

Revesby South Public School Annual Report



2017



4016

Introduction

The Annual Report for 2017 is provided to the community of **Revesby South 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.

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Message from the Principal

Another fantastic year draws to a close and this report conveys some of the school's achievements for 2017. It is a special privilege for me to be Principal of such a wonderful and high achieving community school.

Once again we have made significant gains in our performance in Literacy and Numeracy across the school as we continue to implement evidence-based programs such as Language, Learning and Literacy – L3 (K–2), Targeted Early Numeracy (K–2), Taking Off With Numeracy (3–6), Synthetic Phonics, MultiLit, MinLit and Reading Recovery programs. Teacher support has focused on the early years of schooling and additional services of Speech Pathology and Occupational Therapy target our special needs students. When looking at impact of our early learning programs, the school's improvement or value-added results from Kindergarten to Year 3 is in the Excellence domain. Our Year 3 to Year 5 growth in NAPLAN has also been the best it has been in the last four years.

Our sporting teams continue to be extremely successful with five premierships in the East Hills PSSA competitions and a number of students represented East Hills, Sydney South West and NSW in a variety of sports.

In the performing arts, our school choir performed beautifully at a variety of school events and at the Cantabile Festival at the Opera House. Our Dance troupe also performed at the Ultimo Dance Festival at the Seymour Centre and then there was the whole school Bedazzled Festival which was staged over several nights at school– the overwhelming feedback was that this festival was the best ever. The school also participated in the Bankstown Public Speaking Competition with a trio of students winning three out of four divisions.

I am immensely proud of our innovative Life Skills program where more students in 2017 developed financial literacy skills in student run businesses to sell their products using a school based currency at our market days. Our Garden Club have set up a chicken run and coop, native bees pollinate our gardens and our garden itself looks magnificent. Our team of green thumbs have been made up of grandparents, aunts and parents and have done an amazing job.

We are very fortunate to have an extremely committed, passionate and professional team of early career and experienced teachers who strive every day to improve the wellbeing and education of all students. Our teachers utilise much of their professional learning and personal time on learning and improving the way they teach to create engaging programs and learning that has direct impact on the outcomes of the students. I would like to take this opportunity to thank all my staff for their hard work, professionalism and care. They give up many evenings, weekends and holidays to plan wonderful opportunities for your children. Together with my amazing executive team, we have built a positive culture with a clear purpose on improvement.

No school can function effectively without the support of its community. Its not just financial support, but a true collaboration of ideas. The school's P&C embodies this sense of collaboration and I would like to thank them for their fantastic and ongoing support – especially the executive led by Robert Rex and our committee members. Our school fete was a tremendous event that showcased not just the school but what our community stands for – a true sense of good will, belonging and harmony. I would like to thank the Fete Committee and our coordinators, Kristy Gilberd, Kellie McFarlane and Amy Papadimitropoulos. I would also like to thank our partners Michael and Paul from First National Daystar at Revesby – two great supporters and advocates of our school, and to many community businesses and organisations that offered support to the school throughout 2017.

2017 also saw an introduction of a new role within the P&C of Grant Coordinator. This role has relieved a burden upon myself and I would like to thank Sarah Brown for the work she has done in liaising and putting in grants on behalf of the school. I can announce that we have been successful in obtaining a number of grants with a combined amount of \$70 000 for fitness equipment and gardening programs. I would like to acknowledge the support from our Federal member, the Hon. David Coleman Member for Banks who supported our application for funding our outdoor strength and fitness equipment to the value of \$11 500. We also refurbished and improved our cricket net facilities which was a combination of school, P&C and grant funds. Another community accomplishment was the renovation of our School Canteen into a modern, spacious area that brought it into the 21st century. This would not have been at all possible without the skills and expertise of our community members and business partners.

What a year it was for this great school.

Chris Whitten (MEd –Leadership)

Principal

Message from the school community

2017 has been an exciting year for the Revesby South Parents and Citizens Association (P&C). We saw at our AGM all roles for the P&C Executive and Sub-Committees filled with a mix of experienced parents and enthusiastic novices. Everyone in the P&C earns my gratitude for their contribution to the school. The volunteers on the various sub committees across the whole school all contributed many hours to make the year a success. The P&C momentum remained high through the year, due in no small part to our Fete which saw \$41 000 raised for the school.

2017 saw the P&C Executive work hard on succession planning, making sure we bring a greater transparency to the P&C by introduction of sub-committee guidelines, and a new position, that of Tenders / Grants Co-ordinator created –to great success, with the position successfully earning the school over \$70 000 in grants.

The Canteen ran successfully through the year seeing online ordering introduced (great assistance to many parents); with many volunteers, grandparents and parents continuing to support this area. The Uniform Room continued to operate every Friday continuing our great relationship with MUE at Panania to offer families an alternate venue to purchase uniforms. School Banking has continued to be offered at Revesby South and in 2017 saw an increasing number of children using this service. Book Club, provided by the P&C through Scholastic, continued this year with rewards accrued going into more books for the Library and Kindergarten classes. We continued the tradition to run Mother's Day and Father's Day stalls to give the children an opportunity to develop life skills in making decisions and learning the value of money while purchasing gifts for a loved one.

As always, we owe a special thanks to our Principal Mr Whitten and all the staff at Revesby South for their ongoing support of P&C initiatives and providing an excellent educational experience for our children. I also thank and pay tribute to the P&C Executive and Members for the hours of diligent hard work they have put in on behalf of the school community.

There is so much to look forward to in 2018 with work on the ever-expanding garden with a new greenhouse planned, expansion of our play / sports areas to begin and new initiatives being suggested and discussed.

Revesby South P&C meetings are held twice a term and we welcome new members – I hope to see you at a meeting soon and, as always, look forward to volunteering alongside you in 2018.

Robert Rex

P&C President

Message from the students

During 2017, the SRC has continued to provide a voice for the students at Revesby South Public School. All the school captains and sports captains, as well as two student representatives are nominated from each class to meet regularly to help make decisions on behalf of their peers.

The SRC have been involved in organising and running Breakfast Club each morning; providing a healthy breakfast for all students. Throughout the year, the SRC has held various fundraisers and programs to support charities such as Jeans for Genes Day. We also held a gold coin collection to support one of our Year 5 students, Abbie Purvis, who was selected to represent NSW at the Pacific School Games in Softball at Adelaide.

We have been involved in several mufti days, a school disco, as well as the end of year Carols at Sunset BBQ, all raising funds for our school and various initiatives. The SRC have worked hard to serve their school and peers throughout the year, and should be highly commended for their worthy efforts.

School background

School vision statement

Revesby South Public School strives to make the world a better place by enabling excellence and equity, fostering creativity and inspiring innovation so our students can be successful and actively informed thinkers for a rapidly changing world.

School context

Revesby South Public School (enrolment 324 students, including 44% from a non-English speaking background) is a dynamic learning community focussed on providing a relevant education for the 21st Century. There is a current focus on embedding quality teaching into all curriculum areas and the development of innovative technology practices.

A dedicated staff team of early career and experienced teachers is supported by a strong collegial approach to ongoing professional development. Parental involvement is highly valued and the Parents and Citizens' Association plays a vital role in supporting school programs and improving educational outcomes for all students.

The school provides specialist support for a number of students with special needs being integrated into the school that enriches the lives of all students.

The school is well resourced with modern school library, interactive whiteboards in classrooms, computer lab, mobile computer labs, iPads, school hall and covered outdoor learning areas. Specialist curriculum programs include L3 (K-2), Reading Recovery, MultiLit, MiniLit, Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Other initiatives include LifeSkills (Financial Literacy & Enterprise Education Program), Gardening Club, Public Speaking, various Buddy and Social Skills Programs, Kindy Links, Peer Support, Breakfast Club, Student Representative Council, PSSA, Dance and Choir.

The school has an effective welfare and discipline program with a focus on social skills, decision-making and citizenship. The core values of the school are reflected in the School Rules with a focus on 'Being Safe', 'Being Respectful' and 'Being an Active Learner'.

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.

While the school continued to review and improve elements across the three domains, the main priority again in 2017 was the Teaching Domain which is broken into five elements – Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards.

The school has demonstrated excellence in this domain through the Curiosity and Powerful Learning strategy. The school leadership team demonstrated instructional leadership by promoting and modelling effective evidence-based practice throughout the program. The main focus was on Connecting Data to Feedback and committing to Assessment for Learning.

An increase in staffing allocation via the Quality Teaching Stronger Students agenda has enabled teaching staff to collaboratively plan, teach and grow expertise as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their evidence-based practice through their reflections and evaluations of our collective work to implement the syllabus effectively.

The Learning Domain comprises of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures will be a major focus in 2018–2020 plan. The school is beginning to initiate new wellbeing programs such as Rock and Water, and has begun to discuss reporting practices with the community.

The Leadership Domain comprises of Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes. One of the areas identified by the leadership team is the need for greater consultation with the community beyond the P&C and with the student body. These areas will be a direct priority in the 2018–2020 School Plan.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Enabling equity and excellence

Purpose

We believe that the development of students' ability to build and maintain relationships and adopt lifelong learning skills in school influences their prospects of educational and occupational success throughout their life.

Students have a right to quality education and opportunities to develop their knowledge, skills and social connectedness in a culture of excellence and equity. The school community must ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes. Teachers will be expected to deliver a culture of high expectations, differentiate learning to support or extend students and create a concept of self-worth and resilience in students.

Overall summary of progress

The school is making strong gains in 'Enabling Equity and Excellence'. Students are demonstrating improved Literacy and Numeracy skills via the implementation of evidence based programs such as L3, TEN, TOWN, Synthetic Phonics, MultiLit, MiniLit and Reading Recovery. Students have received additional support with a Speech Pathologist and an Occupational Therapist working in the school. Teaching staff have embedded processes to improve collaboration, along with opportunities to demonstrate and observe colleagues to improve their teaching. The Learning Support Team has provided support to teachers and students that require additional assistance or extension. Value added data for students from Kindergarten to Year 3 placed the school in the Excellence domain. Value added data placed Year 3–Year 5 growth and Year 5–Year 7 growth in Delivering.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
That 70% of students meet expected benchmarks along the K–6 continuum in Literacy and Numeracy.	\$6000 in resources for Literacy programs \$2000 in resources for Numeracy programs	Kindergarten (64%), Year 1 (83%) and Year 2 (85%) students exceeded target with Years 3 (48%), Year 4 (53%), Year 5 (57%) were slightly lower for Reading. Results for Numeracy were similar with Kindergarten (75%), Year 1 (67%), Year 2 (85%) were close to or exceeding target. Years 3–6 were all very close towards attaining the target.
That 95% of students exceed NAPLAN minimum standards.		Year 3 – 92% Reading, 100% Writing and 94% in Numeracy exceed minimum standards. Year 5 – 98% Reading, 100% Writing and 98% in Numeracy exceed minimum standards
That all teachers meet performance and development processes, and accreditation standards.	Funds from Professional Learning (\$26000) were used to ensure all staff met expected standards.	100% of all staff on duty met performance and development requirements and accreditation standards.
Students identified in requiring Occupational Therapy and/or Speech Therapy demonstrated improvement in their area of focus which is tracked from pre and post assessment.	\$19 250 Speech Pathologist Consultant \$15000 Occupational Therapist Consultant	All students demonstrated significant progress as a result of intervention programs. Reports of progress were distributed to parents to show improvement and areas still to work on.

Next Steps

The school will continue to build on student achievement by reflecting on the implementation of Literacy and Numeracy programs especially in Years 3–6. There will be a further emphasis on consistency and tracking of student achievement. Regular review and analysis of performance data will assist in the planning and focus of the teaching and learning.

Strategic Direction 2

Fostering creativity and curiosity

Purpose

We believe that by improving students' ability to think and adapt creatively and maintain curiosity in school influences their prospects of educational and occupational success throughout their life.

Students and teachers need to view creativity as having ideas that have value. As a result, they must be enterprising and resilient, have the freedom and confidence to take risks and use their initiative to demonstrate their creative abilities.

Students' curiosity and learning can create their own power cycle. Teachers can feed our students' curiosity consistently and rigorously and use it to fuel new knowledge and skills.

Overall summary of progress

Students and teachers have showcased creativity via internal and external programs at school such as photography, visual arts, music, dancing, choir and writing. Students also performed in a number of festivals including the Ultimo Dance Festival and Cantabile Performing Arts Festival at the Opera House. Every student in the school performed in Bedazzled over several nights. All teaching staff have engaged in a rigorous school improvement processes focussing on effective teaching through the Curiosity and Powerful Learning program. Teacher quality has improved as a result of professional learning, observation, demonstration, provision of feedback and coaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
That all teaching staff embeds the ten 'Theories of Action' and demonstrates outstanding teaching practice.	Funds from Professional Learning were used to ensure all staff met expected standards through performance and development processes and the Curiosity & Powerful Learning Program.	All teaching staff began to embed Assessment for Learning and Connecting Data to Feedback 'Theories of Action'. All teachers provided demonstration lessons, observed each other and provided feedback in this practice.
That all students have an opportunity to participate in creative programs and showcase events.	\$5000 for Bedazzled—props, costumes and audio equipment.	Students had opportunity to participate in whole school performing arts festival Bedazzled, Cantabile Music Festival and Ultimo Dance Festival.
That staff incorporate creativity and curiosity into teaching and learning programs and utilise evidence based models/ rubrics to assess creativity.		All teaching staff continue to build on their repertoire on integrating creativity in their teaching and learning.

Next Steps

The school will also establish a dance troupe to perform in other local festivals in the Bankstown area. Further implementation of the Curiosity and Powerful Learning strategy with a focus on 'High Expectations', 'Implementing Cooperative Groups', 'Inquiry Based Learning' and 'Setting Challenging Learning Tasks' will be a priority in 2018.

Strategic Direction 3

Inspiring innovation

Purpose

We believe that inspiring students' to think 'outside the square' and from many different perspectives can improve their ability to be innovative and will influence their prospects of educational and occupational success throughout their life.

Students and teachers must adapt and evolve to suit the circumstances they will face in their future. As a community we must begin to understand that the workforce is changing and not determined. The students' need to be fearless with their ideas and celebrate entrepreneurship in order for them to develop financial and psychological independence.

Overall summary of progress

There has been a significant increase of students who participated in the Life Skills initiative. This innovative program taught students financial and entrepreneurial skills as they created a business, and learnt about market forces to sell their product using a developed school based currency. An extension of this program is our Garden Club, which installed a Chicken coop and run, native bee hives and participated in community events. The BYOD approach is gaining further traction with increased numbers of students bringing their own device from home along with Stage 2 and 3 teachers incorporating the use of these devices in teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students participating in Life Skills program. Students are able to articulate how to earn (by creating a business), save and spend money appropriately.	\$2000 budget for consumables such as candle and soap making and other products. Part of this money was made up on the sale of products at Market Days and auctions.	The number of students participating in the Life Skills program was steady at 35%.
Implementation of BYOD strategy for Stage 2 and 3 students.	The school continued to maintain iPad, laptop computers and other technology devices in the school as part of its commitment to ensure equity.	The number of students opting in the BYOD strategy increased from 9% (2015) to 21% (2016) and 22% (2017).

Next Steps

The Life Skills program will establish a large greenhouse to grow produce to sell to the canteen or propagate seedlings for community plantation in 2018. Strengthening technology programs including coding and robotics with a futures learning approach will be key features in the next school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 608 relief for Learning and Support Teacher & classroom teacher to write Personalised Learning Plans and to attend Belonging Program.	Students from an Aboriginal background participated in a cultural connections program called Belonging. Students networked with other students from around the district celebrating their identity. Every student had a Personalised Learning Plan which was reviewed by Learning Support and Executive Teams.
English language proficiency	\$28 842 provided just above one day EAL/D support per week. School used unfilled staffing allocation to support the program an extra day per week.	EAL/D teacher provided support to students with a language background other than English. Priority was directed towards younger students due to consistent reduction of resources in this area. Language Background Other Than English students performed above state average levels in NAPLAN.
Low level adjustment for disability	LAST staffing allocation was maintained 1.0FTE. Flexible funds were used to employ three SLSOs. Applied for additional integration funding for students with significant needs.	Learning and Support Teachers (LAST) and School Learning Support Officers(SLSOs) implemented Synthetic Phonics program in K-2, MultiLit and MiniLit intervention programs. They also supported students in Stage 2 Numeracy Programs.
Quality Teaching, Successful Students (QTSS)	The staffing allocation was combined to provide teams of staff relief to observe and demonstrate effective teaching practices.	This initiative provided release for teachers to observe and demonstrate quality teaching practices as part of the Curiosity & Powerful Learning program and in performance and development processes.
Socio-economic background	Speech Pathology (1 day/week for 3.5 terms) –\$19250, OccupationalTherapy (1 day/week for 2.5 terms) – \$15000.	All socio-economic funds were used to employ a Speech Pathologist and Occupational Therapist. All students receiving this support showed progress as a result of intervention programs. Reports of progress were distributed to parents to provide feedback, areas of growth and areas still to work on.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	159	148	158	164
Girls	152	170	165	170

Student enrolments have risen steadily for the last four years with a fairly equal distribution of boys and girls. This rise in enrolments coincides with the increase of building developments in the area and the rental market. This led to an increase enrolments throughout the year and many more expressions of interest.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	96	96.7	94.7
1	94.6	94	95	95.3
2	94.5	94.6	94.9	96
3	94.6	94.2	95.8	94.8
4	94.7	94.5	95.5	94
5	95.2	94.2	93	96.3
6	93.9	93.5	94.2	91.9
All Years	94.8	94.5	95	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school maintains accurate records of the attendance of students in a format approved by the Minister. Staff are informed of their responsibilities related to student attendance and the school articulates the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences. Parents and community

members can view the School Attendance Policy including flowchart outlining teacher responsibilities in relation to monitoring and following up of student absences and advice provided to staff regarding justified and unjustified absences on the school website.

The school provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance via individual letters, phone calls, newsletters and formal meetings.

There has been a significant reduction in the number of students identified by the Home School Liaison Officer for review. Records of contact with parents where an absence is unexplained are maintained.

Class sizes

Class	Total
K YELLOW	17
K RED	18
K BLUE	18
1 BLUE	23
1 YELLOW	24
1 RED	23
1 GREEN	24
2 BLUE	29
2 YELLOW	30
2 RED	29
3 YELLOW	30
3 RED	30
3 BLUE	30

Structure of classes

Due to numbers in each cohort, composite classes (classes of students from more than one year) are the norm. In 2017, there were ten stage based classes (four in Stage 1, three in Stage 2 and 3) and three Kindergarten classes.

Teaching and support staff are highly proficient in catering to the needs of all learners and are able to accommodate this structure with great impact on growth and performance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.29
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander staff currently employed at Revesby South Public School. Teacher of ESL (EALD) comes as a flexible funding supplementation. School Counsellor allocation is managed by shared school.

Workforce retention

There were no permanent teaching appointments in 2017. Mrs Michelle Pappas (School Admin Manager) is continuing her secondment to Department of Education Local Business Management Reform until mid 2018. Ms Natalie Campion is the Relieving SAM.

A number of teaching staff are currently working part time due to Maternity Leave.

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	25

Professional learning and teacher accreditation

Teacher Accreditation

In 2017, all teaching staff including executive and the Principal became accredited with NSW Education Standards Authority at the proficient teacher level. All teachers accredited at Proficient Teacher will now be maintaining accreditation by completing and recording their professional development as well as demonstrating that their practice continues to meet the Australian Professional Standards for Teachers (the Standards) at Proficient Teacher level.

Professional Learning

The Curiosity and Powerful Learning agenda is an explicit, quality teaching initiative. It is grounded in evidence from research and recognises high quality teaching practice which translated in terms of improving student outcomes. This is the second year, the school has implemented this initiative, with a focus on:

- Connecting Feedback to Data
- Committing to Assessment for Learning

Professional learning has focused upon, developing a school narrative, exploring the Theories of Action of teacher practice and student achievement, designing a school framework for the development and refinement of higher quality teaching strategies. Previously, the focus of the Theory of Action Modules implemented by staff were;

- the importance of Narrative and Pace,
- specific Learning Intentions and Success Criteria,
- expanding the practice of Higher Order Questioning

A valuable source of collegial learning resulted from participating in peer mentoring visits, the provision of feedback and coaching sessions.

One teacher began professional learning in Language, Literacy and Learning (L3) Kindergarten and two teachers in L3 – Stage 1. This is a two year program with a significant amount of professional learning, demonstration and observation of teaching practices. Feedback on the implementation of the program is provided to all trained teachers to facilitate reflection and improve practice.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	224,138
Revenue	2,802,076
Appropriation	2,554,839
Sale of Goods and Services	232
Grants and Contributions	243,918
Gain and Loss	0
Other Revenue	0
Investment Income	3,087
Expenses	-2,796,691
Recurrent Expenses	-2,796,691
Employee Related	-2,348,127
Operating Expenses	-448,564
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	5,385
Balance Carried Forward	229,523

Revesby South Public School has a Finance Committee which meets once per term. The committee is comprised of the Principal, School Admin Manager, a member from the P&C, school executive and interested teaching staff. The committee compiles budgets, reviews income and expenditure. It also collaboratively determines where resourcing is required if needs of particular programs or maintenance issues change.

The Principal is ultimately responsible for all financial decisions which must abide by Department of Education policy and any associated laws pertaining to handling and utilising Treasury Managed Funds.

The school tendered for the installation of play equipment in 2016. The school provided just under \$50 000 and the P&C provided \$25000 to complete the project in early 2017.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,197,060
Base Per Capita	49,363
Base Location	0
Other Base	2,147,697
Equity Total	212,117
Equity Aboriginal	5,608
Equity Socio economic	34,500
Equity Language	28,842
Equity Disability	143,167
Targeted Total	39,155
Other Total	71,417
Grand Total	2,519,749

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

School performance

School-based assessment

L3 (Kindergarten and Stage 1)

Language, Learning and Literacy (L3) is a research-based Kindergarten and Stage 1 classroom Literacy program, targeting reading and writing. It has been designed to complement the daily literacy program for students. Students receive explicit instruction in reading and writing strategies in small groups of three to four students. Students then complete independent, individual or group literacy tasks. This occurs in the daily literacy session.

In 2017, one Kindergarten teacher completed their first year of professional learning and have become accredited in delivering this program effectively to students. Regular data collection and analysis indicates that most students continue to independently write more text incorporating complex sentences and are reading higher levels of text readers with increasing fluency, accuracy and intonation. According to the Literacy Continuum, students exiting Kindergarten at the end of the school year should have achieved a reading level of between 5 and 8. The following indicates the reading levels Kindergarten students achieved after their first year of schooling.

Level 1 – 2 = 0

Level 3 – 5 = 0

Level 6 – 8 = 11

Level 9 – 11 = 14

Level 12 – 14 = 4

Level 15 – 17 = 6

Level 18+ = 1

Similarly, two Stage 1 teachers completed their first year of L3 training and have become accredited in implementing this program into their daily Literacy sessions. Participating teachers are well equipped in selecting specific texts and planning explicit instruction based around these, providing quality feedback to students, modelling reading practices with a focus on inferential comprehension and incorporating modelled and guided writing groupings to improve the overall quality of text construction. Due to the improved quality teaching practices in these areas and regular collection of data, teachers have seen levels of higher understanding and performance in their students, which has also been reflected in the PLAN data for each Stage 1 class.

Year 1

Level 9 – 11 = 0

Level 12 – 14 = 0

Level 15–17 = 8

Year 2

Level 15 –17 = 0

Level 18 – 20 = 5

Level 21 – 24 = 12

Level 18 – 20 = 14

Level 21 – 24 = 16

Level 25+ = 2

Level 25+ = 33

Reading Recovery

Reading Recovery is a research-based intervention program with the prime goals of accelerating literacy learning and reducing reading and writing difficulties by targeting those students performing in the lowest 20% of Year One. Students are assessed for eligibility into the program by the Reading Recovery teacher. The program is systematic and comprehensive through the provision of an intensive, individualised program which students participate in for 30 minutes each day, and is supplementary to the ongoing literacy activities in the classroom. One teacher completed her training and implementation of Reading Recovery in 2017, with eight students accessing and successfully completing the requirements of the program.

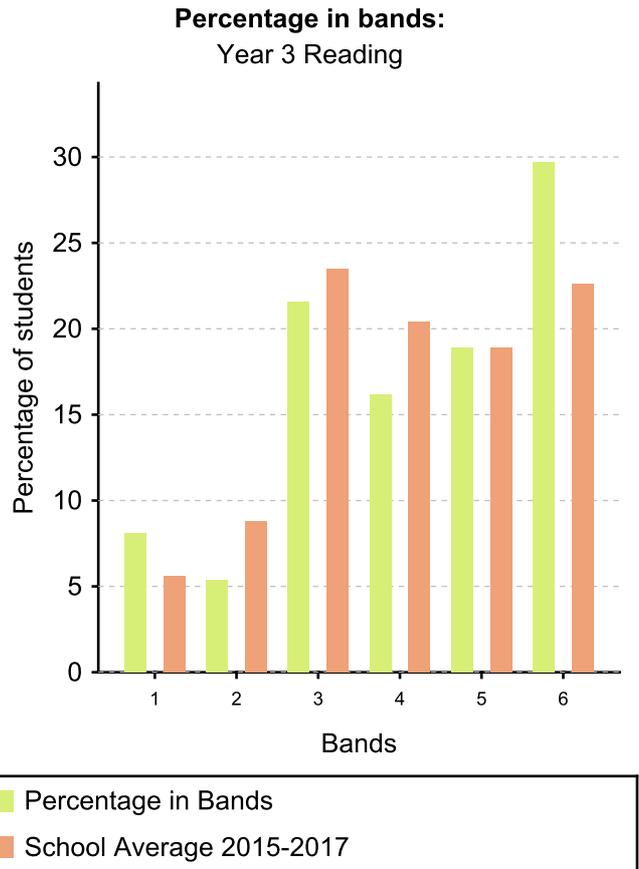
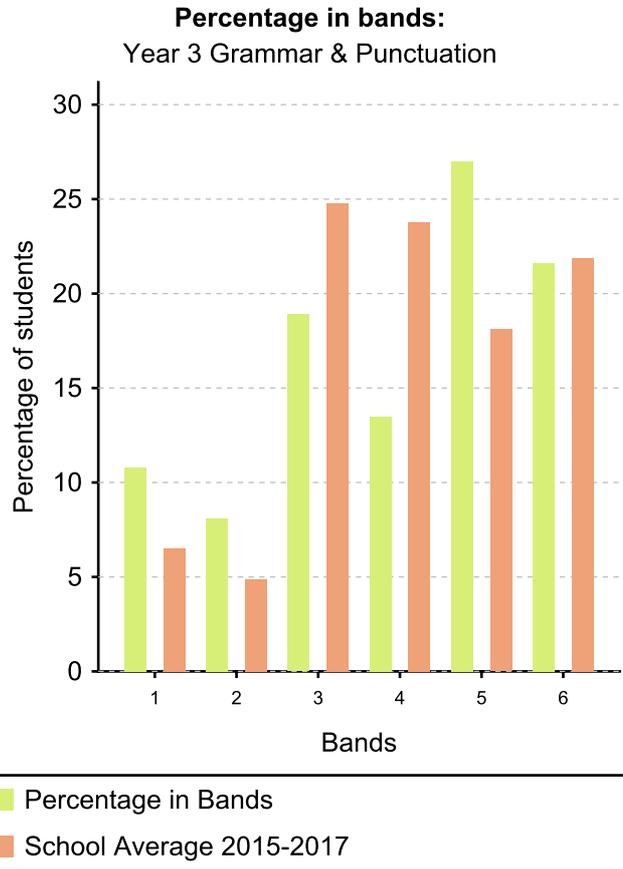
NAPLAN

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.

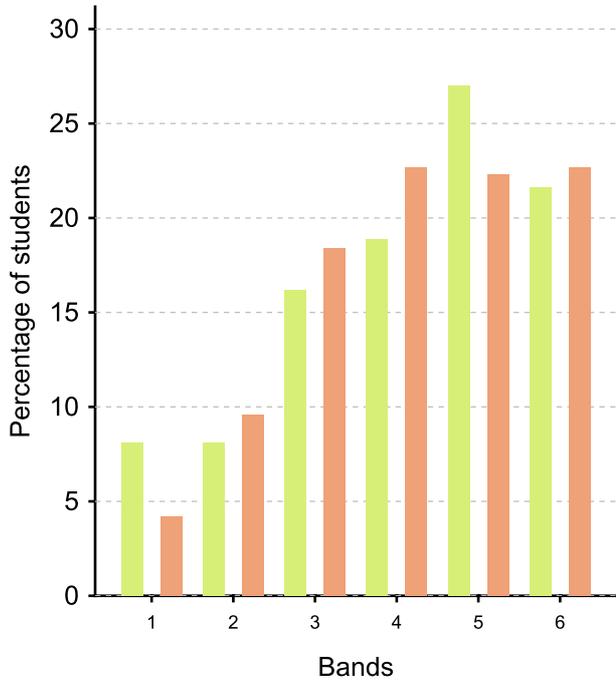
In 2017, 37 students in Year 3 and 45 students in Year 5 participated in the NAPLAN assessments. The Year 5 results not only showed results for student achievement on the 2017 NAPLAN but also provided an indication of the level of growth achieved by each Year 5 student between the Year 3 and Year 5 results.

Over 48% of students in Year 3 and 31% in Year 5 performed in the top 2 bands in Reading compared to the State Average of 46% (Year 3) and 36% (Year 5). While the Year 5 results are slightly below state average, the overall trend is improving with the school's best Reading results since 2013.

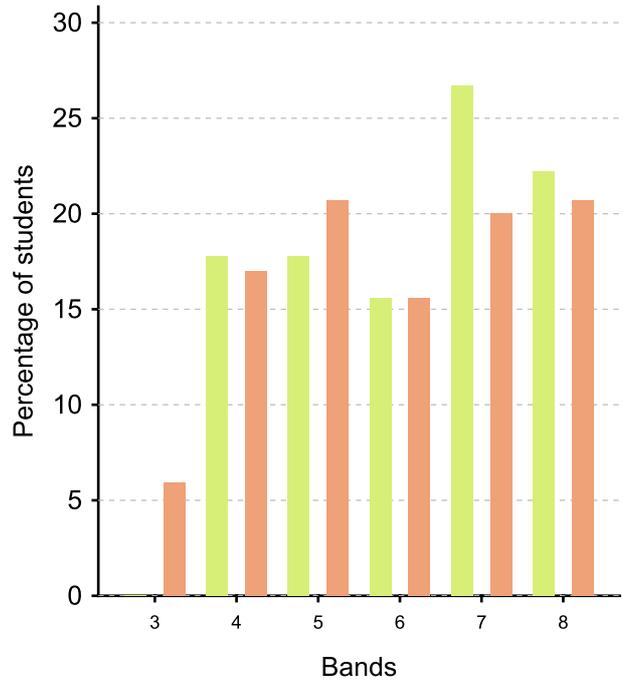
Writing results in Year 3 dropped compared to last year results and will be a focus in 2018. Year 5 writing results were above state average and the highest since 2015. For the second year, no students performed in the lowest band in Year 3 and Year 5 Writing.



Percentage in bands:
Year 3 Spelling



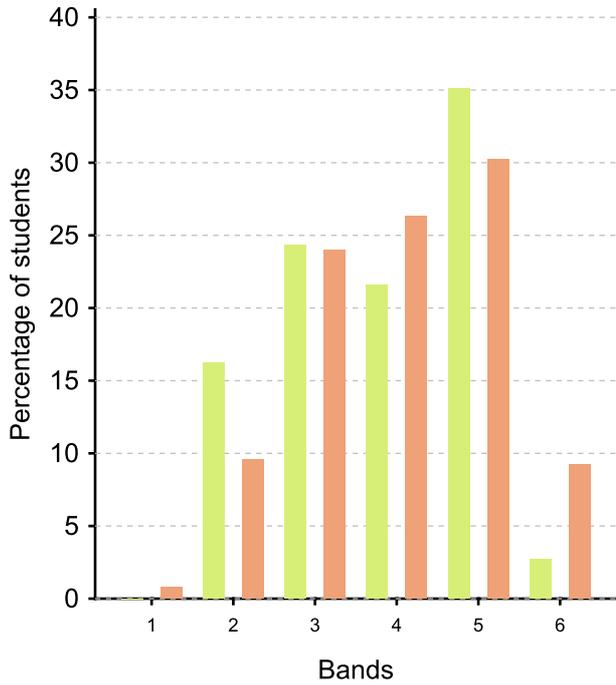
Percentage in bands:
Year 5 Grammar & Punctuation



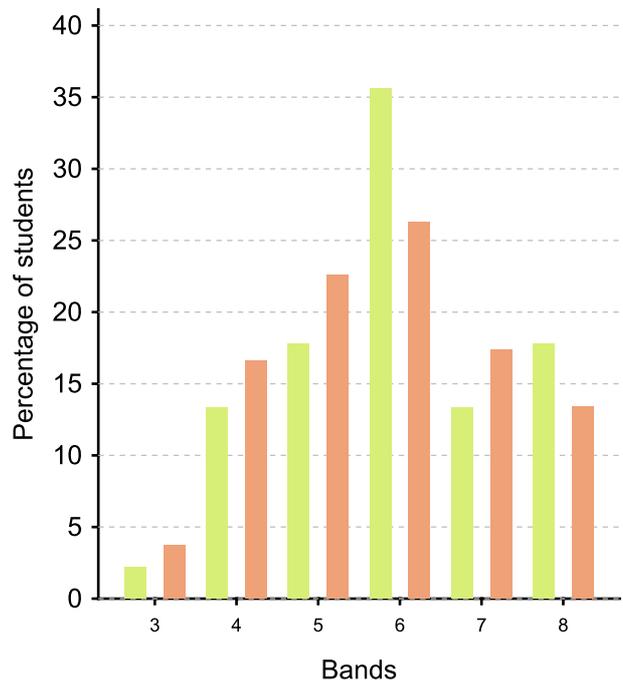
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



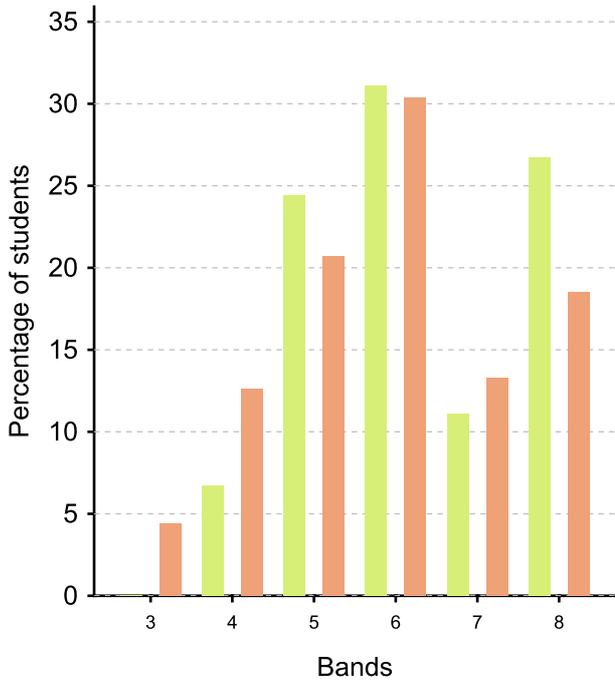
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

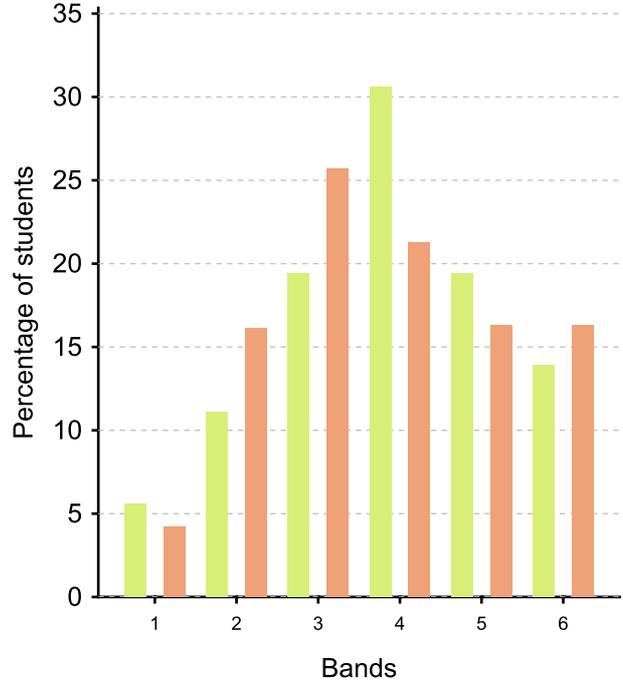
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling

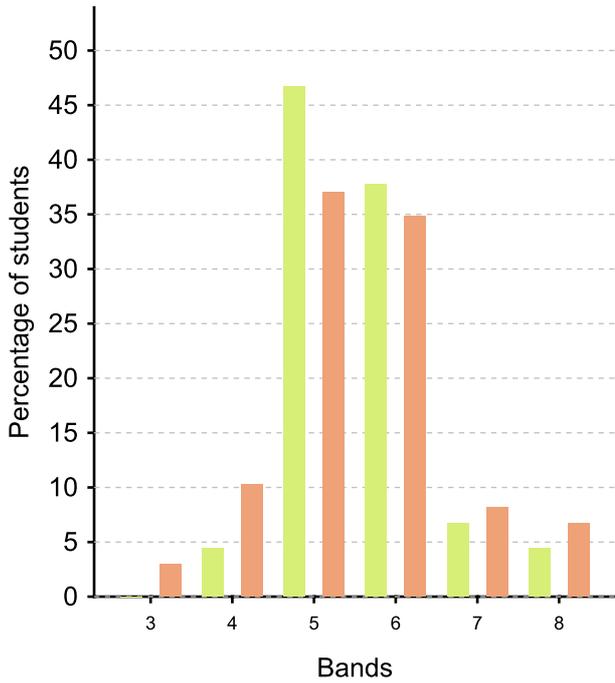


Overall Year 3 Numeracy results are the highest since 2009. 64% of students in 2017 performed in the top 3 bands. 16% of students were in the bottom two bands as opposed to 18% in 2016. Year 5 results are above state average for the first time in five years. 68.1% of students performed in the top 3 bands. Only 9% of students performed in bottom two bands compared to 28% in 2016.

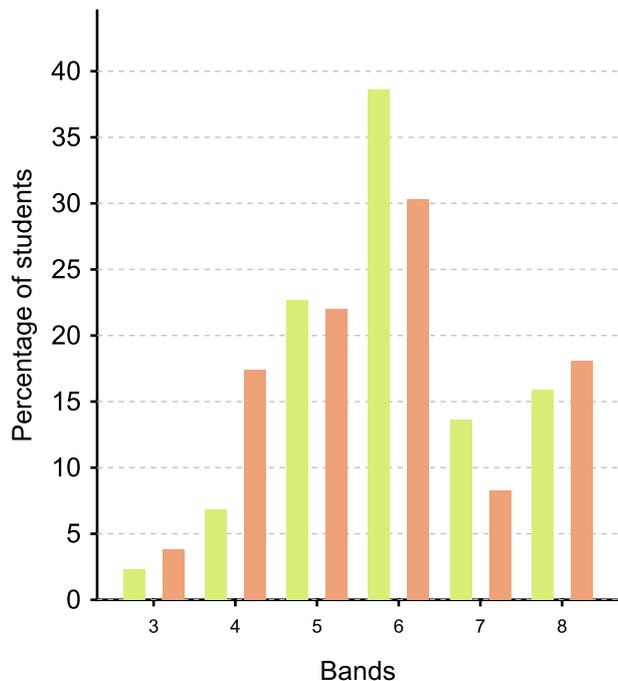
Percentage in bands:
Year 3 Numeracy



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. Go to <http://www.myschool.edu.au> to access the school data.

As part of the Premier's Priority to lift all schools performance in the top two bands in NAPLAN for Literacy and Numeracy, Revesby South received a report that aggregate results combining the performance of both Year 3 and 5 in Literacy and Numeracy.

In 2017, Revesby South PS aggregated results were 35.19% of students in the top two bands. This is up from 2016 (32.26%) and 2015 (31.25%).



Parent/caregiver, student, teacher satisfaction

As part of the consultation process for the writing of the 2018–2020 School Plan, the school hosted a parent forum to review aspects of the School Excellence Framework and in particular Learning Culture, Wellbeing, Reporting and Educational Leadership.

In the Wellbeing element, the community stated:

- Positive Behaviour for Learning has been positive
- School has high awareness of student needs
- Fantastic Buddying programs
- Parents need to be more present in referral process to Learning Support Teams
- SMART goals for student learning plans
- Further investment in social skills programs like Rock and Water programs
- Continuation of organised lunch activities such as Life Skills, Chess Club, board games

In the Learning Culture element, the community stated:

- speeches and homework project skills taught in class so not being taught at home
- greater consistency needed from teachers interpreting student performance
- concern that students performing in the 'middle' get missed in stage based classes
- less homework, more life skills
- project-based learning is excellent
- excellence not only measured in Literacy and Numeracy – make a more broader theme
- greater transition programs in preparation for High School

In the Educational Leadership element, the community stated:

- high morale of staff
- great opportunities to visit the school at various events
- community engagement great and getting better all the time
- teachers put in 'after-school' effort
- more opportunities for community members from different professions to engage with the school
- teaching staff need to be given more responsibility to discipline students without constant parent intervention

In the Reporting element, the community stated:

- timing of reports prior to parent-teacher night a success
- teachers remaining approachable for discussion prior or at other times is great
- comments are very generic, especially in History, Geography, Science, PD.H.PE and Creative Arts
- explicit goals in reports
- consistency between teaching staff
- prefer to be notified of concerns/ potential problems before half way through a year
- less curriculum jargon
- reports too long
- ensure effort grades reflect comments

Further forums will be held to unpack feedback more deeply the areas of Reporting and Homework in 2018.

Policy requirements

Aboriginal education

Revesby South Public School values and appreciates Aboriginal culture and promotes Aboriginal education throughout the school. All K–6 classes explore vital Aboriginal perspectives throughout their studies in History, Geography and Literacy. This expands all students' knowledge and understanding of the Indigenous Australians' contribution to our Australian heritage and identity. We proudly fly the Aboriginal flag next to the Australian flag in the school playground.

In 2017 we had seven Aboriginal students at Revesby South Public School. Each of these students had an individualised Personal Learning Plan (PLP). The PLPs focus on goal setting and greater engagement with school through the collaboration of teachers, students and their parents. The PLPs are monitored and updated throughout the year to ensure the learning needs of the individual are catered for. Our students attended the local Belonging Day program this year. This involved students attending three sessions with their local Aboriginal peers from the local East Hills district. This opportunity allowed students to mix and interact with others from their culture and develop meaningful friendships. The students were visited by Aboriginal elders and mentored by dancers and artists. The Belonging Day also included two field visits to the Mt Annan Botanic Gardens and Taronga Zoo. Our school continued to sing the National Anthem in Dharawal and have an Aboriginal student representative say the Acknowledgement of Country at the beginning of each school assembly.



Multicultural and anti-racism education

At Revesby South Public School the current Language background other than English (LBOTE) student population is 45.8%, which has increased since 2016 by 1%. The 30 languages most represented are Arabic, Vietnamese, Cantonese, Mandarin, Samoan, Macedonian, Greek, Spanish, Filipino, Maori, Urdu, Japanese, Malay and Thai. The school strives to equip

all students with the skills, knowledge, attitudes and intercultural literacy needed for active citizenship.

2017 continued to consolidate and implement the Learning Progression model of assessing students. This model provided an assessment tool to measure proficiency in Reading and Viewing, Listening and Speaking and Writing for those students from a non-English speaking background.

All class programs reflected Cultural Diversity through the study of Australia's first people, Aboriginal Dreaming, Caring for place, Caring for country and Religions of the world. The focus of these units of work was to investigate and appreciate the cultural diversity of people in Australian society and the contribution made by Indigenous leaders and new immigrants. The school focus was that all individuals are entitled to mutual respect, inclusiveness and understanding regardless of their cultural, religious or racial background.

In the school context, with the support of school policies and programs, multicultural education helped students develop–

- Proficiency in English – competency in language learning,
- Deep knowledge of and awareness of their own and other cultures.
- An understanding of the multicultural nature of Australia's past and present history.
- An understanding of and the skills needed to interact in an intercultural setting and an appreciation of the importance of fostering global harmony through mutual support at the local community level.

In 2017, two teachers updated their credentials as Anti-Racism Contact Officers. Any complaints made by students or staff regarding behaviours that constitute as racism were followed up by the ARCO and a report submitted to the Principal for possible support programs and/or disciplinary action.

Other school programs

Dance Troupe

Revesby South Public School gave students in 2017 an opportunity to be part of a representative dance troupe. This dance troupe aimed to develop students understanding and skills in dance in accordance with the Creative Arts syllabus and provide opportunities to perform. They proudly represented the school at the Ultimo Dance Festival in Term 2, gaining entry through an audition process. There was a great deal of positive feedback from parents and it was a wonderful opportunity to not only perform but view a variety of dance genres and interpretations. The dance troupe also performed at a variety of school functions, including Bedazzled, School Fete and Presentation Day, showcasing their skills and talents they had worked on throughout the year.

Choir

Revesby South Public School has continued to offer many opportunities for its students to develop their skills, talents and love of the creative and practical arts. Miss Pincaro and Miss Butler meet with the choir on a weekly basis to practise and rehearse for the many special events that they performed at throughout the year. Some of these opportunities include school functions, assemblies, BeDazzled and our school fete.

Twelve students from Year 6 experienced performing in the Cantabile Music Festival as part of the mass choir at the Sydney Opera House. The mass choir was made up of students from primary and high schools from all over New South Wales, which culminated music programs and musical achievements from many schools. The music festival also included several other smaller group choir performances, full ensemble and jazz orchestras and dance items. The students that participated in the choir, were privileged, appreciative and overjoyed at the opportunity they were given to perform at such a prestigious event.

Throughout the year, we learnt a variety of songs from different genres, keeping with our theme from the throwback to the '90s and SClub 7, which we performed at school assemblies. For the last few months, the choir had been preparing their performances for both the School Fete, Presentation Day and BeDazzled events, where the students had the opportunity to showcase their creative abilities.

Finally, the whole school, along with our choir, enjoyed its annual Carols at Sunset event. Teachers and students performed fun and entertaining items to the whole school community, and as always, everyone had a fantastic time and it was a wonderful way to celebrate the festive season.

Thank you to all our students who participated in the 2017 School Choir and Miss Pincaro and Miss Butler are excited to do it all again next year!

Rock and Water

Rock and Water is a program that is aimed at raising self-awareness of personal strengths and abilities and at learning how to play, work and live together with others in a changing, multicultural society. The aim of the program is to build a Rock and Water Person. This is a person who is aware of their own qualities and who has the courage to follow their feelings, who is willing to discover their own path and who will be able to manage the responsibilities and challenges they encounter on their way through life.

Rock and Water focuses on a variety of exercises and activities which takes a very positive approach to help build confidence, self-belief, self-control and discipline. It also gave the students an opportunity to work with a variety of students on building social and emotional skills and respect for others.

Careful discussion with classroom teachers meant that a handful of students were selected to participate in the program. Two groups of students were selected, with one group focusing on a behaviour aspect, while the other group involved students who have anxiety

and lacked personal confidence.

The program ran for three times/ week for approximately 45 minutes – 1 hour. Feedback from students indicated that they felt more equipped to deal with challenging situations and conflict in a more productive and positive manner.

PSSA

Revesby South remains an active participant in the East Hills Zone Primary Schools Association (PSSA), competing each Friday in the Autumn, Winter and Spring Competitions. Students train eagerly each week and refine their game skills in seven sports throughout the year.

- During the Autumn Season, Revesby South participated in Rugby League and Netball. Both Rugby League teams finished 4th and qualified for the semi-finals. The Junior A Netball team finished 1st while the Senior A Netball team finished 5th. The Junior B Netball team finished 1st while the Senior B Netball team finished 4th. Both Junior A and B Netball teams won the Grand Final.

- Revesby South participated in Boys and Girls Football in the Winter Season of PSSA. The Junior boys finished 9th while the Senior Boys finished 6th. The Junior Girls team qualified for the Grand Final and were runners up while the Senior Girls won the Grand Final.

- In the Spring Season of PSSA, Revesby South participated in Girls T-Ball/Softball and Cricket competitions. The Junior Cricket team made the semi-finals while the Senior Cricket team finished in 4th position but won the semi and Grand Final. Both T-Ball and Softball teams qualified for the Grand Final with the Junior T-Ball team finishing runners up and the Senior Softball team won the Grand Final. Revesby South also took part in AFL games which was a non-competitive season.

- Several Revesby South students were successful in making East Hills teams in 2017. Congratulations to Teejae Broughton (Touch Football), Imogen Berghan (Touch Football), Nate Glendinning (Under 11s Rugby League), Mackenzie Dalziel (Girls Football), Abbie Purvis (Girls Football), Kayla Barton (Girls Football), Luca Purvis (Boys Softball), Abbie Purvis (Girls Softball), Briana Nabulsi (Girls Softball), Mackenzie Dalziel (Girls Softball), Luca Purvis (Boys Football), Cohen Browning (Boys Football), Luca De Angelis (Boys Football), Abbie Purvis (Basketball), Mackenzie Dalziel (Netball), Emily Weatherall (Netball), Hunter Scoon (Opens Rugby League), Abbie Purvis (Girls Cricket) and Taishi Reynolds (Boys Cricket).

- A number of students also represented the Sydney South West teams at State Championships. Congratulations to Nate Glendinning (Under 11s Rugby League), Maria Mukama (Tennis), Abbie Purvis (Girls Cricket), Jaymee Cuskelly (Water Polo), Abbie Purvis (Water Polo), Brydie Carmichael (Water Polo), Abbie Purvis (Softball) and Emily Weatherall (Athletics)

- Abbie Purvis also represented New South Wales at the Pacific School Games at Adelaide in Softball.

The school also competed at the East Hills Championships in Swimming, Cross Country and Athletics. In Swimming, the school won the Proportional Shield for the first time. This shield is awarded to the school with the most points accrued divided by the student population. In Cross Country, the school finished 5th overall with a number of students reaching Regional level. In Athletics, Revesby South PS was crowned overall champions for 2017 with a number of students gaining selection to Regional and State levels.

Lifeskills– Financial Literacy/Enterprise Education Program

The Lifeskills program commenced in Term 2, with students having an opportunity to apply for paid positions in a range of roles. The management structure was formulated and positions filled from CEO, the Board of Directors, Treasury, to the many activities offered and co-ordinated in this program. By early Term 2, we had our banking system in place which serviced all students K–6 and operated on a weekly basis, leading up to Market Days.

Students in Years 1–6 were able to work on stalls on Market Days. Students had to submit a business proposal to trade at these events, price items for sale, prepare marketing strategies and use and return the float lent to them by the Lifeskills Bank. This year, we hosted two Market Days, with 40 stalls in operation for the first event followed by 45 stalls on the second Market Day.

At the end Terms 2 and 3, school auctions enabled the students who saved some of their Buckaroos to spend their money on items bought and auctioned at school assemblies. Some of the most sought after items included headphones, fancy cushions, backpacks, stationery and sunglasses bringing great satisfaction to those students who had saved and worked hard in this mini version of our financial society.

This program at Revesby South has been a resounding success in 2017, with 132 students and 12 teachers involved in its operation on a weekly basis. Businesses that operated at school included Soap Making, Stress Balls, Bath Bombs, Snow Globes, Origami Star Jars, Pencil Toppers, Buggles Club, Gardening, Can Recycling and Drawing Club. Given that the activities take place for 25 minutes only during lunchtimes, recess times and before school, this is an amazing achievement for the school.

Garden Club

Funds from the Life skills budget, awarded to Revesby South Public School by the Commonwealth Bank in 2013, enabled the exciting purchase of a chicken coop, erected adjacent to our vegetable garden late 2016. Chickens for our coop were purchased early in the year and provided our students with opportunities to learn about chicken care. Eggs will be collected and sold together with the fresh produce from the vegetable

garden at the Revesby South Farmers' Market.

The construction of our chicken coop which was installed and painted by the P&C. Initially we had 4 chickens and that number has now grown to 5. The Garden Club ran two competitions during this time, one to name the chickens, and the other to create an egg carton design to assist the sale of our free range eggs each Friday at our Garden Market. The local Men's Shed was approached to help us create signs for both the chicken coop and the garden and the students spent their lunch and recess painting these. In Autumn, we entered the Panania Public School Harvest Festival and won 1st and 2nd prize for "Best Up-cycled art" category, and "Most Impressive School" category, respectively. What an achievement! 2017 also saw the addition of a native bee hive with money raised from fundraising efforts, as well as a shed built to house our tools and chicken feed. The Garden Club has expanded beyond vegetables and planted a banana, avocado, olive and peach tree donated to us by our wonderful school community.