

Shelley Public School

2019 Annual Report



4381

Introduction

The Annual Report for 2019 is provided to the community of Shelley Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Shelley Public School
Hadrian Ave
Blacktown, 2148
www.shelley-p.schools.nsw.edu.au
shelley-p.school@det.nsw.edu.au
9622 8359

School background

School vision statement

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

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

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

School context

Shelley Public School is a DoE school in Western Sydney. It is part of the Bungarribee network of schools. The school has an enrolment of 545 students, including 55% of students from a non-English Speaking background.

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

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

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

Positive Behaviour for Learning is integral to our strong student welfare focus.

The school is part of the Blacktown Learning Community, a powerful partnership to provide support, share opportunities and expertise, and a structure to promote a collaborative culture across all areas of the community.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Visible Learning

Purpose

To create dynamic learning environments, where students are supported to take ownership of their learning goals and achieve high expectations through integrated experiences.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

100% of teaching programs reflect best practice in terms of visible learning, integrated learning and differentiation.

Every student articulates, at their level, their learning goals and areas / strategies for improvement.

Reduction in number of low level behaviour referrals.

Progress towards achieving improvement measures

Process 1: Visible Learning

High quality well planned professional learning, with teachers evaluating the effects they have on students and developing skills to adjust teaching methods accordingly.

Working from a growth mindset and with a focus on differentiation, quality teaching programs will be implemented.

When it is clear, what teachers are teaching and learners are learning (visible learning), student achievement will increase.

Evaluation	Funds Expended (Resources)
<p>As a result of 2018 professional learning, Learning Intentions and Success Criteria are implemented by all teachers, including RFF staff. Teachers have consolidated and refined their understanding of effective learning intentions and success criteria (moving away from task based learning intentions), by embedding their use into weekly TPL sessions and by working alongside stage supervisors and the literacy and numeracy mentor. Growth mindset has continued to be a focus in classrooms, with stronger links to be made with the Social and Emotional Learning project.</p> <p>Throughout the year, QTSS funding has been used to enable project leaders to build their own theoretical knowledge, as well as develop high quality professional learning sessions for all staff.</p> <p>Whole school professional learning was implemented around the difference between praise and feedback, focusing on their place and purpose in a school context. This was extend further by Visible Learning project leaders in sessions unpacking the theory of feedback, particularly focusing on the work of Hattie and Wiliam. Sessions were practical and highlighted the importance of feedback having a connection to where students are going next in their learning. The Executive Team and Visible Learning project leaders shared a criteria for phrasing effective verbal and written feedback. This criteria focused on knowing where the students are now (Feedback), an understanding of how to close the gap (Feed up) and the desired goal (Feed</p>	<p>QTSS Funding</p> <p>TPL Funding</p>

Progress towards achieving improvement measures

forward). Project leaders also reinforced the importance of phrasing verbal feedback as a question, helping students to be active in the process. Discussions were also held between staff to differentiate between marking (compliance) and written feedback (impact on student learning). The Literacy and Numeracy Mentor was used to support the implementation of effective feedback throughout the year and will continue with this focus in 2020.

Process 2: Integrated Learning

Covering cross curricula content in a meaningful and authentic manner, which supports student learning and managing an overcrowded curriculum effectively.

Evaluation	Funds Expended (Resources)
<p>At the end of 2018, the Executive team shared the whole school scope and sequence for 4 Key Learning areas (History, Geography, Science and Technology, Creative Arts). During this session, Strategic Direction leaders unpacked the new content within the Science and Technology syllabus and introduced the role of our technology mentor for 2019, who has been used to build the capacity of teachers to effectively teach this content using digital technologies. Stage teams developed integrated semester units following the whole school scope and sequence and identified opportunities for rich and authentic assessment.</p> <p>QTSS Funding was utilised throughout the year to support project leaders to develop their professional knowledge and prepare effective professional learning sessions for all staff. The project leaders undertook an online course called 'Getting to know the PDHPE K-10 syllabus (Primary)'. Whole school professional knowledge was delivered on the new PDHPE syllabus, focusing on identifying the shifts in content between the old and new syllabus, as well as the new organisation. Project leaders unpacked the 5 propositions that drive how to teach the content, noting this as the biggest change in the transition to the new syllabus, whilst teachers have the opportunity to plan for Semester 2 programs through the lens of the general capabilities. In Semester 2, all stages trialled the implementation of the new PDHPE syllabus in preparation for 2020.</p> <p>The final professional learning session of 2019, focused on refreshing teachers' understanding of the process to create purposeful integrated units of work based on the whole school scope and sequence. Strategic Direction leaders explained how the implementation of an integrated unit across composite and cross stage composite classes should work seamlessly with the support of the whole school scope and sequence. When planning for composite classes, teachers tweaked the driving question and the Project Based Learning that fit within the unit to create cohesive programs that linked content across both grades. Teachers evaluated 2019 programs and then worked in new 2020 stage teams to create their next integrated unit with a driving question by deconstructing the syllabus content descriptors for Science, Geography, History and Creative Arts.</p>	<p>QTSS Funding</p> <p>TPL Funding</p>

Process 3: Social and Emotional Development

Refresh and relaunch PBL, as whole school wellbeing framework, with a focus on developing student social and emotional learning.

Align PBL with Anti-Bullying.

Evaluation	Funds Expended (Resources)
<p>In 2019, Executives and Project leaders, refreshed staff knowledge of the Wellbeing Framework. They focused on the difference between 'welfare' and 'wellbeing', reinforcing the idea that wellbeing is about all students. Staff worked together to evaluate how effectively our school supports students in</p>	<p>QTSS Funding</p> <p>TPL Funding</p>

Progress towards achieving improvement measures

each of the Connect, Succeed and Thrive themes.

QTSS funding was used throughout the year to support the development of aspiring leaders and ensure high quality professional learning was delivered to all staff. The focus for this project in 2019 was primarily the relaunch of Positive Behaviour for Learning (PBL) at Shelley. This had been implemented 10 years ago, so the goal was to ensure a consistent understanding amongst staff and the community around the initiative. Professional learning was delivered around the theory behind PBL, with an emphasis on promoting positive behaviour. Specific sessions were held to make connections between the theory of PBL and the implementation of the program at Shelley. Student behaviour data was utilised to support purposeful discussions about changes to the behaviour matrixes and how consequences are implemented. Teachers undertook a 'keep, chuck, change' process to update current classroom expectations and awards, ensuring connections were made to growth mindset language. PBL was relaunched in the community in conjunction with our Christmas event. The event was called 'A Super Starry Christmas' and was used as an opportunity to promote PBL messages and expectations within the community. Each grade sang a Christmas song, as well as a song with a PBL message.

Strategic Direction 2

Evidence Based Teaching

Purpose

To extend quality teaching practice through purposeful professional development, reflection and feedback that supports our commitment to improving student learning outcomes.

Improvement Measures

All students improve literacy and numeracy outcomes against the literacy and numeracy progressions, as evident in PLAN data K–6, NAPLAN and school based data.

Futures Focused learning is reflected in all learning spaces, through enhanced learning environments and project based learning.

Increased access to and purposeful utilisation of technology by all students on a regular basis, both in classrooms and across the school.

Progress towards achieving improvement measures

Process 1: Futures Focused Learning

Focus on enhancing learning environments throughout the school in both a physical and a pedagogical sense.

Whole school focus on Project Based learning to engage students in authentic and rich learning experiences, where students develop the skills and capabilities to thrive in a rapidly changing and interconnected world.

Evaluation	Funds Expended (Resources)
Throughout 2019, the Futures Focused Project leadership team utilised QTSS funded time to work collaboratively, undertaking registered professional learning on 'Innovative Learning Environments' and developing whole school sessions to share their learning. Across the year, teachers built their knowledge of GTIL, OECD Principles, learning modes, curriculum capabilities, CESE themes of effective teaching and the 'gold standard model for project based learning'. Teachers applied learning from research and the above documents to plan grade based entry events and driving questions for Project Based Learning Experiences, embedding them into their Semester 2 integrated units of work. In Term 4, each grade team shared their planning and implementation journey for Project Based Learning with colleagues. Through this process, all staff evaluated the advantages and challenges of Project Based Learning, helping to inform future directions of 2020 units of work and futures focused experiences. There have been a number of challenges in implementing this process, such as the pressures of planning just ahead of student learning to allow for authentic choice and resourcing. However, the advantages have been the deep knowledge and understanding developed by students, the increased engagement with learning for students and teachers, the accessing of community experts and parent involvement in learning process and the authentic embedding of technology and real world concepts to enhance learning.	RAM Equity Funds Equity Funding Socio-economic background Equity Funding English Language Proficiency Equity Funding Aboriginal Background Funding Low Level Adjustment for Disability QTSS Funding TPL Funding

Process 2: Quality Literacy and Numeracy Programs

Continued focus on quality literacy and numeracy instruction across all grades and all curriculum areas, with specific focus on professional learning and collaborative work around:

Progress towards achieving improvement measures

Process 2:

- Literacy and Numeracy Progressions
- Consistency through the learning continuum
- Maintenance of L3
- Spelling and Grammar Focus
- the continuation and extension TEN

Evaluation	Funds Expended (Resources)
<p>2018 Analysis of school based and external data identified the focus of writing and effective differentiation for flexible learners in numeracy as the basis for the creation of a school funded full time position of Literacy and Numeracy Mentor. Throughout 2019, the Mentor teacher led whole school professional learning sessions and worked with stage teams and individuals to develop their knowledge and practice in literacy and numeracy.</p> <p>During Term 4, a staff professional learning survey was developed by the Executive to evaluate 2019 professional learning and the role of the Literacy and Numeracy Mentor. The results of this survey from the 23 staff members who completed it reflected;</p> <ul style="list-style-type: none">– When indicating the most impactful professional learning for themselves throughout 2019, 57% occurred at whole school TPL and 30% through working with the literacy and numeracy mentor.– 83% of teachers engaged individually with the Literacy and Numeracy Mentor (beyond whole school or stage based TPL), focusing primarily on the writing process, guided reading practices, numeracy and strategic directions leadership development. The most common mode of this interaction was demonstration lessons, lesson observations and feedback, as well as planning and feedback meetings.– 100% of teachers indicated that their engagement with the Mentor teacher enhanced their practice.– 91% of teachers either highly or extremely highly valued the Literacy and Numeracy Mentor role within the school. <p>This information will be utilised when planning for the ongoing implementation of the Literacy and Numeracy Mentor role in 2020.</p> <p>Literacy based whole school professional learning in 2019 was delivered on the purpose of writing, making connections to developing learning intentions and success criteria to make purpose explicit and enhance the transferability of skills. Teachers also engaged in a number of sessions on 'The Writing Process'.</p> <p>Quality literacy practice in the teaching of reading continued in 2019, with professional learning and support delivered by the literacy and numeracy mentor in relation to L3 procedures, literacy pedagogy and phonological awareness. At the conclusion of 2019, reading data shows;</p> <p>Kindergarten – 70% of students are reading Level 9 texts or above, with a further 9% achieving Level 8.</p> <p>Year 1 – 69% of students are reading Level 18 or above.</p> <p>Year 2 – 86% of students are reading Level 26 texts or above.</p> <p>Year 3 – 72% of students are reading Level 22, whereas in Week 5 only</p>	<p>RAM Equity Funds</p> <p>Equity Funding Socio-economic background</p> <p>Equity Funding English Language Proficiency</p> <p>Equity Funding Aboriginal Background</p> <p>Funding Low Level Adjustment for Disability</p> <p>QTSS Funding</p> <p>TPL Funding</p>

Progress towards achieving improvement measures

22% of students were meeting this expectation.

Year 4 – 88% of students are reading Level 30+.

Individualised spelling programs have been implemented in all classes K–6. Teacher professional learning has supported this implementation in regards to the development of theoretical understanding and classroom procedures. This was further enhanced by the use of Assistant Principals and the Literacy and Numeracy Mentor during demonstration and observation lessons. Student spelling lists are created from a bank of words related to the school spelling scope and sequence, as well as personal words identified from student work samples. The Blackwell Standardised Spelling assessment was used in Week 5 and Week 35 to measure student growth in spelling and the impact of individualised spelling implementation. Kindergarten used L3 procedures, including vocabulary testing and hearing and recording sounds dictation to track student growth in relation to spelling.

Kindergarten – 80% of students can independently write 40 or more words and 54% of students have more than 40 four or more letter words.

Year 1 – 97% of students achieved growth in their spelling age, whilst 45% achieved more than 1 year's growth for one year of teaching and 29% of students achieved more than 2 year's growth for 1 year of teaching.

Year 2 – 94% of students achieved growth in their spelling age, whilst 67% achieved more than 1 year's growth for 1 year's teaching. 67% of students now have a spelling age of 8 years or greater.

Year 3 – 99% of students achieved growth in their spelling age, whilst 79% of students had 1 year or more growth for 1 year of teaching. 53% of students had more than 1.5 year's growth in their spelling age.

Year 4 – 92% of students achieved growth in their spelling age, whilst 65% had 1 year or more growth for 1 year teaching. 34% of students had more than 1.5 year's growth in their spelling age.

K–2 teachers focused on 'Interactive writing' during stage based professional learning. This procedure is separate to the writing process and focuses on joint construction of compositions to develop grammar, punctuation and spelling skills in line with syllabus expectations. Teachers were supported to implement this PL through demonstration and observations lessons.

To support numeracy milestones, the TEN trainers worked to develop a new additive strategies assessment tool, using aspects of SENA 1–4. This was implemented in all 3–6 classrooms to support teachers in identifying differentiated numeracy groups and developing targeted numeracy experiences. Following the use of this tool, 100% of primary staff were surveyed. 75% of teachers stated that the assessment was easy to follow and helped them understand the numeracy progressions. However, only 50% of teachers stated the assessment helped them to group and identify teaching focuses for their students. As a result, whole school and stage based professional learning was delivered to help staff make connections between the assessment tool and planning. Further PL was delivered throughout the year to continue to extend teacher knowledge of the numeracy progressions, understand the progression of sophistication within strategies, make connections between support documents and the syllabus, as well as build multiplicative thinking.

The Literacy and Numeracy Mentor continued to support new staff, early career teachers, experienced and non-TEN trained teachers in developing their understanding of the TEN pedagogy and implementing it effectively in their classrooms. As a result, internal assessment measures show the percentage of students working at or beyond numeracy expectations in all grades has increased;

Progress towards achieving improvement measures

- Kindergarten Week 5, 47% of students, whereas in Week 40, 94%.
- Year 1 Week 5, 27% of students, whereas in Week 40, 84%.
- Year 2 Week 5, 37% of students, whereas in Week 40, 83%.
- Year 3 Week 5, 25% of students, whereas in Week 40, 68%.
- Year 4 Week 5, 17% of students, whereas in Week 40, 31%, with 77% of students working flexibly with two digit numbers instead of three digit numbers.
- Year 5 Week 5, 28% of students, whereas in Week 40, 48%. 80% of students are working at coloured frogs levels as flexible mathematicians.
- Year 6 Week 5, 23% of students, whereas in Week 40, 31%. 75% of students are working at coloured frog levels as flexible mathematicians.

Throughout 2019, there has been a focus on developing teachers' data skills and use. Sessions were delivered, using Simon Sinek's Golden Circles model, to help teachers understand how data collection is changing and emphasis was placed on 'decision driven data', rather than 'data driven decisions'. All staff worked collaboratively in Term 4, to analyse school based and external data and evaluate progress against milestones within the Quality Numeracy and Literacy project.

Process 3: Technology

Develop a high level of digital literacy through effective integration of ICT across the curriculum.

Improve access to technology within each learning environment.

Professional learning to support staff confidence in ensuring seamless and purposeful use of ICT, to enhance learning and develop students as digital citizens.

Evaluation	Funds Expended (Resources)
<p>In 2019, Technology project leaders led teachers in the implementation of the digital schools scope and sequence. This involved developing a number of 'building capacity' sessions to support teachers to feel confident to embed technology within their classroom practice as a tool for learning. These sessions focused on effective use and features of interactive whiteboards and iPads, as well as engagement in using green screens, animation and robotics. Technological resources to support this learning and use in the classroom were trialled through accessing the department's STEM kits, resulting in later purchasing equipment for the school. Professional learning was also delivered on the TPACK and SAMR models, supporting teachers to reflect on how they integrate digital technologies aspects of the new Science and Technology syllabus authentically across all key learning areas to enhance learning, rather than substitute current practice.</p> <p>The role of Technology Mentor was established in 2019, through school funding of 1 full time teaching position. This teacher's expertise was utilised to develop teacher knowledge and practice in the use of technology at a stage and individual level.</p> <p>A technology survey was developed by the executive team for staff, encouraging them to evaluate technology use and the technology mentor role. The survey results from the 30 staff members who completed the survey reflected:</p> <ul style="list-style-type: none"> – In 2018, 48% of teachers were highly confident to teach the skills of the digital scope and sequence and 34% were confident. Whereas in 2019, this has increased to 57% of teachers being highly confident and 30% being 	<p>RAM Equity Funds</p> <p>Equity Funding Socio-economic background</p> <p>QTSS Funding</p> <p>TPL Funding</p>

Progress towards achieving improvement measures

confident.

– 60% of teachers engaged with the technology mentor individually (beyond stage meeting and TPL sessions), with this mostly taking place through demonstration and team teaching lessons.

– As a result of these interactions 43% of teachers said they would feel confident implementing their learning independently in the future and a further 40% said they would feel confident in a team teach situation.

– 87% of teachers recognised that the technology mentor had the expertise that supported their learning, with feedback mostly around continuing to build knowledge across the curriculum to enhance this process.

– 74% of teachers either highly or extremely highly valued the technology mentor role within the school.

This information will be utilised when planning for the ongoing implementation of the Technology Mentor role in 2020.

The Technology Mentor also established a extension program called the VLOG team for upper primary students, where they developed skills in using and communicating with new technologies. This team specifically focused on delivering news to the community by integrating their English learning and green screen skills. This [program will continue in 2020.

Strategic Direction 3

Collaboration in Leadership

Purpose

To promote excellence in leading within our school community for the provision of quality education, facilitated through shared planning and responsibility.

Improvement Measures

100% of teachers engaged in Professional Development (PDPs, accreditation and maintenance), exhibit deep knowledge of the process / and confidence /independence in completion.

Increased number of teachers and students participating in leadership development, through formalised leadership programs, mentoring and taking on leadership roles.

Improved participation rates of parents / community members, collaborating to promote home / school partnerships and improve student learning outcomes.

Progress towards achieving improvement measures

Process 1: Leadership Development

School community emphasis on developing sustainable, distributed leadership to facilitate whole school improvement and a culture of effective, evidence-based teaching and learning.

Evaluation	Funds Expended (Resources)
Project leaders continue to lead strategic direction teams working with executive mentors.	Equity Funding Socio-economic background
Student leaders completing school responsibilities successfully.	QTSS Funding
Shelley's Quest commenced.	Beginning Teacher Funding
PL sessions provided by project leaders in Strategic Direction 1 and 2 teams for Futures Focused and Visible Learning projects.	
AP and DP attended multiple sessions with networks.	

Process 2: Performance Development

Development of a strong, visible culture in the school, that promotes high quality PDPs, supported by a coordinated whole school approach to developing evidence-based professional practice, accreditation and maintenance of professional standards.

Evaluation	Funds Expended (Resources)
QTSS allocated equitably for PDPs and according to PL schedule as required to implement strategic directions.	Equity Funding Socio-economic background
All staff involved in PDP process.	QTSS Funding
Two teachers completed the accreditation process in Term 4.	Beginning Teacher Funding

Progress towards achieving improvement measures

Process 3: Teacher Wellbeing

Implementation of evidence based change to staff practices, resulting in measurable improvements in staff wellbeing and efficacy.

Evaluation	Funds Expended (Resources)
All staff members received additional time in Semester 1 to support completion of reporting responsibilities.	Equity Funding Socio-economic background
Additional time allocated equitably and timely.	QTSS Funding Beginning Teacher Funding

Process 4: Community Partnerships

Engaging the community to develop more effective and authentic partnerships by using best practice to embed a culture of high expectations, and catering for all students to ensure equity in education.

Evaluation	Funds Expended (Resources)
Social media platforms continue to be positively received by community. Important events are well supported by the community, including the Connecting Home and School evening, Grandparents Day and Christmas event. The Shelley community provided feedback by responding to surveys on school communication and the 'Tell them from Me' survey.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9 540	<p>A range of strategies employed to increase teacher understanding about Aboriginality, identity and cultures, so that stage programs reflect opportunities for all students to respectfully learn about Aboriginal culture, histories and experiences.</p> <p>Additional LaST time was provided to increase individualised and small group support for students addressing specific needs.</p> <p>All students have personalised learning plan (PLP) and are making progress across the literacy and numeracy progressions.</p> <p>An increased number of parents are involved in the development of the PLPs.</p> <p>Aboriginal students are demonstrating higher average levels of progress on internal measures.</p>
English language proficiency	<p>\$193 923</p> <p>Including \$149 402 for EAL/D staffing and</p> <p>\$44 521 in flexible funding.</p>	<p>EALD teachers attend stage meetings to collaboratively plan differentiated learning experiences for students.</p> <p>Differentiated experiences are evident in teacher programs.</p> <p>Parents are informed of student progress via reports. Parents receive an additional insert in Semester 2 student reports identifying and explaining students' phases and level of additional support received.</p> <p>Caseload is adjusted to meet ongoing student learning needs.</p> <p>Students in Stage 2 and 3 with RRL below 30 are included in Reading Skills Program.</p> <p>Programs adjusted to reflect results of NAPLAN analysis.</p> <p>Additional technology allocated for use in classrooms by students.</p>
Low level adjustment for disability	<p>\$206 418</p> <p>Including \$138 731 in staffing and \$67 687 in flexible funding</p>	<p>Teachers demonstrate deep knowledge of how their students learn and effective strategies used to support the achievement of maximum outcomes.</p> <p>Regular monitoring and consistent assessment of student progress.</p> <p>Students with disability are positively engaged in their learning and working towards their identified goals.</p> <p>Planning occurs collaboratively between classroom teachers, support teachers, Learning Support Team, parents and where appropriate, students.</p>

Low level adjustment for disability	\$206 418 Including \$138 731 in staffing and \$67 687 in flexible funding	Student progress is monitored and teaching and learning programs adjusted accordingly to reflect analysis of NAPLAN data.
Quality Teaching, Successful Students (QTSS)	\$94,124	<p>QTSS time allocated to allow project team leaders to work with mentor executive teachers to plan and implement strategic plan priorities.</p> <p>Comprehensive and focused support for teachers with accreditation process and performance and development framework.</p> <p>Teams jointly plan and observe each other's lessons. Constructive feedback practices embedded for teachers on lesson delivery and classroom management.</p> <p>Ongoing monitoring of systems and processes and adjustments made when needed to provide most effective QTSS model.</p> <p>Professional practices enhanced and quality of classroom teaching improved. Individual teachers are able to reflect on their own practice and plan for their ongoing professional learning needs.</p>
Socio-economic background	\$110 362 – flexible funding	<p>All students have equal access to curricular and extra curricular opportunities provided at school. Students with additional support needs receive targeted assistance.</p> <p>Funds utilised across strategic directions for programs in student learning and engagement, professional knowledge and practice and school culture and values.</p> <p>Classroom teachers collaborate with speech therapist to provide targeted program to assist with language development. Classroom teachers have increased confidence to include similar activities at alternate times.</p> <p>Breakfast Club fosters an important sense of wellbeing for students, providing food for students who otherwise would have missed breakfast and a top up for others.</p>
Support for beginning teachers	\$18,399	<p>Early career teachers supported with additional planning and preparation time each week.</p> <p>Additional support provided through regular meetings with mentors and targeted professional learning.</p>
Targeted student support for refugees and new arrivals	<p>\$2 723 Refugee student support.</p> <p>20 days NAP program</p>	<p>Assistance focused on providing bilingual and bicultural support for students.</p> <p>Additional support used to assist with transition to school, sourcing appropriate resources, communication with parents, liaising with outside agencies eg translators and assisting with differentiated learning</p>

Targeted student support for refugees and new arrivals	\$2 723 Refugee student support. 20 days NAP program	programs.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	290	289	288	302
Girls	268	264	255	253

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	95.1	93.3	92.9
1	92.6	93.8	92	92.4
2	90.5	93	93.8	92.3
3	92.1	92	93.1	92.8
4	92.7	92.3	92.1	93.4
5	93.8	93.7	92.7	92
6	90.6	94.1	91.9	91.1
All Years	92.4	93.4	92.7	92.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,184,461
Revenue	5,154,218
Appropriation	4,923,015
Sale of Goods and Services	42,238
Grants and contributions	180,990
Investment income	7,974
Expenses	-4,869,487
Employee related	-4,380,952
Operating expenses	-488,535
Surplus / deficit for the year	284,731

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	167,412
Equity Total	520,243
Equity - Aboriginal	9,540
Equity - Socio-economic	110,362
Equity - Language	193,923
Equity - Disability	206,418
Base Total	3,715,168
Base - Per Capita	127,409
Base - Location	0
Base - Other	3,587,759
Other Total	386,608
Grand Total	4,789,430

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school. Shelley Public School is always seeking to improve what we do in our core business. We constantly talk to our parents and community, students and staff to determine our areas of development and continue to strive for excellence as outlined in the School Excellence Framework (V2). We have surveyed stakeholders on a range of topics, conducted formal and informal parent/teacher interviews and evaluated our professional learning sessions. The school always welcomes feedback on activities and programs. We enjoy strong partnerships with parents in the education of our students and also value the input of students in their learning journey.

In 2019, external surveys informed us that our parents feel welcome in the school, are well informed about school activities and believe their children are clear about the rules for school behaviour.

Student responses to external surveys were above the NSW Government norm for feeling accepted and valued by their peers and others at their school, having friends at school they can trust and who encourage them to make positive choices and find classroom instruction relevant to their everyday lives.

Teacher responses to external surveys informed us that they feel school leaders have helped improve their teaching, set high expectations for student learning and collaborate with other teachers to increase student engagement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.