2010 Annual School Report
Petersham Public School

Our Efforts Make Us
PETERSHAM SCHOOL SONG

Our efforts make us so, Our motto tells us so,

At Petersham we do our very best.

In school and daily life, We try with all our might,

And if we don’t succeed we try again.

We’ve come from nations far, And we found that we are,

As equal and as free as all the rest.

We learn honesty and trust, tolerance and love,

To us our school will always be the best.
Our school at a glance

Petersham Public School is a positive and successful learning environment where staff, students and parents work together to provide the best outcomes and care for all students.

It is a small inner city school set in large park like grounds with an onsite out of school care centre.

Our students demonstrate enthusiasm and enjoyment for school activities and learning and we are proud of our academic achievement. The average achievement of students in literacy and numeracy is above the state average in the National Assessment Program and school assessments reflect this strong academic achievement.

Our skilled and committed staff work together to provide quality classroom programs that cater to individual needs of students and build positive relationships with and between students.

Staff and parents collaborate to provide a wide range of specialist programs and opportunities for students including excursions, Italian, band, choir, dance, recorder, chess, tennis, drama, gymnastics and sport. The active parent body works tirelessly to support school programs and upgrade resources.

The school has strong learning support programs, a well resourced library, two connected classrooms, a technology laboratory and interactive whiteboards and computers are used in teaching programs.

At Petersham Public School our students are happy and achieving well and the teachers are passionate about their work and the care of the students.

Principal’s message

It gives me great pleasure to report that 2010 was another very positive year for Petersham Public School. I commend the staff, students and parents who have worked together to improve performance, increase opportunities available to students and improve the learning environment.

Our National Assessment and school results continued to remain strong. Students, teachers, parents and visitors comment on the positive culture of the school, the happy and caring children and the commitment and collegiality of staff and parents.

We saw the completion of two new classrooms, a new library and an upgrade of the school hall under the National Building Program. The tennis court netting was upgraded and some fathers built new steps and garden area. The school and the P&C funded the returfing of the playing field and the installation of a watering system.

The school participated in the Regional Dance Program for the first time. Two groups were selected to perform at the Seymour Centre.

Technology resources were upgraded with the installation of two connected classrooms, extension of the computer laboratory and four more interactive whiteboards.

The staff remained stable and worked with commitment and enthusiasm to provide the best outcomes and experiences for students. The year culminated with the retirement of two greatly loved and talented teachers and the appointment of three new teachers through merit selection, ready for 2011.

The P&C and parents worked enthusiastically to raise funds for the school, provide fun activities for the students and improve the school grounds.

I am very proud to be Principal of Petersham Public School and look forward to working with the community 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.

Robbie Fotheringham - Principal
P & C message

The P&C have continued to be active this year in supporting the school, building community, and helping the staff to provide a first-class learning environment for the children.

The fundraising subcommittee organised many events that were enjoyed by students: Movie Night, the Mother’s and Father’s Day stalls, Halloween Disco, and the Healthy Breakfast and Pyjama Day. We also ran the annual Easter Raffle, and worked with the teachers to produce a beautiful tea towel with all the children’s self-portraits. For the second year in a row, we ran the canteen at the District Athletics Carnival. Our major fundraiser of the year, the Trivia Night held in August, enabled parents and teachers to get to know each other better. We raised a total of $18,523 from all these different fundraising activities, which is a great result for the school. In addition, the P&C helped raise money for the Year 6 Farewell by organising mufti days and second-hand uniform stalls.

This year the P&C provided funds for a new barbecue, the relocation of gates near the Petersham Activities Centre for Children (PACC), 5 chess boards, $1,000 worth of passive play equipment, a new data projector and a laptop for an interactive whiteboard. We also purchased 12 additional laptops, which means that every child in the class will now have access to a laptop during technology classes.

This year, for the first time, the P&C sponsored a young girl from Tanzania, Helena, through the Plan organization. A successful 5-cent coin day was held in April to raise money for Helena. We also supported the Wrap with Love charity for the second year in a row: the children enthusiastically knitted warm wraps to be sent to people in need.

We were successful in applying for a $1,000 Marrickville Metro community grant for our Out of School Care program.

The band subcommittee, along with the Band director, have done a wonderful job of running the school bands and recorder ensembles this year.

The landscaping subcommittee did a great job of organising working bees to tidy up and improve the school grounds, and to build a new landscaped seating area.

As in previous years, the P&C provided the morning teas for Grandparents Day and the Kindy Orientation. We also supported the social life of the school by organising lunch for the children at the Athletics Carnival, and providing the very popular Christmas Lunch.

On behalf of the P&C Committee, I would like to thank everyone who supported us throughout the year: the children and their parents, the Principal and the teachers, the support staff, and the wider school and local business community. We could not have achieved so much without you!

Gillian Sykes- P&C Fundraising Co-ordinator
**Student representative’s message**

Spending my last year at Petersham as school captain has been not only an honour but has also made me very proud. Over the seven years that I have spent at Petersham one of the many things I learnt is that our efforts do make us, just like our motto says. All the things I have achieved and all the goals I have reached would not have been possible without knowing that I had to try. From participating in the range of activities and competitions that Petersham School has to offer I have learnt that trying is a very important thing in life.

At Petersham we have many exciting programs for the children. We have a Kindergarten and Year 6 buddy program. Getting together with our buddies every Friday was something I always looked forward to. I have become very close to my buddies and it has taught me a sense of responsibility.

Senior sports teams participate in Gala Days with other schools.

Also at lunchtimes the P&C ran the "Wrapped with Love" knitting program. Year 3-6 knitted squares which were sewn together to make a quilt to give it to charity.

All children participated in Italian classes. Our Italian teacher is very committed and has taken us on many excursions such as the Italian Forum and has also helped the children put on a play about the famous Garibaldi. I have learnt Italian for seven years and it has been lots of fun.

Our Parents and Citizens Association are absolutely terrific. They provide sausage sizzles, help with the Halloween disco and organize many other exciting activities throughout the year.

Handing down my position as school captain was very hard but it helps knowing that two of my best friends are going to be able to have the same thrilling and exciting experience.

The students and the teachers at Petersham School are kind, caring, wonderful people. I would never have been able to spend the last seven years exactly the way I wanted to, at Petersham, without them.

Maya Bird- 2010 School Captain

**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**

![Enrolments Graph]
Student attendance profile

Management of non-attendance

We continue to work with parents and the DET Home School Liaison Officer to support families to improve attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDY</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>K/1</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>YR 1</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>YR 3</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>YR 4</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>YR 5</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>195</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

To accommodate the numbers of enrolments in each year group in 2010, three of our eight classes were composite classes.

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>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.210</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.075</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
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<tr>
<td>School Administrative Officer</td>
<td>0.622</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Release and Part-time</td>
<td>0.633</td>
</tr>
<tr>
<td>Total</td>
<td>12.74</td>
</tr>
<tr>
<td>Additional Italian Teacher funded by</td>
<td></td>
</tr>
<tr>
<td>parents and Co.As.It.</td>
<td>0.6</td>
</tr>
</tbody>
</table>

In Term 1 our enrolments dropped under 200 and our School Administrative Officer position was reduced to .222 (reduction of 2 days) for Terms 2, 3 and 4. With projected increase in enrolments in 2011 these two days will be reinstated.

The Indigenous composition of Petersham School’s workforce is 0%.

Staff retention

Staff remained stable during 2010. Two classroom teachers retired at the end of the year. Three permanent classroom teachers were appointed through merit selection ready for the commencement of 2011. The third appointment was due to increased enrolments.

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>
</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>30/11/2010</th>
</tr>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73004.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>132903.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>94618.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>179738.67</td>
</tr>
<tr>
<td>Interest</td>
<td>5235.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12889.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>498389.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>53803.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>41286.99</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>87666.03</td>
</tr>
<tr>
<td>Library</td>
<td>7276.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6963.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>85327.67</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>27499.74</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47531.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>20814.60</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26880.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14762.34</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12386.57</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>432200.46</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>66189.17</td>
</tr>
</tbody>
</table>

Tied Fund expenditure included funding for the Integration programs for 6 students with special needs, Teacher Professional Learning, the Computer Coordinator, the Aboriginal Education Tutor Program, the Premier’s Sporting Challenge and the Learning Assistance Program. The balance carried forward includes payments for staff leave, the Integration Program and planned purchase of resources.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

In 2010 Petersham School continued to provide a diverse and successful Creative and Performing Arts program for students. Our achievements included:

- The K-2 and 3-6 Dance groups were successful in selection for the Sydney Region Dance Festival. Both groups performed at the Seymour Centre.

- The Concert Band was invited to perform a solo at the Sydney Opera House in the Sydney Region Instrumental Music Festival.

- The Senior Choir was invited to perform solo at the Proms Choral Festival at the Sydney Town Hall.

- 35 Senior Choir, band and drama students were accepted into the Create East performing arts three day workshop for gifted and talented students.

- The Junior Choir was accepted into the Primary Schools Choral Festival and performed at the Sydney Town Hall.

- The Senior Choir was accepted into the Primary Schools Choral Festival and performed at the Sydney Opera House.

- The Recorder Group was invited to perform at the Sydney Music Festival.

- One student successfully auditioned for and participated in the State Orchestra.
Year 6 Enrichment Group program provided group experiences with mentors in drama, visual arts and dance culminating in an end of year performance.

Three students successfully auditioned for and participated in The Sydney Region Orchestra.

The Concert and Training Bands performed at assemblies and special events.

Band members participated in the Summer Hill Band Camp.

Year 4 students participated in the Dulwich High School Visual Arts Workshops.

All classes participated in a specialist drama program presented by a parent once a term.

The Training Band were awarded silver at the NSW Bands Festival.

Term 1: Year 3-6 weekly student skills and development swimming program at Petersham Pool.

Term 2: Years 1-6 cricket skills/games 5 week development program.

Term 3: K-6 gymnastics 9 weeks skills development program.

Term 4: Kindergarten and Year 1 attended weekly swimming lessons at Tempe.

Term 4: Years 2-6 participated in the 2 week DET Intensive Swimming Program.

Term 4: All students participated in a 4 week dance program.

High participation in swimming, cross country and athletics carnivals.

Sport

In 2010 the Petersham School continued to provide a diverse range of sporting opportunities for students. Highlights include:

- Term 1: K-2 Fundamental Movement Skills rotational activities program. Parent assistance.

District and Regional representation in swimming, cross country and athletics. For athletics, both individual and relays reps.

Petersham netball, cricket and Oztag teams competed in the District Primary Schools Sports Association Gala Days.

Students selected to represent Balmain District, 2 in cricket, 3 in netball, 3 in soccer, 1 in AFL.

Teams competed in AFL Paul Kelly Cup, girls team into the final.

External tennis coaching offered 2 lunchtimes a week.

Academic

In 2010 the academic performance of Petersham Public School students remained strong. In the National Assessment Program Year 3 and Year 5 students achieved above the national average and the state average in reading, writing, spelling,
grammar and punctuation and numeracy. When compared to statistically similar schools groups reading and grammar and punctuation performance is stronger than writing, spelling and numeracy performance.

School reports indicate that 87% of students achieved sound or above in literacy and 84% achieved sound or above in numeracy.

In 2010 34 Year 3 students and 31 Year 5 students participated in the National Assessment Program. 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)

**Literacy – NAPLAN Year 3**

Year 3 literacy results were very positive. 65% of Year 3 students achieved in the top two bands for reading compared to 45% of the state. 66% of students achieved in the top two bands for writing compared to 56% of the state. This is an 8% increase since 2009. We exceeded our Year 3 spelling target by increasing by 8% the number of students achieving in the top band in spelling. However 39% of Year 3 students achieved in the top two bands for spelling compared to 46% of the state.
Numeracy – NAPLAN Year 3

In overall numeracy 42% of Year 3 students achieved in the top two bands compared to 38% of the state. This was an increase of 9% compared with 2009 results. However Year 3 numeracy results indicate a need for improvement as the percentages in the top two bands are lower than those of statistically similar school groups.

Literacy – NAPLAN Year 5

Year 5 reading performance is strong compared to the state and statistically similar school groups with 65% of students achieving in the top two bands. In writing 44% of students achieved in the top two bands compared to 27% of the state and 36% of the statistically similar school groups. In spelling whilst we had a good increase in the percentage of students in the top band percentages in other bands indicate that spelling is an area where improvement can be made.
In numeracy 44% of Year 5 students achieved in the top two bands compared to 34% of the state. However Year 5 numeracy results indicate a need for improvement as the percentages in the top band is lower than those of statistically similar school groups.

Progress in literacy

Progress in literacy shows the average growth in results of matched students from Year 3 to Year 5. Progress in reading and grammar and punctuation is strong. However whilst the average progress of students is above the state in all areas, progress in spelling is much less than statistically similar school groups.
Progress in numeracy shows the average growth in results of matched students from Year 3 to Year 5.

Progress in numeracy is a little below the state and statistically similar school groups.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives are integrated into units of work for each stage. There is acknowledgment of the traditional owners of the land at assemblies and major events. Special assemblies and classroom programs highlight reconciliation and the importance of Aboriginal heritage.

All students participated in NAIDOC Week celebrations and attended a performance by an Aboriginal musician.

**Multicultural education**

35% of our students come from homes where a language other than English is spoken. There are 27 languages within the school with no dominant ethnic group. The English as a Second Language program develops English skills of students newly arrived from other countries and students from language backgrounds other than English who need support to improve their English. 28 students participated in English as a Second Language programs. The program has improved skills and enabled these students to operate more successfully in class programs.

All 3-6 students were given the opportunity to participate in the annual Multicultural Public Speaking Competition. This program heightens awareness of multicultural issues while developing interest and confidence in public speaking.

Multicultural Perspectives were delivered through the Human Society and Its Environment and literacy programs across all year groups. Students develop understandings about the similarities and differences between themselves, others and a variety of communities and cultures. Harmony Day was celebrated in March. Activities acknowledged and developed an awareness of the diverse and dynamic cultures of Australia and the world. Funds raised were donated to UNICEF.

**Respect and responsibility**

At Petersham Public School students are taught to respect and value all people, living things and property and to take responsibility for their own actions and care for others.

School programs and procedures that develop and promote respect and responsibility include: Term 1 Social Skills Program, Values Education Program, Student Council, K & 6 Buddy program, Anti-bullying Program, Life Education Program, Harmony Day, Grandparents Day, NAIDOC Week and Anzac service, Environment Education and implementation of the Behaviour Management Policy and School Rules: Be Safe, Respect, Cooperate and Do Your Best.

A Values Education Program was implemented in Term 3 led by Year 6.

Restorative Justice practices underpin our student welfare policy and school procedures. These lay a foundation for respectful relationships and communication in our community. The students are also taught the importance of making appropriate choices.

Respect for cultures and beliefs of all people are promoted through inclusive curricula and celebration of special days.

Fundraising activities for charities encourage students to develop compassion and support for others in need throughout the world. This year the P&C worked with students and teachers to sponsor a child through the ‘Plan Tanzania’ organisation. Students collected 5 cent coins and had muti days to raise funds for Helena. Parents worked with students at lunch times to knit squares and make blankets for the Wrap with Love Charity. Other charity activities raised funds for: Stewart House, UNICEF Day of Change, The Indigenous Literacy Program and School Aid who support families affected by natural disasters.

**Connected learning**

In 2010 the school and the P&C worked together to enhance the technology program and provide a learning environment for the 21st century. Throughout the year we have:

- Utilized the school’s two connected classrooms to further enhance technology available to students and teachers. Through the use of connected classrooms, teachers and students are able to communicate with other schools, attend virtual excursions and video conferences.
- Purchased 12 additional laptops for the school computer lab, to allow each child access to
their own computer. The lab now holds a bank of 28 laptops.

- Purchased 2 colour laser printers for school and classroom use.
- Continued teacher training with Smart Notebook Software and the use of Interactive Whiteboards.
- Trained staff in the use of Connected Classroom equipment.
- Continued to use the Mathletics program across the school for home and classroom use. This interactive software allows students to access activities based on the NSW curriculum and engage in activities based on year and ability levels.
- Continued to use equipment such as digital cameras to enhance children’s work.
- Integrated ICT across all Key Learning Areas. The children use technology for a broad range of classroom tasks, including using a variety of computer applications and programs.
- Provided the opportunity for children to save and access their work in their own personal folders through the use of the school’s network.
- Four Interactive Whiteboards were installed in classrooms.

Other programs

Learning Support

At Petersham there are a variety of programs to support student learning. 2010 programs included:

- Intensive literacy program targeting lower achieving Year 3 students delivered by the District Learning Support Specialists.
- District Learning Support Program in literacy and numeracy for 3 sessions a week which targeted students from Years 3-6.
- School funded School Learning Support Teacher (STLA) Program for two days a week which provided K-6 literacy and numeracy programs with small group assistance.
- Integration Funding Support Programs assisted six students with special needs.
- The Reading Recovery Program which provided daily individual reading and writing sessions for 6 Year 1 students in most need of support.

Learning support programs improved reading levels of targeted students and increased their ability to operate in classroom programs.

Fruit Break

The Fruit Break program was continued in 2010. It provided a healthy mid morning snack for all classes. Students bring an extra piece of fruit each day and parent volunteers cut and prepare a fruit platter for each class to eat before recess.

Excursion and Performance Program

Students at Petersham had the opportunity to experience a variety of performances and excursions to complement and enhance class programs. Excursions included: Year 5 and 6 Canberra Excursion, Kindergarten and 5/6 excursions to Darling Harbour and Taronga Zoo, Year 5 Imax excursion, whole school excursion to Peter and the Wolf, 5/6 excursion to the Inner West green corridor, 1/2 and 2/3 excursion to Wolli Creek and the senior Italian excursion to make pizzas at the Italian Forum. In-school performances included Waste Watchers, an Aboriginal musician and Musica Viva.

Band

The Band and Recorder Programs are a very positive element in our school. The program is coordinated by the band director and a parent. Many students from Years 3-6 participate enthusiastically in the band program and enjoy being a part of music festivals, school performances and Band Camp. The Training Band, Concert Band and Recorder Group rehearse weekly and perform regularly at school and external events. In 2010 the Training Band
participated in the NSW Music Festival and received a silver award. The Concert Band was selected from hundreds of schools to perform solo at the Sydney Region Music Festival at the Sydney Opera House. Students in the Recorder Consort performed with 700 students at the Regional Instrumental Music Festival as part of the massed recorder ensemble. Three students were selected to join the Sydney Region band and one student was selected for the State Band Camp. In 2011 we look forward to more exciting happenings for the Petersham Music Program.

Environment Education
Environment Education continues to be a focus in teaching programs and school activities. With the completion of the National Schools Building Program, sections of the playground have been landscaped with native plant species. Community working bees were held each term. Parents helped to maintain our school grounds with plantings, weeding and construction of garden beds and steps which improved student access within the playground. In 2010 the school participated in the “Greenway Project” involving walking excursions by Stage 3 classes to a newly constructed green corridor in the Inner West. Years 1, 2 and 3 studied natural environments with an excursion to Wolli Creek. All students participated in the Schools Cleanup Day in March and all classes participated in the council Waste Watchers Program. Kindergarten and Year 6 buddies planted herbs in the school vegetable garden.

Progress on 2010 targets

Target 1 – Improved Student Outcomes in Literacy

89% of students achieving sound or above in school English assessments. 10% of Year 5 students in the top band in NAPLAN spelling, currently 0%.

Our achievements include:

- 28% of Year 5 students achieving in the top band in NAPLAN spelling assessments.
- 65% of Year 3 students achieving in the top two bands in reading which is 20% above the state.
- 63% of Year 3 students achieving in the top two bands in writing which is 8% greater than 2009 results and 10% above the state.
- 56% of Year 5 students achieving in the top two bands in NAPLAN Grammar and Punctuation assessments which is 6% above the state.
- 87% of students achieving sound or above in school English assessments. This percentage does not reach our target but is equivalent to 2009 percentage.

Target 2 – Improved Student Outcomes in Numeracy

89% of students achieving sound or above in school Mathematics assessments. 40% of Year 3 students achieving in the top two bands in NAPLAN numeracy assessments previously 33%.

Our achievements include:

- 42% of Year 3 students achieving in the top two bands in NAPLAN mathematics assessments which is 4% above the state and an improvement of 9% on 2009 results.
- 47% of Year 3 students achieving in the top two bands in number, patterns and algebra which is 7% above the state and 2% above the region.
- 44% of Year 5 students achieving in the top two bands in NAPLAN numeracy assessments which is 6% above the state and 2% above the region.
84% of students achieving sound or above in school numeracy assessments which is below our target.

**Target 3 - To Improve Student Outcomes for higher performing students.**

Increase the percentage of students achieving in the top band in Year 3 and Year 5 spelling and Year 3 Numeracy. Increase the percentage of Year 5 students achieving in the top two bands for reading.

Our achievements include:

- increase from 19% to 27% of Year 3 students achieving in the top band in spelling.
- increase from 0% to 28% of Yr 5 students achieving in the top band in spelling.
- increase from 3% to 18% of Year 3 students achieving in the top band in overall numeracy.
- increase from 50% to 53% of Yr 5 students achieving in the top two bands in reading.

**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 2010 our school carried out evaluations of the educational and management area of learning and curriculum area of Spelling.

**Educational and management practice**

*Learning*

Learning was nominated for evaluation in 2010 in the Management Review Cycle.

Student, parent and teacher School Map surveys were used to gather opinions of the school community and evaluate the Learning Practice of the school.

*Findings and conclusions*

*Students*

82% of students indicated that their classroom was always or usually, an interesting place to learn.

91% of students indicated that the school always or usually expected them to do their best.

86 % of students indicated that they always or usually try to do their best.

80% of students indicated that their teachers always or usually find new ways to help them learn.

42% of students indicated that their teachers only sometimes or rarely talk to their parents about their learning.

31% of students indicated only sometimes or rarely people other than their teacher helped them to learn.

34% of students indicated that only sometimes or rarely in class there was a balance of independent and group learning activities.

*Parents*

98% of parents indicated that always or usually, their child’s classroom was an interesting place to learn.

96% of parents indicated that always or usually, the school expected the students to achieve to the best of their ability.

100% of parents indicated that always or usually, their child’s classroom provided a balance of independent and group learning activities and students at Petersham School demonstrated pride in their learning.

33% of parents indicated that only sometimes or rarely teachers talk to them about their child’s learning.

48% of parents indicated that only sometimes or rarely their child looked at samples of work over time to see their improvement.

*Teachers*

100% of teachers indicated that always or usually learning opportunities were provided in a stimulating and secure environment, that the school supports communication about student learning, that the community has high expectations of students, that students take responsibility for their learning and that programs provide a balance of independent or group leaning.

18% of teachers indicated that only sometimes a wide range of appropriate resources were used to assist students with their learning.
18% of teachers indicated that only sometimes students have access to guidance from people other than classroom teacher.

27% of teachers indicated that sometimes they work to continually upgrade their skills through professional development.

**Future directions**

- Review processes of showing students their work samples over time to indicate improvement.
- Increase parent participation in parent teacher interviews.
- Increase communication about the possibility of making a meeting time to discuss student progress.
- Review the professional learning program for teachers.

**Curriculum**

**Spelling**

- Spelling was nominated for evaluation as part of the curriculum review cycle. Analysis of National Assessment Program results also indicated that spelling was an area in need of improvement.
- Staff, parent and student surveys were developed by the school. 40% of the parent group returned the surveys.

**Findings and conclusions**

**Parents**

- 100% of parents agreed or strongly agreed that their child is given adequate assistance in spelling when required and that spelling is an important aspect of the writing program.
- 94% agreed or strongly agreed that spelling was important, that the spelling program had been satisfactory and that their child is learning appropriate spelling skills and rules.
- 96% agreed that their child completes weekly spelling homework.
- 18% disagreed that their child was more confident with spelling and that the current reporting process of interview and twice yearly report kept them informed of their child’s progress in spelling.

**Students**

- 94% of students agreed, that their spelling had improved during the year and that spelling was important. 97% agreed that spelling was important.
- 91% agreed that the spelling program catered to the individual needs of students.
- 77% agreed that they asked for help when needed in spelling and 82% agreed that they enjoyed spelling.
- 72% listed four different strategies they used to learn their words.

**Teachers**

- 100% of teachers agreed that they enjoyed teaching spelling, that students were informed of the purpose and importance of spelling, that their student’s spelling had improved in 2010, that a variety of methods were used to teach spelling, and that spelling was included in the weekly homework tasks.

- 90% of teachers agree that they programmed for spelling using ability groups and catering to the individual needs of students, regularly gave feedback to their students about their spelling and referred to the English Syllabus and school support documents when planning spelling programs.

- 40% of teachers disagreed that the reporting process kept parents informed of their child’s progress in spelling.

**Future directions**

- Review methods of informing parents about their child’s progress in spelling.
- Work with students to develop a greater understanding of strategies to learn words.
- Implement teacher training to strengthen spelling programs including giving feedback to students and parents about spelling progress. Refer to 2011 Target 1.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Staff, parent and student surveys were developed by the school.

Responses from all groups were very positive with a strong majority indicating that Petersham School:

- Connected with its community and welcomed parent involvement.
- Encouraged parents to contact the school to discuss concerns.
- Had a good line of communication between the school and parents.
- Is a friendly school, tolerant and accepting of all students.
- Teaches and promotes values.
- Maintains a focus on literacy and numeracy.
- Offers a range of programs in creative arts, sport and excursions.
- Has competent teachers who set high standards for students.
- Has a supportive welfare program including fair discipline.

Some areas showed less satisfaction.

- 7% of parents and 12% of students disagreed that the school offered challenging programs.
- All groups had a small percentage not agreeing that Petersham had a strong technology program with good access to computers.
- 7% of parents disagreed that the school was well resourced and upgraded resources regularly.
- 20% of teachers disagreed that the school promoted its uniform policy.

Professional learning

At Petersham Public School Teacher Professional Learning is a valued and important contributor to the professional growth of staff and the improvement of learning outcomes for students.

Professional learning is directly aligned to school targets, the school plan and DET priorities. Funding is made available by DET and supplemented from school funds. There is an expectation that all staff undertake training and professional learning.

In 2010 teachers, learning support officers and administration staff participated in a wide range of professional learning activities at weekly teacher professional learning sessions, staff development days, Sydney Region training courses, and in their own time after school. They included:

- Whole staff Child Protection, Anaphylaxis, and Cardio Pulmonary Resuscitation updates.
- School based and regional analysis of NAPLAN Results workshops.
- Best Start and Numeracy Program Training for Kindergarten Teachers.
- School based spelling and numeracy workshops.
- Technology Coordinator Training days.
- Regional Connected Classrooms and Video Conferencing training sessions.
- Regional and school based workshops on the use of Interactive Whiteboards.
- Various leadership and training days for the Principal and executive staff.
- Training in Finance and OASIS rollover procedures for some administration staff.

Other professional learning included, choral workshops, Musica Viva, English as a Second Language, Reading Recovery, sport and learning support.
School development 2009 – 2011

Targets for 2011

Target 1 - Improved student outcomes in Literacy.

88% of students achieving sound or above in school English assessments. Currently 87%.

36% of Year 3 and Year 5 students achieving in the top two bands in spelling. Yr3 currently 34% and Year 5 currently 32%.

Strategies to achieve this target include:

- Analysis of school and NAPLAN assessments to identify individual student needs.
- Implementation of a professional learning program for teachers in spelling and writing.
- Implementation of school based and District Learning Support Programs targeting students in lower bands.
- Implementation of Best Start, English As a Second Language and Reading Recovery Programs.
- Explicit teaching in writing and spelling to target needs of students.
- Semester curriculum-based and standardized reading, writing and spelling assessments implemented.
- Differentiation of the curriculum implemented to cater for higher achieving students and students needing support.

Our success will be measured by:

- 88% of students achieving sound or above in school English assessments.
- 36% of Year 3 and Year 5 students achieving in the top two bands in spelling.

Target 2 - Improved Student Outcomes in Numeracy.

86% of students achieving sound or above in school numeracy assessments. Currently 84%.

44% of Year 3 students achieving in the top two bands of NAPLAN numeracy assessments, Currently 42%.

60% of Year 5 students achieving expected growth of two skills bands or more. Currently 57%.

Strategies to achieve this target include:

- Analysis of school and NAPLAN numeracy assessments to identify individual student needs.
- Participation by all teachers in a combined schools numeracy project.
- Explicit teaching in numeracy to target needs of students and monitoring of progress.
- Implementation of school based and District Learning Support Programs targeting students in lower bands for numeracy.
- Implementation of Best Start Numeracy Program.
- Semester curriculum-based and standardized numeracy assessments implemented.
- Differentiation of the curriculum implemented to cater for higher achieving students and students needing support.
- Technology integrated into numeracy programs.

Our success will be measured by:

- 86% of students achieving sound or above in school numeracy assessments. Currently 84%.
- 44% of Year 3 students achieving in the top two bands of NAPLAN numeracy assessments, currently 42%.
- Increase in percentage of Year 5 students achieving expected growth of two skills bands or more in NAPLAN Numeracy Assessments. Currently 57%.

Target 3 - Improved learning outcomes for higher performing students.

Increase the percentage of Year 3 and Year 5 students achieving in the top two bands spelling. Year 3 currently 39%. Year 5 currently 32%

Increase the percentage of Year 3 and Year 5 students achieving in the top two bands in Data, Measurement, Space and Geometry. Year 3 currently 36%. Year 5 currently 31%.
Strategies to achieve this target include:

- Analysis of school and NAPLAN test results.
- Identify and monitor higher performing students.
- Implementation of a Professional Learning Program in numeracy and spelling
- Community of Schools Numeracy Project.
- Higher order thinking skills, use of rich tasks and curriculum differentiation based on syllabus requirements, incorporated into class programs.
- Technology integrated into classroom programs.

Our success will be measured by:

- An increase in the percentage of Year 3 and Year 5 students achieving in the top two bands spelling.
- An increase in the percentage of Year 3 and Year 5 students achieving in the top two bands in Data, Measurement, Space and Geometry.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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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: