Our school at a glance

Students

Revesby Public School has 292 students. Due to increasing student numbers an extra class was formed this year. There are eleven mainstream classes and three support classes for students with disabilities. 78% of our students come from a language background other than English. There are 24 language backgrounds represented at the school. Students are involved in a variety of academic, sporting, musical and cultural activities.

Staff

Revesby Public School has an experienced and stable staff. Our Librarian retired after many years at the school. A new librarian 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

Building Education Revolution

The Federal Government’s Building Education Revolution (BER) was a major focus for 2010. Our school received a new library building, refurbishment of the old library back to two classrooms and a minor upgrade to the administration office. Building works have been ongoing throughout the year. The new library was handed over in early November. Our Librarian and support staff worked very hard to have the new library operational during term 4. It is a wonderful new facility that the students are very proud of.

Best Start and 3Ls

The Best Start Kindergarten Assessment helps teachers identify the literacy and numeracy knowledge and skills that each child brings to school as they enter kindergarten. This information is used to inform the development of quality teaching and learning literacy and numeracy programs.

Language, Learning and Literacy (L3) is a research based, Kindergarten classroom program, targeting text reading and writing. Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent individual or group tasks. This occurs in the daily Literacy session.

Student achievement in 2010

31 students sat the NAPLAN tests in Year 3 and 43 students sat the tests in Year 5.

The growth of students in reading, spelling, grammar & punctuation and numeracy is above the average for both the East Hills School Education Group & the State. Our writing growth results were not as good as the previous year. Detailed information and graphs of NAPLAN results are shown later in this report.
Principal’s message

This year has been another busy and productive time at Revesby. We have had a new library built and the old library converted to two classrooms as part of the National Building the Education Revolution (BER). Our lovely new library was in operation by November. This learning space has been a wonderful addition to the school facilities.

Kindergarten introduced the 3Ls program as well as the Best Start program to ensure that our students receive a very positive start to their school journey.

We continued our work with our community of schools in staff development. This year our focus was on the development of teaching skills and expertise in technology. Staff from Revesby PS, Panania PS and Condell Park PS trained in the use of Blogs, Wikis, electronic whiteboards and a range of software applications to support classroom teaching.

The Mathletics program was extended to all students this year. This proved to be very popular with both students and parents.

Our Revesby Revellers steel band was invited to be perform again as a foyer item at the School Spectacular held at the Sydney Entertainment Centre. The school band came second in the NSW inter-school steel band competition this year.

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 - Principal

P & C message

Revesby Public School’s Parents and Citizens group is an active and supportive part of the school’s vibrant community. Our P & C brings the school community together. Parents, teachers & community members can help meet the needs of the school and contribute to decisions about the school. The group meets on the 3rd Tuesday of each month.

In 2008 the P & C fought hard to get a before and after school care centre to support our working parents.

We have a second hand uniform shop for which we ask parents to donate old uniforms that don’t fit their child any more or if their child leaves the school. All funds raised go to the P & C account for the benefit of the school.

This year we have raised the funds for air-conditioning in our new school library. Thank you to the families who have supported our fundraising efforts

Sue Brex – P & C President

Student representative’s message

2010 was a great year at Revesby but as you know all things must come to an end. Unfortunately it is also the end of the primary school journey for Year 6.

As we leave primary school we will always remember the experiences and memories of Revesby Public School. As some of you know, most of the year 6 students have been here for seven years and during this time we have had many fun moments. Over these years there have been many highlights, including Revesby’s 110th birthday and when the children’s author Graeme Base came to visit our school to participate in our first video conference with other schools.

We would like to thank the teachers, students and parents for making 2010 a great year for us. Thank you to all of the students for being fantastic peers and classmates. Thank you also to the teachers for supporting and caring for students both in classrooms and in sporting and extra activities. Thanks to the parents for supporting us and helping out with the P&C.

We would also like to thank Mrs Dommerson for supporting teachers and students at all times. Throughout the years there have been many extra-curricular activities open to students such as debating, public speaking, PSSA sports, the Jungle Book musical, indoor soccer, Hip-Hop workshop and Year 6 camp. We would like to thank the teachers who give up their own free time to plan for these activities.
I would like to say that Revesby has been like a second home to me and that I enjoy coming to school. I think that I am privileged to be attending one of the oldest schools in the district. Good luck to students, teachers and captains for 2011 and for all future endeavours.

Amy Luu – 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 student enrolment increased this year. An additional mainstream class was formed. Our enrolment projections are for increasing students numbers over the next few years.

Student attendance profile

Management of non-attendance

Student attendance is monitored every term. Letters are sent out to parents if there is a concern about a student’s attendance pattern. The school also works closely with the Home School Liaison Officer in monitoring the attendance 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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>5/6CH</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6CH</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>2/3P</td>
<td>2</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>2/3P</td>
<td>3</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2R</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1/2R</td>
<td>2</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>4/5W</td>
<td>4</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>4/5W</td>
<td>5</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>3/4KY</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3/4KY</td>
<td>4</td>
<td>13</td>
<td>26</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 2010 we had 4 classes with a single grade and 7 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>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</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>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23.015</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have one Indigenous member of the school workforce.

**Staff retention**

Mrs Noble, our Librarian, retired in 2010 and the position was advertised. Mrs Jegers was appointed to the position of Teacher-Librarian from the beginning of 2011. We had several temporary teachers employed in 2010 replacing permanent members of staff on either full or part-time maternity leave. Due to increasing student numbers we were allocated an additional two days per week for a School Administration Officer. Mrs Narelle Buckingham was successful at interview and will be working in our new library. We have a very experienced and stable staff.

**Teacher qualifications**

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

Enter text here

<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>20</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>256 464.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>270 764.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>92 248.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>90 637.48</td>
</tr>
<tr>
<td>Interest</td>
<td>12 677.33</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>99 729.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>822 521.72</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & learning       |            |
| Key learning areas        | 14 522.50  |
| Excursions                | 21 168.88  |
| Extracurricular dissections| 32 396.61  |
| Library                   | 5 538.97   |
| Training & development    | 590.31     |
| Tied funds                | 178 314.02 |
| Casual relief teachers    | 43 535.14  |
| Administration & office   | 53 244.05  |
| School-operated canteen   | 0.00       |
| Utilities                 | 40 543.15  |
| Maintenance               | 18 603.64  |
| Trust accounts            | 144 521.68 |
| Capital programs          | 47 350.22  |
| **Total expenditure**     | 600 329.17 |
| **Balance carried forward**| 222 192.55|

Funds held in trust accounts are funds that are held for others that the school does not have access to.

Funds held under ‘Tied Funds’ are allocated for a specific purpose and cannot be spent for any other purpose.

A full copy of the school’s 2010 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 2010

Achievements

Arts

Public Speaking

Stage 2 and Stage 3 students were invited to participate in the Multicultural Perspectives Public Speaking Competition. Students were required to choose a topic from a specified list and present a speech, incorporating multicultural content. Four students were chosen to represent our school at the District Competition where they were also required to present an impromptu speech.

In September, students from years 1 – 6 were given the opportunity to participate in the East Hills Public Speaking Competition. Students in Stage 2 and 3 were again provided with a list of set topics, while Stage 1 students were given free choice of topic. Seven students were chosen to represent our school in the District Competition. Three of these students were selected to speak at the District Final.

Debating

This year Revesby Public School entered into two debating competitions; The East Hills / Bankstown District Debating competition (a prepared debating competition) and the Premier’s Debating Competition (a limited preparation debating competition where students learn of their debating topic one hour prior to the debate).

A team of eight students from Stage 3 were selected to represent the school in both competitions which started in March and went through to November with a debate every 3 weeks.

In The East Hills / Bankstown District competition, Revesby Public School had a very successful season which resulted in the team progressing through to the semi-finals of the competition. This was a first for the school in recent years and was a testament to the student’s hard work throughout the year.

In the Premier’s Debating Competition, Revesby Public School topped their zone group with another school which is a fantastic achievement for this team as it was the first time they had entered this competition. In the playoff debate to decide the overall winner of the zone, Revesby Public School unfortunately lost to this team which they had previously beaten in a previous round.

Music Groups

This was the second successful year of music groups. To develop students’ understanding of music, all students from year one to year six participated in music groups on Monday afternoons. Kindergarten classes stayed with their teachers completing a variety of musical activities.

Each group program covered aspects of the CAPA syllabus including singing, percussion, musical notation, a signing choir, drumming sticks, playing recorders, steel drums and tuned instruments.

Students were able to choose the musical activity they wished. These activities were changed three times in the year. The success of the program was shown with some groups performing to the school assembly and by the improvement of students’ musical knowledge.
Junior Dance Group
The junior dance group consisted of 14 boys and girls from Years 2 and 3. They learnt a choreographed dance routine with a modern Irish style. This incorporated various elements of dance. The dance was then performed to the public at the Bankstown/East Hills Dance Festival.

Senior Dance Group
The senior dance group, made up of boys and girls from year 4-6, has had a very successful year. The dancers met each week in the hall to learn new dance skills and practice their routines. They performed 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 a great experience for the students to perform on stage in front of such a large audience.

Boys Hip Hop workshop
During Term 3, a group of 12 year 5 and 6 boys attended a 2-day workshop at Sir Joseph Banks High School where they were taught and performed a Hip-Hop dance routine. The routine was taught by year 11 and 12 students.

African drumming
Students were involved in an African drumming workshop at the school.

Year 1 & 2 Art Gallery excursion
Year 1 and 2 attended an excursion this year to the NSW Art Gallery. Here they viewed various works of art led by gallery staff.
**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.

This year our school Swimming Carnival was held at Revesby Pool, the Cross Country Carnival at Playford Park and the Athletics Carnival was held at Padstow North P.S.

From these carnivals, many students went on to represent our school at district level. District Representatives from the above carnivals were, Dante, JJ, Mereanna, Paulene and Cherrie–Anne. Dante, JJ and Zylaes represented the East Hills District in rugby league. Dante was also chosen for the under 11 rugby union team and went on to represent our region in both league and union.

**Newcombe Ball**

Two teams consisting of mixed Junior boys and girls and mixed Senior boys and girls, competed in Newcombe Ball. Both teams improved their skill level significantly and worked well as a team. The senior team narrowly missed out on a placing in the finals.

The summer competition sport in the East Hills district P.S.S.A is T-ball for both boys and girls both junior and senior teams. All teams showed significant improvement in their skills through the season. The junior girls t-ball team reached the semi-finals of the competition.

**Kids Tennis Foundation**

Our school was fortunate to be a part of the Kids Tennis Foundation again this year. 40 children from Years 2 to 6 spent an hour each week during Terms 2 or 3 learning tennis skills from a professional coach.

**Technology**

All classrooms are now equipped with an electronic Smartboard. Upon the completion of our new library, we now also have a second connected classrooms video conferencing suite. All classrooms now have a cordless mouse and cordless keyboard to assist in engaging the students in the learning process. Our computer room has a video projector for demonstrations and teaching.

The school hall has been equipped with a new sound system, LED lighting and a video projector. This enables multimedia to be effectively used during assemblies and special functions. Revesby PS hosted a School Development Day in term 3 with our community of schools to help further develop of technology skills. A flip video camera was purchased that has proved highly successful along with 3 extra digital cameras, one for each block. Our website has undergone major development with plans for 2011 to form a technology/web team to actively promote Revesby PS in the community.
Library

The new library is a wonderful learning space. Since it’s opening in late October this year it has quickly become the hub of the school where students engage in exciting and informative learning experiences.

During the preparation for the move to the new library the library collection underwent an extensive overhaul. Particular emphasis was placed on ensuring that student borrowing habits were directly linked to an engaging, motivating and accessible collection. Future additions to the library collection will also reflect the cultural diversity of the school.

The engagement and motivation of students in the library has been increased through the development of the Revesby Public School Library Blog. This has been accessed by over half of the students through the DET Portal both at home and school. Students have used the blog to comment on the library and to suggest books for the collection. Books have been purchased and added to the collection as a part of the ongoing commitment to reflecting individual student’s interests.

The collection has become more accessible to students through seven easily identifiable areas; Quarto Fiction, Yellow Spot (Kinder Picture Books), Red Spot (Senior Picture Books), Gold Star (Junior Fiction), Fiction, Non-Fiction and Premier’s Reading Challenge. This new organisation has also included the boxing of sets and series, and has increased the student’s ability to independently access appropriate sections of the collection.

Library lessons have focused on orienting students to the new library, the collection and how to use it. Further focus on e-literacy, visual literacy and the information skills process is planned for the future. In addition, the students will have the opportunity to regularly connect to other schools and classrooms using the connected classroom equipment now installed in the new library.

A permanent part time Teacher Librarian was appointed as a result of the interview process and is working to promote and manage the school library that reflects the individual needs of students, supports staff and reflects our culturally diverse community. We look forward to celebrating the official opening of the new library early next year.

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 these 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)
**Progress in literacy**

Average progress statistics are calculated on the students who were in Year 3 at the school and were still at our school in Year 5 when testing took place. In reading, spelling and grammar our student progress is higher than either the similar schools group or the State average. Our progress results in writing for 2010 were not as high as for previous student groups.

**Numeracy – NAPLAN Year 5**
Student progress in numeracy between Year 3 and Year 5 has continued to improve. In 2010 our student progress was greater than both the similar school group and the State 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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>89</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>77</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>72</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>69</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>78</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>85</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>87</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>85</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>87</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education has been effectively integrated across Key Learning Areas. Students have acquired knowledge of both traditional and modern Aboriginal perspectives through the provision of quality Aboriginal literature and art programs within the COGS program. All students were given the opportunity to take part in an in-school performance by an Aboriginal performer which focused on the music, dance and culture of indigenous Australians. A group of Aboriginal students auditioned for inclusion in the Aboriginal Dance ensemble of the School Spectacular Performance. All Aboriginal students participated in a Belonging program with elders and children from local schools, focussing on the sharing of culture. Every student from an Aboriginal background has a Personalised Learning Program that has been designed in collaboration with their family. The school has been involved in fundraising for the Koori Kids group to raise the awareness and support of Aboriginal children.

**Multicultural education**

In March the school celebrated Harmony Day. Every class was involved in the activities and lessons organized for Harmony Day, culminating in a whole school Assembly and a multicultural costume display. Revesby School has 78% of students from a non-English speaking background. Harmony Day is an excellent opportunity for students in the school to acknowledge our multicultural community and put into practice its ideals of harmony and diversity.

**Respect and responsibility**

The NSW Department of Education and Training rejects racism in all its forms and is committed to the elimination of racial discrimination. As part of the Department’s commitment to anti-racism each government school has an Anti-racism Contact Officer (ARCO). The ARCO is the school person students, teachers and parents can talk to if they have a complaint about racism. The school has a strong commitment to this program and students are confident that if racism occurs it will be dealt with appropriately.

**Connected learning**

All classrooms now have an electronic Smartboard in them to help to engage the students more effectively in the learning process. We have a second Connected Classrooms video conferencing unit now installed in the new library.

**Other programs**

**Senior Camp Program- 2010**

The 5/6 Active Education camp was held from Monday 13th September until Wednesday 15th September at Morisset. 46 students and 4 staff members attended camp. It was fantastic! We were made to feel welcome from the moment that we stepped off the coach, until we said good bye. The food was five star, the accommodation was great, the staff were exceptional, and the activities were outstanding! The activities on this camp challenged each student in a safe environment, created bonds between students, and developed teamwork and communication skills. This camp also challenged the staff, as we were also encouraged to participate in the activities alongside the students. The activities were exhilarating, challenging and above all fun! It also let the students see the teachers as people who also felt the same things they did - worry, fear, happiness and a sense of achievement. It often gave the students the encouragement needed to have a go at the activities themselves. These activities included; the giant swing, the dual flying fox, abseiling, the high ropes, canoeing, archery, teamwork matrix and orienteering. All the activities are designed to specifically challenge students in different ways and encourage coordination, communication, cooperation and consideration. The fun did not end when the sun went down. On Monday night, the students participated in an exciting carnival night and sat around a camp fire. On Tuesday night, they participated in a fun games night. We would like to make special mention to our four fantastic instructors. Pom Pom, Harry, Dave and Doug were excellent. They explained each activity carefully, encouraged each child to challenged themselves, they showed compassion and empathy when needed, but they were also very firm and had great management skills. These instructors went well beyond their job description in the way they encouraged and supported, both physically and emotionally, all of
the students who attended camp, especially students with individual needs. Camp Morisset 2010 was outstanding! Can’t wait for next year!

The K-6 Fitness Challenge

The K-6 Fitness Challenge was held on Wednesday, 25th August, 2010. It was a wonderful day with all students participating enthusiastically. The students were involved in ten 1 minute activities to test their fitness level. These activities included; step ups, push ups, sit ups and star jumps.

Prizes were awarded for: the highest fundraiser in each class; the class which raised the most money (worked out as an average); and the student who was the highest fundraiser across the school. A $25 gift voucher was given to children who raised $100 or more.

The amount raised was $2950. The highest fundraiser in the school was Maumahara from class 3/4KY who raised $189.00. The class who raised the most funds was 2W.

Students and staff from Stage 3 would like to thank everyone who contributed in making this event a successful one. From the people who provided sponsorship or donated money, the staff who helped on the day, the staff who counted the money, and last, but certainly not least, the students who eagerly participated on the day.

School Museum

Revesby Public School is a school rich in history and significance to the local area. Established in 1896 it was formally known as Bankstown South, renamed East Hills in 1910 and finally named Revesby Public School in 1930. During World War II the National Emergency Services set up a first aid post at the school.

The school celebrated its centenary in 1996 with the establishment of the Centenary Museum. The school has now been established for 114 years and the museum 14 years. Over this time the original museum collection has grown and interest in the history of the school continues to thrive. It is not uncommon for members of the local community and those who have moved on, to enquire about the school’s history and share stories of friends and relatives who attended the school.

Over the coming years we plan to ensure the longevity of the collection through the scanning of important historical photographs and documents and the use of digital displays. The museum will now take up the area in the annex allowing for static and rotating displays of other items both donated and on loan.

This project will rely mostly on the help of interested community and school community members. Please contact the school for further details, should you wish to be a part of this project.
Progress on 2010 targets
The targets were set using the target setting tool provided by the Department of Education and training.

Target 1
Reading:
Percentage of students at or above the minimum standard: 2010 – 84%
Percentage of students at or above proficiency standard: 2010 – 45%
Our achievements in the 2010 NAPLAN include:
- 89% of Year 3 students are at or above the minimum standard in reading.
- 85% of Year 5 students are at or above the minimum standard in reading.
- 23% of Year 3 students are at or above proficiency standard in reading.
- 14% of Year 5 students are at or above proficiency standard in reading.

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%
Our achievements in the 2010 NAPLAN include:
- 78% of students in Year 3 are at or above the minimum standard in numeracy.
- 87% of students in Year 5 are at or above the minimum standard in numeracy.
- 27% of students in Year 3 are at or above the proficiency standard for numeracy.
- 21% of students in Year 5 are at or above the proficiency standard in numeracy.

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 2010 our school carried out evaluations of the technology provision within the school and of the Literacy programs within the school.

Educational and management practice

Background
A review of the provision and use of technology in the school was conducted to assess how the students, teachers and community regard the effectiveness of the use of technology in all Key Learning Areas.

Findings and conclusions
- Most parents, students and teachers strongly agree that technology is used effectively in classes.
- Parents, teachers and students strongly agree that staff and students effectively use electronic whiteboards and other technologies across Key Learning Areas.
- Stage 3 students are experiencing difficulties with the wireless connection for the available laptops.

Future directions
- The school will move towards the use of laptops for senior students.
- The school will look at the installation of a wireless network that will operate across the whole school site.

Curriculum

Literacy

Background
Following analysis of our school NAPLAN results and other student performance data the staff are still disappointed with the student comprehension levels of different text types in the primary years. Staff have implemented various programs over several years to address the concerns with student comprehension skills with mixed results.
Findings and conclusions

• The Kindergarten staff reported increased levels of general student literacy skills following the implementation of the Best Start and 3Ls programs.

• Parents and teachers are concerned that comprehension skill levels in Years 3 – 6 are not as strong as they should be.

Future directions

• Kindergarten will continue with both Best Start and 3Ls programs that are producing very good results.

• The 3Ls project will extend to Year 1 in 2011

• The school will apply to be involved in the Focus on Reading program that other schools are implementing as part of their National partnerships program to improve literacy skills. This program has a major focus on comprehension strategies.

• All teaching staff will undertake the two year training program of the Focus on Reading program.

• One executive member of staff will undertake the trainer program to implement the Focus on Reading program across all stage groups.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• Most Year 5 and 6 students believe that students show respect to each other at school.

• Students are very positive about the student-led school assemblies. Senior students see this as an opportunity for leadership training.

• The senior students reported that they enjoyed the senior camp program.

• Parents, students and teachers reported that they were pleased with the building of the new library despite the disruption caused by the building program.

• Parents, students and teachers were very pleased that the school eventually received a security fence. This has greatly reduced the graffiti and break-ins at the school.

• Parents and students made very positive comments about the fact that all classrooms are now equipped with electronic whiteboards.

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 2009 – 2011 planning cycle are:

• Increased levels of literacy achievement for every student in line with the State Plan and Regional targets.

• Implementation of Best Start and 3Ls programs 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 2011

Target 1

Literacy

To improve student reading comprehension skills and strategies across all stage groups.

Increased percentage of students at or above proficiency standard in reading.

Strategies to achieve this target include:

• All teaching staff will undertake the Focus on Reading training project. This is a two year training and development program for
teachers to extend and refine teaching and learning strategies.

- Full implementation of the Best Start and 3Ls programs in Early Stage 1 and Stage 1.

Our success will be measured by:

- Increased proportion of students meeting or exceeding the literacy proficiency standards.
- Increased staff skills in teaching the strategies of reading comprehension.
- Decreased proportion of lowest performing students not meeting the minimum literacy standards.

**Target 2**

**Numeracy**

To improve student comprehension skills involved in the understanding of mathematical problem solving.

Increased percentage of students at or above proficiency standard in numeracy.

Strategies to achieve this target include:

- Using the Newman’s analysis framework for teaching problem solving skills and strategies across all stage groups.
- Working with our community of schools to develop teaching strategies for improving comprehension and problem solving skills in mathematics.

Our success will be measured by:

- Increased proportion of students meeting or exceeding numeracy proficiency standards in accordance with state and regional plans.
- Increased staff expertise in teaching mathematical problem solving skills.
- Increased student understanding of the language of mathematics.
- Decreased proportion of lowest performing students not meeting the minimum literacy 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.

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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: