Our school at a glance

Students
Pelaw Main Public School is located south of Kurri Kurri with a school population of 205 students (148 families); approximately 13% of our students are Aboriginal. Over the past twelve months the school population has maintained its enrolment numbers at around 205. Pelaw Main Public School caters for children from Kindergarten to Year 6. Boys make up 55% of the student population and the girls 45%. It is anticipated that in 2013, the school enrolment numbers will increase to about 225 with both a high number of anticipated Kindergarten enrolments and Year 3 enrolments from Stanford Merthyr Infants School.

Staff
Pelaw Main Public School has a range of both early career teachers and experienced staff committed to quality teaching and learning. The staff consists of a Principal, three Assistant Principals (one employed through National Partnerships LSES funding) and eight multi-aged classes supported by eight classroom teachers. A number of specialist teachers support staff and students’ learning. The students are also supported by five School Learning Support Officers (SLSOs), who work with students with special needs. The school also has a full-time School Administration Manager and School Administration Officer. The school implements a range of strategies to maximise success for all students, including Personalised Learning Plans, Individual Education Plans, Behaviour Management Plans, extensive orientation programs and a focus on programs to support students with disabilities.

Significant programs and initiatives
The school implements significant programs in the areas of literacy, numeracy and student engagement. These targets were identified through national and school based testing programs, and data collected at state, regional and school level. Literacy programs include: Language, Literacy and Learning (L3), Focus on Reading 3-6, First Steps Speaking and Listening, Best Start, MULTILIT, Home Reading and Quality Teaching to improve classroom practice and student outcomes. Numeracy programs include: QuickSmart, Best Start, Targeted Numeracy Teaching (TNT), a whole school approach to maths where all students attend maths classes at the same time each day, teacher professional learning (TPL) to improve classroom practice and Quality Teaching to improve student outcomes. Other significant school programs include Active After School, Crunch and Sip, Choir and a comprehensive PE and Sports program.

Student achievement in 2012
Student academic performance is seen as a vital component of the school’s future directions. Semester 1 2012 report data indicates that 68% of students in Years 1 to 6 are already achieving or exceeding Stage appropriate outcomes in Reading. Semester 1 2012 report data also indicates that in the Number strand of Mathematics, 58% of students in Years 1 to 6 are already achieving or exceeding Stage appropriate outcomes. The National Assessment Program – Literacy and Numeracy (NAPLAN) data shows that Year 3 Girls have improved by 53 scale scores from the 2011 data in the test aspect of Grammar & Punctuation and Year 5 Boys are 58 scale scores above the state average growth in the test aspect of Spelling. 61% of Year 3 students achieved proficiency level in Writing in 2012 but only 13% achieved proficiency in Numeracy. Over 60% of Year 3 students were placed in the top three bands in Reading.

Messages
Principal’s message
As new Principal at Pelaw Main Public School, I am committed to upholding the values and standards of education aligned with the New South Wales Department of Education and Communities. The Pelaw Main School Community places a significant value on the education of our students and supports the school in many ways. The staff are highly committed to ensuring that every student receives individually-focused learning, both academically and socially. The community is cooperative, proactive and sincere in its goals for a better future for our students.

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.

Shaun Graham

P & C message

During 2012, the Pelaw Main P&C Association Inc. was involved in many fundraising activities with the goal of collating sufficient funds for upgrading the playground area of our school. The P&C-operated canteen is open on Monday, Wednesday and Friday and is operated by P&C volunteers. Canteen sales form the majority of funds raised by the P&C.

Annually, the P&C hold raffles for Easter, Mother’s Day, Father’s Day and at Christmas. All prizes are donated and are always popular.

For Mother’s Day and Father’s Day, the P&C hold gift stalls and students are invited to purchase items, with all profits going to the P&C. In conjunction with the school staff, the P&C host a Spring Fair at the school involving various fundraising activities for children and families.

The P&C president addresses new families during Kindergarten and Year 3 transition days in Term 4, inviting them to join and advising them of activities and events within the school community. For all meetings, activities and P&C events, there is strong collaboration with the school community.

Judy Mayer

P&C President

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 graph]

Student attendance profile

Student Attendance is a priority area within Pelaw Main Public School’s annual strategic plan. Class data is published and displayed to students weekly, with rewards given to the class with the best attendance at the end of each term. Student with an attendance rate of 100% are rewarded with a certificate at the end of each term and students with a yearly attendance rate of 94% or above are rewarded at the end of year presentation.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.0</td>
<td>97.3</td>
<td>96.3</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.2</td>
<td>91.5</td>
<td>92.5</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.5</td>
<td>90.1</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.5</td>
<td>94.5</td>
<td>93.6</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.3</td>
<td>91.0</td>
<td>93.8</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>94.3</td>
<td>91.6</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.0</td>
<td>93.2</td>
<td>94.0</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.8</td>
<td>92.1</td>
<td>93.9</td>
<td>93.2</td>
<td>92.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Parents/caregivers of students with two or more sequential absences are contacted by staff members. Absence explanations are followed through with a school letter sent home.

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

<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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</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>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.  
1 staff member at the school is of Aboriginal background.

Staff retention

All staff from 2011 are still working in some capacity in 2012. A new Principal was appointed to the school from Term 3, 2012.

Teacher qualifications

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

[Enter text here.]

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>118002.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>134107.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>205949.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>30696.51</td>
</tr>
<tr>
<td>Interest</td>
<td>6219.64</td>
</tr>
</tbody>
</table>

The high level of attained income is a result of significant Casual Employee costs that were rolled over into the new financial year. Some income was also retained to establish technology resources in a new demountable classroom arriving in 2013.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Expenditure

- Teaching & learning  
  - Key learning areas: 6893.51  
  - Excursions: 24938.74  
  - Extracurricular dissections: 7435.65  
- Library: 4727.36  
- Training & development: 4365.76  
- Tied funds: 193758.63  
- Casual relief teachers: 20336.66  
- Administration & office: 54696.84  
- School-operated canteen: 0.00  
- Utilities: 30837.08  
- Maintenance: 7199.88  
- Trust accounts: 2440.00  
- Capital programs: 13194.00  
- Total expenditure: 370824.11  
- Balance carried forward: 126778.42

Expenditure

School performance 2012

Achievements

Arts

Pelaw Main Public School had a visit from Creative Artist Sarah Davis in Term 3 and all classes participated in illustration workshops. Several students received recognition of their outstanding art work during the year by entering in the Kurri Kurri Learning Community Education Week art exhibition.

Sport

Pelaw Main Public School participated in several PSSA knockout carnivals including Soccer (Football), Rugby League, Touch Football, Basketball and Softball.
Students from Pelaw Main Public School also represented the Zone in Swimming, Cross Country and Athletics.

Other
The University of Newcastle conducted a Careers through Reading program in Term 4, focusing on Year 2 and Year 6 students learning about career paths at University. This will continue again in 2013.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>403.7</td>
<td>373.9</td>
<td>419.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>8.7</td>
<td>34.8</td>
<td>43.5</td>
<td>13.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>6.1</td>
<td>14.9</td>
<td>33.8</td>
<td>29.1</td>
<td>12.8</td>
<td>3.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>11.6</td>
<td>16.7</td>
<td>27.3</td>
<td>22.6</td>
<td>13.9</td>
<td>7.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>376.6</td>
<td>363.7</td>
<td>400.2</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>8.7</td>
<td>34.8</td>
<td>43.5</td>
<td>13.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>6.1</td>
<td>14.9</td>
<td>33.8</td>
<td>29.1</td>
<td>12.8</td>
<td>3.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>11.6</td>
<td>16.7</td>
<td>27.3</td>
<td>22.6</td>
<td>13.9</td>
<td>7.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

Reading – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>466.7</td>
<td>455.4</td>
<td>492.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.5</td>
<td>22.6</td>
<td>35.5</td>
<td>19.4</td>
<td>16.1</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>8.8</td>
<td>26.5</td>
<td>25.9</td>
<td>17.0</td>
<td>15.6</td>
<td>6.1</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>16.7</td>
<td>17.0</td>
<td>28.3</td>
<td>22.4</td>
<td>11.0</td>
<td>4.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>466.4</td>
<td>458.3</td>
<td>493.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>19.4</td>
<td>48.4</td>
<td>16.1</td>
<td>12.9</td>
<td>3.2</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>6.2</td>
<td>21.2</td>
<td>35.6</td>
<td>22.6</td>
<td>12.3</td>
<td>2.1</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>11.5</td>
<td>19.7</td>
<td>31.0</td>
<td>23.9</td>
<td>8.7</td>
<td>5.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
</tr>
</tbody>
</table>
Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.9</td>
<td>79.5</td>
<td>101.6</td>
</tr>
<tr>
<td>SSG</td>
<td>85.1</td>
<td>94.6</td>
<td>95.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
The school implements significant programs in the areas of literacy, numeracy and student engagement. These priority areas were identified through national and school based testing programs, and data collected at state, regional and school level. Literacy programs include: Language, Literacy and Learning (L3), Focus on Reading 3-6, First Steps Speaking and Listening, Best Start, MULTILIT, Home Reading and Quality Teaching to improve classroom practice and student outcomes. Numeracy programs include: QuickSmart, Best Start, Targeted Numeracy Teaching (TNT), a whole school approach to maths where all students attend maths classes at the same time each day, teacher professional learning (TPL) to improve classroom practice and Quality Teaching to improve student outcomes. Other significant school programs include Active After School, Crunch and Sip, Choir and a comprehensive PE and Sports program.

Aboriginal education
Pelaw Main Public School has a significant focus on closing the gap for Aboriginal students in terms of student achievement in Literacy and Numeracy as well as student attendance. Parents and students of Aboriginal or Torres Strait Islander background meet with the classroom teacher in Term 1 to develop an education plan for each child. Aboriginal student attendance is tracked and monitored in the school and across the Local Management Area. Aboriginal perspectives are embedded within the school’s curriculum and special days, such as NAIDOC, are celebrated across the school community.

Multicultural education
With a minimal number of students from a multicultural background, the school utilizes the Harmony Day celebration to support multicultural education and continues to embed multicultural perspectives across the curriculum.

National partnership programs
Through the NPLSES program, the school has undertaken a deep analysis of the following areas:

- Pedagogical Practice in reading through Focus on Reading Professional Development
- Changes in teacher quality and/or teacher capacity
- Changes in the delivery of Mathematics programs across the school

Progress on 2012 targets
Target 1
To improve the percentage of Year 3 students achieving in the top three bands in NAPLAN reading from 31% in 2011 to 60% by the end of 2014.

Our achievements include:
- 60.8% of Year 3 students were placed in the top three bands in the Year 3 Reading assessment.

Target 2
To decrease the percentage of Year 3 students achieving at or below minimum standards from 38% in 2011 to 14% by 2014.

Our achievements include:
- Only 9% of Year 3 students were identified as being at or below NMS.
Target 3
To increase the percentage of Year 5 students achieving at or above expected growth in reading from 61% in 2011 to 80% by 2014.

Our achievements include:
- 58.6% of Year 5 students achieved expected growth from Year 3 to Year 5

Target 4
75% of Early Stage 1 and 60% of Stage 1 students reaching Regional Benchmarks in Reading.
Reading Level targets for K-2 - K – 75% at or above L6, Y1 – 75% at or above L16, Y2 – 75% at or above L26.

Our achievements include:
- 93% of Kindergarten children are at Level 6 or above
- 70% of Year 1 students are at level 16 or above
- Only 24% of Year 2 students are at Level 26 or above.

Target 5
To improve the percentage of Year 3 students achieving in the top three bands in NAPLAN numeracy from 36% in 2011 to 70% by the end of 2014.

Our achievements include:
- 56.5% of Year 3 students achieved in the top 3 bands in Numeracy.

Target 6
To decrease the percentage of Year 3 students achieving at or below minimum standards from 24% in 2011 to 14% by 2014.

Our achievements include:
- 9% of Year 3 students were at or below NMS

Target 7
To increase the percentage of Year 5 students achieving at or above expected growth in numeracy from 45% in 2011 to 60% by 2014.

Our achievements include:
- 46.4% of Year 5 students achieved at or above expected growth

Target 8
80% of students achieving an attendance rate of 94% or more in 2011 to 90% of students achieving an attendance rate of 94% or more by 2014.

Our achievements include:
- In 2012, 91 students (approx. 45%) have an attendance rate of 94% or greater.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Teacher Quality and Capacity, Pedagogical Practices in Reading, and Pedagogical Practices in Mathematics.

Changes in teacher quality and/or teacher capacity

Background
The role of two Assistant Principal positions as Mentor Teachers were created using National Partnerships funding and some flexible staffing in 2011 as opposed to employing a HAT. The perception of Quality Teaching and the diverse experiences of staff in implementing QT was an area of need as indicated in the Situational Analysis conducted prior to commencing the National Partnerships program in 2011. The two Assistant Principals completed the Quality Teaching Intensive professional learning through the University of Newcastle in 2011. The Mentor Teachers conducted professional learning in 2011 to ensure all staff had appropriate knowledge of the QT Framework.
What we did – Strategies

- Two Assistant Principals were released 3 days per week during Maths lessons to conduct classroom observations in Term 3. The first visit was an observation of how Maths was taught across the school and the second observation involved lessons being coded in the Quality Learning Environment dimension of the Quality Teaching Framework. Written and oral feedback was provided for teachers.
- Class teachers were released for professional learning for a few hours over the term to design or redesign assessment tasks. These assessment tasks were coded using the QT Framework and handed to supervisors for feedback. Written and oral feedback was provided for teachers.

Findings and conclusions

In Term 3, 11 Maths lessons were coded in the Quality Learning Environment (QLE) dimension, with results indicating:

- 6 lessons met the QT classroom practice “Rule of Thumb”, indicating coding of at least two 4 or 5s and no more than two 1s or 2s. 5 lessons did not meet this rule.
- The elements of Social Support, Engagement and Students’ Self-Regulation coded consistently strongest.
- Explicit Quality Criteria coded the weakest, with 6 lessons coded with a 1 and the highest coding in this element was 3.

Professional Learning in assessment task design and coding using the QT Frameworks indicated:

- 10 assessment tasks were handed to Supervisors throughout Term 3. 6 tasks met the QT assessment task “Rule of Thumb” in all three dimensions.
- Problematic Knowledge coded the lowest in the Intellectual Quality dimension. Explicit Quality Criteria coded poorly in the QLE dimension and Connectedness coded the lowest in the Significance dimension.
- Quality Teaching is beginning to gain great momentum across the whole school with staff feeling more confident in coding lessons and assessment tasks. Staff are supportive of the processes in place and there is an indication of a successful shift in school culture. Current programs need to be maintained and/or increased to ensure this momentum continues to build teacher capacity.

Future directions

The role of the two Assistant Principal’s in supporting and mentoring teachers in the implementation of QT to build teacher capacity to be sustained. Possibilities considered to support this include:

- support professional learning release time with the employment of casuals so teachers can work with either their mentor or another colleague to observe lessons or code assessment tasks.
- all teachers to be given the opportunity to code colleagues lessons and build QT expertise in all staff.
- mentor teachers to work with staff in improving the elements of Problematic Knowledge, Explicit Quality Criteria and Connectedness in future lesson observations and assessment task coding.

Pedagogical Practice in reading through Focus on Reading Professional Development

Background

NAPLAN results for both Year 3 and Year 5 students at the school showed that students were performing below state averages in reading. Parent, student and staff surveys indicated that reading needed more support within the classroom and at home. Data from teaching and learning programs indicated that comprehension strategies were not being explicitly taught in classrooms. Teacher focus group meetings indicated that teachers did not feel confident with their skills to teach comprehension strategies in the classroom and professional development was needed in this area.

Findings

- Staff surveys have indicated that staff now feel confident in teaching the explicit comprehension strategies independently and that they would like to observe the implementation of an
integrated approach to the meta-cognitive strategies.

- 100% of Teaching and Learning programs now contain evidence of explicit teaching and learning of comprehension skills. Teacher surveys indicated a need for consistent programming and collaborative planning across stages.

- A survey of a student focus group in Stage 2 (n=10) was conducted to measure the level of meta-comprehension at three levels – before reading, during reading and after reading. This survey indicated that only 58% of responses in the before-reading section indicated a sound to high knowledge of predicting and only 46% indicated a sound to high knowledge of questioning techniques. In the during-reading component, 41% of Stage 2 responses indicated a sound to high knowledge of the monitoring strategy. In the after-reading section, only 10% of responses in Stage 2 indicated a sound to high knowledge of the summarising strategy.

- A survey of a student focus group in Stage 3 (n=10) was conducted to measure the level of meta-comprehension at three levels – before reading, during reading and after reading. This survey indicated that in the before-reading section for Stage 3, 68% of responses indicated a sound to high knowledge of predicting strategies but only 30% of responses indicated a sound to high knowledge of the questioning strategy. In the during-reading component, 56% of Stage 3 responses indicated a sound to high knowledge of the monitoring strategy. In the after-reading section, 60% of Stage 3 responses indicated a sound to high knowledge of summarising techniques.

- 76 parents/carers participated in Partners in Print sessions. This means that 37% of students had a parent or carer attend. 92% of participants identified the sessions as very good or excellent, while 75% of participants said they would like to attend more sessions.

- A student focus group of 25 students established the following feedback with regards to Focus on Reading: 100% of students stated positive comments about Focus on Reading. All students stated that it had helped them with their reading and 98% found the Focus on Reading activities enjoyable.

Conclusions

Teaching and Learning focuses for 2013 will involve the implementation of integrated meta-comprehension strategies (Reciprocal Teaching) as well as a concentration on the explicit teaching of monitoring, questioning and summarising. Staff will also be trained in Phase 2 of the Focus on Reading initiative, which focuses on Vocabulary Knowledge development and reading fluency.

Future Directions

- Continued professional Learning in Phase 2 of the Focus on Reading initiative.

- Maintain differentiated professional learning opportunities through the engagement of two Assistant Principals to oversee in-class implementation of Focus on Reading strategies and to support classroom resource allocation.

- Continue to further engage parents in learning about reading at school through the Partners in Print program.

- Introduce comprehension strategies assessment (PAT-R) to enhance the tracking of student data across reading comprehension. Teachers to use student achievement tracking to inform their programming and teaching.

Changes in the delivery of Mathematics programs across the school

Background

K-2 students were using the Targeted Numeracy Teaching Program (TNT) to teach mathematics. Naplan data indicated that there was a need to improve the quality of teaching of mathematics for the remainder of students. A greater emphasis with hands on activities was required with a move away from textbook work.
Findings
Student and parent focus groups were established and the feedback from these focus groups indicated the following:

- Students were positive about the learning and teaching of mathematics within the school.
- Students indicated that they enjoyed mathematics because they were learning through fun activities.
- Many students would like more challenging activities and homework.
- Quicksmart students believe that the program has helped them with mathematics, homework and making connections with mathematics outside of school.
- The parent focus group reported that the ability based Maths groups were a strength for their child’s learning.
- A majority of parents surveyed indicated they would like more information about how certain aspects of Maths was taught and to also have access to extra resources to support their child’s learning in different strands.
- Parents requested a method of informing at the beginning of each term as to what students will be learning.
- Only 9% of Year 3 students were at or below NMS.
- 46.4% of Year 5 students many who did Quicksmart achieved at or above expected growth

Conclusion:
The changes that have been made in the delivery of mathematics across the school have been positive by both students and parents. Students’ attitude to maths has changed due to explicit teaching and the hands on approach learning. Lesson observations and assessment tasks have assisted teachers to evaluate the quality of their lessons. There are some areas that teachers have indicated that need to be addressed to assist in the continuation of student progress and enhanced engagement.

Future Directions:
Ability-based maths groups will continue at a designated time each day. The TNT units will be looked at critically to ensure that activities cover syllabus outcomes and cater for early and later stage concepts being taught. Parents will be informed through workshops and other means. Targeted groups will continue to use the Quicksmart program.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the pedagogical practices of teachers in relation to Focus on Reading and Mathematics across the school.

The responses form the Findings of the School Evaluation Report that are mentioned earlier in the report.

Professional learning
$4375 was spent on Teacher Professional Learning in 2012.

Several significant learning opportunities for staff are listed below:
- Focus on Reading – 15 staff members trained in Phase 1. Two Assistant Principals trained as facilitators.
- L3 – 1 staff member. OPL L3 – 1 staff member
- Online Training – students with disabilities – 2 staff members
- WiPad training – 12 staff members
- Quality Teaching Intensive workshop – 2 staff members.

Two staff members completed accreditation for Professional Competence.

Two Staff Development Days were utilized for Focus on Reading training. All staff participated in these modules.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1 - Literacy
Outcome for 2012–2014
School based and National assessment data will show each student achieving growth in relation to their stage outcomes and assessment scores for Reading.

The Quality Teaching Framework will be a key instrument used to improve student outcomes.

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 3 students achieving proficiency in NAPLAN reading from 16% in 2011 to 45% in 2014. Interim targets to achieve this will be 35% (2012) and 40% (2013).
- To maintain above 60% in top three bands in Year 3 Reading in 2013 and 2014.
- To decrease the percentage of Year 3 students achieving at or below minimum standard in NAPLAN reading from 38% in 2011 to 14% in 2014. Interim targets to achieve this will be 30% (2012) and 20% (2013).
- To increase the percentage of Year 5 students achieving at or above expected growth in NAPLAN reading from 61% in 2011 to 70% in 2014. Interim targets to achieve this will be 59% (2012) and 65% (2013).
- To increase the percentage of Kindergarten students achieving independent reading recovery level 6 from 76% in 2011 to 90% by the end of 2014. Interim targets to achieve this will be 80% (2012) and 85% (2013).

Strategies to achieve these targets include:

- Differentiated Professional Learning programs
- Analysis of individual students’ needs and provision of appropriate support
- Planned integrated approach to improving outcomes for Aboriginal students
- Implementing focused programs throughout the school
- Ensure monitoring and evaluation processes are in place including parent and student input

- Quality Teaching Framework dimensions and elements are embedded and evident in teacher’s literacy programs and assessment tasks
- Development of a strategic and systematic assessment program
- Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions
- Integration of technology into literacy and numeracy initiatives.

School priority 2 - Numeracy
Outcome for 2012–2014
School based and National assessment data will show each student achieving growth in relation to their stage outcomes and assessment scores for Numeracy.

The Quality Teaching Framework will be a key instrument used to improve student outcomes.

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 3 students achieving proficiency in NAPLAN numeracy from 11% in 2011 to 25% by the end of 2014. Interim targets to achieve this will be 15% in 2012 and 20% in 2013.
- To decrease the percentage of Year 3 students achieving at or below minimum standards in Numeracy from 25% in 2011 to 10% in 2014. Interim targets to achieve this will be 20% in 2012 and 15% in 2013.
- To increase the percentage of Year 5 students achieving at or above expected growth in NAPLAN numeracy from 61% in 2011 to 70% in 2014. Interim targets to achieve this will be 63% in 2012 and 65% in 2013.

Strategies to achieve these targets include:

- Professional Learning for teaching staff in explicit teaching of mathematics
- Partnership between the home and school to be strengthened
• Identification of staff Professional Learning needs and planned programs to ensure implementation of Quality Teacher (QT) framework in classrooms
• Structured opportunities for staff to meet in Stage meetings
• Stage 1, 2 & 3 ability based Maths groups across classes:
• Opportunities provided for staff to develop rich assessment tasks with Quality Teaching elements focus. Administering and moderating work samples will enhance teacher’s skills in Maths:
• Alignment of literacy and numeracy strategies related to increasing participation of Aboriginal perspective in learning process

School priority 3 - Engagement

Outcome for 2012–2014

Innovative Technology usage will enhance learning in every classroom. Increased competency levels will be demonstrated by staff and students, preparing them for the digital age.

A range of data will demonstrate a diminishing gap between achievement levels of Aboriginal and non-Aboriginal students

2013 Targets to achieve this outcome include:
• 85% of students achieving Grade appropriate technology skills based on the school’s Technology Competency Matrix in 2013 to 90% of students achieving Grade appropriate technology skills by 2014
• To increase the daily attendance rate from 91% in 2012 to 94% by 2014
• 100% of staff trained in the PBL initiative

Strategies to achieve these targets include:
• Alignment of technology to increase engagement and participation of all students to ensure Aboriginal perspective across all KLAs

• Professional learning for teaching staff in using Technology and integrating Technology across all KLAs
• Ensure monitoring and evaluation processes are in place and include community input
• Professional learning for teaching staff in Careers Education
• Structured opportunities for staff and parents to participate in the Kurri Kurri Learning Community of Schools to facilitate improved student engagement and learning through Careers Education
• Involvement of school community in evaluating school policies including the student welfare policy
• Ensure monitoring of student attendance across all grades with direct contact with parents of students with poor attendance habits
• Structured opportunities for staff and parents to participate in activities and programs to increase student engagement and learning, incorporating Gender Equity principles
• Initiatives to increase parent involvement in learning process.

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.

Shaun Graham - Principal
Merilyn Burton – Assistant Principal
Penny Dimmock – Assistant Principal
Debra Harris – Assistant Principal
Judy Mayer – P&C President
School contact information

Pelaw Main Public School
Abermain Street, Pelaw Main, 2327.
Ph: 49371314
Fax: 49361204
Email: pelawmain-p.school@det.nsw.edu.au
Web: www.pelawmain-p.schools.nsw.edu.au
School Code: 2855

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: