

St Peters Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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 2019 school year has been one of tremendous progress for the school. 2018 saw the largest enrolment since the 1980s which was eclipsed in 2019 with the formation of 6 classes with an enrolment of 129 students, with 26 students commencing Kindergarten. The focus on mostly stage classes allowed teachers to focus on stages of learning.

2019 saw the introduction of the Korean language program at St Peters PS in which all students K–6 receive 1 hour of Korean instruction every week. Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community (Languages K–6 framework).

2019 sees the completion of the second year of the 2018–2020 school plan, with the school making significant progress across all three Strategic Directions. The school reports were significantly updated after consultation with staff and community members.

Looking to the future, the school, in consultation with staff, students and community has had a professional plan for a playground upgrade drawn up. It is expected this project will go to tender in 2020.

Finally, I would like to acknowledge the significant impact principal, Dr Neil Lavitt (principal from 2015–2019) has had on St Peters PS. Under his leadership the school has gone from strength to strength, leading to huge improvements in students' academic growth, wellbeing, innovative programs, infrastructure and technology (to name just a few). On behalf of the staff, students and community, thank you Dr Lavitt.

Rebecca Salter

Principal

Message from the school community

A common perception of school P&C Associations is that we're all just about raffles and Bunnings barbeques. 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. All contributions are welcome and valued – whether it's turning a sausage, or simply attending a meeting to provide insight into how to approach a particular challenge. We are fortunate to have the positive cooperation of our dedicated Principal, teachers and ancillary staff.

Following are some examples of our many P&C activities during 2019:

- Held various fundraisers and won grants to fund equipment purchases, upgrades and other activities.
- Contributed funding for the following: garden curriculum resources; 27 new student iPads and cases; injury insurance for all students; transport and resources for PSSA sports and the school band; annual student bursary to assist students of in-crisis and disadvantaged families.
- Provided volunteers for ethics classes
- Provided catering and logistic support for various school events
- Helped to increase the profile of the school and grow enrolments through local community events.
- Advocated on health and road safety issues for the school community.



School background

School vision statement

St Peters 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's 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school-excellence>

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.

Improvement Measures

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.

Year on year increase in capability and expertise in literacy and numeracy is maintained or raised, as evidenced by focused *Tell Them From Me* surveys to year 4–6 and student self assessment at a school level.

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.

Progress towards achieving improvement measures

Process 1: Formative Assessment

Plan implement and support a whole school approach to utilising best practice in the use of formative assessment in learning. Plan implement and support a whole school approach to programming using the NSW NESA curriculum and planning for learning through the ACARA literacy and numeracy progressions.

Evaluation	Funds Expended (Resources)
Completion of Annual Milestone effective and complete.	<ul style="list-style-type: none">• 4 casual days for classroom walk throughs (\$2100)• 6 casual days for involvement in Simon Breakspear Training (\$3,200)• 8 casual days for teacher stage planning and assessment (\$4,400)

Process 2: Professional Learning Community

Develop a professional learning community using quality professional learning and supported by an online collaborative learning environment developed in Microsoft Teams.

Evaluation	Funds Expended (Resources)
Completed although the aim of providing effective professional development materials has yellow lit this project. Using Teams appeared effective though the use of One Note did not seem effective as teachers found it clunky to use without the ability to mount the files. It is envisaged that the use of the build 1809 will alleviate this problem.	\$0

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.

Improvement Measures

A reduction in recorded negative behaviours relative to a two year baseline of incident reports.

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.

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.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

For all staff to be part of the positive behaviour for learning team to reboot, implement and support positive behaviour for learning across all learning and play areas at the school. It implements a growth mindset approach to learning in the classroom to empower learning.

Evaluation	Funds Expended (Resources)
Reflections of progress <ul style="list-style-type: none">• PB4L is running well generally in the school – there has been a definite improvement in movement through the school and sporadic improvements in play• The lack of teacher consistency continues to be the Achilles Heal. Attempts to add teacher consistency language to the playground bags seems OK but there needs to be a better way of doing things• Playground behaviours for Tier 1 children have been good.	<ul style="list-style-type: none">• PB for L – 2 days Classroom Systems Training; 2 Days PB for L Reboot; 2 days – Coach training (\$6,000)

Process 2: Learning Support Team

Plan and develop a rigorous policy and set of procedures for the team based management of learning and support that meets the needs of all learners and includes decision trees, plan development guidelines Work with internal agencies of the department and external private and community support services to ensure that the specific wellbeing and learning needs of all learners are met.

Evaluation	Funds Expended (Resources)
There has been very good progress with this through the year. Particularly the formalisation of LaST process, working with the counsellor and effectively using Sentral to report on issues with children. There are some areas for improvement: 1. The LaST meeting does not have to be every week 2. The LaST teacher could visit one department every other week	<ul style="list-style-type: none">• Learning Support Team – \$95,000 for a Learning support teacher built from 0.1 LaST position allocation

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.

Improvement Measures

The school numbers and satisfaction amongst parents grows, as evidenced through increased enrolment numbers and positive parent 'Tell Them From Me' surveys.

The school develops and grows its own music program and the range of extracurricular activities provided by external community and commercial providers.

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

Progress towards achieving improvement measures

Process 1: Music and extracurricular activities

The school seeds the development of a band ensemble and continues to support its relationship with the 2044 training band as well as its involvement in debating and public speaking competitions to enhance its performing arts programs.

The school enhances its ability to offer its own self sustaining camp, sporting carnivals and the diversity of sporting programs through the sporting schools program. The school works with external community and commercial providers to provide greater extracurricular opportunities at the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Statistics of numbers of community use agreementsNumbers of students who participate in before and after school programs	10 music stands – \$519.50

Process 2: Communication

The school leadership team develops a new more flexible school website utilising Adobe Experience Manager platform and enhances its communication function through enhancing its parent portal and other channels of communication. Enhances its school environment by utilising grants and school and community funding.

Evaluation	Funds Expended (Resources)
The school website has been upgraded and the SWS is used. The website is an important source of valuable information for parents.	\$500 for a casual day to release staff member to update website.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8207 Funding Sources: • Aboriginal background loading (\$8 207.00)	Students with ATSI backgrounds were well supported, ATSI students had their own Pathways plan developed with class teacher, parent and Learning Support Teacher.
English language proficiency	\$30581 Funding Sources: • English language proficiency (\$30 581.00)	The school uses funds allocated to support the 32% identified English as an additional language or dialect learners. In 2019 all funds were directed towards the employment of a learning and support teacher.
Low level adjustment for disability	\$10 672 allocation and \$11 890 flexible funding – total \$22 561. Funding Sources: • Low level adjustment for disability (\$22 561.00)	Additional funds were used to bring in School Learning Support Officer (SLSO) time to students who fell below the integration support threshold in addition to the 0.1 LaST.
Quality Teaching, Successful Students (QTSS)	\$20 383 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$20 383.00)	Performance Development Plans and comprehensive matrices were in place for all teaching staff.
Socio-economic background	\$4323 Funding Sources: • Socio-economic background (\$4 323.00)	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.
Support for beginning teachers	\$28260 Funding Sources: • Support for beginning teachers (\$28 260.00)	All beginning teachers worked towards and were successful in attaining Proficient Teacher accreditation in 2019.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	44	52	63	67
Girls	40	39	52	57

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	93.7	95.4	92.9
1	95.8	95.1	92.9	92.3
2	92.4	96.8	95.4	93
3	95.2	92.7	94.8	94
4	97.3	96.2	95.4	92
5	98.1	96.8	95	92.8
6	93.1	97.4	95.6	91.3
All Years	95.2	95.2	94.9	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.6
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.71
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	157,281
Revenue	1,853,933
Appropriation	1,685,626
Sale of Goods and Services	9,417
Grants and contributions	158,071
Investment income	719
Other revenue	100
Expenses	-1,873,561
Employee related	-1,675,437
Operating expenses	-198,124
Surplus / deficit for the year	-19,627

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	34,783
Equity Total	65,672
Equity - Aboriginal	8,206
Equity - Socio-economic	4,323
Equity - Language	30,581
Equity - Disability	22,561
Base Total	1,027,048
Base - Per Capita	26,983
Base - Location	0
Base - Other	1,000,065
Other Total	267,372
Grand Total	1,394,875

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.



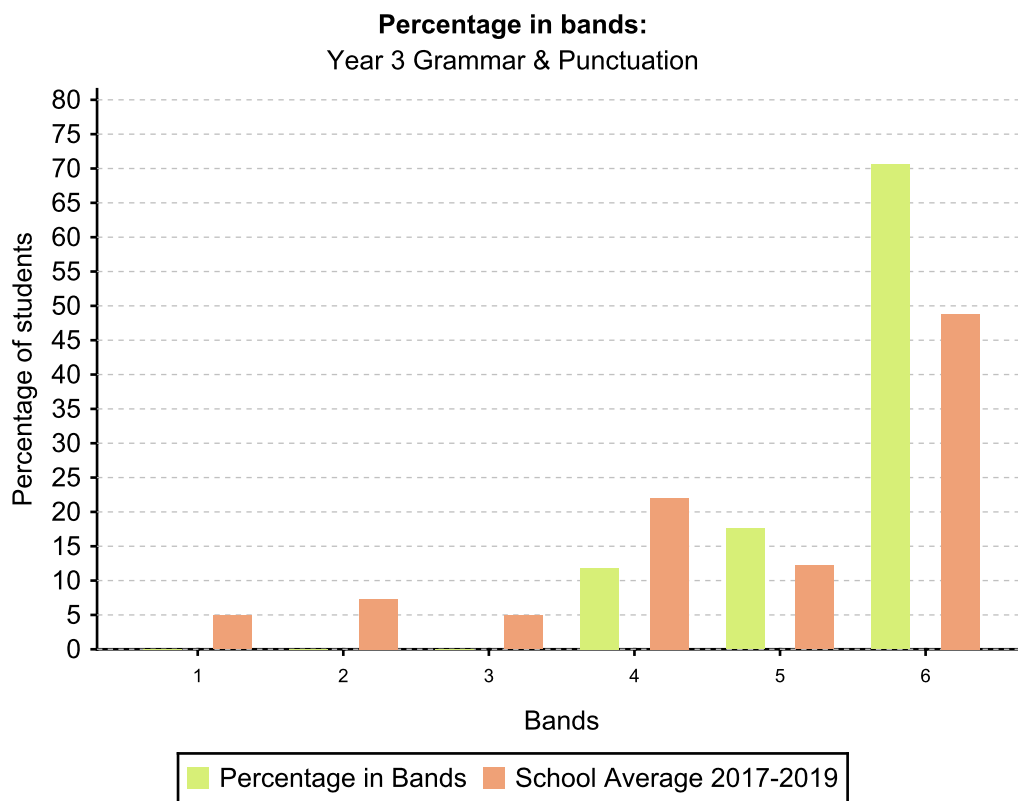
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

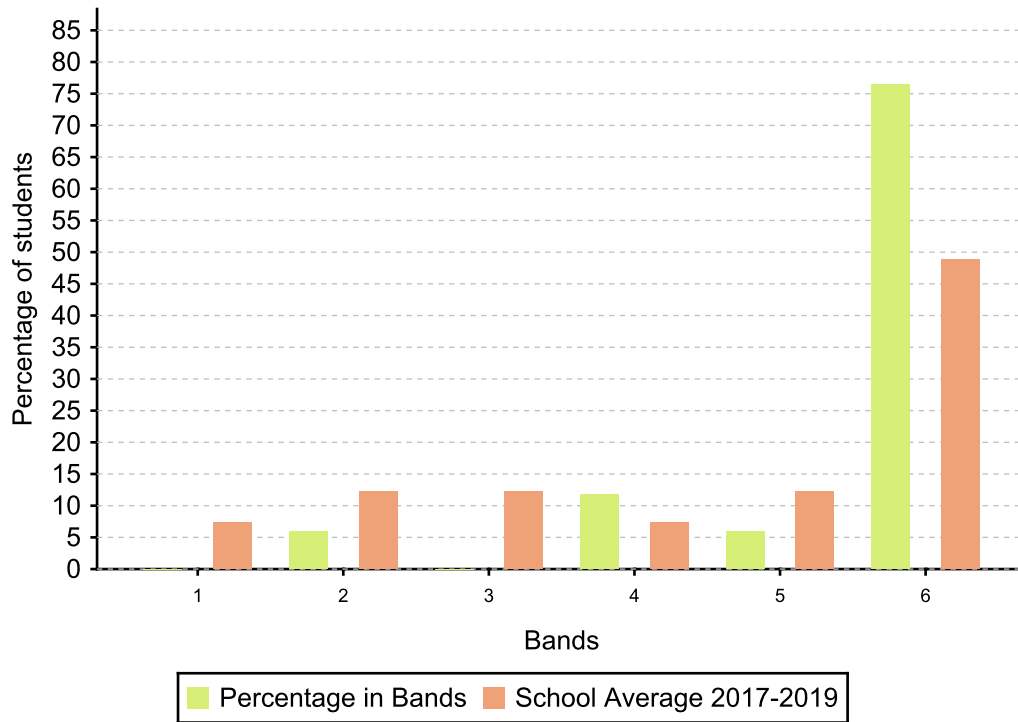
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



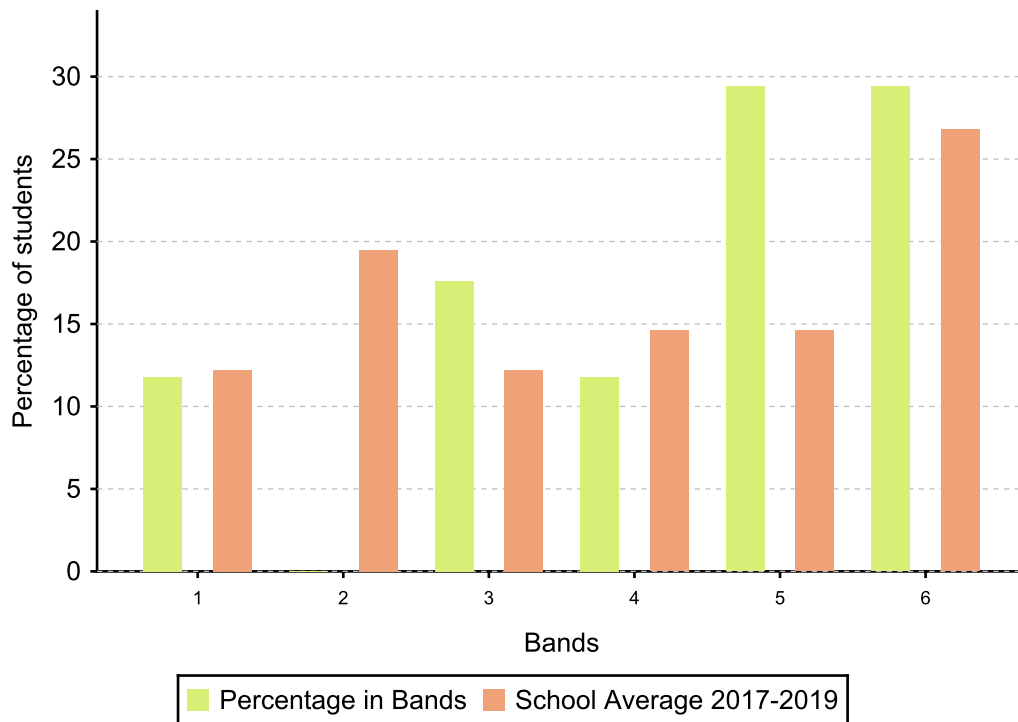
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	11.8	17.6	70.6
School avg 2017-2019	4.9	7.3	4.9	22	12.2	48.8

Percentage in bands:
Year 3 Reading



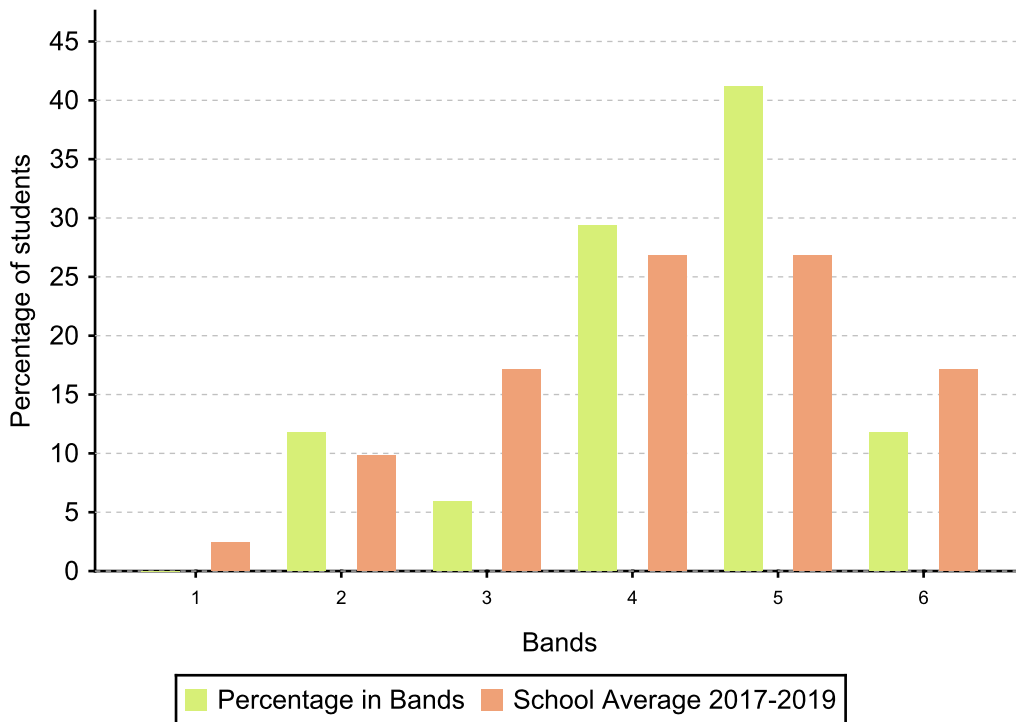
Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	0.0	11.8	5.9	76.5
School avg 2017-2019	7.3	12.2	12.2	7.3	12.2	48.8

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	11.8	0.0	17.6	11.8	29.4	29.4
School avg 2017-2019	12.2	19.5	12.2	14.6	14.6	26.8

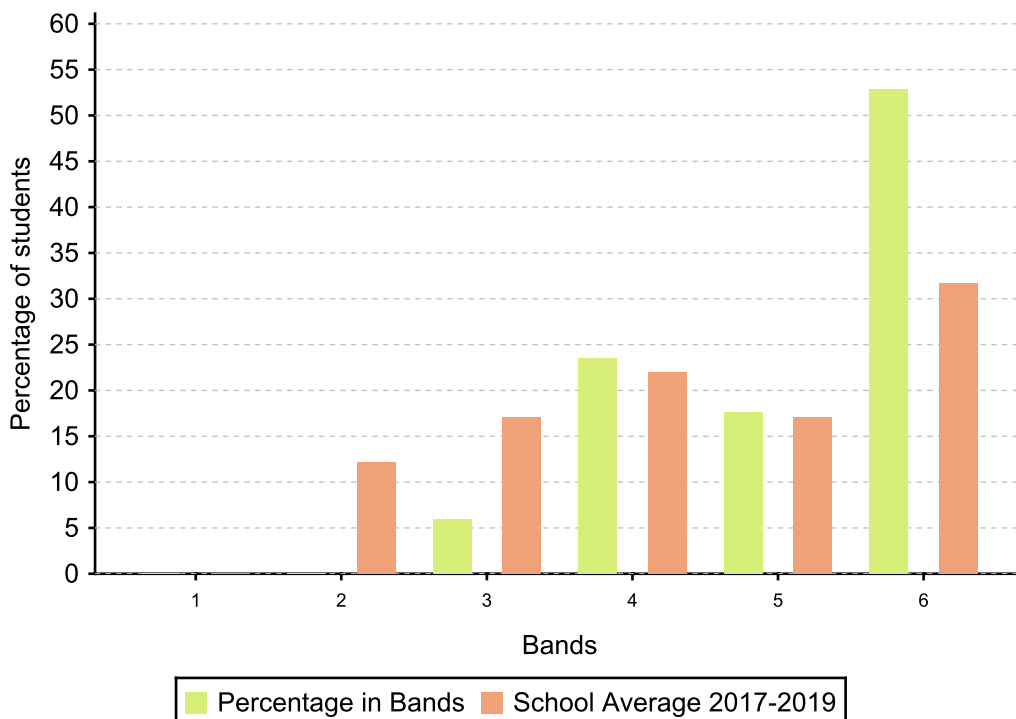
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	11.8	5.9	29.4	41.2	11.8
School avg 2017-2019	2.4	9.8	17.1	26.8	26.8	17.1

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.9	23.5	17.6	52.9
School avg 2017-2019	0	12.2	17.1	22	17.1	31.7



Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents and students about the school using the Tell Them from Me survey.

The results of the 2019 Tell Them From Me survey for students has indicated students have positive relationships with their friends, try hard to succeed in their learning, have a high rate of participation in sport, are interested and motivated in their learning, believe they exhibit positive behaviour at school and complete homework in a positive manner at or above the NSW norm. Students have also shown an increase in their sense of belonging at school during the 2019 school year.

The results of the 2019 Tell Them From Me survey for parents has indicated that parents feel welcome at school, feel informed about school, believe the school supports learning, feel that school supports positive behaviour, that students are safe at school and that St Peters PS is an inclusive school above the NSW norm. Parent feedback was positive in relation to the new school report format. Parents would like to see the playground upgraded.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.