

Shelley Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Shelley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jo-Ann Campion

Principal

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School background

School vision statement

At Shelley PS we believe our learners are capable, confident, creative and critical thinkers.

We provide all students with opportunities to succeed, engaging them in meaningful and challenging experiences to develop as lifelong learners.

By working strategically and purposefully within and beyond our school, we create a collaborative, inclusive and student centred learning community which is empowered for the future.

School context

Shelley Public School is a DoE school in Western Sydney. It is part of the Nirimba network of schools. The school has an enrolment of 570 students, including 49% of students from a language background other than English.

The school is supported by an active parent community, with an experienced and dedicated staff who are committed to quality teaching and learning.

The school aims to provide high quality learning via creative, dynamic, innovative and challenging programs with a strong emphasis on literacy, numeracy, the performing arts, technology and sport.

We support and promote excellence and equity and seek to provide an academic, creative and engaging curriculum focusing on continual improvement in student learning.

Positive Behaviour for Learning and KidsMatter are integral to our strong student welfare focus.

The school is part of the Blacktown Learning Community and has formed a learning alliance with other local schools to further enhance opportunities for staff and students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016, staff at Shelley continued to utilise the School Excellence Framework to plan and evaluate the impact of teaching and learning strategies across the school. Staff reflected on the progress being made based on the expectations identified in the framework. The self-assessment survey was used to identify areas where the school is delivering and those in which the school is sustaining and growing. This ensures our forward improvement planning aligns with the framework and the focus remains on constantly refining strategies and progressing towards excellence in the three domains.

Learning

In the domain of Learning, a strong focus on wellbeing continued in 2016. Our school consistently implements a whole school approach with clearly defined expectations, creating a positive teaching and learning environment. Our efforts in this area are supported by significant examples of students caring and contributing to the wellbeing of others in the school community. The school has performed strongly to create a positive and productive learning culture and there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Curriculum provision continues to be enhanced by involving students and parents in planning to support students as they transition through the stages in their education. Student learning needs are identified and supported by systematic policies, programs and processes. Assessment and reporting remains a priority and systems have been developed to analyse, report and share both internal and external student data to inform future teaching directions and support student progression to the next level.

Teaching

Our major focus in the domain of teaching has been on learning and development with significant progress noted in this area. A priority has been made to evaluate professional learning to identify and systematically promote the most effective strategies. Teachers continue to be actively engaged in planning their own professional development. Constantly improving teaching methods in literacy and numeracy have resulted in sustainable progress in these areas.

Teachers also regularly use student performance data to evaluate the effectiveness of their classroom practice. They also work beyond their own classrooms to contribute to broader school programs and priorities. As in 2015, our focus has continued in the area of collaborative practice. Processes are in place to promote mentoring to support and improve teaching and leadership practice with constructive feedback provided by a variety of sources, but with the common goal, to sustain improvement.

Leading

In the domain of leading, the leadership team continues to promote a culture of high expectations for learning and engagement for all. Leadership development remains central to school capacity building and priority has been given to providing purposeful leadership roles while utilising staff expertise within the school. The leadership team communicates clearly about school priorities and has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. Strategic financial management is used to maximise resources available to implement the school plan and opportunities for student and community feedback on school practices and procedures are encouraged.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning and Engagement

Purpose

To ensure students have equitable access to high quality, integrated teaching and learning experiences which empower them to develop as active learners and informed citizens.

Overall summary of progress

The school-wide focus on engaging students in rich and relevant learning experiences with authentic purposes, encouraging students to engage in quality talk using specific metalanguage in literacy, numeracy and other curriculum experiences and actively taking increased responsibility for setting achievable learning goals has enabled us to achieve significant progress in this strategic direction.

Teachers are developing rich tasks and high quality integrated units of work to make significant connections between new syllabus content and real world contexts. They provide scope for students to encourage, explore and showcase their learning through design and make, as well as performance based tasks.

There is evidence of dynamic and engaging learning environments in all classrooms, supported by quality teaching practice, effective student groupings and improved access to quality resources. In all classrooms, students articulate and design personal learning goals at a stage appropriate level, with these goals being displayed, monitored, revisited and refined.

High quality teaching and learning practices across the school are demonstrated through explicit and differentiated lessons, appropriate 'real-world' applications and assessments to improve student achievement. Teaching programs reflect effective and ongoing modifications to units of work according to emerging student learning needs and interests. Consistent plotting and analysing of student progress, utilising effective, authentic and ongoing assessment strategies, consistent teacher judgement discussions and PLAN software, ensure all teaching programs are responsive and fluid.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based and external data demonstrates an increase in the % of students working at or beyond stage standard in reading and writing.	In 2016, literacy achievements included: Reduced percentage of students achieving below minimum standards in reading by 6% and in writing by 2%.	Flexible Funding \$22,940.44 Literacy and Numeracy
Increased number of students working at and beyond the minimum targets in Aspect 2: Early Arithmetical Strategies in K-4.	Increased percentage of students achieving in top two bands in reading for Year 3 (45%) and Year 5 (20%).	\$22,985.14 RAM Socio-economic Background
Increased ability of students to communicate their numeracy strategies to solve problems using appropriate mathematical language across a variety of key learning areas and contexts.	Increased percentage of students achieving in top two bands in grammar and punctuation in Year 5 (30%).	\$20,672.28
Identification of new History and Geography Syllabus outcomes and content descriptors within K-6 programs.	60% of students achieved greater than or expected growth in spelling and 49.4% in grammar and punctuation. 96% of Year 4 students reading above reading recovery level 30.	EALD
Increased ability of students to communicate their understanding of historical concepts across a variety of modes.	89% of Year 3 students reading above reading recovery level 30. 85% of Year 2 students reading at or above grade level (26+). 90% of Year 1 students reading at or above grade	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student Growth based on Year 5 & Year 7 NAPLAN data shows students meeting expected growth.</p> <p>95% of Aboriginal students are achieving at or above state average based on Year 3 & Year 5 NAPLAN data.</p> <p>Increased access for all K–6 students to participate in extra–curricular activities and interest groups.</p>	<p>level (Level 18) – an increase of 5% on 2015).</p> <p>70% of Kindergarten students achieving at or above grade expectations (Level 8).</p> <p>60.3% of students achieving greater or equal to expected growth in writing, 47.2% in reading, 58.9% in grammar and punctuation.</p> <p>At the end of 2016, achievements in numeracy included:</p> <p>97.5% of Kindergarten students working at grade expectation, with 44% working beyond minimum targets in Aspect 2.</p> <p>In Year 1, 97% of students working at or beyond grade expectation in EAS.</p> <p>In Year 2, 82% of students working at or beyond grade expectations, with 34% of students demonstrating facile strategies.</p> <p>In Year 3, 97% of students working at or beyond grade expectations, with 52% working beyond.</p> <p>In Year 4, 70% of students working at or beyond grade expectations.</p> <p>100% of teachers K–4 implementing TEN, report anecdotal evidence of changes in student behaviour in TEN lessons, including;</p> <ul style="list-style-type: none"> – the way they think mathematically, reason and problem solve. – communicate with deeper understanding and use of mathematical language. – how they make connections between classroom learning and the real world. <p>100% of staff have participated in Geography Syllabus professional learning, in preparation for mandatory implementation in 2017, with many class teachers already including outcome and content descriptors in current programs.</p> <p>All stages have created integrated history and geography units of work, in line with the implementation of the history syllabus.</p> <p>Thirty two students had the opportunity to participate in Blacktown Learning Community SHARING program, including a variety of enrichment and extension programs ranging from writing and technology, to sport and cooking. K–6 students also participated in debating, chess, gardening, Synergy Dance Festival and a host of sporting competitions, choirs and Blacktown Music Festival.</p>	

Next Steps

Review and refine the implementation of all new syllabi for the Australian curriculum.

Engage K–6 students as active learners through the process of developing key inquiry question to promote deep knowledge and understanding of real world issues.

Develop more systematic structures for assessment and reporting, with explicit processes to collect, analyse and report on student performance data.

Continue to build on strategies for ensuring teaching and learning is intrinsically linked to assessment, by engaging the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan for ongoing student learning growth.

Continue to build on student engagement by enhancing the learning environment, investigating and experimenting with building future focused classrooms.

Promoting opportunities for student feedback, as well as student reflection on learning and self–assessment.

Strategic Direction 2

Professional Knowledge and Practice

Purpose

To build the capacity of all staff to ensure successful learning, through quality educational practice and a focus on continuous improvement and innovation.

Overall summary of progress

Quality Teaching, Successful Students funding has been utilised to create highly personalised, collaborative practices in the school. Stage team leaders have established mentoring processes to provide constructive feedback to individual teachers on lesson delivery, classroom management, programming and assessment. It has also provided comprehensive and focused support for teachers with accreditation processes and the Performance and Development Framework.

Through the ongoing implementation of the Performance Development Framework, staff are also engaging in individual professional development opportunities and enhancing their capabilities through the use of goal setting, practice analysis conversations, personal critical reflection, sharing of professional practice and feedback on in-class support, guided by National Professional Teaching Standards.

By extending staff knowledge of current practice in syllabus implementation and conceptual planning, we are developing confidence in delivering a broader range of extra-curricular experiences.

Staff have engaged in the maintenance of the Targeting Early Numeracy Initiative (K–4) and explicit use of effective observations to inform the planning and implementation of differentiated experiences in Mathematics.

Quality resources were shared to support teachers to implement high quality, interconnected and engaging lessons across all strands of Mathematics.

Providing best practice models for sharing of ideas across all stages, there has been deeper collegial and collaborative planning, which influences positive cohesion across all stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All K–6 teachers extend shared knowledge and understanding of new Mathematics syllabus and the Numeracy Continuum.	Professional learning closely aligned to school strategic directions, identified stage goals and individualised PLPs. For example, Stage 1 have participated in comprehensive professional learning around the writing process, spelling and effective feedback. This encouraged members of staff to reflect critically on their practice, consistently refining what they do to improve student outcomes.	New Syllabus Implementation \$8,643.28
Accreditation of school based TEN trainer.	Professional learning was utilised to refine teachers' understanding of student development and achievement in Mathematics (Place Value), helping to more clearly articulate learning goals and criteria for success to students in TEN, making learning more visible, with shared ownership of achievement.	Professional Learning Allocation \$13,569.77
Teachers in K–4 complete TEN professional development modules, including in class components with TEN trainer and are accredited as TEN teachers through MyPL@Edu.	All teaching staff completed geography professional learning modules and online evaluation.	
All K–6 teachers complete new History and Geography syllabus professional develop and complete online post event evaluation on MyPL@Edu.	Stage teams have each created a history / geography unit in preparation for implementation in 2017.	
Creation of Science, History and Geography units, addressing the requirements of the new syllabus and acknowledging the	100% of staff participated learning sessions	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>learning needs of students.</p> <p>Increased capacity of K–6 staff to develop and implement a broader variety of extracurricular learning opportunities driven by student skills and interests and evidenced by opportunities provided to students.</p>	<p>focusing on developing deeper understanding of the numeracy continuum as a tool for assessment, as well as effectively planning differentiated learning experiences to meet the needs of the new syllabus.</p> <p>Shelley PS TEN trainer accredited as Lead Trainer. Ongoing trainer group participation to extend understanding and share knowledge.</p> <p>All Shelley staff (K–6 and support) had the opportunity to participate in professional learning modules:</p> <ul style="list-style-type: none"> – 21 teachers continuing to implement and receive TEN maintenance support throughout the year. – 7 new staff members trained in the classroom components of the registered TEN course, with 5 completing to be accredited as TEN teachers. 	

Next Steps

Continue to build on professional learning focus areas of literacy (L3, L2) and numeracy (TEN) to embed practices across school.

Review and refinement of all stage units of work to include project based approaches, ensuring they meet the requirements of new syllabus for the Australian curriculum.

Broaden the use of Quality Teaching, Successful Students funding to more effectively have staff collaborate in working with the Professional Development Framework, so that we ensure the PDP process is valued by all and encourages greater ownership over the goals set and professional learning directions.

Strengthen leadership capacity within the school, promoting distributed leadership, succession planning and increasing opportunities for mentoring amongst all staff, to promote continued high level collaboration, observation and professional sharing of evidence based teaching focused on impact and growth.

Strategic Direction 3

School Culture and Values

Purpose

To develop an inclusive school culture that promotes resilience, respect and a sense of belonging for all.

Overall summary of progress

The continued school wide focus on Positive Behaviour for Learning has resulted in a consistent approach to reinforcing values and using the common language of PBL, setting high expectations of student behaviour and educational achievement and a shared community understanding of the core values of being Safe, Respectful and Responsible. The analysis of data has informed the identification and selection of individual class expectations.

The implementation of the Rock and Water program, supported the social and emotional development for all students in Stage 3. A more targeted program for identified students focused on areas of identified need including the development of self-awareness, self-control and confidence.

The school has continued to engage students in our PBL and KidsMatter programs to improve emotional resilience, social intelligence and proactive leadership behaviours.

Student behaviour has been improved through the development of engaging, differentiated teaching and learning designed to meet the learning needs of all individuals.

Community engagement has been supported through improved communication, information sharing and the facilitation of the Multicultural Community Liaison Officer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maintain and improve attendance rates of 90% or more. 100% staff committed to PBL and KidsMatter through modelling expectations, use of common language and actively engaged in lessons. Increase the number of male students attaining levels in the merit system. Decrease the number of male students requiring targeted support 5–10%. Increase the number of students remaining within universal systems.	Committee evaluations provide evidence that all classrooms prominently display updated PBL signage. Examination of school data (RISC) informs that all teachers are utilising recording systems and consistently applying expectations. Targets are responsive to data. All class programs reflect the teaching of social skills: whole school and classroom expectations. Student led skits are performed at whole school assemblies to engage students and to reflect on what each expectation "looks like" in school life. Focus areas are derived from analysis of whole school data. 100% staff involved in professional learning sessions relating to PBL and KidsMatter (including Component 2). Tier 2 students are supported through referral and monitoring processes of the Learning Support Team. Individualised behaviour plans written for students, in consultation with parents, wherever possible. Check-in / Check-out programs implemented to	Multicultural Community Liaison Officer \$7,697.40

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Maintain and improve attendance rates of 90% or more.</p> <p>100% staff committed to PBL and KidsMatter through modelling expectations, use of common language and actively engaged in lessons.</p> <p>Increase the number of male students attaining levels in the merit system.</p> <p>Decrease the number of male students requiring targeted support 5–10%.</p> <p>Increase the number of students remaining within universal systems.</p>	<p>support individuals.</p> <p>Differentiation of classroom management systems, in consultation between teachers and executive, to more effectively cater for individual needs.</p> <p>Frequent positive reinforcement and rewards for all students, including daily draws, merit awards and Super Star badges.</p> <p>Whole school analysis of RISC data, resulting in development of focused and purposeful classroom expectations, targeting areas of identified need.</p> <p>Peer support conducted in Term 3 and lead by Stage 3 students, targeted social and emotional learning and supported leadership development.</p> <p>Expertise of School Counsellor used for professional learning around students social and emotional learning. Created Social and Emotional Core Skill register for all class teachers to identify the social and emotional needs of each individual student.</p> <p>Continuation of Breakfast Club, with reduced costs and healthier food options.</p> <p>Student attendance rates maintained consistently across the school at 92.4%. (Whilst this is a slight decrease on previous years, it is reflective of the changes to DoE policy regarding exemptions).</p> <p>Continuation and expansion of Shelley Play Club, to engage pre-Shelley students and their families in the school community.</p>	

Next Steps

KidsMatter Component 3 –professional learning and implementation.

PCYC initiative for all Stage 3 boys to increase engagement.

Fiftieth Anniversary project and initiatives to engage the community in the celebration of this Shelley PS milestone.

Align behaviour and merit systems with system changes (transition from RISC to LMBR central and ontrack+).

Expansion of Breakfast Club, to make it available to students every day and include wider school community to ensure sustainability.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Additional LaST teacher time was provided to increase individualised and small group support for students in addressing specific learning needs.</p> <p>All students have a personalised learning plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>An increased number of parents were involved in the development of the PLPs.</p> <p>Aboriginal students are demonstrating higher average levels of progress.</p> <p>A range of strategies were also employed to increase teacher understanding about Aboriginality, identity and cultures, so that stage programs reflect opportunities for all students to respectfully learn about Aboriginal culture, histories and experiences.</p> <p>This also included the engagement of high quality Aboriginal performance groups, with these activities integrated into classroom learning experiences.</p>	<p>RAM Aboriginal Background \$3887.43</p>
<p>English language proficiency</p>	<p>EALD teachers attend stage meetings to collaboratively plan differentiated learning experiences for students.</p> <p>Differentiated experiences are evident in teacher programs.</p> <p>Parents are informed of student progress via SBSR Reports.</p> <p>Caseload is adjusted to meet ongoing student learning needs.</p> <p>Students in Stage 2 and 3 with RRL below 30 included in Reading Skills Program. Programs adjusted to reflect results of NAPLAN analysis.</p>	<p>EALD teacher support time organised on a needs basis. Time provided to allow support staff to meet with classroom teachers to collaboratively plan. Support teacher time allocated to Reading Skills Program.</p> <p>\$12,247.93</p> <p>Strategic Direction 1 and 2</p>
<p>Low level adjustment for disability</p>	<p>Teachers have all information required to effectively support students.</p> <p>Regular monitoring and consistent assessment of student progress.</p> <p>Students with disability are positively engaged in their learning and working towards their identified goals.</p> <p>Teachers demonstrate deep knowledge of how their students learn and effective strategies used to support the achievement of maximum outcomes.</p> <p>Planning occurs collaboratively between Classroom Teachers, Support Teachers, Learning Support Team, parents and where appropriate, students.</p>	<p>Meeting time allocated in Term Planner. Additional teacher and SLSO support time provided.</p> <p>RAM Low Level Disability \$27,322.36</p>

Low level adjustment for disability	Student progress is monitored and teaching and learning programs adjusted accordingly to reflect analysis of NAPLAN data.	Meeting time allocated in Term Planner. Additional teacher and SLSO support time provided. RAM Low Level Disability \$27,322.36
Quality Teaching, Successful Students (QTSS)	<p>Comprehensive and focused support for teachers with accreditation process and performance and development framework.</p> <p>Teams jointly plan and observe each other's lessons. Constructive feedback practices embedded for teachers on lesson delivery, programming, assessment and classroom management.</p> <p>Ongoing monitoring of systems and processes and adjustments made when needed to provide most effective QTSS model.</p> <p>Professional practice is enhanced and quality of classroom teaching improved. Individual teachers are able to reflect on their own practice and plan for their ongoing professional learning needs.</p>	<p>Additional teacher time</p> <p>QTSS Funding</p> <p>\$16,000</p>
Socio-economic background	<p>Classroom teachers collaborate with Speech therapist to provide targeted program to assist with language development.</p> <p>Classroom teachers have increased confidence to include similar activities at alternate times.</p> <p>Breakfast Club fosters an important sense of wellbeing for students, providing food for students who otherwise would have missed breakfast and a top up for others.</p> <p>All students have equal access to curricular and extra curricular opportunities provided at school.</p> <p>Students with additional support needs receive targeted assistance.</p>	<p>Speech Therapy Program \$17 000</p> <p>Breakfast Club \$1500,</p> <p>Student Assistance \$5 200</p>
Targeted student support for refugees and new arrivals	Additional support used to assist with transition to school, sourcing appropriate resources, communication with parents, liaising with outside agencies eg translators and assisting teachers with differentiated learning programs. Assistance focused on providing bilingual and bicultural support for students.	\$4 750

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	302	289	288	290
Girls	307	287	284	268

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	95	92.4	94.6
1	93.8	94.4	92.6	92.6
2	95.3	94.9	92.4	90.5
3	93.9	96.2	91.4	92.1
4	93.8	94.2	93.3	92.7
5	94.4	95.5	91.5	93.8
6	95.9	94	93.2	90.6
All Years	94.7	94.9	92.5	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016 Shelley has one Aboriginal member of staff who was secretary of the Metropolitan West Regional AECG (Aboriginal Education Consultative Group), the Nurrungingy AECG and works closely with the Burbaga Aboriginal Corporation.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	46

Professional learning and teacher accreditation

30% of Shelley teaching staff members are now accredited with the NSW Institute of Teachers.

Teacher Professional Learning continues to be highly valued at Shelley Public School and is an integral part of our school's effort to ensure the best possible outcomes for our students.

In 2016, teaching and administrative staff participated in school based development days, after school professional learning sessions and external professional learning activities, many provided by the Department of Education.

The school professional learning expenditure for 2016 was \$17 750 55. This includes course fees and casual teacher relief.

All teaching and administration staff undertook mandatory and targeted professional learning. These included: CPR, PBL and KidsMatter, Anaphylaxis training, Code of Conduct, Workplace Health and Safety, Child Protection, NSW History Syllabus for the Australian Curriculum, NSW Geography Syllabus for the Australian Curriculum, TEN (Targeting Early Numeracy) and L3.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	450 679.89
Global funds	364 190.88
Tied funds	312 173.65
School & community sources	191 848.53
Interest	6 142.10
Trust receipts	22 437.00
Canteen	0.00
Total income	1 347 472.05
Expenditure	
Teaching & learning	
Key learning areas	11 427.68
Excursions	64 296.51
Extracurricular dissections	39 079.76
Library	7 143.59
Training & development	3 045.81
Tied funds	306 306.86
Short term relief	91 118.33
Administration & office	54 262.65
School-operated canteen	0.00
Utilities	46 025.99
Maintenance	41 629.98
Trust accounts	30 825.65
Capital programs	10 946.00
Total expenditure	706 108.81
Balance carried forward	641 363.24

The information provided in the financial summary includes reporting from 1 September to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	706 365.38
(2a) Appropriation	659 724.15
(2b) Sale of Goods and Services	116.44
(2c) Grants and Contributions	45 191.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 332.91
Expenses	-249 943.41
Recurrent Expenses	-249 943.41
(3a) Employee Related	-138 612.88
(3b) Operating Expenses	-111 330.53
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	456 421.97
Balance Carried Forward	456 421.97

	2016 Actual (\$)
Base Total	3 564 394.65
Base Per Capita	30 733.21
Base Location	0.00
Other Base	3 533 661.44
Equity Total	455 115.85
Equity Aboriginal	8 456.68
Equity Socio economic	45 940.72
Equity Language	203 225.21
Equity Disability	197 493.23
Targeted Total	74 241.48
Other Total	57 495.96
Grand Total	4 151 247.95

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

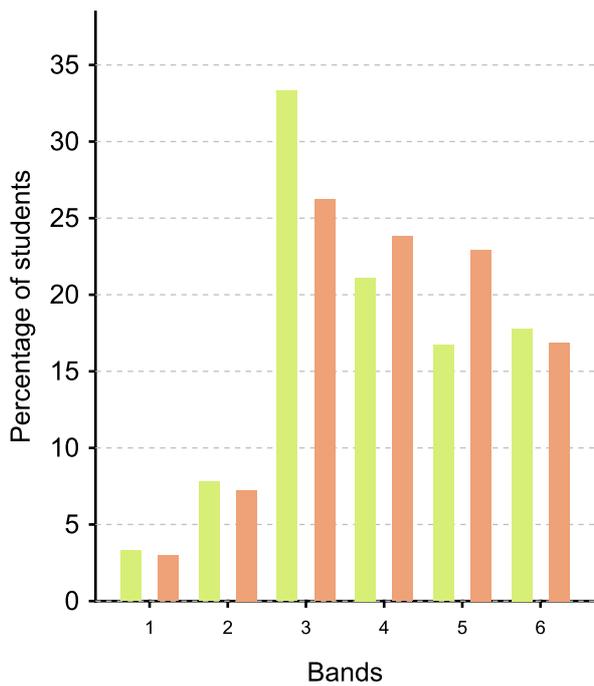
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

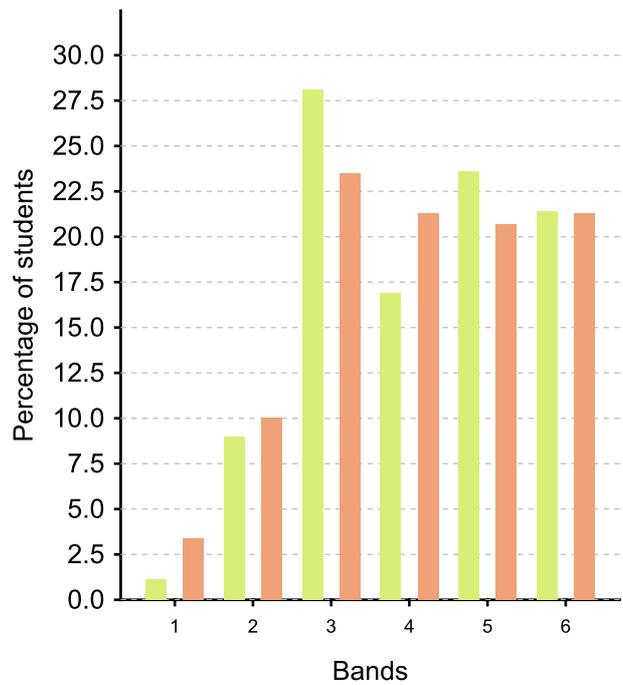
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

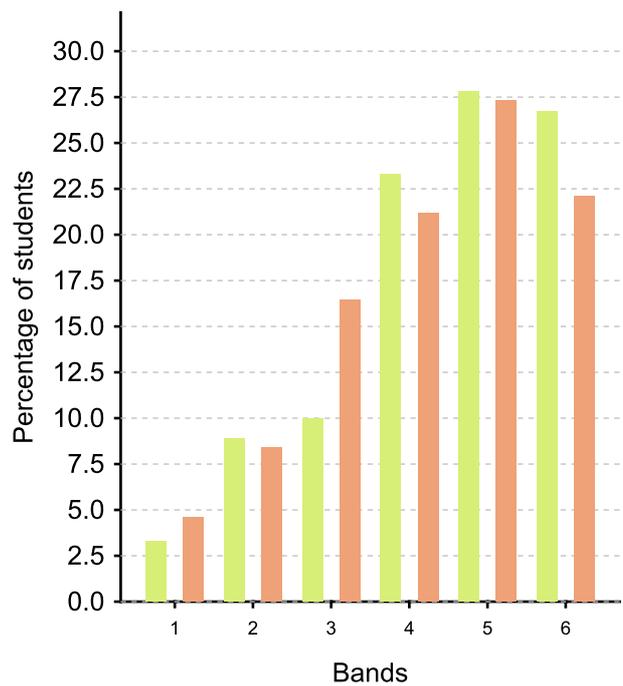
Percentage in bands:
Year 3 Grammar & Punctuation



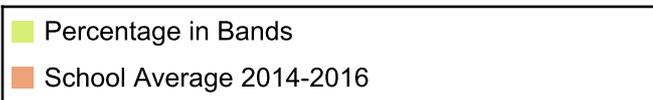
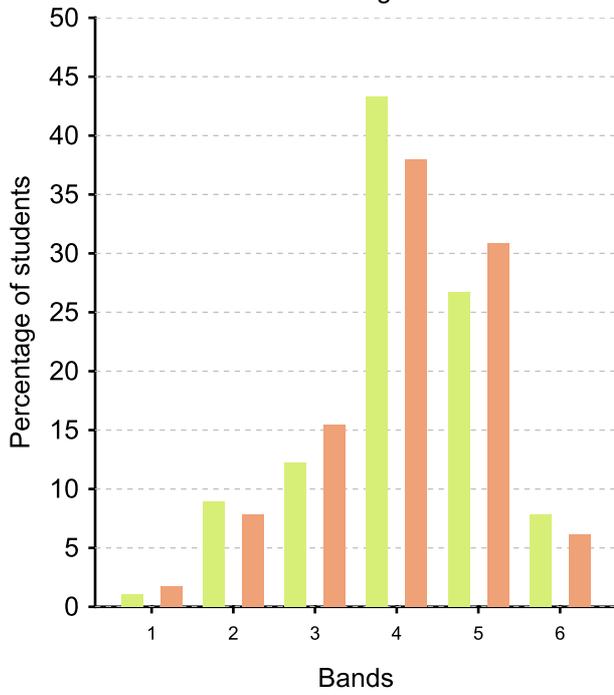
Percentage in bands:
Year 3 Reading



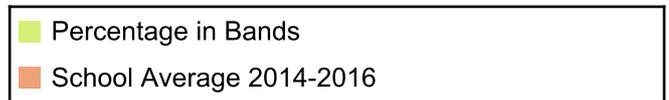
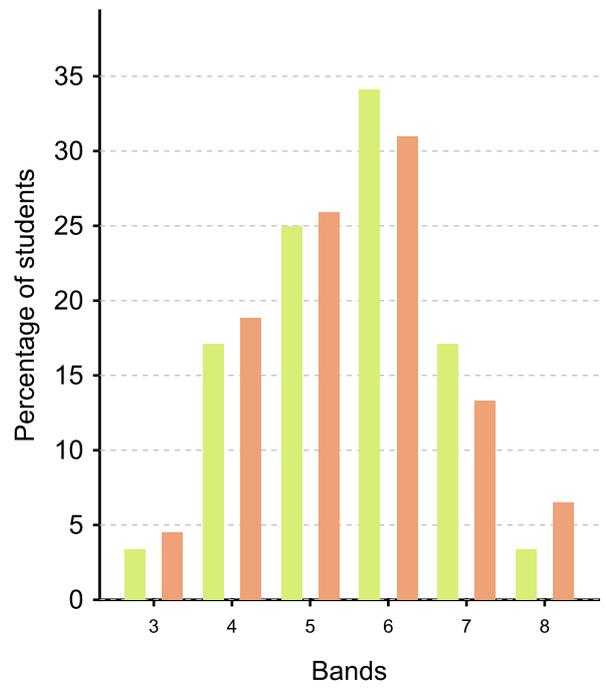
Percentage in bands:
Year 3 Spelling



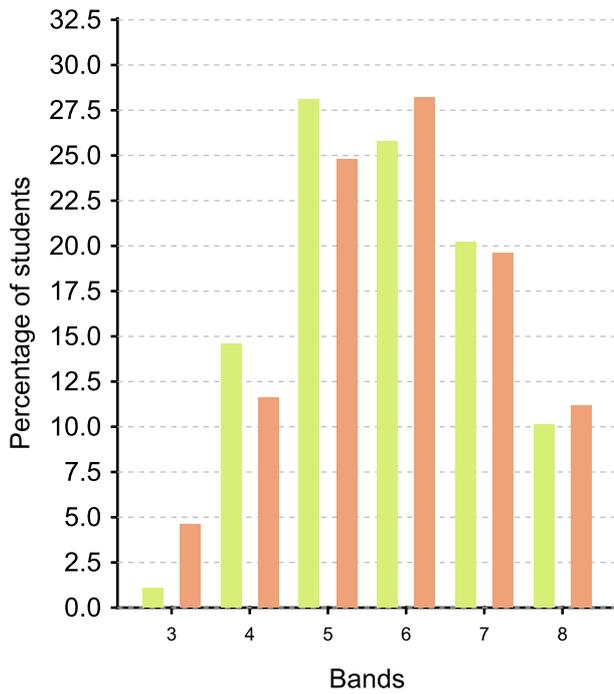
Percentage in bands:
Year 3 Writing



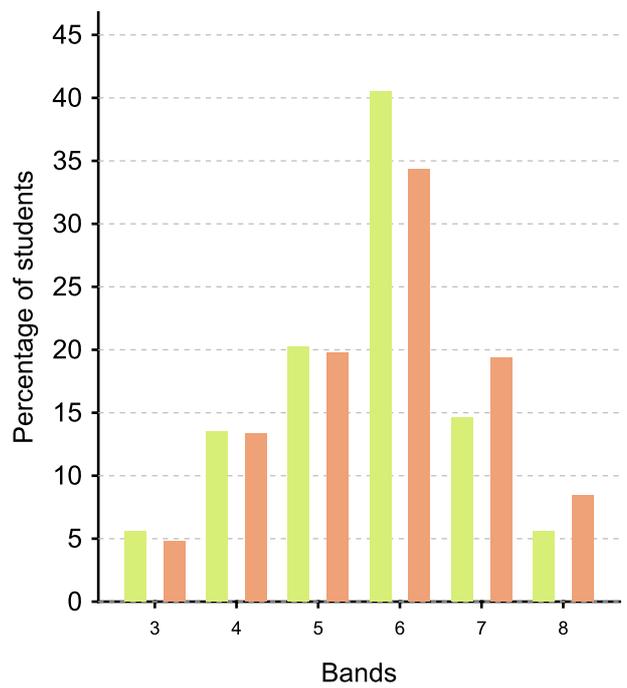
Percentage in bands:
Year 5 Reading



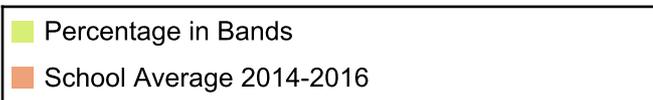
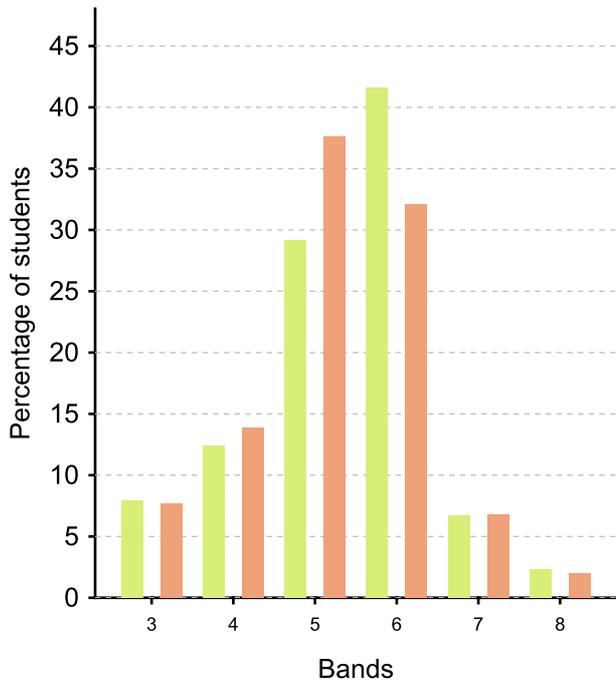
Percentage in bands:
Year 5 Grammar & Punctuation



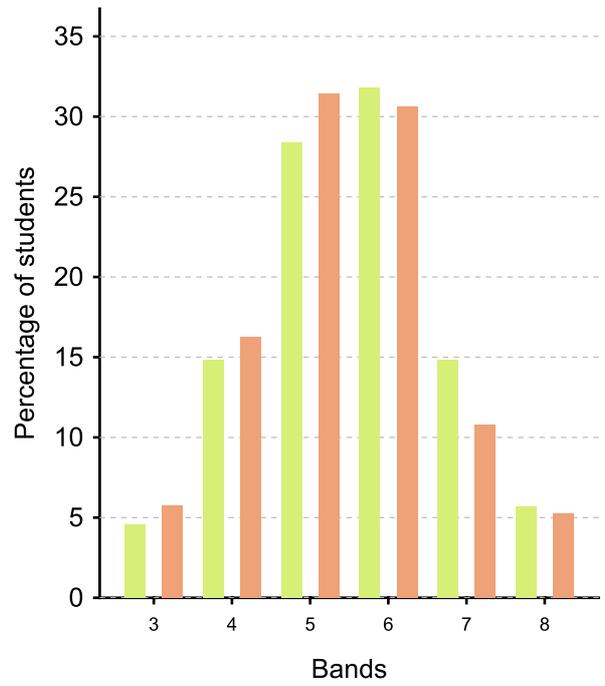
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

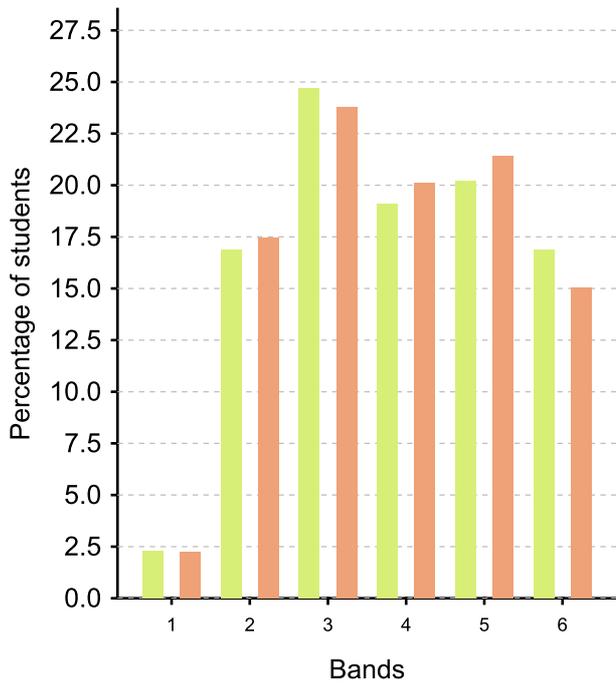


Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school.

Shelley Public School is always seeking to improve what we do in our core business. We constantly talk to our parents and community, students and staff to determine our strengths and areas for development and to continue to strive for excellence. We have surveyed stakeholders on a range of topics, conducted formal and informal parent/teacher interviews and evaluated our professional learning sessions. The school always welcomes feedback on activities and programs. We enjoy strong partnerships with parents in the education of our students and also value the input of students in their learning journey.

Policy requirements

Aboriginal education

Shelley Public School is committed to enhancing the knowledge and understanding of all students about Aboriginal Australia. We embed Aboriginal perspectives into our learning programs across all Key Learning Areas and ensure that Aboriginal students are supported through the creation of Personal Learning Plans (PLPs) in consultation with the classroom teachers, parents and students. This year, students acknowledged both National Sorry Day and NAIDOC Week. During National Sorry Day, students learnt about the Stolen Generation and the impact that it had on Aboriginal people of the past and present. During NAIDOC Week, teachers read Aboriginal stories, watched short Dreamtime films and Aboriginal song and dance clips. One day was dedicated to classes focusing on Aboriginal culture through an incursion by Wagana Aboriginal dancers for all students in K–6.

Shelley Public School shares a strong relationship with the Aboriginal Education Consultative Group and local Aboriginal Elders.

Multicultural and anti-racism education

In 2016 our school received funding to support students who have English as an Additional Language or Dialect (EALD). Classroom teachers have undertaken professional learning in the use of the EALD Learning Progression to measure English Language proficiency. The phasing of EALD learners is the joint responsibility of classroom teachers and the EALD teacher.

The school constantly reviews its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic multicultural society.

Two staff members have undergone training in 2016 to take over the role of Anti-Racism Contact Officer in 2017.