School context statement

St Marys North Public School is located in the Penrith group of schools. The school is situated on Darug land and works in partnership with its local community. The school caters for students who live in a low Socio economic area. Our 2014 school FOEI was identified as being 173.

Twenty-five percent of our students identify as Aboriginal and a further 20% of students are from language backgrounds other than English.

The school environment is friendly, calm, warm and welcoming. The focus of the school is on learning and ensuring that all students achieve to their full potential.

Principal’s message

The local North St Marys community has a strong sense of identity which is also apparent within the school community. Parents, staff and students work together, in partnership, to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. The school vision, a community with expectations of achievement and success, reflects aspirations which are evident in our wider local community.

I would like to congratulate the work of our students, staff and parents for their outstanding efforts in 2014. The school achieved many successes which were only made possible through our strong school and community partnerships. Together, through our combined endeavours we have been able to offer one of the most comprehensive and inclusive learning programs available within the public system.

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.

Karen McSpeerin

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 at St Marys North PS are continuing to increase each year. This pattern is expected to continue for at least the next two years as there are smaller grades in stage three compared to incoming kindergarten classes.

Student attendance profile

Student attendance at St Marys North continues to improve. The school proactively monitors all student attendance and contacts families of concern. The assistance of our RAM funded CLO in phoning parents whose students are not attending after three days supports the school in the early return of students.

Workforce information

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

In addition to our teaching and administration staff the school is fortunate to have a full-time Aboriginal Education Officer (AEO) and a 0.6 Community Liaison Officer (CLO).
As well, in 2014, due to our inclusion as an Improving Literacy and Numeracy National Partnership we have been able to employ an additional Assistant Principal, Numeracy, and a number of Aboriginal and non-Aboriginal support staff in the roles of School Support Learning Officers and an Aboriginal Norta Norta SLSO.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.8</td>
</tr>
<tr>
<td>Teacher release from Face to face (RFF)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Behaviour Support, Assistant Principal</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>30.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, the school had three indigenous classroom teachers, one full time Aboriginal Education Officer (AEO), and an Aboriginal Education worker (AEW).

**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>20%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Professional learning is valued by staff at St Marys North Public school and is recognized by all to be important in improving teacher expertise and delivery of teaching and learning instruction.

In 2014, St Marys North Public School allocated $22,524.83 to support the professional learning of the teaching staff.

This money was allocated to implement the strategic directions of the school in the areas of literacy and numeracy, as well as, providing for various individual teaching staff member’s needs related to the professional stage of their career.

The prime focus of all professional learning in 2014 was how teacher learning was linked to; improving student learning outcomes, the NSW Quality Teaching framework and how quality literacy and numeracy instruction would be further enhanced.

2014 professional learning expenditure indicates:

- Literacy/Numeracy – 40%
- Quality Teaching – 30%
- Curriculum Implementation – 10%
- Student Welfare – 10%
- Career Development – 10%

In addition to courses and school based professional learning all staff participates in School Development Days. These occurred at the beginning of Terms 1, 2 and 3, and end of Term 4.

As well, all staff participates in a weekly one hour professional learning session presented by either a member of the school staff or outside consultants, and a regular fortnightly stage meeting, curriculum and management team meetings specific to their learning requirements.

In 2014, all TPL was presented through developed courses and entered onto MyPL to ensure staff have accurate knowledge of their TPL undertaken and mandatory Institute of Teachers hours are appropriately recorded.

**Beginning Teachers**

In 2014, St Marys North had two early career teachers permanently appointed. Priorities for our beginning teachers professional learning centered on effective classroom management, quality literacy and numeracy instruction, effective time management practices and collective responsibilities as a member of staff at St Marys North PS. Both staff members had an allocated executive teacher mentor with timetable weekly meeting times arranged. As well, opportunities to view other exemplary classroom teachers engaged in quality teaching and learning were regularly provided. Teaching and Learning instructional programs were jointly developed with other grade staff members. These practices, including additional release from face to face teaching time will continue in 2015.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and maintenance.
Date of financial summary 30/11/2014

**Income**

- Balance brought forward 786,275.00
- Global funds 236,625.00
- Tied funds 655,733.00
- School & community sources 135,084.00
- Interest 24,788.00
- Trust receipts 26,790.00
- Canteen 16,244.00
- Total income 1,095,264.00

**Expenditure**

- Teaching & learning
  - Key learning areas 25,459.00
  - Excursions 35,692.00
  - Extracurricular dissections 71,805.00
- Library 19,334.00
- Training & development 780.00
- Tied funds 604,199.00
- Casual relief teachers 20,972.00
- Administration & office 66,063.00
- School-operated canteen 10,062.00
- Utilities 41,120.00
- Maintenance 16,222.00
- Trust accounts 22,268.00
- Capital programs 7,400.00
- Total expenditure 941,377.00
- Balance carried forward 940,162.00

A full copy of the school’s 2014 financial statement will be tabled at the annual general meeting of our school parent body, P&C. Further details concerning this statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported from Band 1 to Band 6.

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

Year 3: Band 1 (lowest) to Band 6 (highest Year 3)
Year 5: Band 3 (lowest) Band 8 (highest 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](http://www.myschool.edu.au) and enter St Marys North Public School in the drop down menu for our full school data.
The previous three graphs indicate the strong, above average learning progress our students are achieving over time, between Year 3 to Year 5, when compared to State. This high standard of improved student learning is clearly evident.

Other achievements

Arts

St Marys North Public School gives students the opportunity to participate in a variety of artistic and performance areas.

In 2014, St Marys North is proud that:

- both junior and senior dance group participated in the Mount Druitt Education Week and Western Sydney Regional Festivals, Blue Mountains/Penrith Festival and at the local Westfield shopping centre,
- Additionally the junior dance group performed at State dance in September,
- the school participated in Operation Art, and the Penrith City Council Regional Gallery competitions. In 2014, St Marys North students were successful in either winning or being highly recommended in both of these competitions,
- students submitted haiku and pictures for the Penrith City Council, sister cities, friendship exhibition held in Japan. Student works from Year 6 and Year 3 were selected to be sent to Japan for this exhibition, and
- students participated in the finals of the Mount Druitt/Minchinbury Public Speaking competition and the Western Sydney Premier’s Spelling Bee.
Sport
At St Marys North Public School all students are encouraged to participate in a variety of sports through a comprehensive school sport’s program. All primary students participate in summer and winter competitions including softball, tee-ball, volley-ball, netball, soccer and rugby league. Additionally, students from the school represent St Marys District PSSA in softball, rugby league, swimming, cricket and athletics. Several students were selected as members of the Western Sydney Regional team for rugby league, AFL, Touch football and softball. An increasing number of students were highly successful at district and regional representation in Athletics, Cross Country and Swimming.

As well, the school participates in the Active After School Sports Program (AASSP) and the Premier’s Sporting Challenge. Through participation in the Commonwealth funded AASS program students are given the opportunity for two afternoons per week to experience a greater variety of different sports led by experienced coaches.

The school is very proud of all our students, the breadth of their sporting representation and their continual achievements.

Significant programs and initiatives
Aboriginal Education
At St Marys North Public School 25% of students are from an Aboriginal background. The school has supported Aboriginal students by valuing their culture and providing literacy and numeracy programs appropriate to their needs.

Since 2010, the school, through the use of commonwealth National Partnership funding has implemented programs to support the learning needs and curriculum access for all Aboriginal students. Our programs aim to continue our high standard of Aboriginal student achievement in all areas. Currently, at St Marys North PS there is no measurable performance difference between Aboriginal and non-Aboriginal students evident in external testing.

Our 2014 our program involved:

- Aboriginal members of our community who are employed to work in classrooms, K-6, support Aboriginal students in literacy and numeracy instructional sessions,
- the development of a Homework Centre utilizing teachers and SLSEO tutors to support students from Year 2-6 complete homework,
- the implementation and regular monitoring of Personalized Learning Plans (PLPs),
- the implementation of an Aboriginal Cultural Program, based on ‘Caring for Place, Caring for Country’ and taught by an Aboriginal community member and AEO,
- continued implementation of Accelerated Literacy to all students K-6,
- delivery of the State Norta Norta program,
- purchasing high quality Indigenous support material to enhance home reading initiatives, and cultural inclusivity, and
- continued emphasis to support quality learning outcomes for Aboriginal students by; tracking student achievement, providing support programs to assist student learning, enhancing the provision of our Homework Centre and refining our students PLPs to ensure personalized targets are achieved.

Socio- Economic Background, Equity Funding
During 2014, St Marys North Public School continued to receive additional equity funding through the NSW State RAM Equity Program. This enabled the school to:

- employ an extra class teacher enabling an learning and support provision for Years 3-6,
- provide additional literacy support to K-2,
- employ a part-time 0.6 Community Liaison Officer to support community initiatives and to strengthen the partnerships between the school, parents, caregivers and community agencies,
- provide teachers access to a range of professional learning and school based collaborative planning sessions,
- purchase high quality literary texts to provide students with greater exposure to rich language experiences,
- continue the teaching of Accelerated Literacy, K-6, as a strategic priority combined with a renewed focus on Numeracy instruction, and
- schedule parent information sessions and workshops to help parents and caregivers
understand how literacy and numeracy are taught, assessed and reported.

**Improving Literacy and Numeracy National Partnership (ILNNP)**

Additionally in 2014, St Marys North Public School continued to receive additional equity funding through inclusion in a Commonwealth funded initiative Improving Literacy and numeracy National Partnership (ILNNP). Our school focus for this program was Numeracy.

This program has enabled the school to:

- engage the services of a highly qualified numeracy leader to work within classrooms and through targeted teacher professional learning to effectively improve teacher capacity in numeracy instruction K-6,
- implement a K-2, TENs program focusing on current syllabus learning outcomes, and
- review and improve numeracy resourcing throughout the school, to further support our teachers’ capacity to provide current, effective and differentiated numeracy instruction based on student needs.

**English language proficiency**

At St Marys North Public School, 20% of the school population is from a Non English Speaking Background, predominantly Pacific Islander. The school is provided with a 0.4 staffing entitlement to meet the curriculum needs of these students.

The school has a variety of practices to ensure an inclusive and race-free learning and working environment is available for all.

- school signs, in a variety of languages, welcome all persons entering the school,
- the school participates in Harmony Day activities which highlight and celebrate our regular, inclusive culture,
- culturally sensitive, inclusive teaching, and
- an English as a Second Language (ESL) program is provided for students who find difficulty in accessing the curriculum.

In 2014, the school utilized the opportunity available through our inclusion as a Low SES National Partnership school to supplement our ESL 0.4 staffing entitlement by a further 0.2. This ensured that we were able to provide a quality, continuous ESL program for three days each week.

At St Marys North Public School we continue to acknowledge cultural diversity and celebrations within our class learning programs, encouraging cultural inclusivity. We seek to strengthen the involvement of our Pacific Islander community in making educational decisions for their children and maintain a caring, safe learning environment.

**Learning and Support**

The school has developed a strong school Learning and Support Team (LST) which monitors and assesses the learning of all students K-6. School staff refers identified students through the LST where a case management approach is implemented, monitored and evaluated. Comprehensive LST profiles are developed for each student who is referred to the LST.

Learning and support is provided to students through a range of program delivery modes. This includes in-class tuition, group support, individual support and specialist teacher support.

In 2014 our Learning and Support Team consisted of one Assistant Principal, a fulltime and 0.8 part time LaST, fulltime Reading Recovery teacher, 0.6 ESL, 0.5 Norta Norta and seven part time SLSO who provided individual programs to support students access stage appropriate curriculum.

Working together as an effective team has ensured student learning needs are extensively catered for and learning outcomes improved.

**Environmental Programs**

The school is located in tranquil, parklike grounds which are jointly maintained with members of our wider North St Marys community.

All students are educated in environmental and water usage reduction programs emphasizing the value of our natural resources. The success of the school in managing a sustainable environment has been previously, widely acknowledged.

The school wishes to acknowledge the outstanding contributions of Mr and Mrs Elphick for their continuing, ongoing support of our school environmental programs.

In 2014, our Aboriginal community in conjunction with our school AEO designed and planted a traditional Aboriginal garden as a focus for teaching Aboriginal culture to all students at St Marys North PS. Under teacher guidance all students participated in cultural lessons and contributed to the artistic surround of this garden.
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 included an extensive school consultation to seek the opinions of our staff, parents and carers, and our students about; what we do well at St Marys North PS, what areas the school needs to further develop and what kind of exit students would the community of St Marys North value. Our school community was given the opportunity to ‘dream’ what kind of future school they would like to see at St Marys North.

Our school consultation process included:

- weekly information in our school’s newsletter,
- a SurveyMonkey instrument was developed and left open for term 4 to obtain feedback,
- all students K-6, had opportunities to write, draw and discuss our school, student ‘dreams’ and our school’s future development,
- two public meetings were held and several small focus group meetings both providing information, and seeking information,
- class blogs and homework tasks were utilized to access parent and carers ‘dreams’, and
- numerous staff meetings to review, assess and refine our current school practices, educational values and learning programs.

Our feedback provided strong affirmation for the work of the school and the strength of the staff with a strong community endorsement of our current educational directions.

School priority 1

Student learning K-6, in both reading and numeracy will show significant improvement over term 1 baseline data.

Outcomes from 2012–2014

- Improved student learning performance evident in Reading (individual grade targets for all classes, K-6, contained in School Plan)
- Improved student Numeracy performance (individual Early Arithmetic Strategy-EAS grade level targets contained in School Plan)

Strategies to achieve these outcomes in 2014:

- stage appropriate curriculum were provided to all students, K-6, in Literacy and Numeracy,
- provision of a specialist Literacy consultant supported school-wide implementation of Accelerated Literacy and associated teacher professional learning,
- provision of a specialist class free Assistant Principal to oversee school-wide structures and syllabus implementation in Numeracy,
- emphasis on ‘moving the middle’ level of student performance to an upward shift,
- development of systematic assessment, monitoring, tracking and consistency of teacher judgments about student learning,
- enhancement to school staffing entitlements in Reading Recovery, LaST and ESL to ensure a wider program provision is offered to more students, and
- regular, focused, systematic implementation of teacher professional learning that focuses on NSW Quality Teaching Framework, National Curriculum and facilitates the sharing of best practice amongst our staff.

School priority 2

School-wide systems of support will enhance student learning, engagement and attendance.

Outcomes from 2012–2014

- Aboriginal student performance in NAPLAN is consistent with cohort group,
- School student attendance is consistent with State and Regional attendance rates at 93%,
- Innovative, effective technology usage is evident in every classroom with increased ICT competency levels demonstrated by staff and students

Strategies to achieve these outcomes in 2014:

- professional learning and curriculum support provided for staff to effectively integrate technology into teaching and learning,
- all students were provided with a well maintained and up to date technological classroom learning environment,
- revision of Learning and Support (LaST) program delivery and assistance ensured
targeted students received the necessary learning support,
• continuation of Homework Centre to provide students with greater assistance in the completion of homework and regular reinforcement of class learning program,
• school structures enabled regular student participation in daily reading, Homework Centre, SLSO support program, peer tutoring, After School Sport and enrichment programs,
• provision of an Assistant Principal Behaviour specialist to support students and staff in school-wide implementation of behavior management and engagement in learning,
• a planned integrated approach to improving learning outcomes for Aboriginal students is evident, utilizing expertise of staff, AEO, AEW, and Aboriginal community, and
• ensure 100% of Aboriginal students have Personalized Learning Plans (PLP) that reflect their individual learning goals.

School priority 3
Whole school accountability, evaluation and planning processes effectively monitor and cater for the learning needs of all students.

Outcomes from 2012–2014
• increased use of school-wide formative assessment, K-6 and reduced reliance on summative assessment data,
• school-wide assessment timeline and data recording sheets K-6, created to ensure effective termly tracking of student learning,
• teacher professional learning provided in PLAN software to record, monitor and analyse student learning progress, and
• effective data collection and analysis used to drive learning performance by monitoring student progress and identifying student learning needs.

Strategies to achieve these outcomes in 2014:
• continued teacher professional learning to embed teacher knowledge and practice of effective assessment practices,
• developed staff knowledge and use of PLAN software, and SMART data, and
• continued use of the school-wide data collections using Fountas and Pinnell Benchmarking, AL Higher Order Literate Orientation (HOLO) pre and post data, EAS levels, literacy and numeracy continuum cluster plotting, to inform effective teaching and learning instruction aimed at improving student learning.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents, students and staff satisfaction with St Marys North Public School continues to be high. Parents, students and staff overwhelmingly stated their support for the current procedures and teaching and learning practices of the school.

Our school community is proud of the school, believe it to be well resourced, with a challenging inclusive learning environment provided to all students. All parties believe we maintain a strong focus on literacy and numeracy and students achieving their personal best.

Students, parents and staff believe the school is:
• tolerant and accepting of all students,
• has supportive student welfare programs that both teach and promote core values,
• acknowledges student achievement,
• is well organized and managed efficiently,
• values and supports staff, and
• continues to find ways to improve and make necessary changes and accommodations.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

In late 2014, from the information collected through our extensive school consultation process, our school identified the following three future directions as essential for our schools
future development and improvement. These three directions will be the basis of our school planning, resource management and educational decision making for the next three years.

- Successful, engaged learners
- Inspired teaching
- Productive partnerships

Further development, including our implementation products, practices, processes and people, of our new School Plan will occur during in term 1, 2015. Once our 2015-2017 School Plan and our community consultation processes are endorsed the School Plan will published on our school’s website for term 2.

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.

Karen McSpeerin, Principal
Donna Smith, Michelle Du Ross-Smith, Lisa Parrello, Catriona McDonald, Sue-Ann Barnett, school executive team members
Susan Reid, SAM

All students K-6, staff and surveyed parents who responded with our School Planning information

School contact information

St Marys North Public School
24-40 Willow Rd, St Marys North NSW 2760
Ph: 9623 1443
Fax: 9833 1283
Email: stmarysnth-p.school@det.nsw.edu.au
Web: www.stmarysnth-p.schools.nsw.edu.au
School Code: 4205

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: