

# St Peters Public School Annual Report



2016



3032

## Introduction

The Annual Report for **2016** is provided to the community of **St Peters Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr Neil Lavitt

Principal

### School contact details

St Peters Public School

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### Message from the Principal

The year 2016 has been an extremely busy year with some significant breakthroughs in the enhancement of education programs coupled with some strong growth at the beginning of 2016. Starting with 89 students, 28 kindergarten students was the largest enrolment the school experienced since the 1980's and the movement away from inner cities to the suburbs. Most of this growth was a product of capacity issues at larger schools in proximity to St Peters (who previously offered parents looking for a bigger school their opportunities), as well as growth from a strong push from school and parents to grow the school. This was a component of the school plan.

Our school plan has continued to be implemented and has been modified to incorporate 'Bump it up' measures in align with the NSW Premiers targets. The focus bringing in additional opportunities into the school has been implemented with a change in the structure of how support and library was provided to students and the introduction of RFF Music and Mandarin programs taught by specialist music and language teachers. Our library has been improved with the reorganisation of shelving and an opening up of spaces. All classroom spaces have been improved through painting and upgrading of equipment and corridor spaces have been improved through the laying of vinyl flooring. The Teaching Principal time was reorganised through Learning and Support and Library allowing the provision of a dedicated teacher on all classes and less disruption to the senior class which was traditionally taught by the Teaching Principal.

WestConnex was in a setup phase in 2016 and interface meeting were established to ensure the concerns of the community and school were conveyed to the the Sydney Motorways Corporation and the consortium building the motorway. Despite considerable efforts to stabilise concerns, the school lost several children through the year such that all the growth in the previous year was wiped out. WestConnex will start construction in 2017 and will impact the school until at least 2019.

The future continues to be one of growth potentially impacted upon by the construction of WestConnex. Strategic direction 3 aims to combat this through renewed publicity while strategic directions 1 and 2 aim to tackle this through developing excellence in teaching and learning for all students at our lovely small school. Staffing changes at the end of 2016 have resulted in a 75% change in teaching staff at the school but the appointment of 2 new permanent members of staff through transfer and merit selection moves us into 2017.

# School background

## School vision statement

StPeters Public school is a community driven by learning through creativity, collaboration, communication and critical thinking.

- Our students are confident, engaged leaders of their learning who are determined to be outstanding citizens.
- Our teachers are committed professionals who uphold the values of public education to deliver an exciting educational environment, focused on high expectations and maximum achievement for all students.

## School context

St Peters Public School is an inner-city school situated between Newtown and Tempe. The school has a friendly family atmosphere and strong sense of community. St Peters Public School's teaching and learning programs aim to provide the best educational experiences possible for each child.

St Peters Public School size allows it to better offer its students a more personalised curriculum with high levels of access to technology, a strong social network and a wide range of leadership opportunities.

Students at St Peters Public School enjoy its caring, supportive environment and its spacious well-maintained grounds. Its combination of heritage buildings and modern architecture houses high technology classrooms equipped with interactive technology and secure wireless networking.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning our efforts continue to be focussed on learning culture, wellbeing and curriculum, and learning. The school's performance in the area of transition, classroom differentiation has been enhanced in 2015 through the provision of targeted professional learning and the development of stronger links with our greater learning community. This has resulted in the development of stronger learning programs that cater for the needs of all students. Through the addressing of wellbeing at the school the school intends to build on and enhance the learning culture and to provide students with an excelling environment for being safe, being responsible and being a great learner. With the introduction of positive behaviour for learning, the schools existing reward and leadership systems has been integrated to better highlight the achievements of all students whether they be from high SES, low SES or other disadvantaged groups.

In the domain of Teaching our efforts have continued to be focussed on the areas of Effective Classroom Practice, Collaborative Practice and Learning and development. In addition to the continued focus on the provision of effective formative assessment, the school has focussed on the development of expertise in project based learning and the enhancement of reading through the implementation of the super six reading strategies. As a small school, St Peters relies on teachers working to share their professional practice and to do this both within the school and other learning communities. This combined with the need to support additional programs at the school has resulted in a growing culture of improved teaching that is benefiting the learning of all students at St Peters Public School.

In the domain of Leading our efforts have continued to focus on the areas of Leadership and Management Practices and Processes. With the school being small and there being only one executive teacher on site, it is important for all staff to be involved in maintaining the school plan and its three strategic directions. By treating all staff as potential leaders, the school is responsive to community needs and quick and accepting of change. By having strong management practices, backed up with strong future school communication infrastructure, the school is nimble and flexible and accepts, reflects and changes quickly in response to community feedback. 2016 saw the school being heavily affected by WestConnex. The strong sense of community led through strong effective communication is seen as being extremely important in guiding the school through this period of change.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Creating a sustainable environment for successful student learning and citizenship

### Purpose

To ensure that the learning of all students at St Peters Public School learning is maximised by creating a harmonious and safe environment. Engaging and relevant 21st century learning and teaching techniques couple with student ownership and encouraged self voice to create outstanding citizens.

### Overall summary of progress

The school has continued in its introduction of Positive Behaviour for Learning. Attendance of two staff at the tier 1 training has resulted in the establishment of a plan for the implementation of positive behaviour for learning in various areas of the school. Subsequent staff meetings and professional learning for all staff led to the decision to roll out the strategy slowly across the school. Taking the advice from professional learning, this would allow students and staff to develop a deeper understanding of the expectations and how to respond to them. The school continued to deliver a peer support program that in 2016 targeted anti bullying and resilience. Having been included in a select group of schools to join 'Bump it Up', the school began the early stages of looking into developing a 'Bump it Up Plan'. This has been included in this strategic direction and involves a number of strategies that focus on the development of better goal setting for students; the introduction of visible learning strategies such as learning intentions, success criteria and focussed formative assessment strategies for increasing peer assessment and greater student voice. In 2016 the school completed the process to increase student participation in leadership, creative arts and PSSA. New RFF programs in Mandarin and Music taught by specialist teachers brought significant new opportunities for the school and involvement in the 2044 school band in partnership with Tempe Public School began..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Practice:</b> Teachers and students use school rules and expectations throughout the school to describe positive and negative behaviour	<ul style="list-style-type: none"> <li>Positive Behaviour for Learning Tier 3 training completed and all staff at school training</li> <li>Initial rollout of expectations in three school areas completed in addition to the establishment of signage and raffle tickets holders plus expectation matrices and teacher consistency matrices.</li> <li>A peer support program was delivered to the whole school targeting resilience and anti bullying.</li> </ul>	\$2,600 of Tier 3 PB for L training \$1,250 of PB for L signage \$1,600 for peer support training and program materials.
<b>Product</b> Increase the proportion of students in the top 2 NAPLAN bands for reading by 10% and numeracy by 30% (2019) (BIU)	<ul style="list-style-type: none"> <li>Development of 'Bump it Up' plan</li> <li>Professional learning in Literacy and Numeracy continuum and benchmarking of all students against the continuum</li> <li>Analysis of ACER PAT and ACARA NAPLAN data to establish 'Bump it Up' groups</li> </ul>	\$3,200 expended on providing teaching principal time to manage Bump it Up program \$10,200 expended on additional learning and support time to support Bump it Up.
<b>Product:</b> Increase in the proportion of students engaged in leadership, creative arts and PSSA activities (Baseline 2014–2015 data)	<ul style="list-style-type: none"> <li>Successful implementation of RFF Mandarin and Music programs</li> <li>Introduction of parents run ethics program K–4</li> <li>Introduction of school choir</li> <li>Implementation of school training band with Tempe Public School</li> </ul>	\$3,000 expended on music resources \$1,000 expended on school choir \$500 expended on ethics program establishment

### Next Steps

The school will continue to roll out its positive behaviour for learning program. In 2017, a new team has been established that will move the expectations into the remaining parts of the school. As a bump it up school in 2017, the school will

target improvements in literacy and numeracy scores through quality practice targeting the middle performing group of students. This will be achieved via multifaceted approach.

## Strategic Direction 2

Equipping our teachers for excellence in teaching, learning and leadership

### Purpose

To ensure that teachers at St Peters Public School are equipped and developed in the leadership skills to plan implement and reflect on their practice. This will maximise the learning of all St Peters students through excellence in teaching and communication and collaboration with all plan stakeholders.

### Overall summary of progress

The PDP program was implemented in 2016 and as indicated in the 2015 report provided a valuable positive approach to guiding the profession development goals of staff. Goals were aligned with the school plan with particular reference to positive behaviour for learning, and reading with particular focus of the use of the super six strategies. This guided the professional development of staff with expenditure put into developing the expertise in staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the understanding of the PDP process and how it is linked to the school planning process.	<ul style="list-style-type: none"><li>All staff completed the PDP process including planning, implementation and evaluation with the use of evidence.</li><li>All staff shared goals with each other and collaborated on ways to achieve the goals</li></ul>	\$800 for short term relief for staff to develop PDP's and to observe and collaborate on goals.
Staff collaboratively plan, implement and reflect within the school and CoS to create programs that embed ICT and assessment strategies 'for' and 'as' learning. Teachers aligned staff processes and school systems for collecting, analysing and reporting local and external and internal data on student progress and school performance.	<ul style="list-style-type: none"><li>All staff joined the Marrickville Community of Schools for a ICT professional learning day focussed on the development of expertise in use of technology in teaching and learning.</li><li>Staff were trained in project based learning</li></ul>	\$400 spent for the purchase of ICT resources to support use of ICT in the classroom  \$1,200 for short term casual relief
Increase in the number of PLP's developed for students and subsequent detailed referrals for learning support.	<ul style="list-style-type: none"><li>All staff continued to use the Sentral Wellbeing module to add and track PLP's for all students including evaluation of PLP's and for ATSi students the inclusion of parents in the process of developing goals.</li><li>PLP's were developed for all students considered to be performing below expectations.</li></ul>	\$1,600 for short term relief to provide staff time to develop PLP's and consult with parents
Staff understand how to use data to track and inform student progress, and combine this with student goal setting and assessment 'for' and 'as' learning to maximise student progress, differentiating their teaching where appropriate for high expectations as measured by increased use of the continua in classrooms.	<ul style="list-style-type: none"><li>All staff trained in the use of the Literacy and Numeracy continua and how to use them and track students progress</li><li>All students tracked on the literacy and numeracy continua</li></ul>	\$800 in short term relief provide time for staff to accurately track students data

### Next Steps

Focus in 2017 on teacher practice improvement will focus primarily on numeracy through the building blocks for numeracy professional learning, reading centred around the super six reading strategies and a focus on goal setting and formative assessment. The continued use of PLP's will be expanded to provide a targeted approach to learning.



## Strategic Direction 3

Communicating and collaborating with our community to grow the school

### Purpose

To develop new connections and enhance those that exist within our educational and non-educational communities. These connections will create new teaching and learning opportunities and help grow the capability and enrolment of the school.

### Overall summary of progress

In this second year of this planning cycle the school has continued to improve its communication mechanisms through the introduction of new social media mechanism, a new school newsletter focussed on what is coming up this week and it continued to focus on developing links within the community in order to manage the effects of the building of the WestConnex motorway. Continued focus of promoting the schools resulted in the school growing by 11 in 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Practice:</b> The school uses improved communication technologies and deeper links with P&C to enhance links with its community	<ul style="list-style-type: none"><li>• A new school app was introduced with synced calendaring and newsletters</li><li>• The school continued to develop the school website to provide greater information for the community</li><li>• Social media presence for the school was enhanced by the use of Twitter and Facebook</li><li>• A new weekly newsletter was introduced to facilitate weekly communication that is proactive and advises news</li><li>• The school interfaced with Sydney Motorways Corporation and the consortium building the WestConnex motorway to better advise the community on the effect of the WestConnex motorway construction</li></ul>	\$250 per year for the school app
<b>Product:</b> School Numbers have grown by >10 per year	<ul style="list-style-type: none"><li>• A number of preschool talks were provided by the principal for students transition</li><li>• The school continued to partner with the P&amp;C to promote the school at a range of events such as Celebrate 2044</li><li>• School numbers grew by 11 in 2016</li></ul>	\$600 on school promotional materials for preschool talks

### Next Steps

The school will continue to utilise the established communication strategies and innovate to develop better school promotional materials.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal background loading for the purpose of providing additional support teaching in classes. This support supplemented the school's LaST allocation to allow literacy and numeracy support, life skills support for key students from ATSI backgrounds who are not meeting learning outcomes.	\$2,280
<b>English language proficiency</b>	The school uses funds allocated to support the 47% identified English as an additional language or dialect learners in the school. It additionally provided planning time for teachers to plan for the learning of these students at the beginning of each semester.	\$13,504
<b>Low level adjustment for disability</b>	The school receives funds for two students which were used to fund a part time SLSO position. The support teacher worked in the same classroom providing close support of the students in literacy, numeracy and life skills. The support teacher additionally supported their integration in the playground and at sporting events.	\$25,158
<b>Quality Teaching, Successful Students (QTSS)</b>	The school receives funding for Quality Teaching Successful Students. This money was used to support additional time for the teaching principal to address Personal Development Planning.	0.03 FTE ~\$3,030
<b>Socio-economic background</b>	This support supplemented the school's LaST allocation to allow literacy and numeracy support, life skills support for key students from low SES backgrounds. It was also used to support these students to attend excursions.	\$2,465
	The school's P&C provided funding to help fund new interactive flat panels for three classrooms.	\$10,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	34	37	42	44
Girls	33	31	33	40

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	94.8	95.5	95.2
1	95.1	95.9	92.2	95.8
2	94.9	96.6	94.8	92.4
3	96	93.2	97.9	95.2
4	97.4	95.3	95	97.3
5	97.7	98.4	94.2	98.1
6	96.4	93.4	95.6	93.1
All Years	96	95.5	94.9	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
K/MP	20
K/1H	22
2/3P	24
4/5/6S	22

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	5.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

In 2016, all staff members completed mandatory training for Code of Conduct, Anaphylaxis, Child Protection Awareness and the Child Protection Update 2016. They were also trained in the use of a defibrillator as an additional anaphylaxis protection mechanism. As alluded to in the report above, much of the professional learning this year was focussed on the achievements of priorities 1 and 2. In particular, focus was placed on positive behaviour for learning. This included time at two staff development days and 2 additional tier 3 training days for the PB for L team. Focus was also based on the development of the use of the super six reading skills with an additional staff development days and time in after school professional learning. Finally a day focussed on the integration and embedding of ICT in learning was undertaken with Marrickville West, Wilkins and Petersham Public Schools. Additional time through the term was focussed on the effective use of iPads in literacy and numeracy as well as the use of our Sentral Plan, Wellbeing and Reporting modules. With the introduction of LMBR, SAS and the Teaching Principal attended extensive professional learning related to the use of LMBR in school finance and wellbeing.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>87 034.90</b>
Global funds	168 144.77
Tied funds	91 492.33
School & community sources	91 708.58
Interest	2 234.89
Trust receipts	2 651.10
Canteen	0.00
Total income	443 266.57
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 625.22
Excursions	4 705.78
Extracurricular dissections	15 692.76
Library	1 899.67
Training & development	7 237.51
Tied funds	63 348.10
Short term relief	10 044.22
Administration & office	33 690.86
School-operated canteen	0.00
Utilities	54 612.94
Maintenance	11 610.50
Trust accounts	1 887.96
Capital programs	32 794.19
Total expenditure	254 149.71
<b>Balance carried forward</b>	<b>189 116.86</b>

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	202 175.03
(2a) Appropriation	189 116.86
(2b) Sale of Goods and Services	754.08
(2c) Grants and Contributions	12 132.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	171.74
<b>Expenses</b>	-65 345.37
Recurrent Expenses	-54 302.93
(3a) Employee Related	-27 945.69
(3b) Operating Expenses	-26 357.24
Capital Expenses	-11 042.44
(3c) Employee Related	0.00
(3d) Operating Expenses	-11 042.44
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	136 829.66
<b>Balance Carried Forward</b>	136 829.66

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016 .

	2016 Actual (\$)
<b>Base Total</b>	738 192.52
Base Per Capita	4 074.90
Base Location	0.00
Other Base	734 117.63
<b>Equity Total</b>	43 406.75
Equity Aboriginal	2 279.84
Equity Socio economic	2 464.63
Equity Language	13 504.10
Equity Disability	25 158.18
<b>Targeted Total</b>	32 330.01
<b>Other Total</b>	208 439.39
<b>Grand Total</b>	1 022 368.67

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link:

<http://www.myschool.edu.au>

insert the school name in the 'Find a school' and select GO to access the school data.

**Please note that when interpreting the data on this website, caution should be placed on the small number students that make up the data. This makes it statistically insignificant.**

St Peters Public School has been chosen to be part of the Bump it Up group of schools. The focus of this strategy is to boost the numbers of students who are currently in the middle bands of NAPLAN into the upper bands, This is in accordance with the Premiers targets.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school using the Tell Them from Me survey.

The students reported that they felt safe in the playground and they were proud to be at St Peters Public School. They enjoyed coming to school and that they felt they were treated fairly with their teachers taking an interest in what they had to say. They were concerned about bullying and felt that at some time they had been the victims of bullying. Students believed that they were challenged by their learning and that they tried hard.

Parents believed the school to be one that made them feel welcome. When compared to the NSW CESE project they believed the school to be very inclusive and a safe school and one that supports learning and positive behaviour. Concerns were voiced about their ability to support learning at home.

The results of these surveys will be inform school planning in 2017.

# Policy requirements

## Aboriginal education

The school continues to support Aboriginal education. Nadia Wheatley – our resident writer in a school provided to the school a number of workshops for all students. These workshops focussed on the development of circle stories. These stories provided an opportunity for students to frame elements of their lives to date through an expression of circles, one of which was their link to native vegetation, another the link to Aboriginal Australia. This inclusive work was designed to develop a series of stories of Book Week which focussed on Australia – Story Country.

Assemblies and presentation days also had the welcome to country introduced as a way of paying respect to the Aboriginal students at the school. This was undertaken to improve the wellbeing of these students. Harmony day was celebrated and money raised went to Stuart House.

## Multicultural and anti-racism education

St Peters Public School is a culturally inclusive school where opportunities are provided in class and whole school time to recognise and value the cultural diversity. Approximately 47% of the students come from language backgrounds other than English. The school in 2016 introduced a Mandarin language program aimed at providing a cultural link between Australia and Asia. In addition to focussing on language – the program introduces elements of the cultural diversity of Asian, including food and dance.

The library has texts in languages other than English allowing the students to become familiar with simple texts in their native language. Multiculturalism is celebrated wherever possible in the school through assemblies, musical performances and classroom activities.