“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 an inner City School with eight classes catering for approximately 200 students.

Our skilled and committed staff of eight classroom teachers and ten support and office staff ensure the best outcomes and care for our students. All teaching staff have the professional requirements for teaching in NSW public schools.

Average achievement of students is above the state average in all areas of the National Assessment Program and the school has a strong learning support program. Petersham School hosts specialist programs in Italian, band, choir and sport and an onsite Out of School Care Centre.

We have a supportive parent community which 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, we aim through quality programs, to provide a happy, safe and nurturing environment where students have the opportunity to become responsible independent learners and achieve to the best of their ability. We work to strengthen core educational programs and partnerships with parents and to provide a variety of experiential learning opportunities.

Principal's message

2008 has been another positive year for Petersham Public School. Staff, students and parents have continued to work together to maintain and improve student performance and enhance our positive school culture and environment.

Our students have continued to make us proud with their achievements, enthusiastic participation and care for each other.

I wish to acknowledge all teaching, office and support staff for their continued commitment, professionalism and care in providing the best for our students and for building the positive relationships that underpin our positive school climate. The school has enjoyed the stability of its current experienced staff and is pleased it will continue in 2009.

The parent community has continued to be a very positive and productive support to the school. Their time, effort and contribution to school activities and fund raising are greatly appreciated.

The completion of our playground upgrade has been most exciting. We are all enjoying increased space, new grassed areas, the soft-fall surface in the assembly area, improved gardens and new play equipment.

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

2008 has been a great year for the P&C. We have had several successful fundraising events that have seen the community come together whilst raising money for the school. Some of these include the Healthy Breakfast, Movie Night and a Mother’s Day Stall. As the main fundraiser for the year we organised a Walk-a-thon for the children and a Mini Olympic and Playground Opening Event for the whole school community.

The money raised from these events totalled $13,400 and went towards interactive whiteboards
for two classrooms, a new sick bed, maths resources and books for the library.

The P&C also provided funds to support families who required assistance to meet textbook and excursion fees.

The P&C supported the school during Grandparents Day, the Easter Hat Parade and helped provide funds for the Year 6 leaving party.

The Band held a very successful fundraising evening at Petersham Bowling Club with music, food and dancing. This raised $1000 to buy new equipment.

Once again the Petersham community spirit shone through at all these events with everyone involved having a great time.

Jane Rooke ~ P&C President 2008

The school also had many events including sports carnivals, Grandparents Day, the Easter Hat Parade, the Footsteps Disco, fundraising for charities and visiting performers.

Petersham Public School has many things to offer and the students are extremely fortunate to have so many opportunities to learn and have fun.

Max Morrison 2008 School Captain

Student representative's message

In 2008 I had the honour of being one of the school's captains of Petersham Public School. It meant a lot to me to represent my school. During my time there the school and community displayed a caring and inclusive attitude towards all pupils.

One of my favourite times at Petersham was Year 6 with the kindergarten buddy program. Every Wednesday afternoon we would go to the Kindergarten room and have a great time working with our buddies.

Two of the amazing things the school offers are the school choir and band which perform at many special events.

In 2008 the school had the Walkathon and Mini Olympics which were a great success. It had games, rides, face painting, food and had special guests Carmel Tebbutt, who officially opened the new school grounds, and Mrs. McDonald's daughter, and Olympian diver and gymnast, Alexandria Croak.

Student enrolment profile

Enrolments have steadily increased over the previous five years. In 2008 an enrolment of 200 students enabled the school to maintain eight classes.

Student attendance profile

We continue to work with the DET Home School Liaison Officer to improve attendance and assist families in need of support 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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>5</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>KINDY</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

To accommodate the enrolments in each year group in 2008 four of our eight classes were multi-stage 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>
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</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>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative Manger</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Office</td>
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</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>Italian Co.As. It. and school based funding</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

Staff retention

During 2008 the school has enjoyed a stable staffing situation. In 2008 we welcomed the permanent appointment of class room teacher Naomi Tisdell and School Administrative Officer Leasa Hadsinikitas.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.

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.

| Date of financial summary: | 30/11/2008 |

**Income**

- Balance brought forward: $153,536.03
- Global funds: $99,252.53
- Tied funds: $58,099.12
- School & community sources: $125,606.58
- Interest: $8,507.58
- Trust receipts: $4,726.65
- Canteen: $0.00
- Total income: $449,728.49

**Expenditure**

- Teaching & learning
  - Key learning areas: $21,943.12
  - Excursions: $23,478.34
  - Extracurricular dissections: $52,491.14
- Library: $4,334.87
- Training & development: $2,719.72
- Tied funds: $143,882.03
- Casual relief teachers: $32,292.27
- Administration & office: $38,831.48
- School-operated canteen: $0.00
- Utilities: $14,234.58
- Maintenance: $12,478.95
- Trust accounts: $3,816.75
- Capital programs: $0.00
- Total expenditure: $350,503.25
- Balance carried forward: $99,225.24

Tied funds expenditure include funds for the Integration Programs that support six students with special needs, $87,429 of Investing In Our Schools Grant for the playground upgrade, $7,000 for Teacher Professional Learning and $7,000 for technology.
A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the Parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
The Creative and Performing Arts at Petersham Public School has enjoyed another successful year. The students have performed in a wide range of performances and school events with skill, professionalism and enthusiasm.

Highlights include:
- 18 senior choir, band and drama students were successful in their applications to participate in CREATE EAST Performing Arts Workshops and performed at the Seymour Centre.
- The Junior Choir (years 3-4) were successful in auditioning for the Primary Proms and performed in the Chorals Festival at the Hills Centre.
- The Senior Choir were successful in auditioning for the Chorals Festival and performed at the Opera House.
- The Concert Band participated in the NSW Bands Festival.
- The Junior and Senior Choirs performed at weekly assemblies and special events.
- The Concert and Intermediate Bands performed at assemblies and special events.
- Band members participated in the Summer Hill Band Camp.
- Year 5 students participated in the Dulwich High School Visual Arts Workshops.
- All classes participated in a specialist drama program presented by a parent twice a term.
- All Stage 2 and 3 classes participated in a school based public speaking program and selected finalists represented Petersham Public School in the Multicultural Public Speaking Competition.

Sport
In 2008 the school continued its strong and diverse physical education and sports program. Highlights include:
- Year 3-6 rotational games skill program in netball, rugby and athletics implemented in Term 2.
- 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.
- Students from Yrs 2-6 participated in the DET Intensive Swimming Program for two weeks.
- K - 2 participated in a weekly gymnastics program in Term 2.
- All students participated in the “Footsteps” dance program in Term 3.
- High participation in swimming, cross country and athletics carnivals.
- District and regional representation in swimming, cross country and athletics.
- Petersham netball and AFL teams competed in the District Primary Schools Sports Association Gala Days.
- Netball, soccer and AFL students represented Petersham in the District Trials. Nathan Asani was selected to represent the District in the Regional Soccer Competition.
Academic

The academic performance of Petersham Public School students continues to remain high. In Literacy and Numeracy the average achievement of students is above the state average in the National Assessment Program. In school based assessments 83% of students achieve sound or above in literacy and 81% achieve sound or above in overall numeracy.

In 2008 34 Year 3 students and 29 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.

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

The 2008 Year 3 literacy results were very pleasing. 42% of Year 3 achieved in the top band for writing compared to 0% achieving in the top band for writing in 2007.

87% of Year 3 students achieved in the top 3 bands in literacy compared with 76% of the state.

90% of Year 3 achieved in the top 3 bands in writing compared to 80% of the state.

82% of Year 3 achieved in the top three bands in grammar and punctuation compared to 66% of the state.

Our Year 3 spelling results were not as strong with 62% achieving in the top three bands compared to 72% of the state.

(See 2009 Target 2- Literacy)

Numeracy – NAPLAN Year 3

The Year 3 National Numeracy Assessment results indicate a significant improvement.

81% % of Year 3 students achieved in the top three bands in numeracy compared to 67% of the state with an increase in the number of students achieving in the top band: 29% compared to 19% in 2007.

Literacy – NAPLAN Year 5

In Year 5 National Literacy Assessments 70% of Year 5 achieved in the top three bands in overall literacy compared to 63% of the state.

71% of Year 5 achieved in the top three bands in writing compared to 65% of the state.

74% of Year 5 achieved in the top three bands in grammar and writing compared to 63% of the state with 42% of these being in the top band.

The Year 5 spelling results were not as strong with 59% achieving in the top 3 bands compared to 65% of the state. (See 2009 Target 2- Literacy)
Numeracy – NAPLAN Year 5
The Year 5 National Assessment Numeracy results were very pleasing. They indicate improvement in the percentage of students in most skill bands with a general shift in the percentage of students into the higher bands. 62% of Year 5 students achieved in the top three bands compared to 52% of the state.

Progress in literacy
Petersham School’s average progress in Reading has continued to increase and is particularly high this year. However our average progress in writing has decreased a little. (See 2009 targets 1 and 2)
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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are a crucial element in all Key Learning Areas and 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 Sorry Day and NAIDOC Week celebrations and attended a performance by Aboriginal musician Adrian Tjupurra.

Multicultural education

40% of our students come from homes where a language other than English is spoken. Students come from a diverse range of multicultural backgrounds with no dominant ethnic group. 28 of these students participated in English as a Second Language programs. The program has improved literacy skills and enabled these students to operate more successfully in class programs.

Multicultural perspectives are delivered through the Human Society and Its Environment (HSIE) and literacy programs across all year groups.

Harmony Day was celebrated in March. Students wore orange clothes, classes and our assembly acknowledged our diverse society united by a core set of values.

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 and the environment.

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 Assemblies, Environment Education and implementation of the School Rules: Be Safe, Respect, Cooperate and Do Your Best.

- Restorative Justice practices underpin our student welfare policy and school procedures. This lays 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, “Jeans for Genes” Day and the Cancer Council.

Other programs

Italian

All students K-6 participate in an Italian Program which is funded by Co.As.It. and the parents. Students attend two Italian sessions a week, learning the language and about the Italian culture. Students participated in Italian performances and sang at school events. Many classes completed projects on Pompeii and Garibaldi and 3/4 developed and performed a play “The Life of Garibaldi” which was a great success.
Fruit Break
The Fruit Break program was continued in 2008. 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 is a positive element in our school and widens musical opportunities for students in Years 3-6. The program is coordinated by a dedicated committee of parents and consists of a Concert Band and a Training Band. Both bands performed at school events and assemblies. In 2008 both Bands participated in the NSW Music Festival. The Concert band received a Bronze Award and the Training Band received a Silver Award. Many band students also attended the Summer Hill Public School Band Camp.

Midway through the year we welcomed the appointment of a new band director Daniel Murphy. A recorder group for Years 1 and 2 was formed in Term 4.

Learning Support Programs
At Petersham School we use District Learning Support, school funds, the Reading Recovery Program, integration funding and the School Counsellor to support student learning. In 2008 programs included:

- District Learning Support in Literacy and Numeracy for 3 sessions a week which targeted 14 students from Years 3-6.
- School funded STLA for two days a week supported K-2 literacy programs with small group and classroom assistance.
- Integration Funding Support Programs assisted six students with special needs.
- The Reading Recovery program which provided daily individual reading sessions for Year 1 students in most need of support.

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

5/6 Gardening Program
Class 5/6 were successful with an application for a grant from Marrickville Council for the creation of a Bush Tucker Garden. The students researched flora native to the Sydney region prior to the preparation of the plot. They prepared the site with organic soil, planted and mulched the garden bed and cared for the new garden. Together with the creation of a herb and vegetable garden the class developed a sense of pride and ownership and an awareness of sustainability and sustenance that can exist within the school grounds.

Excursion and Performance Program
To enhance learning opportunities for students teachers organise a range of excursions and visiting performers. In 2008 these included: Yr 5 & 6 Canberra Tour, the ABC Symphony Music Program, The Happy Prince, Possum Magic, Teambeat Drumming Workshop, Life Education, CSIRO Science activities, Middle Head Sculpture Workshop and Art Gallery visit by 3/4 and 5/6.

Progress on 2008 targets
Target 1: To achieve school targets in literacy with emphasis on writing
Our achievements include:
- Increase of 42% from 0% of Year 3 students achieving in the top band for writing in the National Assessments.
• 97% of Year 3 and 96% of Year 5 students achieving at or above the minimum standard in writing in the National Assessments.

• 100% of Year 5 students achieving at or above the minimum standard in the National Assessments in spelling and grammar and punctuation.

• 87% of Year 3 students and 70% of Year 5 students performing in the top three bands in overall literacy in the National Assessments.

• All teachers participated in three consistent teacher judgement in writing assessment workshops and implemented strategies into classroom practice.

• Development of rubrics for writing to assist students to achieve a higher level.

Target 2: To achieve school targets in numeracy with emphasis on data measurement and space.

Our achievements include:

• 94% of Year 3 students achieving at or above the minimum standard in Numeracy.

• 100% of Year 5 students achieving at or above the minimum standard in Numeracy.

• 62% of Year 5 and 78% of Year 3 students achieving in the top three bands in numeracy.

• 76% of Year 3 and 62% of Year 5 students achieving in the top three bands in Measurement, Data, Space and Geometry.

Target 3: 85% of students demonstrating stage outcomes in technology throughout their learning.

Our achievements include:

• Technology Scope and Sequence implemented in all classrooms.

• 84% of students demonstrating stage outcomes in technology.

• Range of software utilised by all classes.

• Increased student utilisation of school network and technology.

• Increased staff confidence when using the school network.

• Installation of interactive whiteboard in 5/6 classroom.

Target 4: To improve the academic performance of gifted and talented students.

Our achievements include:

• Staff identified higher performing and gifted students.

• Staff participated in professional learning sessions to revisit policies and curriculum differentiation techniques.

• Individual learning plans and differentiated activities were implemented to cater for higher performing students.

Catering to the needs of higher performing students will continue to be a direction for 2009. See 2009 Target 3

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 2008 our school carried out evaluations of Leadership and Mathematics.

Educational and management practice

Leadership

Leadership was nominated for evaluation in the management review cycle. Student, parent and staff School Map Surveys were used to gather the opinions of the school community and evaluate the Leadership of the school. All Year 1 to 6 students and all teachers were surveyed and 47% of the parents returned the surveys.

Findings and conclusions

Students

86-89% of students indicated that the school leaders improve the school through an understanding of the schools strengths and weaknesses, build relationships based on trust and respect, ensure that everyone is treated fairly, that school leaders model commitment to school improvement and that all groups are encouraged to take leadership roles.

12% of students indicated that the school leaders rarely, demonstrated an interest in the student learning outcomes or encouraged teachers to reflect on their practices.

Teachers

100% of teachers indicated that the school leaders almost always or usually fulfilled eight of the eleven criteria.

83% of teachers indicated that the leaders almost always built relationships based on trust and demonstrated an interest and accountability for student learning outcomes.

17% of teachers indicated that leaders only sometimes encouraged students, staff and parents to take on leadership roles.
8% of teachers indicated that the leaders only sometimes encouraged teachers to reflect on their practices or challenge educational practice.

Parents
98% of parents indicated that the school leaders almost always or usually understand the school and get the best from the staff and students.
95% of parents indicated that the school leaders almost always or usually introduced changes that are good for the students, encouraged students and staff to take leadership roles and valued the contribution of individuals and groups.
24% of parents felt the school only sometimes or rarely discussed ways to improve their child’s learning and 12% indicated that the school leaders only sometimes or rarely involved the community in deciding what it is aiming to achieve.

Future directions
- Develop ways to encourage students, staff and parents to take on leadership roles.
- Develop strategies to encourage teachers to reflect on their practice.
- Revisit methods to assist parents to improve their child’s learning.

Curriculum
Mathematics
After analysis of the 2007 Basic Skills results and consideration of management review cycle Mathematics was identified as an area to be evaluated. Students, parents and staff were invited to complete a survey. All Year 1 to 6 students and all teachers were surveyed and 47% of the parents returned surveys.

Findings and conclusions
Students
97% of students agreed that the teachers explain why they do mathematics, that maths is an important subject, that their working with numbers knowledge and overall mathematics understanding had improved.
87% indicated that their understanding of space and geometry had improved
86% of students indicated that they were good at mathematics, asked for help when needed and that the class had adequate resources
23% disagreed that the use of hands on equipment improved their understanding of maths

Teachers
100% of teachers agreed that they were confident teaching the five strands in mathematics.
50% of teachers only agreed instead of strongly agreed that they were confident teaching the space and geometry and measurement strands.
All teachers indicated a need for more resources.
Teachers use individual tuition, small group and curriculum differentiation to cater to the individual needs of students.

Parents
86% of parents indicated that their child was more confident with mathematics, that their child was given adequate assistance in mathematics, that the mathematics program was satisfactory and that they were confident to assist their child with mathematics.
82% indicated that their child enjoyed mathematics.
72% indicated that the maths program catered to the individual needs of students.
50% were aware of the resources used by the school and understood how mathematics was taught in the school.

Future directions
- Continue professional learning in Numeracy for all teachers.
- Continue to upgrade resources.
- Develop and implement strategies to communicate methods of teaching mathematics to parents.
- Improve numeracy outcomes of students. See Target 2

Other evaluations
Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. A survey was developed by the executive staff. All students form year 1 to 6, 90% of the staff and 47% of parents responded.
Responses from all groups indicated a high degree of satisfaction. Most aspects surveyed had more than 95% of respondents agreeing or strongly agreeing.

Students
The students identified the welcoming of parent involvement, a friendly school that is tolerant and
accepting of all students, the promotion of core values, the focus on literacy and numeracy and the competent teachers who set high standards as being strengths.

**Teachers**

The teachers identified a friendly school that is tolerant and accepting of all students, the primary concern and emphasis is always the students, the teaching and promotion of core values and the focus on literacy and numeracy as being strengths.

**Parents**

The parents identified the welcoming of parent involvement, the primary concern and emphasis is always the students, the teaching and promotion of core values, the competent teachers that set high standards, that the school is attractive and well maintained and the promotion of a healthy lifestyle as being strengths.

14% of parent respondents didn’t feel the school offered challenging programs for all students.

Students, teachers and parents identified the technology program, computer access and school resources as being areas of less strength.

**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.

Both teaching and non teaching staff undertake ongoing professional learning both formally and informally. Professional learning was linked to our targets in literacy, numeracy, gifted and talented education and technology.

In 2008 staff members participated in a wide range of professional learning activities on Staff Development Days, professional learning sessions, special release days and in their own time after school. They included:

- Regional Projects in Programming for Gifted and Talented Students, Numeracy-Data in Depth and Quality Teaching in Action Conference.
- Best Start Kindergarten Literacy and Numeracy Program.
- School based workshops on Consistent Teacher Judgement in writing assessment.
- Technology coordinator training and Interactive whiteboard workshop.
- Whole staff Child Protection, Anaphylaxis, Asthma and Cardio Pulmonary Resuscitation updates.
- Executive staff leadership training workshops and conferences.
- Procurement and administration procedures for Administration Staff.
- Beginning Teacher Program.
- National Writing Assessment Workshop.

Other individual professional learning included, Restorative Practice, choral workshops, English as a Second Language, Reading Recovery, sport and learning support.

**School development 2009 – 2011**

**Targets for 2009**

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

84% of students achieving sound or above in school literacy assessments and 65% of Yr 3 and Yr 5 students achieving in the top three bands of NAPLAN Spelling.

Strategies to achieve this target include:

- Analysis of school and NAPLAN literacy assessments to identify individual student needs.
- Continuation of a Literacy Professional Learning Program for teachers.
- Support programs implemented in reading, writing and spelling.
- Implementation of Kindergarten Literacy Best Start and Year 1 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.
- Introduction of DET School Based Student Reporting.

Our success will be measured by:

- 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.
- 65% of Yr 3 and Y5 students achieving in the top three bands in NAPLAN spelling.
• 85% of all students achieving sound or above in school based assessments.

**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.

Strategies to achieve this target include:

• Analysis of school and NAPLAN numeracy assessments to identify individual student needs.
• Continuation of a Numeracy Professional Learning Program.
• Explicit teaching in numeracy to target needs of students and monitoring of progress.
• Implementation of Kindergarten Best Start Numeracy Program.
• Support programs developed and implemented in numeracy for identified students.
• Semester curriculum-based and standardised mathematics assessments in all strands implemented.
• Differentiation of the curriculum implemented to cater for higher achieving students and students needing support.

Our success will be measured by:

• Class practice demonstrates explicit teaching of numeracy and differentiation to cater for individual needs.
• Semester reviews and assessments demonstrate improved results numeracy.
• 83% of students achieving sound or above in school numeracy assessments.
• 65% of Year 5 students achieve in the top three bands in Numeracy.

**Target 3 - To improve learning outcomes for higher performing students**
20% 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.

Strategies to achieve this target include:

• Identify higher performing students
• Implementation of a Professional Learning Program.
• Higher order thinking skills, rich tasks and curriculum differentiation based on syllabus requirements incorporated into class programs.

• Implementation of enrichment groups for Stage 3 students in Technology, Drama, Music, and Philosophy using parents, specialists and academic partners.
• Provision of opportunities for identified students to participate in regional and weekend G&T programs, CREATE East, K-4 Dance, 5-8 Dance, band camps, Public Speaking, Chorals and Proms Festivals.
• Cross grade grouping for Stage 3 maths.
• Technology integrated across all Key Learning Areas.

Our success will be measured by:

• Class programs demonstrate and document differentiated learning activities for higher performing students.
• Enrichment groups implemented in Stage 3.
• 20% of Year 5 students achieving in the top band in NAPLAN Numeracy.

**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

**School contact information**
Petersham Public School
25 Hunter Street
Petersham .2049.
Ph: 96609665
Fax: 95642104
Email: petersham-p.school@det.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: