Peakhurst South Public School

Annual School Report
Principal’s message

At Peakhurst South Public School we are committed to providing an inclusive and caring learning environment, focused on continual improvement in student outcomes through quality teaching and learning programs. 2012 was the beginning of a three year school plan, which targeted improving outcomes for students in the areas of literacy, numeracy information and communication technologies (ICT), primary engagement and attainment.

The core beliefs of our school are that: our students are the focus of our school, our staff provides guidance and support for our students and parents, the curriculum details the activities that our school provides for our students, and the parents and community members are valued partners. Thank you to our P&C, School Council and parents, for their ongoing involvement and support in all that we do.

This report provides an overview of our achievements in relation to our priorities in 2012. 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.

Mrs.V.Pantelis
Principal (rel.)

P & C Message

Another year as President has flown by. This year saw the completion of the on-going project to finalise the subcommittee rules for incorporation. All subcommittees now have a new set of rules to bring them in line with last year’s incorporation, and a long standing agenda item has now been removed.

Our regular fund raising events went very well this year. All the old favourites were there, including Mother’s day, Father’s day and Grandparents day. New to the line-up this year, well new to me at least, was the chocolate drive. This event was to raise money for a new long jump pit, which was completed during the Term 3 holidays. It has been tested and all reports suggest it is a resounding success.

Our subcommittees have had a stellar year this year as well. The canteen has gone from strength to strength, providing meals for our students and the always appreciated “red” food days. The uniform shop has continued to provide a valuable service to the school and we will hopefully see some exciting new uniform items from them early next year. It would be remiss of me not to point out the major changes that have happened with the band committee. With an almost complete changing of the guard, they have been guided successfully throughout this year by a new team, whom deserve congratulations for their efforts. I would personally like to thank all the subcommittees for their hard work and dedication throughout 2012.

Our new P&C executive have been working well together this year, helping to co-ordinate the events we have run in 2012. New members and returning members have all done an amazing job this year and I am proud to have been a part of the team. I would like to single out Susan for special mention as she has been our Treasurer again for the entire year. I am extremely grateful that she has been able to do this for us in the absence of a new volunteer.

Once again, I must thank the staff at the school for being so accommodating when it came to all our events this year.

Nathan Hattersley
P&C President

School Council Message

The School Council consists of an elected parent, community and staff representatives. In 2012 the council consisted of nine members: four parent representatives, two staff representatives, the P &C President, and the school Principal. This wide representation of members facilitates consideration of the needs of the broad range of people and stakeholders within our school community. Partnerships between schools, families and the community help improve educational outcomes for our children.

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 children 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 & 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 2012 the Council assisted in the following activities:

- Making a submission to the Federal Government’s Review of Funding for Schooling.
- Providing additional computers to the computer lab, topping up the Departments allowance for technology.
- Initiated and participated in the review of school Student Welfare policies, including discipline and anti-bullying that have now been adopted.
- Reviewing the School Council Constitution and recommending changes to improve process.
- Reviewed leasing fees for school premises including the new hall.
- Review of external school funding.
- Investigated the prospects for a School song.

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 2013, the School Council aims to increase promotional opportunities in the community and 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
President

Student representative’s message

The Peakhurst South Student Representative Council (SRC) is the consultative and decision making forum for students in Years 1 to Year 6. It consists of two peer elected representatives from each class except Kindergarten, as well as the four school captains. In 2012, 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 and coordinator. The group meets once a week. 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.

In 2012 the main SRC initiatives included:

- Fundraising for Stewart House and nominated charities and special student projects. This year the SRC again supported fundraising for Stewart House by collecting bags of recycled clothing. Once again our school donated over 300 bags of clothing.
- Implemented World Vision Wednesdays. This initiative involved students collecting small change and donating the money to Sponsor a World Vision child.
- Reducing waste at our school. The SRC implemented waste audits across the school. Students conducted lessons on waste free lunches at school and educated students about reducing waste. Results were communicated back to students and the community through the school newsletter.
- Collaborated with the students across the school to write a school pledge which is now being said by students weekly at assemblies and at school events where appropriate.
- Helped developed positive relationships amongst students by designing posters to be displayed across the school focusing on inclusion the main idea “We all smile in the same language”.


• Raised the profile of the SRC across the school. The SRC now regularly report back to staff at meetings and have a regular information section in the school newsletter.
• 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 2012, two teachers from Peakhurst South attended an SRC training day for teachers and as a result held a whole day training day for the SRC members and gained valuable ideas to further develop our school Student Representative Council in the future.

Student Representative Council

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 2012, there are 278 students enrolled:

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>169</td>
<td>162</td>
<td>162</td>
<td>155</td>
<td>156</td>
<td>149</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>143</td>
<td>145</td>
<td>140</td>
<td>134</td>
<td>129</td>
</tr>
</tbody>
</table>

Management of non-attendance

A number of strategies are employed at Peakhurst South 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.

Student attendance profile

Our attendance rate ranged from 93.1 to 96.4% across the grades.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.2</td>
<td>96.2</td>
<td>95.8</td>
<td>96.4</td>
</tr>
<tr>
<td>1</td>
<td>95.0</td>
<td>95.7</td>
<td>96.9</td>
<td>95.4</td>
</tr>
<tr>
<td>2</td>
<td>94.5</td>
<td>95.4</td>
<td>95.9</td>
<td>94.4</td>
</tr>
<tr>
<td>3</td>
<td>94.7</td>
<td>92.7</td>
<td>97.1</td>
<td>95.1</td>
</tr>
<tr>
<td>4</td>
<td>92.5</td>
<td>95.1</td>
<td>94.4</td>
<td>93.1</td>
</tr>
<tr>
<td>5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.6</td>
<td>95.0</td>
</tr>
<tr>
<td>6</td>
<td>94.7</td>
<td>95.4</td>
<td>93.2</td>
<td>93.1</td>
</tr>
<tr>
<td>Total</td>
<td>94.5</td>
<td>95.0</td>
<td>95.4</td>
<td>94.6</td>
</tr>
</tbody>
</table>
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(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</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>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.472</td>
</tr>
<tr>
<td>Total</td>
<td>16.487</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 reported 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. No staff members retired or transferred to another school.

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>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>187261.8</td>
</tr>
<tr>
<td>Global funds</td>
<td>193992.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64634.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>239615.55</td>
</tr>
<tr>
<td>Interest</td>
<td>8834.2</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4153.6</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>698492.36</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | $          |
| Key learning areas        | 14332.29   |
| Excursions                | 46215.34   |
| Extracurricular dissections| 108255.04  |
| Library                   | 6430.90    |
| Training & development    | 7678.82    |
| Tied funds                | 83680.89   |
| Casual relief teachers    | 69775.56   |
| Administration & office   | 66835.66   |
| School-operated canteen   | 0.00       |
| Utilities                 | 35053.69   |
| Maintenance               | 9645.03    |
| Trust accounts            | 3743.7     |
| Capital programs          | 8851.62    |
| Total expenditure         | 460498.54  |

Balance carried forward      | 237993.82  |

A full copy of the school’s 2012 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.

School performance 2012

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 2012, these groups performed at special events including the St. George Performing Arts 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.

Students from Kindergarten to Year 6 all enjoy an impressive visual arts program showcased in the very popular annual art exhibition, which 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.

Sport

The students of Peakhurst South continued to receive many opportunities to participate in sport and enjoy the benefits of improved fitness, skills and teamwork throughout 2012. Students in Kindergarten to Year 2 participated in four to five physical education/sport lessons each week from early in their first term at school. This helped develop their understanding of the importance of physical activity in a healthy lifestyle. This also assisted in developing the skills, sportsmanship and teamwork required to successfully participate in some of the competitive sporting activities offered to primary students.

Peakhurst South continued its involvement in the Georges River District PSSA competitions, fielding junior and senior teams in eleven different sports across the three sporting seasons and continued to provide a variety of opportunities for all primary students to represent the school as part of a sporting team. The school entered the reinstated Rugby League competition and proved very successful, winning the senior competition and being runners-up in the junior division. Boys Basketball teams were also entered for the first time in many years and again experienced success with the junior team reaching the semi-finals. Peakhurst South was also premiers in the senior boys oz-tag competition and reached the semi-finals in nine other competitions.

Primary students not selected in PSSA teams were given the opportunity to participate in coaching sessions in tennis and/or golf. These programs were held at the local tennis centre and golf course and provided further opportunities for students to enjoy and develop skills in various sports.

Years 3 to 6 students were also involved in numerous other sporting competitions throughout 2012. 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 in Super 8s Cricket Gala Days conducted by the NSW Cricket Association.

There were many outstanding individual and team results in the three major Georges River District PSSA carnivals: swimming, cross country and athletics. Peakhurst South finished outright second of the sixteen Georges River District
schools in swimming for the second successive year and first on handicap. The school finished second on handicap in cross-country. Peakhurst South also finished outright second in athletics and second on handicap. 22 students were successful in qualifying for the district team to compete at Sydney East Regional carnivals across these three events. In addition to this, 12 individual students gained district representative honours in a variety of team sports throughout 2012. Five students were selected in Sydney East Regional Teams to compete at NSW PSSA State Championships in 2012 and four students were awarded Peakhurst South’s highest sporting honour, the ‘Sporting Blue’, for achieving representative honours across a number of sports.

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. Over 43% of our school entries achieved a credit or above, with five different students achieving the outstanding result of a High Distinction. 64% of the students who participated in the Computer Skills competition achieved a credit or above. This is a strong indication that the Information Communications Technology programs offered at Peakhurst South are of great benefit to our students and teaching our students important technology skills that are becoming increasingly important in the modern world. The percentage of students receiving a credit or better in the key learning areas of mathematics also increased significantly (by more than 13%) from 2011.

<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 Skills</td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>29</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Spelling</td>
<td>26</td>
<td>1</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41</td>
<td>1</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Public Speaking and Debating

Students from our school were entered into two major public speaking competitions during the year. All students from Years 1-6 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 Term 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. Two students from each stage across 1 to 3 represented the school in this local final. One successful stage 3 student placed second gaining a highly commended in the area final.

Stage 3 students participated in lessons focusing on debating and public speaking skills culminating in school based debates. Ten students were then selected to represent the school as members of our 2012 school debating team. Our school entered 2 teams in the Sydney Region District Debating Competition. The students prepared and presented researched based arguments with skill and poise, winning a number of debates throughout the competition. Our debating team A was knocked out of the competition in round 3 of the competition. Our debating team B was undefeated in the first 4 rounds successfully making it to the quarter finals. The B team was knocked out in the quarter finals against Illawong in a fantastic debate.
**Academic**

The My School website provides detailed information and data for national literacy 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*.

**Significant programs and initiatives**

**Aboriginal education**

The staff at Peakhurst South aims to develop and foster an increased understanding of Indigenous Australia through the incorporation of Aboriginal perspectives into student learning.

To acknowledge National Reconciliation Week, K-6 students participated in an interactive performance presented by the Aboriginal musician Tjupuru. This performance introduced students to the lesser known instrument, the Didjeribone where they had opportunities to create songs and soundscapes. They also participated in activities involving traditional Aboriginal instruments.

Students engaged in activities within the classroom to further investigate the Aboriginal culture. These were linked to various areas of the curriculum including creative arts, literacy, human society and its environment, and science and technology.

**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 and Harmony Day which included lead up lessons focusing on multicultural perspectives and tolerance and understanding of different cultures. Multicultural themes and issues were also an integral component of lessons within the human society and its environment (HSIE) key learning area.

In 2012, our English as a Second Language (ESL) allocation was again 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 student performance. Lessons focused on improving literacy skills. 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), who are familiar with the procedures for dealing with issues involving racism should they arise within the school.

**Reading Recovery**

The Reading Recovery program continued to operate during 2012. Target groups of three 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 2012, 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 time.
The new hall and canteen attracted interest from several community groups to lease these facilities, with Studio23 Dance, Sing Australia and NSW Health 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 2012 targets
Target 1
Enriched curriculum opportunities to improve student engagement in learning.

Our achievements include:
• An enrichment class established.
• The continuation of extension performance opportunities in dance and choir.
• Implementation of the “pass-on-sheets” system.
• Enhanced leadership capacity of the Student Representative Council within the school.
• Successful participation in the debating and public speaking competitions.

Target 2
Improved student welfare outcomes for all students K-6 support them to learn, achieve and progress to their full potential.

Our achievements include:
• Reduction in the number of student welfare referrals, as well as the number of moderate to serious playground incidents.
• Enhanced the social skills of identified students through the implementation of “Circle Time”.
• Updated the learning support team referral system.
• Formulated a school pledge which is announced at weekly assemblies.
• Revised the Peak Award system consistently across the school.

Target 3
Improved partnerships and communication between all sectors of our school community to enhance our school image and position within the community and build a more positive learning and working environment for everyone.

Our achievements include:
• Participation by representatives of the whole school community in the “Communicating with the School Community” course.
• Positive key messages on the school notice board on a weekly basis.
• Improved presentation of the school newsletter and included student work samples.
• Website is regularly updated and the calendar is current with excursion notes attached to the event.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Information Communications Technology and the enrichment class.

Information Communication Technology

Background

In line with the school’s management plan, the school aimed at developing teachers’ confidence in utilising the interactive whiteboard across all key learning areas. The Information Communication Technology team surveyed staff and investigated suitable websites, which would be relevant for class programs and enhance students’ learning outcomes in all key learning areas.

Findings and conclusions

- All teaching staff participated in professional learning sessions in the use of the interactive whiteboards in the classroom as well as sharing resources for interactive whiteboards.
- Four members of staff participated in the Interactive Whiteboard training course provided by SMART BUG at Cronulla Public School.
- Staff were professionally developed in using the website; seeshapeshape.com, where they could access teaching and learning activities and online tutorials on how to use the interactive whiteboard effectively in the classroom.
- All staff were shown how to use the video conferencing facility to promote use of this facility in 2013.
- The Information Communication Technology Scope and Sequence was revised and then distributed to all staff at the end of 2012.
- The Internet Usage policy was approved by School Council and distributed to students from Years 2 to 6. This was to ensure student use of the internet was appropriate and also to ensure students follow a code of conduct. This policy has been uploaded onto the school’s website as a means of communication between home and school.

Future directions

- In 2012 the staff and students trialled using the Skwirk website to access learning activities. After the free trial it was decided to purchase a whole school package from Skwirk for 2013.
- Evidence of the skills outlined in the Information Communication Technology Scope and Sequence addressed in teachers’ programs.
- Continuously upgrading the school website.

Enrichment Class

Background

In 2012, Peakhurst South Public School initiated an enrichment class formed on literacy and with a focus on extending students and providing additional opportunities for learning.

Findings and conclusions

- The majority of parents valued the class program for the way in which it challenged the students.
- The majority of parents liked the opportunities made available throughout the year.
- The majority of parents felt that the class enhanced the social skills of their child.
- 100% of the year 6 students gained placement in selective high school or the enrichment class within the high school.

Future directions

- Continue the varied opportunities offered.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Responses

Strengths:
- Student welfare policy
- Teachers and staff members
- Extra curricula activities
- Community atmosphere
- Classroom programs
- Good covered play areas
- High uniform and assembly standards
- Location
- Great facilities
- Manner and frequency in which student achievements are both recognised and celebrated
- Dedicated parent volunteers

Areas for improvement:
- Student Welfare system
- More practical playground
- Students do not see the benefits of fundraising activities
- Lack of communication
- Grade consistency with homework
- School website
- Numeracy programs

Teacher Responses

Strengths:
- Knowledge/skills of teachers
- Nurturing environment
- Supportive staff
- SASS are well organised
- Active, keen and supportive parent community
- Performing arts programs
- Sports programs
- Dedicated teachers
- Environment/school setting

Areas for improvement:
- Processes haven’t supported action
- Communication
- Sharing the load
- Organisation

Senior Student Responses

Strengths:
- Hard working teachers
- Learning opportunities
- Library resources
- Supportive friendly students
- Healthy canteen
- New hall/blue court/shaded areas/coloured seats
- Technology and interactive whiteboards
- Sports equipment and programs
- Hosting events such as Open Day
- P&C Fundraising
- High standard of uniform
- Educational programs

Areas for improvement:
- School Rules (easy to understand and makes the school safe)

Areas for improvement:
- Playground
- Toilets
- Set of laptops to be used in the classroom
- Repair silver seats
- Reward system
- More resources such as dictionaries

Professional learning

All 15 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. The areas of professional learning included information communications technology, numeracy, literacy, school planning, mandatory annual updates, student welfare and engagement.

There are currently no new institute teachers working towards accreditation or maintaining accreditation at professional competence.

The average expenditure per teacher on professional learning in 2012 was approximately $1000. The total school expenditure on teacher professional learning was $15093.90.
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 the development of the school plan with a focus on literacy, numeracy, student welfare, information and communications technology. Mandatory training sessions were implemented such as Code of Conduct and Child Protection. The staff were presented with briefings on new initiatives such as Local Schools, Local Decisions and Every Student, Every School. Teachers became aware of Learning Assistance and English as a Second Language resources, as well as an environmental resource called “Watersave”. Teachers shared their expertise of using the interactive whiteboard for lessons in the classroom. The Home school Liaison Officer presented a session on School Attendance and updates in Work, Health and Safety were presented.

Specific courses undertaken by teachers included:

- Web Based Training
- Best Start
- Leading Maths
- Reading Recovery
- World Marketplace
- Sustainability
- Managing Challenging Behaviours
- Under the Microscope
- Promoting Your School
- Emerging Technology

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.

School priority 1

Outcome for 2012–2014

Improve the literacy skills of all students with a focus on progression and attainment K-6.

2013 Targets to achieve this outcome include:

- 2% increase in year 3 students’ proficiency in reading and writing.
- 5% increase in year 5 students’ proficiency in reading and writing.
- All staff applying the literacy continuum framework to the teaching, learning and assessment cycle.

Strategies to achieve these targets include:

- K-6 classes working on an explicit whole school literacy plan.
- Improve teacher knowledge of the teaching of aspects of literacy with a focus on reading, writing and grammar.
- Upgrade reading resources within the school.

School priority 2

Outcome for 2012–2014

Improve numeracy skills of all students with a focus on progression and attainment K-6.

2013 Targets to achieve this outcome include:

- 2% increase in year 3 students’ proficiency in number.
- 2% increase in year 5 students’ proficiency in number.
- Staff confident in teaching mathematical concepts.

Strategies to achieve these targets include:

- Staff professional learning in mathematics.
- Staff works as coach/mentor with classroom teachers to support the teaching of mathematics.
- Use QT framework, syllabus and support documents to develop a series of place value lessons for each stage.

School priority 3

Outcome for 2012–2014

Embed a quality ICT framework across the school that captures teaching, learning, assessment and quality interactive communication systems.

2013 Targets to achieve this outcome include:

- All of staff using interactive whiteboards.
• All students demonstrating capacity to use ICT as part of their teaching, learning and assessment cycle.

• Fully integrated upgraded technology solution operating across the school supporting administration, communication, teaching and learning.

Strategies to achieve these targets include:
• Undertake a technology audit.
• Increase the skill and knowledge of the staff and students in the use of ICT equipment.
• Incorporating interactive whiteboard lessons into the teaching, learning and assessment cycle.

School priority 4
Outcome for 2012–2014
Improved overall student engagement through quality mentoring programs.

2013 Targets to achieve this outcome include:
• Expand student leadership opportunities through coordinated programs.
• Restructure school leadership framework.
• Implement a comprehensively reevaluated Student Welfare Framework.

Strategies to achieve these targets include:
• Extend the role of the Student Representative Council.
• Reevaluate and amend the Student Welfare Framework.
• Students trained in peer support mentoring.

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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Mr Andrew Marshall | Assistant Principal
Ms Michelle Carrington | Assistant Principal
Mrs Gae Pearce | School Administration Manager
Mrs Rhonda Torresan | Teacher
Mrs Elizabeth Paul | Teacher
Ms Diana Johnston | 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: