



Department of
Education



SHELLEY PRIMARY SCHOOL

An Independent Public School

ANNUAL SCHOOL REPORT 2018

PRINCIPAL INTRODUCTION



The 2018 school year has seen Shelley Primary grow into its first Strategic Plan and make some significant progress towards achieving the strategic targets set within it. The following data outlines how we are tracking towards meeting the goals set out in the Strategic Plan and priorities moving forward. This year we have focused on all of the great things that have and do happen at Shelley PS and looked at replicating these with our new initiatives. How we have succeeded in the past lays the pathways for future success.

The school community has worked together with a focus on unanimity of purpose, our students. Everyone has been committed to improving student academic progress with a strong balance between pastoral care and high quality teaching and learning. The ethos of commitment to the school's purpose and culture by staff, parent body, School Council and the P&C has continued to be enhanced. The school has developed a strong culture of high standards and expectations of children along with a culture of care and consideration for the health and wellbeing of both students and staff.

A highlight of 2018 was recognition of our school's success through the achievement of Independent Public School status from the start of 2019.

The staff at Shelley Primary School has shown they are committed to a culture of improvement by working collaboratively as a learning community. The evidence of this has been the creation of a climate where staff has shared responsibility and ownership and make the most of team thinking and the promotion of real conversations. These factors have ensured that Shelley Primary School can confidently promote itself as a 'Great School'.



As the Principal of the school I have been privileged to see the achievements of all the students across all year levels. The knowledge that students have of their learning targets and goals, the way that they celebrate these achievements and that of others and the way in which they articulate their learning is incredible. Shelley Primary School is well placed to continue this trajectory of improvement and to support students, who are curious, creative, high order thinkers and have a strong and valued voice to lead them into our future society.

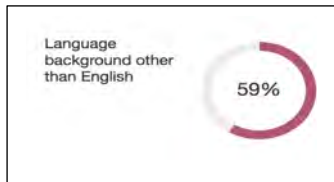
Gillian Murgia



WHO ARE WE?

School Context

Established in 1975, Shelley Primary School is a co-educational, public school situated in the southern suburbs of Perth. The school, with the adjacent Shelley Hub Shopping Centre forms a community focus for the riverside suburb of Shelley. Established in 1975, Shelley PS has a tradition of excellence in teaching and learning, providing many opportunities for students through a very strong community presence. Being a local intake school and due to the reputation of its teaching and learning programs, Shelley Primary has been the school of choice for many parents choosing on this basis to move into the local area and take every opportunity to be part of a dynamic learning environment.



Shelley PS has a diverse student population of 395 students from 21 nationalities including a strong representation of families of Indian, Chinese and Korean cultures. We have a strong emphasis on creating a culture of shared responsibility, caring for children and families and promoting positive mental health and well-being through our strong commitment to improving academic and social outcomes for all students.



Our supportive staff and parent body ensures the school environment is safe, enjoyable and conducive to effective learning for everyone, enabling us all to work as a positive, cohesive team. We are committed to the provision of an inclusive educational program that promotes social and emotional well-being and encourages positive self-worth. We provide strong and consistent discipline. Self-management and cooperation skills are actively taught.

Shelley PS has a strong infrastructure of shared leadership across the school. We believe that strong, positive and shared leadership is the cornerstone to improving student outcomes. Teachers are encouraged and supported to develop their leadership skills. They work collaboratively across and within collaborative professional learning teams, which are based on the phase of learning, to develop, implement and manage their teaching and learning programs.

Staff Profile

Our staff range in experience levels from graduates to people who hold a majority of the school's history within them. As a staff we pride ourselves on being proactive in the implementation of new initiatives and have often taken on trials or had significant lead-in time to contextualize these changes to best suit student needs. There is a strong sense of professional trust and high levels of data driven professional dialogue. Decisions are collaborative and always brought back to 'How will this impact on our students?'

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

24 Staff completed the online Staff National School Opinion Survey in April 2018. Their responses were reviewed by Admin and the School Council and their responses were found to be extremely positive and endorsed the direction and well-established processes run in the school. Aspects of Shelley PS that Staff most like are that Staff have high expectations of their students and there is a strong relationship between the staff, parents and students built on trust.

	No	FTE
Administration Staff		
Principals	2	1.2
Deputy Principals	2	1.6
Total Administration Staff	4	2.8
Teaching Staff		
Level 3 Teachers	5	3.7
Other Teaching Staff	22	14.1
Total Teaching Staff	27	17.8
School Support Staff		
Clerical / Administrative	2	2.0
Gardening / Maintenance	1	1.0
Other Non-Teaching Staff	8	5.5
Total School Support Staff	11	8.5
Total	42	29.1

OUR PLAN FOR SHELLEY PRIMARY SCHOOL 2018-2020

Our three-year plan 2018 - 2020 is the guiding document that will align all decisions, structures, profiles and resources in the school. It forms part of a suite of documents including annual operational plans, the Workforce plan and the delivery and performance agreement. It reflects the Strategic Plan for Government Schools, Focus 2019, evidence based practices and consultation with the community. It is founded on national and international evidence that recognises quality teaching as the most significant in school factor to impact on student achievement. As a result, Shelley PS prioritises raising the professional practice of its staff across the school. We have a well-defined cycle of self-assessment which is an ongoing reflective process using all available and relevant sources of data, so that the school can ensure we adhere to the School Plan.

MISSION STATEMENT

Our school community commits to providing a safe environment and a balanced and rounded education, with a focus on academic achievement where every Shelley child achieves personal success.

OUR VISION

Our vision as a community is to inspire a passion for learning.

We aspire to be a professional learning community that is driven by the following three elements:

Focus on LEARNING

The purpose of Shelley Primary is to ensure all students learn at high levels.

Focus on COLLABORATION

Helping all students learn requires a collaborative and collective effort.

Focus on RESULTS

To assess our effectiveness in helping all students learn, we must focus on and use that evidence to improve our professional practice.



OUR VALUES

At Shelley we are aligned with the Department of Education WA values:

LEARNING - Our approach to our work is positive, and we understand that all students can learn;

EXCELLENCE - We have high expectations of our students and ourselves;

EQUITY - We strive to create a workplace that is free of discrimination, exploitation or abuse.

We are mindful of the differing circumstances and needs of our students, and we are dedicated to achieving the best outcomes for all; and

CARE - We treat all individuals with care, and our relationships are founded on trust, mutual respect and responsibility



MEETING THE SCHOOL PRIORITIES OF OUR 2018 – 2020 STRATEGIC PLAN STUDENT ACHIEVEMENT – NAPLAN

At Shelley Primary School, teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with the Whole School Monitoring and Data Collection Plan. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small-groups and individuals.

NAPLAN 2018	STUDENTS IN THE TOP 20% OF ALL AUSTRALIAN SCHOOLS	
ASSESSMENT AREA	Year 3	Year 5
Numeracy	76%	58%
Reading	47%	31%
Spelling	36%	47%
Grammar & Punctuation	58%	50%
Writing	29%	39%

IN 2018, Shelley Primary School was a pilot school for NAPLAN Online. Students in Years 3 and 5 sat the online assessments, with the exception of Year 3 writing. In these 2018 national assessments, a large proportion of Shelley Primary School students were in the top 20% of Australian schools. In every assessment area except for Year 5 Reading, the percentage of students exceeded those in like schools; in this table, these have been shaded green.

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	1.0	0.7	2.0	0.2	-0.7	0.1
Reading	1.0	0.4	1.3	-0.6	-1.2	-0.6
Writing	-0.1	-0.2	0.2	0.4	0.3	1.1
Spelling	0.7	0.6	0.1	-0.5	-0.5	1.3
Grammar & Punctuation	0.7	0.2	1.4	-0.2	-0.7	0.6

NAPLAN Comparative Performance Summary

This table gives us a summarised version of the performance of both year level cohorts over a three-year period. The 2018 Comparative Performance against Like Schools shows that Year 3 results were in the Expected Mean for Writing and Spelling and Above Expected Mean in Numeracy, Reading and Grammar. The Year 5 results were in the Expected Mean for Numeracy, Reading and Grammar and above in Writing and Spelling. In 2019, Literacy support programs, teacher capacity building and professional learning in Reading will be employed to address the declining Reading results. Going into the 2018 school year emphasis was placed on the improvement of Spelling and Writing through the English Operational Plan. Observation of this summarised data set indicates some initial success as a result of strategies implemented during the 2018 school year. A late year review (November) of plans has resulted in further emphasis in this area going into 2019.

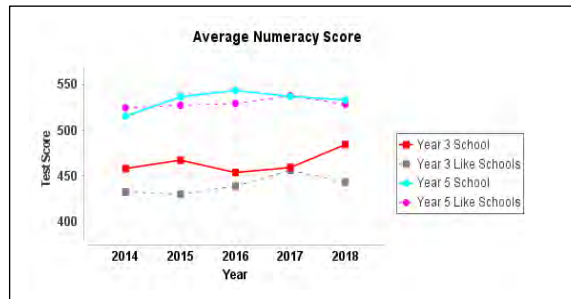
Progress and Achievement Charts (Comparative Performance Summaries included in data analysis below)

This is an important measurement as it indicates the level of growth of our students as they move from Year 3 to Year 5. The quadrants speak for themselves with the most desirable quadrant being Higher Progress – Higher Achievement; however this is a difficult statistic to maintain. The graphics of this in each area below indicates that our students are very high achievers, with this pattern established as early as Year 3. While we maintain high achievement, high progress is a little more difficult to gain in association with this. For the cohort of students moving from Year 3 in 2016 to Year 5 in 2018, we were able to do this for Writing and Numeracy while achievement for Reading, Punctuation & Grammar and Spelling continues to be high with “high progress” over that time period more difficult to achieve.

Longitudinal Summaries

Longitudinal summaries provide an overview of Shelley Primary School's performance against statistically similar schools. Similar schools are identified using an [Index of Community Socio-Educational Advantage \(ICSEA\)](#). Average Australian primary schools have an ICSEA of 1000. Shelley Primary School's ICSEA is 1124. When 'like school' comparisons are referred to in this document they are made with schools with a similar ICSEA. The following longitudinal summaries, and accompanying explanations, provide a snap-shot of Shelley Primary School's performance and data trends from 2014 – 2018. More comprehensive information about the performance of Shelley Primary School compared with other Western Australian schools can be viewed online at <http://www.det.wa.edu.au/schoolsonline/home.do> Likewise, national school information can be accessed at <http://www.myschool.edu.au/>

NUMERACY



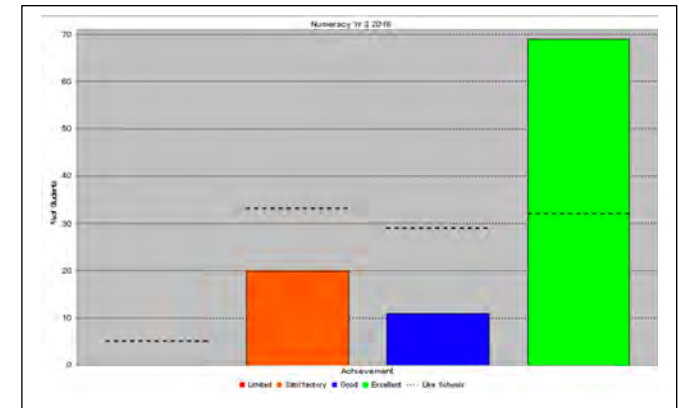
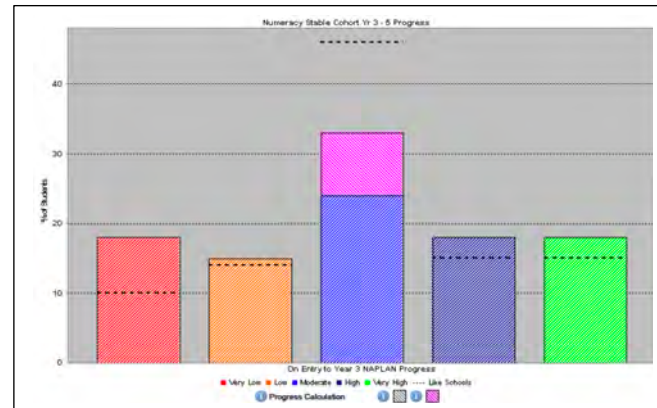
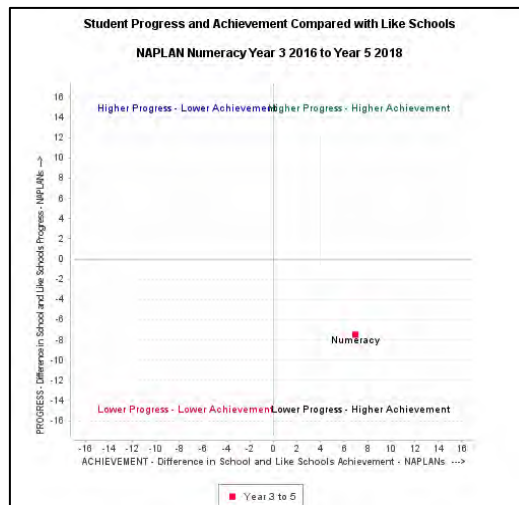
Targets:

- Increase the percentage of students with good and excellent achievement in NAPLAN Numeracy from Year 3 to Year 5 stable cohort.
- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Numeracy.

Year 3 Numeracy achievement has been above that of like schools since 2014. The gap between Shelley Primary School's mean score and like schools increased in 2018 with the school's performance being in the above expected range (more than one standard deviation of expected performance). Our Year 5 mean score also remains strong and in line with our like schools. This may be attributed to school's adoption of a whole school, consistent approach to the effective teaching of numeracy. In Year 5, the results align closely with Like Schools but lower than the 2014 – 2016 trend.

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	29%	37%	69%	31%	39%	32%	15%	18%	15%
5	426 - 477	38%	27%	11%	25%	25%	29%	18%	18%	24%
4	374 - 425	20%	25%	18%	21%	24%	23%	22%	28%	27%
3	322 - 373	9%	8%	2%	17%	10%	10%	26%	19%	19%
2	270 - 321	4%	2%	0%	6%	2%	4%	14%	13%	13%
1	Up to 269	0%	0%	0%	1%	1%	1%	5%	5%	3%

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	33%	26%	14%	23%	26%	23%	11%	9%	9%
7	530 - 581	20%	25%	39%	24%	30%	27%	13%	16%	18%
6	478 - 529	27%	33%	31%	28%	27%	27%	26%	28%	26%
5	426 - 477	18%	9%	11%	19%	13%	18%	28%	26%	29%
4	374 - 425	2%	7%	6%	5%	3%	5%	16%	15%	15%
1 to 3	Up to 373	0%	0%	0%	1%	0%	1%	7%	5%	4%



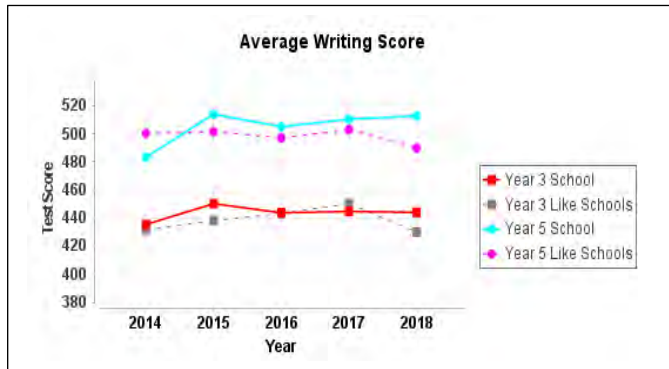
Recommendations 2019:

- Emphasis on problem solving and reasoning proficiencies.
- Use of data for differentiated planning and assessment.

WRITING

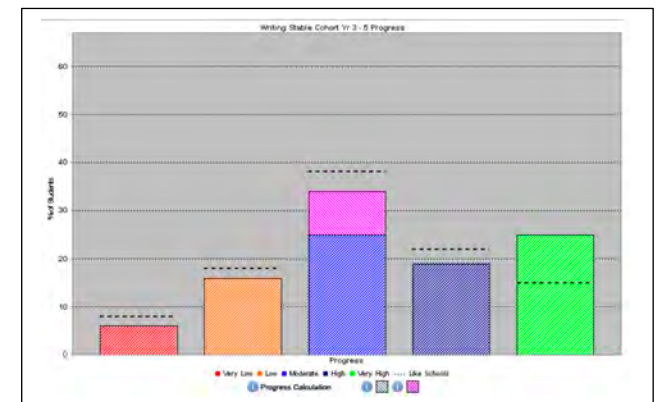
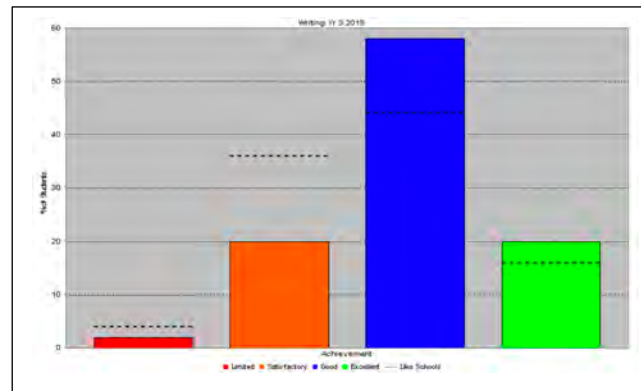
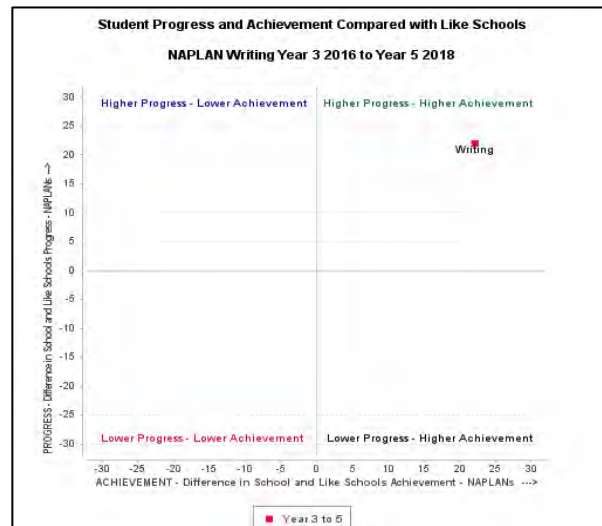
Our Year 5 average writing score was very positive; exceeding that of our like schools and improving on previous years. Our Year 3 average score was also positive and slightly above that of like schools. Progress between Years 3 and 5 was higher than our like schools. The school met its annual writing target; with an increased percentage of students achieving in the excellent category of achievement.

Analysis of our previous years' writing data resulted in a whole-school focus on writing from 2017. In 2018 teachers trialed strategies from a professional learning course in Talk 4 Writing through support from Admin staff with previous experience in this program. Feedback was extremely positive and this evidence-based program will be rolled out to staff in 2019 with an aim to be fully implemented across the school in 2020. The continued use of Brightpath assessment and moderation will allow the school to make comparisons to support grade allocation judgements.



Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	26%	29%	20%	24%	25%	16%	12%	11%	9%
5	426 - 477	49%	38%	58%	44%	48%	44%	34%	34%	34%
4	374 - 425	14%	17%	16%	24%	18%	23%	30%	24%	23%
3	322 - 373	9%	13%	4%	6%	9%	13%	14%	21%	20%
2	270 - 321	0%	2%	0%	1%	1%	3%	6%	6%	7%
1	Up to 269	2%	0%	2%	1%	0%	1%	3%	4%	6%

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	14%	12%	19%	6%	7%	8%	3%	3%	4%
7	530 - 581	24%	23%	14%	20%	21%	16%	11%	10%	9%
6	478 - 529	25%	37%	25%	36%	38%	30%	30%	28%	24%
5	426 - 477	31%	23%	39%	30%	29%	34%	35%	38%	37%
4	374 - 425	6%	2%	0%	6%	4%	7%	14%	11%	13%
1 to 3	Up to 373	0%	4%	3%	1%	1%	4%	7%	10%	13%



Recommendations 2019:

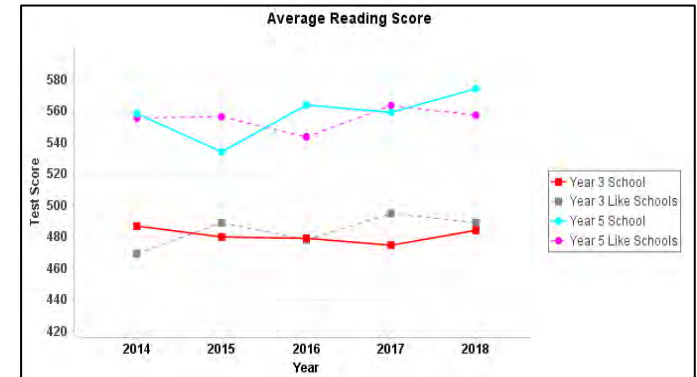
- Focus on cohesion and vocabulary.

READING

Targets:

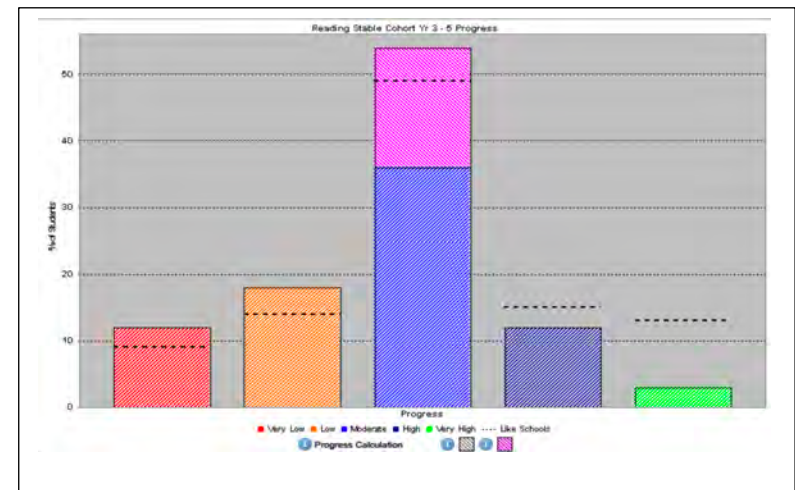
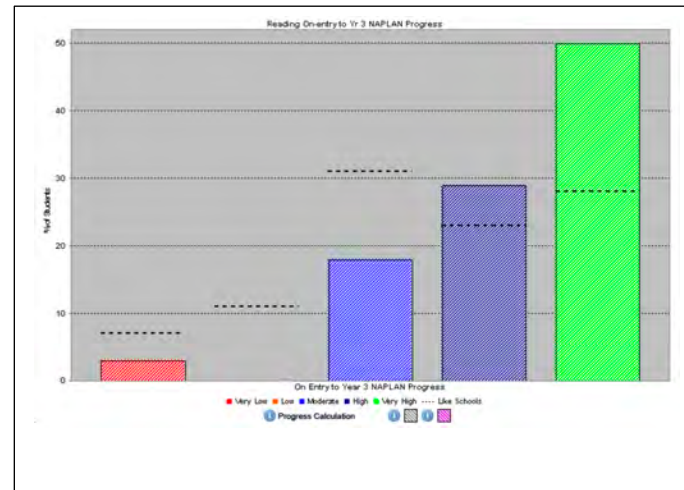
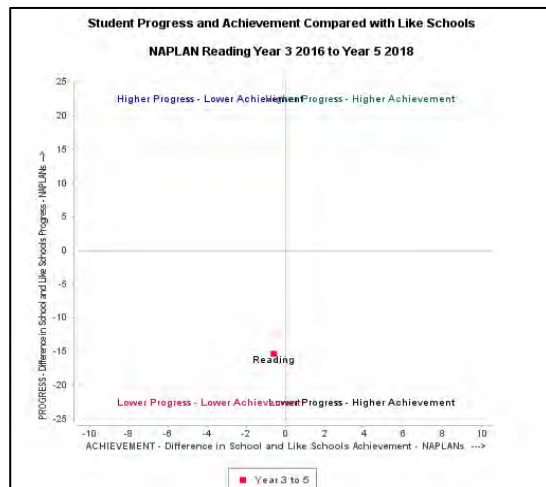
- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading.
- Increase the percentage of students with good and excellent achievement in NAPLAN Reading Year 3 to Year 5 stable cohort.

Shelley Primary School's average reading scores have been inconsistent. Our Year 3 cohort's average was very similar to that of like schools, and our Year 5's average exceeded that of our like schools. A continued focus on Guided Reading across the school has resulted in an upward trend of achievement by Year 3 and Year 5 students in NAPLAN Reading. In 2018 the MultiLit intervention program continued to support the needs of students in Reading. The program involved a trained teacher working with small groups or individual students. The program targets skills in sound and word recognition, sight words and reinforces reading skills. This program will be continued in 2019 with a slight increase of teacher time.



Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	45%	42%	64%	41%	49%	44%	23%	23%	25%
5	426 - 477	34%	23%	22%	26%	23%	27%	22%	20%	23%
4	374 - 425	11%	23%	9%	16%	17%	16%	19%	23%	21%
3	322 - 373	7%	12%	4%	12%	8%	8%	19%	18%	14%
2	270 - 321	2%	0%	0%	3%	2%	4%	12%	9%	10%
1	Up to 269	0%	0%	0%	2%	1%	2%	6%	7%	7%

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	24%	16%	25%	22%	28%	31%	12%	14%	15%
7	530 - 581	31%	30%	28%	30%	31%	25%	21%	20%	19%
6	478 - 529	24%	33%	19%	26%	24%	22%	23%	26%	24%
5	426 - 477	18%	12%	25%	14%	10%	14%	20%	18%	20%
4	374 - 425	2%	9%	3%	7%	5%	6%	14%	15%	13%
1 to 3	Up to 373	2%	0%	0%	2%	1%	2%	10%	7%	8%

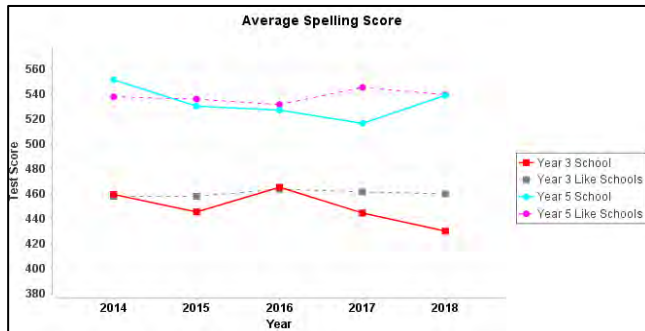


SPELLING

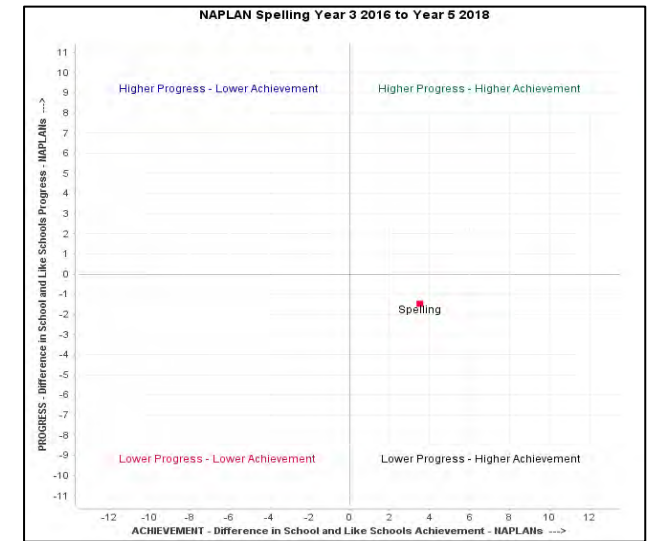
Target:

- Positive trends in Year 5 Spelling by 2020.

Our Year 5 cohort showed significant improvement in the spelling assessment 2018. This achievement is in line with both our statistically-similar schools and our expected performance. Year 3 spelling achievement is trending downwards.

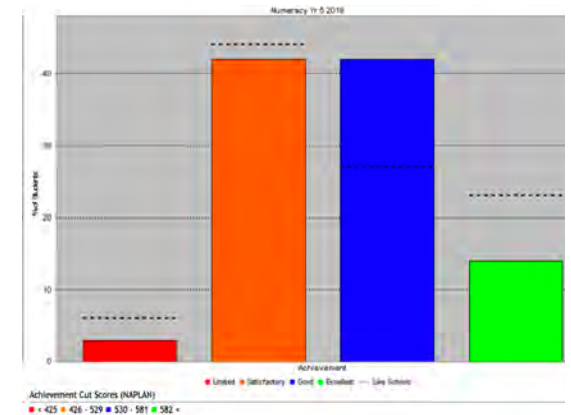
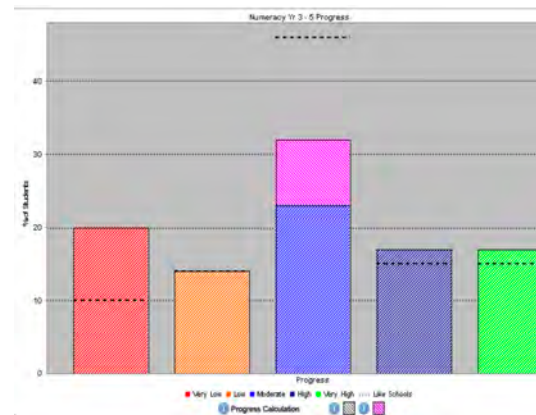


A whole-school approach to spelling, using Letters and Sounds K-Yr 2 and Words Their Way Yr 3-Yr 6 was introduced in 2018. Staff were provided with extensive professional learning opportunities and resources to facilitate the successful implementation of the program. We look forward to seeing the positive impact of this consistent approach on student spelling outcomes in future testing. In 2019 there will be a continued whole school approach to Writing and Spelling, and a review of Letters and Sounds (K-1) and the success of the implementation of Sound Waves in Years 2 to 6.



Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	45%	38%	36%	34%	42%	35%	20%	20%	21%
5	426 - 477	25%	25%	29%	33%	26%	27%	25%	23%	23%
4	374 - 425	18%	19%	22%	19%	18%	22%	23%	23%	23%
3	322 - 373	9%	10%	7%	8%	9%	10%	14%	16%	16%
2	270 - 321	2%	8%	7%	5%	3%	5%	12%	12%	9%
1	Up to 269	0%	0%	0%	1%	1%	2%	6%	6%	6%

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	29%	33%	36%	20%	32%	19%	10%	13%	11%
7	530 - 581	12%	21%	22%	23%	27%	30%	15%	19%	20%
6	478 - 529	33%	23%	33%	34%	25%	32%	31%	30%	32%
5	426 - 477	16%	18%	8%	17%	13%	13%	25%	22%	20%
4	374 - 425	10%	4%	0%	4%	2%	5%	11%	10%	11%
1 to 3	Up to 373	0%	2%	0%	2%	1%	1%	8%	8%	6%

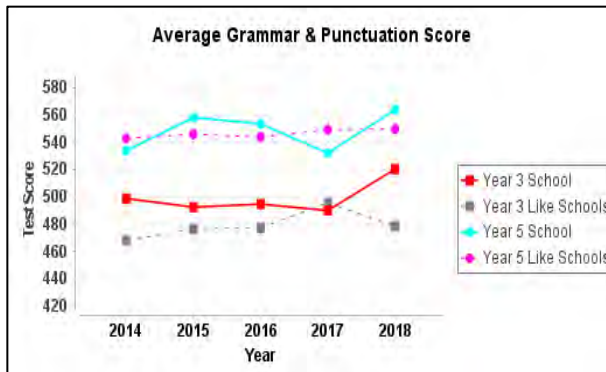


GRAMMAR & PUNCTUATION

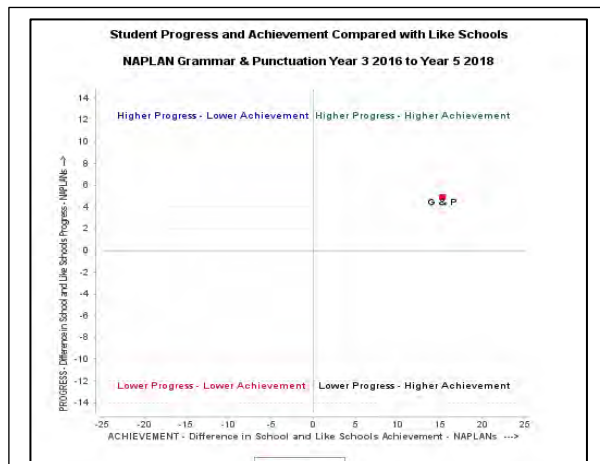
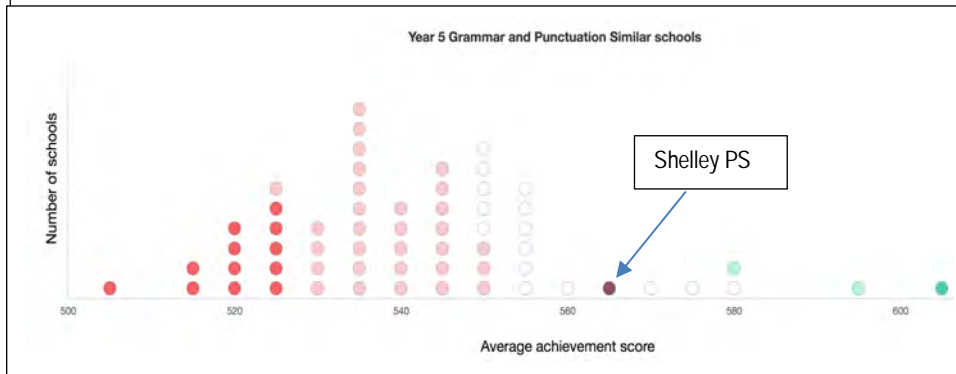
Shelley Primary School's Grammar and Punctuation achievement in 2018 was positive in both year groups, with both cohorts achieving above our like schools. Our progress between Years 3 and 5 was above like schools.

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	52%	52%	73%	48%	56%	51%	28%	29%	30%
5	426 - 477	23%	23%	16%	19%	23%	17%	17%	24%	16%
4	374 - 425	18%	15%	7%	16%	9%	18%	19%	15%	22%
3	322 - 373	5%	6%	0%	14%	7%	6%	24%	12%	14%
2	270 - 321	2%	4%	2%	2%	3%	6%	6%	10%	11%
1	Up to 269	0%	0%	2%	2%	2%	2%	6%	10%	7%

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	52%	52%	73%	48%	56%	51%	28%	29%	30%
5	426 - 477	23%	23%	16%	19%	23%	17%	17%	24%	16%
4	374 - 425	18%	15%	7%	16%	9%	18%	19%	15%	22%
3	322 - 373	5%	6%	0%	14%	7%	6%	24%	12%	14%
2	270 - 321	2%	4%	2%	2%	3%	6%	6%	10%	11%
1	Up to 269	0%	0%	2%	2%	2%	2%	6%	10%	7%



My School Data



Summary of 2018 NAPLAN Results and 2019 Directions

Students at Shelley PS have continued to achieve significantly higher academically results when compared to both the WA and Australian Means. Consistent approaches in the instruction of Reading, Spelling and Mathematics have seen positive outcomes achieved in all of these areas. Mathematics and Writing are areas in which we need to celebrate our successes, with our students achieving and progressing significantly above the comparative means set for our school.

The Shelley PS Strategic Plan 2018-2020 will include some changes to the previous targets and the addition of new targets to be developed in 2019. The new targets are to be developed in response to data analysis which shows that Reading needs to be added to Spelling in our literacy targets. As a high SEI (socio-economic index) school, our expectations of student achievement and progress are well above those of the national average and as such we compare ourselves against 'like schools'. Ideally we want about 75% of our students to achieve NAPLAN scores in the top two proficiency bands for their year levels. Our Strategic Plan targets reflect these high percentages in Literacy and Numeracy.

2019 Directions – Where to from here?

Based on our analysis of school performance data, the teaching staff collaborated to plan a variety of specific strategies to implement in 2019 in both Literacy and Numeracy. As always, a focus on explicit instruction, differentiation and making success criteria visible within each classroom and the full implementation of a case management approach for identified students, will be consistently implemented and reviewed throughout 2019.

English:

A whole school Literacy block format has been developed that is applicable across all year levels will be continued to be implemented into 2019. This ensures a consistent approach to teaching all the aspects of Literacy across all year levels. Teachers will explicitly model the writing process and teach the application of spelling rules, editing skills, punctuation and grammar. Punctuation and grammar will also be a focus for explicit teaching and modelling in Reading. In addition, emphasis on a 'literature' focus in reading will be continued to expand students' understanding of authorial devices. There will be a focus on the explicit teaching of Reading comprehension strategies across all year levels. Importance will also be placed on the benefits of independent reading and reading for enjoyment. Oral language is the basis for writing skills and as such we will continue to ensure that we are providing many and varied opportunities for all of our students to develop sound skills in this area. In 2018 the MultiLit intervention program continued to support the needs of students in Reading. The program involved a trained teacher working with small groups or individual students. The program targets skills in sound and word recognition, sight words and reinforces reading skills. This program will continue in 2019 with increased time allocated to include more identified students.

Mathematics:

Teachers will continue to implement the Dr Paul Swan strategies including a set of core agreements that outline our beliefs about best practice in teaching in Mathematics. We will also develop a whole school approach to Math routines and the use of learning sequences. As with Literacy, a whole school Numeracy block format is being developed that will be applicable across all year levels. This will ensure a consistent approach to Mathematics pedagogy across the school.

SUPPORTING STUDENTS WITH DIVERSE EDUCATIONAL NEEDS



We have in place clearly defined processes for early identification of students using both summative and formative assessments. This includes On Entry Assessment, NAPLAN, Brightpath (Narrative and Persuasive Rulers) PAT Reading Comprehension and Numeracy. Throughout 2018 Shelley Primary continued to provide an inclusive learning environment ensuring all students at educational risk were supported and resourced appropriately to meet their individual learning needs. During the year Individual Education Plans were reviewed and refined. The new Individual Education Plans (IEP's) set out the class initiatives, strategies and resources to be implemented for these SAER students. Embedded in the IEP's is ongoing consultation and feedback between teachers and parents. Students at Educational Risk were supported by education assistants working in individual and small group learning sessions.

Year	Total Number of Students	Number on IEP's
K	37	1
PP	56	2
YR 1	46	10
YR 2	48	8
YR 3	44	6
YR 4	58	6
YR 5	37	4
YR 6	58	4

Comprehensive handover and transition occurs at Shelley PS to ensure that students' needs are relayed to teachers at the beginning of each year. Discussions involved a handover of student's academic, social, behavioural and attendance issues and concerns using a comprehensive data document. Teachers are then well informed to cater for the needs of students in their classes at the beginning of the following year.

Case Management Report 2018

It is essential that all students, whatever their ability, are able to access the curriculum. For students who are at educational risk of not achieving the minimum standards in the core areas of learning we adopt a case management approach. We personalise the student's learning program, beyond regular lesson differentiation, to get them back on track and we do this as early as possible to ensure that all students achieve their full potential. Case Management is not only used for students who are not achieving the minimum standard but also for students who find learning easy and achieve at a high level. These students also need the opportunities and the challenge to achieve their full potential. This means offering these students special individualised programs of extension and enrichment.

During 2018 the School Psychologist had a caseload of 36 students.

ABLES

The implementation of the Abilities Based Learning and Education Support (ABLES) program continued to support the teaching and learning of students with disabilities and additional needs. The ABLES program supports teachers to effectively assess, monitor and respond to individual student needs by:

1. accurately identifying and setting learning goals
2. tracking a student's progress against their individual learning plan over time
3. identifying the optimal resources that are known to improve learning, which can be adjusted as the learning needs of students change over time.

The school received disability funding for 6 students in 2018.	
Disability	Number of Students
Autism	3
Cerebral Palsy	2
Global Developmental Delay	1

SEN Reporting

In 2018 staff continued to utilise the SEN Reporting format to assess and report to parents on the achievement of students with either special education needs or students whom the school has identified as requiring an alternative reporting format.

EARLY CHILDHOOD EDUCATION

Strategic Plan Milestone: *Provision of an Early Childhood program focusing on the early years learning framework, the Australian Curriculum and national quality standards framework. ✓*

The Early Childhood staff has worked hard during the 2019 school year to improve our Early Years program delivery in line with the Early Years Learning Framework (EYLF), Western Australian Curriculum and National Quality Standards Framework (NQS).

The Early Childhood Education team (K-Yr 2) worked collaboratively to support and build teaching staff capacity in the area of the National Quality Standards Framework (NQS). In Western Australia the National Quality Standard provides an assessment framework for Kindergarten to Year 2. For our NQS self-review we rated our school as "working towards" all criteria and are confident that we will fully meet all criteria by the system timeline of 2020.

On-entry Assessment (OEA) of our Pre-Primary children was carried out during weeks 3-6 of Term 1. The results are returned using the newly updated On-entry scale. The OEA provides teachers with information about the understanding children bring to Pre Primary from their home and Kindergarten experiences. It assesses the literacy and numeracy skills and understandings considered critical to early and ongoing educational development. It provides information about the current skills and understandings a child has in Speaking and Listening, Reading, Writing, and Numeracy.

Results from On Entry Testing are now expressed using the On-entry Scale in Literacy and Numeracy. This scale can be compared with the progression points as used in the past. These are skill set descriptors that define what students may know and be able to do at particular point. Pre Primary children, by the end of Semester One, may demonstrate skills and understandings at Point 0.5.

At Shelley Primary School all students are tested at the beginning of their Pre Primary school year. All results assist teachers with their planning of targeted teaching and learning programs ensuring learning adjustments are made for individual and groups of students. Parents are also informed of their child's results.

The majority of students performed higher than the state comparison in Reading, Speaking and Listening and Numeracy. When compared to the previously used Progression Points the results ranged from 0 to 1.8 in Speaking and Listening, from 0 to 1.6 in Numeracy and from 0 to 1.0 in Reading with the expected result to be 1.0 for students by the end of Pre-primary.



PARENTS AND COMMUNITY

Milestone:

The biennial Parent National School Opinion Survey (NSOS) survey data is analysed and actions planned and implemented to address areas of concern.



INCLUSIVITY AND DIVERSITY

At Shelley PS, we are fortunate to have a very culturally diverse community, with over 40 languages other than English spoken by our students. We have a supportive and welcoming learning environment where this diversity is recognised and celebrated. We strive to provide teaching and learning opportunities and experiences, which are free from bias, and take into account individual learning styles/preferences and individual needs related to disability, socioeconomic status, gender, language and ethnicity. We foster an environment where students and their families are valued for who they are. Inclusive practices include enrolment procedures, curriculum differentiation, utilisation of specialist staff and the programs we adopt to ensure all students' needs are met and that they feel valued. On enrolment, we work with our EAL/D parents to ensure their transition to a new country and school is well supported.

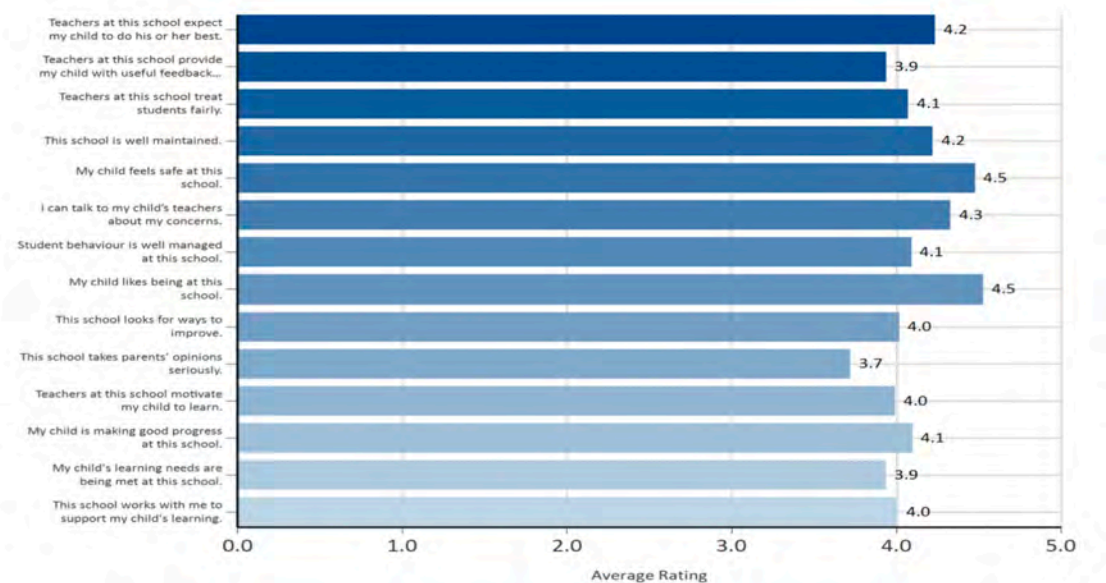
SATISFACTION, COMMUNICATION & SUPPORT

National Parent/Caregiver Opinion Survey 2018

Our 2018 Shelley PS National Parent/Caregiver Opinion Survey was conducted in October of 2018 with a 40% return rate. After analysing the results and comparing them to our last survey conducted in 2016 it was evident that Shelley PS has a more positive response to:

- Teachers at this school expect my child to do his or her best.
- My child likes being at this school.
- I can talk to my child's teachers about my concerns.
- My child feels safe at school.
- The school works with me to support my child's learning
- Shelley PS has a strong relationship with the local community

The attached table provides a summary of responses from our community.



SUPPORT THROUGH THE SCHOOL BOARD AND PARENTS & CITIZENS ASSOCIATION 2018

PARENTS & CITIZENS ASSOCIATION

We are fortunate to have a dedicated P&C who support the students of Shelley PS. Thanks to their tireless efforts we have been able to achieve success in many areas through their in-kind and financial support. In 2018 they supported us by:

- Purchasing 10 new iPads.
- Development and funding of the Nature Playground Stage One.
- Improving the school grounds through parent busy bees.
- Providing financial assistance for end of year Graduation events.
- Funding a Family Fun Night in Term One each year.
- Funding of student awards for end of year concert night.
- Running the canteen, which is open three days per week.
- Running the School Banking program.



SCHOOL COUNCIL

Our School Council is very active and has been involved in Business planning, policy development, promotion of the school, overseeing the financial position of the school, been integral to our gaining IPS status, supported the development our 2018-2020 Business Plan and supported staff and school through many endeavours for improvement.

In 2018, the Council:



- Reviewed student achievement data results from student semester reports and NAPLAN testing and generally found the academic achievement to be of a high standard;
- Received updates on the progress of the 2018 – 2020 School Strategic Plan.
- Were kept informed of the financial status of the school;
- Endorsed a school closure for the purpose of parent teacher meetings regarding semester one reports;
- Undertook the surveys of the School Community, Students and Staff and analysed the results to inform future directions.
- Noted the 2017 Shelley Primary School Annual Report;
- Considered and approved Voluntary Contributions and Charges 2019 including the Personal Items Lists;
- Were kept informed of school programs and issues.



STUDENTS

Behaviour, Satisfaction and Destinations

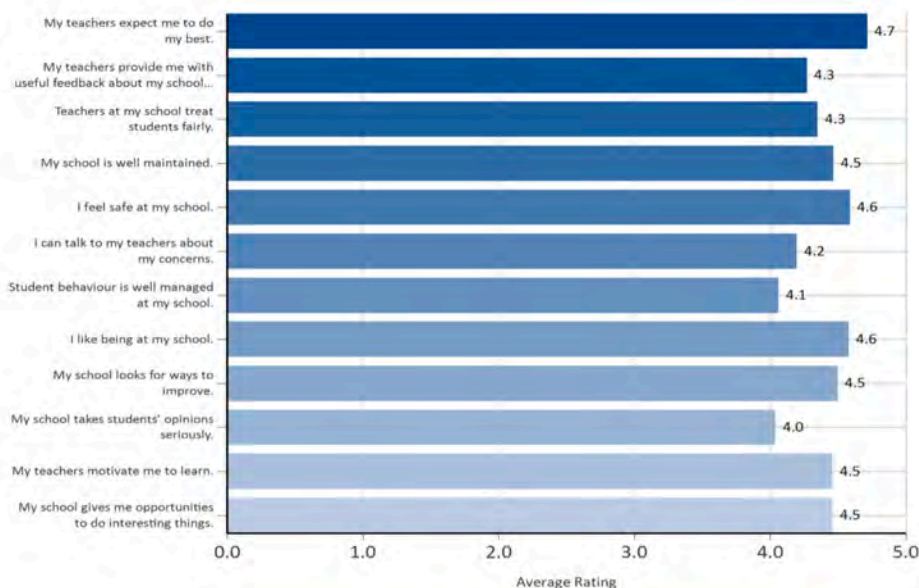
2019 school destinations of the 2018 student cohort

Year Level : Y06  Male: 29 Female: 29 Total: 58

Destination Schools	Male	Female	Total
4048 Rossmoyne Senior High School	26	20	46
4126 Willetton Senior High School	3	2	5
4025 John Curtin College Of The Arts		2	2
1396 Kennedy Baptist College	1	1	2
1152 Penrhos College		2	2
4058 Kelmscott Senior High School		1	1

The majority of Shelley Primary students chose their local Secondary School, Rossmoyne Senior High School to continue their secondary education. No students were suspended in 2018.

In 2018 we surveyed our Year 6 students on their thoughts about their schooling and their social-emotional well-being through the Student National School Opinion Satisfaction Survey. The results are represented in the graph below. The Student Councillors and Staff spent time analysing the feedback from the survey. The responses were reviewed by the School Council and found to be overall extremely positive and endorsed the direction and well-established processes of the school.



Student Progress and Achievement Compared with Australian Schools

Former Year 6 Students
NAPLAN Year 5 2016 to Year 7 2018



The former Year 6 students of Shelley Primary School achieved highly compared with other Australian students.

Their progress between Years 5 and 7 was on par or better than the progress made by other Australian students in all areas, with the exception of Spelling.

Aspects of Shelley PS that students most like include:

- Our students like coming to school
- Our students feel safe at school
- Our students know their teachers have high expectations of them at school
- Our students believe that their teachers motivate them to learn and provide them with opportunities to do different things.



ATTITUDE, BEHAVIOUR AND EFFORT

Aspects of student attitude, behaviour and effort (ABE) form part of the Reporting to Parents cycle each semester. The following information is taken from Semester 2, 2018.

All Years Sorted by Reporting Period(s): Semester 2 2018					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	128	19	2	0	0
Participates responsibly	119	28	2	0	0
Sets goals and works towards them	80	68	1	0	0
Totals	327	115	5	0	0
Percentages	73.2	25.7	1.1	0.0	0.0

All Years Sorted by Reporting Period(s): Semester 2 2018					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	135	57	4	1	0
Shows self-respect and care	173	21	3	0	0
Shows courtesy and respect for the rights of others	174	19	4	0	0
Participates responsibly in social and civic activities	167	24	5	1	0
Cooperates productively and builds positive relationships with others	169	23	5	0	0
Is enthusiastic about learning	150	44	3	0	0
Sets goals and works towards them with perseverance	142	48	6	1	0
Shows confidence in making positive choices and decisions	157	36	4	0	0
Totals	1267	272	34	3	0
Percentages	80.4	17.3	2.2	0.2	0.0

These tables demonstrate that 98.9% of lower and 97.7% of upper primary students respectively achieved either 'consistently' or 'often' on their Semester 2 report.

The following trends were identified from the analysis of ABE data on a year-group level, in relation to our target:

Lower Primary (PP – Year 2)

Areas of Strength:

Is enthusiastic about learning
Participates responsibly

Focus for 2019:

Sets goals and works towards them

Primary (Years 3 – 6)

Areas of Strength:

Shows courtesy and respect for the rights of others
Shows self-respect and care

Focus for 2019:

Works to the best of his/her ability

Future directions:

Research and develop a tool to measure student social and emotional well-being in 2019. Implement, review and revise in 2019 – 2020 to inform future directions.



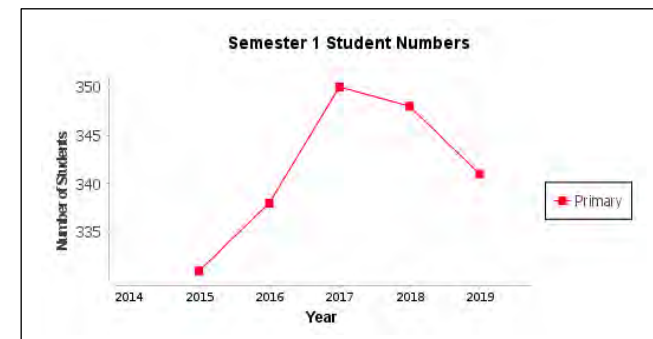
STUDENT ENROLMENT AND ATTENDANCE

The total student enrolments at Shelley Primary School in 2018 was 348, and 40 Kindergarten students at our on-site campus. As the graph demonstrates, primary student numbers showed an increase up to 2017 when numbers declined with the move of Year 7 to Secondary School sites.

Attendance rates at Shelley Primary School are very pleasing. We note a high rate of unauthorised vacation during school terms. Our 2018 total Primary attendance rate of 95.7% exceeds both Like Schools and all WA Public Schools.

Semester 1

	2015	2016	2017	2018	2019
Primary (Excluding Kin)	331	338	350	348	341
Total	331	338	350	348	341



Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	90.4%	8.9%	0.5%	0.0%
2017	89.8%	9.0%	0.8%	0.3%
2018	90.9%	8.8%	0.3%	0.0%
Like Schools 2018	86.2%	10.6%	2.5%	0.6%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	95.5%	95.2%	93.7%	96.7%	84.9%	80.7%	95.5%	95.1%	92.6%
2017	95.7%	95.3%	93.8%	95.7%	87.6%	81.2%	95.7%	95.2%	92.7%
2018	95.7%	94.9%	93.7%	95.1%	85.1%	80.8%	95.7%	94.8%	92.6%



Future Directions 2019

- Utilise the Attendance Toolkit to educate parents and the community about the impact of non-attendance, particularly vacations taken in term time.
- Use of attendance targets in Individual Education Plans where required.
- Streamline attendance follow up procedures.
- Ensure all staff are using updated attendance codes.

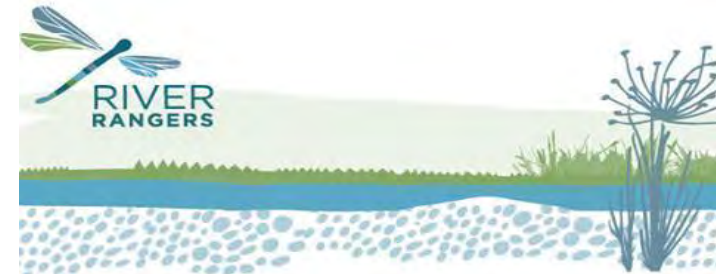


RIVER RANGERS

The Shelley River Rangers began in 2014, with 30 students from Year 5-7 enrolled. The program has now increased to involve __ students in Years __ and __. The River Rangers is a cadet program offered to selected primary schools and hosted by the Department of Wildlife in partnership with Department of Local Government and Swan Canning River Park.

The training conducted by Cadet Units aims to ensure that Cadets:

- Develop leadership and team building skills.
- Improve their self-confidence.
- Develop and improve their interpersonal skills.
- Develop and improve their initiative skills.
- Take an active role in the community and develop a sense of community service



In 2018 the River Rangers have participated in activities such as the construction of Frog ponds within the school grounds, Collecting Rubbish from the Shelley Foreshore, excursions to CREEC (Canning River Eco Education Centre), Rottnest, tree planting for Landcare, Canoeing the Canning River and bike riding to discover the unique Canning River Environment.



SCHOOL BUDGET

As Shelley Primary School increasingly becomes the school of choice for the local community, we continue to devote resources to the sustainability of current educational programs and activities as well as pursuing innovative teaching and learning opportunities for the future. Regular monitoring of budgets by Admin Executive and the Finance Committee not only ensures financial accountability but allows for effective planning for future endeavours and development.

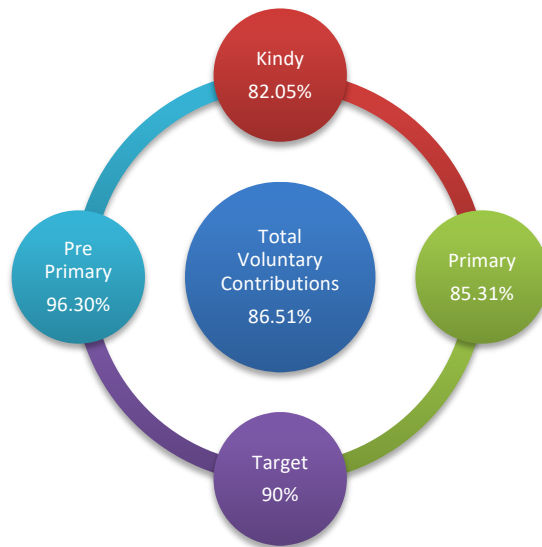
The SCFM allows schools to have a more flexible approach and make evidence-based decisions with regards to the allocation of funds to staffing and contingency budgets. The school contingency budget, used for the day to day running of the school is reflected in the tables included: 'Revenues and Cash,' 'Expenditure,' along with balance accounts which compromise the school asset replacement reserves, school building fund and payments in advance, shown as the 'Cash Position.'

The ability for the school to plan and move cash from one component of the budget to another is one of the great flexibilities made possible by the one-line budgeting process.

While the school receives funds from a variety of sources, much of its income is derived from locally raised funds, which include parent student contributions/charges and the school's P&C group. We would therefore, like to thank our parents/guardians for their payments and contributions, which enable Shelley PS to offer and sustain a wide range of educational programs.

Our one-line budget allowed for resources to be adjusted and utilised to support stability and areas of need for student care and learning throughout the school year. All cost centres utilised their budgets to support student learning.

VOLUNTARY CONTRIBUTIONS



With the gaining of Independent Public School status from the start of 2019 and the school enters a new Strategic Planning period 2018 – 2020, the following plans will be at the forefront of consideration and directional thought:

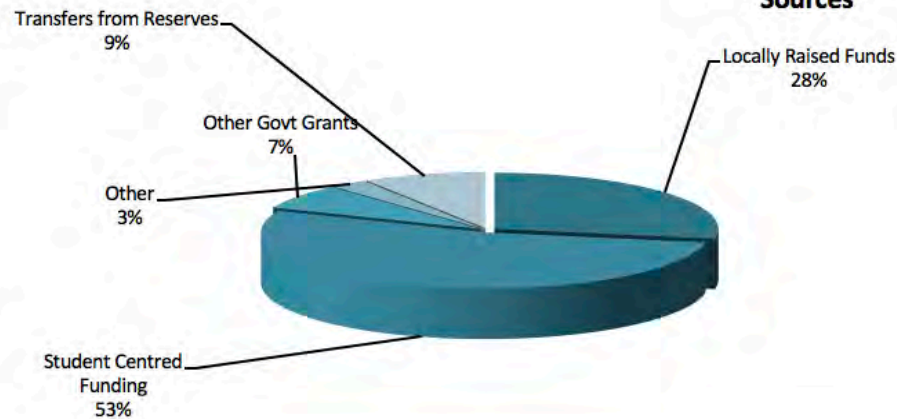
- Workforce Management Plan: to ensure sustainability and succession planning of the human resource component of the school's operations.
- Marketing Plan: to take the school forward and ensure that Shelley PS is known as a school of excellence in serving its community. Development of the new school website and updating of the school logo.
- Strategic Plan 2018 – 2020: to articulate the strategic vision of the school in working towards school improvement.



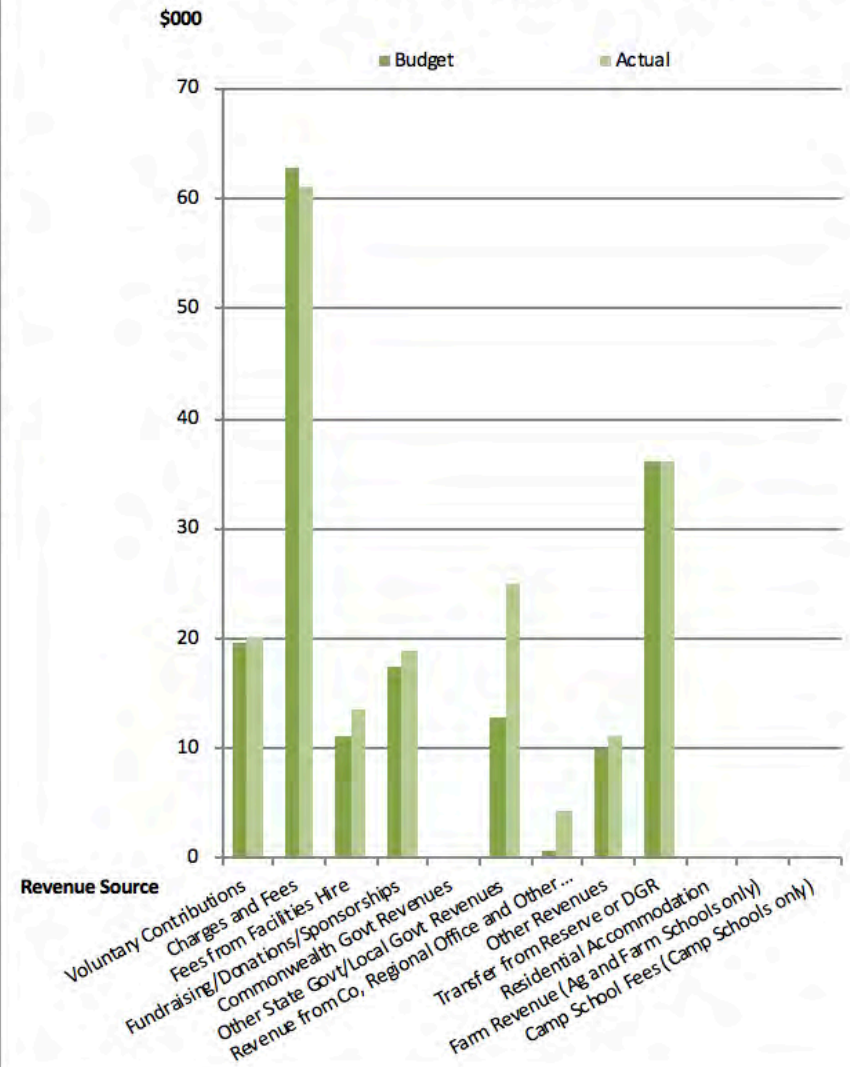
Shelley PS
Financial Summary as at
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,718.00	\$ 20,190.95
2	Charges and Fees	\$ 62,889.00	\$ 61,092.77
3	Fees from Facilities Hire	\$ 11,250.00	\$ 13,555.41
4	Fundraising/Donations/Sponsorships	\$ 17,393.00	\$ 18,954.47
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 12,950.00	\$ 24,900.00
7	Revenue from Co, Regional Office and Other Schools	\$ 832.00	\$ 4,438.49
8	Other Revenues	\$ 10,027.00	\$ 11,054.45
9	Transfer from Reserve or DGR	\$ 36,230.00	\$ 36,230.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 171,289.00	\$ 190,416.54
	Opening Balance	\$ 92,601.00	\$ 92,601.20
	Student Centred Funding	\$ 213,021.00	\$ 217,906.00
	Total Cash Funds Available	\$ 476,911.00	\$ 500,923.74
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 476,911.00	\$ 500,923.74

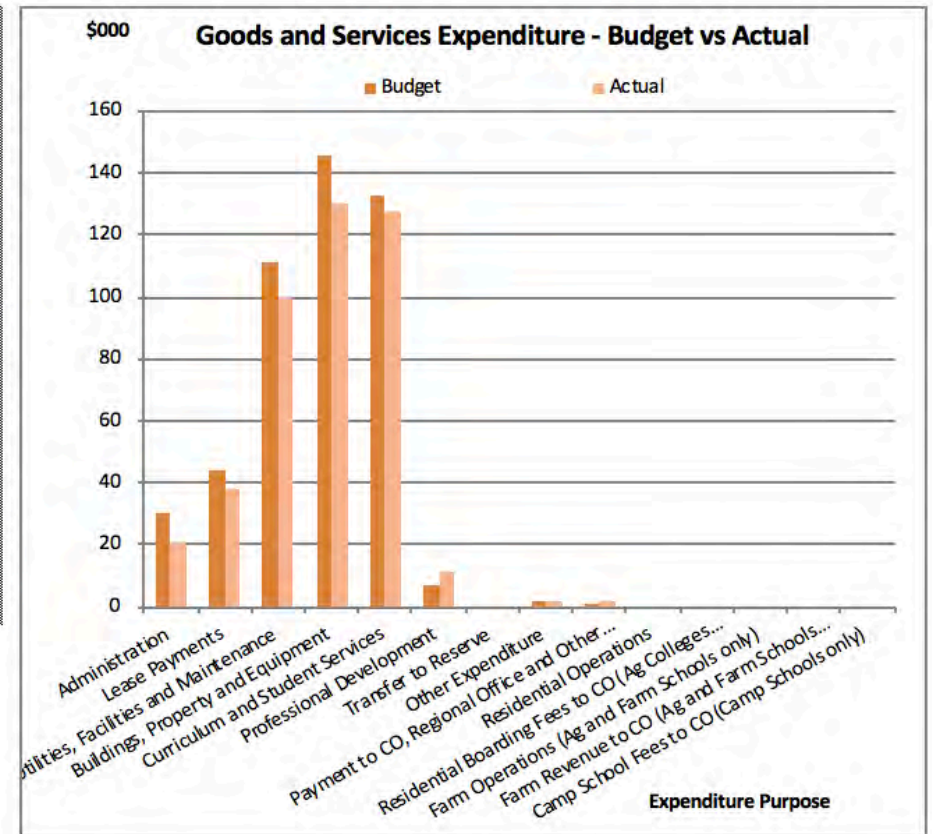
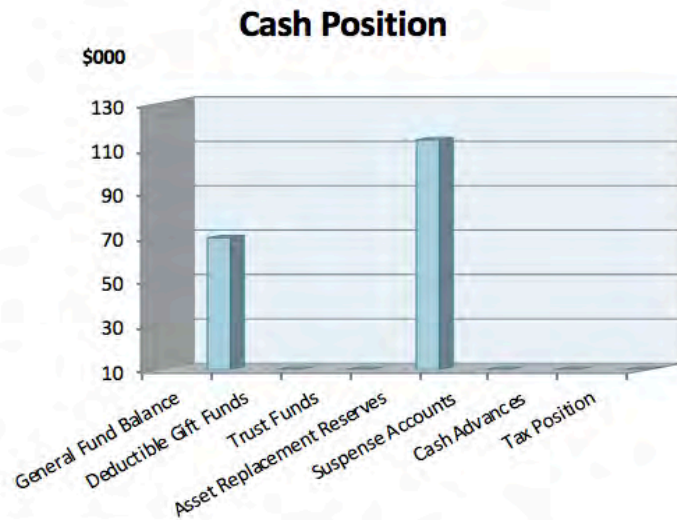
Current Year Actual Cash Sources



Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,090.00	\$ 20,744.01
2	Lease Payments	\$ 44,300.00	\$ 38,243.78
3	Utilities, Facilities and Maintenance	\$ 111,200.00	\$ 99,964.25
4	Buildings, Property and Equipment	\$ 145,997.00	\$ 130,262.16
5	Curriculum and Student Services	\$ 132,791.00	\$ 127,426.62
6	Professional Development	\$ 7,000.00	\$ 11,567.15
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,890.00	\$ 1,628.61
9	Payment to CO, Regional Office and Other Schools	\$ 990.00	\$ 1,745.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 474,258.00	\$ 431,581.58
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 474,258.00	\$ 431,581.58
	Cash Budget Variance	\$ 2,653.00	



Cash Position as at:		
Bank Balance	\$	183,914.93
Made up of:	\$	-
1 General Fund Balance	\$	69,342.16
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	113,381.92
5 Suspense Accounts	\$	5,889.85
6 Cash Advances	\$	-
7 Tax Position	-\$	4,699.00
Total Bank Balance	\$	183,914.93

HIGHLIGHTS 2018



Thank you!



Junior and Senior Disco



ANZAC Commemoration
run by Year 6 Student
Leaders.



River Rangers excursion to Rottnest.



End of Year
Concert.



ICT and new outdoor
learning area



River Rangers cycling trips





Beach Swimming



Sports opportunities and success.



Bicycle Training



Nature Playground and grounds upgrades



SCHOOL AND COMMUNITY ENDORSEMENT

As members of the school and community, we hereby endorse
the Shelley Primary School 2018 Annual School Report.

Gillian Murgia Principal

Patrick Hall 2018 School Council Chair