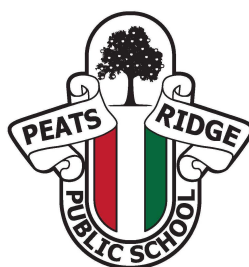


Peats Ridge Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Amanda Austin

Principal

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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 the rural, mountains district 20km north–west of Gosford town centre. Set within magnificently manicured gardens in a bushland environment, it serves the communities of Peats Ridge, Mt. White and Calga.

Peats Ridge Public School has two mainstream classes with 12% of students from a language background other than English. There are currently no students enrolled who identify as Aboriginal or Torres Strait Islander, however, the school is situated near the Boree Track songline and many significant sites of the Darkinjung people are close by.

The school enjoys a positive reputation, receives strong support from the local community, engages actively with the three other small mountain schools and values a close partnership with its small but industrious P&C and CWA.

Due to its site on the old Pacific Highway, adjoining farms and orchards, no students walk or ride to school and the majority travel to and from school by bus. Many of the children catch the bus to school with brothers, sisters or neighbours on their very first day in Kindergarten.

Peats Ridge Public School is committed to Positive Behaviour for Learning (PBL)— a whole school approach to create a positive, safe and supportive school climate in which students are empowered to learn and thrive.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: Overall, we are Sustaining and Growing.

Secondly, the results of this process also indicated that in the School Excellence Framework domain of Teaching: Overall, we are Sustaining & Growing.

Thirdly, and finally, the results of this process indicated that in the School Excellence Framework domain of Leading: Overall, we are Sustaining and Growing.

The 2015–2017 plan was formulated following a consultative self assessment process. The plan has been implemented and progress towards milestones has been monitored. TPL term overviews demonstrate that professional learning is closely aligned to the school's strategic directions and the Australian Professional Standards for Teachers.

The school overview of the PDP cycle ensures a systematic approach to the performance and development of staff. Creative use of funding and staffing entitlements maximises the human resources available to facilitate quality learning and the management of the school. Professional goals are discussed and reviewed in a supportive, collegial environment.

All staff could articulate the three main strategic directions and processes involved and are actively working towards meeting the school's goals.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 maintained a strong focus on literacy and numeracy, particularly due to K–6 literacy groups and the introduction of the School Magazine and Mathletics for the primary class. A strong professional learning focus in relation to curriculum differentiation and the Literacy and Numeracy continuums continues for our staff.

Our EV evidence demonstrated that there was a commitment within the school community to strengthen both our Literacy and Numeracy programs and deliver improved learning outcomes for all students. Positive and respectful relationships exist among the entire school community which resulted in a nurturing environment conducive to quality teaching. Our current policies and practices identify, address and monitor student needs.

Our school continues to develop the consistent collection and analysis of internal data. Individual reports provide parents with information about students current performance and areas for development. Contact and communication with all parents is frequent and formal and informal processes are in place to provide and receive feedback.

Rubrics, self and peer evaluations, external diagnostic tests like ICAS and SMART analysis at individual, school and learning community level, inform future learning. The five-weekly input of Best Start and PLAN data on all students identifies skill gaps for point-of-need interventions and growth. Our small cohorts mean that external data from NAPLAN is highly influenced by cohort factors. The school uses SMART to analyse value added information and identify specific areas of need for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for staff professional learning in relation to literacy and numeracy.	L3 training for ES1 and S1 teacher = \$1800	All students were reading above state average and showed movement along the continuum in comprehension, vocabulary, writing and hearing and recording sounds comparative to stage requirements. Professional learning was also provided through the small schools network on the 7 Steps of Writing and integrating technology.
Improved internal data collection practices and analysis of student data.		Data collection was set at 5 weekly intervals which led to more informed and responsive planning in K–6 Literacy groups.
Increased number of students achieving at or beyond their expected literacy and numeracy cluster levels.		80% of students achieved at or beyond their expected literacy and numeracy levels.

Next Steps

- Students build skills in goal setting, self-assessment using rubrics, peer feedback and evaluations, learning reflections, collaborative group work and problem-solving strategies.
- Staff strengthen the capacity to develop a classroom culture of high expectations, collaboration, data-informed practice, effective feedback and explicit lesson criteria through the introduction of Quality Teaching Rounds.
- Provide high quality professional learning in Literacy and Numeracy to support differentiation and the introduction of Learning Progressions and updated Best Start.

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

Our school regularly sought opportunities for feedback from the school community and it has become an engaging item on our monthly P&C agenda. Student responses from playground discussions are noted and sometimes published in the newsletter and they are all encouraged to participate in the annual TTFM surveys. The Principal mentors the only other permanent staff member to provide professional development and leadership capacity building. The school is well connected with its community and has strong and long lasting relationships with a range of organisations.

Clear communication with staff and the community underpins effective systems and processes. As a small school the delivery of services needs to be flexible and responsive to the needs of students and the community.

The small mountain schools' Teaching Principals' Network and the Mountains Learning Community provide opportunities for staff, students and the community to connect to provide additional curriculum and extra curricula opportunities, professional learning and community events. Peats Ridge PS has strong connections with a range of business and community organisations which also provide additional curriculum opportunities. The school tracks student progress using PLAN data and the size of our school allows us to involve students and parents in planning for learning. Parents and teachers work closely together to support specific needs of students.

The two permanent and one part-time staff member work together closely and engage in best practice professional learning to constantly hone their craft. The staff regularly share their expertise or small school perspective with various professional communities and receive constructive feedback on their presentations.

The school invites two teacher education student placements each year and as a small school, the benefits are manifold on both sides. Upon graduation, these teachers often become a valuable casual pool, already familiar with the routines, pupils and differentiation strategies. They are also invited along to training and professional learning on Staff Development Days, mentored in PDP's and provided with a professional Learning Log. This support includes the SAM and SLSO.

Playing such an important role in the life of the community, staff often contribute beyond their classrooms and realise their impact and influence in the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community involvement through Mangrove Mountain Markets.	Music and performance = \$2000	There was an increase of student and school participation in community markets and events. A particular highlight were the Drumming performances.
Parent involvement through parent workshops and other school related events.		The school offered parent workshops in Literacy and numeracy which were well attended by the parent community.
Varied communication strategies. Facebook		All communication was listed on our school Facebook page including newsletters and important dates. The website is regularly update with current events.
Attendance at all Kariong Mountains Learning Community and Teaching Principal Network meetings.		All staff attended network meetings including Primary Principal Council, Small Schools Network, Local Management Group and Teaching Principals Network.

Next Steps

- Initiate school projects to increase opportunities for community involvement in the school and broaden the scope of communication with the wider community eg Small School Spectacular, Mangrove Mountain News articles.
- Strengthen the preschool transition process, including promotional materials and open days.

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

Peats Ridge PS consistently implements a whole school approach to well-being through our three core values of Respect, Responsibility and Excellence. Quality teaching and professional practice is evident in classrooms. Staff and programs are responsive to student needs and stages of development. The sense of "community" evident within the wider community is reflected in the culture of the school. Targeted programs such as 'Footsteps' promote social and emotional well-being.

In a small school setting like Peats Ridge PS, it is not unusual for a staff member to teach the same student for three or more years and all their siblings and cousins. Extensive and comprehensive knowledge of each student's background, learning styles, strengths and weaknesses is known by the staff and timely, formative feedback is a constant feature in the classroom. The effectiveness of their own teaching practices is easily gauged and methodology is constantly evolving to meet the individual needs of each child.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL school-wide evaluation tool (SET) is 90 – 100%	PBL Implementation = \$1000	The overall school-wide evaluation tool indicated a score of 67%. School Performance in the areas of defining expectations and responding to behaviour problems sat at 100%. Monitoring and Decision making was identified as a future focus.
PBL benchmarks of quality (BOQ) is 90 – 100%		The BOQ will be completed in 2018. The 3 areas of expectations have been embedded in the school culture and all students participate in reward days.
Increased numbers of students operating within the PBL universal level (Tier 1), based on 2014 data levels.		100% of students are operating in the PBL universal level (Tier 1).
100% of students displaying an attendance record of greater than 85%.		Student attendance sat at 91% for 2017.

Next Steps

- Draw on expertise and evidence-based research to introduce flexible, future-focused teaching and learning spaces around the school.
- Fund online learning programs to boost IT skills, increase homework rates and provide detailed, individualised data and immediate feedback.
- Revamp PBL based on SET analysis recommendations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1538	Staff participated in aspects of 8 Ways pedagogy. Students were involved in Naidoc Day and Reconciliation activities to form a deeper understanding of Aboriginal culture.
English language proficiency	\$873	Students were supported in the acquisition of the English language through additional teacher support.
Low level adjustment for disability	\$902	Targeted students were identified and supported through SLSO support.
Quality Teaching, Successful Students (QTSS)	0.029 QTSS allocation	Learning and support was provided to identified students and time provided for leading and managing the school.
Socio-economic background	\$8274	Funds were used to allocate additional teacher release for professional in literacy and numeracy and supporting students with additional needs. Student performance, through the ongoing monitoring of assessment data, led to individual programs and planned differentiated teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	15	18	20
Girls	29	27	25	18

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.1	95.4	97.5	91.6
1	96	96.3	92.9	89.2
2	93.1	95.9	98.4	93.5
3	95.4	91.1	96.9	95.7
4	82.8	94.5	85.6	91
5	96.7	89.7	94.9	92.3
6	93.2	94.8	92.5	94.2
All Years	94.1	94	93.5	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Apart from Year 2, attendance is slightly below the state average, due to health issues and prolonged family holidays overseas. Non-attendance was tracked and discussed weekly at staff communication meetings and if needed, referrals made to the Learning and Support Team for follow up. The HSLO is notified of serious issues for further management.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1
Other Positions	0

*Full Time Equivalent

At Peats Ridge Public School there are currently no Aboriginal staff members. The staff at Peats Ridge maintain a positive relationship with the local AECG.

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	0

Professional learning and teacher accreditation

Professional Learning plays a significant role at Peats Ridge PS as evidenced within the Strategic Directions. Staff participated in Staff Development Days in Terms 1, 2, 3 and 4, regular stage based meetings within the Small Schools Network, staff meetings and specific professional learning workshops throughout the year. Professional learning consisted of building capacity in the areas of L3, writing, technology, athletics, swimming and flexible learning environments. One staff member completed their second year of L3 training. The Principal attended the PPA state conference and completed work on leadership. Staff also attended workshops and seminars organised by the DoE and external providers. Our school had all teachers at Maintenance level in 2017. Over \$6000 was expended on professional learning in 2017.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	50,076
Revenue	549,726
Appropriation	520,263
Sale of Goods and Services	396
Grants and Contributions	27,898
Gain and Loss	0
Other Revenue	326
Investment Income	843
Expenses	-548,943
Recurrent Expenses	-548,943
Employee Related	-484,946
Operating Expenses	-63,997
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	783
Balance Carried Forward	50,859

Regular updates of the school's financial position are provided to both the executive and the P&C body. The Finance in Schools' Handbook is used to guide and support the school in complying with the Public Finance and Audit Act 1983. The intended use of the funds carried forward from 2017 includes flexible learning space upgrades and support of teaching programs in literacy and numeracy.

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	424,884
Base Per Capita	6,572
Base Location	1,180
Other Base	417,132
Equity Total	38,079
Equity Aboriginal	1,538
Equity Socio economic	8,274
Equity Language	873
Equity Disability	27,394
Targeted Total	27,850
Other Total	4,035
Grand Total	494,847

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 cohort at Peats Ridge was too small for data to be reported on and graphed.

Due to the small cohort at Peats Ridge Public School, we are unable to report the percentage of students in the top two bands. Another reporting requirement from the State priorities: Better Services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two bands. At Peats Ridge Public School there were no Aboriginal students in attendance in 2017 and therefore there is no data to report.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

students, employees, parents/caregivers and community members should never experience vilification of any kind.

Our school regularly sought opportunities for feedback from the school community and it ensures that any feedback is shared with all key stake holders. Student responses from playground discussions are noted and regularly published in the newsletter. All members of the school community are encouraged to participate in the annual Tell Them From Me (TTFM) surveys.

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 across the mountain to participate in a range of activities for children and parents including a concert by an Aboriginal performer. The local Aboriginal community was actively involved in its coordination and implementation.
- The attendance of Aboriginal students is managed inline with our attendance policy. All Aboriginal students are encouraged to attend school every day.
- Personalised Learning Plans were established between teacher, student and parent, and progress toward goals was followed up in informal meetings.
- Additional high school transition support for Aboriginal students is available as required.

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