Petersham Public School
2009 Annual School Report

NSW Public Schools – Leading the way

“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 School is a small inner city school set in large park like grounds. There are eight classes catering for approximately 196 students.

Our skilled and committed staff of twelve teachers and seven support and office staff ensure the best outcomes and care for our students.

Academic achievement continues to remain positive. Average achievement of students in literacy and numeracy is above the state in eight out of ten areas in the National Assessment Program. As reported in school reports 87% of students achieve sound and above in literacy and numeracy. Petersham School has strong learning support programs and hosts specialist programs in Italian, band, dance, recorder, chess, tennis, choir and sport. The school has an onsite Out of School Hours Care Centre.

We have a supportive parent community that raises substantial funds to support school programs and upgrade resources.

Community expectations include: high academic achievement; a safe and caring environment; a variety of learning experiences and provision for individual learning needs.

At Petersham staff, students and parents work together to provide a happy, safe and nurturing environment where students have the opportunity to become responsible independent learners and achieve their best. The community works to strengthen core educational programs and partnerships with parents and to provide a variety of experiential learning opportunities for students.

Messages

Principal's message

2009 has also seen the commencement of the Building Education Revolution upgrade of our school facilities. These include a new library, two new classrooms, an upgrade of the toilets and the hall, new carpet in three classrooms and the installation of interactive whiteboards in four classrooms.

I wish to thank the staff and parents for their amazing care, commitment and contribution towards providing such a positive and successful learning environment for our students and the students for their continued care of each other and their enthusiastic participation in school life.

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

This year has been another fantastic year for the P&C. We have made a real difference to our school in many ways. We organised a number fundraising of events at the school for the enjoyment of the kids and the parents, such as raffles, a movie night, Christmas lunch and the Mother’s and Father’s Day stall’s.

As part of the Father’s Day celebration, a special soccer afternoon was organised for the dads and their children. This event attracted a huge crowd and was enjoyed by everyone. We also ran the canteen at the District Athletics Carnival over two Fridays in July. The Family Fun Day in December, which was our major fundraising event of the year, raised $9,000 and provided the opportunity for many new families to sample our wonderful school community spirit and to get to know existing parents and children.

The popularity and success of the specialist programs such as band, recorder, chess, tennis and choir has added a wonderful dimension to the school. We have planned to implement a specialist dance group program in 2010.

The culture of the school has continued to be very positive. Our students demonstrate an amazing enthusiasm and enjoyment for their school activities and learning. Students, staff and parents interact and communicate in a positive and respectful manner. Teachers continue to develop and provide quality class programs and learning experiences for their students.

The funds raised enabled us to support the purchase of an interactive whiteboard, printers, screen, passive play equipment to be enjoyed at lunch, a number of numeracy resources; and to support families who required assistance to meet excursion fees. The P&C has also supported the Year 6 Farewell by organising a Halloween Disco and coordinating the sale of ice blocks once a week.
The Band subcommittee has also done a great job running the band and organising concerts. Both the Training and Concert bands performed at many school functions. They also participated at the Annual New South Wales School Band Festival and at the Inner West Ensemble Festival. All performances were very impressive. Musicians were given the opportunity to attend band camps. The Band held a very successful fundraising evening at Petersham Bowling Club with music, food and dancing. This raised $1,000 to buy new equipment.

As it is the tradition, we also organised a very successful morning tea at Grand-parents’ Day. Once again the working bees, to tidy up and maintain the school grounds, took place once a term. The Chess Club was introduced to the school with many keen players gathering every Tuesday morning before school.

On behalf of the committee, we would like to thank the parents, teachers, the wider School Community and all our sponsors for their support throughout 2009.

Nathalie Jackson - P&C Treasurer

Student representative’s message

Last year I finished my seventh year of primary school at Petersham Public School.

In my seven years at Petersham lots of things have changed, and they are still changing. The school is getting a new library and two new classrooms. The classrooms and library are still under construction but it is coming together.

Over the years I competed in athletic and swimming carnivals and participated in cross country events and team sports such as netball, softball and cricket. As part of the choir I performed at the Sydney Opera House and as part of the school band I performed at local school fetes and special occasions at our school.

They are all good memories but I suppose it’s the little things that make Petersham special. I remember in Kindergarten discovering the ‘harlequin tree’ with the fascinating brightly coloured beetles and bringing home pocketfuls of acorns from the oak tree.

Being in year six last year meant that I was able to have a buddy in kindergarten. With our kindergarten buddy we got to go on excursions to places like Taronga Zoo and Sculptures by the Sea. The many activities at Petersham make learning a lot of fun.

Nathalie Davies - School Captain 2009

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

Student attendance profile

We are very pleased with the improved attendance in 2009. Consistent support to families and use of the Home School Liaison Officer have improved attendance for a number of students.

Management of non-attendance

School attendance records are monitored regularly with the assistance of administration staff and the Home School Liaison Officer. Reminder notices are distributed and the Principal and Home School Liaison Officer support families through an attendance improvement program if necessary.

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 2009 class size audit conducted on Wednesday 18 March 2009.
### Structure of classes

To accommodate the number of enrolments in each year group in 2009 four 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>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Classroom Teachers</td>
<td>6</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.210</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative Manager</td>
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<td>School Administrative Officer</td>
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<td>General Assistant</td>
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<td>Release and Part-time</td>
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<tr>
<td>Italian Co-Asst and school based funding</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Students with special needs were supported by three School Learning Support Officers funded through the Funding Support Program.

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

### 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>
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</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>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>99,225.24</td>
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<tr>
<td>Global funds</td>
<td>102,420.79</td>
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<tr>
<td>Tied funds</td>
<td>61,654.40</td>
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<td>School &amp; community sources</td>
<td>132,345.73</td>
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<tr>
<td>Interest</td>
<td>3,596.76</td>
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<td>Trust receipts</td>
<td>7,282.33</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>406,525.25</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18,389.64</td>
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<tr>
<td>Excursions</td>
<td>13,011.76</td>
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<td>Extracurricular dissections</td>
<td>70,185.52</td>
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<td>Library</td>
<td>4,993.23</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
<td>73,250.09</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>18,435.70</td>
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<td>Maintenance</td>
<td>36,747.94</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>333,521.11</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>73,004.14</td>
</tr>
</tbody>
</table>

Tied Fund expenditure includes funding for Integration programs that supported 6 students with special needs, $7,000 for Teacher Professional Learning and $7,000 for Computer Co-ordinator. The balance carried forward includes payments staff leave, the Integration Program and planned purchase of resources.

A full copy of the school’s 2009 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 2009

Achievements

Arts

The Creative and Performing Arts at Petersham Public School has enjoyed another successful year. Highlights include:

- 20 senior choir, band and drama students took part in the Create East production “Bicycle of Darkness” after a three day workshop for gifted and talented students.
- The senior choir performed at the Opera House as part of the Primary Schools Choral Festival with one student featuring in the Combined Primary Schools Orchestra.
- Our junior choir performed as part of the Primary Proms at The Hills Centre.
- Senior choir members were part of the mass choir for the Opening Ceremony of The World Masters’ Games at ANZ Stadium.
- Both junior and senior choirs performed with distinction at Leichhardt Market Town as a celebration of Education Week and regularly through the school year at special assemblies.
- Year 1 and 2 students presented a dance and drama performance “Weird Science” for school and parents.
- Year 6 Enrichment Group program provided group experiences with mentors in drama, visual arts and dance culminating in an End of Year performance.
- Two students successfully auditioned for and participated in The Sydney Region Orchestra.
- One student successfully auditioned for and participated in The Sydney Region String Ensemble.
- A number of recorder students were invited to perform at the Sydney Music Festival at the Opera House.
- The Concert Band participated in the NSW Bands Festival.
- The Concert and Intermediate 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.

Sport

In 2009 the Petersham School continued to provide a diverse range of sporting opportunities for students. Highlights include:

- A special needs student participated at the P.S.S.A. Swimming Carnival at Homebush.
- Year 3-6 students participated in weekly swimming programs at Petersham Pool in Terms 1 and 4.
- Kindergarten and Year 1 attended weekly swimming lessons in Term 4.
- Years 2-6 participated in the DET Intensive Swimming Program for two weeks in Term 4.
- All classes participated in a weekly gymnastics program in Term 3.
- All students participated in a 5 week dance program in Term 4.
- High participation in swimming, cross country and athletics carnivals.
- District and Regional representation in swimming, cross country and athletics.
- Petersham netball, cricket and AUSTAG teams competed in the District Primary Schools Sports Association Gala Days.
- Soccer and Cricket students represented Petersham in the District Trials.
- Girls reached the finals at the Milo Cup.
- Years 1-6 participated in a cricket skills program conducted by NSW Cricket.
Academic

The academic performance of Petersham Public School students continues to remain high. School reports indicate achievement has improved with 87% of students achieving sound or above in literacy previously 82% and 88% achieving sound or above in numeracy previously 83%. In the National Assessment Program Year 3 students achieved above the national average in literacy and Year 5 students achieved above the national average in literacy and numeracy.

In 2009 31 Year 3 students and 27 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 the 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)

Literacy – NAPLAN Year 3

In overall literacy 60% of Year 3 were in the top two bands compared with 51% of the state. We exceeded our spelling target with 74% of Year 3 students achieving in the top three bands however there were a smaller percentage of students in the top band for reading, writing and spelling. In grammar and punctuation 75% of Year 3 students achieved in the top two bands compared to 53% of the state.

Numeracy – NAPLAN Year 3

Year 3 numeracy results were not as strong this year with a smaller percentage in the top band. 33% of Year 3 students achieved in the top two bands in Numeracy compared with 41% of the state. Results indicated less strength in the data, measurement, space and geometry strand.

Literacy – NAPLAN Year 5

In overall literacy 60% of Year 3 were in the top two bands compared with 51% of the state. We exceeded our spelling target with 74% of Year 3 students achieving in the top three bands however there were a smaller percentage of students in the top band for reading, writing and spelling. In grammar and punctuation 75% of Year 3 students achieved in the top two bands compared to 53% of the state.
In overall literacy 53% of Year 5 students achieved in the top two bands compared with 34% of the state. Average marks in reading and writing were higher than the state and the Like Schools Group. There was zero percent achieving in the top band in spelling and a greater percentage of students in the middle bands in all strands compared to previous years. In reading and writing the percentage of students in the top band was greater than the state and Like School Groups.

**Numeracy – NAPLAN Year 5**

In 2009 Year 5 numeracy results indicated high achievement and improvement. Average marks were higher than the state and the Like School Group and there was a substantial increase in the number of students in the top bands. 54% of Yr 5 students achieved in the top two bands compared to 35% of the state.

**Progress in literacy**

Petersham School has continued to maintain good progress and growth in literacy between Year 3 and Year 5. Progress in reading and writing is higher that the state and the Like School Groups. Progress in writing is particularly higher than previous years.

**Progress in numeracy**

Progress and growth in numeracy from Year 3 to Year 5 indicates a positive trend and improvement. Petersham School’s progress in numeracy is higher than the state and the Like School Group.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</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 Aboriginal musician Taryn Laleen.

Multicultural education

34% 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. 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.

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, 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.

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. Charity activities raised funds for: Stewart House, UNICEF Day of Change and mufti days were held to raise money to support communities after world disasters.

Other programs

Italian

All students K-6 participate in an Italian Program which is funded by Co.As.It. and parents. Students attend two Italian sessions a week, learning the language and about the Italian culture. All students developed pronunciation and communication skills through role play. K-2 students performed Italian songs at special assemblies. Years 3-6 completed outstanding projects on Venice which were exhibited as part of
the Petersham Biennale in the hall. A number of projects were displayed in the window of Co.As.It in Leichhardt.

Fruit Break
The Fruit Break program was continued in 2009. 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.

Band
The Band and Recorder Programs have continued to grow and remain a very positive element in our school. The program, coordinated by the director Daniel Murphy and a parent, widens musical opportunities for students. The Training Band, Concert Band and Recorder Group rehearse weekly and perform regularly at school and external events. In 2009 both Bands participated in the NSW Music Festival and received silver awards. A number of students attended the Summer Hill Public School Band Camp. Two students were selected to perform at the Opera House with the Sydney Region Orchestra and one student was selected to perform at the Opera House with the Combined Primary Schools Orchestra.

Gifted and Talented Education
The Year 6 class were fortunate to be involved with the school’s first Enrichment Groups. Experts in dance, drama, oil painting, science and philosophy visited these small, specialised learning groups over the course of the year. The students involved experienced ownership over new content areas and a depth of knowledge and understanding that stood out as unique opportunities.

Many students participated in Create East in 2009. Students applied for, and were successful in their applications in dance, drama and music. This opportunity for students provides them with a platform from which to showcase their talents in the performing arts.

Environmental Education
Our school was involved in the Observatory Hill Water Tight program. The whole school participated in a range of hands-on activities based around the concepts of water conservation and preservation. The Year 6 class created a draft Water Management Plan after considering the water usage of the school and systems that were in place at the time. This opportunity endorsed the message that water is precious and that every student can make a difference.

All classes participated in the Marrickville Council Waste Watchers program developing and understanding of how reducing, reusing and recycling can positively affect our future and our country. The whole school turned off all lights and electricity for a short time for Earth Hour.

Excursion and Performance Program
Students at Petersham had the opportunity to experience a wide variety of performances and excursions to complement and enhance class programs.

Excursions included: Year 5 and 6 Broken Bay Camp, K and Year 6 buddy excursion to Taronga Zoo, Year 5 and 6 Book Week excursion to Marrickville HS to listen to author Andy Griffiths, Years 1 and 2 to the Sydney Children’s Hospital, K-1 visit to a Gelato factory, K-2 attended ‘The Gruffalo’ and Years 2 – 6 attended the ‘I am Jack’ performances. All students attended our picnic day movie ‘Cloudy with a Chance of Meatballs’ and our K-6 Sculptures by the Sea excursion. In school performances included: Taryn Lal even to celebrate NAIDOC Week and Musica Viva Tigrumuna and Sousaphonics performances. Everyone enjoyed the Bushwahzee workshops and concert at the end of the year.

Learning Support Programs
At Petersham we use a variety of programs to support student learning. In 2009, programs included:
- District Learning Support 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 supported K-6 and numeracy programs with small group assistance.

University of Sydney program in which 17 students were taught by Sydney University students and an STLA teacher from District Office. The program ran for 8 weeks, twice a week.

Integration Funding Support Programs assisted six students with special needs.

The Reading Recovery Program which provided daily individual reading and writing sessions for 5 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.

**Technology 2009**

In 2009 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:

- Installed 5 interactive whiteboards into classrooms. One of these whiteboards was purchased through discretionary purchases while the other 4 were purchased through the National School Pride Program.
- Provided students with access to a computer lab, where they work individually or in small groups on a bank of laptops.
- Implemented teacher training with Smart Notebook Software and the use of Interactive Whiteboards.
- Purchased 4 laser printers for classroom use.
- Used the ‘Mathletics’ program across the school for classroom and home use.
- 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 such as Microsoft Office, Targeting Maths, Paint, etc.
- Provided the opportunity for children to save and access their work in their own personal folders through the use of the school’s network.

**Progress on 2009 targets**

**Target 1 - To improve student outcomes in literacy.**

84% of students achieving sound or above in school English assessments and 65% of Year 3 and Year 5 students achieving in the top three bands of NAPLAN spelling.

Our Achievements include:

- 87% of all students achieving sound or above in school based English assessments, as reported in school reports, previously 82%.
- 74% of Year 3 students performing in the top three bands in spelling previously 63%.
- 74% of Year 5 students performing in the top three bands in spelling, previously 59%.
- Class practice demonstrating explicit teaching of spelling, writing and reading and differentiation to cater for individual needs.
- An increase in percentage of students achieving growth of one skill band or more in NAPLAN writing.

**Target 2 - To improve student outcomes in numeracy**

83% of students achieving sound or above in school numeracy assessments and 65% of Year 5 students achieving in the top three bands of NAPLAN numeracy test.

Our Achievements include:

- 88% of all students achieving sound or above in school numeracy as reported in school reports.
- 81% of Year 5 students achieving in the top three bands of NAPLAN numeracy test compared to 59% of the state.
- Class practice demonstrates explicit teaching of numeracy and differentiation to cater for individual needs.
- Semester reviews and assessments demonstrate improved results in numeracy.

**Target 3 - To improve learning outcomes for higher performing students**

20% of Year 5 students performing in the top band in NAPLAN numeracy test and increase the implementation of differentiated learning
strategies for higher performing students in all classrooms.

Our Achievements include:

- 31% of Year 5 students performing in the top band in NAPLAN numeracy test, previously 14%.

- 53% of Year 5 students achieving in the top two bands in numeracy compared to 35% of the state. Class programs demonstrate and document differentiated learning activities for higher performing students.

- Year 6 Enrichment Groups implemented in philosophy, technology, science, drama, visual arts and dance.

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 2009 our school carried out evaluations of the Behaviour Management Policy and Procedures and the Technology Program.

Educational and management practice

Behaviour Management Policy and Procedures

The Behaviour Management Policy and Procedures were nominated for evaluation as in 2009 all schools were required to evaluate their Discipline Policy and Procedures.

School developed surveys were distributed to staff, parents and students. The surveys targeted the communication of policy and procedures, behaviour expectations, fairness, student happiness and feeling of safety at school, use of recognition for appropriate behaviour and consistency of procedures. Restorative Practice principles of respectful relationships, firmness and fairness underpin our policy and procedures.

Findings and conclusions

Feedback from students, parents and teachers regarding the Behaviour Management Policy and procedures was very positive.

Students

- 91% of students agreed they were happy at school and 96% indicated they felt safe at school.

- 99% indicated they knew the school rules and behaviour expected of them and what to do if someone was making them feel unhappy at school or was being unkind to someone else.

- 85% indicated that incidents were managed fairly and consistently.

- 95% felt the school worked to provide a safe and caring environment and 98% indicated the school used acknowledgement and awards to recognise appropriate behaviour.

Teachers

- Teachers responded very positively to all areas of the survey.

- 100% agreed or strongly agreed to 16 of the 17 statements.

- Areas of lesser agreement were the communication of the behaviour and anti-bullying procedures and policy to parents. 8% of teachers disagreed that the behaviour policy and procedures were well communicated to parents.

- 75% of teachers strongly agreed and 25% agreed that the students in their class felt safe at school.

- 75% of teachers strongly agreed and 25% agreed that the students in their class knew the school rules and the behaviour expected of them.

Parents

- 100% of parents agreed or strongly agreed that the school works to provide a safe and caring environment, that their child was generally happy and felt safe at school, that their child knew the rules and behaviour expected of them and the consequences for inappropriate behaviour.

- 94% agreed or strongly agreed that behaviour incidents were managed consistently and fairly and that the policy and procedures were fair.

- 18% disagreed that Behaviour Management and Anti-bullying Policy were well communicated to parents.

Future directions

- Increase communication of Behaviour Management Policy and Procedures to parents by including procedures in the newsletter once a term, distributing and discussing them with parents of new students and at Kindergarten Information sessions.

- Continue to work to maintain fairness and consistency when managing behaviour incidents.

- Maintain good communication of expectations and procedure to students.

- Continue to revisit and review policy and procedures with staff.
Curriculum
Technology
Technology was nominated for evaluation as part of the curriculum review cycle. Staff, parent and student surveys were developed by the school.

Findings and conclusions

Teachers
- 100% of teachers indicated their teaching and learning program develops appropriate technology skills in their students.
- 74% of teachers indicated they were confident in their use of technology.
- 42% of staff believed further allocation of time and money was needed for professional learning in computer technology.

Parents
- 97% of parents believed their children were more confident with the use of technology at the end of the 2009 school year.
- 89% of parents believed the school’s technology program develops appropriate computer skills in children.
- 84% of parents indicated they would like to learn more about the use of technology in their child’s learning.
- 72% of parents believed the school was well resourced in computer technology.

Students
- 89% of students in Stages 1-3 believed the school provides a lot of opportunities to use computers in their learning.
- 91% of children believed that the teachers provided them with clear explanations when using the computers.
- 100% of stage 1 students commented they were able to type a sentence, with 98% of those children indicating they could place a picture in a document.
- 97% of Stage 1 students indicated they were able to successfully log in and out of a computer and 98% of Stage 1 students indicated they could turn the computer on and off properly.
- 95% of Stage 2 children indicated they were able to use a digital camera and were able to manipulate and move pictures.
- 93% of Stage 2 students indicated they were able to search for items using the internet and 87% of these students were able to successfully send emails.
- Some Stage 3 children indicated they would like to learn more about applications and programs such as emails, animation, movies and PowerPoint.
- 98% of Stage 3 students indicated they were able to send emails including attachments.

Future Directions
- Increase and continue with staff professional development in computer use.
- Increase communication of technology use at school to parents / caregivers.
- Maintain use of technology in classrooms and computer lab.
- Continue to update technology within the school

Parent satisfaction
In 2009 the school sought the opinions of parents, about the school using a survey developed by the executive staff. 40% of parents responded.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Petersham is connected to its community and welcomes parent involvement</td>
<td>75%</td>
<td>22%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>2. Petersham encourages parents to contact school to discuss concerns related to their child</td>
<td>72%</td>
<td>25%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>3. Petersham has a good line of communication between school and parents</td>
<td>66%</td>
<td>30%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>4. Petersham is a friendly school that is tolerant and accepting of all students</td>
<td>78%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>5. Petersham’s primary concern and emphasis is always the students</td>
<td>77%</td>
<td>20%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>6. Petersham has supportive welfare programs including fair discipline</td>
<td>63%</td>
<td>31%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>7. Petersham teaches and promotes core values</td>
<td>63%</td>
<td>37%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>8. Petersham offers challenging programs for all students</td>
<td>44%</td>
<td>50%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>9. Petersham maintains a focus on and numeracy</td>
<td>51%</td>
<td>43%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>10. Petersham has a strong technology program with good computer access</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>11. Petersham offers a wide program range of sport, culture, music, excursions</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>12. Petersham has competent teachers who set high standards of achievement</td>
<td>73%</td>
<td>23%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>13. Petersham is a well resourced school</td>
<td>11%</td>
<td>85%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>14. Petersham promotes a healthy lifestyle</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>15. Petersham promotes its uniform policy</td>
<td>44%</td>
<td>53%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>16. Petersham is an attractive and well Maintained school</td>
<td>61%</td>
<td>39%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Responses indicated a high degree of satisfaction. Most aspects surveyed had more than 94% of respondents agreeing or strongly agreeing. Areas where parents were less in agreement were that the school was well resourced and the school had a strong technology program with good computer access.
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 was linked to our targets in literacy, numeracy, gifted and talented education.

In 2009 teachers, learning support officers and administration staff members participated in a wide range of professional learning activities on Staff Development Days, at workshops, special release days and in their own time after school. They included:

- Whole staff Child Protection, Emergency Care and Cardio Pulmonary Resuscitation updates.
- School based analysis of NAPLAN Results.
- Stage 1 Growing the Gains Project.
- Best Start and Numeracy Program Training for Kindergarten Teachers and Stage 1 teacher.
- Effective Spelling Strategies presented by Regional English Consultant for all teachers.
- Regional Space and Geometry Project attended by one teacher who subsequently led a school session for all teachers.
- Technology Coordinator Training days.
- Teachers participated in number of regional and school based workshops on the use of Interactive Whiteboards.
- Executive staff participated in various leadership training workshops and the “Keep them Safe” Child Protection Briefing.
- Patterns and Algebra Project for Stage 1 & 2 attended by three teachers with a school follow up for all teachers.
- Koori art Expressions.
- Underachievement in Gifted and Talented Students workshop was attended by three teachers.
- SASS training in Finance and OASIS rollover training and the use of Enrolment Registration Number Program (ERN).
- Occupational Health and Safety Consultation Training was attended by one OH&S committee member.

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

School development 2009 – 2011
The School Plan is a statement of the school's educational and organisational priorities and intentions for 2010. The school plan and targets are updated annually after careful analysis of school and national assessment results.

Targets for 2010

Target 1 - To Improve 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%.

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.
- 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 standardised 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:

- 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%

Target 2 - To Improve Student Outcomes in Numeracy
89% of students achieving sound or above in school maths assessments. 40% of Year 3 students achieving in the top two bands of NAPLAN numeracy assessments, currently 33%, with emphasis on measurement, space and geometry.

Strategies to achieve this target include:

- Analysis of school and NAPLAN numeracy assessments to identify individual student needs.
- Participation in a combined schools maths 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 standardised 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:
- 89% of students achieving sound or above in school maths assessments.
- 40% of Year 3 students achieving in the top two bands of NAPLAN numeracy assessments, currently 33%, with emphasis on measurement, space and geometry.

**Target 3 - To improve learning 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.

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.
- Community of Schools Self Selection Project Maths - Working Mathematically, including lesson studies in term 1, 2 & 3.
- Higher order thinking skills, use of rich tasks and curriculum differentiation based on syllabus requirements, incorporated into class programs.
- Provide opportunities for identified students to participate in regional G&T programs CREATE East, K-4 Dance, 5-8 Dance, band camp, Public Speaking, Chorals and Proms Festivals.
- Technology integrated into classroom programs.
- Cross grade mixed ability groups in Stage 3 mathematics.

- Develop and implement enrichment groups for Stage 3.

Our success will be measured by:
- Professional Learning Maths Project with lesson study implemented over three terms.
- Class programs demonstrate and document differentiated learning activities for higher performing students.
- Enrichment groups implemented in Stage 3.
- Increase the percentage of students achieving in the top band in Year 3 & Year 5 spelling and Year 3 numeracy.
- Increase the percentage of Year 5 students achieving in the top two bands in reading.

**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.

Robbie Fotheringham  Principal
Heather McDonald  Assistant Principal
Stephanie Brewer  Assistant Principal
Lucinda Armour  P&C Representative
Sarah Foster  P&C Representative
Pauline Bosnic  P&C Representative

**School contact information**
Petersham Public School
25 Hunter St
Petersham
Ph: 95609665
Fax: 95642104
Email: petersham-p.school@det.nsw.edu.au
Web: www.petersham-p.schools.nsw.edu.au
School Code: 4502

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: