Principal’s Introduction

This Annual Report for 2015 provides a summary of the school’s performance throughout the year. It provides details of student performance in academic and non-academic areas as well as school performance in the focus areas of the school’s strategic plan. Additional information and details have been provided to the school community throughout the year in newsletters, through the school website, in reports to the School Council and P&C Association as well as regular communication through student diaries, reports to parents and special events.

2015 was the first year of operation under our new Strategic Plan 2015 - 2017. Our focus areas for the next three years are:

- Successful students;
- High quality teaching, learning and leadership; and
- Strong sustainable partnerships.

During 2015 many of the strategies within these three areas were initiated and developed. You will see evidence of many of these strategies further on in this report. We continue to provide an education of excellence for every student through a balanced, rigorous learning program that challenges every student to achieve their potential academically, culturally, socially and in the sporting arena.

Throughout 2015 Shelley Primary School focused on building and maintaining a vibrant and skilled staff who as a group, worked tirelessly to support the achievement of improved student outcomes for every single student attending our school. We also continued to be supported by a positive and proactive community of families and friends. The School Council and P&C continued to work closely with the school to ensure that parents’ opinions are considered and that support is given to supporting the school to resource and enrich the learning program.

I have much pleasure in presenting this Annual Report for the Shelley Primary School in 2015. This report, along with information found at http://www.det.wa.edu.au/schoolsonline/ and http://www.myschool.edu.au/ provides information about our school and its community. In particular it outlines our progress towards achieving our targets as highlighted in the 2015 - 2017 Strategic Plan.

Thank you to our school community for a successful 2015.

Gillian Murgia, Principal
SCHOOL CONTEXT

Shelley Primary School is a co-educational, public school situated in the southern suburbs of Perth. Shelley Primary School with the adjacent Shelley Hub Shopping Centre forms a community focus for the riverside suburb of Shelley.

The school, established in 1975, 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.

A positive school tone and focus on the individual child provides a balanced program of curriculum opportunity and well-being, catering for both academic and non-academic needs. There are high expectations for providing opportunity for each child to achieve their potential and these expectations are also a responsibility of the students themselves.

The demographic of the student population continues to represent a multi-cultural cross section of 23 nationalities with approximately 40% of students having English as an additional language.

The grounds of Shelley Primary are aesthetically pleasing, spacious and well-maintained, providing for many learning opportunities both inside and outside the classroom.

Staff and students enjoy working and learning in an environment that is well resourced with current technology and a continual focus on enhancing the quality of teaching and learning opportunities. This is maximised by the school and community working together on significant improvement projects.

The school has continued to strengthen its partnership with tertiary institutions Curtin, Murdoch and Notre Dame through Pre-Service Teacher Programs.

Shelley Primary offers a comprehensive curriculum with the full implementation of Phase One of the Western Australian Curriculum in 2015 being released; this includes English, Mathematics, Science and History. The staff has already commenced work in teaching and reporting in the Phase Two curriculum areas of Humanities and Social Sciences, Health and Physical Education and The Arts. The school’s curriculum delivery is consistent with the requirements outlined by the School Curriculum and Standards Authority.
Index of Community Socio-Economic Advantage (ICSEA)
The average ICSEA across Australia is 1000. Shelley Primary School has an ICSEA of 1123.00. When 'like school' comparisons are referred to in this document they are made with schools with a similar ICSEA.

2015 ENROLMENT DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (Excluding Kin)</td>
<td>379</td>
<td>397</td>
<td>396</td>
<td>331</td>
<td>338</td>
</tr>
<tr>
<td>Total</td>
<td>379</td>
<td>397</td>
<td>396</td>
<td>331</td>
<td>338</td>
</tr>
</tbody>
</table>

From 2015, Year 7 students enrolled as High School students. This caused a break in enrolment trend data and significant drop in numbers for Shelley Primary School.

STUDENT ATTENDANCE

The Administration and the staff respond to our unique community and continue to closely monitor our attendance data. Comparison attendance rates against same types of schools are as follows:

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Regular</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicated</td>
<td>Moderate</td>
</tr>
<tr>
<td>2013</td>
<td>89.4%</td>
<td>7.9%</td>
</tr>
<tr>
<td>2014</td>
<td>87.7%</td>
<td>9.0%</td>
</tr>
<tr>
<td>2015</td>
<td>85.4%</td>
<td>12.7%</td>
</tr>
<tr>
<td>WA Public Schools</td>
<td>76.0%</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

In 2015 we continued to address attendance issues related to extended holidays involving 'in term' leave either side of designated holiday periods. This attendance data demonstrates we are on track to achieve the targets we have set. We continue to maintain high levels of attendance, maintaining an attendance rate above WA Public Schools but slightly below like schools. We will need to monitor closely the increase in the 'indicated risk' and 'severe' categories. Strategies that proved successful in 2015, included parent education through newsletter inserts, Principal comments at assemblies and not approving leave for holidays with marking this accordingly on the attendance register. These strategies will be continued in 2016.

Target 2016:

- Maintain high levels of attendance to be at or above that of like schools.
- Reduce the number of absences due to holidays taken during the school term.
- Reduce the number of students in the 'at risk' and 'severe' categories.
OUR MISSION
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
The vision for Shelley Primary is reflected in every aspect of the day to day management and operations of the school, the priority focus areas of teaching and learning programs, the professional and physical environments and all interpersonal interactions. It drives all decisions, policies and processes and the shared goals of both the school and its community.

OUR BELIEFS
Our beliefs articulate a fundamental shared understanding of the school’s Vision in operation. They describe the characteristics and qualities of learning and social contexts and provide a framework for decision making and policy. The beliefs describe our school in action and along with the core values, have become a noticeable aspect of the school’s positive reputation and culture.

2015 - 2017 School Strategic Plan

Goals ~ Priority Areas

- Successful students
- High quality teaching, learning and leadership
- Strong, sustainable partnerships
PRIORITY AREA ONE
SUCCESSFUL STUDENTS
‘Shelley PS cultivates an environment in which students are motivated and challenged. Our students are encouraged to be independent, life-long learners who are responsible for their own learning. Shelley students are provided with the opportunity to achieve their personal potential’.

JUDGEMENTS AGAINST 2015-2017 STRATEGIC PLAN TARGETS
Shelley Primary School engages in continual self-reflection to refine its practice and ensure that our school is a successful school, with every student a successful student. Years 3 and 5 students participated in the NAPLAN tests during May 2015. The main purpose of these tests is to identify students’ degree of literacy and numeracy skills and knowledge in the domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. All staff are involved in analysing student results to determine future curriculum planning and whole school focus areas that will assist every student to reach their potential.

- We achieved our Strategic Plan Target of student achievement to be at or above that of like schools in all areas of NAPLAN in every area except for Year 3 Reading being slightly below like school achievement.

2015 – 2017 Strategic Plan Target:
- Student achievement to be at or above that of like schools in all areas of NAPLAN.

NUMERACY
2015 Targets
- Increase the number of students sitting at or above the Australian mean.
- Decrease the number of students sitting at or below the minimum standard.
- Increase the percentage of students showing a movement of 80 NAPLAN points or more between Year 3 and Year 5 students from 2013 to 2015.
- Increase the number of students achieving the minimum standard of a ‘C’ grade between Semester One and Semester Two in Years 1, 2, 4 and 6.

Whole School Data Collection
Over 2015 the school collected and analysed whole-school data from Progressive Achievement Test Number (PAT), and NAPLAN Year 3 and 5. The Year 3 and Year 5 cohorts performed above Like Schools, State and Australian averages and this is a trend we aim to maintain.

NAPLAN results validate our approach to Mathematics with continued sound data. It is pleasing to note the upward trend of Year 5 performance with this cohort performing above Like Schools for the first time since 2011. Since 2013, the Year 3 cohort has performed well above Like Schools and we aim to continue this trend.

Recommendations:
- Mathematics Committee to be formed in 2016 to develop whole school and operational plans in Mathematics.
- Develop and implement Numeracy Blocks across the school.
- Continue to develop and implement common planning documents.
- Implement a Case Management approach in 2016.
The progress between the two years of testing is measured by the difference between the two mean scores in NAPLANs. The Cohort measurement is the difference between the mean scores of all tested students in the cohorts for both years at our school. The Tested Twice measurement is the difference between the mean scores of students tested at our school in the latest year of testing reported and in WA public schools two years earlier.

The Stable Cohort measurement is the difference between the mean scores of students tested in our school in both years. The Like School Cohort comparison is the difference between the mean scores of all tested students in our Like Schools in both years. The WA Public Schools comparison is the difference between the mean scores of all tested students in WA Public schools in both years. The Australia comparison is the difference between the mean scores of all tested students in Australia in both years.
ENGLISH
Shelley Primary continues to strive for excellence in English through the ongoing development of our whole school English Plan and the year level collaborative planning of Literacy Blocks across the school.

2015 English Targets
- Year 3 and Year 5 students to perform at or above like schools in all domains in NAPLAN testing in English.
- Increase the number of students achieving the minimum standard of a ‘C’ grade between Semester One and Semester Two in Years 1, 2, 4 and 6.
- Increase the number of students sitting at or above the Australian mean.
- Decrease the number of students sitting at or below the minimum standard.

Whole School Data Collection
Over 2015 the school collected and analysed whole-school data from Progressive Achievement Test Comprehension (PAT), Brightpath (Narrative Ruler) and NAPLAN Year 3 and 5.
The teaching of the English Learning Area continues to be a major focus at Shelley Primary School. In 2015 there was a focus on spelling and writing across the school. Staff regularly engaged in professional discussion about spelling and writing and through a focused approach and became a common thread in collaborative English planning sessions.

The Year 5 results in all tests were pleasing with an upward trend continuing and students achieving results above Like Schools.

Year 3 students performed above Like Schools in all areas except for Reading where Shelley was 2 points below Like Schools, this will be a focus in 2016.

Writing was a whole school focus after analysis of the 2014 NAPLAN data. Through Professional Learning, a consistent approach to pedagogy K-6 as well as implementation of the Western Australian Curriculum, NAPLAN results in this area are beginning to indicate progress in line with school targets. Results in this learning area were also on par when comparing against similar schools through NAPLAN.

Recommendations:
- Establish a Literacy Committee to continue the process of developing an English Operational Plan linking in the Shelley PS priorities and ensuring classroom teachers are heavily involved in this process.
- Continue to develop Literacy Blocks across the school.
- Implement a Case Management approach in 2016.
- Consistent approaches to the teaching of reading to be adopted and implemented.
**EARLY CHILDHOOD EDUCATION**

The On-Entry Assessment Program provides teachers and parents with information about the understandings that a child brings to school in Pre-Primary and in Year 1. The Assessment Program provides information about the current skills and understandings a child has in Speaking and Listening, Reading, Writing, and Numeracy.

**Strategic Plan 2015 - 2017**

Results from On Entry Testing are expressed in Literacy Progression Points and Numeracy Development Points. These are skill set descriptors that define what students may know and be able to do at a particular point. **Pre Primary children**, by the end of Semester One, may demonstrate skills and understandings at Point 0.5.

This table reflects the data collected at the beginning of Semester One, 2015. It shows the percentage of students state wide in comparison to students at Shelley Primary School who demonstrated skills and understanding above Point 0.5.

<table>
<thead>
<tr>
<th>Students demonstrating above Point 0.5 at the beginning of Semester One 2015.</th>
<th>ALL LITERACY</th>
<th>SPEAKING AND LISTENING</th>
<th>READING</th>
<th>WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Wide</td>
<td>Shelley PS</td>
<td>State Wide</td>
<td>Shelley PS</td>
<td>State Wide</td>
<td>Shelley PS</td>
</tr>
<tr>
<td>31%</td>
<td>35%</td>
<td>40%</td>
<td>42%</td>
<td>41%</td>
<td>48%</td>
</tr>
</tbody>
</table>

At Shelley Primary School all students are tested at the beginning of their Pre Primary school year. Students who are new to the school and/or identified by Pre Primary Teachers as students to monitor are tested in Year 1. All results assist teachers with their planning of targeted teaching and learning programs ensuring learning adjustments are made for individual and groups of students.

When analysing the above table it is important to remember that the targets set are a **long-term goal over three years**. Numeracy has been a priority as a whole school focus and this is evident with the results. Review of the English learning area commenced in 2014 and it is expected that through targeted Professional Development and consistent, whole school pedagogy, similar student achievement should occur.

**Target 2016:**
- On entry data to be above state averages.
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, PAT Reading and Numeracy. Throughout 2015 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 in 2015 by education assistants in small group learning sessions.

Recommendations for 2016:
- Teachers to consistently review, assess and re-set goals within each Reporting to Parents cycle.
- Staff professional learning on writing SMART Targets so there is a consistent approach to the writing of students’ IEP goals.

DISABILITY ALLOCATION

In 2015 we received Schools Plus funding for 8 students. These students are directly supported by an Education Assistant. More specifically the Learning Support Co-ordinator supports teachers to identify goals, select appropriate strategies and develop Individual Education Plans (IEPs) using the Department’s on-line Special Education Needs (SEN) planning tool. These IEPs are presented to parents at Case Conferences which are organised by the Learning Support Co-ordinator. Support is provided to teachers when writing individualised reports through the SEN planning tool. The role also requires liaising with a number of outside agencies including Psychologists, Allied Professionals, Consulting Teachers from SEND (School of Special Educational Needs and Disabilities) who provide additional information and recommendations.

<table>
<thead>
<tr>
<th>Autism</th>
<th>Severe Medical Health Care</th>
<th>Physical Disability</th>
<th>Autism and Intellectual Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

SCHOOL PSYCHOLOGIST SERVICES 2015

Over 2015, Shelley PS had access to a School Psychologist for one day a week. A referral would be made via the Student Services Deputy after a teacher, parent/guardian or outside service identified a concern; these may be social/emotional, learning, behaviour, accessing appropriate resources for a student or any reason that may be preventing a student from reaching their potential.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Academic</th>
<th>Developmental Delay</th>
<th>Anxiety/Mental Health</th>
<th>Parental Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>
SURVEYING THE SCHOOL COMMUNITY

In 2015 Shelley Primary School administered the National School’s Opinion Survey, developed by ACARA, ESA and Australian Government Department of Education, to all students in Year 6. Detailed surveys for Staff and School Community were conducted in 2014. In accordance with requirements of surveying the school community every two years, surveys will again be conducted in 2016 for Staff and the Community.

<table>
<thead>
<tr>
<th>National Student Opinion Survey</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers expect me to do my best</td>
<td>85%</td>
</tr>
<tr>
<td>Teachers provide me with useful feedback</td>
<td>74%</td>
</tr>
<tr>
<td>Teachers motivate me to learn</td>
<td>78%</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Target 2016:**
- *National Student Opinion surveys indicate an increasing level of satisfaction in the areas above.*

SECONDARY EDUCATION DESTINATIONS

2016 school destinations of the 2015 student cohort:

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4048 Rossmoyne Senior High School</td>
<td>14</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>4042 Perth Modern School</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>1396 Kennedy Baptist College</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1277 All Saints’ College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4025 John Curtin College Of The Arts</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1299 Corpus Christi College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4143 Leeming Senior High School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4034 Melville Senior High School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1369 Ursula Frayne Catholic College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4126 Willetton Senior High School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Exiting Year 6 students received a total of 24 scholarships to specialist programs in Secondary Schools. This outstanding result is in addition to high achievement in NAPLAN and other out of school tests. The music program continued to showcase student talents in a range of choral and instrumental disciplines.

YEAR 6 CAMP AND BIG DAY IN AND OUT

To further enrich our very successful student leadership program at Shelley Primary, our Year 6 students were given the opportunity to travel to Woodman Point Camp accompanied by school staff. Many students shared this event as a highlight of their Primary school years. ‘Big Day In and Out’ was also a highlight for Year 6 students. They participated in leadership and team-building activities at Point Walter during the day, followed by a sleep over at the school that night.
SCHOOL CHAPLAINCY

Shelley Primary School has secured funding for 2015 and 2016 to avail of the School Chaplaincy Services provided by YouthCARE. YouthCARE is an independent organisation committed to ‘providing hope for young peoples’ futures by helping them achieve their best at school, create positive relationships in life and contribute to their communities.’ Its core values are Respect, Compassion and Service set within a school based Pastoral Care mission focus. In Semester Two of 2015 the appointed chaplain resigned from the position to undertake further study and the school is now in negotiations to appoint a new chaplain for 2016.

MAINTAINING A PROACTIVE APPROACH TO MANAGING BEHAVIOUR

In 2015 the Shelley Primary School continued to use a holistic approach to fostering pro-social behaviour and maintaining a positive school climate. Our school is very proactive in putting in place programs to support students to be successful in the playground and classroom by making positive choices throughout the day. Student behaviour continues to be of a very high standard and issues, when they arise, are dealt with efficiently by class teachers, support staff and the administration team. No students were suspended in 2015.

Recommendation:
- Review the school’s Student Behaviour Policy to align with the new Department of Education’s Student Behaviour Policy and Procedures.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

The EAL/D Support Program is designed to address the needs of students from culturally and linguistically diverse backgrounds. The focus of the program is on improving oral and written English language competence across the school. Our school continued to provide an inclusive learning environment for our EAL/D students. In school support varies according to the stage of development and the individual needs of the students. Monitoring and reporting of student progress is conducted using the EAL/D Progress Maps.

SUMMARY OF STUDENT SOCIAL/EMOTIONAL OUTCOMES 2015

Overall, the majority of students in 2015 have displayed a consistent positive attitude, behaviour and effort across the eight reporting statements. Whilst the focus areas and strengths vary for each year level, there are very few students displaying behaviours that are judged as ‘rarely’ or ‘seldom’.

The Choir singing at the ANZAC Commemoration
PRIORITY AREA 2
HIGH QUALITY TEACHING, LEARNING AND LEADERSHIP
‘By the end of 2017, Shelley Primary School will have a whole school approach to quality teaching and learning, so that teachers are instructionally intelligent, resulting in improved student outcomes’.

STAFF PROFILE

Our staff range in levels of experience and expertise. We continue to develop and foster a professional learning community as staff work together striving towards high quality teaching, learning and leadership.

PROFESSIONAL LEARNING AND STANDARDS

Targets:
- Align performance and development of staff to the Australian Institute for Teaching and School Leadership AITSL) Professional Standards.
- Embed the Western Australian Curriculum in planning, teaching and assessment.

Teaching staff are working towards full implementation the Western Australian Curriculum Phase 1 and Phases 2-3 as applicable (depending on advertised timelines).

All staff self-reflect on their professional practice for continuous improvement. The Schools’ Performance and Development process was updated in 2014 to align with ATSIL professional standards. Our Performance and Development process consists of: reflection and goal setting; professional practice and learning; and feedback and review. All staff reflected on their practice against the National Professional Standards in addition to the Strategic Plan and whole school priority areas. In 2016, the goal is to continue to promote, discuss and refine peer and line manager teacher observation so that it is an embedded and celebrated part of self-improvement.

During 2015 teachers and non-teaching staff participated in professional development to support the development of skills and knowledge across a range of areas to meet the needs of students. Professional development was sourced from a combination of external providers and from our own staff members with specific expertise. Teachers and non-teaching staff members attended professional development in their own time and during the school development days. A literacy consultant was hired to support teachers in their development in English and to implement an ISTAR model. An extra School Development Day in Term 2 saw all of our teachers and education assistants join colleagues from across the Rossmoyne Educational Network to participate in professional learning in moderating for grades across the Western Australian Curriculum Phase 1 subject – English.

The school self-evaluation process identified that staff should continue to develop understandings in the areas of content and structure within the Western Australian Curriculum. Specific attention should be given to the key areas of Literacy and Numeracy. In addition, the new Science and History curriculum is to be implemented. To this end, professional learning continued to focus on these areas of the curriculum and Science sessions with a dedicated Science Teacher for Year 1-6.
2015 CURRICULUM PRIORITY HIGHLIGHTS
Every day our teachers make a difference. Shelley Primary School is underpinned by collaboration and we acknowledge our strength lies in the combined contribution of every staff member. The following curriculum highlights demonstrate our staff commitment to continuous improvement.

Numeracy
From 2013 – 2015 we have facilitated ongoing professional learning for staff in order to encourage continuous improvement and consistent practice in the teaching of Mathematics; paying particular heed to standardising mathematical language and strategies from Kindergarten to Year 6. For the last 2 years an additional staff member has supported Year 3-5 classes.

Literacy:
Teachers were introduced to Literacy Block planning practices following Western Australian Primary Principal’s Association (WAPPA’s) Inform, Show, Try, Action, Revise (ISTAR) gradual release model which included explicit teaching and cooperative learning/teaching strategies were implemented to address not only the structure and content of the Western Australian Curriculum, but also to focus on areas identified in data analysis of the NAPLAN completed by students in Year 3 and 5. On-Entry assessment data collected in the Pre-Primary was also used to identify specific needs of students.

Across the school we use Brightpath as a moderation tool to assist teachers as they compare students writing with calibrated exemplars. This process assisted with ensuring that we had reliable teacher judgements which compared students work across the school and over time. Information was used by teachers to inform their teaching, learning program and provide targeted teaching at the student’s point of need in writing. Results showed progress across the year.

Science:
All Year 1-6 classes participated in science lessons under the direction of a dedicated science teacher in the science room. The Kindergarten and Pre Primary classes also had a dedicated science lesson delivered by an Early Childhood teacher in their own classrooms.

Science lessons are designed to be hands-on and engaging; allow for the development of cooperative learning skills and challenge students to problem solve real life situations. The development of Science Inquiry Skills underpins all Science learning programs at Shelley Primary School. Students are explicitly taught to ask questions, make predictions, identify variables and plan investigations. Science investigations support students to make connections to conceptual understandings and apply prior learning.
**Humanities and Social Sciences (HaSS)**

The learning area of HaSS has been a focus in recent years as part of the Western Australian Curriculum and Staff at Shelley Primary has been involved in the familiarisation, implementation and assessment of the History curriculum. A recommendation is that the school focus on Geography in 2016.

**Music**

Many students were involved in the choral program through the Year 5-7 Choir. Eighty students performed in the WA Government Schools Music Society Crown Theatre concert series. Other highlights included a Choir Performance Evening at the end of the year, as well as performing at school and community events such as the ANZAC Day Commemoration, Open Night, a local nursing home, the MS Society and a Christmas event held at Myer Carousel. The school is involved in the SIMS (School of Instrumental Music) program and as they become proficient, they are invited to join the school band.

**Physical Education**

At Shelley Primary planning and learning for Physical Education is based upon the Western Australian Curriculum to ensure our students are performing and demonstrating the appropriate skills for their age. In Physical education we use an inclusive approach to maximise participation and focus on student-centred learning. This ensures students have the opportunity to learn, participate, receive feedback, improve skills and achieve success.

A morning fitness program is in place to ensure all of our students receive the required 2 hours of physical activity a week. Students’ understanding of health and physical activity was embedded throughout the year through various sporting events including swimming, athletics, soccer, football, netball and tennis. Our students attended in-school swimming lessons and Friday sport for Years 4-6. The school offered a variety of in-school specialised clinics including Netball as well as before school swimming training in Term 1 and after school athletics training in Term 3. Students were also given opportunities to represent our school at Inter-School sporting events.

**Digital Technologies**

Shelley Primary is increasing access to digital technologies to enhance the learning and physical environments. Up to date technology ensures fast wireless access throughout the school and student access to laptop technology in all areas including the outdoors. Interactive whiteboards are in all classrooms and learning areas, including the Library. In addition, during 2015 a large screen and projector was installed in the Undercover Area to showcase student participation in classrooms. During 2015 the school’s network infrastructure and server was upgraded as part of the Department of Education’s rollout of SOE4. During 2016 computer replacement and upgrades will ensure that every classroom will have access to the latest technology for teacher use in delivering their learning program and students will have increased access to technology. This will see the school well placed to meet the learning needs of the students and ready for the implementation of the Digital Technologies Curriculum and online NAPLAN.
PRIORITY AREA 3
STRONG, SUSTAINABLE PARTNERSHIPS
‘By the end of 2017, Shelley Primary School will continue to develop and sustain positive and productive partnerships and collaboration with our school community so that learning outcomes of students continually improve’.

The strength and success of Shelley Primary is that, as a community public school, we value the strong and progressive partnerships that exist with all our stakeholders. Although these partnerships have different purposes, our overarching aim is to provide every child with a well-rounded primary education in a nurturing school environment.

PARENT COMMUNICATION

The school has continued to implement and develop strategies to engage parents in their child’s learning experiences and routines alongside the school’s curriculum directions. Effective strategies in 2015 included:

- Classroom information evenings and booklets
- Parent interviews as requested throughout the year
- K – Year 1 Transition program in Term 4
- Kindergarten and Pre-Primary Orientation sessions
- Kindergarten - Introduction of parent interviews at the beginning of the year
- Case conferences as required
- Whole School Open Night

Book Celebration Festival and Parent Open Night
During Term 3 Shelley Primary School hosted a range of guest authors promoting the passion of literacy. Students also participated in multi-aged grouped activities and produced displays relating to literacy experiences and theme ‘Books Light Up Our World’. This festival culminated in our Parent Open Night where the school was opened for teachers and students to showcase the teaching and learning program to parents. This event was well supported in Term 3.

RIVER RANGERS

The Shelley River Rangers began in 2014, with 30 students from Year 5-7 enrolled. 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 Communities. It seeks to engage and educate children from Years 5&6 in the importance of protecting the Swan Canning River park.

The training conducted by Cadet Units will aim 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 2014/15, the 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), tree planting for Landcare at Chittering, Canoeing the Canning and bike riding to discover the unique Canning River Environment. In 2015 the Rangers received a grant from LotteryWest for $14 474. The funds were used to buy bikes, GoPros, First Aid Kits and binoculars to be used whilst on excursions.
P&C ASSOCIATION

2015 was a most rewarding year for the P&C as it converted its work with the School and the School Council into tangible benefits for the students of Shelley Primary School.

The P&C have maintained strong support of the school and this was demonstrated through their fundraising efforts towards resources and opportunities that support learning and student leadership. This was achieved through coordinated efforts and hard work by the P&C organising events including the Family Fun Night which is always well attended by our school community.

The P&C has been fortunate to have enjoyed the active participation of the school community across many levels enabling it to achieve its objectives. The P&C Committee in 2015 largely comprised parents who have held committee positions previously. As it does each year, the Committee has worked closely with parents on various subcommittees.

At the end of 2015, the P&C said farewell to a number of parents who have been significant contributors to the P&C over a number of years. These parents left as their last child was moved to high school. This presents opportunities in 2016 for parents who have younger children in the school to bring new ideas and perspectives for our school’s benefit.

Parents painted and resized the stage!

SCHOOL COUNCIL

The Shelley Primary School Council’s functions are presented in the terms of reference and supported by a code of conduct and meeting guidelines. In 2014-15, two staff Council members reached the end of their terms and a new staff member joined in February 2015. Six parent Council members also either reached the end of their terms or resigned for personal reasons in the second half of 2014. Five new parent members joined the Council in early 2015. As at 30 June 2015, there were 13 members on the Council, made up of five staff and eight parents, including the P&C representative. Seven meetings were held in 2014-15.

In 2014-15, the Council:

- reviewed results from student reports and NAPLAN testing and generally found the academic achievement to be of a high standard;
- endorsed the school’s new strategic plan, following updates on its development;
- received updates on the implementation of the strategic plan;
- were kept informed of the financial status of the school;
- considered and approved voluntary contributions and charges for 2015;
- undertook a survey of the parent body to inform consideration of advice to the school on whether to continue religious education at Shelley Primary School;
- were kept informed of key school programs; and
- noted the change in delivery model for parents to purchase uniforms.
SCHOOL COUNCIL MEMBERSHIP 2015

<table>
<thead>
<tr>
<th>ROLE</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAIRPERSON</td>
<td>Fran Stanley</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Gillian Murgia</td>
</tr>
<tr>
<td>PARENT REPRESENTATIVES</td>
<td>Larni Bathgate, Wade Sinclair, Susan Hughes, Sue Herd-Bond, Sunita Sayal, Travis Miller, Lindsay Garside, Jason Moynihan, Bernadette Hartley</td>
</tr>
<tr>
<td>SCHOOL REPRESENTATIVES</td>
<td>Caroline van den Herik, Chris Leeuwangh, Gail Bowering, Jennifer O’Connor</td>
</tr>
<tr>
<td>P&amp;C REPRESENTATIVE</td>
<td>Paul Madlener</td>
</tr>
</tbody>
</table>

SCHOOL AND COMMUNITY ENDORSEMENT

As members of the school and community, we hereby endorse the Shelley Primary School 2015 Annual School Report.

_______________________  ______________________
Gillian Murgia           Larni Bathgate
Principal                2016 School Council Chair
### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$19,000.00</td>
<td>$19,000.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$57,205.00</td>
<td>$57,204.12</td>
</tr>
<tr>
<td>3 Fees from Facilities Hire</td>
<td>$10,161.00</td>
<td>$10,160.63</td>
</tr>
<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
<td>$39,954.00</td>
<td>$39,953.85</td>
</tr>
<tr>
<td>5 Commonwealth Govt Revenues</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>6 Other State Govt/Local Govt Revenues</td>
<td>$70,928.00</td>
<td>$15,100.00</td>
</tr>
<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
<td>$720.00</td>
<td>$720.00</td>
</tr>
<tr>
<td>8 Other Revenues</td>
<td>$18,805.00</td>
<td>$18,804.65</td>
</tr>
<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$230,664.00</td>
<td>$174,833.25</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$59,915.00</td>
<td>$59,915.03</td>
</tr>
<tr>
<td><strong>Student Centred Funding</strong></td>
<td>309,470.00</td>
<td>309,470.00</td>
</tr>
<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>$600,049.00</td>
<td>$544,218.28</td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$2,926,566.00</td>
<td>$2,926,566.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$600,049.00</td>
<td>$544,218.28</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$80,773.00</td>
<td>$69,161.13</td>
</tr>
<tr>
<td>2 Lease Payments</td>
<td>$15,000.00</td>
<td>$10,658.27</td>
</tr>
<tr>
<td>3 Buildings, Property and Equipment</td>
<td>$147,056.00</td>
<td>$110,312.63</td>
</tr>
<tr>
<td>4 Curriculum and Student Services</td>
<td>$127,337.00</td>
<td>$112,033.13</td>
</tr>
<tr>
<td>5 Professional Development</td>
<td>$32,000.00</td>
<td>$23,663.36</td>
</tr>
<tr>
<td>6 Residential Operations</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>7 Other Expenditure</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>8 Payment to CO, Regional Office and Other Schools</td>
<td>$1,991.00</td>
<td>$1,939.73</td>
</tr>
<tr>
<td>9 Farm Operations (Ag and Farm Schools only)</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>10 Transfers from Reserve or DGR</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>11 Unallocated</td>
<td>$44,501.00</td>
<td>- $</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$600,049.00</td>
<td>$438,594.86</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>$2,764,022.00</td>
<td>$2,764,022.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$3,364,071.00</td>
<td>$3,202,616.86</td>
</tr>
</tbody>
</table>

### Cash Position

- Bank Balance: $229,608.69
- Made up of:
  - General Fund Balance: $105,621.42
  - Deductible Gift Funds: -
  - Trust Funds: -
  - Asset Replacement Reserves: $109,611.92
  - Suspense Accounts: $17,471.35
  - Cash Advances: $200.00
  - Tax Position: $2,898.00
- Total Bank Balance: $229,608.69