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.
School Context

Petersham Public School is a successful and nurturing 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 of 230 students set in large park like grounds and has an onsite out of school care centre. The school is a diverse community where over 28 languages are spoken.

The students demonstrate an amazing enthusiasm and enjoyment for school activities and learning and are proud of their contribution. The academic success of students is reflected in the school and National Assessment results.

Teachers at Petersham Public School are a dynamic mix of experienced teachers and early career teachers all dedicated to their profession. All staff work together to provide quality learning, cater to the 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: Italian, band, choir, dance, recorder, drama, excursions, chess, gardening, tennis, gymnastics and a range of sport activities.

The active parent body works 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 in all classrooms.

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

1
Principal’s message

In 2013 the amazing efforts of students, staff and parents has created another very positive year for our school. We continue to celebrate our academic and extra curricula achievements, the provision of quality care and the positive culture within our school.

Presentation Day

Teachers and administration staff continued to enjoy working together to plan and deliver effective and challenging learning programs and provide a diverse range of opportunities for students.

In the National Assessment Program our Year 3 students performed above the state average in reading, writing, spelling and grammar and punctuation and numeracy. Our Year 5 students performed above the state average in reading, writing, grammar and punctuation and numeracy. The growth in the NAPLAN results between Year 3 and Year 5 increased significantly and is strongly above the state in all strands.

Italian Day Lunch

Assets were improved with the upgrade of the storerooms and hat rooms for three classrooms in F block. This was jointly funded by DEC and the school. Literacy resources were upgraded with assistance of the P&C fundraising efforts.

The school continues to receive feedback from our community and the public about the school’s positive and inclusive culture, the good behaviour and achievements of our students and the commitment and professionalism of the teachers.

"On behalf of commuters everywhere, can you pass on to your students and the teachers our appreciation and a thank you to your school which obviously encourages good citizenship.”

C. Campbell a fellow train commuter.

The school “encapsulated everything that I find admirable in a free and secular public education system: diversity, tolerance, recognition of individual achievement and a collective effort. The relationship between staff and students was warm and caring. Congratulations to all staff. The children’s lives are all the richer because of your efforts.”

Letter to local newspaper from grandparent S. Hale after Recognition Day.

Thank you everyone for your efforts and another wonderful year of learning and opportunity for our students. 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

What a great year we have had. The P&C has been very active again, raising money, building community, and supporting the staff as they provide a first-class learning environment for our children.

The fundraising subcommittee, powered by Rachel Booth and supported by many willing hands, organised many events. Sometimes the focus was to raise much needed funds, at other times the focus was on fun. Every event helps to bring the school community closer together and this year we have raised over $20,000 with raffles, breakfast barbeques and of course the fabulous Halloween Family Fun Fiesta.

The instrumental music program, by Dan Murphy with parent support from Austin O’Hearn, is going from strength to strength with 60 children enrolled in training band for 2014. This year we added strings to the existing bands and recorder groups. The bands performed well at the Inner West Band Festival. Petersham PS was also well represented at several concerts at the Opera House, contributing to the massed ensembles and taking centre stage with solo performances.

The P&C collaborate closely with the school to identify the best way to spend parent’s generous donations. This year most of our expenditure was on vital school resources such as home readers, dictionaries for Years 3 and 5, classroom white boards, mathematics resources and computer resources.

We have also contributed to improving the learning environment with air conditioning maintenance and the great new raised garden beds. To keep everyone well fed at future events we have purchased a new barbecue. A portion of the money raised has gone to support the education of less fortunate children such as Moises in El Salvador, through the PLAN organization.

The new garden beds were installed by the landscaping committee, under the guidance of David Coultas-Roberts with a team of enthusiastic helpers. The beds are bursting with herbs and vegetables and will be put to good use in the coming year.

The role of the class representatives is growing with some outstanding efforts this year resulting in nights out, new friendships and a real sense of community.

Key to the success of the P&C in supporting the school is the great relationship we enjoy with Robbie Fotheringham. Her open and trusting style enables us to best direct our efforts and to run such great events on school grounds.

So as another year of morning teas, barbeques, hard work and laughter draws to a close we wish the school community a wonderful break over Christmas and the New Year. We look forward to doing it all again in 2014.

Beth Clapton – President
Student representative’s message
The graduating class of 2013 started in Kindergarten at Petersham Public School in the same week as our principal Mrs Fotheringham. Since she came to Petersham PS the school has offered more opportunities and experiences, and we have had a wonderful safe happy school life.

2013 was a very busy and successful year for Petersham Public School. Our school performed at both the Regional and State Dance Festivals and the infant students performed at the School Spectacular (made possible through the continuing support and skill of Ms Mel Coady). There were great successes in Gala Days for AFL and Netball and the Milo Cup for Cricket. Our debating team won a number of debates against other schools and continues to improve and grow. Our students also did their very best at the Multicultural Speaking Competition. Our swimming and sports carnivals lead to a number of students representing our school at District and Regional competitions. The school concert band, training band and recorder ensemble (lead by the talented Mr Dan Murphy) performed at concerts and competitions throughout the year and won a number of gold medals. Our choirs performed at both the Sydney Opera House and Town Hall as part of the Primary Proms.

Our remarkable P&C continued to do an amazing job supporting our school with events such as the Halloween Disco, Mothers’ and Fathers’ Day Stalls, movie nights and a fantastic Christmas lunch for all students. Money raised from these events, and others, went towards improving learning across the school through new technology, readers, sporting equipment and many other materials used in all the classrooms. The families of students at Petersham Public School have always been great supporters of the school and contribute to its success both financially, through fund raising, and through activities such as Working Bees. Through PLAN the school community supports Moises from El Salvador by holding a five cent collection and we get regular updates on his wellbeing and progress.

Five Cent Day for Moises

The P&C works hard to raise money for our school, build a strong community and support all school initiatives and we thank all the parents who worked so hard to make 2013 such a success.

Along with many exciting excursions and incursions throughout the year, the school participated in drama classes with our parent volunteer Ms Lucinda Armour and a music program run by Ms Mary Bromhead. Tennis lessons and Chess Club were also on offer in 2013.

Year 6 finished off the year with a sensational performance of “West Street Story” written and directed by Mr Tim Bellamy. It was a huge success and a wonderful way to finish the year.

Year 6 Graduating Performance
None of these opportunities would be possible without the commitment, care and energy of our teachers who all work so hard to bring out the best in everyone.

As the graduating class move into our High School years, we take with us all of the great values that we have learnt here at Petersham about kindness, respect and doing our best because “our efforts make us.”

Cassia Schwager – 2013 Girl Captain

**Student information**

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

**Student enrolment profile**

Enrolments have increased steadily since 2007.

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<thead>
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**Student attendance profile**

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**Management of non-attendance**

The school continues to work with the Department of Education and Communities Home School Liaison Officers and the Department of Community Services to support a very small number of students to improve attendance.

**Workforce composition**

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<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Release /Planning: Italian .4 Music .4</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013 there were no Aboriginal staff employed by the school.
Teacher qualifications

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

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<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Trust receipts</td>
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<td>Canteen</td>
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Expenditure

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<td>Excursions</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

The academic performance of Petersham Public School students remained strong in 2013.

School reports indicated that 83% of all students achieved sound or above in English and 82% achieved sound or above in Mathematics.

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The growth in student achievement between Year 3 and Year 5 in the National Assessments Program was most impressive. The average progress of students increased in all strands was significantly above the state.
Year 3 and Year 5 students achieved above the state average in all strands of the NAPLAN literacy and numeracy assessments except in Year 5 spelling. The percentage of students achieving in the top two bands was significantly higher than the state in all areas except Year 3 Numeracy.

The percentage of students achieving at or above the minimum standard has improved and is above the state.

We are working to improve our results against Statistically Similar School Groups. Staff training and development, and adjustment of class programs are strategies being implemented to improve student outcomes. Please see school targets for 2014.

In 2013, 33 Year 3 students and 20 Year 5 students participated in the National Assessment Program (NAPLAN).

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Arts

Creative and Performing Arts Programs remained a strong focus at Petersham Public School in 2013. Our achievements included:

- The K-2 and Year 3-6 Dance groups were successful in being selected for the Sydney Region Dance Festival. Both groups performed at the Seymour Centre.
- The Year 3-6 Dance Group was selected to perform *Wizard of Oz* at the State Dance Festival.
- The Concert and Training Bands were awarded gold at the Engadine Bandfest.
- Eight students were accepted into the Create East, a three day performing arts workshop for gifted and talented students in the areas of choir, band, dance, drama, film and art. They participated in the Create Production at the Seymour Centre.
- The Junior Choir was accepted into the Primary Schools Proms 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.
- Seven students successfully auditioned for and participated in The Sydney Region Orchestra.
- The Recorder Consort was selected to play as soloists at the State Public Speaking Finals and the Sydney Region Instrumental Music Festival.
- The Concert and Training Bands performed at assemblies and special events.
- Record numbers of Concert 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 Year 6 Performance “West Street Story” showcased the dance, drama and musical talents of our students.
- Twelve students were selected to perform in the 30th Schools Spectacular at the Entertainment Centre.
Sport

Petersham Public School continued to provide a diverse range of sporting opportunities for students in 2013. Highlights included:

- Term 1: Years 1-6 four week cricket skills development program.
- Term 1: K-6 students participated in a four week dance program.
- Term 2: K-6 six week AFL program
- Term 2 Years 3-6 athletics field events skills development program.
- Term 3: K-6 gymnastics eight week skills development program.

- Term 4: Kindergarten and Year 1 attended weekly swimming lessons.
- Term 4: Years 2-6 participated in the DEC two week Intensive Swimming Program.
- District and Regional representation in swimming, cross country and athletics.

- One student selected to be a part of the Sydney Region Soccer Team and play at the State Carnival.
- Netball and AFL teams competed in the PSSA Sports Program.

- Stage 3 teams competed in AFL Paul Kelly Cup.
- Stage 2 student qualified for the State Athletics Carnival.
- External tennis coaching offered one lunchtime each week.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are integrated into units of work for each stage. In 2013, a staff member participated in the “Bemel Gardoo” program which focuses on improving knowledge of Aboriginal custom, and embedding Aboriginal content in the curriculum. Stage One students were able to investigate Aboriginal technology and the use of natural materials. Special assemblies and classroom programs highlight reconciliation and the importance of Aboriginal heritage. An Aboriginal version of the National Anthem is sung at many weekly assemblies. There is acknowledgment of the traditional
owners of the land at assemblies and major events. All students participated in NAIDOC Week activities in classes, including learning about Dreamtime stories and traditional lifestyles.

**Multicultural education**

33% of our students are from homes where a language other than English is spoken. There are twenty eight languages represented in our school community with Spanish being the largest language represented. The EAL/D program develops English skills of newly arrived students from other countries and students from language backgrounds other than English. Forty four students participated in the EAL/D program this year. The program has supported students' learning of English so that they were able to access the curriculum and achieve equitable learning outcomes in all subject areas. Students were also given an understanding of the cultural contexts of the school and wider community.

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

All classes participated in Italian Classes for one session per week. This year the Italian program hosted an Italian Day which highlighted many aspects of the Italian culture and was enjoyed by all.

Harmony Day was celebrated in March. A variety of activities acknowledged and developed an awareness of the diverse and dynamic cultures of Australia and the world. Funds raised were donated to UNICEF.

**Dance Program**

The Dance Program has developed into a highly regarded and successful program at Petersham Public School. This year 30 students from K-2 and 30 students from 3-6 auditioned and was selected to perform at the Sydney Region Dance Festival. From this, our 3-6 dance group was invited to represent Sydney Region at the State Dance Festival. Through the wonderful leadership, teaching and creativity of our choreographer Ms Mel Coady, students were given an incredible opportunity to perform rising to the challenge and exceeding expectations.

This year the Schools Spectacular celebrated 30 years and 12 students from Year 1, 2 and 3 were selected to perform. This was an amazing experience for our junior students and a very exciting time for our school. Dance has become an important component of our extra-curricula activities at Petersham Public and we look forward to its continued development in 2014.

**Multicultural Perspectives were delivered through Human Society and Its Environment as well as literacy programs across all year groups. Students develop an understanding about the similarities and differences between themselves, others and a variety of communities and cultures.**
Learning and Support Program

Petersham Public School provides a variety of programs to support student learning and to cater to individual needs of students.

The Reading Recovery Program provided daily individual reading and writing sessions for five Year 1 students in most need of support.

The Learning and Support Team (LAST) has worked collaboratively with teachers to provide targeted students with support in literacy, numeracy and behaviour. This support has resulted in improved reading levels and mathematical skills and has increased students’ ability to operate in classroom programs.

The Funding Support Program supported two students with special needs. School Learning Support Officers provided individual assistance with class programs and on excursions.

Instrumental Music Program

The Band Program is a very positive aspect at Petersham School and offers many opportunities for students.

The program is coordinated by the Band Director and a parent and consists of: the Concert Band, the Training Band, the Junior Recorder Group, the Recorder Consort and the newly formed Chamber String Ensemble.

This year the Concert Band and the Training Band received gold medals at the Engadine Band Festival.

All groups perform regularly at school and community functions and thirty students attended the combined schools band camp at Stanwell Tops Conference Centre.

The Recorder Consort made up of nine students, was selected to play as soloists at the State Public Speaking finals and the Sydney Region Music Festival at the Sydney Opera House, and were part of the massed recorders at the NSW Instrumental Music Festival at the Sydney Opera House.

These very busy and talented students also play the School Song and National Anthem at most school assemblies.

This year seven students participated in the Sydney Region Orchestra, six students participated in the Sydney Region Recorder Ensemble and two students were selected for the State Band Camp.

Excursion and Performance Program

Students at Petersham have been fortunate to be involved in a wide range of excursions and incursions to complement the various key learning areas being studied throughout the year. Excursions included:

STAGE 3: Broken Bay Camp; Dulwich Hill HS transition; Gus Gordon Author Talk; Newington College Deborah Abela; Souths Cares Life Education.
STAGE 2: Georgiou’s Confectionery Factory; Claymation; Marrickville Library Book Week; The Rocks Walking Tour; 13-Storey Tree House Performance

STAGE 1: Sculptures By the Sea; Australian Museum Science Week; Susannah’s Place at the Rocks.

EARLY STAGE 1: Possum Magic; Taronga Zoo; Field of Mars – Bush Christmas.

Incursions included Musica Viva performances by Pastance and the Hummingbirds; Years 5 and 6 Interrelate; CSIRO Electricity; Graffiti Busters; Police Cyber Bullying.

Debating

Debating at Petersham has been highly regarded by students, teachers and parents again this year. Our program provided opportunities for students to compete against schools in the Inner West Friendly Debating Competition during Terms 2 and 3. There was a solid core of eight debaters this year, which provided the framework for two highly talented teams.

The focus in recent years has been to develop and expose students to good debating techniques. We are in the third year of this current program and I am pleased to announce we had outstanding success.

The strength this year was the consistency of the teams, and the unearthing of hidden talent where analysis and concise examples, along with clear rebutting skills gave each speaker constructive engagement with both topic and opposition.

Topics included arguments for and against Australia being the best place to live, “That graffiti is art” and “That we should donate to charity in times of national disaster”. Out of 12 events, our teams won a majority, with the affirmative team winning all of their contests.

Success continued with one member (Charlotte Y6) being selected to represent Sydney region in a team that won the State Championships during the 3 day Arts Unit Debating camp at Collaroy.

Petersham Debating was well supported by parents, who offered time and tips, and by our adjudicator from Sydney University, Mr Nick Waldron, who expressed an interest in continuing next year. We again had several students helping
in setting-up, timekeeping and chairing debates, ensuring a positive experience for all. We look forward to continued success in 2014.

Environment Education

Environment Education continues to be a focus in teaching programs and school activities. 2013 saw the continuation of a school vegetable garden, where eight raised garden beds were installed by the parents during a weekend working bee. Most classes were able to harvest edible foods such as tomatoes, lettuce, basil, snow peas, carrots and parsley, and prepare a salad that was enjoyed by all.

Kindergarten Gardening

The aim to teach children the origin of some of our foods, as well as to inspire an interest in growing food was most successful. Community working bees were held each term, where parents help to maintain our school grounds with plantings, weeding and construction of garden beds. All students participated in regular playground cleanups, as well as class recycling programs.

Students participating in the Working Bee

2013 School Library

New initiatives, as well as established events were undertaken by the library this year, strengthening its position within the school.

Library opening hours were extended, allowing students to access resources before school two days per week. Students utilized books, magazines (which were also introduced this year), games, as well as the bank of computers, which were increased in number to eleven.

The school library website came into being. This site contains resources for students and teachers alike. Resources from all curriculum areas are featured, and the site is continually being updated. It also provides a means of showcasing students’ achievements.

The library program aims to work cooperatively with classes, incorporating their class programs, as well as working collaboratively with teachers, such as with Year 4 and their Voki book reviews, which utilized computer as well as English skills.

All students participated this year in the KOALA awards, which involved them critically analyzing and then voting (online for Years 1-6) for their favourite Australian books.

Literature was also the focus in Term 3, with a focus on the Children’s Book Council’s shortlisted books. This culminated in the Book parade, Book Fair and the inaugural School Library Art awards, with art pieces framed and displayed in the office foyer.

Book Week Book Character Parade

There was increased participation in the Premier’s Reading Challenge this year with 48% more students than last year successfully completing the challenge and receiving certificates.
School planning and evaluation 2012—2014

School evaluation processes

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

- Analysis of school and National Assessment results and use of the DEC Smart Data program.
- Distribution of surveys to students from Years 4-6, parents and staff.
- Feedback from the community and the public.

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Outcomes from 2012–2014

Improved student outcomes in literacy achieved.

Evidence of progress towards outcomes in 2013:

- 95% of Year 5 students achieved greater than expected growth in reading in the National Assessment Program, 46% above the state.
- 67% of Year 3 students achieved in the top two bands in reading in the National Assessment Program, 20% greater than that of the state.
- 75% of Year 5 students achieved in the top two bands in reading in the National Assessment Program, 38% greater than that of the state.
- 73% of Year 3 and 65% of Year 5 students achieved in the top two bands in grammar and punctuation in the National Assessment Program.
- 64% of Year 3 and 55% of Year 5 students achieved in the top two bands in writing in the National Assessment Program.

- 100% of Year 3 and Year 5 students achieved at or above the minimum standard in reading, writing, grammar and punctuation in the National Assessment Program.
- 8% increase in percentage of Year 3 students in the top two bands in spelling in the National Assessment Program.

Strategies to achieve these outcomes in 2014

- Analyse school and NAPLAN literacy data by all staff to identify areas to be strengthened, students to be supported and areas for provision of teacher professional development identified.
- Revisit spelling programs to identify and further implement strategies to improve student progress.
- Implement learning support programs for students in need of additional assistance. Learning and support teachers (LAST) to work with students in need of support.
- Review, refine and monitor literacy programs including spelling, writing, guided reading and comprehension strategies.
- Daily explicit spelling activities in each class.
- Consult literacy consultants for advice and support.
- Provide professional learning for teachers in spelling, guided reading, writing and the elements of a balanced reading program.
- Continue to implement curriculum based and standardised testing in reading, writing and spelling.
- Purchase quality literature and reading resources to support teaching and learning programs.
- Implement the new NSW English Syllabus.

School priority 2 - Numeracy

Outcomes from 2012–2014

Improved student outcomes numeracy achieved.

Evidence of progress towards outcomes in 2013:
• 45% of Year 5 students achieving in the top two bands in numeracy in the National Assessment Program, an increase of 4%, and 16% above that of the state. 2013 target met.
• 43% of Year 3 students achieving in the top two bands in numeracy in the National Assessment Program, 10% above the state.
• 50% of Year 5 students achieving in the top two bands in measurement, data and space in the National Assessment Program, a 12% increase and 16% above the state.
• 75% of Year 5 students achieving greater than expected growth in numeracy in the National Assessment Program, 8% above the state.

**Strategies to achieve these outcomes in 2014:**

• Analysis of school and NAPLAN numeracy data by all staff to identify areas to be strengthened, students to be supported and areas for provision of teacher professional development identified.
• Implement support programs for students in need of assistance.
• Explicit teaching in areas of weakness identified in data analysis.
• Provision of professional learning programs for teachers on strategies to increase numeracy skills.
• School Teacher Professional Learning (TPL) looking at Numeracy Continuum.
• Strengthen expectations of class program documentation.
• Continue to implement semester curriculum based and standardised testing in numeracy.
• Familiarise teachers with draft NSW Numeracy Syllabus.

**School priority 3 - Science**

**Outcomes from 2012–2014**

Improved student outcomes in science achieved.

**Evidence of progress towards outcomes in 2013:**

• Science units delivered each term in each class.
• Expectations of documentation of science programs monitored.

**Strategies to achieve these outcomes in 2014:**

• Analyse school science results and report comments.
• Review, strengthen and monitor science programs and teaching and learning programs.
• Provide professional learning programs for teachers on strategies to increase science skills and knowledge.
• Strengthen expectations of science program documentation.
• Increase time spent on teaching science.
• Purchase resources to support quality teaching of science programs.

**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 DEC priorities. Funding is made available by DEC and supplemented by school funds. There is an expectation that all staff undertake training and professional learning.

In 2013 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, Code of Conduct and Cardio Pulmonary Resuscitation updates.
• School based analysis of NAPLAN results and introductions to the New English Syllabus.
• Every School Every Student Disability Standard modules.
Technology Coordinator training days.

School based training in spelling, technology and numeracy.

Various leadership and training days for the Principal and executive staff.

Other professional learning included the Chorals and Proms workshops, Behaviour Management, Musica Viva, English as a Second Language, Reading Recovery, sport and learning support.

Parent/caregiver, student, and teacher satisfaction

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

Surveys were distributed to parents and staff and individual feedback from members of the community has been noted. Approximately 30% of the parent community and 100% of teachers completed the surveys. Student satisfaction surveys were not distributed in 2013. We will collect data from students in 2014.

89% - 100% of parents and teachers agreed or strongly agreed that Petersham School:

- Is connected to its community and welcomed parent involvement.
- Is a friendly school which is tolerant and accepting of all students.
- Has supportive welfare programs that promote core values.
- Maintains a focus on literacy and numeracy.

90% of parents agreed or strongly agreed that Petersham School has competent teachers who set high standards of achievement.

79% of parents agreed or strongly agreed that Petersham School offered challenging programs for all students.

74% of parents and 88% of teachers agreed or strongly agreed that Petersham School has a strong technology program with good computer access.

84% of parents and 88% of teachers agreed or strongly agreed that Petersham School promotes its uniform policy.

Program evaluations

School evaluation: Writing

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of the curriculum area of writing.

Background

Writing was nominated for evaluation as literacy is a target in the school plan and it was due for evaluation as part of the review cycle.

School and NAPLAN writing results were analysed and surveys were distributed to teachers and parents. Approximately 30% of parents and 100% of teachers responded to the survey.

Findings and conclusions

- 73% of Year 3 and 65% of Year 5 students achieved in the top two bands in grammar and punctuation in the National Assessment Program.
- 64% of Year 3 and 55% of Year 5 students achieved in the top two bands in writing in the National Assessment Program.
- 92% of parents and 100% of teachers agreed that their children’s writing had developed in 2013.
- 89% of parents and 100% of teachers agreed that their children’s spelling had improved in 2013.
- 84% of parents strongly agreed or agreed that reports and parent meetings gave useful feedback about their children’s writing.
- 75% of Year 5 students achieved greater than expected growth in writing in the National Assessment Program. 37% greater than the state.
- 58% of Year 3 and 45% of Year 5 achieved in the top two bands in spelling in the National Assessment Program.
Future directions

• To monitor and strengthen writing and spelling programs.
• To implement teacher professional learning to revisit best practice in the teaching of writing.
• For staff to analyse the item analysis reports of the NAPLAN spelling results.
• To revise reporting practices that inform parents of their child’s writing progress.

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
Stephanie Brewer           Assistant Principal
Nomiki Bairaktaridis       Assistant Principal
Pauline Bosnich            P&C Representative
Janet Merewether           P&C Representative

School contact information

Petersham Public School
25 Hunter St
Petersham
Ph: 9560 9665
Fax: 9564 2104
School Code: 4502
Email : petersham-p.school@det.nsw.edu.au

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