2009 Annual School Report
Revesby Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

The school has a student enrolment of 284 students. 75% of the student population have a language background other than English. There are twenty six language backgrounds represented at the school. The school has ten mainstream classes from Kindergarten to Year 6. The school also has three special education classes. We have one Autism class, one class of students with a mild intellectual disability and one class of students with a moderate intellectual disability.

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Staff

Revesby Public School has an experienced, stable staff. A new Assistant Principal Support was appointed in term four following the merit selection process. This year we have had several temporary teachers at the school as a result of permanent staff members who are either on maternity leave or are returning part-time from maternity leave.

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

Significant programs and initiatives

The ten electronic whiteboards purchased by the school were installed in December 2008. The teaching staff were involved in training and development programs throughout 2009 to ensure that this new technology would be used to deliver quality teaching and learning across all stage groups and curriculum areas.

Our school continued our work as a community of schools with Panania Public School and Condell Park PS throughout 2009. Our focus continued to be improvement in literacy outcomes for all students and a combined executive development program.

2009 also saw the introduction of the Building the Education Revolution (BER) project Primary Schools for the 21st Century (P21) as part of the Federal Government’s stimulus package. Our school community was asked to nominate a series of projects. The staff worked with our P & C committee and decided to nominate for a new school library, refurbishment of the old library back to two classrooms, a security fence and a refurbishment of the front administration office. Work will begin on construction in 2010 as our school is in phase three of this program.

There was also a second stage of the BER funding which was called National School Pride. Funding was allocated based on enrolment numbers. Our school was allocated $125,000.00. We elected to self manage this project. With this funding we purchased:

- four new electronic whiteboards so that all classes now have this technology for their teaching and learning
- New sound and lighting system for the school hall
- Reconfiguration of the wet areas in Block M to ensure a safer learning environment and create new meeting rooms
- A new computer server for the school, fifteen new desktop computers for the computer lab and four new computers to support the new electronic whiteboards
- New updated signage around the school, and
- Refurbishment of the playground equipment.

Student achievement in 2009

38 Year 3 students and 31 Year 5 students sat for the NAPLAN tests. In overall literacy 79% of Year 3 students achieved Band 3 and above. In numeracy 71% of Year 3 students achieved Band 3 and above. In overall literacy 81% of Year 5 students achieved Band 5 and above. In numeracy 71% of Year 5 students achieved Band 5 or above. Detailed information and graphs are shown later in this report.

Messages

Principal’s message

We have had a very busy school year with students representing our school in a range of sporting and cultural endeavours.

This year we held our first school musical production for many years. The children performed the Disney Jungle Book. This was a very polished performance that was wonderfully supported by our entire school community. The musical showcased some of our very talented students.

Our steel band the Revesby Revellers were joint winners with Bangor PS in the inter-school steel band competition. They were also invited to perform again as a foyer item in the School Spectacular at the Sydney Entertainment Centre.

The staff continued their work with our community of schools which includes Condell Park PS and Panania PS. We have held combined executive development programs throughout the year. We
have also extended our work in developing student writing across all year groups. This work over the last couple of years has contributed to our school having the highest value added growth for students in writing from Year 3 to Year 5 in the East Hills School Education Group in the 2009 national NAPLAN results.

During 2009 we have had an increase in the number of students who have undertaken the Premier’s Reading Challenge and participated in the University of NSW national academic competitions.

Students in Years 4 to 6 were able to trial the Mathletics program as part of their involvement in a middle years project with Sir Joseph Banks High School. This program will be offered to all students in 2010.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Donna Dommerson

P&C message

The P & C of 2009 have had a very busy year. With the help from the parents of our students we have managed to raise in excess of $8000.00. This year we have had many fundraisers including Hot Cross buns, Easter hampers, Mothers Day and Fathers Day stalls, a Cadbury chocolate drive, Mufti days, Red days & lunchtime Disco’s.

If not for the hard work and dedication from the members of our P & C none of this could be achieved.

The objective of the P & C is to promote the interests of the school by bringing parents, citizens, students and teaching staff together to work toward common goals.

Our main goal is to raise as many funds as possible to assist the school with resources that it may otherwise not be able to afford.

As you would all be aware, the Federal Government has given all primary schools funds to use towards improving our facilities. Some of these funds are going towards building a new school library. The P & C is hoping to be able to raise sufficient funds to provide air-conditioning to this new building. The funds we have raised this year, along with our fundraising for next year will hopefully be able to cover the cost of having our new library air-conditioned for the comfort of all students and teacher to enjoy.

The P & C this year have funded the bus for the annual DET swimming scheme. We have again paid for ambulance cover which will cover all our children both at the school and at off-site sporting events or excursions. The P & C have also provided each class with a class room donation, that each individual teacher is able to use at his or her discretion, for resources needed within the classroom.

There are a handful of dedicated parents who want nothing more than to ensure the school has everything it needs to help our children learn, grow and develop. It is a hard job with many stressful hours, however, the end results of being able to provide our school with extra funds for our children is all the thanks we need.

We would love fresh faces to join us and to bring new ideas. Please come along to our meetings next year. Thank you again for your support of Revesby Public Schools P & C Association.

Kylie Petsalis - P & C Vice-President

Student representative’s message

I am very proud to have represented Revesby Public School as one of the 2009 School Captains. I am very grateful for the all the opportunities that have been presented to me.

A couple of the standout memories for me have been being a member of the SRC, being a member of the debating team, representing the school at both the ANZAC Day/Remembrance Day services and to have led Friday assemblies alongside my co-captain Jessica and Vice Captains Anthony and Kathleen. I would like to thank Jessica. It has been a pleasure to work with you this year. Anthony and Kathleen, thank you for your support.

I have learnt a lot this year and through all the responsibilities that have been entrusted to me. I am confident it will help me with my transition to Picnic Point High School. Revesby has left me with so many great memories that I will never forget.

Throughout this year I have participated in many sports. They have included PSSA Sports and District Events. I enjoyed all of these sports and they were fun. I learnt that it isn’t always about winning but about having fun with your peers.

I am very excited about going to High School next year but on the other hand I am very sad I have to say farewell.

Jeremy Shepherd (School Captain)
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
The enrolment numbers for students in the school have been growing slightly for the last couple of years. We are expecting enrolments to rise next year as this Year 6 is a very small class and our Kindergarten enrolments have been consistently higher for the last several years.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>250</td>
</tr>
<tr>
<td>2006</td>
<td>270</td>
</tr>
<tr>
<td>2007</td>
<td>300</td>
</tr>
<tr>
<td>2008</td>
<td>350</td>
</tr>
<tr>
<td>2009</td>
<td>370</td>
</tr>
</tbody>
</table>

Male | Female
---|---

Student attendance profile
Attendance rates for our students are in line with both the Region and the State.

Student attendance rates

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2007</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2008</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2009</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance is monitored every term. Letters are sent out to parents/carers if there is a concern about a student's attendance. The school also works closely with the Home School Liaison Officer in monitoring the attendance patterns of some students.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/3H</td>
<td>2</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>2/3H</td>
<td>3</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>4CF</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6KY</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5/6KY</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5/6P</td>
<td>5</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5/6P</td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes
Classes are structured in relation to the number of teachers allocated to the school by the Department of Education and Training. In 2009 we had 6 classes with a single grade and four composite classes with students from across two grades.

Our school also has three classes for students with disabilities. The Autism class has seven students from K-6, the I.M. class has eighteen students from Years 3-6 and the I.O. class has ten students from K-6.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal Support (Autism)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Mild Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5.4</td>
</tr>
<tr>
<td>Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.362</strong></td>
</tr>
</tbody>
</table>

The school does have indigenous representation in the composition of the workforce.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Income

<table>
<thead>
<tr>
<th>Item</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>240 168.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>151 525.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>241 448.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>80 457.03</td>
</tr>
<tr>
<td>Interest</td>
<td>10 539.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 074.07</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>742 213.03</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>14 297.62</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15 123.63</td>
</tr>
<tr>
<td>Excursions</td>
<td>20 414.99</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2 480.10</td>
</tr>
<tr>
<td>Library</td>
<td>130.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>214 994.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>29 069.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52 608.55</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>24 069.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8 053.36</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>65 694.07</td>
</tr>
<tr>
<td>Capital programs</td>
<td>38 812.52</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>485 748.45</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>256 464.58</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

**Arts**

The students at Revesby PS have been involved in a broad range of cultural activities. Students have represented the school in public speaking, debating, dance groups and our steel band.

This year we held our first musical production for several years. Students from the school performed in Disney’s *Jungle Book* musical. It was a very professional production that performed to two sold out concerts. Thank you to members...
of the staff who worked hard on backdrops, costumes and rehearsals with the students.

Our music groups were continued this year each Monday afternoon. Students were able to elect to join a range of instrumental and choral groups which rotate throughout the year.

This year we had two dance groups running in the school. The junior group was made up of boys and girls from years 1-3 and the senior dance group year 4-6.

The dancers met each week in the hall to learn new dance skills and practice their routines. They performed twice this year, once at the Bankstown /East Hills Dance Festival and later at the Performing Arts concert held at the school.

The highlight of the year was when the students performed at Revesby Workers Club for the East Hills/ Bankstown Dance Festival. It was the first time that students from the junior dance group had performed on stage in front of such a large audience of approximately 700 people.

Congratulations to both dance groups for their fantastic effort and behaviour throughout the year. Mrs Cameron and Miss Roy were very proud of how they conducted themselves and represented Revesby Public School! Thank you to the parents and relatives who came along to our performances throughout the year. The students really appreciated this support.

Sport

Students represented our school in a variety of sporting endeavours throughout the year. They showed excellent teamwork and sportsmanship in their designated events. Thank you to all the teachers and parents who coached and supported the children at PSSA and the different carnivals.

Revesby entered teams in PSSA competitions in boys and girls T-Ball, boys and girls soccer, newcombe ball and netball.

The Swimming Carnival was held at Revesby Pool, the Cross Country Carnival was held at Playford Park and the Athletics Carnival was held at The Crest athletics field at Bass Hill.

Anthony Papadimitriou and Aaron Crane represented the Sydney South West Region at the State Swimming Carnival, Dante Lusio represented the Sydney South West Region at the State Cross Country Carnival and Ahmed Care represented the East Hills District at the Regional Athletics Carnival.

Fifty five students from Years 2 to 4 from the regular classes and most of the students from our support classes attended the Special Swimming Scheme sessions to learn to swim. This increased number was due to the support of our P and C who paid for the bus hire for our children.
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3
Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 3 numeracy

Percentage of students in bands:
Year 5 writing

Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 3
Progress in literacy

Progress is shown for students who sat both the Year 3 and Year 5 tests at our school. Our school continues to show greater growth for our students in literacy than both the Like School Group (LSG) and the State. This progress represents the value added average growth of the students at the school.

Numeracy – NAPLAN Year 5

Our growth in writing was the highest of all of the schools in the East Hills School Education Group. This is demonstrated in the graph above. The school’s growth is also significantly higher than both the state average and the like school group average. This is very pleasing following the training and development of staff in the teaching of writing skills in the previous two years.

Progress in numeracy

Our growth in numeracy was an improvement on the previous year. It is in line with the State average and a little below the Like School Group (LSG) average.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>72</td>
</tr>
<tr>
<td>Spelling</td>
<td>81</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>74</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>73</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>71</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>68</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
The Best Start program was implemented for all of our Kindergarten students. Students were assessed prior to beginning their school year to determine the knowledge and skills base that they had prior to beginning their formal education. Teachers received training and development in the implementation of the early learning continuum.

The staff worked throughout the year with a Regional Mathematics consultant to ensure that we have a whole school approach to developing mathematical skills in all students based on the Count Me in Too framework.

Staff also received training and development on the effective use of the new electronic whiteboards that have been installed in classrooms. Students have also been receiving instruction in the use of this new technology.

Aboriginal education
Aboriginal education has been integrated across all Key Learning Areas. Students have been instructed in the knowledge of past and present Aboriginal perspectives through providing quality Aboriginal literature and programs. Each student from an Aboriginal background has a personalised learning program that is designed in collaboration with the student and their family.

Multicultural education
The school has a student body with 75% of students from non-English speaking backgrounds (NESB). The school has a range of programs to promote inclusivity, cultural awareness, diversity and respect for cultures and beliefs of others. Students from all culturally and linguistically diverse backgrounds are encouraged to be proud of their heritage and to share their customs and beliefs.

The school celebrated Harmony Day in March. The theme and meaning of Harmony Day were discussed in classes. Classes prepared posters for our assembly on the theme ‘Everyone Belongs’. Harmony Day culminated with a whole school assembly where the students who came dressed in their traditional costumes paraded before the assembly.

Respect and responsibility
Teachers explicitly teach values including respect and responsibility across all stage groups. Students are taught about safe and respectful relationships and anti-bullying strategies. Students have very clear rewards for positive behaviour and very clear consequences for negative behaviours.
Progress on 2009 targets
The targets were set for the school using the target setting tool provided by the Department of Education and Training.

Target 1
NAPLAN Reading
Percentage of students at or above the minimum standard: 2009 – 95.7%
Percentage of students at or above proficiency standard: 2009 – 36.1%
Our achievements include:
Reading - Percentage of students at or above the minimum standard:
2009 Actual 88% (Year 3) and 73% (Year 5)
Spelling - Percentage of students at or above the minimum standard:
2009 Actual 81% (Year 3) and 71% (Year 5)
Writing - Percentage of students at or above the minimum standard:
2009 Actual 72% (Year 3) and 76% (Year 5)
Grammar and Punctuation - Percentage of students at or above the minimum standard:
2009 Actual 74% (Year 3) and 68% (Year 5)

Target 2
NAPLAN Numeracy targets
Percentage of students at or above the minimum standard: 2009 – 95.7%
Percentage of students at or above the proficiency standard: 2009 – 29.7%
Our achievements include:
Overall numeracy - Percentage of students at or above the minimum standard:
2009 actual 84% (Year 3) and 78% (Year 5)

Our overall results fell short of the targets that were set for the school in 2009. However, the school produced growth in student performance that was higher than both Regional and State growth figures. Growth is shown for the students that were enrolled at our school for both the Year 3 and the Year 5 tests. This is an important measure of student progress. The growth for writing at our school was the highest in the East Hill SEG and the growth in overall literacy was the second highest in the East Hills SEG.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.
In 2009 our school carried out evaluations of student welfare and mathematics.

Educational and management practice
Background
A review of student welfare was conducted to assess how the school students and the community regard the effectiveness of the student welfare policy.

Findings and conclusions
Students, parents and teachers speak positively about our school and are proud to belong to the school community. They believe that there is consistent use of the school rules. This is supported by rewards for positive behaviour in the classroom and on the playground. There is a strong belief that the school provides students with a safe and happy school environment.
Most parents, teachers and students strongly agree that the school regularly acknowledges and celebrates student achievements. The formal presentation of awards at the weekly school assembly is valued by students.

Future directions
The school will ensure that all students and their families are made aware of the beliefs and values that underpin school policies, processes and practices.

Curriculum
Mathematics
Background
Following several years of disappointing student results in mathematics the school teaching staff worked with a regional mathematics consultant throughout 2009 to develop skills and strategies for teachers and plan for improvement.

Findings and conclusions
The consultant worked with staff across all stage groups. We have used our analysis of the results to determine that the major area of concern was the understanding of the language of mathematics. When presented with mathematical problems written in sentences many students
were unsure of what mathematical procedure was being asked of them.

Future directions
The school has adopted the Newman’s analysis as a consistent method to be used across all stage groups to improve problem solving skills.

Teachers across all stage groups will be using the Count Me In Too framework for programming and lesson preparation.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Stage 3 students (Years 5 & 6) were surveyed using the Student School Life Survey 2010. The purpose of the survey is to evaluate how the Stage 3 students feel about the quality of school life at Revesby PS.

Their responses are summarised below:

- 79% of students at Revesby PS believe they always or mostly want to achieve good results in their school work.
- A slightly higher percentage of girls than boys have the belief that they can and do achieve higher results.
- Most boys and girls at the school believe that the teachers care if they are not achieving as well as they should.
- More boys than girls believe they are given recognition for good work.
- A higher percentage of boys than girls believe that students show respect to each other at school.

Staff, student and parent responses were very positive about the use of the new electronic whiteboards and the improvement of technology use in lessons. They are also looking forward to the projects that have been nominated for BER.

The school has also completed the covered ways to all blocks and the taxi turnaround bay and covered waiting area for students with disabilities.

Parent satisfaction was also expressed with the on site before and after school care returning to our school site from St Luke’s.

The community are very pleased with our student growth results between Year 3 and Year 5 for writing being the highest in the East Hills SEG and the overall literacy results being the second highest. Parents would like to see the numeracy growth for students between Year 3 and Year 5 to be as strong and the literacy growth results.

Teaching staff continue to strive to provide a quality teaching and learning environment for all students.

Professional learning
Teachers attended a range of professional learning courses throughout the year. Professional learning was also presented at regular Monday afternoon training and development meetings held at the school.

School development 2009 – 2011
The priority areas for the school for the next three years are:

- Increased levels of literacy achievement for every student in line with the State Plan and Regional targets.
- Implementation of Best Start to improve diagnostic assessment of literacy and numeracy learning in Kindergarten.
- Increased levels of numeracy achievement for every student in line with the State Plan and Regional targets.
- Expand the opportunities for teachers and staff to participate in the use of interactive technologies.
- Implement programs to improve learning outcomes for Aboriginal students.

Targets for 2010

Target 1
Reading:

Percentage of students at or above the minimum standard: 2010 – 84%

Percentage of students at or above proficiency standard: 2010 – 45%

Strategies to achieve this target include:

- Use whole school planning processes to identify and address aspects of literacy underperformance for particular student cohorts.
- Implement the Best Start and 3L’s Literacy program in Kindergarten.
- Align teacher professional learning with students learning needs
Our success will be measured by:

- Increased proportion of students meeting or exceeding literacy proficiency standards
- Best Start and 3L’s assessment data used to inform strategies to improve literacy achievements of students in the early years of school.

**Target 2**

Numeracy:

Percentage of students at or above the minimum standard: 2010 – 84.7%

Percentage of students at or above proficiency standard: 2010 – 34.4%

Strategies to achieve this target include:

- Count Me In Too program used in all grades K-4
- Staff to work with the regional Mathematics Consultant to implement the Newman’s Analysis to improve problem solving skills and strategies.
- Improve student understanding of the language of mathematics.

Our success will be measured by:

- Increased proportion of students meeting or exceeding numeracy proficiency standards in accordance with State and regional plans.
- Decreased proportion of lowest performing students not meeting minimum numeracy standards.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Donna Dommerson – Principal
Ann Pantel – Assistant Principal
Karyn Ambrose – Assistant Principal
Joan Henry – R/Assistant Principal
Rose Scarvellis – P & C President

**School contact information**

Revesby Public School
Victoria Street, Revesby NSW 2212
Ph: (02) 9773 8255
Fax: (02) 9792 3908
Email: Revesby-p.School@det.nsw.edu.au
Web: http://www.revesby-p.schools.nsw.edu.au
School Code: 2958

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: