Peakhurst South Public School
Annual School Report

2011
Messages

Principal’s message

2011 was the final year of our three year school plan, which targeted improving outcomes for students in the areas of numeracy (number) and environmental education, and maintained an ongoing focus on literacy (comprehension), student welfare and information and communication technologies (ICT).

It was also a year of many challenges, which stretched us as we reassessed, reviewed and redefined programs, ourselves and our school. Our focus is always on continuous improvement and we welcome opportunities to help us grow and change for the betterment of our students and school.

Alongside these challenges, our students continued to achieve great outcomes in the classroom. They also performed brilliantly outside the classroom, with some amazing individual and team results in sport, band, choir, dance, debating, public speaking and chess – just to name a few.

I would like to thank our P&C, School Council and parents, for their ongoing involvement and support in all that we do; particularly through the more challenging times.

Because each member of staff and each parent at our school has the shared goal of achieving the best possible outcomes for each individual child, I am confident that our experiences this year will translate into an even brighter future for our school.

This annual report provides an overview of our achievements in relation to our priorities in 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms Leona Wilson
MEdAdmin
Grad Dip Ed Stud (Computer Education)
Dip Teach

Student representative’s message

The Peakhurst South Student Representative Council (SRC) is the consultative and decision making forum for students in Year 1 to Year 6. It consists of two peer elected representatives from each class except Kindergarten, as well as the four school captains. In 2011, the house and sport captains were also included in the SRC to develop their leadership skills. The SRC has 40 students in total and is coordinated by teacher, Mrs Wright. The group meets at least twice a term.

The SRC aims to take action to improve the quality of school life for all students by raising student issues, engaging in consultation and taking action related to SRC goals.

The goals for Peakhurst South SRC are as follows:

- Fundraise for Stewart House and nominated charities or special student projects.
- Make our school a healthy place.
- Make our playground a safer place.
- Share information and keep others informed.
- Learn new things.

This year the SRC again supported fundraising for Stewart House, collecting bags of recycled clothing. Of the 632 public schools that participated in this program, our school was the 4th highest donating school.

The SRC has advised the P&C of preferences for special events, such as discos, and submitted recommendations for their consideration. It has raised school safety issues and identified possible playground hazards, as well as offering new ideas to enhance the experience of students at school.

In 2011, Mrs Wright attended an SRC training day for teachers and as a result held a whole day training day for the SRC members.

The SRC, supported by Mrs Wright, also introduced and operated a Radio Club each Tuesday at lunchtime. Students enjoyed the experience of running a school radio station and many students participated in dancing to the music.

Student Representative Council
P & C message

2011 was a busy and successful year for the P&C. This year saw the signing of a new constitution to incorporate us in line with the NSW P&C Federation. This was a momentous occasion as the matter had been discussed at general meetings for quite some time. The rules and regulations of each of the sub-committees will be finalised in the new year.

Our regular fund raising events went very well this year. The hard working executive committee organised some stellar events for the school, including Mother’s Day and Father’s Day stalls, an election day Mini Fete, our spooky themed school disco, the Spell-a-thon and a stall at the annual Lugarno Spring Fair, just to name a few. Thank you to all the volunteers who helped run our fund raising events throughout the year. Without your tireless efforts none of our events would have been possible.

As well as fund raising events, we also organised a working bee to re-mulch the school’s garden beds. It turned out to be a very successful day, with our volunteer crew finishing the job just after midday. I would like to thank all who were able to help on the day.

I would like to make special mention of the School Recipe Book, prepared by parent, Karen Kempe, using recipes provided by students, staff and families from our school community. This book has won the school no small amount of notoriety and has indeed created somewhat of a buzz amongst other schools that have seen it. It is a beautifully presented book and Karen should be proud of the final product. At this point, the book has raised over $1000, with more still to come.

This year has been a very steep learning curve for me personally, and I would like to thank the executive for their patience as I learnt the ropes. It is with some trepidation that I look forward to next year as we will be losing most of our ‘veteran’ executive members. However, with new members come new ideas, and ultimately different directions. I look forward to working with the new executive in 2012.

Finally, I must thank the staff at the school for being so accommodating when it came to all our events this year. Without their help, the year would not have been as successful as it was.

Mr Nathan Hattersley, President

School Council message

The School Council consists of elected parent, community and staff representatives. In 2011 the council consisted of nine members: four parent representatives, one community representative (vacated July), two staff representatives, the P & C President, and the school Principal. This range of stakeholders provides broad representation of the needs of our school community. Partnerships between our school, families and the community help improve educational outcomes for our students.

The role of the School Council is to enable formal school community participation in the planning and governance of Peakhurst South Public School and, in particular, to assist in the development of policies that allow students the opportunity to reach their full potential.

The Council monitors five key ‘health indicators’ to assist in the planning and governance of the school. They are:

- Academic
- Finance
- Planning
- School satisfaction
- Enrolments and departures.

A school council member (non-staff) is also a member of the School Finance Committee. This committee is entrusted with the role of diligently reviewing the income and expenditure each quarter against the budget within the approved school plan. This committee reports back to the council, ensuring good corporate governance and forward planning is maintained in regards to whole school finances.

In 2011 the Council’s main achievements were:

- Making a submission to the Federal Government’s Review of Funding for Schooling.
- Initiating and guiding a project to create a mural for the toilet block, designed and painted by the students (led by teacher representative, Mrs Diana Johnson).
- Initiating and participating in the review of school Student Welfare policies, including discipline and anti-bullying.
• Reviewing the School Council Constitution and recommending changes to improve process.
• Managing the annual School Satisfaction Survey and making recommendations for future action.
• Investigating exit surveys and developing a model for our school.
• Reviewing leasing fees for school facilities, including the new hall.
• Reviewing external school funding.

The School Council also provided advice and support to the Principal, Ms Wilson, on a range of day to day matters that has assisted in the successful operation of the school.

In 2012, the School Council aims to continue to support and advise the Principal drawing from our extensive and varied skills, experience and expertise to further build on what is already a great school.

Mr Peter McMechan, Parent Representative

School context

Student information

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

Student enrolment profile

In 2011, there 290 students enrolled: 156 boys and 134 girls.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>169</td>
<td>162</td>
<td>162</td>
<td>155</td>
<td>156</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>143</td>
<td>145</td>
<td>140</td>
<td>134</td>
</tr>
</tbody>
</table>

Students from a diverse range of cultural backgrounds with a language other than English represented approximately 25% of our student population.

Student attendance profile

Our school continued its increased attendance rate trend, while the region and state remained constant. Our overall attendance rate was on par with the Region and better than the State total attendance rate.
Management of non-attendance

A number of strategies are employed to manage and minimise student non-attendance.

- Reminders and articles regarding the importance of attendance are published in the school newsletter.
- A proforma for parents to use to advise the school of an absence is published in the school newsletter.
- Copies of the absence proforma are sent home to individual parents to target specific absences.
- The Home School Liaison Officer carries out roll checks each semester and this is used to identify students for specific follow up, eg refer to teacher for action, refer to home school liaison program for support.
- Teachers identify students whose attendance is cause for concern, then monitor their absences and follow up with parents, eg letters, phone calls.
- Teachers may escalate students whose attendance is cause for concern to the executive for further action, eg meeting with parents.
- The School Counsellor may be involved to provide support.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Relief from face to face (RFF) - ICT</td>
<td>0.504</td>
</tr>
<tr>
<td>Part-time teacher / RFF</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.122</td>
</tr>
<tr>
<td>Total</td>
<td>17.696</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Peakhurst South Public School there are no Indigenous members of staff.

Staff retention

Staffing retention at our school is generally stable. There is a balance and a broad range of experience and expertise. At the end of 2010, one assistant principal retired and the position was filled by merit selection.

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>81</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>19</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>128756.83</td>
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<tr>
<td>Global funds</td>
<td>167247.89</td>
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<tr>
<td>Tied funds</td>
<td>98276.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>199736.93</td>
</tr>
<tr>
<td>Interest</td>
<td>9433.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4088.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>607539.90</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>17618.37</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>34307.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>89933.43</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>5902.51</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7508.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88816.24</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>64679.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>54967.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34573.83</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11865.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5018.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5087.95</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>420278.10</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>187261.80</td>
</tr>
</tbody>
</table>

Funds raised by voluntary school contributions in 2011 totalled $7,052.00, providing additional resources for the benefit of our students.

Expenditure on training and development is also included in the tied funds section, which includes a teacher professional learning allocation.

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Students enjoy many opportunities in the creative arts key learning area at Peakhurst South. From Kindergarten to Year 6, students have participated in dance, drama, visual arts and music activities. Once students reach Year 2 and Year 3, additional opportunities are available, such as representative dance troupes, choirs and the school bands.

There are many special occasions during the year that provide opportunity for our junior and senior choirs, our dance troupes, and our training and advanced bands, to showcase their talents within the school and the broader community. In 2011, these groups performed at special events including the Hurstville Zone Music Festival, Open Day at school during Education Week and an Education Week performance at Hurstville Westfield. In addition, the advanced band competed in the Engadine BandFest, in which they won a gold medal, and most members of the advanced band performed as part of a combined public schools band at the Combined Public Schools Music Festival in Term 3. Our dance troupes performed at the East Hills District Dance Festival in Term 4. All groups also performed in our Community Capers program in Term 3, where the school hosts 30 to 40 senior citizens from the local community for an afternoon of entertainment. Our choirs, bands and dance troupes also provided entertainment at the annual carols night in December. Our bands, with a special guest appearance of our Junior Choir, also provided a special evening of entertainment at our annual Family Concert.

Once again our very popular annual art exhibition was held in conjunction with the school’s Education Week Open Day. The students displayed their creative talents in the visual arts area and our community was impressed with their work. Mrs Johnston, as part of a school council initiative, designed a competition for all students to submit art designs for wall murals, to be painted and displayed around the school. The theme was Under the Sea and winning designs from each class became the main subject of each class’ mural. A crochet club was begun by Mrs Wright for students who were interested in developing their artistic talents and fine motor skills.

Sport

Peakhurst South Public School maintained its tradition of providing students with many opportunities to participate in sporting and fitness activities throughout 2011.

Students in Kindergarten to Year 2 participated in regular physical education (PE) lessons each week from early in the first term. This helped to develop their understanding of the importance of physical activity as part of a healthy lifestyle. The PE lessons also enabled the students to prepare for the whole school carnivals for cross-country and athletics by improving their fitness levels and developing skills for athletics events.

All Peakhurst South students also enjoyed the Dance2BFit program that involved being physically active and developing coordination through the medium of dance. Students in Years 3-6 participated in the ARL’s Backyard Rugby League program that taught ball skills, the importance of teamwork and the benefits of physical activity.

Our school continued its traditionally strong involvement in PSSA competitions, fielding junior and senior teams in nine sports across the three district seasons. A similar number of sports were offered to boys and girls to ensure an equal opportunity for involvement and promote the importance of physical activity as healthy lifestyle for girls as well as boys. Seven teams reached the semi-final stage of the inter-school district competitions in their respective sports: junior and senior boys oz-tag; junior and senior girls netball; senior boys AFL; senior boys and girls touch football.

Primary students not selected in PSSA teams were given the opportunity to participate in coaching sessions in tennis and golf. These programs were held at the local tennis centre and golf course in conjunction with the ten-week PSSA seasons to allow opportunity for continuity and increased skill development.

Year 3-6 students were also involved in numerous other sporting competitions throughout 2011. Boys participated in the Tony Lockett Shield NSW PSSA AFL competition and were runners-up at the Sydney East regional gala day. Peakhurst South
also entered junior and senior, boys and girls teams (five teams in total) in a DragonTag football gala day.

There were many outstanding individual and team results in the three major Georges River District PSSA carnivals: swimming; cross country; and athletics. Our school finished outright second of the sixteen Georges River District schools in swimming, a remarkable achievement for a comparatively small school. The school finished fourth on handicap in cross-country and sixth on handicap in athletics.

Students were successful in qualifying for the district team to compete at Sydney East Regional carnivals in all three of these events. Nine individual students gained district representative honours in boys soccer, girls soccer, boys basketball, girls basketball, AFL, rugby league, boys touch football and girls netball.

Jessica Filetti (Year 4) had an outstanding sporting year. She represented Sydney East Region at the NSW PSSA State Swimming Championships, finishing 8th in the State in the junior girls 200m individual medley, 10th in the junior girls 50m butterfly and 20th in the 10 years girls 50m freestyle.

Jessica was also a member of two Georges River District PSSA teams that competed at Sydney East PSSA Regional championships.

**National competitions**

Students in Years 3-6 are offered the opportunity to participate in international competitions conducted by Educational Assessment Australia (EAA), a department within the University of New South Wales. Peakhurst South students entered the computer skills, science, English, mathematics and spelling competitions. Almost 40% of our school entries achieved a credit or above, with two students achieving the outstanding result of a High Distinction - one each in the spelling and English competitions. Almost 50% of the students who participated in the spelling competition achieved a credit or above, maintaining our school's strong performance in the spelling competition since first participating in 2009.

Shaun McManus (Year 5) received recognition at a University of New South Wales presentation for his outstanding achievement in spelling.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Entries</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>29</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Spelling</td>
<td>29</td>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>28</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
<td>0</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

**Public speaking**

Students from our school were entered into two major public speaking competitions during the year. All students from Years 3-6 participated in formal public speaking activities in class with an opportunity to speak at grade and stage finals. These finals determined which students competed at district level. Two students in Stages 2 and 3 were selected to attend the district finals in the Multicultural Perspectives Public Speaking Competition, which is conducted state wide. During Terms 3 and 4, students in Years 1-6 competed in an in-school competition with an external judge selecting a small team to attend the district finals for the St George schools Network Competition. One student from each Stage 1-3 represented the school in this local final.
Debating

Stage 3 students participated in lessons focusing on debating and public speaking skills which culminated in school based debates. Ten students were then selected to represent the school as members of our 2011 school debating team. Our school entered two teams in the Sydney Region District Debating Competition. The students prepared and presented research based arguments with skill and poise, winning a number of debates throughout the competition.

Camps and excursions

Students’ learning is enhanced by a broad range of experiences. Excursions and incursions related to the units of work being studied support the teaching and learning programs. This year Early Stage 1 students attended Symbio Wildlife Gardens in conjunction with their study of Places We Know. They also enjoyed a special teddy day and an It’s Too Small day at school as part of the unit This Is Me!

Stage 1 students visited the Powerhouse Museum as they investigated the topic of Transport. They also participated in visits from the Guide Dogs, the Fire Brigade and the Bomb disposal unit to enhance their study of Workers in the Community.

Stage 2, in conjunction with their unit British Colonisation, travelled to the National Maritime Museum. They also visited our school canteen to explore Products and Services, and visited the Nan Tien Temple as part of a study of People and Their Beliefs.

Our Stage 3 students attended an overnight excursion to Canberra to consolidate and enhance their learning about Australian government and democracy. One Stage 3 class, 5/6C, was our school’s first class to participate in the TechnoPush Design Challenge, as a focus for their learning about science and technology.

Whole school incursions included an anti-bullying performance called Bye Bye Bully, a performance by visiting indigenous musicians and the Life Education program.

Science

During National Science Week, Peakhurst South Public School held a Science Spectacular Session Day where all students participated in rotational year level activities involving scientific experimentation in a variety of areas. These experiments demonstrated that science is fun and applicable to many areas of everyday life. Kindergarten experimented with colour and light; Stage 1 investigated chromatography, static electricity, simple chemistry and made slime. Stage 2 made sherbet, mini volcanoes and investigated the properties of iron in breakfast cereals. Stage 3 identified mystery substances, created smog in a bottle and participated in simple chemistry experiments.

We also purchased a variety of new resources to give the students greater access to the key learning area of science.

This year, our school also participated in the NRMA TechnoPush Challenge for the first time. TechnoPush is an exciting science program where students, teachers and the local community work together to research, design and construct a vehicle - a push cart - to detailed specifications to ensure it is safe and built using sustainable principles.

Students in 5/6C were involved in a day at Eastern Creek in Sydney where they tested their cart over a range of courses and delivered a presentation on the research and design activities they undertook. The students had the highest amount of water retained in their bucket, a challenge as part of the obstacle course heat.
Peakhurst South students were also nominated for a highly commended prize for their design presentation. The TechnoPush challenge was a unique opportunity for students to solve real life problems in a team environment and have fun.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>422.8</td>
<td>434.5</td>
<td>415.6</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>8.6</td>
<td>11.4</td>
<td>8.6</td>
<td>25.7</td>
<td>11.4</td>
<td>34.3</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>1.8</td>
<td>8.2</td>
<td>17.0</td>
<td>22.8</td>
<td>25.1</td>
<td>25.1</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.0</td>
<td>7.4</td>
<td>15.4</td>
<td>24.6</td>
<td>18.4</td>
<td>32.1</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.6</td>
<td>12.2</td>
<td>19.4</td>
<td>21.1</td>
<td>16.6</td>
<td>26.2</td>
</tr>
</tbody>
</table>

**Year 3 NAPLAN Writing**

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>416.2</td>
<td>436.7</td>
<td>422.4</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>5.7</td>
<td>0.0</td>
<td>17.1</td>
<td>20.0</td>
<td>48.6</td>
<td>8.6</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>1.2</td>
<td>2.4</td>
<td>10.9</td>
<td>20.9</td>
<td>45.5</td>
<td>19.1</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>2.5</td>
<td>5.0</td>
<td>14.4</td>
<td>21.7</td>
<td>40.7</td>
<td>15.8</td>
</tr>
</tbody>
</table>

**Note:** School averages 2008-2011 for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
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Average score, 2011

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Year 3 NAPLAN Grammar and Punctuation

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Average score, 2011

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Year 3 NAPLAN Numeracy

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Average score, 2011

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American English
Literacy – NAPLAN Year 5

Year 5 NAPLAN Reading

- **Average score, 2011**
  - School: 506.4
  - SSG: 513.4
  - State DEC: 489.0

- **Skill Band Distribution**
  - Band: 3 4 5 6 7 8
  - Number in Band: 2 2 16 15 8 8
  - Percentage in Band: 3.9 3.9 11.4 29.4 15.7 15.7
  - School Average 2008-2011: 3.8 11.3 29.4 26.9 16.3 12.5
  - SSG % in Band 2011: 3.1 9.0 24.0 20.1 22.9 20.8
  - State DEC % in Band 2011: 8.8 12.6 27.0 19.9 17.5 14.3

Year 5 NAPLAN Writing

- **Average score, 2011**
  - School: 471.2
  - SSG: 504.1
  - State DEC: 486.6

- **Skill Band Distribution**
  - Band: 3 4 5 6 7 8
  - Number in Band: 4 2 24 15 4 2
  - Percentage in Band: 7.8 3.9 47.1 29.4 7.8 3.9
  - SSG % in Band 2011: 1.9 5.9 28.7 31.8 20.6 11.2
  - State DEC % in Band 2011: 5.6 8.4 32.7 29.2 15.7 8.4

Note: School averages 2008-2011 for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Year 5 NAPLAN Spelling

- **Average score, 2011**
  - School: 508.5
  - SSG: 508.4
  - State DEC: 493.7

- **Skill Band Distribution**
  - Band: 3 4 5 6 7 8
  - Number in Band: 1 2 14 16 10 8
  - Percentage in Band: 2.0 3.9 27.5 31.4 19.6 15.7
  - School Average 2008-2011: 2.5 6.3 20.0 32.5 27.5 11.3
  - SSG % in Band 2011: 1.8 6.9 23.9 29.1 22.7 15.6
  - State DEC % in Band 2011: 5.8 10.1 25.2 25.7 20.2 13.1
Year 5 NAPLAN Numeracy
Average score, 2011
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Skill Band Distribution

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<th>School Average 2008-2011</th>
<th>SSG % in Band 2011</th>
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Progress in literacy

Average progress in Reading between Year 3 and 5*

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<tr>
<td>57.8</td>
<td>77.0</td>
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Average progress in Spelling between Year 3 and 5*

<table>
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<th>School</th>
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<th>State DEC</th>
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<tbody>
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<td>47.3</td>
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The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Minimum Standards data**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>91.4</td>
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</table>

|                                | Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|                                | Reading                                      | Writing                                      | Spelling                                   | Grammar & Punctuation | Numeracy             |
|                                | 96.1                                          | 92.2                                         | 98.0                                       | 94.1                   | 98.0                 |

**Significant programs and initiatives**

**Aboriginal education**

The staff at Peakhurst South aim to develop and foster an increased understanding of Aboriginal Australia through the incorporation of Aboriginal perspectives into all key learning areas.

As part of National Reconciliation Week, students K-6 participated in an interactive show presented by Sean Dewar. The Aboriginal culture was explored through storytelling, song and dance. His presentation included an explanation of how a didgeridoo is played as well as a demonstration of spear and boomerang throwing in the school playground.

Students engaged in activities within the classroom to reinforce and further investigate concepts introduced during the performance and these were linked to different areas of the curriculum. These included creative arts, literacy, human society and its environment, and science and technology. The Stage 2 literacy program included *Dust Echoes* which gave a visual...
presentation of Aboriginal Dreamtime stories and strengthened the understanding of Aboriginal people’s responsibility to the land.

Multicultural education

Students participated in a variety of multicultural programs during the course of the year including the Multicultural Public Speaking competition for students in Years 3-6, Harmony Day and specific lessons within the human society and its environment (HSIE) key learning area.

In 2011, our English as a Second Language (ESL) allocation was reinstated for one day per week. This was used to provide support to help maintain and improve the English skills of Non-English Speaking Background (NESB) students. The criteria used to select the most appropriate students included NAPLAN test results, class teacher assessment, ESL teacher assessment, and general performance. Lessons focused on improving literacy skills. Due to the limited ESL teacher time, the program targeted the grades with students who had the most pressing need for ESL support.

The school has two trained Anti Racism Contact Officers (ARCOs), Mr Ellerington and Mrs Strangward, who are familiar with the procedures for dealing with issues involving racism should they arise within the school.

Regional behavior project team

Refer to Key evaluation – Educational and Management Practice

Environmental education for sustainability

This was a focus area for 2011, with the Environmental Education Team leading the implementation of our School Environment Management Plan (SEMP). This plan uses our own environmental sustainability challenges as opportunities for authentic learning by students and involvement of the local community. Outcomes were achieved across the five areas of the plan.

Whole-school planning

- Three members of the school environmental team participated in a video conference entitled Developing a green culture for our school. Teachers from participating schools shared their journeys in developing a green culture for their schools. This was used to help plan the environmental team’s priorities and action plan for 2011-2012.

Curriculum

- A new green, environmental award was introduced to encourage all students to participate in reducing litter in the playground.
- Learning for Sustainability posters on Recycling and Saving Energy were distributed to all teachers for discussion with their class and to display; posters were also displayed in the administration building.
- Sustainability reading resources and big books were purchased to be introduced through classroom English reading programs.

Grounds management

- Two new vegetable gardens were created and maintained by the students with assistance from the parent community.
- A worm farm was created; posters were purchased to be displayed with the worm farm to support its correct use.

Resource management

- An application was submitted for funding for additional solar panels through the National Solar Schools Program (NSSP) grant.
- The student gardening club participated in a video conference entitled Bin Busters. Students looked at recycling and worked out ways to reduce waste. They participated in live interactive question and answer sessions, a quiz and a survey of school waste and how they could recycle.

School community engagement

- The student gardening club visited Bunnings Warehouse and participated in the sustainability tour.

Respect and responsibility

Students are encouraged to develop skills and values that increase their self-confidence and promote respect and responsibility. This is supported through a number of programs and opportunities.

- Student Representative Council (SRC) with representatives elected in all classes from Year 1 to Year 6. All SRC representatives
participated in a student leadership training day.

- Citizen of the Month awards.
- Fundraising and clothing bag collection to support Stewart House’s specialist programs for students in crisis.
- Jump Rope for Heart fundraising and skipping program to support the Heart Foundation and a healthy lifestyle.
- Peer programs led by students, including Kindergarten transition and buddy programs, and a Stage 1 social skills program.
- Whole school participation in anti-bullying programs, including the Bye Bye Bully incursion, cyberbullying lessons with the computer teacher and an anti-bully focus during Peer Support.
- Years 5 and 6 participated in The Sixth Sense training program to help them better understand students with special needs and to foster empathy and tolerance for their unique situations.
- Community Capers – a program in which senior citizens from local nursing homes are entertained in our school by our students performing class items, dance, choir and band presentations.
- School leaders representing the school at significant ceremonies in the local community for Anzac Day and Remembrance Day.
- Grandparents Day during Seniors Week to enable all students to share their school life with their grandparents.

- Leadership training for Year 5 and Year 6 students in preparation for further leadership involvement.

**Reading Recovery**

The Reading Recovery program continued to operate during 2011. Target groups of four Year 1 students received specialist instruction in an intensive reading and writing program from a specially trained Reading Recovery teacher. The program consists of five 30 minute lessons each week for up to 20 weeks.

In 2011, a total of eight students were included in this highly beneficial individualised program. Once again, the program proved to be very successful in improving the reading and writing skills of the students, with all eight participants achieving their target within the allotted period of instruction.

**Use of school facilities**

The P&C used the school library for its monthly meetings. The school band, a program run by a P&C subcommittee, used classrooms before and after school for tutorials and practice sessions. The P&C also operated a canteen and a uniform shop out of school facilities.

The School Council used the staffroom to conduct its scheduled meetings throughout the year.

Autism Spectrum Australia (Aspect) leased three classrooms, an administration building, toilets and playground area to operate the South East Sydney School for Children with Autism.

Mortdale Community Services operated the Care Centre from one classroom, providing before and after school and vacation care.

The library was used by the Society for Growing Australian Plants for its monthly meetings.

VIP Music conducted keyboard lessons on Friday mornings in one of our classrooms.

Church@thepeak operated from our school hall and three classrooms. Weekly scripture classes for K-6 were also conducted in classrooms throughout the school during school time.

The new hall and canteen attracted interest from several community groups to lease these facilities, with Studio23 Dance and Get Active Sports taking up a lease for the year.
Funds raised from fees charged contributed to providing additional educational programs and learning resources for students.

**Progress on 2011 targets**

**Target 1**

**Increase the percentage of students in the top two bands of each NAPLAN test area.**

The majority of students at Peakhurst South performed above the National Minimum Standard (NMS) in each of the NAPLAN test areas, however our percentage of students in the higher achievement bands was below the percentage of students across the State in those bands.

Through a thorough analysis of 2010 NAPLAN data, our school’s planning and programming in the key learning areas of English and mathematics was guided by the specifically identified areas of most need.

Our achievements include:

- The percentage of students in the top two bands increased in seven of the ten NAPLAN test areas in 2011, four out of five for Year 3 and three out of five for Year 5 (note that the area of writing is not included due to the change of text type).
- The percentage of Year 5 students in the top two bands in 2011 for data, measurement and space & geometry increased by almost two and a half times from the percentage in 2010.
- The percentage of Year 3 students in the top two bands in 2011 for spelling and for grammar & punctuation is 60% and above, both increasing by 10% or more from 2010.
- The three areas in 2010 with less than 30% of students in the top two bands all increased the percentage of students in the top two bands to 30% or above in 2011.
- Up to date identification of our students’ specific areas of need based on consistent and thorough analysis of NAPLAN data using SMART.

**Target 2**

**Expand the use of activities to better manage the playground and improve the recording and monitoring of playground behaviours.**

Following a successful review of classroom management strategies, the staff decided it would be valuable to repeat the process in relation to playground behaviour management.

Our achievements include:

- Staff reviewed the playground behaviour recording system and redesigned it to a simpler, less time consuming A5 tear-off slip.
- New procedures were developed to support the use of the new playground slips.
- A spreadsheet was developed to track and analyse the data for follow-up.
- Students were consulted to identify activities and equipment they would enjoy using at lunchtime.
- Sport captains were trained to operate a borrowing system of equipment to monitor the use and return of equipment.
- Playground areas were specified for particular types of activities to ensure safety.
- Professional learning was provided for staff in the area of behaviour management.
- Most students responded positively to the improved access to equipment.
- The connected classroom was implemented to remove students involved in serious incidents from the playground and ensure the safety of themselves, other students and staff.
- A social skills development program was developed and implemented with students in the connected classroom to increase their understanding of behavioural expectations and reduce the likelihood of recurrence.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of teaching, management and culture in relation to student welfare, and mathematics.

Educational and management practice

Teaching, management and culture

Background

From early in 2011, it became apparent that there was going to be a number of issues concerning students’ welfare that would need to be addressed. Over Term 1, staff became most concerned about an unusual increase in the occurrence and severity of challenging behaviours exhibited by some students, mainly in the playground. As a whole staff, we reviewed the situation to decide on strategies that may be implemented to address these concerns and prevent any further escalation of the situation. During Term 2, a number of strategies were implemented, including:

- Reviewing and improving our behaviour identification, recording and monitoring system for playground behaviours
- Implementing several initiatives to better manage and respond to student behaviour in the playground to improve the outcomes
- Undertaking professional development and seeking external advice
- Applying for regional resources, including the Behaviour Project Team, to support our school.

The Behaviour Project Team was assigned to our school for Semester 2, to review our student welfare policies, programs and systems. While they were impressed with the work we had already done in this area, they worked closely with us over the semester to review, analyse, challenge, evaluate and improve our policies and procedures. One significant evaluation undertaken was a Quality Teaching (QT) and Behaviour Management Strengths Audit in August 2011. This involved two members of the team observing a range of class lessons across the school. The team used the QT framework as it relates to behaviour management to identify observable good practice. Findings were recorded within each QT domain and reported back to the staff.

Findings and conclusions

Domain: Intellectual Quality

- Behaviour is explicitly taught.
- Visual rules, expectations and reminders of consequences are utilised across the school.
- Behaviour expectations are high and taught explicitly.
- Rules were referred to when giving reminders.
- Student groupings reflect ability and needs of students.
- Students with special educational needs, including GAT learners, are supported.
- Differentiation is evident by outcome, teacher support and by task.
- Positive comments by staff related to work, effort and behaviour.
- Specific praise given to all students regularly.
- Teachers used warnings and verbal praise consistently as appropriate.
- Teachers delivered behaviour corrections calmly.
- Praise common in classrooms at all times.
- House points utilised across the school.
- Consistent language was used across the school to discuss behaviour.
- Positive statements used objective, impact and alternative framework.

Domain: Quality Learning Environment

- Routines are known, age appropriate and reinforced across the school.
- Transition routines are quick, effective and calm.
- Seating arrangements support student learning and allow students to move freely.
- Resources are labelled and accessible.
- Teachers made good use of verbal and non-verbal cues and task reminders.
Teachers scanned their rooms well, moving around the room to respond promptly to students with their hand up.

Teachers used explicit, frequent and positive praise to whole class and individuals.

Teachers acknowledged student effort.

Teachers encouraged student self-reflection on behaviour through questioning.

Cooperative learning facilitated.

Students skilled in self-regulation through high expectations and regular practice.

**Domain: Significance**

- Teacher/student relationships are friendly, respectful and calm.
- Requests are polite, positive and clear; students respond quickly and are eager to please.
- Students are comfortable asking for help and sharing information.
- Good manners modelled and encouraged.
- Teachers and students happy to share outside life as appropriate.
- Highly effective use of support staff for individual learning needs.
- Individualised work, including extension activities, evident for students with specific learning needs.
- Seating plans support learning needs.
- Reading texts utilised to raise issues of behaviour and attitudes.
- Behaviour linked to academic outcomes and impact on family.
- All students included in activities and given the opportunity to participate in discussions.
- All students were spoken to equally.
- Eye contact and questioning ensured participation by all.
- Culturally inclusive activities used.

**Future directions**

The results were analysed and recommendations made to the school by the team. The following future directions were recommended.

**Domain: Intellectual Quality**

- School rules displayed in each classroom with age appropriate visual supports and referred to explicitly.
- More meaningful tasks for early finishers and GAT learners.
- Use of consistent positive language and expectations across all classrooms.
- School reward system consistent across the school and linked explicitly to school rules and expectations.
- Students understand the impact of behaviour and the reason for a behavioural request to encourage them to conform.

**Domain: Quality Learning Environment**

- Classroom environment checklist.
- Visual reminders relating to appropriate behaviours displayed on walls and desks.
- Consistent system for house points across the school.
- More supports in place for less able students, including explicit teaching.

**Domain: Significance**

- Promote positive communication and reporting back to parents.
- Increased differentiation for least and most capable students.
- Explicitly teach social skills and make links to the real world.
- Look for opportunities to extend cultural awareness of staff and students with regard to school and wider community.

This evaluation, along with observations of interactions in the playground, meetings with individual staff members, as well as whole staff discussions, combined to inform our future directions for supporting students’ wellbeing. Also refer to Progress on 2011 targets.
Curriculum

Mathematics

Background

Numeracy and the teaching of mathematics has been a priority of Peakhurst South Public School’s plan for the past three years in which time Peakhurst South participated in an Early Literacy and Numeracy Initiative (ELNI) and Leading Mathematics Learning (LML) program, both of which focused on reviewing current teaching practices in mathematics and providing support for teachers to improve mathematics teaching practices.

During this time, the teaching of maths without the use of student textbooks was implemented. At the conclusion of a period of significant change in teaching practice, it was believed to be important for teachers to evaluate their use of Count Me In Too (CMIT) within the school. Evaluation was undertaken through whole staff and smaller focus group meetings and discussions.

Findings and conclusions

- Eliminating the use of grade based textbooks to teach mathematics allows teachers better scope to target student learning at their individual levels. The use of a ‘Mentals’ book in Years 3 to 6 was still beneficial in providing opportunities for revision and practise.
- Teachers demonstrated a better understanding of the Learning Framework in Number and have increased the level of CMIT implementation.
- Teachers indicated that changes made in teaching practice have enabled them to better cater for individual learning needs and learning styles when teaching mathematics.
- Some areas in the teaching of mathematics were identified as still requiring support.
- The development of a comprehensive whole school mathematics scope and sequence would better support teachers in their programming and teaching of mathematics.
- There is a need to develop links between the Quality Teaching Framework and mathematics teaching programs.
- The provision of resources available for use in the teaching of mathematics has improved, however there is need for further improvement in the allocation and availability of resources.
- The implementation of interactive whiteboards into all Peakhurst South classrooms has added to the options available to teachers for teaching mathematics and needs to be catered for through resources and sharing of ideas.

Future directions

- Systematically and explicitly teach specified areas of the mathematics syllabus across the school.
- Use the Quality Teaching Framework, mathematics syllabus and support documents to develop specific programs and lessons for implementation across the school.
- Review the school’s mathematics scope and sequence; based on identified areas of need, develop a refined mathematics scope and sequence for implementation across the whole school.
- Create stage sets of hands-on and interactive whiteboard mathematics resources to support the implementation of the whole school scope and sequence.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The School Council distributed the same survey for the third and final year to our school parent community, to align with our three year School Plan 2009-2011. The survey was distributed earlier this year, at the start of Term 4, and produced the anticipated increase in replies, with 52 families completing the survey, representing 27%.

As School Council’s view was that it was not possible to draw any direct conclusions from last year’s data, this year’s data would be important in assessing our progress.
The four areas from the survey that rated the highest amongst the respondents are listed below (highest rating first):

- The school is an attractive and well resourced school eg classrooms, library and grounds.
- A wide range of extracurricular programs eg sport, music, drama, debating, are offered.
- Parents are encouraged to contact the school to discuss concerns relating to their child.
- The school promotes a healthy lifestyle.

It was encouraging to see that parents are pleased with the school facilities, extracurricular programs and lifestyle elements. It is particularly encouraging that overall parents feel they are encouraged to contact the school to discuss any concerns.

The four areas from the survey that rated the lowest amongst the respondents are listed below (lowest rating first):

- The school promotes its uniform policy.
- Fair discipline exists within the school.
- The school offers challenging programs for its students.
- The school has competent teachers who set high standards of achievement.

The School Council has recommended actions to further clarify specific concerns within these four areas. This information will help inform the School Plan 2012-2014 and the School Council will work co-operatively with the staff and parents to improve outcomes in these areas.

**Professional learning**

All teachers participated in professional learning activities to support the school’s priorities as outlined in the school plan. The activities included workshops, seminars, conferences and training sessions as well as the purchase of resources to support this learning. The areas of professional learning included: numeracy; literacy; student welfare; school planning; syllabus implementation; mandatory annual updates such as Child Protection and CPR; as well as executive and career development.

Specific courses undertaken by teachers included:

- *Count Me In Too* and *Counting On* (maths)
- *Leading Mathematics Learning*
- *Jolly Grammar*
- *Reading Recovery* (teaching and supervising)
- *Vision Impairment*
- *Redbank Conference* (supporting students with special needs)
- *Tony Attwood Workshop* (supporting students on the autism spectrum)
- *Online Behaviour Training*
- *School Planning*
- *Executive Induction*
- *TechnoPush Design Challenge* (science and technology)

The average expenditure per teacher on professional learning in 2011 was approximately $757. This was approximately half of the 2010 average of $1,524, which was significantly higher than usual due to intensive training for all teachers on the new interactive whiteboards.

Support staff also participated in professional learning activities specific to their needs, such as network meetings, conferences and training sessions.

All staff participated in school development days (SDD) at the beginning of Term 1, Term 2 and Term 3, and at the end of Term 4. The topics covered on these days included: literacy (comprehension); behavior management (school rules, bullying, cyberbullying, Behaviour Project Team, playground and resources); planning, programming, assessing and reporting; technology (blogs, interactive whiteboards in the classroom, video conferencing, virtual excursions, policy); mandatory training (CPR, emergency care, Code of Conduct).
**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Through surveys, workshops, focus groups and meetings, our staff, parents and students have identified and developed the priorities for our school for the three year period 2012 - 2014. The identified outcomes for this three year school plan focus on improvements in the areas of literacy, numeracy and school communication, while we maintain our ongoing focus on student wellbeing and ICT.

**School priority 1**

**Outcome for 2012–2014**

Enriched curriculum opportunities improve student engagement in learning.

**2012 Targets to achieve this outcome include:**

- Provide specific enrichment learning opportunities to cater for the needs of our high achieving students across the school.
- Establish a specific class to meet the needs of our high achieving students and provide curriculum extension.
- Expand classroom teachers’ capacity to cater for individual learning needs in the classroom.
- Underpin teaching practices across all key learning areas with Quality Teaching principles.
- Expand the variety of learning programs and experiences across all curriculum areas.
- Increase relevance of and engagement in the curriculum to continue the reduction of behavioural issues.

**Strategies to achieve these targets include:**

- Identify high achieving students in the top bands in NAPLAN in the areas of literacy and numeracy.
- Develop an enrichment 4/5/6 class to cater for the individual learning needs of the identified students.
- Continue to provide extension performance opportunities in dance and choir.
- Consolidate and expand the use of pass-on sheets, including individualised information on students to assist in the formation of classes and to identify areas of student strengths and needs.
- Extend the current School Representative Council (SRC) responsibilities to further develop student leadership skills.
- Provide professional learning opportunities on the Quality Teaching Framework for staff.
- Improve student oracy skills through debating and public speaking opportunities.
- Utilise student data and Quality Teaching principles to improve student engagement in the curriculum in a positive learning environment.

**School priority 2**

**Outcome for 2012–2014**

Improved student welfare outcomes for all students K-6 support them to learn, achieve and progress to their full potential.

**2012 Targets to achieve this outcome include:**

- Reduce student welfare referrals and the number of moderate and serious playground incidents.
- Embed school rules, values, respect and student responsibility in our school culture.
- Increase students’ knowledge of and commitment to school rules and values.
- Raise expectations for students in all aspects of school life and acknowledge student achievement through a whole school award system.
- Identify students with special needs and ensure successful placement and support in targeted classes.
- Increase school community support and enthusiasm for the revised school Peak award system.
Strategies to achieve these targets include:

- Continue implementing the strategies and recommendations from the Behaviour Project Team.
- Enhance the use of social skills programs and social stories to support identified students with special needs.
- Introduce a K-6 weekly assembly to promote student achievement across all areas of school life.
- Implement the revised Peak award system consistently across the school.
- Invite parents to attend the weekly K-6 assembly to celebrate and acknowledge student achievement.
- Extend the current kindergarten buddy program.
- Implement a new school wide buddy program to foster student relationships across the school.
- Complete student tracking sheets to identify student strengths and weaknesses and use this data to inform the placement of students in classes that best suit their individual needs.
- Complete end of year profiles for identified students with support needs to help them transition successfully into new classes.
- Provide teacher professional learning on developing student profiles.
- Implement new learning support team referral system.
- Enhance parent and community relationships.
- Increase parent and community engagement in school activities and volunteer services.

Strategies to achieve these targets include:

- Register for and attend the Department of Education’s *Communicating with your School Community* training course.
- Engage the School Council to implement the project, with parent and staff representatives.
- Develop a school communication plan to implement the strategies provided at the course.
- Utilise and build on the practical skills provided by the training course in image building, promotional writing, research, communications planning, writing media releases, print material development, hosting successful events and photography.

School priority 3

Outcome for 2012–2014

Improved partnerships and communication between all sectors of our school community enhances our school image and position within the community and builds a more positive learning and working environment for everyone.

2012 Targets to achieve this outcome include:

- Build, promote and protect our school’s image and reputation.
- Improve communication within and between staff and parents.
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.

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Ms Michelle Carrington | Assistant Principal, Class Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: