeholders as to where we were now and what 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 technology. All parents were invited to complete the evaluation as it was sent home with the newsletter. 21 parent surveys were returned.

**Findings and conclusions**

All staff agreed that using technology made them more effective and that technology and computer education is important for students’ futures. It was strongly indicated that staff would like to integrate more technology into their classrooms and that professional development in the area of technology be a high priority in 2009.

Most students indicated that technology and computer education was important for their futures and that they would like to see more technology in their classrooms.

All parent surveys agreed that technology and computer education was important for their children’s future and that their children enjoyed using technology. Almost all of the parent responses indicated that they would like to see more technology in classrooms.

**Future directions**

About half of the parent surveys indicated that they would attend parent training sessions and offered suggestions about the content they would like to cover. Sessions will be held in 2009 by staff to try and accommodate these requests.

Professional learning needs of all staff will also be a high priority in 2009.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Analysis of students and parent 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 Supervised Activity in our playground each lunch time.

**Professional learning**

All staff participated in professional learning in the following areas:

- Child Protection
- Anaphylaxis awareness and treatment
- Speech Pathology
- Consistency of Teacher Judgement using A-E reporting scale
- Literacy
- CPR & Emergency Care

Selected staff participated in professional learning in the following areas:

- Curriculum Planning, Programming, Assessment and Reporting
- Non Violent Crisis Intervention
- Leadership
- Good for Kids, Good for Life
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 2009

Target 1

Improved literacy skills for all students.

Strategies to achieve this target include:

- School organisation delivers flexible groupings to maximise student achievement.
- Spelling capacity Matrix utilised in Stages 1 to 3 and weekly home reading passages provided for students in Years 3 to 6.
- Consistency of pedagogy K-6 demonstrating whole approach to teaching and learning.
- Collaboratively planning and assessing K-6 to promote consistency.

Our success will be measured by:

- 60% 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.
- 90% of Year 5 students achieving minimum standards.

Target 2

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 for the delivery of the maths syllabus developed and implemented.
- Consistency of pedagogy K-6 demonstrating whole approach to teaching and learning.
- Collaboratively planning and assessing K-6 to promote consistency.

Our success will be measured by:

- SENA tests shows 75% of students in K-2 achieving minimum standards.
- 89% of Year 3 students achieving minimum standards.
- 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 students whose attendance is less than 85%. Use of Attendance Awards.
- Use of Interactive whiteboards to engage students and staff in learning activities.
- Use of the Technology Competency Matrix to plan student and staff development in the area of technology.

Our success will be measured by:

- 95% of students achieving an attendance rate of 90%.
- Students reflect increased engagement in learning programs as evidenced by QSL surveys.
- 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: