

Peak Hill Central School

Annual Report



2016



2848

Introduction

The Annual Report for 2016 is provided to the community of Peak Hill Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Champion Relieving Principal 2016

Scott Olsson Principal 2017

School contact details

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School background

School vision statement

Peak Hill Central School provides a quality educational environment in which every student regularly experiences *Success through Effort*. The Positive Behaviour for Learning values underpin our expectations for student and staff interaction through being respectable, responsible, safe and successful learners and leaders.

Our goal is to improve student learning outcomes through coordinated strategies which allow students to feel in control of their learning, connected with others and competent to engage in their learning.

It is a *School on the Move to Excellence* as it embraces student voice, innovative programs and effective partnerships to support student learning.

School context

Peak Hill Central School is located in the central-west of New South Wales, and serves a rural community of approximately 1000 people. A substantial proportion of our students travel to the school by bus from surrounding rural areas.

Our school provides a comprehensive educational program from Kindergarten to Year 12. It is noted for the quality of its educational and sporting programs and for its emphasis on Student Leadership, Wellbeing and Aboriginal Education. The school is expanding opportunities for students to develop through Leadership and the Creative and Performing Arts.

Peak Hill Central School is part of the Western Access Program which provides opportunities for students to complete their Higher School Certificate while remaining in their local communities. The program unites the school communities of six core central schools within the Central West of NSW. Western Access staff members teach a broad curriculum to students in their own and other schools through Video-Conferencing, Bridget and other Information and Communication Technologies.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The three domains: Learning, Teaching and Leading were self-assessed against the levels of Working Towards Delivering, Delivering, Sustaining and Growing, and Excelling.

In the domain of Learning, the school's performance measured against the School's Excellence Framework is at the Sustaining and Growing level for all elements excluding Student Performance Measures, where the school is operating at Working Towards Delivering. The school achieves value-added results; however, areas for further development are meeting minimum standards across all external performance measures and a demonstration of higher than expected growth on internal school performance measures.

In the domain of Teaching, all elements were achieved at Delivering. Collaborative Practice demonstrated some elements of Excelling, though most of the domain showed delivering.

In the third domain of Leading, all four elements were recorded at the Sustaining and Growing level.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Creating successful Learners

Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for the 21st century; with a focus on the delivery of STEM education. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

Overall summary of progress

In 2016, Peak Hill Central School worked progressively to achieve the improvement measures for the Strategic Direction: Creating Successful Learners and Leaders. The planned Processes and Practices began to be imbedded into the school culture and are on track to achievement. Students were actively involved in STEM and innovative 21st Century Learning Practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students in Year 5, 7 & 9 will achieve growth in Literacy NAPLAN.	Year 5 had 83% growth in Literacy. Year 7 had 85% growth in Literacy. Year 9 had 82% growth in Literacy.	Literacy and Numeracy Programs \$3609.12
60% of students in Year 5, 7, & 9 achieve growth in Numeracy NAPLAN	Year 5 had 78% growth in Numeracy, Year 7 had 100% growth in Numeracy and Year 9 had 92% growth in Numeracy	SLSO Support \$56751.25
More than 10% of HSC bands achieved are 5/6	67% of Industrial Technology students achieved a Band 5 or 6 in the HSC	STEM \$20946.54
Less than 20% of bands achieved are in bands 1 and 2 in the HSC	68% of students in English achieved a Band 1 or 2	Technology Upgrade \$14776.73
80% of students improve attendance to be at or above 85%	75% of students had 85% or higher attendance	
90% of students transition into education or work after Yr.12	80% of students in Year 12 transitioned into education or work	
85% of senior students (Years 10–12) are able to apply competencies in the workplace	100% of students have been able to apply competencies gained through VET	

Next Steps

In 2016, Peak Hill Central School continued with an Attendance Reward Strategy, whereby students achieving 95% attendance were invited to attend an end of year rewards activity.

In 2016, Peak Hill Central School introduced the Western Access Program's review findings into the Assessment Policy review. The adoption of common assessment practices amongst our partner schools led to greater validity in assessment and ensure students are able to achieve their full potential.

Strategic Direction 2

Developing Quality Teaching Practices in a Professional Learning Community

Purpose

To enable teachers to be active, collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

To ensure the continued alignment of our schools primary purpose and student exit outcomes with our programs and practices through the expansion and increased development of leadership capability and succession planning using the Australian Principal Standard, School Excellence Framework and Australian Standards for Teachers.

Overall summary of progress

The achievement of Improvement Measures for the second Strategic Direction: Developing Quality Teaching Practice in a Professional Learning Community are on track. All staff actively engaged in professional learning communities and teacher professional development was aligned to the School Plan. The professional learning that was initiated in 2016 was aligned to staff Professional Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff develop and implement their Professional Development Plan to improve practice which is reflective and collaborative.	All class room teachers have completed PDP's	Laser Cutter VET \$36210
All staff demonstrates responsibility for their professional learning.	Through the PDP process goals have been identified for professional learning	Quality Teaching \$2998.49
Teachers actively participate in and share learning from professional development with others. Teachers draw on and implement evidence based research to improve performance and development.	Professional learning has been shared at faculty and network meetings	SLSO Support \$28375.63
Staff supported in undertaking accreditation at the higher levels of Highly Accomplished and Lead	No staff undertook additional training in Highly Accomplished and Lead	Technology Upgrade \$42317.72
		Professional Learning \$13523.01

Next Steps

In 2016, continued focus has been on the strategic engagement of professional learning for all staff aligned to the School Plan. All staff will complete professional development plans which clearly articulate goals identified by the school's strategic directions. Staff have been encouraged and supported to undertake accreditation at the higher levels of Highly Accomplished and Lead.

Strategic Direction 3

Strengthening family and community engagement in student learning

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement learning, development and success. Through strengthening and engaging with the community ensure that resource allocation and accountability requirements, serve the strategic directions of the school vision within the community.

Through reflective practices and whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively to the school community and support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student wellbeing programs which enhance student participation and achievement in a caring community

Overall summary of progress

Strengthening family and community engagement in student learning is a vital area to achieve excellence in schooling. The school community has worked collaboratively with parents and caregivers to ensure that improvements in student learning is the focus of family and community engagement. Examples demonstrating the schools progress with this strategic direction include the parent/caregiver and community involvement in the first interagency expo held at the school and the active participation in parent-teacher-student interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have a clear understanding of the school vision and direction and their role in driving school change and improvement A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for school growth based on valid data analysis The percentage of parents and caregivers engaging purposefully in supporting their child's education and in the life of the school All decisions regarding the school learning environment, technology infrastructure, assets WH&S supports innovative 21st century teaching and learning practice	All staff have a clear understanding of the school vision and has been included into induction programs. The school regularly reviews the school plan and milestones document in staff, faculty and executive meetings Collective and collaborative decision making is a key focus in our successful implementation and future planning	SLSO Support \$28375.63 Learning Circle \$3654.31 Macquarie Health Collective \$8640

Next Steps

In 2016, strengthening data analysis to inform practice has been a focus to ensure all decisions regarding the school environment, technology, assets and WHS are determined with the explicit intention of promoting innovative 21st century teaching and learning practice. Innovative strategies such as the Parents in Partnership Initiative will promote stronger ties with the community the school serves in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have individual learning plans inclusive of progress on the literacy and numeracy continuum with regular evaluation and as appropriate guided assistance through differentiated teaching strategies, LAST intervention, tutoring and other cultural programs. During 2016 Norta Norta mentoring was conducted and continued to have a positive impact on senior students. The introduction of the Aboriginal Learning Circle which has increased the student voice and communication with the AEO and staff has lead to increased student engagement.	SLSO Support \$170253.77 Aboriginal Learning Circle \$3654.31
Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Students (QTSS) initiative has provided additional staffing resource allocation to improve the quality of teaching in all primary classrooms.	Early Action for Success \$28,819
Socio-economic background	Socio economic funding has made significant impact on the learning opportunities for students and for the community during 2016. Throughout the year students individual learning needs, quality assessments and flexible learning options were all supported. The partnership with Macquarie Health Collective attracted outside agencies for speech, occupational therapy and psychologists which have brought the services to the community.	Partnership with Macquarie Health Collective \$8640 Bus Upgrade with disabled chair access \$10900
Support for beginning teachers	Beginning teachers were given time to participate in professional learning, preparing lessons and received collegial support and mentoring.	Additional professional Learning \$13523.01 Teacher mentoring sessions \$600

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	91	90	69	68
Girls	78	86	68	62

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.5	91.9	94.4	86.9
1	93.3	88.4	87.3	94
2	87.3	95.4	89.9	90.1
3	89.8	86.7	92	79.5
4	87.2	93.3	79.8	90.9
5	93.5	89.9	82.9	81.6
6	89.2	89.7	84.6	79.7
7	84.3	91.3	89.2	92
8	84.3	87.1	90.8	87.2
9	83.4	83.7	78.9	84.5
10	82.1	78.7	69.1	76.7
11	71.2	81.8	72.6	69.8
12	79.3	82.5	74.2	76
All Years	83.4	87	83.1	83.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Parents are called everyday by the front office for reasons why their child is absent. As a school we work closely with the Home School Liaison Officers and as a result of these procedures attendance rates have increased

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		25	25
Employment			25
TAFE entry			
University Entry			50
Other	100	75	
Unknown			

All students from Year 10 have returned to Peak Hill Central School to start Year 11 in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	3.59
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.57
School Administration & Support Staff	6.39
Other Positions	5.5

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, 30% of the school's workforce identified as Aboriginal. This was representative of Teaching, SASS and Support Staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Staff engaged with a range of professional learning activities related to the strategic directions of the school plan and their own professional development plans. All New Scheme Teachers received professional competency. Professional learning involved staff completing anaphylaxis, child protection, code of conduct, disability standards, positive behaviour for learning and NESA compliance. Opportunities were offered to all staff to participate in additional professional learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 260 832.78
Global funds	267 381.31
Tied funds	431 511.76
School & community sources	37 251.48
Interest	25 251.25
Trust receipts	142 449.58
Canteen	0.00
Total income	2 164 678.16
Expenditure	
Teaching & learning	
Key learning areas	31 859.36
Excursions	6 029.92
Extracurricular dissections	21 322.45
Library	3 501.76
Training & development	6 879.52
Tied funds	724 891.34
Short term relief	30 795.24
Administration & office	71 589.24
School-operated canteen	0.00
Utilities	62 648.47
Maintenance	33 639.93
Trust accounts	143 063.93
Capital programs	0.00
Total expenditure	1 136 221.16
Balance carried forward	1 028 457.00

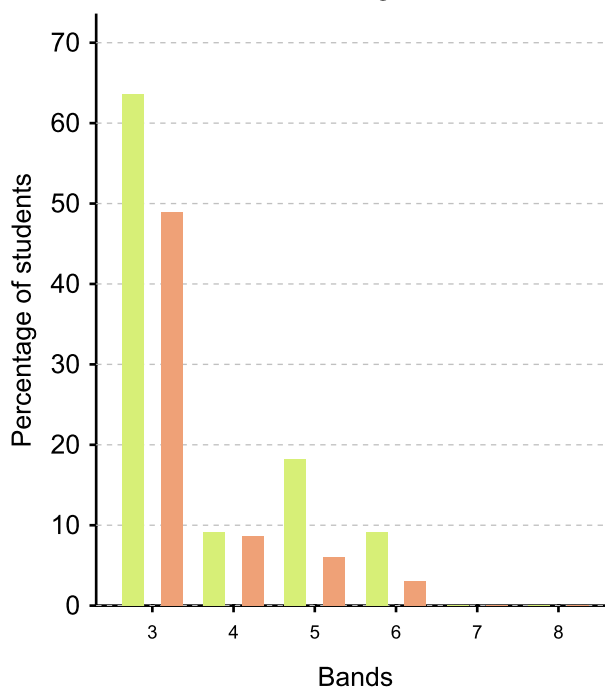
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

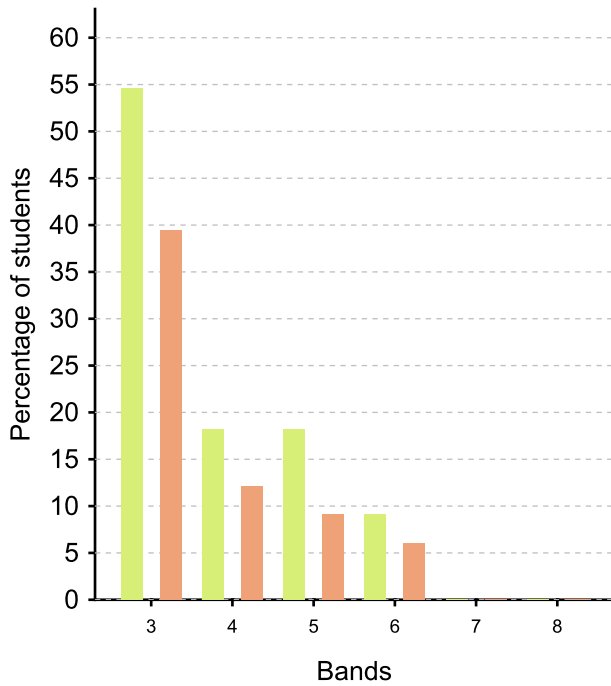
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. As Peak Hill Central School has small cohorts, therefore statistical and graphical representation is not appropriate and sometimes inconsistent.

Percentage in bands:
Year 5 Writing

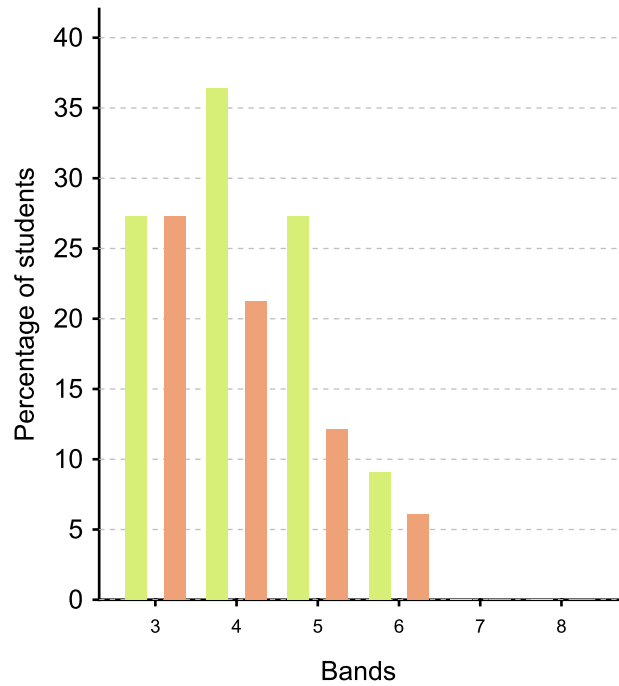


■ Percentage in Bands
■ School Average 2014-2016

Percentage in bands:
Year 5 Spelling



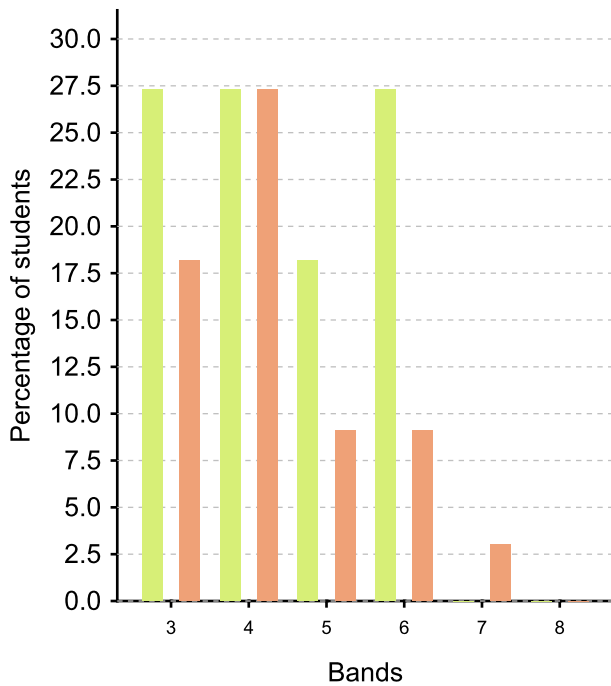
Percentage in bands:
Year 5 Grammar & Punctuation



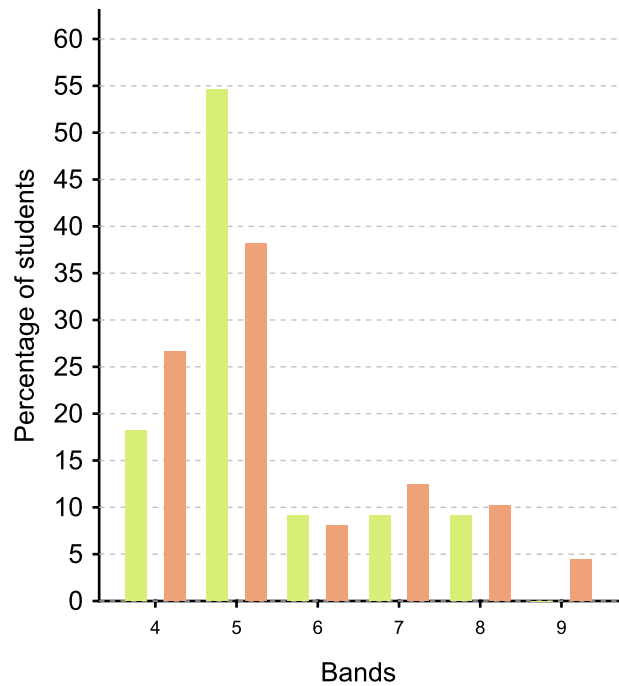
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



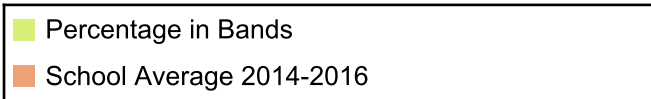
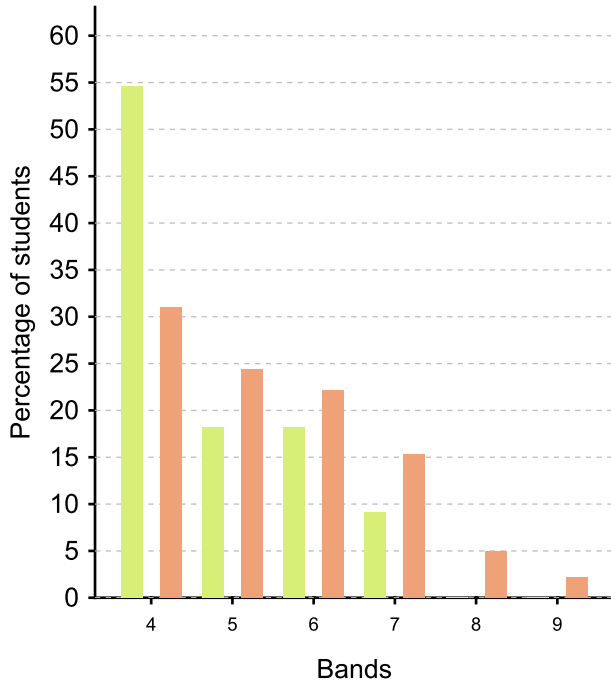
Percentage in bands:
Year 7 Grammar & Punctuation



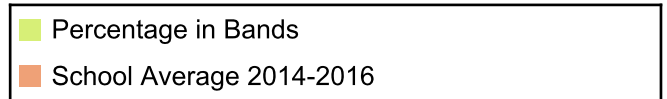
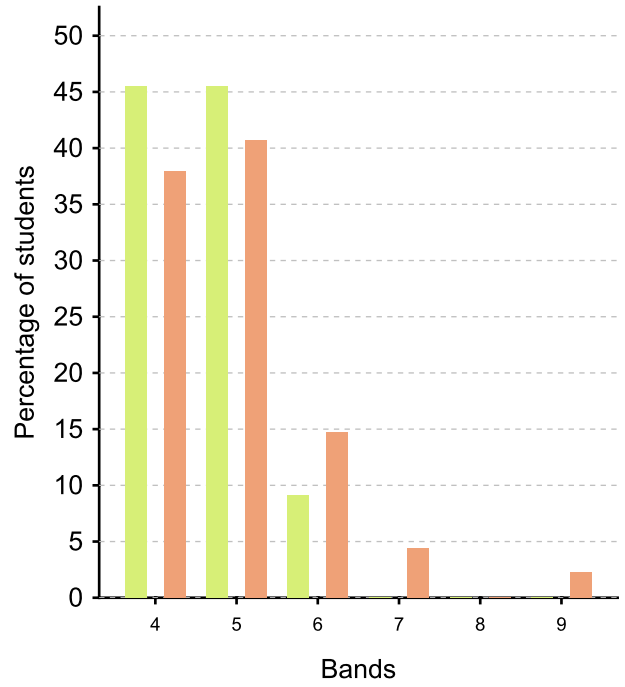
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

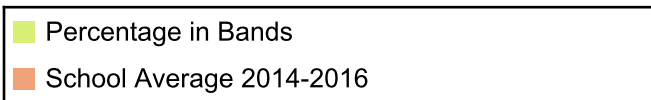
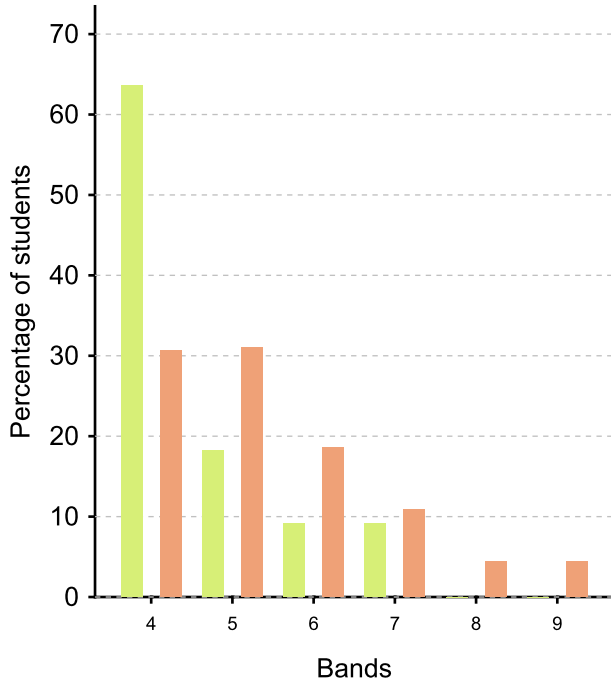
Percentage in bands:
Year 7 Reading



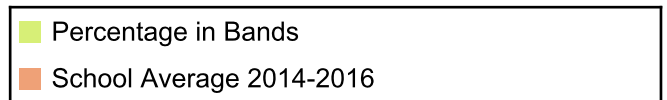
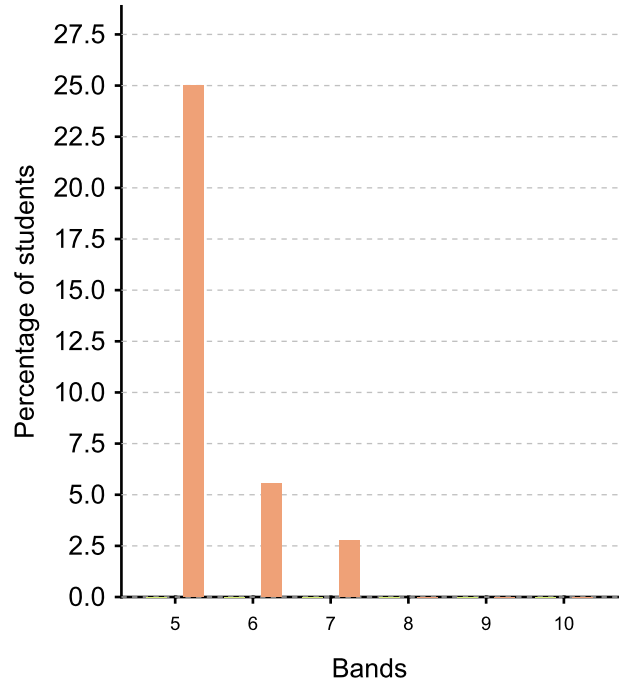
Percentage in bands:
Year 7 Writing



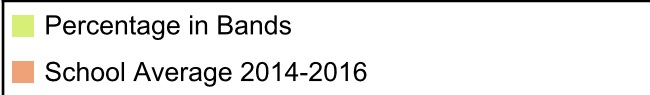
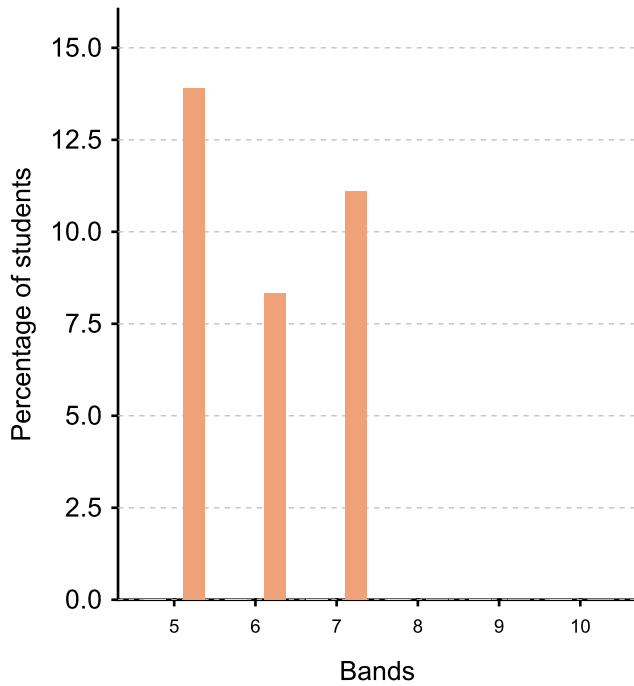
Percentage in bands:
Year 7 Spelling



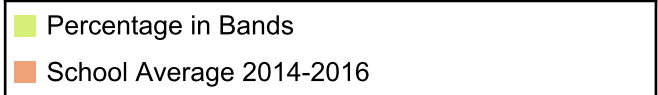
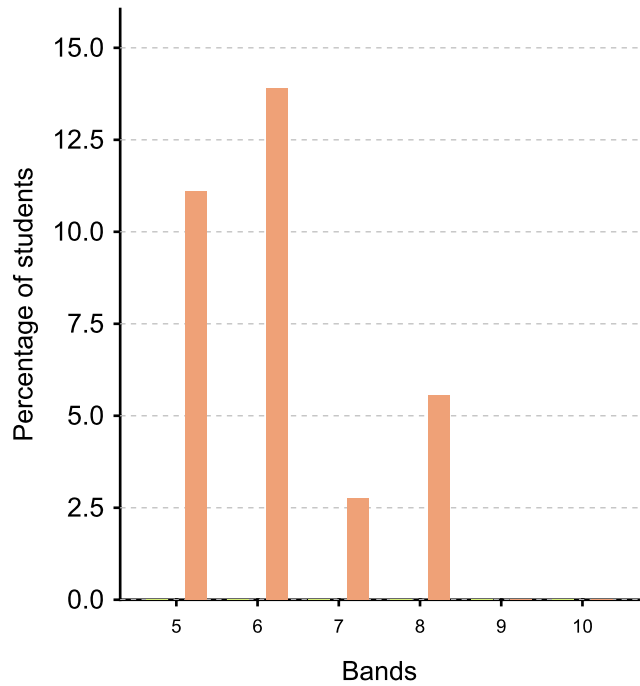
Percentage in bands:
Year 9 Writing



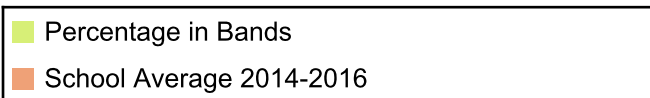
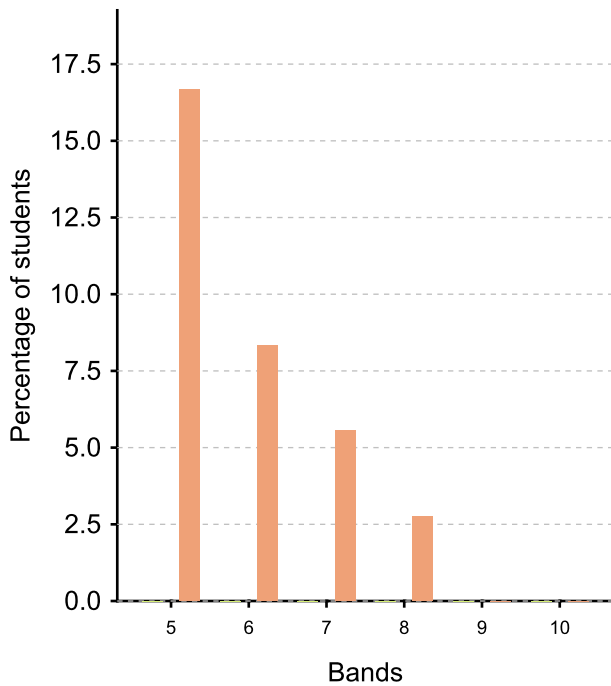
Percentage in bands:
Year 9 Spelling



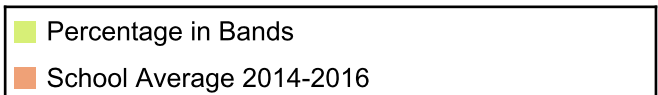
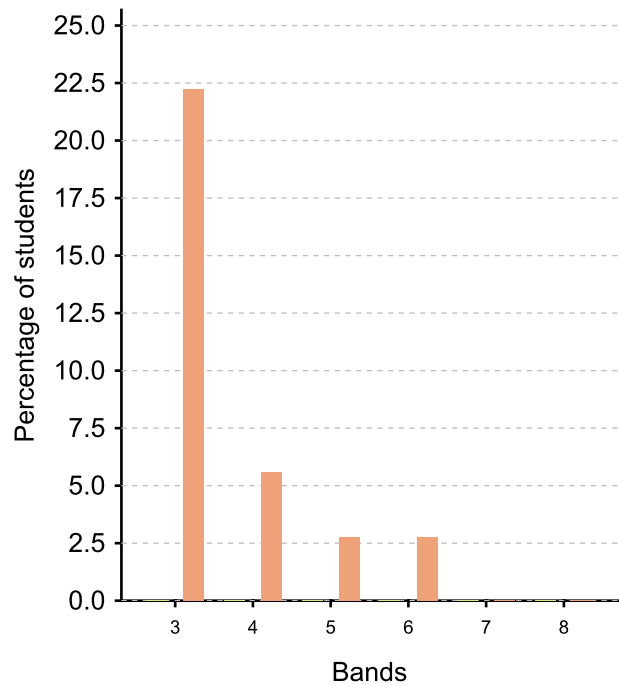
Percentage in bands:
Year 9 Grammar & Punctuation



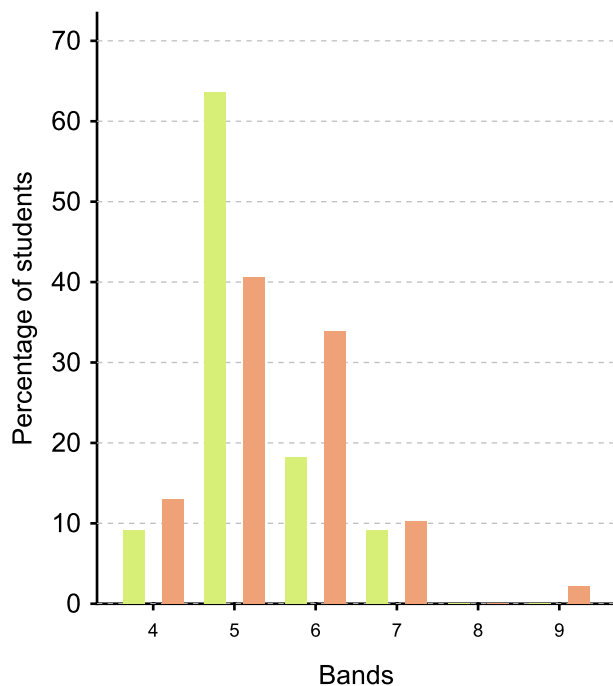
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 7 Numeracy



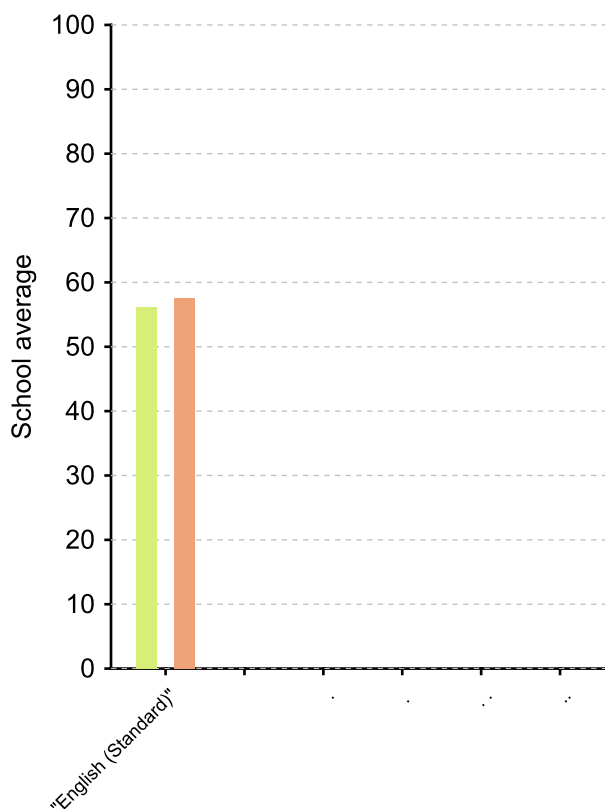
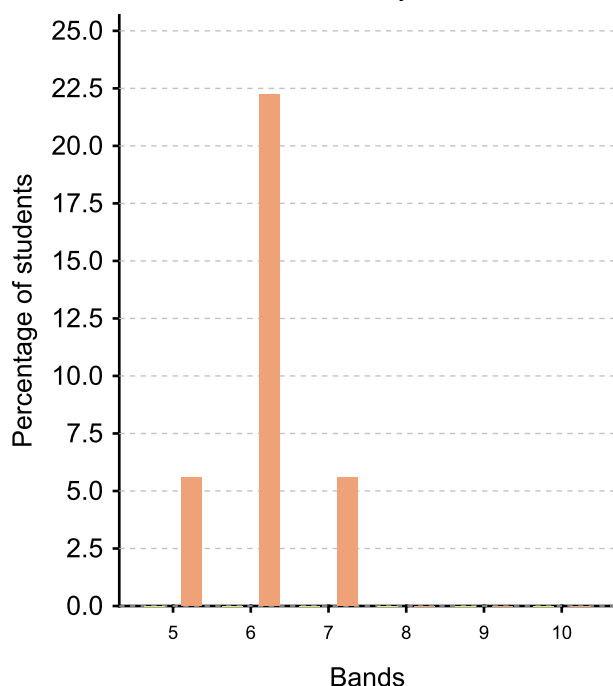
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The Premier's Priorities of Improving Educational Results for all students in the top two bands of NAPLAN and Improving Aboriginal Education outcomes by 30% in the top two NAPLAN bands. This has been a focus area at Peak Hill Central School. Although the results are not reflective of student growth. Improved teaching, additional SLSO support and the introduction of an Instructional Leader has meant that the educational outcomes are improving for all students especially the Aboriginal students.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Percentage in bands:
Year 9 Numeracy



In 2016, less than ten students sat for their Higher School Certificate and therefore statistical and graphical representation is not appropriate. However the students that sat their HSC via the Western Access Program had opportunities to gain University, TAFE and work related qualifications.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were conducted to provide feedback from staff, students and parents on where improvements can be made. Peak Hill Central School has a strong and vibrant P and C and brings forward regularly issues from the community.

Policy requirements

Aboriginal education

Peak Hill Central School staff are responsive to the Aboriginal Education Policy and apply it in their daily operations. Teachers ensure Aboriginal perspectives are programmed into learning and teaching activities and all staff endeavour to relate the learning environment to issues of significance. The Aboriginal Education Officer is a valued member of the school executive and drives Aboriginal education outcomes and targets the Premier's Priorities of closing the educational gap and improving literacy and numeracy outcomes for Aboriginal students.

Multicultural and anti-racism education

Peak Hill Central School staff acknowledge the importance of multicultural education and are responsive to multicultural and anti-racism policies. All staff develop and maintain culturally inclusive classrooms and learning and teaching programs foster students' understanding of culture, cultural diversity, racism and active citizenship.