

2023 Annual Report

St Peters Public School



ST PETERS
PUBLIC SCHOOL



3032

Introduction

The Annual Report for 2023 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.

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Message from the principal

As Principal of St Peters PS, I am proud of the achievement and effort made by all students. Students are provided a rich and inclusive learning environment, with passionate teachers providing a rich curriculum and a range of wellbeing strategies to educate and nourish the whole child.

In 2023, as part of Curriculum Reform, new mathematics and English syllabi (K-2) were taught for the first time. All teachers participated in rigorous professional learning in readiness for the new curriculum. I thank Assistant Principal Curriculum and Instruction, Ms McIntosh and Assistant Principal (K-2) Mrs Thompson for their leadership in the curriculum reform process.

With our strong focus on student wellbeing, the Got it! emotional regulation program and Second Step programs were introduced in 2023. Students were given the opportunity to participate in a range of activities and programs in 2023, both within and outside regular school hours. Some of the highlights include:

- Students participating in PSSA sport, with a second sport (soccer) added in 2023 to give more students access to interschool sports programs
- The school recorder group performing at the Opera House
- Interschool public speaking and debating
- An overnight excursion for Stage 3 students to Canberra
- Many before and after school extra-curricula activities

Our Student Leadership policy was established in readiness for the introduction of our first School Captains for three decades, to commence their roles in 2024.

Alongside thanking all teaching and non-teaching staff for their outstanding contributions to St Peters PS, I would also like to thank the P&C, led by Belinda Doley for her leadership of the P&C and her partnership with the school. Parents play a critical part in the success of the school. I would like to thank all parents for their contribution to the school.

The school continues to *Grow with Knowledge* and is looking forward to a fruitful 2024.

Rebecca Salter - Principal

Message from the school community

A huge thank you to all of the parents who took on a role in this year's P&C executive. We have had a new team in place and it's been fantastic to see the knowledge from our parents who are about to move on to High School being passed on to the new parents coming through. Thanks to all the volunteers who helped out in our many fundraising efforts this year, it was a huge year. Some of the fundraisers we ran were Trivia night, election BBQ, referendum BBQ, various raffles sponsored by local businesses, 2nd hand uniform sales, Mother's and Father's day stalls and the Inflatable World fundraiser.

The P&C co-funded the outdoor learning circle which was completed in 2023, purchased a new set of Chromebooks for use in the classroom, funded the year 6 farewell, book week entertainment and PSSA shirts. On a weekly basis we coordinate Icy Pole Fridays and Ethics as well as supporting the band program and garden club. Thank you to all our wonderful sponsors who continually support our fundraising efforts. And as always thank you to the SPPS principal and staff for their support and efforts to make our initiatives happen.

Belinda Doley - P&C President

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. The motto for St Peters Public School is 'Grow with Knowledge'.

St Peters Public School has large, extensive grounds with a range of updated play spaces for our students. St Peters Public School offers its students a high level of access to technology, a strong social network and a range of leadership opportunities.

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.



Bush tucker

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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

English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
QTSS release
Socio-economic background
Integration funding support
Aboriginal background

Summary of progress

Data Skills and Use

At determined points in the year, staff during their Department meetings analysed various assessment data to determine future directions and planning. The year began with the analysis of PAT and Check-in data in 3-6 and in K-2, IfSR math data, Best Start and MiniLit reading assessment data. The main focus was in the area of mathematics, more specifically the number and algebra strand. Trends and areas of development were identified in the area of number and used in K-2 as Number sense starters and 3-6 they formed their weekly revision lessons. The executive team, as part of our school mathematics project, were involved in a deep dive into the school mathematics data as part of the first step towards an investigation into our lower than expected mathematics results.

Additionally, all of K-6 were involved in whole school writing assessments which were then followed up with writing moderation discussions in department meetings.

The school data wall was also updated each semester in the targeted areas of Phonemic Knowledge, Understanding Texts and Additive Strategies.

Through the Learning and Support program, identified students were assessed using reading and phonic specific assessments. The Learning and Support teacher analysed the results and shared these with classroom teachers. Intervention groups were set up and through continual, scheduled assessment, their progress was monitored. The implementation and design of the LaS intervention groups were highly successful and we will continue a similar model going into 2024.

Going into 2024 we will:

- Continue to develop staff data literacy and continue to formally timetable data discussions and moderation sessions: *with staff transition next year professional development around purposeful data collection, analysis and next steps will be needed. As a school we'd like to formalise these data discussion sessions as 'Data Talks' trialing an evidence-informed prompt scaffold adapted by the APCI. Assessment schedules will also be maintained. We will timetable two whole school writing assessments and writing moderation sessions in Term 2 and 4. The APCI will continue to work on the SPPS Mathematics Project in 2024 with a team of teachers and the Principal.*
- Move to a digital data wall using the Essential Assessment platform: *for Term 4 the school has been trialing in 3-6 Essential Assessment as a platform for not only summative purposes but also for small snippet formative ones in the area of mathematics. From the data collected the platform assist to streamline the anyalysis of trends and ensure data in accessible in a timely manner. The platform also creates a digital data wall which maps students against the curriculum and progressions. The executive has decided that this digital data wall is the next step. In 2024 we will expand the implementation to K-2 (as an alternative to IfSR assessments) and also across the school*

in some areas of English (to replace PAT testing).

- Maintain a similar Learning and Support design and implementation: *due to the success of the program this year, a similar model will be followed in 2024. The assessments used and the assessment cycle was effective in monitoring student progress.*

Reading and Numeracy

This year, Learning and Support interventions were focused on reading and mainly targeted improving K-2 levels of students working towards stage expectations. An SLSO was trained in and implemented the 3-6 reading program alongside the LaST who implemented the K-2 intervention reading program. Due to an experienced Learning and Support Teacher, an evidence-informed program and a consistent timetable, the majority of students made progress in the area of reading. The program was highly successful and met its aims.

The APCI in collaboration with the executive team, focused on mathematics programming, assessment and team-teaching in Stage 1 in particular. The APCI worked closely with the Stage 1 teachers on the new mathematics curriculum, adapting LISC and focusing on differentiating the content for students. The new department units were evaluated at the end of Semester 2 with the team and an adapted model and scaffold was adopted by the team. This helped with planning, teaching and differentiation consistency across the 3 classes in mathematics. Through the team teaching sessions, the classroom teachers were able to focus on extending those students working above the year group in the area of number to cater high potential and gifted students.

Each term K-2 and 3-6 were involved in curriculum Planning Days. All teachers and APs leading their departments reported that the planning days were imperative to planning and organisation for the following term and also to modelling best practice. They found the days allowed time to discuss data, determine future targets, map out the term and model programming and planning.

Going into 2024 we will:

- Continue the MiniLit and MaLit programs in Learning and Support: *in 2024 we continue to prioritise teacher consistency on the program so intervention groups are seen for multiple, consistent sessions a week. We will continue to train SLSOs in the MaLit program. The LaS Teacher will incorporate into the program further phonics and blending interventions with staff and students.*
- Continue APCI support in mathematics: *In 2024 the programming focus will shift to supporting the implementation of the new 3-6 mathematics curriculum and supporting the AP and teachers in 3-6 to plan and implement the multistage units of work.*
- Continue APCI team-teaching: *to set up consistent expectations around what team-teaching is and looks like in classrooms, a professional development session involving current research and models will occur on SDD. From this, the APCI will be involved in PDP meetings so team-teaching sessions are targeting an area the teacher wants to specifically develop.*
- Implement the SPPS Mathematics Project: *The APCI will continue to work on the SPPS Mathematics Project in 2024 with a team of teachers and the Principal to improve students mathematics outcomes.*
- Continue Planning Days once a term

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
An increase in check-in assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The mean scaled score for numeracy for Year 3 in 2022 (25 students) was 59% and in 2023 (22 students) it was 66.5%. This is an uplift of 7.5%</p> <p>The mean scaled score for numeracy for Year 5 in 2022 (17 students) was 52.2% and in 2023 (24 students) it was 66.8%. This is an uplift of 14.6%</p> <p>This shows an increase for both Year 3 and 5 in numeracy between 2022 and 2023.</p>
An increase in check-in assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The mean scaled score for reading for Year 3 in 2022 (26 students) was 57.6% and in 2023 (22 students) it was 66.5%. This is an uplift of 8.9%</p> <p>The mean scaled score for reading for Year 5 in 2022 (17 students) was 55.3% and in 2023 (25 students) it was 59.6%. This is an uplift of 4.3%</p> <p>This shows an increase for both Year 3 and 5 in reading between 2022 and 2023.</p>

<p>Increase the percentage of targeted students achieving their individual learning goals to close equity gaps</p>	<p>According to Learning and Support data, of the 22 students who go to Learning and Support reading intervention groups 4/5 times a week, 20 achieved their individual reading goal. 91% of students attending learning support achieved their individual learning goals in 2023.</p>
<p>School self-assessment of the element (Data skills and Use) indicates improvement towards excelling in the theme of data analysis</p>	<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>
<p>By the end of Kindergarten, at least 58% 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.</p>	<p>71% of Kindergarten students achieved within Level 4 of the sub-element Phonic Knowledge and Word recognition in at least two indicators.</p> <p>The exceeded our target by 13% with a total uplift of 23%</p>



Author visit

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

Professional learning

Aboriginal background

Summary of progress

Wellbeing in 2023, has had a focus on the implementation of the Second Step program, the Getting on Track In Time (GOT IT) program, the Positive Behaviour for Learning (PBL) program and the introduction of Wellbeing Hour across the school every Monday morning. Although teachers indicated they valued the Wellbeing Hour, it has not become a part of our school culture, yet. The next steps in this series of programs is to embed the principles of the programs and to show greater consistency when implementing PBL initiatives such as the playground tokens. With a greater commitment to these programs the programs will become embedded. Introducing the Wellbeing Framework to the staff will help with a consistent approach to implementing and maintaining programs.

Another focus of the Wellbeing initiative was the introduction of a leadership policy for the election of Captains and Prefects for 2024. This follows on from minor leadership roles being introduced to the students. These roles included the Buddy Program and Library Monitors as well as established leadership roles such as the SRC and the Koori Kids Club. The leadership policy has been written, introduced to the P&C and staff and has been implemented as the process of selection for Captains and Prefects have begun. At the beginning of 2024, the leadership policy will undergo rigorous evaluation for improvements and aligning to the Wellbeing Framework, if needed.

Learning Culture has as its main objectives to improve the sense of belonging of all students, to investigate a mentoring program where students have a trusted adult they can name and speak with and to improve student attendance. The school has investigated new sporting house team names with Indigenous language. This initiative has progressed well and the school is awaiting on the final steps of checking for pronunciation before implementing the names with the AECG. The process of writing a local Acknowledgement of Country which would be displayed throughout the school has been started with staff professional learning. This initiative will continue into next year, with the goal of the introduction and display of our own Acknowledgement of Country. The Come for a Yarn initiative has been well received by our community. The students enjoy playing on the multicourt while the adults chat under the COLA. The Wellbeing team have yet to investigate mentoring programs. This will be a future initiative.

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
Attendance Increase the percentage of student attendance to above 90% 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%).	Information on attendance from SCOUT indicates that the percentage of students attending more than 90% of the time school is currently at 72.19%. This is an uplift of 12.39% With staff, parents and students working together with external experts such as the Home School Liaison Officer, our attendance rate is sitting above our target.

<p>Attendance</p> <p>Increase the percentage of student attendance to above 90% 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>Lateness to school has also decreased slightly. This is an area of focus for 2024.</p>
<p>Tell Them From Me Wellbeing data</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>The Tell Them From Me Survey indicates that 77.46% of our 4-6 students are expressing a positive sense of wellbeing. This is a 12% uplift.</p>
<p>School self-assessment of the element <i>A planned approach to wellbeing</i> indicates improvement to excelling</p>	<p>Schools that excel implement evidence-informed change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p>Our self assessment places our school at Sustaining and Growing. Although we have implemented evidence informed whole school programs, through Positive Behaviour for Learning and Second Step, these programs are still to be embedded into our daily practice.</p> <p>Our next step, moving towards excelling in our self assessment would be to fully embed and embrace the programs that have been written by the staff.</p>
<p>School self-assessment of the Learning Domain (Learning Culture) indicates improvement to excelling in the theme of attendance</p>	<p>In schools that excel teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.</p> <p>Our self assessment places our school at excelling in the theme of attendance. With attendance of the students currently above our target, the school has in place strategies that have shown to be successful. Targeted discussions with families and consistent notifications after an absence have helped to improve attendance. Dedicating Week 6 of every term to attendance, with the Home School Liaison officer has also been helpful, as strategies to help students' attendance has been discussed.</p> <p>Our next step is maintain what we have started and to concentrate on partial absences, in particular coming to school late.</p>



Bringing Lego to life

Strategic Direction 3: Effective Feedback

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

Aboriginal background

Low level adjustment for disability

Summary of progress

Quality Feedback to Students

All teachers at St Peters Public School have engaged in professional learning about best practice in student self and peer assessment across both semesters of 2023. These sessions covered current research and effective strategies for student self and peer assessment. Each classroom teacher shared strategies which they have implemented in their classroom and shared work samples with their colleagues providing a range of strategies from K-6 for self and peer assessment.

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 9 students with a PLaSP or PLP, in Years 3-6 there were 30 students with a PLaSP or PLP - making 39 across the school. Students were given targeted support to help them reach their goals. Early intervention was a key focus.

Where to next

The executive team will ensure that new staff are provided access to professional learning to ensure that effective feedback strategies for teacher, self and peer feedback are maintained. Time will be scheduled for discussion of these strategies during staff meetings so that they are used regularly. The school will continue to track, monitor and support teachers with the development of their student PLP and PLaSPs. Professional learning sessions, resources and guidelines for individual learning goals with a focus on improving the process for tracking learning goals and their inclusion across K-6 classrooms 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
School self-assessment of the Teaching Domain (Effective Classroom practice - feedback) indicates improvement with self-assessment at sustaining and growing.	Self-assessment for the Teaching Domain of <i>Effective Classroom Practice - feedback</i> places our school at sustaining and growing for 2023. PL sessions, in both semesters were focused on upskilling all staff on best practice for student self-assessment and peer-assessment. All classroom teachers shared work samples of strategies which they were using in their classroom.
Students begin to have individual learning goals in Literacy	Stage 2 and 3 classes have set individual learning goals for literacy and numeracy regularly. ES1 and Stage one classes are beginning to set literacy (specifically writing) goals each semester. In 2024 the school will focus on an improved process for tracking individual learning goals for all students.

<p>STUDENTS</p> <p>The % of students who pursue their goals to completion, even in the face of obstacles increase towards 34%</p> <p>TEACHERS</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>	<p>According to student responses in the Semester 2 TTFM survey, the extent to which students can pursue their goals to completion, even when faced with obstacles is 22% in the high range and 65% in the medium range. This gives a total of 87% of students in Years 4-6 who believe they pursue their goals to completion even in the face of obstacles.</p> <p>Of the teachers who responded to the 2023 TTFM survey, 6.8 on a 10 point scale have indicated that they set challenging learning goals. The school will continue to work toward the goal of 7.9 in 2024.</p> <p>Teachers who believe they give quality feedback was 6.8 on a 10 point scale. The school will continue to work toward the goal of 7.2% in 2024.</p>
<p>School Excellence Framework</p> <p>To move from Sustaining and Growing in the Learning domain: Assessment</p>	<p>The APCI has worked closely with K-2 teachers for assessments such as the IFSR assessment. The 3-6 team have implemented an assessment schedule for each term which includes a range of external assessments such as NAPLAN and Check-in assessments, school created assessments such as Big Talk/Big Write, short quizzes and assessments from Essential Assessment and Soundwaves. Teachers have monitored student progress on data walls and identified content and skills to focus on based on student results at individual, group and whole school levels. Teams have worked closely together to ensure that teacher judgement is consistent and evidence-informed.</p>



In the school library

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$166,302.00</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Targeted and individualised support for funded students.</p> <p>After evaluation, the next steps to support our students will be: Evaluate personalised learning and support plans in consultation with parents, continue to support targeted students.</p>
<p>Socio-economic background</p> <p>\$5,211.88</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support learning support program implementation. <p>The allocation of this funding has resulted in the following impact: Students having increased access to learning support. Students in need being supplied with uniform and excursion access.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students with these programs.</p>
<p>Aboriginal background</p> <p>\$20,053.38</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"> • Reading and Numeracy • Wellbeing • 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"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$20,053.38</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • Koori kids club meet regularly in addition to regular Come for a Yarn community events <p>The allocation of this funding has resulted in the following impact: all Aboriginal and Torres Strait Islander students have a Pathways Plan written in consultation with their families. Deadly Kids have provided cultural experiences for all school students. An increase in student mentorship due to the Koori Kids Club program. Increased engagement with the community via Come for a Yarn.</p> <p>After evaluation, the next steps to support our students will be: To continue these programs and begin to build a Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$9,965.93</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"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: students have been supported by specialist staff which has resulted in an increased confidence and competence in all aspects of English.</p> <p>After evaluation, the next steps to support our students will be: continue to support all EAL/D students using small group and in class support.</p>
<p>Low level adjustment for disability</p> <p>\$72,895.58</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>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 • Reading and Numeracy • 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 [program name] to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: An increase in specialist Learning Support Teacher allocation which has led to 91% of students attending Learning Support intervention achieving their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting students with the MiniLit and MacqLit programs, and personalised interventions.</p>
<p>Professional learning</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</p>

<p>\$17,347.73</p>	<p>Professional Learning for Teachers and School Staff Policy 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"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Teacher professional learning to implement new curriculum, MiniLit and MacqLit, ASD, Wellbeing programs, Aboriginal Education, play-based education in ES1, and mathematics evidence-informed practices have ensured students have had access to teaching programs which have resulted in best practice, and an uplift in student results and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continue to target professional learning to areas of most need as determined by External Validation in 2024 and the SIP initiatives.</p>
<p>QTSS release</p> <p>\$33,379.78</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"> • Reading and Numeracy <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant Principals engaging in curriculum reform, and supporting their teams implement the new curriculum</p> <p>After evaluation, the next steps to support our students will be: Continue in 2024 with implementation of 3-6 new curriculum and leading the rigorous evaluation of new teaching programs.</p>
<p>COVID ILSP</p> <p>\$11,419.29</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 the following impact: Targeted students received additional support to achieve the individual goals in Literacy, with 91% of students reaching their individual learning goals.</p>

After evaluation, the next steps to support our students will be:
Continue to support targeted students using SLSO support in the small group tuition program in 2024.



Year 5 and 6 in Canberra



What rock is that?



In the Senate

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	68	78	85	90
Girls	67	79	84	90

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	94.7	89.6	94.6
1	94.5	95.3	91.2	92.5
2	96.3	95.1	91.1	91.2
3	94.8	94.0	89.3	91.3
4	97.3	92.1	89.0	92.3
5	92.1	94.1	88.1	90.3
6	93.6	96.1	89.9	91.1
All Years	95.1	94.4	89.8	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.



Craft under the Opera House

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.8
Classroom Teacher(s)	6.92
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.92
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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	199,504.94
Revenue	2,680,595.79
Appropriation	2,497,191.60
Sale of Goods and Services	-13.64
Grants and contributions	173,441.10
Investment income	9,876.73
Other revenue	100.00
Expenses	-2,532,971.44
Employee related	-2,300,779.92
Operating expenses	-232,191.52
Surplus / deficit for the year	147,624.35
Closing Balance	347,129.29

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.



Visiting the Riverside Theatre to see The Twits

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	112,064
Equity Total	108,127
Equity - Aboriginal	20,053
Equity - Socio-economic	5,212
Equity - Language	9,966
Equity - Disability	72,896
Base Total	1,647,832
Base - Per Capita	43,984
Base - Location	0
Base - Other	1,603,848
Other Total	457,167
Grand Total	2,325,191

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Outdoor learning - Field of Mars



Gymnastics

Parent/caregiver, student, teacher satisfaction

In 2023, St Peters PS sought the opinions of students, teachers and parents about the school using the Tell Them From Me survey.

The results of the 2023 Tell Them From Me survey for students has indicated there has been a 20% increase in students' Sense of Belonging, feeling accepted and valued by their peers and other since 2022. There has been a 17% increase in students who feel they have someone at school who consistently provides encouragement and can be turned to for advice. There has been an 11% increase in students' feeling that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. In 2024 our goal will be to support students to persevere, pursuing their goals to completion.

The results of the 2023 Tell Them From Me survey for Teachers, 76% of teachers reported that engaging in professional learning has led to changes in their teaching practice, 100% of teachers reported that they agree or strongly agree staff morale is good at their school, 100% of staff agree or strongly believe the school is a culturally safe place for all students, 100% of staff agree or strongly agree that they feel well supported in their job. Our goal for 2024 is to increase the number of teachers who report professional learning has led to changes in their teaching practice.

The results of the 2023 Tell Them From Me survey for Parents, 86% of respondents talked to their child's teacher about learning or behaviour at least once during the year, with 43% of respondents talking to their child's teacher about learning and behaviour more than once. 100% of respondents reported attending parent-teacher meetings or social functions at school. Parents found emails the most useful form of communicating school news and the NSW Education Parent App the least useful method of communication about school news. In 2024 the school will continue to work to make parents feel welcome at school and use email as our primary source of communication, based on parent feedback.



Our Learning Circle and outdoor stage

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.