

Peakhurst West Public School

Annual Report



2016



4013

Introduction

The Annual Report for 2016 is provided to the community of Peakhurst West 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.

Tanya Sarafoski

Principal

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Message from the Principal

At Peakhurst West Public School, learning is and always will be at the centre of what we do every day. This is reflected in our school motto, 'Learning is Strength'. We continually strive for excellence and improved student outcomes, while providing extracurricular opportunities for all students.

In 2016, teachers have been transforming their teaching practice and implementing 'SOLE' sessions – Student Organised Learning Environments, giving students opportunities to be more challenged and more collaborative with their peers. We established enrichment groups to ensure we continue to challenge our academically stronger students. Team teaching, Teacher Professional Learning and Feedback continue to be an integral part of our school improvement culture.

In NAPLAN, we averaged approximately 40–50% of our Yr 3 and 5 cohorts in the top two NAPLAN bands and very few students in the bottom two bands, in some cases there were none.

We have had many students represent our school in sporting events on a district, state and national level and our PSSA teams have been well represented in finals this year.

Excursions are part of our quality teaching, bringing class topics to life. Our excursions vary from Stage 3 going to Point Wolstoncroft for 5 days to Kindergarten visiting the farm to learn more about farm animals and how food comes from the farm to our tables.

Performing Arts have been a key part of our school, with over 30 students performing at the Combined Music Festival in the choir and dance group. These groups have also performed at various school events.

We held a White Ribbon and Movember Community Breakfast. This event showed how successful our relationships can be when students, staff, parents and the wider community join forces to achieve the one goal. The morning was memorable and we now have a beautiful White Ribbon Garden to remind us that we do not need violence in our lives to try solve problems. This has linked very closely to our positive psychology, gratitude and reflection work we have done in K–6 classrooms this year.

A short film was submitted in the 'Films by the Sea' Competition and it debuted at a red carpet event at Bankstown Sports Club. We were successfully awarded two teacher film making scholarships for 2017.

2016 was a successful year for Peakhurst West Public School and we look forward to more achievements in the future.

School background

School vision statement

Peakhurst West Public School's vision is to work collaboratively with our school community to provide a safe and stimulating environment that will enable students to reach their full potential and to become confident, creative and informed citizens.

The school aims to instil the core values of honesty, tolerance, respect and responsibility in order for the students to be productive members of society.

School context

Peakhurst West Public School aims to provide excellent educational opportunities for all students in a caring environment. The school offers a balanced and varied curriculum and takes pride in its achievements across all Key Learning Areas. Student Welfare and the provision of a supportive learning environment remain the focus for staff and the parent community.

The school is on the corner of Belmore Road and Henry Lawson Drive in Peakhurst. The school's parkland environment consists of two large ovals, basketball court, fitness equipment and a 25m heated indoor pool.

Peakhurst West Public School comprises of approximately 350 students from a diverse range of cultures, religions and social backgrounds. The school provides strong foundations for all students with an emphasis on excellence in literacy and numeracy, effective learning and support strategies and quality extra curricular opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 the area of Learning, the school evaluated the elements of curriculum and learning, wellbeing and learning culture. A whole school approach to Literacy through quality literature units and Synthetic Phonics (K–2), transformed the teaching and learning of English across the school. In 2016, all students were plotted and tracked on the Literacy Continuum K–10 and learning goals to improve writing were introduced. The school changed teaching practices in Literacy and Numeracy through a strong emphasis on teacher consistency, collaborative programming and assessing. Curriculum delivery integrates technology, library and information services. Through Primary Connexions, student learning experiences in Science have been maximised as they learn about science topics through a structured, hands on approach. In the area of wellbeing, the school enhanced its 'STAR' concept (Safety, Teacher, Achievement, Respect) which focuses on the promotion of positive behaviour and have looked forward to implement the Positive Behaviour for Learning program. Positive psychology techniques and proactive behaviour strategies have also been implemented to support students in a fast changing society.

In the area of Teaching, the school focused on the elements of effective classroom practice, collaborative practice, learning and development and the use of professional standards to guide staff development. All staff developed professional learning goals, reflecting the school plan and completed their Performance and Development Plans based on self-identified professional learning. The culture of collaborative practice was further developed through collegial planning and programming days and staff positively supported the implementation and development of peer observations and feedback. Staff participated in targeted professional learning, aligning to the school plan, which built on teachers' understandings of effective teaching strategies. Early career teachers have been supported through a mentoring circle in areas of identified need, particularly in teaching students with special needs. Teachers have worked beyond their classrooms to contribute to broader extra-curricular activities such as dance groups, choir and sport groups.

In the area of Leading the school focused on the elements of leadership, school resources and school planning, Implementing and Reporting. Leadership development is central to school capacity building and all aspiring leaders have

opportunities to develop their leadership skills, through the distributed leadership model. The leadership team has communicated the school priorities and ensured that school practices reflect the school plan. The leadership team also developed a peer observation plan that was then implemented within each stage team and continued in the development of ongoing observations and feedback. The community was further engaged with the school through community events such as Education Week Open Day, Grandparents' Day and the inaugural White Ribbon Day Community Breakfast. The community strongly supported the school through the provision of funding for literacy and numeracy resources and technology upgrades. The parent satisfaction survey yielded positive feedback on school practices and procedures. The school prides itself on having a strong relationship with the community and the school leadership team makes deliberate and strategic use of its partnerships to access resources to enrich student learning. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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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

Promoting Excellence & Student Wellbeing

Purpose

At Peakhurst West our purpose is to improve student achievement through quality teaching, promoting student equity and excellence through high expectations. We aim to motivate students to reach their full potential as engaged learners and responsible citizens. To develop in students a sense of self-worth, well-being and social independence.

Overall summary of progress

A whole school approach to Literacy through quality literature units and Synthetic Phonics (K–2) was adopted. All students were plotted and tracked on the Literacy Continuum K–10 and learning goals to improve writing were introduced. The school changed teaching practices in Literacy and Numeracy through a strong emphasis on teacher consistency, collaborative programming and assessing. In the area of wellbeing, staff completed the introduction of the Positive Behaviour for Learning program. Positive psychology techniques and proactive behaviour strategies have also been implemented to support students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students developing and achieving their negotiated learning goals on a focus area.	School leaders attended an innovation tour to observe best practice in other schools where visible learning and student goals are embedded in school culture. All staff plotted all K–6 students on Literacy Continuum against Writing clusters and in PLAN Software. All students K–6 worked with class teachers to develop learning goals aligned with the writing strand on the Literacy Continuum.	\$5000
Increased percentage of students improving their behaviour and decreasing negative behaviour within the school welfare program.	Staff development and TPL around positive psychology strategies, mindfulness and resilience. Review of behavioural expectations to ensure consistent teacher judgement across school. All staff trained in Non–Crisis Intervention Training to better manage behaviour challenges. 40% decrease in negative incidences	\$4062
82% of year 3 students achieving Band 4 and above in reading and numeracy. 72% of year 5 students achieving Band 5 and above in reading and numeracy.	Increased student achievement in NAPLAN literacy and numeracy, as per NAPLAN performance data. Ongoing staff analysis of PLAN and SMART data continues to be embedded in school culture and practice.	\$15000

Next Steps

Numeracy – start tracking growth on Numeracy Continuum

Literacy – start tracking another aspect on the Literacy Continuum

Start implementing Positive Behaviour for Learning (PBL) with a bigger focus on explicit positive behaviour, resilience building and mindfulness

Strategic Direction 2

Developing Quality Teaching & Leadership

Purpose

At Peakhurst West our purpose is to enhance and build workforce capacity through focused professional learning and development. This creates a culture in which every staff member is engaged in ongoing, relevant and evidenced informed learning and practiced at an individual and collective level. We are developing 21st century teachers through quality opportunities for professional growth.

Overall summary of progress

All teachers participated in collaborative planning days each term, ensuring stage planning and consistency in programming, teaching and assessing. Teachers gained a deeper understanding of teaching standards and the performance and development cycle, whilst participating in targeted professional learning and a greater emphasis on evidence. Teachers developed a greater understanding of teaching students with disabilities. A staff team were trained in formative assessment strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase percentage of staff confident in producing quality teaching and learning programs, based on their individual goals.	100% of staff reported that they are confident in producing quality programs that address the Quality Teaching Framework standards. All staff participate in term planning days to increase collaboration and collegiality. Staff attending professional learning in and outside of school that reflect their PDP goals.	\$17,000
Increased percentage of staff implementing formative assessment strategies in their classrooms.	Formative assessment team formed and attended TPL on formative assessment. Formative assessment strategies continue to be incorporated into programming. Formative assessment strategies starting to be shared with students to increase engagement and achievement levels.	\$5,000
100% staff aligned to Performance and Development Plan (PDP)	All staff supported by supervisors to create goals and align evidence. All staff with common goal to improve consistent teacher judgement. School leaders participate in coaching course to further develop skills to challenge staff and improve practice. Staff PDPs and evidence shared to ensure reflection and evaluation.	\$1200

Next Steps

Formative Assessment project – As a K–6 focus and also as part of a community of practice partnership with three other primary schools and a high school. Further development of assessment criteria for all KLAs to improve consistent teacher judgement.

Enhancement of Gifted and Talented Programs: Visual Art G&T Enrichment group for Years 4–6, Stage 1 STEM group, Stages 2 & 3 Project Based Learning group.

Strategic Direction 3

Achieving Effectiveness & School Pride

Purpose

At Peakhurst West our purpose is to encourage the school community to work in a diligent and effective way to embed a system of values that builds social conscience and a culture of success. We aim to enhance organisational effectiveness through an engaged community partnership. We aim to improve the physical environment of the school to foster pride and ownership that creates a stimulating and inspiring learning community for the 21st century learner.

Overall summary of progress

The school continued to improve organisation and communication with the community particularly with the implementation of LMBR. The school worked together with the parent body to run school events such as Grandparents' Day and the White Ribbon Community Breakfast. Physical improvements have continued with painting of classrooms and the establishment of modern learning spaces.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase percentage of students and parents responding positively to school satisfaction survey.	Parents and the community participated in the Tell Them From Me surveys, indicating that they feel welcome and informed at the school. Parents felt that all students are supported and that positive behaviour is supported.	Nil – Department of Education resource
Increase percentage of parent participation in regular whole school events and programs.	Average of 20% increase of parent participation in whole school events. School varied times and days of events to cater for increased attendance. More advanced notice given to parents and the community for upcoming events.	Skoolbag – \$330
LMBR successfully implemented as the standard administration and financial system.	15 training sessions provided for school admin manager and officer. 10 training sessions for Principal. 1 day sessions for two additional SAS staff members and three APs. High level communication amongst whole staff and community ensured smooth implementation of LMBR in Oct 2016.	\$10,000

Next Steps

LMBR – adapt to new processes and refine administrative organisation.

Peakhurst West to become an official 'White Ribbon School'

Continue to upgrade facilities throughout the school

Expand SENTRAL as a school system, accessing additional elements such as IEP and PLP data

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal students were supported on a needs basis.</p> <p>Additional SLSO support was given to Aboriginal students to target literacy and numeracy skills.</p> <p>Staff participated in TPL around understanding Aboriginal culture.</p> <p>One student received a Deadly Kids Doing Well award.</p> <p>The whole school participated in NAIDOC week activities run by Koomurri Group.</p>	\$5146
English language proficiency	<p>EALD students were supported across the school through a mix of in class support and withdrawal groups.</p> <p>EALD teacher attended network meetings and further developed knowledge of EALD framework</p>	<p>1.0 Teacher E/ALD allocation</p> <p>\$13,383 Flexible Funding</p>
Low level adjustment for disability	School Learning Support Officers were employed to support students with additional needs who do not have targeted funding.	\$22,978 Flexible Funding + \$25,416 Integrated Funding Support
Quality Teaching, Successful Students (QTSS)	A whole school timetable was developed in 5 week blocks to target specific teaching goals through peer observations and team teaching.	0.239 Teacher allocation
Socio-economic background	<p>A teacher was employed to team teach, working in class to support students in literacy and numeracy.</p> <p>Funds were allocated to support students and families for school expenses.</p>	<p>\$21,985 – Flexible Funding</p> <p>\$900 – Student Assistance</p>
Support for beginning teachers	<p>Six temporary teachers were supported through mentoring by assistant principals, receiving ongoing feedback and support as per the collaborative practices of the school.</p> <p>One AP mentored four beginning teachers through the accreditation process.</p> <p>A formal mentoring program was established between AP and permanent beginning teacher.</p>	\$13,000
Targeted student support for refugees and new arrivals	One new arrival student was seen 1:1 by EAL/D teacher	EAL/D teacher

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	222	219	214	197
Girls	144	128	127	119

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	94.4	95.7	93.9
1	95.6	96.8	92.5	94.7
2	96.1	95.8	94.7	93.1
3	96.8	95.7	93.6	94.2
4	94.9	96.3	96.3	94.1
5	97.3	94.3	95.1	95.4
6	94.8	96.4	94.2	95.1
All Years	96.1	95.7	94.6	94.4
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

Class sizes

Class	Total
KS	17
KP	18
1/2P	23
1K	22
1E	21
2S	24
3/4L	27
3C	27
4H	26
4/5B	27
5L	30
5/6B	29
6F	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	1
School Administration & Support Staff	2.87
Other Positions	0.13

*Full Time Equivalent

There is one Aboriginal teacher at Peakhurst West Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

In 2016, staff participated in valuable fortnightly professional learning sessions to support student learning outcomes and mandatory guidelines.

Semester One PL included professional learning about the school plan, the implementation of Team Teaching, Project Based Learning, the Geography Syllabus and the Literacy and Numeracy Continuum. All staff participated in Non Crisis Intervention Training to better support and manage student behaviour.

Semester Two included professional learning around student goals and feedback, positive psychology including staff and student wellbeing and a range of school evaluations around the School Excellence Framework and the School Plan. A unit of work on Aboriginal cultural understanding was presented by Aunty Fay and Tianna from the Aboriginal Education Team at Arncliffe.

Staff have also completed mandatory training in CPR, code of conduct, anaphylaxis, child protection and emergency care.

Staff regularly attend out of school professional learning workshops and new skills and knowledge is always shared with all staff. This has included inservicing on Art techniques, PDHPE strategies and formative assessment.

There are currently two teachers seeking accreditation with four staff maintaining 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.

Income	\$
Balance brought forward	111 945.19
Global funds	233 212.37
Tied funds	174 465.02
School & community sources	127 550.63
Interest	2 482.35
Trust receipts	5 666.50
Canteen	4 066.00
Total income	659 388.06
Expenditure	
Teaching & learning	
Key learning areas	24 833.97
Excursions	23 137.71
Extracurricular dissections	30 561.75
Library	4 151.07
Training & development	2 258.18
Tied funds	118 866.62
Short term relief	56 001.78
Administration & office	78 415.45
School-operated canteen	0.00
Utilities	44 585.21
Maintenance	26 359.12
Trust accounts	3 508.60
Capital programs	16 824.00
Total expenditure	429 503.46
Balance carried forward	229 884.60

The information provided in the financial summary includes reporting to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	267 462.75
(2a) Appropriation	228 058.60
(2b) Sale of Goods and Services	2 923.16
(2c) Grants and Contributions	36 360.90
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	120.09
Expenses	-157 053.70
Recurrent Expenses	-157 053.70
(3a) Employee Related	-70 617.51
(3b) Operating Expenses	-86 436.19
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	110 409.05
Balance Carried Forward	110 409.05

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.

	2016 Actual (\$)
Base Total	2 158 208.80
Base Per Capita	18 265.53
Base Location	0.00
Other Base	2 139 943.27
Equity Total	236 927.16
Equity Aboriginal	5 146.02
Equity Socio economic	21 984.51
Equity Language	115 404.02
Equity Disability	94 392.62
Targeted Total	39 250.01
Other Total	58 833.48
Grand Total	2 493 219.46

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.

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The parent survey showed strong satisfaction towards the school's relationship with the community. Parents are comfortable to approach staff and always feel welcome at the school. An area that requires ongoing refinement is the school's assessment and reporting process and ensuring consistency across the school. Through the surveys, it is clear that our parent community strongly supports our extra-curricular programs and events. The school's White Ribbon Community Breakfast was a very positive event.

Teachers identified that they valued our strong, collaborative approach to stage programming. They also support the running of extra-curricular programs in the school. Staff agreed that more ICT resources are required in classrooms.

Students in Years 4, 5 and 6 completed an anonymous online departmental survey, 'Tell Them From Me', that measures student engagement at school. Our school was above the state average in majority of areas including enjoyment and engagement at school and anti bullying processes and feelings. The Year 5 cohort identified that they would like to improve their feeling of belonging and this is an area we will continue to work on.

Policy requirements

Aboriginal education

At Peakhurst West, 9 students are identified as being Aboriginal or Torres Strait Islander. All Aboriginal students have a Personalised Learning Plan.

All teachers continue to have cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of HSIE, Literacy and Visual Arts.

The whole school celebrated NAIDOC Week with a special day of celebrations with the Koomurri Group. The theme for NAIDOC Week was 'Songlines' and the students learnt more about Songlines and how they connect people to Country and Country to people. Together we celebrated the rich history and diversity of Aboriginal and Torres Strait Islander cultures.

One Year 6 student was awarded a 'Deadly Award' for his consistent effort and hard work at school.

As a school we continue to use the 'Acknowledgement to Country' at all assemblies and formal occasions and this is a role usually given to our Aboriginal students.



Multicultural and anti-racism education

Peakhurst West Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment.

Within our school, approximately 63% of students come from Language Backgrounds Other Than English (LBOTE). Our EALD teacher (English as an Additional Language or Dialect) develops programs to ensure that students develop English language skills. Our EALD teacher works to support class programs by team-teaching or withdrawing students with additional needs and has attended EALD Connect meetings to up skill on current pedagogy and best practice.

Peakhurst West Public School has an anti-racism policy supported by a trained anti-racism officer. This year, one teacher was trained as an Anti-Racism Officer and reviewed all policies and upskilled staff around Multicultural education. We celebrated Harmony Day through activities to develop our understanding of our diverse cultural, religious and language backgrounds.