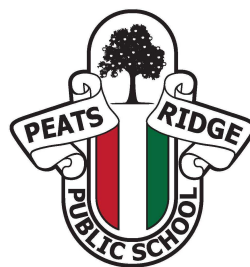


Peats Ridge Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Peats Ridge Public 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.

John Carters (Substantive Principal)

Amanda Austin (Relieving Principal)

School contact details

Peats Ridge Public School

1231 Peats Ridge Road

Peats Ridge, 2250

www.peatsridge-p.schools.nsw.edu.au

peatsridge-p.School@det.nsw.edu.au

4373 1149

School background

School vision statement

As a Forward Thinking school,

Peats Ridge Public School aims to provide a positive, caring, safe and motivational environment where students feel happy to strive for personal success and achieve excellence.

Our vision is for every student leaving our school to possess the literacy, numeracy and social skills which will enable them to participate fully in high school life and beyond.

We aim to prepare our students for a rapidly changing world by embedding critical thinking skills, essential learning fundamentals and a deep understanding of our school's expectations of Respect, Responsibility and Excellence.

These components are the cornerstone of the education we offer within a learning environment of high expectations and positive relationships.

School context

Peats Ridge Public is a small school located in a rural area in the mountains district, within 20km from Gosford town centre. Set within magnificently manicured gardens in a bush land environment, it serves the rural communities of Mt. White, Calga and Peats Ridge.

Peats Ridge Public School has an enrolment of 45 students in 2015, in 2 mainstream classes. 18% of enrolled students are from a language background other than English. There are currently no students enrolled who identify as being of Aboriginal or Torres Strait Islander descent.

The school enjoys a positive reputation, engages actively with the wider community and values positive partnerships with a small but industrious Parents and Citizens' Association.

The majority of children travel to and from Peats Ridge Public School by bus. Many of the children catch the bus to school with brothers, sisters or neighbours on their very first day in Kindergarten. Strong community support exists not only within families but also within the whole local business community.

Peats Ridge Public School is committed to the Positive Behaviour for Learning framework and this ethos drives all school priorities. It promotes the core values which every school stakeholder strives to achieve – Respect, Responsibility and Excellence – in all facets of school life and within the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

In relation to the domain of **Learning**, we have had a large focus on curriculum and learning through the implementation of our K–6 literacy groups, as well as participation in the Small Schools Curriculum Differentiation Network. In this element we moved from delivering in 2015, to excelling at the end of 2016. In 2017, we will focus on the improvement of Student Performance Measures.

In the domain of **Teaching**, our results indicate we have moved from sustaining and growing to now excelling in the area of collaborative practice. This is evidenced through our range of responsibilities in our small-school environment. At Peats Ridge Public School, teachers work together in a variety of settings, and we have developed strong school-wide and inter-school relationships to further support best teaching practices. WE have also moved from delivering to Sustaining and Growing in all other elements related to the domain of Teaching. Our focus in 2017 will be moving towards excelling in the element of Data Skills and Use.

In the domain of **Leading**, our self-assessment indicates we have strong administrative procedures in place, and school priorities and practices are clearly communicated. The three year plan is openly discussed, and regularly monitored, and the school acknowledges and celebrates a wide diversity of student, staff and community achievements. We have moved from Delivering to Sustaining and Growing in all elements related to Leadership. Our continued focus in 2017 will be in relation to the flexible and innovative management of limited resources.

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

Literacy and Numeracy Achievement

Purpose

To enable students to achieve their potential in literacy and numeracy, with individual needs catered for by a differentiated curriculum and/or by targeted interventions.

There is targeted and purposeful staff professional learning leading to the improved capacity to deliver appropriate differentiated curriculum content and to support our children in the classroom.

Overall summary of progress

We have yet again had a strong focus on literacy and numeracy, particularly due to the implementation of our K–6 literacy groups. A strong professional learning focus in relation to curriculum differentiation and the literacy and numeracy continuums continues for our staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased opportunities for staff professional learning in relation to literacy and numeracy.	Staff found the Curriculum Differentiation Network and professional learning provided by this network extremely beneficial and were able to implement strategies and ideas in their regular teaching and learning. It also gave our teachers opportunity to lead professional learning across our community of schools. Successful implementation of K–6 literacy groups has strongly contributed to student achievement and progress in literacy. Ongoing professional learning completed successfully by K–3 teacher. Our targeted interventions continued to be highly successful. A successful trial in Mathematics has given direction to aid individual learning in numeracy in 2017	<ul style="list-style-type: none">• English language proficiency (\$3022.00)• Socio-economic background (\$3845.00)• Low level adjustment for disability (\$5473.00)
Improved internal data collection practices and analysis of student data.	Teachers began 5–weekly collection of reading levels, reading clusters, writing clusters and numeracy aspects. Data was shared with staff and used to form flexible student groupings. Data was compared with external data such as NAPLAN and used to guide teaching and learning.	Combined with above
Increased number of students achieving at or beyond their expected literacy and numeracy cluster levels.	80% of students are achieving at or above expected cluster on literacy continuum Successful implementation of L3. All kindergarten students exceeded expected benchmarks in reading and writing. 100% of students on intervention caseload demonstrated improvement and progress in program data as well as on the literacy continuum.	Combined with above

Next Steps

- Continue with K–6 literacy groups 2 mornings per week
- Implement The School Magazine for P2 class
- Continue professional learning with Curriculum Differentiation Network

- Shift school focus and allocation of funding to Numeracy
- Implement Mathematics K–6
- Professional Learning for teachers in relation to the numeracy continuum

Strategic Direction 2

Sustained Engagement with the School Community

Purpose

To enable effective relationships to be developed between school and home, and school and the wider community.

Parents are actively encouraged and supported to participate in the school and in their child's education. Effective partnerships exist between our staff and the schools in our wider network.

Overall summary of progress

Throughout 2016, a continued planned and concerted effort was made to engage with all aspects of the school community including parents, families, the wider community, neighbouring small schools, schools in the LMG as well as schools outside our network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community involvement through Mangrove Mountain Markets.	Mangrove markets had a name change to the Peats Ridge Markets and they continued to operate at Peats Ridge Public School. These operations ceased at the end of the calendar year. The markets generated over \$2000 into school and community funds.	0
Parent involvement through parent workshops and other school related events.	Through our milestones, we planned and organised opportunities for parents in 5-weekly blocks, aiming to provide opportunities for them to engage regularly in their child's education. We are pleased that this was sustained in 2016.	1000
Varied communication strategies. Facebook	The implementation of the school's official facebook page was highly successful. A focus was placed on using the tool as a school promotion tool and not just as a communication tool. It was recognised by the Department of Education's Community Engagement Team that our Facebook page was a model of best practice.	0
Attendance at all Kariang Mountains Learning Community and Teaching Principal Network meetings.	Teachers and staff continued to network and work closely with schools in the LMG and in particular the small schools on the Central Coast. We joined together for several professional learning experience including our Curriculum Differentiation Network which focussed on staff professional learning and sharing of best practice in teaching literacy and numeracy. The LMG and Teaching Principal Network continued to be a great level of support for the Principal and leadership and management of the school.	\$2000

Next Steps

- Increase student input, photos and work samples in the newsletter, school website and Facebook.
- Increase subscriber numbers to the Skoolbag app.

- P&C and staff involvement (BBQ stall, produce raffle) in the Mountain Markets, planned to re–open in June
- Maintain staff professional learning opportunities within the Mountains Learning Community and network meetings.
- Send a staff representative to our local 'Coinda' Aboriginal Education Consultative Group (AECG) meetings for collaborative planning and to develop cultural competencies.

Strategic Direction 3

Student Engagement and Wellbeing

Purpose

To provide and ensure a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

There is a whole school commitment to rigorous positive behaviour for learning processes and practices.

Overall summary of progress

Our student and engagement and wellbeing continued to be a major focus in 2016, particularly through our PBL systems and practices. We had a large focus on universal practices such as teaching of weekly expectations, introducing new award systems, teaching of social skills and updating our student welfare and anti-bullying policies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL school-wide evaluation tool (SET) is 90 – 100%	Due to changes in Central Coast PBL we were not provided with a PBL coach to administer this assessment in 2016.	0
PBL benchmarks of quality (BOQ) is 90 – 100%	Due to changes in Central Coast PBL we were not provided with a PBL coach to administer this assessment in 2016.	0
Increased numbers of students operating within the PBL universal level (Tier 1), based on 2014 data levels.	In 2016, data demonstrated a large decline in student behaviour referrals. We continued with regular teaching of weekly universal expectations and appropriate rewarding of these behaviours. Our new award system was implemented and had 100% buy in from students and teachers. Feedback suggested that the award system was highly motivating and parents were pleased that the award system followed students through their school life and did not reset.	1000
100% of students displaying an attendance record of greater than 85%.	We continued to work closely with HSLO to rectify attendance issues of individual students. We moved into marking the rolls online with the new LMBR system and developed a new attendance policy which was well supported by staff and the parent community.	0

Next Steps

- Implement Social Emotional Learning Program (Term 1)
- Continue teaching PBL Value of The Week
- Monitor behaviour through new referral system and EBS4
- Complete PBL Benchmarks of Quality
- Monitor attendance closely and classroom teachers follow up absences immediately.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Successful year with targeted interventions. All students achieving personal growth in programs. All learning support students demonstrating improvement on literacy continuum.	\$2000 • English language proficiency (\$2 000.00)
Low level adjustment for disability	Successful year with targeted interventions. All students achieving personal growth in programs. All learning support students demonstrating improvement on literacy continuum.	SLSO – \$5433 • Low level adjustment for disability (\$25 877.00)
Quality Teaching, Successful Students (QTSS)	Teachers were able to observe and reflect as part of their PDP through open classrooms and the assistance provided by the learning support program. A curriculum differentiation network was established among small schools. Feedback from teachers suggests that K–6 literacy groups would not have been successful without collaborative planning time allocated.	\$1800 • Quality Teaching, Successful Students (QTSS) (\$1 800.00)
Socio–economic background	Successful year with targeted interventions. All students achieving personal growth in intervention programs. All learning support students demonstrating improvement on literacy continuum .	SLSO – \$3845 • Socio–economic background (\$3 845.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	17	15	18
Girls	25	29	27	25

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	98.1	95.4	97.5
1	93.8	96	96.3	92.9
2	96.8	93.1	95.9	98.4
3	91.6	95.4	91.1	96.9
4	96.7	82.8	94.5	85.6
5	93.4	96.7	89.7	94.9
6	96.2	93.2	94.8	92.5
All Years	95.1	94.1	94	93.5
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
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	1
Other Positions	0.02

*Full Time Equivalent

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

At Peats Ridge Public School, no staff members identified as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In 2016, staff participated in a broad range of professional learning which catered to school and individual professional learning needs.

Each term, an overview of Teacher Professional Learning was created in collaboration with staff, guided by PDP goals.

The staff comprised two 'new scheme' teachers, one of whom was in their 'maintenance' phase and the other at 'proficient' level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	135 011.05
(2a) Appropriation	115 939.44
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	18 584.16
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	487.45
Expenses	-84 934.98
Recurrent Expenses	-84 934.98
(3a) Employee Related	-49 133.98
(3b) Operating Expenses	-35 801.00
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	50 076.07
Balance Carried Forward	50 076.07

	2016 Actual (\$)
Base Total	414 934.95
Base Per Capita	2 232.94
Base Location	1 185.58
Other Base	411 516.43
Equity Total	32 744.46
Equity Aboriginal	0.00
Equity Socio economic	3 844.82
Equity Language	3 022.46
Equity Disability	25 877.18
Targeted Total	0.00
Other Total	3 377.42
Grand Total	451 056.82

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.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

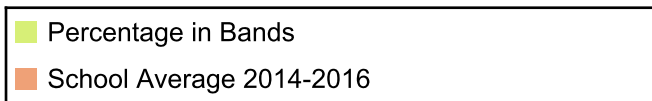
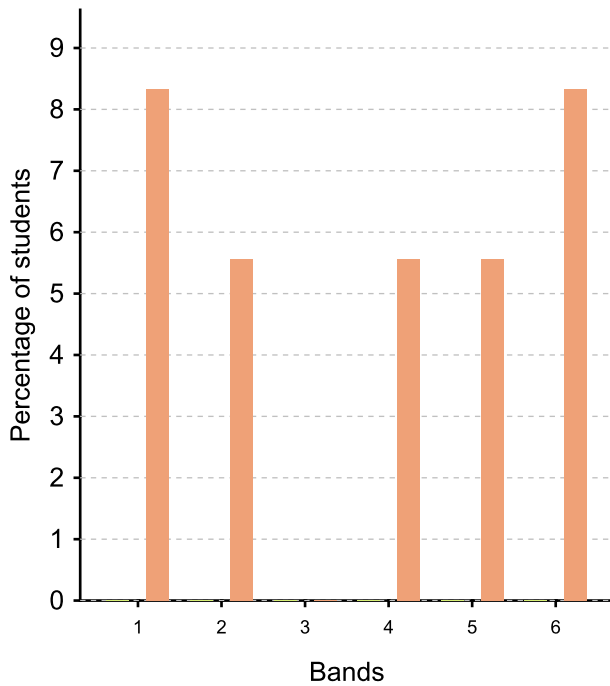
School performance

NAPLAN

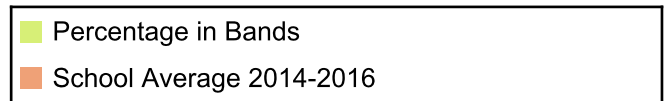
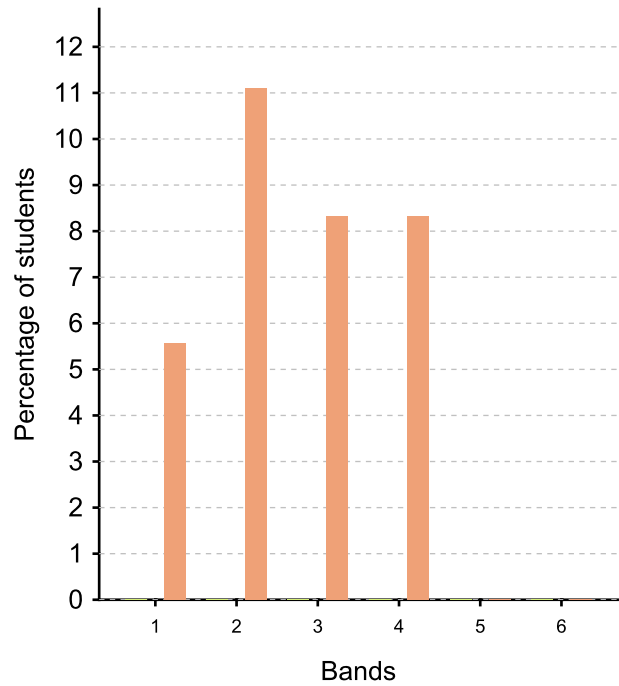
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Cohorts are too small for data to be graphed.

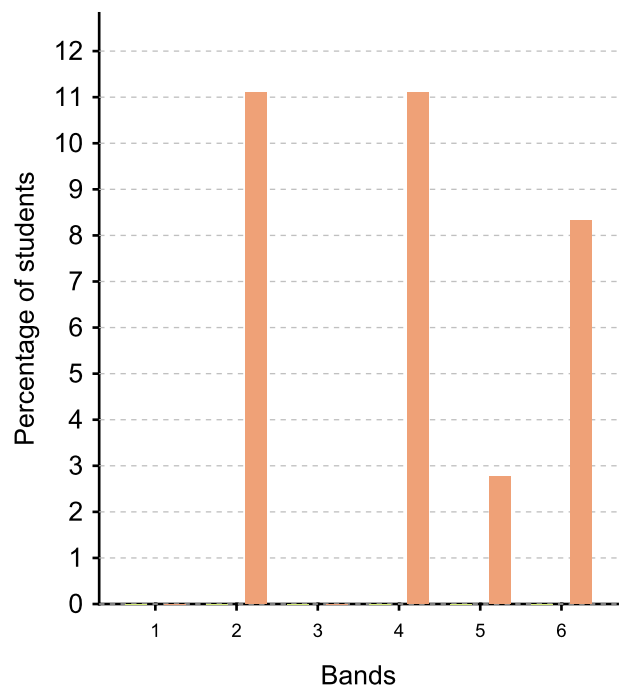
Percentage in bands:
Year 3 Reading



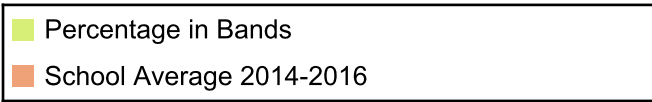
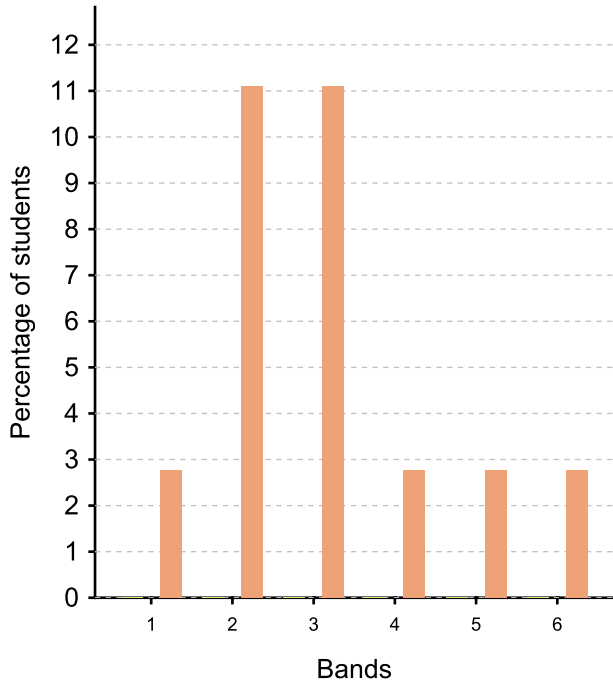
Percentage in bands:
Year 3 Writing



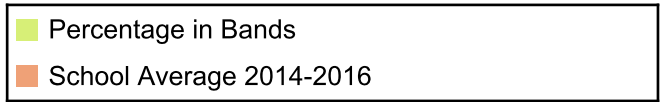
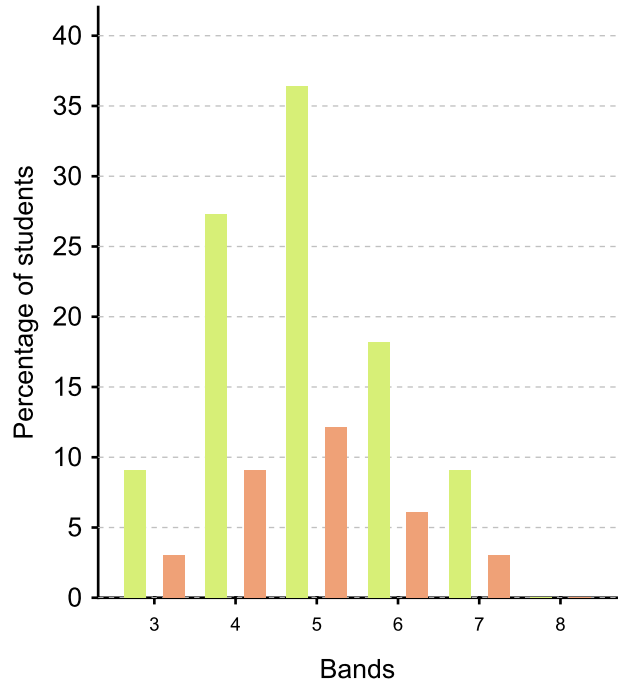
Percentage in bands:
Year 3 Grammar & Punctuation



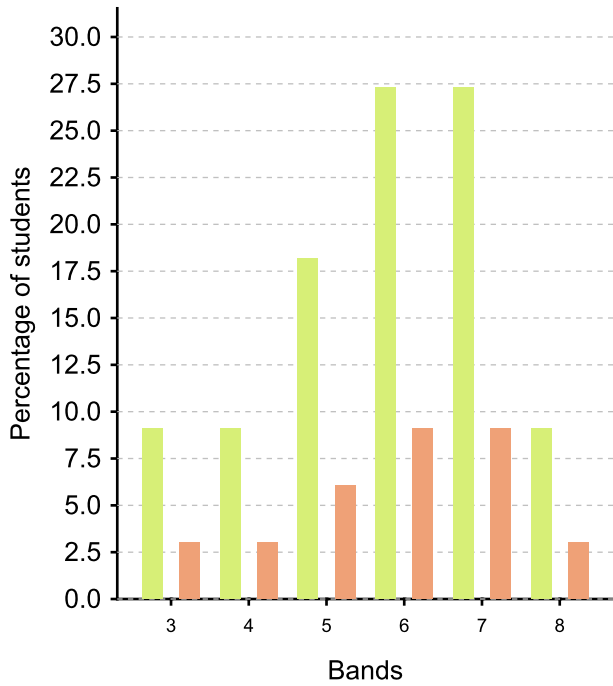
Percentage in bands:
Year 3 Spelling



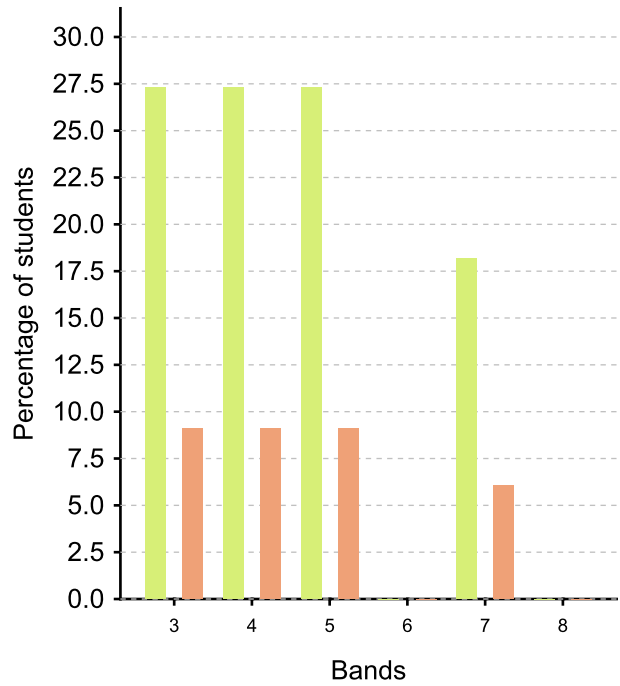
Percentage in bands:
Year 5 Writing



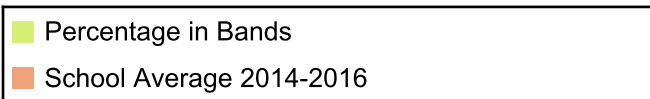
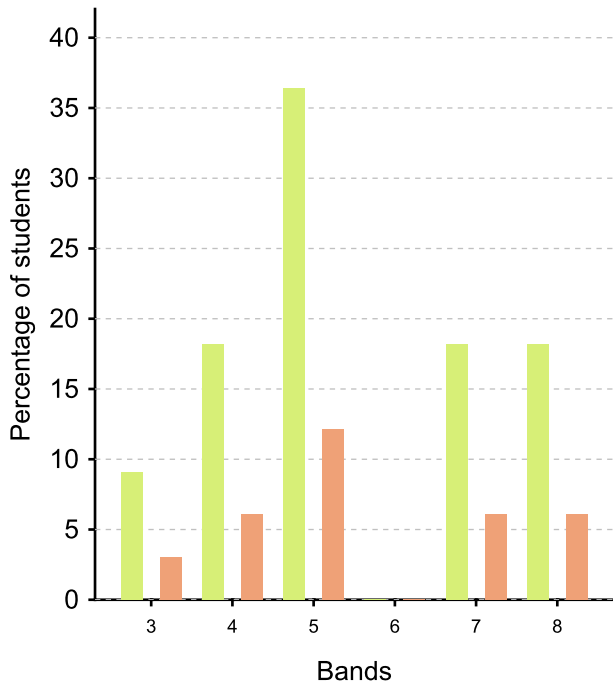
Percentage in bands:
Year 5 Reading



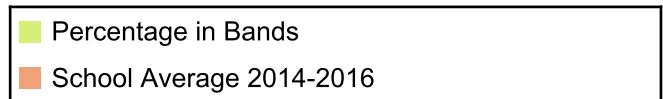
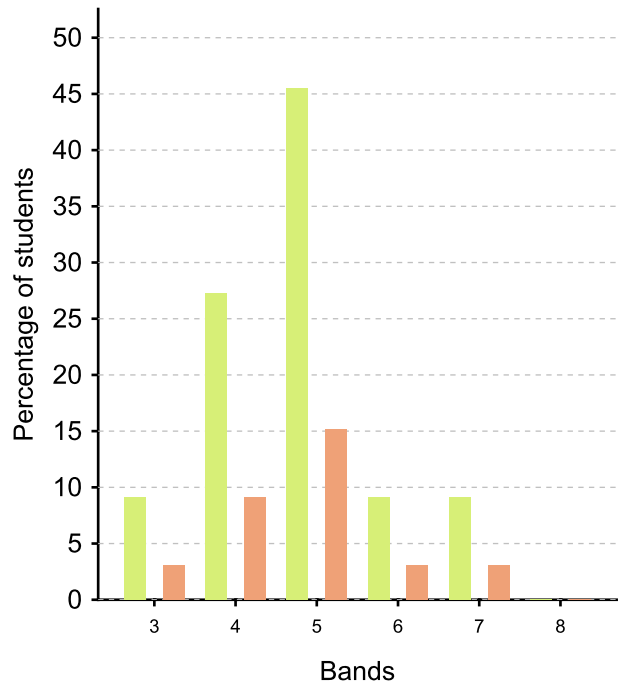
Percentage in bands:
Year 5 Spelling



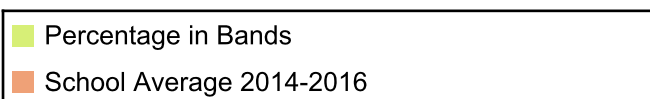
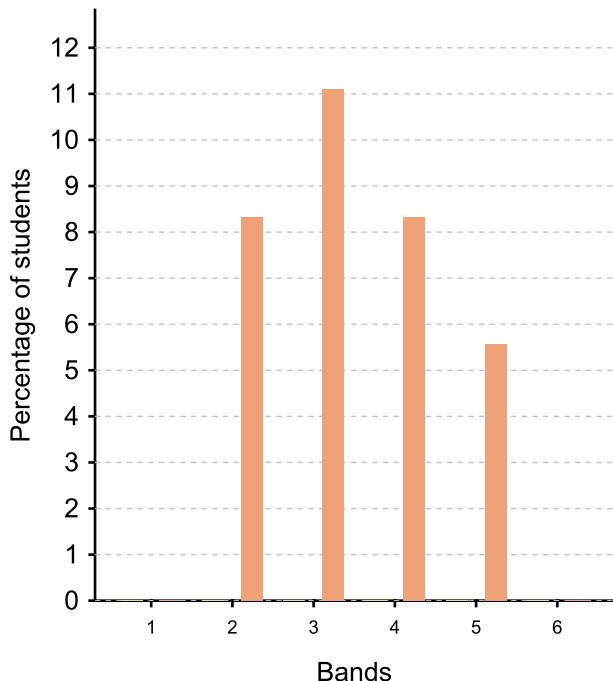
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 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.

Parent/caregiver, student, teacher satisfaction

In 2016, Peats Ridge Public School analysed the opinions of students and parents through the Tell Them From Me Survey.

Student results indicated:

- In most areas, we are about on-par or just below / above state norm.
- Social Engagement: majority at or above NSW government norm
- Institutional Engagement: Above NSW government norm in valuing school outcomes and positive school behaviour. Below in homework behaviour.
- Intellectual engagement: Interest & Motivation, Effort and Quality Instruction, all on par with NSW government norms (average around 80%).
- Early signs of disengagement: Mixed results –younger year group showing early signs above state norm, however, older age groups below, which is pleasing.
- Drivers of Student Engagement suggest we are just below NSW government norms in all areas, however, still at an average of approximately 75% in relation to quality instruction, teacher / student relations, learning climate and expectations for

success.

Parent results indicated:

- Parents feel welcome 8.8 (highest scorer – Well informed, communication clear, teachers approachable); Parents are informed 8.3 (highest scorer – Reports are easy to understand); Parents support learning at home 6.2 (highest scorer – parents encourage children to do well at school); Support for Learning at Peats Ridge 7.8 (highest scorer – Children are encouraged to do their best work); Positive Behaviour 8.1 (highest scorer – children clear about rules for school behaviour); Safety 7.2 (highest scorer – children feel safe at school); Inclusion 7.4 (highest scorer – teachers help students who need extra support).

Staff at Peats Ridge completed an annual SWOT analysis to identify areas of strength, weakness, opportunities and threats and plotted these on the School Excellence Framework using a charting and mapping process. We examined the types of evidence, data, programs and initiatives we could use to demonstrate improvement in line with our strategic directions. We then repeated the SWOT analysis at the end of 2016 to measure our improvements. This demonstrated that in 2015, we identified 19 areas of strength across the school, and in 2016 we managed to maintain all these areas of strength and add another 20. Out of the 14 weaknesses highlighted in 2015, in 2016 we eliminated 9 of these, and gained only 3 new weaknesses. Out of the 16 identified opportunities for school improvement at the end of 2015, in 2016 we managed to successfully take up 11 of these opportunities and have identified a further 12 opportunities that exist to improve the school in 2017. Out of the 8 threats identified at the end of 2015, 7 of these have either been rectified or strategies have been put in place to address these possible threats to school excellence and improvement.

Policy requirements

Aboriginal education

Peats Ridge Public School values the knowledge and customs of the original custodians of Australia and is committed to enhancing the knowledge and understanding of all students about the values and philosophy that underpin both Aboriginal Education and Aboriginal Australia.

Strategies and programs to support Aboriginal students at our school include:

- * The participation of all students in National Aboriginal and Islander Day of Celebration (NAIDOC) activities. This day saw us combine with all small schools from the across the mountain, participating in a range of activities for children and parents, a concert by an Aboriginal performer and involved our Aboriginal community in its coordination and implementation.
- * The attendance of Aboriginal students is managed in line with our attendance policy. All Aboriginal students are encouraged to attend school every day.

* Personalised Learning Plans are established between teacher, student and parent and progress on goals is followed up in informal meetings.

* The implementation of targeted interventions such as MultiLit includes Aboriginal students.

* Additional high school transition support for Aboriginal students is available.

Multicultural and anti-racism education

Harmony Day is a celebration of our cultural diversity – a day of cultural respect for everyone who calls Australia 'home'. The continuing message of Harmony Day is 'Everyone Belongs'. It was celebrated on Monday March 21st and the day aimed to encourage students to respect cultural and religious diversity and foster a sense of belonging for everyone.

Peats Ridge Public School's Anti-Racism Contact Officer (ARCO) is an experienced teacher who has been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DoE's Anti-Racism Policy. Procedures are in place in order to deal with complaints of a racist nature and ensure that Peats Ridge Public School is a place where students, employees, parents/caregivers and community members should never experience vilification of any kind.