

2021 Annual Report

St Peters Public School



ST PETERS
PUBLIC SCHOOL



3032

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Church St

St Peters, 2044

<https://stpeters-p.schools.nsw.gov.au>

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

9519 6307

Message from the principal

2021 was a year with significant challenges with the lengthy learning from home period due to COVID-19. Students, teachers and community rose to the challenge and worked in partnership to ensure student learning and progress continued.

Students at St Peters PS continued to work hard and developed new learning styles and embraced a range of new technologies. Students were then able to return to school towards the end of the year, reconnect with their friends and keep learning with their teachers onsite.

This was a year like no other. I am proud of the way the school and community worked together to support our students continue to learn and grow.

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. In spite of our small size, we do a lot with a little. We are also fortunate to have the positive cooperation of our dedicated Principal, teachers and ancillary staff.

Following are some examples of our many P&C activities and initiatives during 2021:

- Held fundraisers (cross country BBQ, gift stall, raffles, trivia night, secondhand uniform sales, greeting card fundraiser, Xmas tree sale, and more) to fund school resources
- Won grants to fund equipment purchases and campus upgrades. 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 2021 NSW Government 'Community Building Partnership' grant round of \$52,673 to fund a learning circle presentation space (CBP2021). - Thank you to our State Member for Heffron Mr Ron Hoenig for your most kind support We also won a Volunteers equipment grant and a National Tree Day tree stock grant.
- Held a welcome BBQ for our new families
- Provided maintenance and funded resources for the school to support learning through the kitchen garden
- Held working bees to maintain the campus grounds Funded new smart boards, chromebooks, and art materials
- Funded Injury Insurance for all students
- Funded instruments, insurance and tutor public liability insurance for the school band
- Funded an annual student bursary to assist students of incrisis 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 Funded the annual 'Gold Merit Award' prize for Presentation Day Funded the Year 6 farewell
- Participated in the Inner West Sustainable Schools Network
- Operated a secondhand uniform exchange
- Provided parent representation for school staff selection panels.

It has been very rewarding to have this opportunity to help drive positive change for our beautiful school. I wish to thank my fellow office bearers, members, of our wonderful volunteers and the school community for your support and commitment during 2021. While COVID-19 once again ambushed many of our grand plans, we still managed to move forward and get plenty done. The school anticipates a healthy enrolment for 2022. 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 our P&C go from strength to strength in coming years.

Kate Hafey - P&C President 2021

School vision

Our vision is to empower the whole child and be collaborative partners in learning with students, families and the wider community. We believe that every student should have a positive sense of belonging, a connection to culture and be challenged to learn and continually improve in a respectful, inclusive environment that fosters high expectations.

School context

St Peters Public School is primary school in the inner-west of Sydney. The local community is diverse in terms of culture and socio-economic mix and it prides itself on its family atmosphere and the sense of community that comes along with being a smaller school. The motto for St Peters Public School is 'Grow with Knowledge' and this is reflected in the school's teaching and learning programs that aim to provide the best educational experiences possible for each student.

St Peters Public School has large, extensive grounds making it the largest site in the Marrickville network of schools. St Peters Public School offers its students a high level of access to technology, a strong social network and a wide range of leadership opportunities. Our students have access to a specialist music program and a Korean language program. St Peters Public School is a growing community with 7 classes established in 2021.

Through our situational analysis, we have identified that there needs to be a strong emphasis on the collection and use of the student data collected in both Literacy and Numeracy. In particular, building staff capability in this area so collection is consistent, the analysis is timely and frequent, and then used effectively to analyse trends, set student targets and inform where to next in programming, will be a focus. As the school grows the data will become more statistically significant and therefore results and trends more reliable.

Our internal and external data, including student reflections, indicate that student sense of belonging and school connectedness is an identified area for improvement. A schoolwide understanding of effective wellbeing practices will be implemented to support students' sense of belonging at St Peters PS. Developing an understanding of the underlying factors leading to students' sense of belonging will help teachers develop programs and practices to support the wellbeing of all students.

We have identified the need to engage students in their learning through explicit feedback in relation to Learning Intentions and Success Criteria, in addition to their own personalised learning goals. This will lead to a clear direction and understanding of their own learning and how to achieve their goals. Engaging in long-term professional development in this area will ensure all teachers can effectively embed evidence-based effective feedback practices in their classrooms.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success we will further develop and refine data teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Reading and Numeracy

Resources allocated to this strategic direction

Professional learning: \$7,000.00
New Arrivals Program: \$22,000.00
Integration funding support: \$134,212.00
Socio-economic background: \$3,699.88
English language proficiency: \$22,361.00
Aboriginal background: \$10,539.00
Low level adjustment for disability: \$20,000.00
Literacy and numeracy: \$10,000.00
QTSS release: \$15,000.00

Summary of progress

Data Skills and Use

The data wall was continued for elements of literacy and established for elements of numeracy. Teachers analysed PAT results in numeracy and literacy, analysed NAPLAN and Check in assessment results, and tracked student data using PLAN2. Pre and post data was collected to establish a baseline for planned intervention in numeracy. Data was rigorously analysed to inform programming and intervention groups for learning support and COVID ILSP groups. Staff had professional development to learn how to use the Interview for Student Reasoning as an addition method of using data to inform programming. Significant training given to staff to use SCOUT data in literacy and numeracy.

Reading and Numeracy

An additional Assistant Principal was funded to lead Reading and Numeracy development, used in particular for early intervention in K-2. Equity funding used to employ additional Learning and Support teacher (LaST) days to run intervention groups for students requiring support. LaST used to assist with development of Personalised Pathway plans and Individual Learning Plans. COVID-ILSP used to augment literacy intervention. MiniLit program provided for targeted students. in reading. LaST continued with parent volunteer reading program, training new volunteers for 2021.

Significant high impact professional learning implemented in Number Sense and Place value, as it was identified as an area to improve after data analysis. The entire teaching staff worked with the Strategic Support team to enhance their knowledge of evidence-based practice in teaching numeracy. Implementation strategies were used in the classroom then were adapted to be used during the learning from home period. Extensive PL in relation to assessment in numeracy was undertaken by all teaching staff. Teachers' knowledge of effective assessment increased from 60% prior to professional learning to 100% at the end of the professional learning

Where to:

Quality Teaching Rounds will commence in Stage 2 in 2022. MiniLit Sage will commence in 2022 for targeted students. Numeracy programs will be updated and PL in the new K-2 mathematics syllabus will commence. Data Skills and Use will continue to be a focus, in particular in relation to data use in planning and teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Determine a statistically significant baseline for NAPLAN numeracy data with a cohort of almost 30 students. Work towards maintaining the lower-bound system negotiated target of 38.5% with larger cohort.	In Numeracy, with a statistically significant cohort, St Peters PS has exceeded its lower bound system negotiated target by 5.69%. 44.19% of students were in the top 2 bands for Numeracy.
Determine a statistically significant baseline for NAPLAN reading data with a cohort of almost 30 students. Work towards maintaining the lower-bound system negotiated target of 52.6%.	In Reading, with a statistically significant cohort, St Peters PS has exceeded its lower bound system negotiated target. by 14.84%. 67.44% of students are in the top 2 bands for Reading.
Determine a more statistically significant baseline for expected growth in NAPLAN numeracy with increased yet still a small Year 5 enrolment. Work towards maintaining growth of 66.93% (upper bound).	Students have transitioned from NAPLAN on paper to NAPLAN online, expected growth should be treated cautiously this year. 44% at or above expected growth, 37.5% below expected growth, 18.5% negative growth.
Determine a more statistically significant baseline for expected growth in NAPLAN reading with increased yet still a small Year 5 enrolment. Work towards maintaining growth of 77.8% (upper bound).	Students have transitioned from NAPLAN on paper to NAPLAN online, expected growth should be treated cautiously this year. 37.5% at or above expected growth, 25% below expected growth, 37.5% negative growth.
75% of targeted students achieving their individual learning goals to close equity gaps.	Learning goals needed to be readjusted due to significant periods of learning from home. This target couldn't be accurately measured in 2021, but will be measured accurately in 2022 and beyond.
School self-assessment of the element (Data skills and Use) indicates improvement from Sustaining and Growing to towards excelling in the theme of data analysis	<p>In 2021, improvements were made in the Teaching Domain: Data Skills and use, the following assessments were made:</p> <p>Data literacy 2020 - Delivering, 2021 Sustaining and Growing (improvement in level since 2020)</p> <p>Data analysis 2020 and 2021 - Sustaining and Growing (getting closer to excelling)</p> <p>Data use in teaching 2020 and 2021 - Sustaining and Growing (getting closer to excelling)</p> <p>Data use in planning 2020 and 2021 - Sustaining and Growing (getting closer to excelling)</p>
By the end of Kindergarten, at least 53% of students will have achieved within Level 4 of the sub-element Phonic Knowledge and Word Recognition in at least two indicators (Uplift of 5%) in the Literacy Progression.	19/25 students (76%) of students have achieved in at least 2 indicators in Phonic Knowledge and Word Recognition. This exceeds the school target of 53%.

Strategic Direction 2: Wellbeing and Learning Culture

Purpose

To ensure students have the skills necessary to build positive relationships and experience a sense of belonging and safety within the school community. To establish procedures that support all staff to have high expectations in an inclusive and culturally safe environment for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Aboriginal background: \$3,099.24

Professional learning: \$4,971.66

QTSS release: \$5,126.00

Summary of progress

Wellbeing:

In the area of Wellbeing, the Understanding Autism Spectrum training was completed by 100% of the staff. Teachers completed pre and post surveys which demonstrated that when planning and implementing intervention for students, initially, five of the ten teachers felt their skills were limited. After completing the post survey, ten of the ten teachers felt their skills at planning and intervention were sound or comprehensive. The training included setting goals using SMART methodology. After completing the course, Personalised Learning and Support Plan (PLaSP) goals are specific and well written for students requiring additional support.

During meetings regarding teachers' Performance Development Plans (PDPs) it was found that goal setting and managing challenging behaviours was an area to develop.

The school was successful in securing a place in the Got It program for 2022. All dates have been set for training and intervention.

Learning Culture:

In the area of Learning Culture, the Aboriginal Perspectives team secured artworks for the classrooms created by a local Indigenous artist. The team investigated the names of the animals used throughout the school in the local Indigenous language. The Koori Kids group was impacted by COVID and students being unable to cohort mix.

The PBL team have initiatives to present to the staff to make PBL more individualised, more meaningful and with a greater emphasis on creating a positive school culture.

Where to:

Moving forward in Wellbeing the team will focus on implementing the Got It program for parents and identified students and implementing the Second Step program K-6 to build resilience and social skills. Professional Learning has been organised for the beginning of the year. In Learning Culture, building student voice through the establishment of goal setting will be explored.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Work towards increasing the percentage of students attending and	This has been difficult to ascertain due to COVID in Term 3. Teachers were in contact with families and processes were in place for students who were

arriving to school on time- above the system-negotiated baseline to at least 90%	not submitting work. Teachers spoke with vulnerable families and this meant that some students attended school during the COVID period.
Work towards increasing the percentage of students expressing a positive sense of Wellbeing from 78.41% to at least 82%	It was a difficult year for students' wellbeing and sense of belonging at school, with the extended lockdown due to COVID-19. Students expressing a positive sense of wellbeing dropped from 78.41% in 2020 to 69.29% in 2021.
School self-assessment of the element <i>A planned approach to wellbeing</i> indicates improvement from Sustaining and Growing to towards excelling	The School Excellence Framework evaluation in Term 2, 2022 indicated that the staff felt the school had moved from Sustaining and Growing to Excelling in the element <i>A planned approach to wellbeing</i> . The evidence to support this was the introduction of the Got It program, including Second Step being implemented K-6.
School self-assessment of the Learning Domain (Learning Culture) indicates improvement from Sustaining and Growing to towards excelling in the theme of attendance	The School Excellence Framework evaluation in Term 2, 2022, indicated that the staff felt the school was still achieving at sustaining and growing in the element <i>Attendance</i> . This is due to the lack of evidence to support students attending school because learning from home was implemented in Term 3.



Purpose

In order to engage students in their learning all staff will effectively embed evidence-based feedback practices in their teaching and learning programs. Students will become active and self-directed learners who are aware of their own progress and feel confident working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Feedback to students
- Differentiated and Personalised Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$3,336.00

Aboriginal background: \$1,000.00

Literacy and numeracy: \$4,067.00

Professional learning: \$2,000.00

QTSS release: \$5,997.00

Summary of progress

Quality Feedback to students

When mapping out 2021 in 2020, there was the intention to begin the Feedback journey with teaching staff. However, due to COVID-19 lockdown a lot of professional development was collapsed. Additionally, SPPS was also selected to be part of a math project facilitated by Department Literacy and Numeracy Advisors and so this took priority in terms of professional development for 2021.

Differentiated and Personalised Learning

As part of the *Online Training Australia: Understanding Autism Spectrum Disorder* Professional Development, teaching staff engaged in current research around goal setting and writing SMART goals. All teachers submitted and received feedback on their SMART goals and now use these skills to write effective literacy, numeracy and behavioural goals for all students not just those on PLaSPs or PDPs.

Learning and Support (LaS) groups were set up with consultation between the Learning & Support teacher and classroom teachers. Students were identified based on data collected and specific learning goals formed. Students were regularly withdrawn for targeted support and their learning tracked and assessed according to their goal. Data shows that all students improved K-6 in their targeted areas in Semester 1. Due to COVID-19 lockdown, Semester 2 was challenging in terms of providing LaS. LaS teachers worked closely with classroom teachers to provide differentiated learning packs and these were posted home during the lockdown period. LaS teachers would regularly call specific families to check-in and provide further learning support if needed.

Where to next:

Continue with the Semester 1 model of how Learning and Support was organised and provided. Teachers continue to identify, write, implement and track student learning goals. Further work on conversations with students around their goals and making goals more visible to students will be explored in 2022.

Begin staff engagement with Feedback. Examine research and strategies and then allow staff to have a go at implementing feedback strategies in their programs. Staff will meet regularly to reflect on strategies tried and decide where to next.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School self-assessment of the Teaching Domain (Effective Classroom practice - feedback) indicates improvement from Delivering to towards sustaining and growing.	Due to COVID-19 lockdown a lot of professional development was collapsed in this area so SPPS is still at Delivering. There are plans in 2022 to begin professional development and experimentation in this area with teaching staff.
Students are learning about how to collaborate with their teachers and parents to set learning goals	This is beginning to occur in classrooms. Lockdown did disrupt teachers' ability to continue to develop this area. Further focus on this will continue into 2022.
<p>STUDENTS</p> <p>The % of students who pursue their goals to completion, even in the face of obstacles increase towards 26%</p> <p>TEACHERS</p> <p>Teachers who set challenging learning goals moves towards 7.5 on a 10 point scale</p> <p>Teachers who believe they give quality feedback increased towards 6.8 on a 10 point scale.</p>	<p>The TTFM student data indicates an improvement in perseverance, with 27% of students indicating high perseverance to pursue their goals to completion, even in the face of obstacles.</p> <p>The TTFM teachers survey was not administered in 2021 due to the Learning from Home period. We will look to 2022 data to see if there have been improvements in this.</p>
<p>School Excellence Framework</p> <p>To move from Sustaining and Growing in the Learning domain: Assessment</p>	<p>In the Learning domain: Assessment, 1 out of 4 of the sub elements has been reviewed as being Excelling. The other three remain at Sustaining and Growing, resulting in the overall area of Assessment remaining at Sustaining and Growing.</p>



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at St Peters Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • An EAL/D teacher was employed 1 day a week for the full year to support EAL/D students in the newly arrivals program. Students were supported in small group withdrawal within the classroom. <p>The allocation of this funding has resulted in: a rich program being implemented by an experienced EAL/D teacher to target newly arrived students at their point of development.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will cease at the end of 2021.</p>
<p>Integration funding support</p> <p>\$134,212.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Peters Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: students being supported in various settings in line with their ILPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ SLSOs to support targeted students academically and behaviourally.</p>
<p>Socio-economic background</p> <p>\$3,699.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Peters Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Minilit to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$3,699.88</p>	<p>The allocation of this funding has resulted in: a learning support teacher being employed to supplement the COVID-ILSP and Learning Support allocation to give targeted students more assistance. Some families have given financial assistance to participate in additional programs and for uniform and excursion support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support students using the same process in 2022.</p>
<p>Aboriginal background</p> <p>\$14,638.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Peters Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Learning Culture • Differentiated and Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: all Aboriginal students having a Personalised Learning Pathway that was negotiated with parents supported by classroom teacher and learning support teacher. Students are also involved in their own PLPs. Students have worked towards their academic and cultural goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: maintain this program for all students in 2022.</p>
<p>English language proficiency</p> <p>\$22,361.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Peters Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students having specialist support in literacy. Students progress being monitored on the Learning Progression by Classroom Teacher and EAL/D teacher</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue this valuable program in 2022.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at St Peters Public School in mainstream classes who have a</p>

<p>\$23,336.00</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Differentiated and Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention (MiniLit) to increase learning outcomes • employment of LaST teacher <p>The allocation of this funding has resulted in: a learning support teacher being employed to work with teachers and students. MiniLit being implemented for K-2 students. Differentiated support for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue and build on this valuable program in 2022.</p>
<p>Literacy and numeracy</p> <p>\$14,067.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Peters Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Differentiated and Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: students being supported in targeted small groups and in the classroom. Student progress assessed and monitored on the Literacy and Numeracy Progression. Learning Plans developed for students requiring significant adjustments.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ additional staff to support students in literacy and numeracy in 2022. MiniLit Sage training for Learning and Support teacher.</p>
<p>QTSS release</p> <p>\$26,123.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Peters Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Learning Culture • Differentiated and Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$26,123.00</p>	<p>teachers being mentored by Assistant Principal to assist with PL in literacy and numeracy. Collaborative planning and support given by AP to all class teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this valuable program in 2022. In 2023 these funds will cease as the permanent APCI appointment will continue this program with an additional AP.</p>
<p>COVID ILSP</p> <p>\$15,733.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in: students working towards their literacy goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue valuable program in 2022, students assessed regularly to include students with most need in point in time into the COVID ILS program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	63	67	68	78
Girls	52	57	67	79

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	92.9	95.1	94.7
1	92.9	92.3	94.5	95.3
2	95.4	93	96.3	95.1
3	94.8	94	94.8	94
4	95.4	92	97.3	92.1
5	95	92.8	92.1	94.1
6	95.6	91.3	93.6	96.1
All Years	94.9	92.7	95.1	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	6.83
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
School Administration and Support Staff	1.91
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	199,035
Revenue	2,199,164
Appropriation	1,989,706
Sale of Goods and Services	14,256
Grants and contributions	194,980
Investment income	222
Expenses	-2,290,944
Employee related	-1,921,769
Operating expenses	-369,175
Surplus / deficit for the year	-91,780
Closing Balance	107,255

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.

	2021 SBAR Adjustments (\$)
Targeted Total	134,212
Equity Total	64,010
Equity - Aboriginal	14,638
Equity - Socio-economic	3,684
Equity - Language	22,361
Equity - Disability	23,327
Base Total	1,407,463
Base - Per Capita	33,280
Base - Location	0
Base - Other	1,374,183
Other Total	289,769
Grand Total	1,895,454

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.

Parent/caregiver, student, teacher satisfaction

In 2021, the school sought the opinions of students and parents about the school using the Tell Them from Me survey.

The results of the 2021 Tell Them From Me survey for students has indicated students have an increased sense of belonging at school, with an 11% uplift from 2020 in Semester 1, 2021 however after the COVID-19 lockdown this measure decreased in Semester 2 of 2021. This will continue to be an area to develop in 2022. Students indicated an increase in participation in extra-curricular activities at school, significantly above the state norm. After the COVID lockdown, there was a decrease in students feeling they have friends at school they can trust. This is an area for development in 2022. Student perception of their positive behaviour at school has increased to above state norms.

The results of the 2021 Tell Them From Me survey for parents have indicated that the majority of parents feel welcome at school, are informed about their child's education, feel St Peters PS fosters inclusivity and supports learning from home above state norms. There has been an increase in parents' perception of the school supporting learning from the same period in 2020.

In 2021, the school sought the opinions of teachers using exit slips after professional learning. Teachers responded that as a result their in depth knowledge of the latest pedagogy in mathematics has increased, they have a clearer understanding of the latest strategies to teach mathematics and are increasingly using mathematics activities that have a higher ceiling.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.