

St Peters Public School

Annual Report



2017



3032

Introduction

The Annual Report for **2017** 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

Church St

St Peters, 2044

www.stpeters-p.schools.nsw.edu.au

stpeters-p.School@det.nsw.edu.au

9519 6307

Message from the Principal

The 2017 year has been one of hard work on the part of students staff and community. The end of 2016 heralded the commencement of the main phase of WestConnex construction and the sad loss of many families and their children to the school. Despite losing only seven year 6 school, and enrolling 19 students into kindergarten, the school grew by only 1 student at the beginning of 2017. The impact of WestConnex was amplified by fears over construction noise and pollution and consequently unforeseen losses from families moving away ate into the growth.

Despite this the school has continue to make progress with its school plan, now in its final year. Continued work in Literacy and Numeracy has focussed on the what works best areas of literacy and numeracy, specifically; explicit teaching, effective feedback, data to inform practice and classroom management. Professional development through the year targeted the areas of reading, goal setting and use of targeted early numeracy strategies. Positive behaviour for learning continued to be sustained in operation through the year. My time continued to be organised around teaching library, providing ICT support and learning and support time in classes.

WestConnex popped up as an issue through the year with concerns about the environment on the walk to school caused by poor road and pavement conditions coupled with a number of episodes where a unpleasant sulphurous smell emanated from the site of the old landfill and the new WestConnex interchange to the southeast of the school. Fortunately, the sealed rooms and air conditioning meant that there was no impact to learning time and only two occasions of smell prevented play.

The school commenced this year a new schedule of lunch and recess as well as a desire to move the majority of eating inside to ensure the enhanced monitoring of eating for health and wellbeing issues. The changes have been very successful with minimal disruption and very positive feedback from the community on its worth. We continue to enhance our practices with respect to health and safety and have found the new changes to eating have helped us to safely track students health concerns.

Our focus on growing the school was a positive one with many preschools and day care centres visited to provide transition advice. Coupled with hard work from the community, very strong attendance was present at parent information evening which due to effective follow through on transition has resulted in a strong enrolment into 2018.

The future is very bright going into 2018. The hard working staff at St Peters continue to work hard to build outstanding learning programs build around fair and positive classroom environments. Our Tell Them from Me results are very high for both community and students and teacher report high morale and satisfaction in the workplace.

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 have moved to focus on learning culture assessment and student performance measures while still maintaining a focus on wellbeing. The school's performance in the area of learning culture has been enhanced by increased high expectations through a commitment to all students making learning progress. Wellbeing is continued to be enhanced through the improvement in the keeping of good records via Sentral Wellbeing. Improvements in the area of assessment focused on the sharing of assessment results with students to improve learning as part of a desire to improve student feedback. As a bump it up school considerable effort has been made to support students in the middle bands of NAPLAN by identifying them using ACER PAT and NAPLAN data and plan for their learning using the literacy of numeracy continua.

In the domain of Teaching, focus has been made in the area of effective classroom practice, data skills and learning and development. Better collection and use of student data, coupled with the use of formative assessment are ongoing developments that will continue into the new school plan for 2018–2020. A 75% change in teaching staff in 2017 has created additional complications and a need to reload much of the learning and development that took place in 2016. As reported last year, St Peters continues to rely 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 focused in the areas of Educational Leadership, School Resources and Management Practices and Processes. The continued effects of WestConnex have continued to challenge the school leadership and its community. Good communication across the school and its community is seen as being very important for the school to emerge stronger after the completion of the project. This started in 2016 and has continued through 2017 despite having a very new teaching and learning team. The Bump it Up component of the Literacy and Numeracy strategy continue to challenge and stretch the single executive team by requiring a renewed focus on instructional leadership in addition to increasing administrative load.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Focus in 2017 was made on developing capability and expertise amongst the staff for the development of strategies that support the, 'What works best' strategy. The focus here is on: high expectations, classroom management, effective feedback, wellbeing, use of data to inform and explicit teaching. The realignment that took place last year to encompass original processes around 21st century learning have led to a refocus in all classes on the use of goal setting in classrooms, tracking of students learning on the literacy and numeracy continua and the use of these to provide effective feedback to students. Positive behaviour for learning continues to focus the processes of student wellbeing, but this year has proved very challenging due to a high turnover of staff and the need for retraining. Although PB for L has not moved beyond the playgrounds, hall and hallways, there has been a consolidation in all wellbeing reports and language used to students for the core rules of safe, respectful learners. Wellbeing reports are all now explicitly recorded on Sentral and refer to the three core rules, providing a baseline and record for reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practice: Teachers and students use school rules and expectations throughout the school to describe positive and negative behaviour	\$1,200 for peer support training and program materials.	<ul style="list-style-type: none">• Peer support program delivered in terms 2 and 3.• provision of PB for L training.
Product Increase the proportion of students in the top 2 NAPLAN bands for reading by 10% and numeracy by 30% (2019) (BIU)	<p>\$21,000 of LaST time focussed on providing bump it up support to classes.</p> <p>\$3,000 for Literacy and Numeracy conference on what works best</p> <p>\$21,000 of teacher time returned to classroom teachers to provide additional RFF time for planning and programming.</p>	<ul style="list-style-type: none">• management of bump it up plan;• support to specific student groups• analysis of PAT, SENA, NAPLAN testing.• literacy and numeracy conference• teacher RFF time for student feedback provision.
Product: Increase in the proportion of students engaged in leadership, creative arts and PSSA activities (Baseline 2014–2015 data)	<p>\$1,000 on school choir</p> <p>\$1,000 on additional music program support</p> <p>\$1,500 on additional sporting program opportunities</p>	<ul style="list-style-type: none">• Festival of instrumental music program• Celebrate 2044 Choir performance• Cantabile music festival

Next Steps

In the 2017–2020 school plan student wellbeing and teacher and student capability for literacy and numeracy are being realigned around two strategic directions: Excellence in literacy and numeracy and Healthy school. A considerable effort will be made to implement PB for L effectively, focussing on the effective feedback, wellbeing, data collection and

classroom management areas of 'What works best'. Additionally, a big focus is to be made on the effective use of formative assessment to focus on explicit teaching, effective feedback and high expectations. These three year processes will form the basis of all work over these next three years.



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

Progress this year centred of professional development focused on the development of skills in literacy and numeracy, as well as the effective tracking of students using the established literacy and numeracy continua. All teachers continued to engage in the professional development plan (PDP) and teachers tracked their professional development and reflected on it using the seven NESA teaching standards. Time and professional learning was also provided for teachers to further improve teaching and learning records as well as create better personal learning plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the understanding of the PDP process and how it is linked to the school planning process.	\$400 for short term relief for staff to develop PDP's and to observe and collaborate on goals.	<ul style="list-style-type: none">• All staff completed the PDP process including planning, implementation and evaluation with the use of evidence.
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.	\$400 of Reading Eggs and Mathletics training \$6,000 for implementation of Chromebooks	<ul style="list-style-type: none">• staff training in the use of iPads, Reading Eggs and Mathletics as well as the use of G'Suite.
Increase in the number of PLP's developed for students and subsequent detailed referrals for learning support.	\$800 in short term relief for additional planning and plan development time.	<ul style="list-style-type: none">• 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 with the inclusion of parents in the process of developing goals.
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.	\$600 in short term relief provide time for staff to accurately track students data \$20,000 in additional RFF time for teachers to effectively track students (shared with strategic priority 1)	<ul style="list-style-type: none">• students progression on the literacy and numeracy continua are tracked.• Wellbeing data is consistently reported

Next Steps

In the 2017–2020 school plan student wellbeing and teacher and student capability for literacy and numeracy are being realigned around two strategic directions: Excellence in literacy and numeracy and Healthy school. As indicated above for

strategic priority one, the focus of professional development will move towards the effective use of formative assessment and the use of the new literacy and numeracy progressions. Continued improvement of the PDP process will be coupled with the development of a professional learning community.



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

Although largely due to the WestConnex development, 2017 was not a year of growth for the school, the school stepped up efforts to better communicate with its community. Moving largely to Facebook, for short term news and the newsletter and website for upcoming events, the school has largely eradicated paper communication and has subsequently delivered good parent communication feedback. Visits to child care centres coupled with social media marketing have enabled the school to reach its community and draw in many new families into the school for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practice: The school uses improved communication technologies and deeper links with P&C to enhance links with its community	\$1,000 for teaching principal time to develop social media and parent communication mechanisms. \$250 per year for the school app \$2,500 for Sentral	<ul style="list-style-type: none">• School further integrated the use of the school app, parent portal and the use of Facebook• School enhanced the weekly school newsletter and its focus on news happening that week
Product: School Numbers have grown by >10 per year	\$2,000 for short term relief for the creation of materials for open day and parent information sessions.	<ul style="list-style-type: none">• A number of preschool talks were provided by the principal for students transition• The school continued to partner with the P&C to promote the school at a range of events such as Celebrate 2044

Next Steps

Strategic direction 3 has been realigned in the 2018–2022 school plan to that of thriving school – growing community. With a focus on continued development of our communication channels and social media the school also wants to re-examine the development of extracurricular opportunities at the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,089	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.
English language proficiency	\$18,637	The school uses funds allocated to support the 45% 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.
Low level adjustment for disability	\$26,947	LaST support was provided to students in need of additional learning support as well as students in the bump it up group of students. Additional funds were used to bring in SLSO time to support students who fell below the integration support threshold.
Quality Teaching, Successful Students (QTSS)	\$6,704	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.
Socio-economic background	\$3,472	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.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	37	42	44	52
Girls	31	33	40	39

Class sizes

Class	Total
KOALA	18
WOMBATS	24
GOANNAS	23
DINGOS	26

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	95.5	95.2	93.7
1	95.9	92.2	95.8	95.1
2	96.6	94.8	92.4	96.8
3	93.2	97.9	95.2	92.7
4	95.3	95	97.3	96.2
5	98.4	94.2	98.1	96.8
6	93.4	95.6	93.1	97.4
All Years	95.5	94.9	95.2	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School and department policy dictates that all students absences need to be explained before, during or immediately after the period of non attendance. An online facility is provided via the parent portal to allow this to function effectively. Parents are reminded periodically about their responsibility to report absence and the periods that they are required to adhere to with respect to taking leave.

Teachers follow up within 5 days on all incidences of non attendance and do so through letter, verbal communication and where necessary meetings with the parent/carer(s). In all cases the school follows the attendance procedures of the department as stipulated at <https://is.gd/5sd419> – the School Attendance Policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	2

*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 2017, all staff members once again 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 was the case in 2016, most professional learning focussed on strategic priorities 1 and 2. The 75% change in the teaching workforce resulted in a need for retraining in the super six reading strategies as well as in the use of the technology assets at the school. Focus was made on developing expertise in the use of iPads and Chromebooks, in particular the G'Suite set of applications. A number of applications on the iPads designed to support numeracy were explicitly taught and reflected on.

Reloading of positive behaviour for learning was another focus with the expertise at the school being coupled with expertise from the schools new teachers were derived from. Goal setting was another area of development with PL focussed on developing strategies for its implementation.

The increased use of LMBR across the school led to professional development in the use of the school budgeting tool and the development of a capability amongst the SASS staff. New teaching staff were inducted in the use of the Sentral student management platform that continues to be used by the school in tandem with the existing systems.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	136,830
Revenue	1,282,509
Appropriation	1,155,866
Sale of Goods and Services	6,593
Grants and Contributions	117,318
Gain and Loss	0
Other Revenue	0
Investment Income	2,731
Expenses	-1,347,248
Recurrent Expenses	-1,358,087
Employee Related	-1,171,070
Operating Expenses	-187,017
Capital Expenses	10,839
Employee Related	0
Operating Expenses	10,839
SURPLUS / DEFICIT FOR THE YEAR	-64,739
Balance Carried Forward	72,090

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	768,106
Base Per Capita	12,837
Base Location	0
Other Base	755,269
Equity Total	52,146
Equity Aboriginal	3,089
Equity Socio economic	3,472
Equity Language	18,637
Equity Disability	26,947
Targeted Total	37,060
Other Total	209,865
Grand Total	1,067,177

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. For 2017 this is particularly a concern as the school's existing population was heavily affected by losses of enrolments due to the WestConnex development close to the school. Student growth between years

3 and 5 and years 5 and 7 continues to be at or above state averages.

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 for reading and numeracy. This is in accordance with the Premiers targets.

Parent/caregiver, student, teacher satisfaction

In 2017, 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 continued to feel 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. Improved understanding of what constitutes bullying has resulted in a lower concern about the potential impact of bullying. Our students are positive about the future and proud of their school.

Parents believed the school to be one that made them feel welcome. When compared to the NSW CESE project they continued to believe the school to be very inclusive and a safe school and one that supports learning and positive behaviour when compared to the norm for other NSW government schools. Concerns continue to be voiced about their ability to support learning at home.

Policy requirements

Aboriginal education

The school continues to support Aboriginal education. Nadia Wheatley – our resident writer in a school provided to the school with more workshops for all students. These workshops focussed on the development of circle stories for kindergarten and for other students the focus was on community and directions through the building of a compass rose and associated viewpoints for St Peters and highlighted its Aboriginal past.

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 45% of the students come from language backgrounds other than English. The school in 2017 continued its 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. This has proved very popular amongst children who look forward to their weekly lessons in Chinese.

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.