

2020 Annual Report

St Peters Public School



ST PETERS
PUBLIC SCHOOL



3032

Introduction

The Annual Report for 2020 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.

School contact details

St Peters Public School

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St Peters, 2044

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Message from the principal

It was a great privilege to be appointed as the substantive principal of St Peters PS in 2020, in what turned out to be a year like no other. The school and community worked together to ensure continuity of learning for all students during the ever-evolving world-wide COVID-19 pandemic, with students learning for a period flexibly from school as well as learning from home.

Students showed great resilience in adopting different learning styles and showing increasing independence at school. I am proud of every student for their efforts during the year.

Rebecca Salter

Principal

Message from the school community

Our P&C facilitates change, progress and community engagement where we see the need. An effective P&C can help to shape the school to cater to the needs of its community; it is your voice in the school and can help you to make a real difference for our students and their future.

We currently have just 29 members 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.

Following are some examples of our many P&C activities and initiatives during 2020:

- Held fundraisers (Tea towel fundraiser, Xmas tree sale) fund equipment purchases, upgrades and other activities
- Won grants to fund equipment purchases, upgrades and other activities. *We're very grateful for the generosity of grant-makers and our wonderful sponsors and donors - some of whom give again and again without hesitation.*

We were very pleased to be successful in the 2019 and 2020 NSW Government 'Community Building Partnership' grant rounds to fund fencing to safely separate the carpark from the playing field (CBP2019), and a multipurpose sports court (CBP2020). - *Thank you to our State Member for Heffron Mr Ron Hoenig for your most kind support*

- Provided maintenance and funded resources for the school to support learning through the kitchen garden
- Funded new honour boards
- Funded Injury Insurance for all students
- Funded resources and annual tutor public liability insurance for the school band
- Funded an annual student bursary to assist students of in-crisis and disadvantaged families
- Recruited and managed volunteers to ensure the continued provision of ethics classes
- Advocated on health, amenity and road safety issues for the school community
- Helped to increase the profile of the school and grow enrolments
- Supported the school's various enrolment drive activities
- Funded the annual 'Gold Merit Award' prize for Presentation Day
- Participated in the Inner West Sustainable Schools Network
- Facilitated container recycling for the school
- Operate a second-hand uniform exchange
- Provided parent representation for school staff selection panels

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, members and all of our wonderful volunteers and the school community for your support and commitment during 2020. In spite of COVID19 ambushing many of our grand plans and interrupting the normal rhythm of P&C activities during this extraordinary year, we still managed to move forward and get plenty done.

The school anticipates over 160 enrolments for 2021 and hopefully, with this positive growth, we'll 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.

Kate Hafey - P&C President 2020

School vision

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.



Buddy time

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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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)
All students were updated at the end of the year on the Literacy Progression and data wall. Numeracy to be a focus for 2021.	Data wall tiles \$1200 Collaborative planning time \$4000

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)
Due to COVID-19. teachers continued to use the DoE Learning from Home resources and PL. Teachers conducted PL at a school level through ZOOM, and completed 5 modules from the What Works Best suite of PL.	No cost, use of existing resources.

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)
All new staff were trained in PBL and class expectations were used consistently across the school. Expectations were updated collaboratively between teachers and students for the St Peters PS context.	Existing resources and internal professional learning (no cost).

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)
A full review of Learning and Support Team processes was conducted in conjunction with the Learning and Support Assistant Principal. A new referral form for teachers was developed and trialled.	Learning and Support Assistant Principal regularly scheduled to facilitate internal review and updated processes in collaboration with Learning and Support Team action group.

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)
<p>Multiple programs introduced to the school. The band continues to grow and is independent within St Peters PS. A school choir has been established.</p> <p>Programs had to cease in the middle of the year due to COVID-restrictions, but returned as soon as restrictions were eased.</p> <p>PSSA was not able to be held in 2020 due to COVID but will resume in 2021. The Swimming Carnival was held in Term 1. Subject to COVID restrictions, all carnivals are now held independent of other schools as St Peters PS is growing in size.</p>	\$500 for equipment

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)
<p>Due to COVID-19 the communication processes shifted to support a learning from home model of learning. Teachers and students and their parents learnt how to use Zoom and Google Classroom to facilitate learning from home. The school's Facebook page, Google Classroom and Sentral communications were utilised in ensuring a smooth transition to learning from home. Parents were surveyed in regards to their preferred communication methods which will be considered as communication processes continue to develop beyond the 2018-2020 school planning cycle.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$9426 used to employ Learning and Support teacher to support writing of Pathways Plans and to buy resources for Koori Kids initiative.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$9 426.00) 	<p>* The Koori kids group was successfully established.</p> <p>* The Acknowledgement of Country was updated</p> <p>* All ATSI students had a Pathways Plan</p>
English language proficiency	<p>\$16000 - NAP funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$19 893.00) 	<p>The school uses funds allocated to support the identified English as an additional language or dialect learners. In 2020 all funds were directed towards the employment of a specialist EaLD and Learning Support teacher.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$23 053.00) 	<p>The LaST now has developed a new referral form in conjunction with the AP Learning Support as part of a year long review. New form is now being trialled.</p> <p>The LaS teacher supported students and teachers during the entire of 2020 with students regularly assessed for inclusion in the program, where necessary.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$23 408.00) 	<p>All students K-6 are regularly monitored on the data wall and the students have updated on PLAN2 ready for commencement of 2021.</p> <p>Teaching Principal completed PDP process with all staff.</p>
Socio-economic background	<p>LaST</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$3 535.00) 	<p>LaS teacher supported students all year.</p> <p>Excursion financial support given when needed in Term 4.</p>
Support for beginning teachers		There were no beginning teachers in 2020



Wheelchair basketball

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	52	63	67	68
Girls	39	52	57	67

Student attendance profile

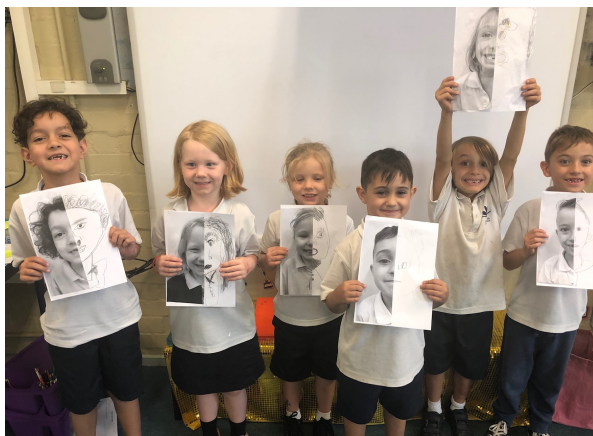
School				
Year	2017	2018	2019	2020
K	93.7	95.4	92.9	95.1
1	95.1	92.9	92.3	94.5
2	96.8	95.4	93	96.3
3	92.7	94.8	94	94.8
4	96.2	95.4	92	97.3
5	96.8	95	92.8	92.1
6	97.4	95.6	91.3	93.6
All Years	95.2	94.9	92.7	95.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Self portraits

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	137,653
Revenue	1,849,519
Appropriation	1,725,105
Sale of Goods and Services	11,107
Grants and contributions	112,749
Investment income	358
Other revenue	200
Expenses	-1,788,138
Employee related	-1,606,595
Operating expenses	-181,542
Surplus / deficit for the year	61,382
Closing Balance	199,035

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.

	2020 Approved SBA (\$)
Targeted Total	87,500
Equity Total	55,907
Equity - Aboriginal	9,426
Equity - Socio-economic	3,535
Equity - Language	19,893
Equity - Disability	23,053
Base Total	1,220,418
Base - Per Capita	29,823
Base - Location	0
Base - Other	1,190,595
Other Total	278,747
Grand Total	1,642,572

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of students, parents and teachers about the school using the Tell Them from Me survey.

The results of the 2020 Tell Them From Me survey for students has indicated students had increasing positive relationships with their friends, have increased their participation in extracurricular activities, and perceive their behaviour to be positive at school above state norms. Students sense of belonging has decreased in 2020, however will be a targeted area for improvement in 2021.

The results of the 2020 Tell Them From Me survey for parents has indicated the majority of parent agree or strongly agree that the physical environment is welcoming, the school is well maintained and the school is easy to access. The majority of parents agree or strongly agree that in relation to learning from home they were supporting by the school, students were learning, students had appropriate learning resources, parents were able to contact the school and there was enough support information.

The results of the 2020 Tell Them From Me survey for teachers reported at above state norms, teacher reported they were part of an inclusive environment, were well supported by the leadership team, fostered a positive learning culture, used a range of teaching strategies and learning goals for students and had planned learning opportunities.



Book week costumes

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.