

St Peters Public School Annual Report



2018



3032

Introduction

The Annual Report for 2018 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.

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Message from the Principal

The 2018 school year has been one of tremendous progress for the school. Having had its enrolment growth restricted by losses due to WestConnex in 2017, 2018 was a year of growth for the school. St Peters Public School welcomed 34 new children into kindergarten as well as a few other children into other years. This coupled with the loss of only 7 year 6 students resulted in the school growing by 25 students from the beginning of 2017. For the first time since the 1980's the school formed 5 classes consisting of a K, K/1, 1/2, 3/4 and a 5/6 class. The focus on mostly stage classes allowed teachers to focus on stages of learning. The increased numbers also allowed the school to use small school supplementation funding to employ a relieving Assistant Principal. The experienced teacher Helen Iriarte relieved into this role.

Following the completion of the 2015–17 school plan cycle, the school developed a new school plan for 2018–2020 focused around three strategic directions. Recognising that students and teacher wellbeing were a major issue at the school and that the previous school plan had found it difficult to move between strategic directions for students and teacher learning, it was decided to move literacy and numeracy (Excellence in Literacy and Numeracy) into its own goal and make wellbeing (Healthy School) a direction of its own. The continued importance of growing the school and the initiative to build additional opportunities for our community led to the development of the third strategic direction. Growing School – thriving community.

During 2018 the WestConnex project was well under way and construction of Campbell Street resulted in several periods of time where access to the school was restricted. Likewise the construction resulted in rising levels of dust which coupled with emerging data out of the Air Quality Monitoring station of the school oval resulted in raised concerns about air quality. A number of meetings were held to address concerns but the lack of long term guarantees and fear about health to children led to enrolments being affected going into 2019. In late October the south eastern side of the new Campbell Street was opened providing welcome relief from dust and improved school access.

The new plan's focus in 2018 was very much on establishing a standard format for programming for all classes. With professional development in formative assessment, teachers increasingly introduced formative assessment practices into their classroom programs.

Staff movement proved a challenge into 2018 with the school losing two teachers early in 2018. Despite this, morale proved high and many initiatives were introduced, Positive Behaviour for Learning was rebooted and a new permanent teacher (Mr Stephen Park) and a new Assistant Principal (Ms Kirsty McIntosh) were appointed to the school.

Message from the school community

A common perception of school P&C Associations is that we're all just about raffles and Bunnings barbecues. However, the role of our P&C is not just fundraising, it is also about facilitating community engagement, change and progress where we see the need.

Every school faces challenges and every school has room for improvement – your P&C can help to shape the school to cater to the needs of its community. The P&C Association is your voice in the school and can help you to make a real difference for our students and their future.

As St Peters is a "small" school, we currently have just 29 members – all with their own unique skills, talents and interests. All contributions are welcome and valued – whether it's doing a Canteen shift, turning a sausage, or simply attending a meeting to provide insight into how to approach a particular challenge. And, in spite of our small size, we do a lot with a little.

We are also fortunate to have the positive co-operation of our dedicated Principal, teachers and ancillary staff.

Our 2018 subcommittees were: Canteen, Fundraising, Grants, Grow the School, and WestConnex.

Following are some examples of our many P&C activities and initiatives during 2018:

- Held various fundraisers (eg. Book Fair, Mother's Day and Father's Day stalls, Bunnings BBQ /cake stall, Xmas tree sale, Summer Sizzler)
- Won grants to fund equipment purchases, upgrades and other activities. *We're very grateful for the generosity of grant-makers and our many sponsors and donors – some of whom give again and again without hesitation.*
- Won a State Government 'Community Building Partnership' grant of \$23,670 to fund the installation of a large shade structure over the central playground
- Renewed the school's 'Stephanie Alexander Kitchen Garden Foundation' membership to support learning through the kitchen garden
- Purchased a garden shed to support the utilisation of the kitchen garden
- Funded the installation of a 'buddy bench' (student welfare initiative) and a water bubbler / bottle refill station
- Contributed funding for the 2044 school band
- Subsidised transport and equipment for PSSA sports
- Funded an annual student bursary to assist students of in-crisis and disadvantaged families
- Helped to increase the profile of the school and grow enrolments, through local community events such as 'Celebrate 2044' (annual Inner West Council fair day) and the Book Week library visit for Playgroup
- Supported the school's various enrolment drive activities (Open Day, Info' night, Preschool visits)
- Engaged with the RMS, Local Public Health Unit, the EPA and SMC regarding the WestConnex project to improve communication, co-operation, safety and amenity for the school
- Donated and installed a native bee hive to St Peters Community Preschool
- Surveyed the school community to collate a wish-list for the proposed new playground
- Held working bees to improve the school campus
- Made improvements to the Canteen menu and functionality
- Provided catering for various school events, such as the Athletics carnival and the Open Day.
- Funded the annual 'Gold Merit Award' prize for Presentation Day
- Recruited and managed volunteers to ensure the continued provision of ethics classes
- Continued to participate in Inner West Sustainable Schools Network, (a 'forum for school sustainability leaders to connect, share skills and learning resources, find opportunities, and inspire ideas for growing individual and collective action')
- Introduced a monthly container recycling fundraiser to the school
- Funded a new oven and microwave for the Canteen

It has been very rewarding and personally satisfying to have this opportunity to help drive positive change for our beautiful school. I wish to thank my fellow office bearers, our members and all of our wonderful volunteers and the school community for your support and commitment during 2018.

The school anticipates almost 130 enrolments for 2019 and hopefully, with this positive growth, we will be welcoming lots of extra new P&C members next year so that we can achieve more of the good stuff. I look forward to seeing P&C go from strength to strength in coming years.

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 a major effort was made in the area of curriculum to improve the quality of teaching and learning programs. Recognising that this would be necessary before the school tackled formative assessment, teachers were provided with the tools and professional learning required to develop effective programs. The emphasis was on three levels: 1) Scope; 2) Assessment Frameworks; and 3) weekly programming sheets. As in 2017, wellbeing remained a major focus with the reboot of Positive Behaviour for Learning at the school with refined simpler expectations, explicitly taught and the use of termly goals as an incentive. As the 2018–20 plan incorporates formative assessment as a priority, the groundwork was laid to professionally develop staff and to start the process of developing the slow rollout of formative assessment to start in 2019. As the school continues to be a bump it up school focus of support was made to 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 data skills and use, particularly in the area of assessment. As part of the effort with developing more rigorous whole school programming, the staff are now using an assessment framework sheet for each semester that they plan and then backwardly map learning to. The sheet is outcome based and includes assessment intentions and success criteria. Effective classroom practice continues to be a focus with an emphasis on effective lesson planning through the weekly programming sheets.

In the domain of Leading, a focus has been placed Educational Leadership and on School Planning, Implementation and Reporting. The new school plan for 2018–2020 was planned and introduced a collaborative team approach to professional development plan development and professional learning. Using the Microsoft Teams environment, teachers reviewed their professional development plans through the planning, implementation and reporting phases. The need to pour as many resources as possible into learning support meant that the principal was teaching 3.5 days a weeks. While this was demanding time wise it provided an opportunity to work collaboratively with other teachers as instructional leadership.

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

Excellence in literacy and numeracy

Purpose

To develop the confidence and skills and talents of all learners through high expectations in areas of literacy and numeracy across the curriculum. In particular those students whose performance in reading and Mathematics is in the middle bands of NAPLAN.

Overall summary of progress

In 2018, student wellbeing and teacher and student capability for literacy and numeracy were realigned around two strategic directions: Excellence in literacy and numeracy and Healthy school. The school continues to be focused on improving the number of students in the top two bands of NAPLAN and as such has looked at what works best and narrowed in on formative assessment and teacher proficiency in data drives processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year on year increase in the capability, competence and expertise in the use of the ACARA Literacy and Numeracy progressions and other formative assessment practices is indicated by 'Tell Them from Me' surveys of staff and professional learning evaluations.	\$3,000 for casual relief to allow professional development.	<ul style="list-style-type: none"> Professional development of AP and Principal in introducing the progressions and how PLAN 2 works Use of the progressions indicators by the learning and support teacher as targets for achievement by students Trial use of progressions indicators in trial rubrics for assessment
Year on year increase in capability and expertise in literacy and numeracy is maintained or raised, as evidenced by focused <i>Tell Them From Me</i> surveys to year 4–6 and student self assessment at a school level.	\$2,000 professional development in Formative Assessment \$500 in grammar in writing \$4,000 in synthetic phonics training \$2,000 in Effective Reading professional learning.	<ul style="list-style-type: none"> improvement in programming practices across the school inclusion of literacy and numeracy goals professional development plans for all staff and the ongoing reflection of those plans Plan developed for the introduction of formative assessment starting with learning intentions and success criteria Introduction of synthetic phonics in the early years with using a the Getting Reading Write, including the purchase and use of decodable readers, classroom resources and the professional development of staff
An increasing proportion of students are in the upper two bands of NAPLAN indicating increasing individual students growth from internal and external measures in literacy and numeracy.	\$78,000 in expenditure towards a 0.75 allocation for a Learning and Support Teacher (LaST) to work with a range of students.	<ul style="list-style-type: none"> development of integrated model of learning support for students where learning support is provided for up to 3.5 days per week Use of PAT testing for reading and mathematics Use of NAPLAN results (though data is very stale)

Next Steps

Progress with strategic direction one have been steady though the implementation of formative assessment was slowed down significantly by staffing changes running into semester 2. In 2019 it is expected that learning intentions and success criteria and eliciting evidence will be fully rolled out and that progressions work will continue with the use of SENA in numeracy across K–6 to track learning. LaST teaching will increase to 4 days and week and QTSS time will be used to help monitor and review. Our continuance of focus on the top two bands of NAPLAN will continue with PAT testing in reading comprehension and mathematics three times a year for all year 2 to 6 students.



Strategic Direction 2

Healthy school

Purpose

To develop a climate of student wellbeing through a positive growth mindset approach to student wellbeing to maximise learning.

Overall summary of progress

In 2018, student wellbeing and teacher and student capability for literacy and numeracy were realigned around two strategic directions: Excellence in literacy and numeracy and Healthy school. The effort in 2018 was to reboot Positive Behaviour for Learning at the school and to improve the reliability and use of the students wellbeing system Sentral to track student behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A reduction in recorded negative behaviours relative to a two year baseline of incident reports.	\$1,000 for professional development and planning time for teachers	<ul style="list-style-type: none">• development of baseline of reports based on wellbeing reports• professional development for all staff in the use of the wellbeing module in Sentral• introduction of increased merit awards focus
An increase in demonstrated capacity of students in their ability to manage their behaviour using safe, respectful and positive approaches to learning as evidenced through the Tell Them From Me Survey results.	<ul style="list-style-type: none">• \$500 for increased signage in schools• \$500 for professional development to reboot PB for L• \$1,000 of casual relief to allow PB for L reward initiatives to work	<ul style="list-style-type: none">• reboot of PB for L at St Peters• development of new expectations that are shorter and more focussed• two week rotating areas for focus• end of term rewards with visual percentage barometer• involvement of school leadership teams in PB for L• implementation of TTFM surveys for students and parents
Teachers are effective in their ability to manage specific learning needs of students in their classes through the guidelines of the learning support team as evidenced by school based evaluation and Tell Them from Me Teachers survey.	\$78,000 in expenditure towards a 0.75 allocation for a Learning and Support Teacher (LaST) to work with a range of students.	<ul style="list-style-type: none">• implementation of learning and support teaching program• implementation of fortnightly learning and support team meetings• development of learning and support plans for all students receiving learning and support time.• Plans are developed with classroom teacher• targets are based on progression indicators around perceived areas of most need• plans are 5 week duration

Next Steps

Healthy schools initiatives in 2019 will continue the foundation of work in 2018 with a greater focus on developing the better use of learning support time, the development of a clearer plan for referral to the school counsellor and the redefinition of a number of incident types in Sentral Wellbeing to improve the way that students are tracked across the school. There will also be a big lift to Pb for L through and investment in the professional development of staff centred around professional development plans. This will include reboots, coach training for the project leaders to support PB for L fidelity and improvement, and a move towards implementing PB for L in classrooms.



Strategic Direction 3

Growing school – thriving community

Purpose

To grow the school enrolment through enhanced communication of quality education and to offer increasing opportunity to its community for diverse learning.

Overall summary of progress

Although perhaps a smaller strategic direction to the first and second, the continued growth of the school and enhancement of opportunities is seen as being important.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school numbers and satisfaction amongst parents grows, as evidenced through increased enrolment numbers and positive parent 'Tell Them From Me' surveys.	<ul style="list-style-type: none">• \$1,500 for teaching principal time.• \$500 for promotional materials for new families	<ul style="list-style-type: none">• principal to:• spend time with parents looking to enrol at school• to visit and talk to parents at local preschools to advocate public education• develop TTFM surveys for school to better understand needs• run orientation session workshops for new parents• provide timely information to new families for 2019
The school develops and grows its own music program and the range of extracurricular activities provided by external community and commercial providers.	<ul style="list-style-type: none">• \$500 for teaching principal time• \$500 for music resources• \$200 for chess program resources	<ul style="list-style-type: none">• development of Korean, Plant a School program application• development of band ensemble program, provision of rehearsal space• continued support of student entry into 2044 band• initiation of Inner West Drama and provision of free use of community facilities
The school evidences its facility and success through outstanding communication and promotion to its community and beyond as evidenced by parent interest in the school and the numbers of channels of communication	<ul style="list-style-type: none">• \$1,000 for teaching principal time• \$2,500 for Sentral• \$250 for school app	<ul style="list-style-type: none">• Development of new school website based in the new Adobe Experience Manager and the SWS• Enhanced use of Sentral through purchase of access to parent app to be rolled out in 2019• enhanced use of Facebook for matters that have happened• implementation of week ahead in learning within the school newsletter.

Next Steps

In 2019 it is envisaged that there will be an increase in development of the news school website to include more information for families considering the school. Sentral will move to a cloud based location allowing even better communication through the use of SMS messages and the use of the activities module and use of the parent app and parent portal. Continued focus on school growth will be consolidated and a considerable effort will be made to develop more opportunities for students through partnering with local businesses in the areas of Yoga, Dance and STEM.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,101	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	\$34,570	The school uses funds allocated to support the 39% identified English as an additional language or dialect learners. In 2018 all funds were directed towards the employment of a learning and support teacher.
Low level adjustment for disability	\$6,625 plus 0.1 staffing allocation. Total: \$17,037	Additional funds were used to bring in School Learning Support Officer (SLSO) time to students who fell below the integration support threshold.
Quality Teaching, Successful Students (QTSS)	\$15,825	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	\$2,951	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.
SP1 Funding	See Strategic Direction 1 – Excellence in literacy and numeracy	
SP2 Funding	See Strategic Direction 2 – Healthy school	
SP3 Funding	See Strategic Direction 3 – Growing school – thriving community	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	42	44	52	63
Girls	33	40	39	52

In 2018 the school grew by 25 students off the back of good kindergarten enrolment figures and increased confidence in the school and its practices.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	95.2	93.7	95.4
1	92.2	95.8	95.1	92.9
2	94.8	92.4	96.8	95.4
3	97.9	95.2	92.7	94.8
4	95	97.3	96.2	95.4
5	94.2	98.1	96.8	95
6	95.6	93.1	97.4	95.6
All Years	94.9	95.2	95.2	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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.

School attendance continued to be stable across year groups with small numbers of students attending school below the expected 85% required. Late presentation to school continued to be an issue as families moved out of area to avoid WestConnex. Ironically, their trips in to school were then delayed by the effects of WestConnex construction on surrounding roads.

Class sizes

Class	Total
KOALA	22
ECHIDNAS	23
WOMBATS	27
GOANNAS	23
DINGOS	21

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.56
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.66
Other Positions	2

*Full Time Equivalent

There were no teachers in 2018 who identify as Aboriginal and/or Torres Strait Islander.

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

Professional development efforts at St Peters Public school in 2019 have been focussed around the news school plan for 2018–2020 and the development of professional development plans for teachers at the school. An integrated process for the development of this was adopted and as shown in the areas outlining the strategic priorities funds were expended to allow professional development in specific areas. The school met as departments K–2 and 3–6 very Monday and focussed on programming and assessment while every second Wednesday it met to professionally develop staff around areas relating to the strategic priorities. In addition, all staff members once again completed mandatory training for Code of Conduct, Anaphylaxis, Child Protection Awareness and the Child Protection Update 2018. This was done online for the first time this year.

The continued rollout of the Learning Management Business Reforms focused this year on effective planning and budgeting as well as the rollout of the Human Resourcing systems. This was funded through budget adjustments and allowed our School Administrative Manager to attend training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	72,090
Revenue	1,482,001
Appropriation	1,352,510
Sale of Goods and Services	9,830
Grants and Contributions	117,753
Gain and Loss	0
Other Revenue	0
Investment Income	1,909
Expenses	-1,396,810
Recurrent Expenses	-1,396,810
Employee Related	-1,214,964
Operating Expenses	-181,847
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	85,191
Balance Carried Forward	157,281

In 2018 the school developed a school budget around using the SAP eFPT. The budget included staffing for 3 classroom teachers, a relieving Assistant Principal and a Learning and Support Teacher who also provided relief for the Teaching Principal. Utility expenditure continued to be above what was expected as were emergency maintenance expenditure. The school was able to leverage the use of community facilities to the tune of \$70,000 in 2018 which it will use in 2019 to fund a possible foreseen class above establishment as well as to provide the leadership team with more relief time.

Staffing proved an issue in 2018 with two staff members leaving for other opportunities and another becoming sick in the second half of 2019. These placed demands on the small leadership team and led to the use of funds for use of a contractor to help source reliable staff.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	936,923
Base Per Capita	17,597
Base Location	0
Other Base	919,327
Equity Total	59,659
Equity Aboriginal	5,101
Equity Socio economic	2,951
Equity Language	34,570
Equity Disability	17,037
Targeted Total	54,526
Other Total	224,360
Grand Total	1,275,468

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

* Please note statement below with reference to interpreting data for small datasets.

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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. It is effectively statistically insignificant and unreliable as data. For 2018 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. For this reason graphs are not shown.**

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 2018, 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. For the second year running concerns were raised about their ability to support their children's learning at home. They also voiced concerns about the brevity of our school reports and our Aboriginal programs. All of these have been incorporated into improvement areas for 2019.

WestConnex continued to be an area of concern throughout 2018 with significant construction around the school creating problems for access to the school as well as concerns over the presence of dust. Publication of data from the Air Quality Monitoring station and interpretation of the data by concerned community groups led to further concerns over the safety of the school and led to effects on enrolment into the school in 2019.

Policy requirements

Aboriginal education

The school continues to support Aboriginal education. The aim is to embed education at all possible opportunities that teaches about the contribution and importance of the First Australians to developing Australia as a nation.

Our ATSI students were represented within our students leadership teams, debating teams and public speaking. Parents of Aboriginal children volunteered at the school and contributed to learning program through active participation in classroom activities that enriched students understandings of the rich Aboriginal culture.

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.

The school continued to contribute to Operational Directorate initiative like Deadly Kids.

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 39% of the students come from language backgrounds other than English. The school in 2018 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 school sought to develop these links further in 2018 by applying for funding from the Korean Education Centre around the Plant a School program. A successful outcome will lead to the Mandarin program in 2018 becoming a Korean program.

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.

Our school prides itself in being lesbian, gay, bisexual, and transgender (LGBT) friendly and has families of same gender couples, families with adopted children and our aim is to educate in a climate of tolerance and understanding.. Our students also have access to SRE and ethics programs.