School context

There are currently 236 students attending St Marys PS, Preschool to Year 6. 7.6% of students are from an indigenous background and 47% are from a Non English Speaking background.

Principal’s message

St Marys Public School enjoyed a successful year during 2013 with teachers and parents working together to ensure that all students were able to work towards meeting their potential.

Over the year I have had the privilege of working with the dedicated and highly motivated staff of St Marys Public School. On a daily basis they demonstrate their expert knowledge of the core business of teaching, learning, curriculum, assessment and reporting. Similarly, our students are friendly, eager to learn and well presented.

This year the staff and parents continued to give high levels of support to a variety of school programs, allowing us to progress towards the achievement of our targets. Student achievement continued to show growth as a result of sound teaching coupled with high expectations and our evaluations indicate specific areas for future development.

St Marys Public School continues to be committed to providing the best possible education for all students through an enriched curriculum, addressing individual needs and providing a variety of opportunities for all. The evidence of these things can be seen as you read through this report.

My sincere thanks go to each and every member of the St Marys whole school community, for the support and contribution to the education of our students and for making me feel welcome in my first year as principal at our wonderful school.

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.

Glen Leaf

P & C and/or School Council message

Our P&C meets monthly. The P&C are responsible for running the school canteen, selling uniforms and organising fund raising events. Money raised by these things goes back to our school to help buy resources and give our students the best opportunities.

The canteen and P&C activities are run by volunteers. A very special thank you, to all those people, who worked so hard for our P&C during 2013.

Linda Terry
P&C President

Student representative’s message

This year our Student Representative Council (SRC) was involved in raising funds to buy new school playground equipment. This was decided during our SRC meetings and then reported back to all other students through our class SRC meeting. Class meetings were held on Fridays to talk about things that we wanted to fix up.

We also organised a mufti day and sold badges to raise money for Legacy.

Katelyn Scobie
SRC Representative

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
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
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<td>95.4</td>
<td>94.1</td>
<td>91.8</td>
<td>93.4</td>
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<tr>
<td>1</td>
<td>C</td>
<td>92.6</td>
<td>91.9</td>
<td>93.2</td>
<td>92.1</td>
<td>94.1</td>
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<td>94.0</td>
<td>93.1</td>
<td>94.8</td>
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<td>4</td>
<td>O</td>
<td>94.0</td>
<td>89.7</td>
<td>94.1</td>
<td>92.7</td>
<td>93.1</td>
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<td>95.1</td>
<td>92.1</td>
<td>94.5</td>
</tr>
<tr>
<td>6</td>
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<td>95.0</td>
<td>92.6</td>
<td>92.2</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>92.6</td>
<td>92.8</td>
<td>93.9</td>
<td>92.4</td>
<td>93.5</td>
</tr>
</tbody>
</table>

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>85</td>
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<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</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                  30/11/2013

Income

- Balance brought forward                182,249.06
- Global funds                             156,821.60
- Tied funds                                191,820.12
- School & community sources              31,481.86
- Interest                                  6,930.55
- Trust receipts                           42,646.95
- Canteen                                    0.00
Total income                               611,950.14

Expenditure

- Key learning areas                        17,015.64
- Excursions                                 17,501.97
- Extracurricular dissections                9,675.35
- Library                                    179.00
- Training & development                     4,910.04
- Tied funds                                  32,632.26
- Administration & office                   25,751.95
- School-operated canteen                     0.00
- Utilities                                  37,279.50
- Maintenance                                0.00
- Trust accounts                             33,886.00
- Capital programs                           0.00
Total expenditure                           0.00
Balance carried forward                    287,049.15

Management of non-attendance

Class rolls are closely monitored by the class teacher, an Assistant Principal and our Home School Liaison Officer. When a child’s attendance is causing concern they are referred to the Learning Support Team and appropriate action is then planned. This may include attendance meetings including parents / caregivers, our Home School Liaison Officer, classroom teachers, an Assistant Principal and / or the Principal. The implementation of an attendance improvement program may also be undertaken. In the event attendance does not improve legal proceedings may occur.

A full copy of the school’s 2013 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 2013

Arts
At St Marys PS, our students are provided with many opportunities to participate in extra curricula activities.

In 2013, our school once again hosted the Colyton Showcase. This event displays our many talented performers, across the Colyton Learning Community in dance, drumming and singing.

We successfully auditioned and performed in the Blue Mountains / Nepean Dance festival held annually at Joan Sutherland Performing Arts Centre.

One student had success in Operation Art. Her artwork was chosen to be displayed at the NSW Art Gallery and then tour regional art galleries and will then be hung in Westmead Hospital.

Sport
Students at St Marys Public School are provided with a wide variety of opportunities to participate in sporting activities. These activities range from fitness sessions and sport at school to representative teams competing against other schools.

Academic achievements

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 and enter the school name in the Find a school and select GO to access the school data.
**NAPLAN Year 3 - Numeracy**

**Percentage of Year 3 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84.0</td>
</tr>
</tbody>
</table>

**NAPLAN Year 5 - Literacy**

**Percentage in bands:**

- **Year 3 Writing**
- **Year 3 Numeracy**
- **Year 5 Reading**
- **Year 5 Spelling**

**Percentage in Bands:**

- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>87.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

At St Marys Public School we currently have 18 Aboriginal students. Aboriginal students, their families and the school developed a learning plan for each Aboriginal student. These personalised learning programs are designed to meet their specific learning needs and have helped develop stronger partnerships between students, families and the school.

All students from K – 6, participated in lessons about Aboriginal Australia, through the implementation of Aboriginal literacy units during NAIDOC and Reconciliation Weeks. All students were exposed to high quality texts that introduced information about issues concerning Aboriginal Australia.

Multicultural education

Our small school recognises and values the different backgrounds and cultures of our students and community. We endeavour to provide teaching and learning programs which enable all students to thrive and succeed. Special days of celebration and traditions are always acknowledged and shared. Classroom practices are respectful of different cultural ethos and learning styles. As a result our partnership with the Non English Speaking Background (NESB) community continues to be strengthened.

Again we worked collaboratively with the ESL faculty of St Marys Senior High. We were part of their “Leadership and Cultural Diversity” project, which involved our Stage 2 ESL students in a soccer program. The High School ESL students were great role models for our students.

Transitional Equity Funding

St Marys PS is also a part of the Priority School Funding Program (PSFP). Our school receives additional funding which is used to purchase resources, as well additional staff to assist with literacy and numeracy programs.

National partnerships

This is our final year for Low SES National Partnership funding. It has clearly made an enormous difference to our school over the last 4 years with regards to the programs we have been able to provide and the professional learning our staff has undertaken.

School evaluation processes

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Having conducted a number of focus groups throughout the year, it is apparent parents, students and staff are very happy to be a part of St Marys PS. Parents, staff and students are used in the decision making process of our school.

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

The school self-evaluation committee saw school leadership as an area for evaluation in 2013.

Findings and conclusions

Analysis of results were as follows:
Overall, responses were very positive from parents, staff and students about school leadership at St Marys PS.

100% of students believe that our school’s leaders usually or almost always improve the school through an understanding of the school’s strengths and weaknesses.

93% of our parents also believe our school’s leaders usually or almost always improve the school through an understanding of the school’s strengths and weaknesses.

100% of staff and 91% of students felt that the school leaders demonstrate and interest in and an accountability for student learning outcomes.

Future directions
Responses from parents, students and staff overall, indicated that most were happy with leadership within our school. The provision of opportunities for all staff, students and parents to undertake leadership roles at the school needs to be continually developed and maintained.

School planning 2012—2014: progress in 2013

School priority 1
Improved student performance in Literacy, focusing on the accelerated literacy pedagogy, incorporating modelled, guided and independent reading.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:

- 75% of Year 1 students meeting benchmarks of RR16 – 18 compared to 74.1% as evidenced by school data in 2013.
- 53% of Year 2 students meeting benchmark of RR26 compared to 51.5% as evidenced by school data in 2013.
- 34% of Year 5 students achieving proficiency in Reading compared to 33% measured by NAPLAN in 2013.
- 100% of Year 3 students achieving at or above minimum standard in Reading as was achieved in 2013.

- 100% of Year 5 students are achieving at or above minimum standard as was achieved in 2013.

Strategies to achieve these outcomes in 2013

- Data compiled in literacy for all students. This data was then used to inform literacy planning and class based programming.
- 1/2 day stage planning at the beginning and end of term 1, 2 and 3 provide opportunity for discussion, reflection, consistent teacher judgment activities, collaborative programming.
- Ongoing professional learning in ‘best practice’ and new English syllabus conducted for all staff.

School priority 2

Outcomes from 2012–2014
Improved student performance in Numeracy, through implementation of an intensive structured numeracy program incorporating professional development of staff, as measured by Best Start data, school based assessment and NAPLAN.

Evidence of progress towards outcomes in 2013:

- 65% of Year 5 students to achieve expected growth in reading compared to 63.6% in 2013, as measured by NAPLAN.
- 98% of students in Kindergarten being ‘Perceptual’ compared to 97.6% as evidenced by school based data in 2013
- 100% of Year 5 students are achieving at or above minimum standard in numeracy as achieved in NAPLAN 2013.

Strategies to achieve these outcomes in 2013:

- ½ day stage planning days at the beginning semester 1 and semester 2 provide opportunity for discussion, reflection, consistent teacher judgment activities, collaborative programming.
- Training in TEN for identified teachers.
- Data compiled in literacy for all students. This data will then be used to inform literacy planning and class based programming.
School priority 3

Outcomes from 2012–2014

Improved Aboriginal student learning outcomes.
Improve Aboriginal student attendance.
Improved understanding and knowledge of Aboriginal Australia.

Evidence of progress towards outcomes in 2013:

- Attendance for Aboriginal students improved by 10%
- 100% of Year 5 Aboriginal students are achieving at or above minimum standard in Reading and Numeracy as measured by NAPLAN.
- 100% of Year 5 Aboriginal students achieved expected growth in Numeracy and Reading as measured by NAPLAN.

Strategies to achieve these outcomes in 2014:

- Close analysis of NAPLAN, PLAN and school based data was carried out and used to inform teaching and learning programs.

School Planning 2014

School Priority 1 – Literacy

Outcome for 2012–2014

Improved student performance in Numeracy, through implementation of an intensive structured numeracy program incorporating professional development of staff, as measured by Best Start data, school based assessment and NAPLAN.

2014 targets to achieve this outcome:

- 51% of students in Kindergarten meeting benchmarks of RR 5 -8 compared to 47.6% as evidenced by school data in 2013.
- 75% of Year 1 students meeting benchmarks of RR16 – 18 compared to 74.1% as evidenced by school data in 2013.
- 53% of Year 2 students meeting benchmark of RR26 compared to 51.5% as evidenced by school data in 2013.
- 10% of Year 3 students achieving proficiency in Reading compared to 8% measured by NAPLAN in 2013.
- 34% of Year 5 students achieving proficiency in Reading compared to 33% measured by NAPLAN in 2013.
- 100% of Year 3 students achieving at or above minimum standard in Reading as was achieved in 2013.
- 100% of Year 5 students are achieving at or above minimum standard as was achieved in 2013.
- 65% of Year 5 students to achieve expected growth in reading compared to 63.6% in 2013, as measured by NAPLAN.

Strategies to achieve these targets include:

- Data on entry to school compiled in literacy for all Year 3 students in PLAN. PLAN data to inform literacy planning and class based programming.
- Mandatory implementation of new English Syllabus and continued professional learning of the syllabus to be provided at school level.
- *1/2 day stage planning at the beginning and end of term 1,2 and 3 provide opportunity for discussion, reflection, consistent teacher judgement activities, collaborative programming.
- Professional learning in PLAN provided for all teachers.
- Utilisation of Instructional Leader through Early Action for Success (EAS) program to provide future directions.

School Priority 2 – Numeracy

Outcome for 2012–2014

Improved student performance in Numeracy, through implementation of an intensive structured numeracy program incorporating professional development of staff, as measured by PLAN data, school based assessment and NAPLAN.

2014 targets to achieve this outcome:

- 98% of students in Kindergarten being ‘Perceptual’ compared to 97.6% as evidenced by school based data in 2013.
- 95% of students in Year 1 being ‘Figurative’ compared to 93.5% as evidenced by school based data in 2013.
- 82% of students in Year 2 being able to Count on and Back compared to 81.5% as evidenced by school based data in 2013.
- 14% of Year 3 students achieving proficiency in Numeracy compared to 12% as measured by NAPLAN in 2013.
- 12% of Year 5 students achieving proficiency in Numeracy compared to 8% as measured by NAPLAN in 2013.
- 86% of Year 3 students are achieving at or above minimum standard in numeracy compared to 84% in 2013 as measured by NAPLAN.
- 100% of Year 5 students are achieving at or above minimum standard in numeracy as achieved in NAPLAN 2013.
- 56% of Year 5 students to achieve expected growth in numeracy compared to 54.5% in 2013, as measured by NAPLAN.

Strategies to achieve these targets include:

- Preparation for the implementation of the new maths syllabus will commence as of term 1, ready for mandatory implementation in 2015.
- ½ day stage planning days at the beginning semester 1 and semester 2 provide opportunity for discussion, reflection, consistent teacher judgement activities, collaborative programming.
- Training in TEN for identified teachers.
- Utilisation of Instructional Leader through Early Action for Success (EAS) program to provide future directions.

Professional learning

Many professional learning activities were undertaken during 2013. Our school has completed a joint professional learning with Oxley Park PS in Team Leadership for School Improvement.

Our primary focus for this year has been the preparation for the mandatory implementation of the new English syllabus in 2014.

Average expenditure per teacher on professional development was $2285 and our total school spending on teacher professional learning was $31,994.27. The Low SES National Partnership and Transitional Equity funding programs have allowed all our staff to participate in many teacher professional learning opportunities.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Having conducted a number of focus groups throughout the year, it is apparent parents, students and staff are very happy to be a part of St Marys PS. Parents, staff and students are used in the decision making process of our school.

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.

Glen Leaf, Principal
Tanya Judd, Assistant Principal
Michele Maton, Assistant Principal
Linda Terry, President P&C

School contact information

St Marys PS
Princess Mary St,
St Marys 2760
Ph: 9623 1968
Fax: 9833 1228
Email: stmarys-p.school@det.nsw.edu.au
Web: www.stmarys-p.school@det.nsw.edu.au
School Code: 3031

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: