School context

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. Our students are encouraged to reach their full potential in all aspects of school life. Our school's core priorities are literacy, numeracy, student engagement and technology, ensuring that this is a strong foundation on which to build all other learning. Our school has an excellent reputation for our band program as well as our achievements in academics, the performing arts and sport. Our highly regarded kindergarten transition program ensures that our children - and parents - make a smooth and enjoyable transition from pre-school and home to kindergarten. Our outstanding learning programs ensure that kindergarten is a successful first year at school, providing our students with the skills, knowledge and understanding to succeed in all areas of learning, especially the foundational areas of literacy and numeracy. 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 our valued partners. The core values of our school are honesty, respect, caring, tolerance and responsibility. Our school rules are based on the fundamental rights of each child and adult who is part of our school community. Our caring, dedicated and professional staff is supported by an involved parent community that includes an active P&C Association and a strong School Council. Working together, we are dedicated to providing a safe learning environment, with quality resources, services and facilities, for all our students. Our facilities include a new hall, covered outdoor learning areas, a new synthetic multi-purpose sport court under a shade shelter, two computer laboratories, interactive whiteboards in every classroom, and a well-resourced library. Our school also has an onsite care centre providing before and after school care as well as vacation care. Our school has pleasant grounds boasting large grass play areas and native bushland, located on a quiet, suburban peninsular with buses at the door.

Principal's message

Some years are extra special. Some years are more challenging. 2013 was both. It was a year of highs and lows; a year many of us will remember for many and varied reasons.

It started out as the year we would celebrate the 50th anniversary of our school providing quality public education to the local community. The 50th Committee had already formed in 2012 and was planning amazing celebrations.

Many special events were held and our school shared these celebrations with staff, students and parents both past and present.

The most memorable occasions would have to be the 50th Anniversary Dinner Dance in August and the P&C Fair in September. Both events surpassed everyone's expectations and provided us with a wonderful culmination to our celebrations. Neither of these extraordinary events would have been possible without the dedication and tireless efforts of the 50th Anniversary Committee, initially led by Mrs Fiona Dodd and then Mrs Helen Hardie, and the P&C Fair led by Mrs Katie Harbour.

2013 was also the year we were able to finally realise two large goals for additional facilities. With the planning and fundraising done, the audio visual upgrade to the hall, and the landscaping and tiered seating next to the sports court, were both completed.
Our thanks again to the P&C for their outstanding fundraising efforts.

I was on extended leave for the first half of the year. I would like to thank Mrs Victoria Pantelis for agreeing to leave her school to come to Peakhurst South for Semester 1, and for the wonderful job she did. I believe change can bring fresh ideas, different perspectives and new opportunities. Mrs Pantelis brought all of that to our school.

Our students had another fabulous year, achieving great success both inside and outside the classroom. There have been some amazing individual and team results in sport, band, choir, dance, debating, public speaking and chess – just to name a few.

Peakhurst South is a great community school where students are provided with an extensive range of extra-curricular opportunities as well as quality teaching of the NSW syllabus. This only happens because of our dedicated staff.

I would like to acknowledge and thank:

- the school executive team for their support, leadership and dedication to our school
- the teaching staff for their total commitment to the education and welfare of the children in their classes; also for the many extra programs they initiate, develop and implement as they always strive to improve the outcomes for our students; thank you also for your teamwork and support
- the administrative and support staff for their amazing ability to keep things running smoothly in the office and the grounds; this is an exceptional team that always goes beyond what is required.

Our school is also very fortunate to have an extremely active and supportive P&C and School Council. A special thank you to all involved for your tireless work and dedication to improving our school. I truly value your support and advice, and it is a pleasure to work with you all.

Sadly, our P&C President of the last three years, Mr Nathan Hattersley, was unexpectedly taken from us in September. Nathan was a strong support and advocate for our school - for the students, the staff and the parents. He gave his time, energy and commitment generously and without reserve. I would like to especially acknowledge Nathan for all he did and achieved - he has left an indelible mark on Peakhurst South.

P&C President Mr Nathan Hattersley

School Council also plays an active and important role in the operation of our school. Thank you to the members of the Council for your time, expertise and advice. A special thank you to the President, Mr Peter McMechan, for your leadership.

It was a pleasure to recognise one of our parents, Mrs Anita Kyriakides, who was presented with a Volunteer of the Year award by Hurstville City Council.

Volunteer of the Year

And to the parents, my sincere thanks for your ongoing support in all that we do. Your support encourages us to go above and beyond the call of duty. Working cooperatively with you, and having your support, truly makes a world of difference to us.

On many levels, 2013 has been a very exciting, successful, and productive year.

Our main priorities for 2013 have been:

- improving the literacy and numeracy skills of all students
• embedding information and communication technology (ICT) into teaching, learning, assessment and communication across the school; and

• improving overall student engagement through quality mentoring programs.

I am proud to present this annual report which provides an overview of our achievements in relation to our priorities in 2013.

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
GradDipEdStudies (Computer Education)
Dip Teach

P & C message

2013 was an exceptionally busy, but ultimately a very successful and rewarding year for the P&C.

This year marked the 50th anniversary of our school, and the challenge was set to celebrate this significant milestone with the school and local community by holding a large fete. After months of planning by an extremely hard working executive committee, the day arrived and the sun was shining. The fete was an outstanding success involving external stall holders, Church at the Peak, carnival rides as well as P&C managed activities, food stalls and a BBQ. As a parent, P&C member and regular volunteer, I could not have been more proud of the parents, teachers, P&C, friends, relatives and local businesses all of whom contributed to make this day such a memorable experience. Raising much needed school funds was an important goal, but it was also wonderful to see the broader community come together to celebrate with the school. There were many positive comments and feedback received from all who attended. I would like to extend particular thanks to Katie Harbour for her vision, skill, and commitment which made this event possible. Under her leadership the event grew from a thought to a reality.

In addition to the fete our regular fund raising events ran throughout the year with great success, all due to the tireless efforts of our many wonderful volunteers. These fundraising events included: Grandparents Day; Easter raffle; cross-country BBQ and sponsorship; Mother’s and Father’s Day stalls; Education Week Open Day cake stall; and school disco.

Parent helpers on Mother’s Day stall

The P&C also sought fundraising opportunities from outside of the school to draw support from the wider community. These additional events were: sales of Entertainment Book; Bunnings BBQ; and Federal Election BBQ.

This year approximately $30,500 was raised through P&C events. By any measure this was a highly successful outcome for a small school, and the money raised enabled the projects listed below to go ahead. It is a privilege for the P&C to be able to provide these funds for the benefit of our school and to have assisted in the purchase of so many resources for the school. It is also important to remember that every dollar of our fundraising directly benefits all of our children.

We should all be very proud of the accomplishments of the P&C in 2013. The largest purchase this year has been the long awaited upgrade of the hall audio-visual equipment which was completed and fully funded by the P&C. The major contributions of the P&C this year include the following: new blazers for students representing the school; library donation; $8,000 towards funding programs in the school plan; playground line marking; literacy resources (home reading books); garden upgrades; hall audio-visual equipment upgrades; 50th Anniversary badges for every student; subsidies for students representing PSSA sporting events.

This year we also faced the very sudden and tragic loss of our President of three years, Nathan Hattersley. His passing has affected us all very deeply. His tireless commitment to the betterment of our school was an inspiration and he provided tremendous encouragement and support to the P&C. His leadership and friendship is greatly missed. The success of the P&C over the
last three years stands, in no small part, as testimony to his efforts as volunteer, parent, and President of the P&C.

The P&C executive will say farewell to a number of members at the end of this year, including our long standing secretary Paulette Williams. Her energy, enthusiasm and dedication over the past 3 years, to both the P&C and uniform shop, have been invaluable and greatly appreciated. Paulette, we wish you and your family all the very best at your new school.

I would like to thank the canteen, uniform and band sub-committees, as well as all the volunteers who enable them to operate for the benefit of our school. A special mention to Rebecca Maier-Sotropoulos and Lisa Towson for updating the school notice board each week, Jayne Humphreys and Carmen Velasco for coordinating book club and to Sandy Grassmayr for organising the school banking.

As our planning for 2014 begins under the leadership of a new President, we look forward to coordinating exciting events with a team of new and returning members. We would also like to encourage and welcome new members to the P&C in 2014, so please come along to a meeting and experience what the P&C is all about. Our school profits greatly from the input and help of parents, carers and the community. As volunteers there is great satisfaction and enjoyment in seeing our children benefit from the time we all put in. The Executive team is always approachable and welcomes any issues and ideas you may have.

I wish to thank the many parents that come along to the P&C meetings, those who contribute agenda items, and all that volunteer their time and enthusiastically support the many events and activities. Your contribution, whether big or small, has helped make this year a success. None of this could have been done without you. Our children are very fortunate to have such a generous group of parents and friends.

Finally, I wish to thank Ms Wilson, the teachers and staff for their participation and support. It has been wonderful working together throughout the year to achieve our mutual goals.

Mrs Anita Kyriakides
President (Acting)

School Council message

The School Council consists of parent and staff representatives. In 2013 the council consisted of nine members: four elected parent representatives, three elected 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 parent member 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 2013 the Council assisted in the following activities.

- The process to have the school fence approved and installed.
- The review and feedback for the school uniform; approved the school jacket.
- Funding allocations for curriculum and school projects.
- Opportunities for electronic payments and funds transfer.
• Review of the School Council Constitution; recommended changes to improve the process.

• Investigating 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 2014, 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 2 to Year 6. It consists of two peer elected representatives from each class except Kindergarten and Year 1, as well as the four school captains. In 2013, the house and sport captains were also included in the SRC Training Day to develop their leadership skills. The SRC has 40 students in total and is coordinated by a teacher and a 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 2013 the main SRC initiatives included:

• fundraising for Stewart House and nominating 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.

• implementing 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 continued to implement 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.

• collaborating with students across the school to write a school pledge which is now being said by students at weekly assemblies and at school events where appropriate.

• continuing to raise the profile of the SRC across the school. The SRC now regularly reports back to staff at meetings and has a regular information section in the school newsletter.

• advising the P&C of preferences for special events, such as discos, and submitting recommendations for their consideration.

• raising school safety issues and identifying possible playground hazards, as well as offering new ideas to enhance the experience of students at school.

In 2013, two teachers from Peakhurst South attended an SRC Training Day for coordinators and as a result held a whole day training day for the SRC members. These teachers gained valuable ideas to further develop our school Student Representative Council for the future.

Student Representative Council

Student information

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

Student enrolment profile

In 2013 there was a total of 244 students enrolled.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>162</td>
<td>155</td>
<td>156</td>
<td>149</td>
<td>132</td>
</tr>
<tr>
<td>Female</td>
<td>145</td>
<td>140</td>
<td>134</td>
<td>129</td>
<td>112</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance at Peakhurst South is high and stable, continuing the trend of at and above region and state levels.
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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>0.0</td>
</tr>
<tr>
<td>Assistant Principals (teaching)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>ICT &amp; Special Program Teachers</td>
<td>0.82</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.6</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>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.372</td>
</tr>
<tr>
<td>Total</td>
<td>16.207</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. At Peakhurst South Public School there are no reported indigenous members of staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17.7</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Professional, experienced teachers
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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>237993.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>194304.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47449.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>250512.18</td>
</tr>
<tr>
<td>Interest</td>
<td>6885.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29986.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>767132.24</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 28493.73   |
| Excursions                 | 61895.16   |
| Extracurricular dissections| 93143.79   |
| Library                    | 8023.41    |
| Training & development     | 8524.74    |
| Tied funds                 | 48942.40   |
| Casual relief teachers     | 64159.24   |
| Administration & office    | 87355.53   |
| School-operated canteen    | 0.00       |
| Utilities                  | 42214.10   |
| Maintenance                | 21208.19   |
| Trust accounts             | 19702.13   |
| Capital programs           | 77391.50   |
| **Total expenditure**      | 561054.32  |
| **Balance carried forward**| 206077.92  |

A full copy of the school’s 2013 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 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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 to access the school data.

Overview of strengths and areas for improvement

Strengths - Year 3

The following areas are well above State average:

- Spelling
- Writing
- Numeracy

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Areas for improvement - Year 3

The following areas are at or slightly below State average:

- Reading
- Grammar and Punctuation

Strengths - Year 5

The following areas are well above State average:

- Spelling
- Writing
- Progress in writing between Year 3 and 5
Areas for improvement - Year 5

The following areas are at or slightly below State average:

- Reading
- Grammar and Punctuation
- Numeracy

Other achievements

The Arts

Our students enjoy many opportunities in the creative arts key learning area. From Kindergarten to Year 6, students participated in dance, drama, visual arts and music activities. Once students reach Years 2 and 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. This year also saw the introduction of our first K-2 tap dancing group.

All of the above groups also performed in our Community Capers program in Term 3, where the school hosts up to 40 senior citizens from the local community for an afternoon of entertainment. Our choirs, bands and dance troupes also provided entertainment at our annual carols night in December. Our bands, with a special guest appearance of our junior choir, also provided an evening of entertainment at our annual family concert.

Students from Kindergarten to Year 6 all enjoy an impressive visual arts program – the highlight being the very popular annual art exhibition, which was held as part of our Education Week Open Day. The students displayed their creative talents in the visual arts area and our community was impressed with their work.

Sports

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 2013.
Students in Kindergarten to Year 2 participated in four to five physical education (PE) or 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.

Our school continued its involvement in the Georges River District PSSA (Primary Schools Sports Association) competitions, fielding junior and senior teams in nine 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. Eight of the school’s 18 teams qualified for the semi-finals, with the Junior Boys Oz-Tag and Junior Boys Rugby League teams going on to be Premiers and the Boys AFL team being Runners-up.

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 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 2013. Boys participated in the Tony Lockett Shield NSW PSSA AFL competition. 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 won Champion Swimming School in the Georges River District as well as finishing first on handicap. At the District Cross Country Carnival our school finished first on handicap. Peakhurst South finished second on handicap and third overall at the District Athletics Carnival. Nine students qualified for the Regional Swimming Carnival and Jessica Filetti went on to State and National swimming carnivals, representing NSW in four events at the National carnival. Seven students competed at the Regional Cross Country Carnival and one qualified for the State carnival. Eleven students competed
at the Regional Athletics Carnival and one qualified for the State carnival.

Fun at the Cross-Country Carnival

We had ten students selected in Georges River District teams in a variety of sports and three students were selected in Sydney East Regional teams to compete at NSW State Championships in 2013. Five students were awarded Peakhurst South’s highest sporting honour, the Sporting Blue, for achieving representative honours across a number of sports.

Public speaking and debating

Throughout the year all students participated in public speaking activities as part of the talking and listening component of the English K-6 Syllabus. During Terms 3 and 4, students in Years 1-6 competed in an in-school public speaking competition. A group of three students was selected to attend the district finals for the St George Schools’ Network Competition. One student from each Stage 1-3, capably represented the school.

Students were selected to represent the school as members of the 2013 school debating team. Our school entered two teams in the Sydney Region District Debating Competition. The students collaborated and used independent and group research skills to form comprehensive arguments for each debate. All students demonstrated commitment and enthusiasm, and gained skills in communication and team work.

Spelling

Our school participated in the Premier’s Spelling Bee. All students were given access to core word lists via the Premier’s Spelling Bee website.

Competitions were held at school within each stage group to select four stage finalists. These finalists proudly attended the district finals at Georges Hall Public School and capably represented our school through several rounds of spelling before being ‘knocked out’ by some very challenging spelling words.

Reece and Isabel at Premier’s Spelling Bee District Finals

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. 38% of our school entries achieved a credit or above. The strongest result was in computer skills, with 50% of the students who participated achieving a credit or above. This is a strong indication that the ICT (Information and Communication Technology) programs offered at Peakhurst South are of great benefit in teaching our students important technology skills that are becoming increasingly important in the modern world. The percentage of students receiving a credit or above in the key learning area of science was again our lowest result. A special program to improve science outcomes will be introduced for students in Years 3-6 next year.

<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>28</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>21</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spelling</td>
<td>26</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>25</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
<td>0</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Staff and students at Peakhurst South aim to develop a greater understanding of Aboriginal Australia through the incorporation of Aboriginal perspectives into all key learning areas. Important historical and contemporary issues were discussed during quality teaching lessons during National Reconciliation Week and NAIDOC Week.

In addition, we had a visiting performer, Fred Reid, who presented an interactive show *Let’s Bridge the Gap*. The performance included the demonstration of various musical instruments, traditional artefacts, stories of the Dreamtime, painting and body art. Aspects of traditional culture were woven throughout the performance including clans, sacred rituals and laws governing male and female roles.

After the performance, 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 Harmony Day which involved 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 2013, 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 2013. 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 2013, 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 six participants achieving their target within the allotted period of instruction.

Environmental education

Peakhurst South Public School continues to encourage students to be conscious of their environment and ways of protecting and sustaining it. The school received a grant to start a vegetable garden and we now have five new garden beds.

Our modest vegetable garden continues to produce crops and the students enjoy watching plants start from seed and go on to produce fruit.

Each class and the canteen have small containers to collect compost. These are collected daily and emptied into our four large compost bins. These compost bins are emptied yearly back into our garden beds.

The school playground also has two green bins in which students can put their fruit and vegetable scraps. These are also collected daily and put into our large compost bins.

The school also has a drop off point for grass clippings and leaves, which can then be put into our large compost bins.
All classrooms have paper-recycle bins to encourage students to recycle in an effort to save our trees.

Students are encouraged to bring lunchboxes and eat fresh food without wrappers. This cuts down on rubbish and promotes healthy lunches.

School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- student assessment, including NAPLAN
- staff, student and parent surveys
- professional discussions and forums.

School planning 2012—2014: progress in 2013

School priority 1
Literacy

Outcomes for 2012—2014
Improve the literacy skills of all students with a focus on progression and attainment K-6.

Evidence of progress towards outcomes in 2013:

- Staff is beginning to apply the Literacy Continuum to the teaching, learning and assessment cycle.
- 3% increase in Year 5 students’ writing proficiency
- 12.2% increase in Year 3 students achieving Band 6 writing in NAPLAN

- 3.6% increase in Year 5 students achieving Band 7 reading in NAPLAN

Strategies to achieve these outcomes in 2014

- Further professional learning in the application of PLAN software and the Literacy Continuum to the teaching, learning and assessment cycle.
- Staff working towards an explicit whole school literacy plan.
- Staff undertaking professional learning in quality teaching of literacy with a focus on reading, comprehension, writing and grammar.
- School executive to review current programming and assessment strategies.

School priority 2
Numeracy

Outcomes for 2012—2014
Improve numeracy skills of all students with a focus on progression and attainment K-6.

Evidence of progress towards outcomes in 2013:

- 13.9% increase in Year 3 students achieving Band 3 in numeracy
- 1.2% increase in Year 3 students achieving Band 4 in numeracy
- 15.5% increase in Year 3 students achieving Band 5 in numeracy
- 5.4% increase in Year 5 students achieving Band 5 in numeracy

Strategies to achieve these outcomes in 2014:

- Further professional learning to increase teachers’ understanding of mathematical concepts and use of the numeracy continuum and PLAN software.
• Staff undertaking professional learning in quality teaching of the new mathematics syllabus, to be implemented in 2015.

• School executive to review current programming and assessment strategies to ensure quality assessment practice and consistency in teacher judgement.

School priority 3
Information & communication technologies

Outcomes for 2012–2014
Embed a quality ICT framework across the school that captures teaching, learning, assessment and quality interactive communication systems.

Evidence of progress towards outcomes in 2013:
• All teachers are confidently using interactive whiteboards in teaching, learning, and administration tasks.
• Students are demonstrating their capabilities in the use of ICT across their learning and in assessment tasks.
• An upgraded whole school technology solution has started to be developed and is partially implemented.

Strategies to achieve these outcomes in 2014:
• Support all students in using a variety of ICT as part of assessment practices.
• Complete the plan for an upgraded whole school technology solution to support administration, communication, teaching and learning, and continue the staged implementation.
• Provide ongoing training and support to increase the skills of staff and students in the use of ICT.

School priority 4
Student engagement

Outcomes for 2012–2014
Improve overall student engagement through quality mentoring programs.

Evidence of progress towards outcomes in 2013:
• Student leadership opportunities were expanded through leadership programs within and outside the school.
• Staff and students were involved in initial discussions on the restructure of the school leadership framework.
• A comprehensive reevaluation of the Student Welfare Framework will now be undertaken and implemented in 2014.
Strategies to achieve these outcomes in 2014:

- Plan and implement a new structure for the SRC, incorporating an expanded student leadership framework.
- Reevaluate the Student Welfare Framework, make recommendations and implement the new model.
- Provide further student training in peer support mentoring and buddy class support strategies.

Professional learning

All 16 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 and communication technology, numeracy, literacy, school planning, mandatory annual updates, student welfare and engagement.

There are currently no new scheme teachers working towards NSW Institute of Teachers accreditation or maintaining accreditation at professional competence. One other teacher is maintaining accreditation at professional competence.

The average expenditure per teacher on professional learning in 2013 was approximately $1,280.00. The total school expenditure on teacher professional learning was $20,507.38.

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, numeracy, student engagement, and student and staff welfare. Particular focus areas included: behaviour management; SRC; preparing for the new Australian curricula; writing; and spelling. The teaching staff attended a full training day on understanding and implementing the new Australian English syllabus. This was a combined professional learning day under the Peake Community of Learning. Administration staff undertook asthma training. All staff also attended a half day wellbeing seminar and workshop in conjunction with two other schools in the Peake Community of Learning. Mandatory training sessions were implemented such as Code of Conduct and Child Protection.

Specific courses undertaken by teachers included:

- Taking Off With Numeracy (TOWN)
- K-6 Maths: the new syllabus
- Teaching for the New Curriculum
- Sport Organiser’s Workshop
- Critical and Creative Thinking in English
- Teaching for the New Curriculum
- The Learner and the New Curriculum
- Primary Teachers Leadership Program
- Prioritising Grammar
- Sports and Games
- Reading Recovery Teacher Training
- Understanding Autism Spectrum Disorders
- Primary Connections: Implementation and Training (Science)
- Facilitator Training: New Science and Technology Syllabus
- ESL
- Introduction to OASIS Library

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The School Council distributed a School Satisfaction Survey to our school parent community. The survey was distributed early Term 4, with 48 families completing the survey, representing 28% of the parent community. This was a slight increase in the 2012 response rate.
The four areas from the survey that rated the highest (agree + mostly agree) amongst the respondents are listed below (highest rating first). Percentage is of responses received.

- A wide range of extracurricular programs eg sport, music, drama, debating, are offered (95.7%)
- The school is connected to its community and welcomes parental involvement (91.7%)
- The students are the school’s main concern (87.5%)
- The school is an attractive and well-resourced school eg classrooms, library and grounds (87.5%)

Parents also viewed the school as being friendly, tolerant and accepting of all students; promoting a healthy lifestyle; and providing good student access to computers and strong technology programs and resources.

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.

Ms Leona Wilson | Principal
Ms Marilyn Kidd | Relieving Principal
Miss Christine Cole | Assistant Principal
Mr Andrew Marshall | Assistant Principal
Mrs Gae Pearce | School Admin Manager
Mrs Elizabeth Paul | Relieving Assistant Principal
Mr Peter McMechan | School Council President
Mrs Anita Kyriakides | P&C President (Acting)
All teachers have also contributed to this report.

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