

# Shalvey Public School Annual Report



2018



4476

## Introduction

The Annual Report for **2018** is provided to the community of Shalvey 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.

Tracey Lee

Principal

### School contact details

Shalvey Public School

Laver St

Shalvey, 2770

[www.shalvey-p.schools.nsw.edu.au](http://www.shalvey-p.schools.nsw.edu.au)

[shalvey-p.school@det.nsw.edu.au](mailto:shalvey-p.school@det.nsw.edu.au)

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## School background

### School vision statement

Teachers, students and the community collaborate to create a nurturing environment where inspired personalised teaching and learning fosters the growth of all.

### School context

Shalvey Public School in conjunction with our community, provide lifelong learning opportunities for all students.

Our diverse student population includes 25% Aboriginal, 35% Pacific Islander and 36% from a language background other than English.

The school receives equity funding which allows for teachers to participate in high quality professional learning in the areas of literacy and numeracy and enables the school to employ additional teaching and support staff to maximise personalised learning opportunities for every student.

As an Early Action for Success (EA4S) school, Shalvey Public School employs two Instructional Leaders and funds resources that enable the school to provide tiered interventions that maximise literacy and numeracy outcomes for all students in Kindergarten to Year 2.

Students at Shalvey Public School enjoy sporting, cultural and extra curricula activities, including inter-school competitions, carnivals and performance opportunities.

## 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.

At Shalvey Public School we are delivering in all elements and sustaining and growing across nine of these in the School Excellence Framework.

In the domain of Learning students at our school engage in productive learning and wellbeing programs that focus on high expectations and continuous improvement. Teachers use evidence based teaching strategies and make adjustments to deliver a curriculum that meets the different levels of achievement. Whole school systems are in place to ensure learning, attendance and wellbeing data inform teaching practice. Parents are regularly updated on the progress of their children and there are strong transition processes in place to support students at key points in their school life.

In the domain of Teaching staff actively engage in targeted professional learning, mapped against the professional standards to enhance curriculum delivery and improve teaching practice. Teachers regularly review and evaluate their teaching and learning programs in response to feedback and student need. Staff are supported to identify their learning needs, work collaboratively and trial innovative practices. Classrooms are well managed, with support provided to ensure optimum learning for all students.

In the domain of Leading there is a school-wide commitment to creating a positive learning environment with proactive efforts by teaching and non-teaching staff to support continuous school improvement. Parents and community are welcomed and provided with opportunities to engage with the school. Diversity is acknowledged and celebrated and resources are used effectively in response to student need and interests. The school leadership teams clearly articulates the priorities of the school plan to ensure students connect, succeed and thrive.

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

### ENGAGING LEARNERS

#### Purpose

Create a quality learning environment that supports a whole school approach for the wellbeing and engagement of all. As students connect, succeed, thrive and learn they will become active and positive contributors to society.

#### Overall summary of progress

Whole school systems, activities and events have fostered opportunities for students to connect, succeed and thrive at Shalvey Public School. A standard format has been implemented for whole school assemblies, with a streamlined award system and roles for the student leaders. Staff collaborated to engage the whole school community in the first K–6 Presentation Assembly which was well received by parents and carers.

The Tell Them From Me Survey was expanded in 2018 to elicit responses from teachers and parents as well as students. The Student Survey indicated 75% of students felt a sense of belonging and 92% values schooling outcomes. The average scores on the Focus on Learning Teacher Survey were mostly at or above the NSW norm. While there was a limited numbers of parents who completed the Partners in Learning Survey, the results indicated that parents feel welcome in the school and were satisfied with the two-way communication. The analysis of all reports has provided useful baseline data.

Ongoing improvements to the whole school learning environment included future focused learning spaces, engaging play spaces and sustainable gardens. Students K–6 have been involved in the design and construction of outside areas with curriculum links to Science and Health. An uninviting area of the playground has been redeveloped to include a sand play area, yarning circle and a Living World garden using plants donated from rate-payers in the community via their Blacktown City Council planting program and mulch and logs from routine tree lopping in the school. A school chicken coop was established and its residents have become an integral part of our school community. Students are involved in the care of the chickens. Produce from the chickens and the renewed and expanded kitchen garden is used in cooking lessons in the kitchen cafe.

The NSW Health program, Getting On Track In Time (Got It) was run in the school in Terms 2 and 3. A targeted group of students and their carers were able to connect with the school and work in partnership to support their children. The staff engaged in professional learning on Emotion Coaching led by NSW Health personnel. Further professional learning on the Wellbeing Framework and this led to substantive dialogue on changes to systems to support the wellbeing of the whole child. Revisions were made to the school-wide matrix of expectations, with new lessons developed to meet the whole school commitment to supporting safe, respectful learners.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning spaces are reflective of the needs of the school. These are used to enhance wellbeing.	Flexible Furniture – \$6600 Kitchen Garden \$3500 Chicken Coop \$1884	Creation of engaging learning spaces and improvement to physical environment.  Students and community contributed to creating sand play area and Living World garden.  Chicken coop and improved kitchen garden with produce used in cooking lessons.
Increased proportion of staff, students and community engagement with the Tell Them From Me survey (TTFM).		91% of students completed the survey.  TTFM was expanded in 2018 to include surveys for teachers and parents.  69% teaching staff completed survey.  5% of parents completed the survey.
Data reflects increased student engagement and wellbeing.		TTFM – 74% students report they do not get into trouble at school.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data reflects increased student engagement and wellbeing.		TTFM – 75% report they are interested and motivated in learning.  TTFM – 85% students report they try hard to succeed in their learning.

## Next Steps

Shalvey Public School will continue to create opportunities to connect with the community and increase a sense of belonging. The Tell Them From Me surveys will be administered with customised questions and strategies to increase parent participation. Next steps include the delivery of relevant community workshops based on need, such as Stop–Think–Do and Preventing/Responding to Cyber Bullying.

Student voice will be strengthened through student leadership initiatives and continued involvement in improvements to learning spaces. A formalised Buddy Class system to foster peer support for students and staff will be established.

Improvements to learning spaces will be ongoing, including sensory spaces, updates to the hall and audio–visual system and kitchen upgrade.

Systems to support the wellbeing of all children will include updating the school's anti–bullying policy and departmental plan and registration for the National Day of Action against Violence and Bullying.

The Stop–Think–Do strategy, linked to the new PDHPE syllabus outcomes, will be introduced as a consistent, school–wide program to support students to develop self–regulation and problem solving skills.

## Strategic Direction 2

### TARGETED TEACHING

#### Purpose

Quality differentiated teaching is underpinned by teachers having a deep knowledge of their students and curriculum. Teachers demonstrate a willingness to improve their own professional practice. They are committed to identifying, understanding and implementing the most effective explicit teaching methods through evidence based teaching.

#### Overall summary of progress

Staff at Shalvey Public School have deepened their understanding of how to better differentiate teaching to support students across all areas of learning. They have had explicit instruction in how the literacy and numeracy progressions, through the new platform could be used to identify where a student was and the next steps in learning. This has supported targeted teaching across all areas. Staff have all engaged with the process of NESA accreditation and continue to reflect on their practice, provide evidence and align to the appropriate professional standards. Non-teaching staff at the school engaged with the Professional Development Process and set goals to support their practice.

Targeted professional learning has allowed for an expert team to be developed in supporting students with numeracy acquisition. Professional learning for the whole school in Mathematics has allowed for teaching and learning programs to be developed to support all students to engage with and learn through Mathematics. This was evidenced in the development and execution of 'Maths Weeks' that focused on Working Mathematically, with students learning across all Key Learning Areas and making connections between the skills developed in a 'maths' lesson and real world applications.

As an Early Action For Success school, professional learning in the early years has included L3 Stage 1 and Kindergarten and funding was used to provide targeted intervention in literacy. Stage 2 teachers accessed professional learning to deepen their understanding of quality programming in English and created teaching and learning programs that were engaging and supported students as they developed their skills in writing. They also led whole school professional learning on what they had discovered, developed and adapted as a result.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers provide evidence to demonstrate they meet the professional standards.	Beginning Teacher \$4,164	Professional standards aligned to school based professional learning.  PDP reviews reflect evidence aligned to Professional Standards.  Leadership team completed PL around NESA requirements .
Individual student growth is evident when assessed against National Literacy and Numeracy Progressions (PLAN 2) and NAPLAN.	FTE 1.2 – Instructional Leaders EaFS  0.8 – Instructional Leader  FTE – 1.7 Learning & Supports Teachers  Staff PL – L3, BNL, English Syllabus  \$29,760  EaFS Progression Planning  \$2500	K–6 students all plotted on PLAN2 against specific progression criteria.  Kindergarten – 67% of students were on track. By the end of the year 33% were just under required targets.  Year 1 – 61% of students were on track with a reduction of children at risk from 77% to 28%.  Year 2 – 77% of students were on track with a reduction from 27% to 14% were at risk.  All students in Year 3 and Year 5 completed NAPLAN online. Year 3 completed Writing as a written component.  Results indicate that 67.7% of students made

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual student growth is evident when assessed against National Literacy and Numeracy Progressions (PLAN 2) and NAPLAN.		expected growth.
Increased proportion of students in the top two NAPLAN bands.	FTE 1.2 – Instructional Leaders EaFS  0.8 – Instructional Leader  FTE – 1.7 Learning & Supports Teachers	Year 3 Reading reflected a 18.42% improvement.  Year 5 Reading reflected a 16 % improvement.

## Next Steps

Professional learning will continue to support teachers as they navigate ALAN and how this can support identification of student progress in literacy and numeracy across all Key Learning Areas.

The school numeracy team will continue with Building Numeracy Leadership and build teacher capacity. Ongoing L3 will occur for those teachers in their second year, and K–2 teachers will engage in learning that will support them in how phonics and phonemic awareness can underpin literacy development.

Strategic directions teams will continue to plan and present whole school and targeted learning that is linked to the school plan, using the School Excellence Framework to evaluate progress.

With the introduction of the Science and Technology syllabus and the PDHPE syllabus in 2020, staff will receive professional learning to support them in knowing the content and how to teach it.

## Strategic Direction 3

### PRODUCTIVE PARTNERSHIPS

#### Purpose

Build the school as a cohesive educational community by strengthening collaborative partnerships and enhancing positive, productive relationships. We are committed to maximising educational opportunities in a supportive, welcoming and inclusive environment.

#### Overall summary of progress

Whole school events saw the broader community and school continue to strengthen their connection. These included several inaugural K–6 events as well as remembrance and commemorative assemblies, special events, carnivals and an end of year community celebration. Feedback from parents and carers at these events has been 100% positive and the year has seen a noticeable increase of attendees at each event.

The inaugural 'Walk and Talk' welcomed the community into the school and allowed for students and staff to share learning spaces. This was followed by a whole school carnival that solidified the K–6 nature of the school.

Professional learning for staff and parents through the 'Got It' program allowed for a deepening connection to targeted families and supported links with external agencies. The Aboriginal Education Officer and School Counsellor continued to welcome families into the school with coffee and chat sessions.

Informing the school community in a more meaningful and engaging manner had us change the format of the newsletter to one which connected directly to each learning group. Shalvey Public School also investigated in and subsequently purchased a school app 'Schoolstream', that allowed for instant and targeted news to be shared. This was trialled with Stage 3 late in the year, keeping parents and carers informed about camp, and rolled out ready for the start of 2019.

Greater connections were made between Gulyangarri and the main school with transition programs and parent workshops supporting a deepening understanding of early skills acquisition. This was mirrored in Year 6, where strong connections were made with Chifley College Shalvey Campus as part on an effective transition to high school program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for the community to be included, informed and engaged.	School app \$1606 K–6 Athletics \$620	Parental feedback around home school communication identified a need for a School app to be purchased to keep parents informed and updated in real time.  The inaugural K–6 school athletics carnival was held at Popondetta Park. This allowed parents and carers to be involved with their children at the one venue on the same day.
Increased connections with wider community services and other educational settings.	FRS \$27,360	The Family Referral Service (FRS), supported by Relationships Australia NSW is utilised to connect families with a wide range of support services and community resources. More than 20 families accessed this service.  Indigenous student Years 3–6 attending PCYC – Shalvey as part of the Close the Gap Program. This allowed them to access Health, Education and other services to support positive choices.
Increased proportion of community members in attendance at school events including an increase of 20% in participation of parent	AEO Instructional Leader Gulyungarri Teacher	Stop Think Do and Got It were programs run by external agencies to assist parents with children's complexities. Refer to Strategic Direction 1.  Shalvey Public School's Cultural Twilight gathering



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
targeted workshops.		<p>saw elders, local church groups, Chifley College Shalvey staff and students and our own students and families performing a variety of traditional items. More than 80% of our families attended this event.</p> <p>Gulyungarri and Numeracy Instructional Leader developed and conducted a targeted workshop for parents in the early years to support them in understanding how students learn and how to engage them in early numeracy skills acquisition. 12 parents and carers attended this workshop</p>

## Next Steps

Shalvey Public School will continue to hold whole school and community events to strengthen and build on community engagement.

Learning spaces will continue to be enhanced to support student and community access and engagement with all areas. These will include the installation of soft fall, redesigning playground areas and funding furniture and classroom resources to support differentiation and creative thinking within the whole school.

The Kitchen Garden program and cooking program will be extended to include students K–6. School will again apply for the Blacktown Council community grant to strengthen and build on the community garden and sustainability program. School will also purchase a mobile kitchen to support greater access by the community and enhance the opportunities students can have when learning about healthy eating choices. The wider community will be invited to have a greater role in the care of the school garden and chickens and an educational program will be developed to support this.

Shalvey Public School will continue to provide workshops to enable and enhance parents in their capacity to support student learning, well being and social skills. Links will continue to be made with local agencies including schools, the PCYC and Family Referral Service.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$131,859  FTE 1 – Aboriginal Education Officer  School Learning Support Officer	<p>AEO expanded connections with our families and the broader community to support student success.</p> <p>Students identified as not meeting the required stage based outcomes were involved in either small group or individualised support. Data indicates that all students have made individual progress and are engaging with their own learning.</p> <p>Ngroo funded an Aboriginal worker to work with Kindergarten students who had entered school below required level.</p> <p>Outside agencies were engaged to support students, parents and our communities through targeted workshops.</p> <p>Personalised Learning Pathways (PLP) were developed for students in consultation with classroom teachers, AEO and parents/carers. Utilising key events held at the school, greater number of parents were available to contribute whilst on site. As a result a greater number of parents were actively involved in their child's learning and became a key participant in the Shalvey School Community.</p> <p>AEO and classroom teachers make regular contact to ensure students are kept on track, which resulted in a 90.4% attendance rate for our Aboriginal students.</p>
<b>English language proficiency</b>	\$27,495  EALD teacher	<p>Students identified as EALD worked with a specialised teacher both individually and in small groups within the classroom as determined by need.</p> <p>Relevant adjustments, utilising EALD progressions were made to ensure students achieve equitable educational outcomes.</p>
<b>Low level adjustment for disability</b>	\$253,532  FTE 1.7 – Learning & Support Staff  School Learning Support Officers	<p>All students identified as requiring adjustments and learning support are catered for, by either class based or whole school teaching and learning individual education programs.</p> <p>Students identified at stage based meetings and/or referred to the Learning and Support team for further tiered interventions. Learning adjustments and accommodations completed and implemented.</p> <p>School Learning Support Officers have engaged in targeted professional learning to allow them to implement individual, targeted programs to support identified students.</p> <p>Resources purchased including sensory items, visuals aids and fine and gross motor equipment to be utilised across the school.</p>
<b>Quality Teaching, Successful</b>	FTE 0.514	Staff participated in additional professional

<b>Students (QTSS)</b>	\$53,514	<p>learning, observation of practice and professional dialogue, both individually and with a mentor or as a stage based team.</p> <p>Executive staff released weekly to allow mentoring and coaching sessions around analysing data to plan teaching and learning programs and classroom management.</p>
<b>Socio-economic background</b>	<p>\$632,977</p> <p>FTE – 0.5</p> <p>Interventionist Teachers – \$210,000</p>	<p>Weekly meetings and professional learning sessions have allowed staff to engage in ongoing professional learning around targeted intervention strategies in literacy and numeracy.</p> <p>Two additional intervention staff – literacy and numeracy, were employed to work K–6 with targeted groups of students and team teach with staff on a specific identified area.</p>
<b>Support for beginning teachers</b>	\$4,164	<p>Induction program completed with beginning temporary teachers.</p> <p>Teachers participated in a variety of internal and external professional learning to support them to develop skills in classroom practice.</p> <p>Additional RFF was allocated to both beginning teachers and executive mentor to work on identified areas of need.</p> <p>Teachers collected and annotated evidence in preparation for submission to NESAs.</p> <p>One teacher completed NESAs accreditation as a proficient teacher.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>FTE 0.2</p> <p>\$10,300</p>	<p>Identified students received additional assistance in the classroom and individual instruction where required.</p> <p>Bilingual resources purchased.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	154	147	133	124
Girls	170	167	165	154

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.4	92.4	89.7	89.3
1	87.9	94.2	92.2	89.8
2	89.2	94.9	92.5	89.9
3	90.5	93.2	91.4	92.4
4	93.1	94.6	92	91.8
5	90.7	96.1	89.3	93.8
6	92.1	92.5	93.4	89.7
All Years	90.8	94	91.5	90.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance is monitored by classroom teachers and discussed during stage based and Learning and Support Team meetings throughout the term. The Learning and Support teachers liaise with school executive, classrooms teachers, school counsellor, the Aboriginal Education Officer and staff from the Home School Liaison Program to implement appropriate targeted attendance programs and strategies with students and their families.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.98
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.6
School Administration and Support Staff	3.82

\*Full Time Equivalent

In 2018, five Aboriginal staff members were employed at the school in both permanent and temporary roles.

This has facilitated a close working relationship with the Aboriginal students and their parents.

### 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

Staff at Shalvey Public School have undertaken ongoing professional learning throughout the year. The activities involved individual, small group and whole school sessions co-ordinated by executive staff, teachers and external providers. These sessions provided all staff with opportunities to participate in learning that targeted their specific needs as identified in Professional Development Plans and were linked to the school strategic directions. Mandatory compliance training including Child Protection, CPR, Anaphylaxis, Code of Conduct, Work Health & Safety, Performance Development Framework and School Excellence Framework was undertaken by all staff.

All teachers were provided with opportunities to make meaningful connections between professional learning and the teaching standards. Those in their first years of teaching were provided with an induction program in line with 'Strong Start, Great Teaching'. Working with a mentor teacher, they had additional professional support and one teacher completed accreditation to Provisional Teacher.

A team of four teachers attended targeted professional learning in Building Numeracy Leadership under Early Action for Success. This allowed for teachers to be developed within the school context and supported teachers as they navigated their way through how Assessing Literacy and Numeracy (ALAN) supports quality differentiated teaching. All teachers K–2 continued their professional development in L3 training and 3–6 teachers accessed targeted professional learning to allow them to develop programs that were engaging and differentiated for learning styles and need.

School Learning Support Officers (SLSO's) were provided with targeted professional learning linked to school need and their own PDP's. Through weekly professional learning sessions and the attendance of an external workshop, they were provided with meaningful opportunities to deepen their skills in supporting all students across the school.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,093,392
<b>Revenue</b>	3,578,413
Appropriation	3,521,647
Sale of Goods and Services	7,942
Grants and Contributions	43,406
Gain and Loss	0
Other Revenue	0
Investment Income	5,419
<b>Expenses</b>	-3,506,014
Recurrent Expenses	-3,506,014
Employee Related	-3,005,152
Operating Expenses	-500,863
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	72,399
<b>Balance Carried Forward</b>	1,165,791

As per financial policy requirements school funds are allocated to be expended in the current financial year. Some funds are rolled over to the following year to

allow for the purchase of more expensive items. Funds have been utilised to employ staff to cater for the varying needs of students enrolled at the school as well as to update classroom resources and technology across the school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,078,520
Base Per Capita	57,624
Base Location	0
Other Base	2,020,896
<b>Equity Total</b>	1,045,863
Equity Aboriginal	131,859
Equity Socio economic	632,977
Equity Language	27,495
Equity Disability	253,532
<b>Targeted Total</b>	63,467
<b>Other Total</b>	290,217
<b>Grand Total</b>	3,478,068

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

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 results indicate that there was an improvement in Reading with 18.42% of students in the top two bands.

Year 5 results indicate that there is an improvement in Reading with 16% of students in the top two bands.

Results indicate that 99.4% of students made at or expected growth in the area of Reading

Year 3 results indicate that there was an improvement in Numeracy with 7.89% of students in the top two bands.

Year 5 results indicate that there is an improvement in Numeracy with 4% of students in the top two bands.

Results indicate that 67.7% of students made at or above expected growth.

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 schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In Reading 12.5% of Year 3 Aboriginal students and 22.2% of Year 5 Aboriginal students were in the top two bands.

## Parent/caregiver, student, teacher satisfaction

Shalvey Public School continues to seek feedback from parents, students and staff about the school. In 2018 the implementation and analysis of the Tell Them from Me survey was expanded to include opportunities for parents, students and staff to contribute. The school's average scores were generally at or above the NSW Government norm.

Parent responses indicated that they:

- feel welcome in the school, teachers listen to their concerns and the administrative staff are helpful;
- are well informed about their child's academic progress and social and emotional development;
- believe the school supports learning and positive behaviour.

Student responses indicate that they:

- value positive relationships with their friends and teacher;
- understand there are clear expectations for classroom behaviour;
- have someone at school they can rely on to provide encouragement and advice.

Staff responses indicated that they:

- work with school leaders to create a safe and orderly school environment;
- collaborate with other teachers about strategies to engage students and use assessment data to inform teaching practice;
- value a positive learning culture and set clear expectations for learning and behaviour;
- strive to maintain an inclusive school by catering for the needs of all students.

## Policy requirements

### Aboriginal education

Shalvey Public School receives Aboriginal Background equity funding. An Aboriginal Educational Officer is employed utilising these funds to work with students and parents who identify as Aboriginal. Personalised Learning Pathway plans are written in conjunction with the student, parent, classroom teacher and Aboriginal Education Officer that focuses on the individual learning need of each student. The Aboriginal Education Officer assisted students in all school activities including; teaching and learning in classrooms, discussions on student progress, excursions, cultural experiences and activities as well as developing and maintaining effective relationships between Aboriginal parents/community and the school.

Aboriginal perspectives are embedded throughout teaching and learning programs across the school.

Students also experience culturally relevant activities and dance throughout the year as well as in the dedicated NAIDOC week and Sorry ceremonies.

The Gulyangarri Centre based at Shalvey Public School and funded by Prime Minister and Cabinet through IAS funding, has developed an effective transition program for both Preschool aged children and their families. It provided children with the necessary skills and confidence as well as culturally relevant experiences to ensure a successful transition to Kindergarten the following year. The Gulyangarri Centre continues to develop and enhance relationships between the community and the school.

Shalvey participated in the pilot program Connected Beginnings being coordinated by Ngroo which focused on early intervention and services for Aboriginal children and their families in preparation for Kindergarten.

Effective transition programs were established for students entering Kindergarten through the Gulyangarri Centre and Year 7 through the Sista Speak program and enrichment days offered at the local Chifley College Campuses.

The school purchased books, furniture and teaching resources to support the teaching of Aboriginal perspectives and commissioned an artist to complete two murals in our school following the themes of *'because of her we can'* and *'belonging'*.

In 2018 the Story Factory began facilitating on-site workshops, with a focus on inspiring indigenous and marginalised students to imagine, create and write. Each term, two workshops led by an enigmatic storyteller were run in the Aboriginal Community Room, supported by the Aboriginal Education Officer and Story Factory volunteers from the not for profit organisation. A range of writing from historical journals, poetry and digital texts resulted in published books and creative representations. The program was delivered at no cost to the school.

In Term 1 Story Factory led a whole school cultural presentation where students had hands-on experience with indigenous artefacts. In Book Week, the Story Factory presented a one off poetry workshop for talented writers. In Term 4, a group of Stage 3 writers participated in a project in collaboration with the Museum of Contemporary Art (MCA) that involved excursions to the MCA and the Story Factory Centre at Redfern. In addition, Story Factory facilitated the production of two murals in the school. One in the K-2 COLA recognising the 2018 NAIDOC theme of *'because of her, we can!'* and another in the 3-6 quad celebrating the Aboriginal connection to Country.

Classroom teachers reported that the students who participated were motivated to talk more about their writing and the confidence of some reluctant writers had greatly increased. The selected teachers who participated were also inspired. As a result, the program will expand in 2019 with a Storyteller in Residence for the year. All students 3-6 will participate and each teacher will experience the program for a

term, working alongside the AEO to build their capacity as teachers of literacy and enhance their understanding of our culture and diversity.

### Multicultural and anti-racism education

Multicultural perspectives are embedded throughout all teaching and learning programs with a more targeted approach in Literacy and HSIE. Shalvey Public School celebrated cultural diversity throughout the year with activities held on special days such as Harmony Day, NAIDOC Day, Shalvey gatherings, Easter activities, Grandparents Day and Twilight Cultural Night. All days are well attended by the school community where we promote participation, respect and inclusion.

Our Pacific Islander Dance Group performed at Mt Druitt Westfield during Education Week as well as a variety of in school performances and special events including our Twilight Cultural night.

Shalvey Public School employs staff from a range of culturally diverse backgrounds as well as our diverse parent body. Parents are encouraged to share their experiences and cultural perspectives throughout the year during all activities across the school.

Shalvey Public School has a designated Anti-Racism Contact Officer (ARCO). Our racism complaint handling policy ensures that racism is not tolerated. Respect through all cultures is embedded in our Positive Behaviour for Learning practices and school activities, newsletters and through a systematic teaching program.