Elderslie Public School
Annual School Report 2014

Enjoy, Participate, Succeed
Principal’s message

It continues to be a great privilege to lead Elderslie Primary School. Our dedicated and caring staff works closely with our student’s families and the broader community to assist every student to be a successful learner. This is based on high expectations, mutual respect and a culture where everyone takes responsibility for the wellbeing of each child.

Student achievement in the national assessment program (entitled NAPLAN) were pleasing with Year 3 students achieving above both national and state averages in all categories in literacy and numeracy. Learning growth over the last two years for our Year 5 students has been at or slightly below the state average.

Our school has developed a strong reputation in our area for quality learning and welfare programs. Feedback from students, staff and parents/carers was again very positive and emphasized that our community is proud of our happy, successful learning environment.

This report provides many examples of our student’s achievements throughout 2014 and I extend my sincere appreciation to the entire learning community of Elderslie Public School for their hard work and professionalism in supporting our students learning.

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.

Mr Wayne Mason

School context statement

Elderslie Public School is located in a rapidly growing housing area in South West Sydney. The school provides a dynamic, nurturing learning environment for its students. Elderslie Public School has an enrolment of 382 students in 2014, including 5% from an Aboriginal background and 6% from a non-English speaking background.

Our school is a Public Private partnership initiative with excellent facilities and is beautifully maintained.

P & C President’s message

2014 was a very successful year for the P&C. It was our first time being involved in the organisation of the bi-annual school fete. It was held on Saturday 18 October 2014, raising a record profit of $25,000 and achieving record attendance from local families in the Camden, Elderslie and Narellan areas. The feedback we received from the event was extremely positive and the funds raised meant we could proceed with the air conditioning installation project. Our other major fundraising activities for the year included the ever popular outdoor cinema night, trivia night and our Mother’s Day and Father’s Day stalls. We also held several BBQ lunch fundraisers that coincided with the school cross country and book week parade.

These activities combined with the operation of the school canteen and uniform shop resulted in the P&C raising just over $50,000 for the year. As a result the P&C contributed $9,000 towards the purchase of more iPads for the school. The remaining funds will be used to complete the air conditioning project, scheduled for completion mid 2015.

The P&C would like to thank the school community and the many volunteers for your on-going support. We would not be able to provide these valuable resources for the school if it wasn’t for your commitment and dedication.

Mrs Michelle Halloran

Student information

Student enrolment profile
Student Gender profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>59</td>
<td>97</td>
<td>131</td>
<td>164</td>
<td>201</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>63</td>
<td>104</td>
<td>132</td>
<td>162</td>
<td>181</td>
</tr>
</tbody>
</table>

Student Attendance

Student attendance rates at Elderslie Public School have fluctuated slightly over the course of the year but remain close to the state average. Implementation of close monitoring systems and practices across the school to nurture and support students and their families in response to increased enrolment at our school will take place.

Management of non-attendance

Student attendance is central to the provision of a quality education. Student attendance is monitored regularly and a range of interventions are implemented to address the diversity of needs that may arise as a result of student attendance, fundamentally to support students and their families.

The Education Act (1990) requires parents and caregivers to provide the school with an acceptable explanation of any student’s absence. To assist parents and caregivers provide this information, the school has supplied absentee booklets to every family.

If an absence note is not provided to the school within 3 school days, staff will issue a notification of unexplained absence letter to remind parents that a written explanation must be provided. If concerns about a child’s attendance continue, the matter will be referred to the school’s Learning Support Team and may be reported to the district Home School Liaison Officer for further action.

Our school continues to value parental support and cooperation in improving attendance rates.

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>
</tbody>
</table>

Beginning Teachers

Our school embraces the opportunity to have a diverse teaching staff. In 2014 one beginning teacher was appointed to our school as part of the centralized staffing system.

Funding from the DEC under the ‘Great Teachers, Inspired Learning’ program was used to implement an extensive mentoring program to support this teacher implement rigorous and engaging learning programs for students in her class.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals - mainstream</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal - support</td>
<td>1</td>
</tr>
<tr>
<td>Classroom teachers - mainstream</td>
<td>11</td>
</tr>
<tr>
<td>Classroom teachers – support</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher – Relief from face to face</td>
<td>0.7</td>
</tr>
<tr>
<td>Learning &amp; Support Officers</td>
<td>3.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>27.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation 2014 requires schools to report on the number of Aboriginal staff employed in each school. Elderslie Public school currently has no staff members of indigenous Australian decent.

Professional learning and teacher accreditation

Professional learning at Elderslie Public School is aligned with the Australian teaching standards as outlined by the Australian Institute for Teachers and School Leadership (AITSL). It is also aligned with school targets and management planning.

All staff attend stage or whole staff professional learning meetings every week. Staff members are also involved in 4 Staff Development days each year. In addition, the professional learning needs of each individual staff member is identified and supported using a Teacher Assessment and Review process.

All staff has the responsibility to engage in their own professional learning and complete a range of online professional learning tasks throughout the year.

Teacher professional learning remains a high priority at our school as staff recognize the benefits of ‘life-long’ learning.

---

Our annual Book Character day is always a lot of fun. These students came up with the same idea!

Elderslie Public School

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHONEYBEES</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KSILKWORMS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1CATERPILLARS</td>
<td>K</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>1RED LADYBUGS</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2HORNETS</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>2DRAGONFLIES</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2JITTERBUGS</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4BEETLES</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4CICADAS</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4MOZZIES</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4SKIPPERS</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6CRICKETS</td>
<td>5</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>5/6HERCULES BEETLES</td>
<td>5</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5/6VELVET ANTS</td>
<td>5</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>K/4 P</td>
<td>K-4</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1/4B</td>
<td>1-4</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>5/6B</td>
<td>5-6</td>
<td>7</td>
<td>7</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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>187334.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>181737.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149322.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>137108.93</td>
</tr>
<tr>
<td>Interest</td>
<td>7102.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16053.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>678660.31</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 46923.49
- Excursions: 48486.79
- Extracurricular dissections: 50151.55

Library: 4552.17
Training & development: 2960.55
Tied funds: 137032.98
Casual relief teachers: 72152.31
Administration & office: 35373.16
School-operated canteen: 0.00
Utilities: 2208.42
Maintenance: 7267.07
Trust accounts: 16453.76
Capital programs: 0.00
**Total expenditure** 423562.25

| Balance carried forward | 255098.06 |

Significant funds have been carried forward to pay for the upgrade of electrical cabling and the installation of 17 air conditioning units in 2015.

A full copy of the 2014 financial statement was tabled at the annual general meeting of the school’s Parents and Citizens meeting. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

A survey was distributed to all families, Y6 students and all staff asking them to rate the school from 1 – 10 (with 10 being the highest rating). Their responses are presented below.

Survey results – Parents/caregivers

Please rate our school from 1-10 (with 10 being the highest)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>20%</td>
<td>32%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Survey results – Students

Please rate our school from 1-10 (with 10 being the highest)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>8%</td>
<td>6%</td>
<td>0</td>
<td>7%</td>
<td>8%</td>
<td>22%</td>
<td>21%</td>
<td>38%</td>
</tr>
</tbody>
</table>

NB Students who rated our school 4 and 6 wanted additional play space and playground equipment.

Survey results – Staff

Please rate our school from 1-10 (with 10 being the highest)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12%</td>
<td>18%</td>
<td>48%</td>
<td>32%</td>
<td></td>
</tr>
</tbody>
</table>

The results of the survey were again very pleasing and showed a very strong endorsement of the programs we are currently implementing. The opportunity to make a comment was also provided and all suggestions that were made will be considered for future planning.

Aaron was a finalist in the state spelling Bee competition.
School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN - Year 3

This year our Year 3 students performed above the national average in every area, with over 50% of students demonstrating competencies in the highest two bands in reading, writing, spelling and grammar and punctuation.

Reading - Year 3

In reading, over 50% of our students demonstrated competency levels that place them in the top two bands, performing better than the state and our Similar School Group (SSG). The school has had a focus on improving the comprehension skills of all students within the school as a directed area of professional learning for staff. The work done in this area by the school is reflected in the outstanding results in reading.

Kindergarten students Kieran S and Reese D enjoyed learning some new numeracy skills.
Spelling - Year 3

Year 3 spelling results were also above state averages. These results are reflective of the commitment to a systematic and explicit approach to spelling that our school has.

NAPLAN - Year 5

Reading – Year 5

The Year 5 Reading results were slightly below state average. Over 28% of students demonstrated proficiencies that placed them in the top two bands. The whole school Super 6 Comprehension Program has supported the students this year in maintaining sound results in reading.

Spelling – Year 5

The Year 5 Spelling results were just above the State average with no students performing in the bottom band. 40% of the students demonstrated proficiencies that placed them in the top two bands. School results in NAPLAN spelling assessments may have been influenced by the whole school engagement in the NSW Premier’s Spelling Bee.
The Year 5 Writing results were equivalent to the State average. 45% of students demonstrated proficiencies that placed them in Bands 6 and 7.

The Year 5 Numeracy results have increased from 2013. 20% of students received competencies in the top two bands. In 2014 teachers received extensive professional learning sessions concentrating on teaching the language of worded mathematics problems to students. The positive results this year reflect the benefits of implementing the problem solving program across the school.

### Achievements in other programs

**Sport**

Our student’s representation in district, regional and state teams continues to increase. Notable achievements in 2014 include;

Cael S, Katya K and our girls relay team competing at the state swimming carnival.

Mackenzie C placed 5th at the state athletics carnival in the 800m.

Justin E and Samuel F were selected in regional teams.

Our girls netball team were district champions.

### Overall Student Performance

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Creative arts

Years 5 and 6 entered many local council and newspaper competitions in 2014. Highlights included Mia P winning the Camden Council Christmas card design competition with her innovative and imaginative card design.

Student artworks have been displayed prominently on school noticeboards, in our school newsletter, on our school website and have also been framed in our administration block.

Aerobics

In 2014 our aerobics team once again participated in the state competition. The team continued to excel making it through to the state final where they placed 4th. This is an outstanding result and places our school for three consecutive years in the top 5 schools in our division in NSW. Well done girls and a big thank you to Ms Campbell and Mrs Caruana for your dedication and hard work.

2012-14 School Planning and Evaluation

Improved student engagement using Technology

Background

Elderslie Public School is committed to developing skills for students to become competent digital citizens in our rapidly changing technological world. In order to educate the students as learners of the 21st century we have increased technology resources and programs throughout the school. Last year a designated computer lab was established, wireless networks were installed across the school and the staff participated in a technology mentoring program. A variety of additional initiatives were introduced in 2014 to provide our learners with more innovative learning programs.

Findings

In 2014 professional learning continued concentrating on integrating iPads ‘meaningfully’ across all Key Learning Areas. Staff identified professional goals by completing a technology survey and the results of the survey were used to plan for individual professional learning needs. 92% of the staff reported that the mentoring program improved their skills in integrating iPads into learning tasks.

Educational iPad applications were reviewed every five weeks. 86% of the staff supported the iPad review system and appreciated the detailed feedback they were provided with.

The continued increase of technology throughout the school allowed teachers to incorporate multimodal and digital texts into planned learning experiences. Teachers were provided with an ICT matrix outlining the integration of ICT skills across all Key Learning Areas from K-6.
Future Directions

- BYOD (Bring Your Own Device-iPad) initiative to be introduced for Stage 3 in 2015
- Continued staff professional learning focusing on 21st century learners, iPads and integrating innovative teaching practices ‘meaningfully’ across the school.
- Continue to purchase extra iPads and the most up-to-date devices and applications to compliment the implementation of technology programs throughout the school.

BYOD (Bring Your Own Device) Initiative

Year 4 to 6 students and parents were surveyed to investigate the option of Elderslie Public School trialling a BYOD (Bring Your Own Device-iPads) strategy for Stage 3. The technology team identified that the use of personally owned iPads at Elderslie Public School would:

- Deepen learning
- Be personalised and student-centred
- Develop skills in digital citizenship
- Meet the expectations of teachers, students, parents and caregivers within the school.

The parent survey revealed that 100% of parents agreed that technology enhances and improves classroom instruction with 80% supporting their child bringing their personal iPad to school. The remaining 20% of parents wanted more information provided prior to the trial commencing. Parent concerns or questions were analysed and addressed in the parent information sessions. The sessions provided detailed information about 21st century learners, the BYOD trial and digital citizenship skills.

The student survey revealed that 70% of Year 4 to Year 6 students owned an iPad. Privacy settings, Internet behaviour and application use were the focus in the student survey.

5/6H class participated in a four week trial during Term 4. 19 out of 29 students brought their own personal iPad to school each day throughout the trial. 10 school iPads were used for the four week period. At the conclusion of the trial 100% of the students agreed that the program enhanced their learning, 94% said that they felt more in control of their learning. The students demonstrated critical thinking and problem solving skills when creating, sharing and researching their work. A Showbie account was setup by the teacher allowing for all of the students to join the class and submit their work samples electronically. Air Server was purchased for the trial, as a result the students could present their work interactively through the class smartboard.

iPads

The school has acquired 40 iPads over the last two years. 16 were purchased this year thanks to the wonderful support of the P&C. The iPads have been divided into sets of 8. These sets are timetabled so that all classes throughout the school have equal access to them. Applications have been regularly updated on all of the iPads throughout the year. Recently iMovie and Explain Everything were installed on each set to enhance the use of iPads in English and Mathematics lessons.

Digi Ed

This year 60 Stage 2 & 3 students participated in the Digi Ed workshop held at school. The students used the Stop Motion and Claymation process. They designed a story board including animation (using the latest digital software). The students were required to edit (adding of titles, credits & music etc) their designs and burned their movie onto a DVD.
EPS School Fete

Every two years Elderslie Public School has a fete. It is a wonderful ‘community building’ event with a large number of community members working together to support our students.

Our 2014 fete was a great success thanks to the hard work of the organising committee. It raised in excess of $25000.

This was one of the many fun activities our students enjoyed at the fete

Significant programs and initiatives

Aboriginal Education

All students continue to participate in a variety of learning experiences to gain an understanding of Aboriginal histories, cultures, beliefs and values.

Our school acknowledges the Dharawal people as the traditional owners of the land on which our school is built. We celebrate diversity and aim to engender a strong awareness and empathy for indigenous culture. Our school focuses on indigenous culture during NAIDOC week with a range of learning activities and the involvement of Aboriginal performers.

All Aboriginal students have Personalised Learning Plans devised in consultation with their parents/carers to support their specific learning needs. Our school is committed to reducing the achievement gap between indigenous and non-indigenous students.

Data on the performance of Aboriginal students is discussed with staff. Approximately $8000 of equity funds were used to employ additional School Learning Support Officer time to assist Aboriginal students to actively engage in learning tasks and achieve the specific learning goals identified in their Personalised Learning Plans (PLPs). NAPLAN results showed the gap between indigenous and non-indigenous students narrowed and an improvement in learning outcomes for Aboriginal students.

Multicultural Education & English as an Additional Language or Dialect programs.

Our school embraces the values of social justice and civic responsibility. All classes include multicultural perspectives in their learning programs to promote intercultural understanding. Our school publicly recognizes the value of diversity and celebrates this in Harmony Day celebrations and the inclusion of anti-racism education learning tasks.

Although our school has a small number of students with limited English proficiency, a 0.2 staffing allocation was provided to assist with each identified child’s learning needs.

Personalised Learning and support for students with additional educational needs

Our school provided personalised learning and support for students in our support classes and mainstream classes who require learning adjustments to engage fully in the curriculum. Parents/carers were involved in devising learning goals which supported the development of literacy and numeracy skills and access to a wider range of learning experiences. Approximately $23000 was allocated to implement these Personalised Learning Plans (PLPs) by providing additional staff professional learning and allocating additional School Learning Support Officer time.

Support for students from low socio economic backgrounds

Additional Support Teacher Learning Officer time was allocated to enhance the access for these students to a wider range of learning experiences and educational and community services. School benchmarking data and external NAPLAN data show a small improvement in learning outcomes for these targeted students.
High School Links

Our school has a strong connection with Elderslie High School. Selected students are involved in an enrichment science group where they work with Year 10 students. Year 4-6 students are involved in a Japanese languages program delivered by the high school languages teacher using video conferencing technology. Our students are also involved in a transition dance group with students in years 7-10.

Our year 5 and 6 students are also involved in a High School Links program where staff from the high school deliver English, Mathematics and Physical Education lessons every week.

Our community of schools received a Regional Directors award last year for its outstanding linkages programs.

Environmental Education for sustainability

Environmental education at Elderslie Public School blossomed with the addition of a Gardening Club to our Environmental Group. The Gardening Club was a regular weekly addition where students cultivated a variety of market garden vegetables using permaculture principles of a ‘no-dig’ garden. Our Environmental Group have been active in the MyRiveR program conducted by OzGreen. The focus of this program is monitoring water quality and our students tested the water quality of the Nepean and George’s River and reported on their findings.

Our school continued to participate in the Macarthur Sustainable Schools Network, culminating in our presenting once again in the Macarthur Sustainable Schools’ Expo at Belgenny Farm. Our students mentored students from other schools in the art of seed harvesting.

Student Leadership

The school’s 6 elected student leaders visited the NSW Parliament House and meet the Premier and local member. They toured through Parliament House and were shown how the leaders of our state make laws.

The school’s Student Representative Council (SRC) initiated a variety of fundraising activities for charities and supported harmony strategies as well as environmental and school beautification projects.

Creative & Practical Arts

This year, in addition to the programs that were offered in 2013, some new initiatives were included into the creative arts program. These included a biannual art exhibition, a guitar ensemble, a drumming group and a ballroom dancing group.

Our inaugural art exhibition, entitled ‘Colour My World’, was a huge success. Every student in our school created artworks around the theme of ‘biomes’. The exhibition was well attended by the school community and students were proud to showcase their work to friends and family.

One of the great ‘Colour My World’ exhibits.

The establishment of drumming and guitar ensembles has added to the opportunities provided to enhance the student’s learning of music. Stage One students attended an excursion to the Campbelltown Performing Arts High School where they viewed an exhibition of circus arts. Students have also attended a free performance by professional musical performers. Our choirs have performed admirably on several occasions; valuable community links with both the Angus Bristow Retirement Village and the Camden Carols Festival have been nurtured and strengthened. We continue to seek opportunities for students with musical talents to develop and showcase their skills.

2014 was also a great year for our dancers. We established both junior and senior dance groups. Both of these groups performed on assemblies, at our school fete and at the Light Up Camden festival. In addition to these groups, four students
were selected to participate in the Elderslie High School Transition Dance Program. Finally, for the first time, we had students compete for our school at the NSW State Ballroom Championships that were held at Homebush. The skills of many students have been nurtured through the large variety of quality creative and performing arts initiatives in 2014. The depth of talent and the year’s achievements in the Performing Arts are showcased with performances at our annual School Presentation Assembly.

I would like to take this opportunity of thanking our hard working staff who often gave up large amount of their own time organising these events.

Out Of School Hours (OOSH) facility
The OOSH has continued to offer a wide range of activities and programs for students who require before and after school care or holiday child care.

A serving army officer joined us for our school’s ANZAC service

Our talented Ballroom dancers worked with Elderslie High School.

Primary School Sports Association (PSSA)
Our school continued to improve its performances at PSSA swimming, cross country and athletics competitions. We also entered teams in oz tag, netball, girls and boys soccer, AFL and cricket.

Active After School program (AASS)
Our school again delivered the Active After School program in 2014. Over 180 students participated in this program and were involved in a wide range of skill development activities throughout the year including soccer, athletics, golf and bowls.

Gymnastics
A 10 week gymnastics program for all students in K-2 classes was again offered to develop gross motor skills.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations each year to support the effective implementation of the school plan.

This is the final evaluation of achievement towards targets that were set in 2012.

Progress in 2014

1. Improvement in student’s capacity to interpret and summarise texts

Evidence of progress towards outcomes in 2014:

- Year 3 students achieving above the state average in reading.

Strategies in 2014:

- Continued professional development for all staff in ‘unpacking’ the learning clusters to consistently identify a sound achievement in reading.
- Continued emphasis on comprehension skills, with a focus on inferring.
- ‘Continued implementation of the Super Six comprehension strategies.
- Focus on spelling conventions (rules), base words and consonant blends in all Stage 1 and 2 spelling programs in 2014.

2. Interpret written numeracy problems and apply the appropriate strategy to solve them

Evidence of progress towards outcomes in 2014:

- Approximately 89% of students in K-2 achieving numeracy benchmarks
- Year 3 students achieving above state average in numeracy.
- Increase in the percentage of Y5 students achieving top 2 bands in numeracy.

Strategies in 2014:

- Continued implementation of the Teaching Early Numeracy program.
- Continued professional learning on the new Australian K-10 Mathematics syllabus.
- Implementation of maths groups for the number strand.
- Teacher professional learning using the Newman’s Error Analysis strategies.
- Mentoring and collaborative planning with other staff.
- Inclusion of techniques to answer NAPLAN style questions in learning programs.

3. Improved student engagement using technology

Evidence of progress towards outcomes in 2014:

- Bring Your Own Device (BYOD) program implemented in Y5&6. 94% of students identified a greater level of engagement as a result of the BYOD program.
- Staff technology mentoring program implemented. 92% of staff indicated they had improved their integration of ICT.
- 16 new Ipads purchased and wireless networks installed across the school.

Strategies in 2014:

- Continued professional learning in the use of iPads.
- Introduction of educational apps for learning.
- Introduction of an ICT matrix to establish the level of ICT integration into classroom practice.
- Multimodal texts to be used in all Key Learning Areas.
- Increase in the number of iPads.
Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our 2015-2017 School Plan was devised after extensive consultation with students, staff and parents/carers. The data collected was analysed and used to direct the strategic directions of the 2015-2017 plan.

Our three strategic directions are:

1. Excellence in Learning – developing confident, self-regulated, engaged and reflective learners.
2. Excellence in teaching - developing in all staff a high level of professionalism, collaboration and learning focussed feedback.
3. Excellence in Leading – Facilitate a dynamic, possibilities focussed educational culture of high expectations, self-improvement and close collaboration with the whole community.

Our students and staff always look forward to our Book Character Day.

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 developed targets for the school's future development.

Contributors to this report include:

Michelle Halloran - P & C
Mark Peters – Assistant Principal
Siobhan Haran – Assistant Principal
Kate Caruana – Assistant Principal
Shannon Jansen – Relieving Assistant Principal
Belinda Hooper – Relieving Assistant Principal
Wayne Mason - Principal

School contact information

Elderslie Public School
170 Lodges Road
Ph: 46581632
Fax: 46581834
Email: elderslie-p.school@det.nsw.edu.au
Web: www.eldersliepublicschool.com.au
School Code: 4646

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