Our school at a glance

Students
There were 473 students enrolled at Samuel Terry Public School in 2012. The trend toward declining enrolments is expected to continue as a direct result of shifting patterns of population growth in the local area.

Staff
There were 29 teaching, support and administrative staff at Samuel Terry Public School. Each made a unique and valued contribution to the inclusive, learning-centred culture of our school.

Significant programs and initiatives
The diversity of interests and aptitudes of staff and students at Samuel Terry engenders a wide range of programs including dance, recorder, choir and band programs in the creative arts, public speaking, Targeted Early Numeracy (TEN), PSSA and a variety of other sporting activities, extensive learning support programs, student leadership programs, an active SRC and quality teaching and learning programs across the curriculum.

Student achievement in 2012
The majority of our K-2 students achieved the expected level of attainment in literacy. Over 90% of our students achieved at or above the minimum standard in both literacy and numeracy in NAPLAN tests. The average scaled score for growth in reading between Year 3 and Year 5 was 5.6 points higher that recorded for all students across NSW.

Messages

Principal’s message
‘Coming together is a beginning; keeping together is progress; working together is success.’
Henry Ford

According to Henry Ford’s definition, the school community of Samuel Terry achieved great success during 2012. We worked together to meet our commitment to educating every child in a supportive, positive learning environment and to working with our whole school community to maximise student learning outcomes and opportunities.

All of this took place because of a large number of people working together.

There were the children who came to school committed to their learning and prepared to try their best with a smile.

There were the parents/carers and families who supported their children in endless ways

The P & C members who through fundraising committed to purchase over $40,000 worth of additional resources to enhance learning programs and facilities at the school.

The Learning Support Officers who provided face-to-face support for our students and helped teachers deliver the right educational programs for students in need of extra tuition

The Administrative staff who played a vital role in the day-to-day running of the school

The General Assistant who worked to maintain and improve the grounds and buildings

The teachers remained the foundation of our school. They continued to work extremely hard. Their job was huge...loaded with responsibility and subject to constant change. They were generous. Again and again they shared their time, talents, knowledge and skills with the children.

Some were involved in sports organisation; some in curriculum development; some in developing technology; some in providing creative arts opportunities such as dance, choir and recorder; some in organising activities such as the Olympathon and the K-2 Christmas Concert.
We had two members of staff leave our school in 2012. Mrs Lennon and Mrs Taylor contributed immensely during their many years with us. Both ladies worked in the school’s office always displaying a deep understanding and commitment to the students and staff.

Congratulations to all of our students who committed themselves to learning and to participation throughout 2012.

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.

Mrs L. Hogbin  MBA, BA, Grad Dip Ed Admin, AIMM, JP
Principal

P & C and/or School Council message

On behalf of the P&C I would like to take this opportunity to thank you all for your support throughout out this year, and to thank our fabulous staff at Samuel Terry Public School, who strive to provide our children with amazing opportunities, both in and out of the classroom. With our help may they continue to work towards our school community benefiting both now and in the future encouraging bright futures for our children.

We realise that not all parents are able to attend meetings, but we acknowledge the work of so many parents, grandparents and community members, and the help they provide. We thank you so very much.

I would like to especially thank the parents who regularly attend the P&C meetings every second Monday of the month throughout the year. Your time that is volunteered for our school is appreciated beyond words, but it should not be forgotten that our children are the ones who benefit and I feel that this absolutely makes it worth it.

The funds we raised this year have been used in various ways and have included the remaining funds from last year’s fete. We raised funds this year through both mother’s and father’s day stalls, second hand uniform sales, mufti day, school disco, the BBQ held on election day, uniform shop sales and canteen sales.

To those who have asked about the cover for the top basketball courts, the P&C followed up every avenue available to have this installed however, the cost for this would have been thousands of dollars.

The funds we raised were used for various things including,
$2332 for student injury insurance; $960 for vouchers handed out at Presentation Night; $3953 for air conditioning for the canteen; $823 for World Book web subscription; $7210 for outdoor seating for top playground; $23,000 for the final interactive whiteboards so every classroom now has a board and finally $1280 for the outdoor noticeboard mounted near the front office.

This is a total of nearly $40,000 worth of equipment and resources donated to our school and it goes without saying that this would not have been possible without parental support.

A big thank you also to everyone who shops at our local IGA and uses the benefit cards, uses Aussie Farmers Direct, and who participated in the shopper docket programs from both Coles and Woolworths. The funds raised from these programs and the equipment provided help to alleviate the costs of the essential items that are required for class participation but are not quite covered by government funding.

As with every year we lose long serving parents from our P&C and this year was no exception. Our great thanks go to Cathy Kassimatis and Bernadette Scerri & our existing committee member Julie Price who over the years amongst other things has held both president, and vice president positions on the P & C committee. Her help and guidance for myself in particular was greatly appreciated. Their assistance, dedication and unwavering enthusiasm were what helped make our school community what it is today.

Finally, on behalf of the P & C I would like to wish our students and their families the very best for their future.

Vanessa Barnes, P & C President
Student representative’s message

At Samuel Terry there have been lots of highlights this year. For example, all of the classrooms waited for their classroom Smartboards. By the end of the year every classroom had a Smartboard. A big shout out to the parents and staff for all they have done this year with non-stop work.

This year two of our committed staff members Mrs Taylor and Mrs Lennon had to sadly leave our school after 26 long working years here.

Mitchell Price represented Samuel Terry in the Public Speaking finals and gave an amazing effort the whole way through.

Our school motto ‘Grow With Pride’ has really stood out this year with every student being helped and caring with everything they do. All of the Year 6 students and parents helped raise a tonne of money to have our farewell at Penrith RSL Club. Everyone had a blast at the farewell and we are so thankful for everything that has been organised just for us. We even got the teachers and parents to dance with us.

On behalf of the school captains, prefects and our staff members we would like to thank our parents for helping this year be the best it could be. If it wasn’t for them we wouldn’t have been able to do the things we did this year.

Kiera Walker and Tom Brown

School Captains 2012

School context

Student information

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

Student enrolment profile

Student enrolments declined by two per cent in 2012. A significant contributing factor remains the shifting patterns of population growth in the area.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>264</td>
<td>251</td>
<td>240</td>
<td>246</td>
<td>236</td>
<td>233</td>
</tr>
<tr>
<td>Female</td>
<td>232</td>
<td>227</td>
<td>231</td>
<td>255</td>
<td>245</td>
<td>240</td>
</tr>
</tbody>
</table>

Applications for non-local enrolment remain high.

Student attendance profile

Attendance rates showed a decrease in 2012 which was reflective of a trend evident since 2010.

Increasingly, student attendance rates are being negatively affected by families opting to take holidays during school terms.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.9</td>
<td>94.8</td>
<td>95.2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>94.2</td>
<td>93.6</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>95.5</td>
<td>92.7</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>93.6</td>
<td>95.9</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>94.2</td>
<td>93.5</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>93.6</td>
<td>93.7</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.5</td>
<td>95.1</td>
<td>93.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.2</td>
<td>94.4</td>
<td>94.0</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

In the first instance, attendance was monitored by class teachers. Class rolls were marked daily and were checked regularly by an Assistant Principal and the Home School Liaison Officer (HSLO). Unexplained absences were followed up with a letter to parents/carers requesting an explanation of the absence.

Students who exhibited high rates of non-attendance were referred to the HSLO for intervention.

Extended absences for reasons other than illness were approved by the principal following lodgment of an ‘Application for Exemption from School Attendance’ by parents and carers.

Students were recognised for outstanding school attendance receiving a highly prestigious annual award.
Class Sizes

The following table shows our class sizes as reported at the 2012 class size audit conducted in March 2012.

<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>KF</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KGL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1W</td>
<td>K</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>K/1W</td>
<td>1</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3OS</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Indigenous staff comprised twelve percent of Samuel Terry Public School’s teaching staff.

Staff retention

Samuel Terry Public School continues to enjoy a high level of staff retention. The proportion of teaching staff retained from 2011 was 85%. Teacher movements were in response to a promotion, a retirement and one resignation from the teaching service.

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>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>262993.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>268793.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>100689.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>143198.69</td>
</tr>
<tr>
<td>Interest</td>
<td>11768.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>55,194.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>842637.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24612.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>41055.94</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>49248.56</td>
</tr>
<tr>
<td>Library</td>
<td>10781.95</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2590.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>125682.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85075.85</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>49328.39</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>49997.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28160.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>54526.30</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21253.56</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>542313.13</td>
</tr>
</tbody>
</table>
As the school’s canteen was operated by P & C no income was received by the school.

In 2012 voluntary school contributions totaled $4395.50 compared to 2011 receipts of $2890.00. This represented an increase of 33%. Additional funds were used to purchase visual arts materials for the students to use in creating new artworks.

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

During 2012 the students of Samuel Terry Public School participated in a number of arts activities. These activities were offered to our students to encourage each child to participate, enjoy and create.

In August, the school choir participated in the PULSE concert at Sydney Opera House. The choir also performed for our school’s open day during Education Week and at our annual presentation night.

Mrs. Giroud and Mrs. Cavanagh tutored and coordinated our school’s two recorder groups. Both groups performed at various events including the Festival of Instrumental Music at Sydney Opera House and at our Education Week performance.

Students of Years 1-6 proudly represented Samuel Terry as members of our five dance groups. Under the direction of Miss Ford, the students performed at the Cranebrook Learning Community Performing Arts Festival, Hawkesbury Eisteddfod and Nepean/Blue Mountains Dance Festival. Our sincere thanks are extended to Miss Ford and the many parents who worked tirelessly to design and make costumes and to support the children throughout the dance program.

Mrs. Shaylor added to our arts program with initiation of a boys dance group. With energy and enthusiasm the boys demonstrated their dance skills through performance at our annual presentation night.

Students in Years 4-6 participated in ’Toon School’ learning how to create and draw cartoon characters.

Musica Viva’s visiting performers, a band named ‘The World According to James’, provided a thoroughly engaging and entertaining musical performance at school for students from Kindergarten to Year 6.

Students again participated in ‘Music Count Us In’ gathering together to sing what had become a favourite song.

Four children, Taylor Kelly, Ethan Oldfield, Cameron Bills and Jackson Olsen, entered their artwork into Operation Art. Their artwork was of a very high standard and now hangs proudly in our school’s administration building.

**Sport**

At Samuel Terry Public School sport, fitness and dance programs continue to play an integral part in our school curriculum. From as early as Kindergarten, right through to Year 6, all students are engaged in a variety of physical activities that improve their mental, physical and social well-being.

Thanks to the willingness and support of all our staff, we are able to offer our students many...
opportunities to participate in sport and fitness based activities, particularly in the primary years. Competitive sports included rugby league, soccer, netball and AFL. For the students who chose not to be involved in these sports, they were still able to develop the skills associated with sport through the ‘Sport in Schools’ program, which K-2 students also participated in.

In addition to this, over 100 students in Years 2-6 were given the opportunity to participate in the ‘Learn to Swim’ program, a program which improves stroke technique and water safety. All students in K-4 participated in a basketball skills development program.

Our Rugby League teams deserve a special mention. In 2012 over 65 boys had the opportunity to represent the school in a number of competitions. Our senior boys played in the Greg Alexander Shield and the Panther Trophy. Our Years 3 and 4 boys played in the Royce Simmons Shield, and were grand finalists. They also participated in the Panther Trophy.

We also participated in a girls’ league tag competition for the first time.

Mr. Lloyd gave up much of his time to coach these teams. His enthusiasm was much appreciated.

Our annual swimming, cross country and athletics carnivals are always exciting days for many children, especially as the focus of each day is on maximum participation.

Our 2012 swimming champions were: Ethan Humphries, Alicia Curtain, Samuel Curtain, Tayah Fairbrother, Isaac Weston and Tayah Gulyas. From this carnival 13 children represented our school at the district carnival. Samuel Curtain then went on to the regional competition.

Our 2012 Cross Country champions were: Clay Tanti, Kelsey Waugh, Blake Ginn, Alicia Curtain, Samuel Curtain, Rhiannon Waugh, Jacob James and Isabella Reba. From this carnival 48 athletes represented our school at the district carnival. Two athletes, Clay Tanti and Jackson Rayward were selected to represent the Penrith district team at the regional carnival.

Our school athletics age champions for 2012 were: Damian Levvell, Kelsey Waugh, Samuel Curtain, Jessica Collins, Billy Donnelly and Emily Martin. Thirty one athletes then competed at the district carnival. Eight athletes then represented the district team at the regional carnival. From there Nikola Canak went on to state carnival.

We presented the NSW Premier’s Sporting Challenge Medal to acknowledge Nikola Canak for excellence and involvement in school sport. Nikola participated in the school cross country, district cross country, school athletics carnival, district athletics carnival, regional athletics carnival and then progressed to the state athletics carnival in the 100m event. He was also an integral member of the PSSA rugby league team.

SPORTS GIRL OF THE YEAR 2012
The recipient of the 2012 sports girl award was Alicia Curtain. She was age champion in swimming and went on to represent the school in the district carnival in four individual events. She was the school age champion in cross country and represented the school at the district carnival. She participated in the school athletics carnival and was selected to compete in two events at the district carnival. She was also a valued member of the school’s PSSA soccer squad.

SPORTS BOY OF THE YEAR 2012
The recipient of the 2012 sports boy award was Samuel Curtain. He competed in the school swimming, cross country and athletic carnivals. He was the school swimming, cross country and athletics champion for his age group. He competed at the district athletics carnival in five individual events and in the relay. He came first in two of these events. He then went on to the regional athletics carnival. He also competed in the district cross country and swimming carnivals. At the district swimming carnival he placed first in one event, second in three events and third in two events. He then went on to participate in the regional carnival. He also made a valuable contribution to the PSSA rugby league team. He was a member of the Trans-Tasman athletics squad representing NSW.

Stewart House
Stewart House, Curl Curl NSW is a charity supported by NSW public schools which provides respite for a small number of students.

Two of our students, Jeremy Wise and Dominic Bonello took the opportunity to participate in the Stewart House program and prepared the following report.

‘Stays at Stewart House are fun. Everyone has a chance to go to different places like to the beach for a swim or Taronga Zoo. You might visit Sydney Aquarium, the Powerhouse Museum, sporting events or a television station.

While we were there our teeth, eyes and ears were checked by qualified staff.’

**Learning and Support**

The Learning and Support Team continued to work closely with the Reading Recovery Teacher, the School Counsellor, the Learning and Support Teacher and teaching staff to provide assistance to students experiencing learning difficulties.

The role of the team underwent significant change in Semester 2 with the introduction of ‘Every Student, Every School’. This change brought to our school a different staffing and funding model that had a significant impact on the way in which services were delivered to students.

Children identified as requiring higher levels of support in literacy and behaviour were provided with additional assistance. Our early intervention policy focuses particularly on Early Stage 1, Stage 1 and Stage 2 students. This has enabled students encountering difficulty mastering literacy skills and strategies to achieve improved learning outcomes.

Our team of dedicated School Learning Support Officers works alongside the teaching staff to provide additional individual assistance and to implement personalised learning programs.

Integration funding is now available to a small number of students diagnosed with specific disabilities to facilitate their participation in class and school programs.

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.

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)

Fifty three students completed Year 3 NAPLAN testing at Samuel Terry Public School.

**Reading – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>403.2</td>
<td>405.1</td>
<td>419.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.8</td>
<td>17.0</td>
<td>18.9</td>
<td>17.0</td>
<td>30.2</td>
<td>13.2</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>4.2</td>
<td>14.6</td>
<td>21.1</td>
<td>23.8</td>
<td>20.8</td>
<td>15.5</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.4</td>
<td>14.5</td>
<td>19.6</td>
<td>22.7</td>
<td>19.6</td>
<td>19.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
</tr>
</tbody>
</table>

In reading, 96.2% of Samuel Terry’s Year 3 students achieved results at or above the minimum standard. Forty four percent achieved proficiency standard (Bands 5 & 6) which compared favourably with results for both similar schools and all NSW Dec schools.

**Spelling – NAPLAN Year 3**

The table over shows the percentage of Year 3 students placed in each performance band for Spelling. Ninety eight percent of our students who completed NAPLAN testing performed at or above the minimum standard. Proficiency standard (Bands 5 & 6) was achieved by 37% of our students.

An area for improvement is the identification and correction of spelling errors in text.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>19</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.0</td>
<td>5.9</td>
<td>17.7</td>
<td>37.3</td>
<td>17.7</td>
<td>19.6</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>1.5</td>
<td>10.2</td>
<td>20.7</td>
<td>26.3</td>
<td>20.1</td>
<td>21.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.6</td>
<td>9.1</td>
<td>16.1</td>
<td>28.1</td>
<td>18.9</td>
<td>23.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.2</td>
<td>8.6</td>
<td>14.2</td>
<td>25.1</td>
<td>19.3</td>
<td>28.6</td>
</tr>
</tbody>
</table>
There was no significant difference between average scores achieved by Samuel Terry's students and students attending similar schools. Across Western Sydney region 93.8% of students achieved results at or above the minimum standard (Bands 2-6) in grammar and punctuation whilst 90.2% of our students achieved results in Bands 2-6.

Writing – NAPLAN Year 3

Ninety eight percent of our students achieved results at or above the minimum standard (Bands 2-6) in the writing test.

Numeracy – NAPLAN Year 3

The average score for Samuel Terry’s students compared favourably with the average score for students in similar schools. The vast majority of our students (96.2%) achieved results at or above the minimum standard for numeracy.

An area of strength identified in the numeracy test results was that of finding a missing or next number in a number pattern.

Areas for improvement included some space, measurement and geometry topics such as lines of symmetry, calculation of length and comparison of the lengths of objects.

In 2012, 75 Year 5 students completed NAPLAN tests at Samuel Terry Public School.

Reading – NAPLAN Year 5

In reading, 93.3% of Samuel Terry’s Year 5 students achieved results at or above the minimum standard.

Identified areas for improvement include the comprehension skills of making inferences from a text and evaluating a whole text.

Spelling – NAPLAN Year 5
The table presented below shows that 94.5% of Samuel Terry’s Year 5 students who completed the NAPLAN spelling test achieved results at or above the minimum standard.

### Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>495.8</td>
</tr>
</tbody>
</table>

As for Year 3, an area for improvement is the identification and correction of spelling errors in text.

### Grammar and Punctuation – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>465.1</td>
</tr>
</tbody>
</table>

An area of strength identified in the grammar and punctuation test was the correct use of the contraction apostrophe.

Two topics identified for emphasis in future teaching programs were the use of list commas and the correct punctuation of direct and indirect speech.

### Writing – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>473.4</td>
</tr>
</tbody>
</table>

Writing test results for our school were equivalent to results for all Western Sydney regional schools.

### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>469.8</td>
</tr>
</tbody>
</table>

The majority of our students (94.4%) achieved results at or above the minimum standard for numeracy.

An area of strength in the numeracy test results was the identification of a symmetrical shape.

Areas for improvement included the conversion of analogue to digital time, the interpretation of graphs and comparison of the length of a number of objects.

### Progress in reading

![Average progress in Reading between Year 3 and 5](chart)

The average scaled score for growth in reading between Year 3 and Year 5 achieved by Samuel Terry’s students was 83.4 as compared with a score of 77.8 for all NSW students.

This represents a strong endorsement of the high quality of teaching and learning programs in reading at our school.

### Progress in numeracy

![Progress in numeracy](chart)
The average scaled score for growth in numeracy between Year 3 and Year 5 achieved by Samuel Terry’s students was 91.3 compared with an average score of 96.6 for all NSW students.

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.

**Significant programs and initiatives**

**Aboriginal education**

In 2012, students across the school were provided with educational programs and experiences covering knowledge of ATSI (Aboriginal and Torres Strait Islander) history, culture and contemporary issues. As appropriate, indigenous perspectives were included in lessons across the curriculum.

All teachers devised and implemented personalised learning plans aimed at improving the literacy and numeracy learning outcomes for all indigenous students. These ongoing plans were regularly updated and provided teachers with a valuable tool to target specific learning needs.

Indigenous students participated in two Learning Community initiatives during 2012. One was the interschool competition ‘Maths Deadlys’ held at Cranebrook High School.

The second was the NAIDOC cup facilitated by Nepean Community and Neighbourhood Services.

Our weekly assemblies continued to acknowledge the Dharug people in the welcome to country introduction. This is considered an essential part of each assembly at our school.

Norta Norta funding provided small group, intensive literacy and numeracy programs aimed at improving the educational attainments of all Aboriginal students.
**Multicultural education**

Samuel Terry Public School staff recognise the importance of values and the benefits to be gained from having students from diverse cultural backgrounds. All students have access to programs and perspectives which develop knowledge, skills and attitudes required for living and learning in a multicultural society.

We continue to seek to develop pride in and respect for the many cultures that make a diverse Australian society.

Our school does not have an English as a Second Language teacher.

**Targeted Early Numeracy (TEN) Program.**

The Targeted Early Numeracy (TEN) intervention program enables teachers to provide support for students experiencing substantial difficulty in learning numeracy in the early years.

The TEN program recognises that a small percentage of students are at risk of numeracy failure, despite participation in a quality early numeracy program.

The TEN program is implemented within a normal daily lesson block, without withdrawal or an additional specialist teacher.

The program involves;

- small group instruction (usually three to four students);
- short, focussed, frequent numeracy sessions (typically 10 minute blocks);
- strategically targeted activities focussing on early arithmetical strategies;
- explicit and systematic teaching; and
- five-weekly monitoring of student progress to identify and plan future instruction.

Kindergarten, Year 1 and Year 2 children have targets that are to be achieved.

All Kindergarten students will have reached at least the perceptual counting stage in the range to 20.

All Year 1 students will be at least able to show figurative counting across the decade.

All Year 2 students will be at least counting on and back in the range to 30 by the end of the year.

K-2 teachers were trained in how to implement short focussed lessons under the guidance of our TEN Facilitator – Melissa Jones who delivered professional learning sessions, provided in-class support, assisted teachers with data analysis and along with Samuel Terry Public Schools TEN coordinator Natasha Goulden, monitored student outcomes.

At the commencement of 2012, 74% of Kindergarten children were classified as emergent. By the end of the year, 95% of Kindergarten students had reached the target level of perceptual or higher.

At the commencement of 2012, ten percent of Year 1 students were classified as emergent and 55% were classified as perceptual. By December, 87% of students had reached the target level of figurative counting or higher.

At the commencement of 2012, two percent of Year 2 students were classified as emergent level, 30% of students were classified as perceptual, 32% of students were classified as figurative, and 25% of students were classified as counting on or back. By the end of the school year, 77% of Year 2 students were at the target level of counting on and back or higher.

The TEN program was funded for a two year period, with the NSW Department of Education and Communities collating and collecting data for this period of time. The program will continue into 2013.
Progress on 2012 targets

Target 1
Improved literacy learning for all students as measured by reduction of the gap between state and school means for literacy.

Our achievements include:

- A three percent increase in the number of Year 3 students achieving proficiency standard (Bands 5 & 6) in the NAPLAN reading test;
- An overall increase in the percentage of Year 5 students achieving at or above the minimum standard in all aspects of literacy testing. A four percent increase in the number of Year 5 students achieving proficiency standard (Bands 7 & 8) in the NAPLAN spelling test;
- Students’ average progress in reading between Years 3 and 5 continued to exceed average progress scores for both similar schools and for all NSW DEC students.
- Implementation of quality professional learning programs for staff. These included ‘Focus on Reading 3-6’, implementation of the Literacy Continuum, Best Start tracking K-2.
- Implementation of teaching programs K-6 based on targeted areas of underperformance.

Target 2
Improved numeracy learning for all students as measured by reduction of the gap between state and school means for numeracy.

Our achievements include:

- A three percent increase in the number of Year 3 students achieving proficiency standard (Bands 5 & 6) in NAPLAN numeracy tests;
- A three percent increase in the number of Year 5 students achieving at or above the minimum standard (Bands 4-8) in NAPLAN numeracy tests;
- A reduction of the gap in students’ average progress in numeracy between Year 3 and Year 5 as compared with all NSW DEC students;
- Implementation of teaching programs K-6 based on targeted areas of underperformance in numeracy; and
- Implementation of quality professional learning programs for teaching staff including TEN, implementation of the NSW Numeracy Continuum and Best Start tracking K-2.

Target 3
Improved student engagement in learning, promotion of student achievement and classroom implementation of Positive Behaviour for Learning (PBL).

Our achievements include:

- Classroom implementation of PBL to improve student learning outcomes and to maintain a positive learning environment for all students;
- Regular analysis and evaluation of data; and
- Implementation of PBL team recommendations inclusive of ‘perfect players’ sessions, implementation of the behaviour checklist system including the introduction of yellow and red slips to manage unacceptable behaviour.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Creative Arts and Student Welfare.

Creative Arts

Background

The evaluation of Creative Arts was undertaken in accordance with our planned cycle of curriculum review. The key objective of the review was to inform and direct school improvement.

Data was collected through discussions with students and through surveys of staff and parents.

Findings and conclusions

Analysis of responses revealed that parents and carers believe that the primary benefits of the school’s Creative Arts programs are:

- Education in different forms of the arts and exposure to what other schools are doing;
Providing the children with many creative outlets which they enjoy;

Encouragement of students to become involved in a variety of activities and some unique opportunities; and

Enhanced confidence and self-esteem for participants.

Students described their enthusiasm for programs generally. They particularly valued those which facilitated opportunity to showcase their talents in forums such as Operation Art, dance festivals and Sydney Opera House performances.

The primary focus of this review was to inform and direct school improvement in curriculum delivery. Improvements suggested included:

- Provision of professional learning opportunities for teachers to inspire new ideas and approaches to teaching art, music and drama;
- Expansion of teaching resources to include additional musical instruments and a K-6 music program; and
- Increased student participation in community-based initiatives such as Q Theatre productions and local visual arts opportunities.

Future directions

We plan to continue to provide an expansive range of Creative Arts learning opportunities for Samuel Terry’s students.

With the availability of interactive whiteboards in every classroom in 2013, students K-6 will be engaged in the music technology application ‘JellyMusic’. Through this program all students will perform music on recorder, melodic and non-melodic percussion instruments, will sing and will move to music. Our stocks of musical instruments will be expanded.

Teachers will be engaged in a professional learning program to build their knowledge and skills in using ‘JellyMusic’ effectively in every classroom. Continued professional learning in all areas of Creative Arts will be one of the focus areas of school planning in 2013.

Student participation in community based initiatives will be expanded and information regarding these initiatives will be communicated regularly through school newsletters.

Student Welfare

Background

Evaluation of Student Welfare policies and procedures was undertaken following the school’s engagement in continual renewal and revision of policies over recent years. Most recently, the Anti-Bullying policy was revised and we had moved into the next phase of Positive Behaviour for Learning (PBL).

Data drawn from the full range of Student Welfare areas is continually analysed and evaluated. The PBL team is charged with responsibility for this ongoing analysis.

In addition, parents and carers submitted written responses to a survey and teachers were consistently consulted.

Aspects of Student Welfare policy include:- Anti-Racism, Anti-Violence, Anti-Bullying, Anti-Discrimination, School Attendance, Behaviour Management, Child Protection, Drug Education, Gender Equity, Recognition of Student Achievement, Personal Development, Playground, Road Safety, Student Leadership, Sun Safety and catering for students with learning difficulties.

Findings and Conclusions

Analysis of data in the area of behaviour management indicated that the majority of classroom referrals are for uncooperative and/or disruptive behaviour. In the playground, the bulk of referrals continue to be in response to students’ failure to ‘keep hands and feet to themselves’.

Overall parent and carer respondents to the survey expressed very positive views of school policies and procedures. Comments such as “all aspects are great showing students what is acceptable as they grow up” and “the school tries hard to make sure the policies are followed” were reflective of the tone and emphasis of comments submitted. Particular mention was made of the strength of procedures in place to recognise student achievement.

Areas for improvement suggested were additional teacher focus and response to reports
of bullying behaviour. One parent suggested that a ‘tougher stand’ be taken with regard to anti-social behaviour at school. Finally, it was suggested that sunscreen be made available to all students at school.

Teachers were supportive of the current policy of assigning the curriculum content of Child Protection, Drug Education, Road Safety and Anti-Bullying to an annual cycle where each is taught K-6 during a set term. This ensures that the content of each is covered.

There was recognition that the main emphasis in the allocation of both personnel and resources is to the education of students experiencing learning difficulties in literacy. Programs in this area were judged to be highly effective in providing targeted, systematic intervention. The skills of Ms Borg (Learning and Support Teacher) and Mrs. Case (Reading Recovery teacher) were acknowledged as being integral to the success of these programs. In recognition of the need to assist children experiencing difficulties with numeracy, the TEN program was implemented.

Staff recognised the need for development of a comprehensive system for identifying all students experiencing learning difficulties.

New processes implemented in 2012 for the selection of student leaders were broadly sanctioned.

Future Directions
In response to findings of the review, the following initiatives are planned for implementation in 2013:-

- Development of a comprehensive system for the identification of students with disabilities and learning difficulties K-6. The Learning Support Team will manage the allocation of available personnel and resources according to established priorities;
- TEN will be implemented in all K-2 classrooms to assist students experiencing difficulty with numeracy;
- Classroom implementation of PBL will be further developed;
- The school’s revised Anti-Bullying plan will be implemented;
- In partnership with parents, carers and facilitating agencies, we will commence implementation of ‘KidsMatter’ to improve the wellbeing of all students; and
- Sunscreen will be made available in all classrooms.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented in detail in the evaluation sections of this report.

In general, stakeholders report positively on the operation and policies of Samuel Terry Public School. It is noted that external agencies such as excursion operators regularly comment spontaneously on the exemplary way in which our students conduct themselves.

Professional learning
In 2012 Samuel Terry Public School received funds for teacher professional learning. Target areas as identified in school plans were:-

- Literacy – Teachers of Years 3-6 classes completed the second year of ‘Focus on Reading’ training; all staff were trained in the use of the NSW Literacy Continuum; K-2 staff were trained in the use of Best Start to track student progress in literacy.
- Numeracy – K-2 teaching staff were trained in the ‘Targeted Early Numeracy’ (TEN) intervention program; all staff were trained to implement the NSW Numeracy Continuum; K-2 staff were trained in the use of Best Start to track student progress in numeracy.
- Syllabus Implementation – All teaching staff completed the ‘Learner and the New Curriculum’ training; the school’s syllabus implementation team completed a number of training courses.
- PBL – The school’s PBL team completed ‘Classroom Systems’ training.
- All school staff completed CPR and Anaphylaxis training.
- All teaching staff were trained in the principles of 21st Century learning.
Various leadership training courses were completed by executive staff. The above training was additional to ongoing school-based training conducted at weekly staff meetings and on school development days. Additional professional learning was completed by individual teachers to improve their professional knowledge and skills in areas specific to their roles. The average expenditure on professional learning for each teacher was $1083.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

*Increase achievement levels for all students in literacy and numeracy, implement evidence-based teaching and assessment practice, programs and professional learning and increase student achievement in the highest bands of NAPLAN testing*

2013 Targets to achieve this outcome include:
- Increase the proportion of students achieving at proficiency standards and above in school-based and external assessments;
- NSW Literacy and Numeracy Continuums are used consistently in association with criterion-based assessment to inform Stage planning for teaching and learning;
- Increased teacher capacity to identify and cater for learner diversity; and
- Provision of evidence-based teaching programs to increase student achievement in the highest bands of NAPLAN testing.

**Strategies to achieve these targets include:**
- Utilise SMART and school-based data to formulate and implement targeted literacy and numeracy teaching programs K-6;
- Implement a coordinated professional learning program to improve the literacy and numeracy attainments of all student;
- Use the NSW Literacy and Numeracy Continuums to monitor student progress K-6;
- Continue implementation of ‘Targeted Early Numeracy’ K-2;
- Develop and maintain a database to manage student achievement data over time;
- Further develop curriculum leadership programs in collaboration with the Cranebrook Learning Community; and
- Implement regular collaborative Stage planning sessions.

**School priority 2**

**Outcome for 2012–2014**

*Maximise opportunities for all students to engage in learning, support further implementation of PBL and provide targeted intervention and coordinated support for students experiencing learning difficulties.*

2013 Targets to achieve this outcome include:
- Reduction in the number of referrals for disruptive and uncooperative behaviour in classrooms;
- Development of effective strategies and resources to support classroom implementation of PBL;
- Initiation and implementation of a school-wide system for identifying and supporting students with additional learning needs; and
- Improved learning outcomes for all students as measured by NAPLAN and school-based assessment data.

**Strategies to achieve these targets include:**
- Introduce a range of initiatives and programs to foster student engagement;
- Provide access to professional learning to assist teachers to cater for students’ individual learning styles and needs and to manage classrooms effectively;
- Implement recommendations of the PBL team in consultation with teaching staff;
• Develop and implement a school-wide system for the identification of and provision of support to students with additional learning needs; and
• Facilitate the effective operation of the school’s Learning and Support team.

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.

Mrs Lorraine Hogbin – Principal
Mrs. Heather Palmer – Assistant Principal
Mrs. Nicola Giroud – Teacher and Sports Coordinator
Ms. Francine Borg – Learning and Support Teacher
Mrs. Vanessa Barnes – P & C President
Teaching staff of Samuel Terry Public School
Samuel Terry Public School’s P & C Association

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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: