

# 2022 Annual Report

## St Peters Public School



ST PETERS  
PUBLIC SCHOOL



3032

# Introduction

The Annual Report for 2022 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](mailto:stpeters-p.school@det.nsw.edu.au)

9519 6307

## Message from the principal

---

2022 was a year that started with COVID-19 measures in place. Students, teachers and community continued to work hand in hand to keep our students safe through the third year of the pandemic. 2022 was a year that students rebuilt relationships, with learning at school continuing for a full year. This was some of our younger students' first year at school without a learning from home period. I continue to be amazed by the engagement and resilience of all of our students at St Peters PS.

Rebecca Salter

Principal

## Message from the school community

---

Our P&C facilitates change, progress, and community engagement. 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 to make a real difference for our students and their future. We currently have just 26 members. 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 2022:

Held fundraisers to fund school resources, engaged sponsors and donors for various fundraisers. We're very grateful for the generosity of our wonderful sponsors and donors - many of whom give again and again, without hesitation.

Funded the design of a new reconciliation space and bush food garden, which will greatly enhance our upcoming new outdoor learning circle. Thank you to our State Member for Heffron Mr Ron Hoenig for his most kind support of our successful grant application to fund the learning circle presentation space.

Held a welcome BBQ for our new families, provided maintenance and funded resources to support learning through the kitchen garden and native-bee hive, held working bees to maintain the campus grounds, funded new sports equipment, safety padding, and advanced trees for our new sports court

Funded :air filters for the school hall, injury Insurance for all students, instruments and tutor public liability insurance for the school band, 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 through local community event 'Celebrate 2044'

Supported the school's various enrolment and orientation activities. provided catering and logistic support for various school events, 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 second-hand uniform exchange and facilitated new uniform options, provided parent representation for school staff selection and uniform shop tender panels

It has been very rewarding to help drive positive change for our beautiful school. I wish to thank my fellow office bearers, executive committee, members, our wonderful volunteers, and the school community for your support and commitment during 2022. I look forward to seeing our P&C go from strength to strength in coming years.

Kate Hafey

President, St Peters Public School P&C Association

## 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 a primary school in the inner-west of Sydney. The local community is diverse 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'.

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 in 2022.

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.



Basketball

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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

---

**Per capita:** \$1,200.00  
**Professional learning:** \$14,342.54  
**Aboriginal background:** \$17,493.94  
**Low level adjustment for disability:** \$13,571.10  
**English language proficiency:** \$15,697.72  
**Integration funding support:** \$80,630.00  
**Socio-economic background:** \$3,286.58  
**Literacy and numeracy:** \$14,067.69  
**QTSS release:** \$25,997.49

### 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. An APCI was recruited and will commence 4 days a week in 2023 to support data skills and use. An additional permanent AP was recruited to commence in 2023, however, the additional AP was school funded in 2022 to support PD in data skills and use for all staff. Data talks were a regular feature in department (K-2 and 3-6) weekly meetings. Data was reviewed and programs were updated based on data collected. Data was used to inform Individual Learning Plans and Pathways Plans for relevant students. Data was used to inform differentiation in programming.

#### Reading and Numeracy

An additional Assistant Principal was funded in 2022 to lead to Reading and Numeracy development, and permanently recruited to commence in 2023, 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. MiniLit Sage training of relevant staff and the MiniLit Sage program introduced by Learning and Support Teacher (LaST) to support literacy growth. LaST assisted with development of Personalised Pathway plans and Individual Learning Plans. COVID-ILSP groups used to augment literacy intervention. LaST continued with parent volunteer reading program.

#### Where to:

Quality Teaching Rounds (QTR) commenced in Stage 2 in 50% of the Stage 2 classes. One Stage 2 teacher had a QTR external group that did not meet regularly and therefore the program did not proceed as hoped. The other Stage 2 class implemented QTR in their class. Numeracy programs were updated and HIPL was conducted for all staff K-6 in readiness for the new K-2 mathematics and English syllabi to commence in 2023. Data Skills and Use will continue to be a focus, in particular in relation to data use in planning and teaching. There is expected to be a group of new staff joining the St Peters PS team in 2023. A focus will be to get all staff at the same high level of understanding in Data Use and Reading and Numeracy. All teachers will participate in Curriculum Reform in 2023, and will have additional time to focus on the implementation of the K-2 syllabi and to undertake HIPL in the new 3-6 syllabi in readiness for its implementation in 2024.

### 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
Maintain the proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy with statistically significant increase in number of enrolled students in cohort to at least 38.5% (lower-bound system negotiated target). Upper bound target is 43.5%, uplift of 5%.	In Numeracy, students in Years 3 and 5 did not maintain their target in Numeracy in 2022. 29.27% of students were in the top 2 bands of NAPLAN. The upper bound target is 43.5% and the lower bound target is 38.5%. The current level of progress is 9.23% under the lower bound target.
Maintain the proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading (with statistically significant increase in number of students enrolled in cohort) to at least 52.6% (lower-bound system negotiated target). Upper bound target is 57.6%, uplift of 5%.	In Reading, with a statistically significant cohort, St Peters PS has exceeded the lower bound system negotiated target by 3.81%. 53.66% of students are in the top 2 bands for Reading.
If necessary, with DEL use adjustment baseline for expected growth in NAPLAN numeracy with increased yet still small Year 5 enrolment. Work towards maintaining growth of 66.93% (upper bound) or adjusted upper bound (if required due to data becoming statistically significant).	NAPLAN expected growth data not available in 2022.
If necessary, with DEL use adjusted baseline for expected growth in NAPLAN reading with increased yet still small Year 5 enrolment. Work towards maintaining growth of 77.8% (upper bound) or adjusted upper bound (if required due to data becoming statistically significant).	NAPLAN expected growth data not available in 2022.
Increase the percentage of targeted students achieving their individual learning goals to close equity gaps	81% students achieved most or all of their individuals learning goals in 2022.
School self-assessment of the element (Data skills and Use) indicates improvement to excelling in the theme of data analysis	<p>In the theme of data use in teaching, the school's on balance judgement is: excelling</p> <p>In the theme of data literacy, the school's on balance judgement is: sustaining and growing</p> <p>In the theme of data analysis, the school's on balance judgement is: sustaining and growing</p> <p>In the theme of data use in planning the school's on balance judgement is: sustaining and growing.</p> <p>On balance, the school is sustaining and growing and very close to moving to excelling.</p>
By the end of Kindergarten, at least 55% of students will have achieved within Level 4 of the sub-element Phonic Knowledge and Word Recognition in at least two indicators (Uplift of 10%) in the Literacy Progression.	70% of students achieved within Level 4 of the sub-element Phonic Knowledge and Word Recognition in at least two indicators (uplift of 15%) in the Literacy Progression.

## 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

---

**Per capita:** \$5,000.00

**Aboriginal background:** \$1,000.00

### Summary of progress

---

Wellbeing:

PBL- The PBL program was revitalised with some changes. Staff became responsible for explicitly teaching the PBL focus. The wearing of hats in the playground was the first target. This was highly successful with approximately 90% of students wearing their hats in Term 4. The PBL behaviour expectations for different areas in the school were rewritten. School Signs have provided a quote for signage around the school. Next steps: The signs will be introduced over the next few years as an ongoing cost. The PBL team will evaluate the effectiveness of the classroom teacher implementing the program rather than as a whole school.

Whole School Implementation of an Emotional and Social Program - the implementation of the whole school program for emotional and social wellbeing, Second Step, was started. Teachers reported that the students enjoyed the online lessons and accompanying resources and songs. Due to the initial success of the program, it was decided to program all emotional and social programs together ie: Smiling Minds, Second Step and PBL. Next steps: The scope and sequence of the Emotional and Social Programs will be implemented in Term 1 2023. If this proves to be successful then the rest of the year will be programmed.

GOT IT! Getting back on track in time (GOT IT!) will be implemented in 2023. It was unfortunate that the program was postponed due to staffing issues. Staff thought the initial training on Emotional Coaching provided by the GOT IT! team was worthwhile. The parent sessions on Emotional Coaching were well attended- with the out of hours time being more popular with families. There were a small number of parents who requested the training to be repeated. Next steps: The training will be repeated in 2023 for families who are interested. The program has been mapped out for 2023.

Learning Culture:

Updating the Library - The first phase of the library update was completed at the end of Term 4. The bookcases have been installed and a library aide has been employed to help shelve and cull books. Next steps: The second phase will be completed in Term 1 2023.

The staff were trained in how to write an Acknowledgment of Country. Next steps: The staff will consult with our First Nations community to help with the writing of an Acknowledgement of Country for our school. Every class to have the Acknowledgement of Country displayed.

The Koori Kids Club: The Koori Kids enjoyed meeting together and celebrating days of significance with damper eating and playing games. A very successful afternoon tea of staff and First nations families was held after school. Next steps: Continue the Koori Kids club in its current format. Allocate times to have more afternoon get togethers.

Classroom artworks: All classes have an artwork hanging outside with an Australian animal painted by Aunty Jude. The Aboriginal names are also included. Next steps: Liaising with local Aboriginal people for the correct pronunciation of the animals.

### 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
<p><b>Attendance</b></p> <p>Increase the percentage of student attendance to 92.9% of the time to increase from our baseline in 2019 of 89.5% to at or above the lower bound system negotiated target of 92.9% (Upper bound 96.5%).</p>	<p>The number of students attending greater than 90% of the time or more has decreased to 58.63%, however this figure was significantly affected by public health orders, recommending that students who are unwell should remain at home.</p> <p>Staff are committed to improve attendance across the school. Inserts in the newsletter and more consistent communication with families after an absence has been implemented.</p>
<p><b>Tell Them From Me Wellbeing data</b></p> <p>Increase the percentage of students expressing a positive sense of Wellbeing from 78.41% in 2020 to our lower bound system negotiated target of 93.5% ( Upper bound 98.5%) requiring an uplift of 15.09%.</p>	<p>Tell Them From Me data indicates 65.84% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p> <p>Tell Them From Me Data also indicates an increase in students sense of belonging up from 51.22% in 2021 to 56.60% in 2022.</p>
<p>School self-assessment of the element <i>A planned approach to wellbeing</i> indicates improvement to excelling</p>	<p>The School Excellence Framework evaluation in Term 1, 2023 indicated that the staff felt the school was operating in Sustaining and Growing in the element <i>A planned approach to wellbeing</i>.</p>
<p>School self-assessment of the Learning Domain (Learning Culture) indicates improvement to excelling in the theme of attendance</p>	<p>The School Excellence Framework evaluation in Term 1, 2023 indicated that the staff felt the school was operating at Delivering in the element of <i>Attendance</i>.</p>



Colour run

### 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

---

QTSS release: \$4,341.65

Low level adjustment for disability: \$10,584.28

### Summary of progress

---

#### Quality Feedback to students

Across Term 3 and 4, teachers were involved in three professional development sessions on quality feedback. More specifically, they were targeted at developing quality teacher feedback. Teachers engaged in sessions which explored the current research and effective teacher feedback strategies. They then had the opportunity to trial one to two in class through an in-between task. Follow up 'share cafe' sessions occurred so teachers could share and reflect on the strategy/ies they trialled but also engage with what others were using. We did find that for a couple of teachers this part of the session wasn't as beneficial due to them not completing the in-between task. Teacher written reflections, and also small and whole group discussions, showed that all staff were engaged in the discussions around the research and strategies, and they came out with a good knowledge of feedback.

#### Differentiated and Personalised Learning

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. In K-2 there were 19 students with a PLaSP or PLP, in Years 3-6 there were 22 students with a PLaSP or PLP - making 41 across the school. A central place to have these saved was developed so plans could be easily accessed and tracked. Students were regularly withdrawn for targeted support and their learning tracked and assessed according to their goal/s. Changes were made to the LaS timetable so groups consistently saw the same LaS teacher. There was an emphasis more on K-2 students for support time allocation. Data showed that all students improved K-6 in their targeted areas in Semester 1 and 2. Staff feedback indicates they would like further support and PL on how to develop effective PLPs with our Aboriginal and Torres Strait Islander students and families.

#### Where to next:

Continue with exploring Effective Feedback by moving onto self and peer assessment. With new staff a recap session may be needed. Sessions will continue to involve research and strategy exploration, as well as time for staff to have a go at implementing different strategies through in-between tasks. Staff will meet regularly to reflect on strategies tried and decide where to next. Those completing the in-between tasks are monitored through reminders and executive support so every teacher participates and can fully benefit from the HIPL.

Continue to track, monitor and support teachers with the development of their student PLP and PLaSPs. We will maintain a central place to save these plans and introduce dates to have them finalised. We will investigate PL on developing effective PLPs for our Aboriginal and Torres Strait Islander students.

### 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
<p>School self-assessment of the Teaching Domain (Effective Classroom practice - feedback) indicates improvement with self-assessment at sustaining and growing.</p>	<p>Staff self-assessment indicates that we have met this progress measure and are now self-assessing at 'excelling' level. Improvement in this area is due to a number of factors some of which are: professional development in the area of teacher feedback, consistent AP supervision on K-2 and 3-6 with aligned teaching and assessment philosophies, consistent teaching staff and more collaborative planning, programming and assessment.</p>
<p>Students begin to have individual learning goals in Literacy</p>	<p>All students had individual or targeted literacy goals, especially in the area of writing. In K-2 they developed a very visual way of having students/teachers track their writing development through the use of ice-cream scoops. The levels matched up with the literacy progressions and were in student-friendly language. There is the hope through the APCI in 2023 that these are also continued into 3-6 so it becomes schoolwide.</p> <p>Small group Learning and Support also mainly focused on student reading and writing so their SMART goals were specifically related to literacy.</p>
<p><b>STUDENTS</b></p> <p>The % of students who pursue their goals to completion, even in the face of obstacles increase towards 34%</p> <p><b>TEACHERS</b></p> <p>Teachers who set challenging learning goals moves towards 7.9 on a 10 point scale</p> <p>Teachers who believe they give quality feedback increased towards 7.2 on a 10 point scale.</p>	<ul style="list-style-type: none"> <li>• The percentage of students pursuing their goals to completion in the medium scale range was 55% and those in the high range was 23%. So that is roughly 78% in the medium to high range for this area.</li> <li>• The results from the 2022 teacher survey indicates that teachers who set challenging learning goals has moved up to 7.8 on the 10 point scale.</li> <li>• Teachers who believe they give quality feedback has increased to 7.4 on the 10 point scale.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>To move from Sustaining and Growing in the Learning domain: Assessment</p>	<p>In the annual school SEF reflection, 3 out of the 4 areas are now excelling in the Learning domain of Assessment. This then brings our overall rating to be excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$80,630.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students have been supported in class and on the playground based on the needs outlined in their Individual Learning Plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to review and update Individual Learning Plans and employ School Learning and Support Officers to assist students in class and the playground based on their individual goals.</p>
<p>Socio-economic background</p> <p>\$3,286.58</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Learning Support program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in the face to face teaching time of the learning support teacher to give targeted students additional assistance. Financial assistance given to families in need, covering the costs of uniforms and/or excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to provide additional support via additional staffing and economic support for targeted students.</p>
<p>Aboriginal background</p> <p>\$18,493.94</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Wellbeing</li> </ul>

<p>Aboriginal background</p> <p>\$18,493.94</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• LaST and classroom teachers compiled Pathways Plans for all Aboriginal students in consultation with their parents. Plans were reviewed during the year.</li> <li>• Koori Kids club met regularly throughout the year. Come for a Yarn community sessions commenced.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students were supported academically and culturally.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to ensure relevant Pathways Plans are developed and reviewed for all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$15,697.72</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D teacher employed to ensure EAL/D students had targeted, programmed, weekly support in small withdrawal groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor student need and employ an EAL/D teacher in 2023 to continue with intensive English language programs.</p>
<p>Low level adjustment for disability</p> <p>\$24,155.38</p>	<p>Low level adjustment for disability equity loading provides support for students at St Peters Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Reading and Numeracy</li> <li>• Differentiated and Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention MiniLit program to increase learning outcomes</li> <li>• employment of additional LaST and interventionist teacher days to support students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted groups were given systematic, small group intervention to address their specific learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students were evaluated regularly through the year. Student learning groups were evaluated and student groupings changed based on student</p>

<p>Low level adjustment for disability</p> <p>\$24,155.38</p>	<p>progress and student need.</p>
<p>Professional learning</p> <p>\$14,342.54</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Peters Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted teacher participated in QTR PL</li> <li>• All teachers participated in extensive English and Maths K-2 syllabi training</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> QTR was implemented in Stage 2 classrooms and teachers in ES1 completed their training. QTR implementation ensured teachers evaluated their teaching practices. Programs and teaching styles self-evaluated and adjusted after coding process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to upskill the rest of the teaching staff and new teaching staff in new syllabi and QTR.</p>
<p>Literacy and numeracy</p> <p>\$14,067.69</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• additional assistant principal employed to facilitate staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 staff had a dedicated Assistant Principal to lead them through programming in literacy and numeracy. K-6 staff were supported through PL to facilitate deep knowledge of the K-2 syllabus in readiness for implementation in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure all Literacy and Numeracy programs in 2023 are based on the new syllabi and to prepare and train staff on the 3-6 syllabi when released in 2023.</p>
<p>QTSS release</p> <p>\$30,339.14</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Differentiated and Personalised Learning</li> </ul>

<p>QTSS release</p> <p>\$30,339.14</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being able to meet with their Assistant Principal to discuss and be trained in new syllabi. APs were able to co-teach and provide instructional leadership to all classroom teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use expert teachers (Assistant Principals) to demonstrate current evidence-informed lesson planning and teaching strategies using the new syllabi documents.</p>
<p>COVID ILSP</p> <p>\$12,558.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy as detailed in student ILPs.</li> <li>• providing intensive small group tuition for identified students who were identified as needing additional support, particularly in reading and/or writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Most students were able to reach some or all of their learning goals during 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to evaluate student achievement in Literacy and Numeracy and provide COVID ILSP students most in need of additional academic support.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	67	68	78	85
Girls	57	67	79	84

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	95.1	94.7	89.6
1	92.3	94.5	95.3	91.2
2	93.0	96.3	95.1	91.1
3	94.0	94.8	94.0	89.3
4	92.0	97.3	92.1	89.0
5	92.8	92.1	94.1	88.1
6	91.3	93.6	96.1	89.9
All Years	92.7	95.1	94.4	89.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	6.86
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
School Administration and Support Staff	1.92
Other Positions	2

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	107,255
<b>Revenue</b>	2,303,551
Appropriation	2,100,614
Sale of Goods and Services	14,090
Grants and contributions	186,384
Investment income	2,463
<b>Expenses</b>	-2,211,301
Employee related	-1,763,920
Operating expenses	-447,381
<b>Surplus / deficit for the year</b>	92,250
<b>Closing Balance</b>	199,505

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	80,630
<b>Equity Total</b>	61,634
Equity - Aboriginal	18,494
Equity - Socio-economic	3,287
Equity - Language	15,698
Equity - Disability	24,155
<b>Base Total</b>	1,449,088
Base - Per Capita	39,671
Base - Location	0
Base - Other	1,409,418
<b>Other Total</b>	309,809
<b>Grand Total</b>	1,901,161

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](https://myschool.edu.au) to access the school data.



Book parade

## Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of students, teachers and parents about the school using the Tell Them From Me survey.

The results of the 2022 Tell Them From Me survey for students has indicated that there is a 10% reduction in the amount of students who reported bullying from 2021 to 2022. Students have reported a 6% increase in having friends at school that they feel they can trust and who encourage them to make positive choices compared to 2021. Areas to continue to develop in 2023 are students feeling accepted and valued by their peers, with a decrease of 10% when compared to 2021 and student effort, with students trying hard to succeed in their learning decreasing 6% from June to November 2022.

The results of the 2022 Tell Them From Me survey for teachers reported at above state norms in all key areas. Teachers reported they were part of an inclusive school, were well supported by the leadership team, worked with an engaged parent community and worked in a collaborative teaching environment.

The results of the 2022 Tell Them From Me survey for parents reported that 78% of parents agree or strongly agree that the physical environment is welcoming, 84% of parents agree or strongly agree that it is easy to access/move around the school, 88% of parents report formal interviews are useful or very useful and 83% of parents believe emails are useful or very useful. Areas to continue to develop in 2023 are to continue to explore communication options as parents have reported a decline in feeling informed from 2021 to 2022.



Learning to swim

# 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.