St Peters Public School
Annual School Report 2014
School context statement

St Peters Public School is located in the inner west of Sydney with a large catchment of mostly heavy to light engineering and low rise residential housing. It is 133 years old and has endured fluctuating enrolments over the past 50 years. St Peters has a mixed student population and approximately 51% of students come from language backgrounds other than English.

Principal’s Message

This report provides an overview of the programs and achievements of St Peters Public School in 2014. The year was one of change from a leadership side as Jeff Lie gained a new principal role through merit selection in term 2 2014. Mrs Robyn Ward, a long standing member of the teaching staff took the relieving principal role through the remainder of the year before I was appointed in late term 3. I would like to thank Jeff for his excellent leadership of the school over the last 3 years and Robyn for safely guiding the school through an uncertain period. I am proud to present this overview and feel that demonstrates the school’s ability to offer compelling educational programs and meet the educational needs of all learners. For this I thank the teachers at the school who have worked very hard to teach and offer extracurricular activities.

Also thank you to all the parents at the school for working with the school in partnership and through the P & C.

Thank you to or community, including Tribe OOSH and the community Pre School on site for supporting our activities and working with us to make St Peters a compelling place to learn.

This year heralds a new plan and the implementation of a number of educational reforms introduced over the past 2 years. A new school vision statement has also been introduced.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>34</td>
<td>26</td>
<td>23</td>
<td>28</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Female</td>
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<td>35</td>
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<td>30</td>
<td>33</td>
<td>31</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
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<td>1</td>
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<td>3</td>
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<tr>
<td>6</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>94.4</td>
<td>95.7</td>
<td>95.4</td>
<td>96.2</td>
<td>96.2</td>
<td>95.5</td>
</tr>
<tr>
<td>DE</td>
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</tr>
</tbody>
</table>
Figures are as a percentage of the cohort indicated in row. Please note that the percentages are reported to one significant figure.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.03</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>4.704</td>
</tr>
</tbody>
</table>

0.2 is indicative of 1 day a week.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No members of staff identified as being of indigenous background.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
<tr>
<td>NSW Institute of Teacher Accreditation</td>
<td>65</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2014, all staff members completed mandatory training for Anaphylaxis, Emergency Care, Child Protection Awareness and the Child Protection Update 2014.

Teaching staff participated in a workshop with local schools on the new BOSTES mathematics syllabus based on the Australian Curriculum and two members of the teaching staff participated in a longer form professional development aimed at developing capacity for embedding formative assessment across the curriculum – this is ongoing into 2015. These two members of the teaching staff are maintaining accreditation at Proficient level and both undertook the professional development course Maintenance of Accreditation at Proficient Teacher.

**Beginning Teachers**

In 2014 St Peters Public School had one permanent beginning teacher maintaining accreditation at Proficient level. The staff member undertook the following professional development.

- Early Career Teachers conference
- Maintenance of Accreditation at Proficient Teacher
- Embedding formative assessment across the curriculum
- Online Training Australia-Special Education Needs. Understanding Autism Spectrum Disorders
- Nonviolent Crisis Intervention training-ASD

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>25,957.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>176,224.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>73,709.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>72,435.20</td>
</tr>
<tr>
<td>Interest</td>
<td>2,419.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,834.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>327,623.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary</td>
</tr>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
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<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

In 2014 students at St Peters Public School recognized the diversity of Australian culture by celebrating Harmony Day. Students participated in classroom activities that built knowledge and understanding of different cultures through respect, inclusivity and belonging. A new Anti-Racism Contact Officer (ARCO) was appointed to ensure the needs of Aboriginal and Torres Strait Islander students are understood and can be met.

**Multicultural education and anti-racism**

St Peters Public School is a culturally inclusive school where opportunities are provided in class and whole school time to recognize and value the cultural diversity. Approximately 51% of the students come from language backgrounds other than English. The library has texts in languages other than English allowing the students to become familiar with simple texts in their native language.

**Aboriginal background**

Aboriginal students accessed RAM equity resources to allow these students to participate in sport and music programs.

**Socio-economic background**

Consideration was given to students with a low socio-economic background to allow these students access to RAM equity resources giving these students opportunities to participate in sport and music programs.

**School performance 2014**

**Academic achievements**

**NAPLAN**

The *My School* website provides information and data for national literacy detailed and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

When considering the NAPLAN results in *My School*, it should be stressed that the dataset for St Peters is very small. In year 3 for 2014 there were 10 students and for year 5 – 9 students. These are questionably not statistically significant datasets.

**Achievements in arts, sport and other school programs**

**Sports**
St Peters Public School highly values the importance of participation in a variety of sports on a regular basis for the development of a healthy lifestyle. The NSW Physical Development, Health and Physical Education syllabus states that students should be physically active for at least 30 minutes each day. At St Peters Public School we offer students a variety of sporting opportunities from weekly physical education lessons conducted by their class teacher to specialist external providers. Students are also given the opportunity to participate in a range of individual and team sporting competitions.

In 2014 St Peters Public School employed specialists from Mr. Yoga and Footsteps Dance to develop and extend the students’ skills and participation levels in yoga and dance. Students in 1-6 attended cycling safety courses run by Sydney City Council at Sydney Park. This course gave the students a greater understanding of bike and road safety.

**Summer PSSA**

In term 1 and 4, students in years 4-6 competed against other schools on a weekly basis, in the South Sydney PSSA District. St Peters entered one junior team in the t-ball competition and one senior team in the softball competition.

**Swimming**

The St Peters Public School swimming carnival was open to all swimmers who turned 8 and above in 2014, regardless of their swimming ability. From this carnival 18 students were selected to represent St Peters Public School at the South Sydney Zone swimming carnival. From this carnival two students were chosen to swim in the Sydney East Regional carnival.

**Cross Country**

Our 2014 school cross country was held on the school grounds. Students aged 8-10 ran two laps of our school and students 11 and above ran three laps. Students in kindergarten were buddied with year 5/6 students and walked and ran around the course. 19 students were selected to represent St Peters Public School at the South Sydney Zone carnival. One student earned the right to represent the zone at the Sydney East Regional carnival.

**Athletics**

For the first time in many years St Peters Public School joined with Tempe Public School for a combined athletics carnival. This gave the students a greater opportunity to compete against students their own age and to compete in a wider range of athletic events. All students from kindergarten through to year 6 attended the carnival, from which 15 students were selected to represent St Peters Public School at the South Sydney Zone Athletics Carnival.

In term 4 students from kindergarten to year 6 were invited to participate in the School Swim Scheme at the Fanny Durack pool in Petersham. All of the students who participated in the program showed improvements in their swimming ability, confidence in the water and water safety knowledge.

In 2014 St Peters Public School received a Gold Award in the 2014 Premier’s Sporting Challenge. In order to achieve a Gold Award most students need to record that they have participated in some form of physical activity for longer than 30 mins on a daily basis.
Information and Communication Technology

Technology at the school continues to be an important focus with students having access to Windows and OS X based computers in all rooms and portable netbooks. Wireless networking in all the main classrooms ensures the flexibility of the facility.

Interactive Whiteboards

A new CommBox interactive whiteboard was installed in the K/1 classroom to replace their existing interactive whiteboard and projector, which was both unreliable and difficult for students with special physical needs to use. The new IWB is a LCD panel multi-touch technology, which allows for multiple students to be work on it at the same time. We found that this board offered particular benefits for our students with physical needs and increased their participation in online educational activities.

Technology 4 Learning Rollout

The school received its rollout this year from the technology 4 learning program (T4L). The school receives an allocation every two years. With a view to increasing the mobility of the resource, 11 additional netbooks were added to the 11 already in operation, making a class set.

NXT Mindstorm Lego

LEGO Mindstorms NXT is a programmable robotics kit. The main component in the kit is a brick--shaped computer called the NXT Intelligent Brick. It can take input from up to four sensors and control up to three motors, via a modified version of RJ12 cables, very much similar to but incompatible with RJ11 phone cords.

Using the various Lego elements in the kit, students in 4/5/6LW built robots and then proceeded to program them to perform movements using the menu on the NXT Intelligent Brick and the software for writing programs that run on Windows and Mac OS personal computers.

F1 in Schools Sydney Hub Partnership
Students in 4/5/6 participated in the F1 in Schools Sydney Hub Partnership as a part of their Science and Technology Unit. They studied all aspects of F1 and designed and made cars to race. They competed against other schools using all they had learnt to secure first, second and third places in the final competition.

Study Ladder

Students at St Peters Public School continue to use the online program Study Ladder to support their numeracy and literacy development. The students enjoy completing the various activities available in these programs that were differentiated by the teachers to meet their individual learning needs.

Studyladder provided free school access to thousands of teaching resources covering more than 10 subjects (including Mathematics and English). It was awarded 2012 "Best Website for Teaching and Learning". Studyladder can provide individual study programs for students of all abilities as well as provide students with instant feedback, virtual rewards and certificates.
Creative and performing arts

Ceramics in Schools
In 2014 students at St Peters Public School designed and produced a ceramic mural depicting life as it progressed along the Princes Highway from early Aboriginal times until the present. The students were guided in this task by a ceramic artist however, all the work was carried out by the students. This mural has taken pride of place in our main playground.

The ceramics program was inspired by a HSIE program taught in terms 3 and 4, students by the 4/5/6 class on the book My Place by Nadia Wheatley. This book is based on the St Peters area where its author Nadia Wheatley lived. This unit was further enhanced by an excursion around the local area guided by local historians.

Wombat Stew
Students from K-3 attended a performance of Wombat Stew at Enmore Theatre. This was a first theatre experience for many students. These experiences in visual literacy bring the written word to life for the students.

Play Day
Students in 4/5/6 worked with an actor to produce a play based on their HSIE unit. They then developed all aspects of the play. This play was then performed before an audience of their peers with great skill and pride.

Jelly Beans
Each year the students participate in this hands on music program with the same teacher which allows the students to develop their music skills in a sequence. Music plays a very important role in the development of skills which enhance student learning in all areas of the curriculum.

RAW Art
This is a program which has been undertaken for a number of years here at St Peters Public School. The students receive explicit instructions in a wide variety of art techniques using paint, clay, pencils and environmental materials to produce a number of art works which are then displayed at the Annual Art Show.

Ukulele
St Peters Public School received a grant from the Graphic Arts Club in 2014 allowing the school to set up a ukulele class. Students from year 2-6 participated in this program with the teacher being a community member. Their developing skills were demonstrated at the end of year Presentation Day.

**Festival of Instrumental Music**

This event has become firmly imbedded in the St Peters Public School calendar. Each year a group of senior students are chosen to participate in this event which is held at the Sydney Opera House. Much is asked of the students for this event with numerous practices, however it is an experience and memory they will remain with them for many years to come.

**Numeracy and Literacy**

**1-2-1**

Over a period of 10 weeks in both Term 2 and Term 3, numeracy tutors from the 1-2-1 program delivered one-on-one intensive numeracy tuition for students in K--3. In Term 2, the program was used to support the numeracy development of students in years 1-3 and in Term 4 selected Kindergarten students participated in a numeracy enrichment program.

**Book Week**

The theme for 2014’s Book Week was ‘Connect to Reading’ giving the students the understanding that reading is connected to all areas of learning. The students participated in activities around short listed texts from the Children’s Book Council in their individual classes, and they also took part in a character parade. During this week a Book Fair was held in the library allowing students to purchase books for their own use or to donate to the library.

**Premier’s Spelling Challenge**

Four students from years 3 to 6 represented St Peters in the Premier’s Spelling Challenge. This is a challenge which really tests the student’s ability to spell unsighted words before an audience of their peers.

**Home reading**

Students from K-3 participated in home reading twice a week, reading texts at their reading level. These texts are changed each week by a group of volunteer parents. Student achievement in reading is directly related to their active participation in home reading.

**Speaker of the term**

Each term every student from K-6 is expected to present a talk on a given topic usually related to HSIE topics. K-3 prepared these talks at home with parent assistance, however 4 to 6 prepare their talks at school with minimum time allowed in preparation for impromptu speeches as part of Public Speaking and Debating.

**Premier’s Reading Challenge (PRC)**

All students participated in the PRC with every student receiving a certificate of participation. Students who had met the challenge for 4 years received a gold certificate while a number of students were recipients of platinum certificates for meeting the challenge requirements over 7 years.

**Premier’s Debating Challenge**

Student members of Years 5 and 6 participated in this valuable interschool debating activity. After negotiating the topic question, students were provided with only 1 hour of preparation to develop their arguments. They did this with consideration of matter, manner and method of delivery. Our students demonstrated excellent debating skills through each round but were unsuccessful in making the zone finals this year.

**Multilit**

Students having difficulty in areas of literacy worked through this program with positive results enhancing their self-esteem and various areas of their literacy learning.

**Public Speaking**

Selected students represented St Peters PS in the 2013 Sydney Region Public Speaking Competition presenting a prepared speech and from years 1-6, an impromptu speech. These experiences
allow students to grow in confidence in speaking before an audience of their peers.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used included surveys to all stakeholders (parents / caregivers, teaching staff and students).

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

• 100% of Year 3 students above national minimum standard as determined by NAPLAN.
• 100% of Year 5 students above national minimum standard as determined by NAPLAN.
• 89% of students in Stage 3 achieving expected outcomes in reading.
• 100% of students in Kindergarten achieved expected reading recovery outcomes.
• Averaging reading growth for matched students from Year 3 to Year 5, exceeded state and school education group averages.

Evidence of achievement of outcomes in 2014:

• 100% of Year 5 students above national minimum for reading, writing and spelling.
• 89% of students in Stage 3 achieving expected outcomes in reading as determined by school based assessment

Strategies to achieve these outcomes in 2014:

• Staff received additional professional development on the new English curriculum.
• Completion of Phase 1 and Phase 2 of Focus on Reading with particular attention to comprehension.
• Strong documented evidence of progress in reading linked to consistent home reading.

School priority 2

Numeracy

Outcomes from 2012–2014

• 100% of students in Year 5 at or above national minimum standard as determined by NAPLAN.
• 92% of students in Stage 3, achieving expected outcomes in numeracy.
• 85% of Year 1 students achieving expected numeracy targets.

Evidence of achievement of outcomes in 2014:

• 100% of students in Year 5 were at or above national minimum standard as determined by NAPLAN 2014.
• 92% of students in Stage 3, achieving expected outcomes in numeracy as determined through school reporting.

Strategies used to achieve these outcomes in 2014:

• Staff engaged in professional learning on working mathematically and Newman’s Error Analysis through the use of open-ended problem solving.
• Data on numeracy was continually used and analysed.
• Staff attended workshops with local schools on the implementation of the new BOSTES NSW mathematics syllabus for the Australian Curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Each family and students in classes 1/2, 3/4 and 5/6 were provided with the opportunity to
complete a written survey on how they rated their satisfaction with the school.

Students

The students reported that they enjoyed coming to school and that they felt they were treated fairly with their teachers taking an interest in what they had to say. They felt safe in the playground and they were proud to be at St Peters Public School.

Parents

Parents reported that students enjoyed attending school and that the students felt safe in the playground. Parents indicated that it was easy to communicate with the school and that they were encouraged to contact teachers to discuss any matters relating to children’s learning.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan is now available on the schools’ website.

The strategic directions indicated in the plan are:

1. Creating a sustainable environment for successful student learning and citizenship
2. Equipping our teachers for excellence in teaching, learning and leadership
3. Communicating and collaborating with our community to grow the school

School Planning Process

The school entered the planning and consultation process through discussion with students, teachers parents and community. It entered this through the framework of the Melbourne Declaration and elements of the school improvement tool. Further consultation through survey and discussion with teachers and students to school vision planning. This led to the development of a School Vision Statement and draft strategic directions.

The staff and students provided input on existing school programs and what areas of the school they considered to be important into the future. Time at a number of school meetings was set aside to discuss projects for our strategic directions.

The teaching principal consulted with colleagues in the Marrickville Community of Schools to establish a base for potential professional learning into the future. Further consultation approaching the publishing of the plan draft was conducted with the school community through the school P&C and with staff through professional meetings.

Further consultation and plan refinement is expected with the main stakeholders following the publishing of the plan draft in May 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Neil Lavitt: Teaching Principal
Robyn Ward: P/T Classroom Teacher (Librarian) / LaST
Kellie Thomson: Classroom Teacher
Ngaire Sheridan: Classroom Teacher

School contact information

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Web: www.stpeters-p.schools.nsw.edu.au
School Code: 3032

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: