

Peakhurst West Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

School contact details

Peakhurst West Public School

Ogilvy St

Peakhurst, 2210

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

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

9153 9767

Message from the Principal

At Peakhurst West Public School, teaching, learning, leading and wellbeing are the school's main priorities. A school culture exists where students take responsibility for their learning and ongoing performance. Our teachers ensure improved pedagogy in Literacy and Numeracy through a strong emphasis on teacher consistency, collaborative programming and assessing. The school has started the implementation of Positive Behaviour for Learning that clearly defines behaviour expectations and ensures a positive teaching and learning environment. Positive psychology techniques have also been implemented to support students in a fast changing society and to help them care for themselves and others.

Throughout 2017:

Enrichment groups challenged academically stronger students. In 2017, an Art Enrichment Group for talented artists and a junior robotics group were established.

Team teaching, teacher professional learning and feedback continue to be an integral part of the school improvement culture.

NAPLAN results showed great improvement and value added from years 3 to 5 and 5 to 7.

Many students represented the school in sporting events at a district and state level and PSSA teams have been well represented in finals this year.

The Arts continue to be a strength, with many students performing at the Combined Music Festival in the choir and dance group. These groups have also performed at various school events. The school's strengths in Creative Arts were showcased at the bi-annual Twilight Arts Festival.

School events such as Harmony Day, Book Fair Day, Education Week Open Day and Grandparents Day continue to be successful events where community partnerships are strengthened.

The school's Film Club had another successful year in the 'Films by the Sea' Competition where students walked the red carpet to view their short film submission.

2017 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 wellbeing and the provision of a supportive learning environment remain the focus for staff and the parent community.

The school's parkland environment consists of two large ovals, basketball court and a 25m heated indoor pool.

Peakhurst West Public School comprises of approximately 300 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 and participated in 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:

In the area of Learning, the school evaluated the elements of Curriculum and Learning, Wellbeing and Learning Culture. The school is developing a culture where students take responsibility for their learning and ongoing performance development. All students are plotted and tracked on the Literacy Continuum and learning goals to improve writing have been introduced. School-wide processes are developing to ensure consistent practices for assessment and reporting on student learning across the curriculum, based on formative assessment. In NAPLAN, the school generally performs at a high level with excellent value-added results and students showing expected growth. In the area of wellbeing, the school has started the implementation of Positive Behaviour for Learning that will clearly define behavioural expectations and improve an already warm, caring environment.

In the area of Teaching, the school evaluated the elements of Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards. All staff have developed professional learning goals, reflecting the school plan and completing their Performance and Development Plans based on self-identified professional learning. Early career teachers have been supported through a mentoring circle in areas of identified need, particularly in teaching students with special needs and managing challenging behaviours. Teachers have worked beyond their classrooms to contribute to broader extra-curricular activities. There has been a big shift in using data to inform practice for teachers and to plan for student learning.

In the area of Leading, the school evaluated the elements of Leadership and School Planning, Implementing and Reporting, School Resources and Management Practices and Processes. 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 effective implementation of Instructional Leaders in the school shows that the leadership team uses resources strategically to achieve improved student outcomes. This leadership development and effective planning demonstrates that the leadership team is committed to driving whole-school improvement, which has been seen through

our data analysis.

Self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

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 K–6 focus on the teaching and learning cycle has ensured informed, differentiated and consistent teaching within and across stages. In conjunction with Formative Assessment strategies, stage-wide assessment criteria and procedures have been formulated. Students are more involved in assessing their own and others' work. The school started the implementation of Positive Behaviour for Learning and proactive wellbeing strategies such as Peer Support and Men to Be.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students developing and working towards achieving the learning goals on a focus area.	\$40,000 (SBAR funding used to appoint Instructional Leaders)	School leaders have undertaken the roles of Instructional Leaders and upskilled staff in assessing, plotting and tracking students against their learning goals. Students self-assess their progress in writing, moving along the Literacy Continuum. Stage meetings focus on analysing student progress and work samples. Goal achievement and progress is used to inform future programming, both for consolidation of skill gaps and extension of students.
Increased number of students in top 2 bands for NAPLAN above state mean.	Numeracy Budget \$10,000 Literacy Budget \$10,000	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.
Increased percentage of students improving their behaviour and decreasing negative behaviour.	\$6,000 (Positive Behaviour for Learning professional learning)	A number of proactive wellbeing programs were introduced, including Peer Support, Lunch Bunch Social Skills program, and Men to Be. PBL implementation started with school values of Respect, Responsibility and Safety being established. 28% reduction of negative incidences.

Next Steps

Literacy and numeracy continue to be a focus with more cross stage collaboration. Involvement in a community of practice has been established to bridge the gap between Stage 3 and 4 literacy and numeracy. Early literacy strategies to be reviewed and revised.

The school expectations matrix for PBL will be consolidated and PBL implementation will continue.

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 evidence 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

Instructional leaders have focused on K–6 Formative Assessment. Teachers have worked collaboratively to improve their teaching and learning and Instructional Leaders have provided support and mentoring opportunities for staff to improve their teaching practice, based on contemporary research. Teachers have continued to gain a deep understanding of teaching standards and evidence based practices. All staff participated in professional learning (PL) in the area of formative assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff to be implementing formative assessment strategies in their classrooms and identified in teaching programs.	Cost incorporated under Instructional Leader appointment as per strategic direction 1.	Instructional leadership focused on embedding formative assessment strategies in K–6 classes, including modelling, coaching, supporting and mentoring teachers. All staff incorporate formative assessment strategies, including learning intentions and success criteria. Students are familiar with and use the language of formative assessment in their learning.
All staff have a targeted Professional Development Plan, reflecting teacher standards and future focused learning. Teachers aligning PL opportunities with their professional goals.	\$17,000 professional learning budget	All staff participated in professional learning that aligned to their goals, including future focused learning strategies. All professional learning shared amongst staff. All staff shared a common goal of increasing consistency in teacher judgement across K–6. Rubrics were developed for K–6 students to use for self and peer assessment in addition to the teacher assessment rubrics. All staff are involved in sharing goals and goal progress at stage meetings.
Leadership opportunities for all staff, as reflected in PDPs.	Expenditure covered by in-school staffing. Instructional leaders appointed as per strategic direction 1	Establishment of Positive Behaviour for Learning team has provided leadership opportunities for 6 teachers. All staff were involved in a process of lesson observations conducted by curriculum leaders.
All Early Career Teachers are mentored and supported.	\$26,900 Beginning Teacher Funding	Two beginning teachers attracted Beginning Teacher Funding. They were supported with additional release time. An Early Career Teachers (ECT) group was established to support teachers working towards proficiency and provide mentoring to our ECT.

Next Steps

Continue to strengthen formative assessment strategies across the school and community of practice. This will be used to bridge the gap between stages 3 and 4.

Professional learning will aim to be more flexible, allowing teachers to target their goals in greater depth. A professional reading group will be established to promote evidence based practice.

Instructional leadership will expand into differentiation strategies and short term learning goals for classes.

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 has seen a significant increase in parent support at school events. The implementation of Positive Behaviour for Learning has required community support, involvement and feedback. Community support promotes school pride through the school values of respect, responsibility and safety. The Parents & Citizens Association provided funding for the school to continue upgrading classrooms. All teachers were involved in Community of Practice professional learning around formative assessment strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers actively participate in a Community of Practice.	\$900	A Community of Practice was established with four primary schools and our feeder high school. All staff attended professional learning on formative assessment. Stage 3 and 4 teams met to analyse stage 3 writing samples with a common goal of improving writing across the schools and stages.
Increase percentage of parent participation in regular whole school events and programs.	\$1,000	All school events were greatly attended by the wider school community.
Positive Behaviour for Learning implementation, involving wider community.	\$6,000 (PBL TPL as per strategic direction 1)	Community information and feedback on Positive Behaviour for Learning held with school arts festival. School mascot competition involving wider community was held.

Next Steps

A new school reward and award system will be implemented in 2018 as well as continued implementation of Positive Behaviour for Learning.

A Community of Practice will strengthen educational practices and processes moving into 2018–2020 School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6413	Aboriginal students were supported in their learning with a School Learning Support Officer timetabled into the school timetable.
English language proficiency	\$88,664	English as an Additional Language/Dialect (EAL/D) teacher completed EAL/D qualifications. EAL/D teacher has worked in classrooms to support student learning.
Low level adjustment for disability	\$96,193	<p>A full time Student Learning Support Officer was appointed to support students across the school.</p> <p>Learning and Support (LST) coordinator refined the learning and support processes as well as support teachers to develop individual learning plans for students.</p> <p>The LST supported students with academic, social, emotional and behavioural needs as students were identified.</p>
Quality Teaching, Successful Students (QTSS)	0.515 FTE	<p>QTSS allocation was used to develop a culture of team teaching.</p> <p>An instructional leadership program was established.</p> <p>A specialist visual arts teacher modelled best practice, developed rich learning programs and demonstrated quality teaching practices across the school.</p>
Socio-economic background	\$42,480	This funding was combined with low level adjustment for disability funding to appoint a full time Student Learning Support Officer.
Support for beginning teachers	\$26,900	The school had two beginning teachers who received additional release time to develop their teaching skills, identify areas for improvement and observe high performing staff across the school.
Targeted student support for refugees and new arrivals	0.2 FTE	The EAL/D teacher worked 1:1 with two new arrivals students.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	219	214	197	184
Girls	128	127	119	121

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	95.7	93.9	94.3
1	96.8	92.5	94.7	92.9
2	95.8	94.7	93.1	94.5
3	95.7	93.6	94.2	93.7
4	96.3	96.3	94.1	94.7
5	94.3	95.1	95.4	92.8
6	96.4	94.2	95.1	94.2
All Years	95.7	94.6	94.4	93.9
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

The school has internal processes in place, aligned with the Department of Education's Attendance Policy. The School Leadership Team and the Learning Support Team work closely with the Home School Liaison Officer to monitor attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.24
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

The school has one teacher from an Aboriginal background.

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

Staff have participated in valuable, fortnightly professional learning experiences to support student learning and meet mandatory training guidelines.

Staff participated in professional learning focused on the school plan and strategic directions. The implementation of Positive Behaviour for Learning was a significant focus in semester one. Staff evaluated the school's performance against the School Excellence Framework and extensively evaluated school practices in preparation for the 2018–2020 school planning process. Staff participated in professional learning around meeting the emotional, social and behavioural needs of children and external agencies such as

occupational therapists supported this learning. In semester two, all staff developed skills and knowledge in formative assessment as members of a community of practice.

All staff have completed mandatory training in child protection, CPR and anaphylaxis, emergency care and code of conduct. Staff regularly attend external professional learning opportunities with new skills and knowledge being shared with all staff.

In 2017, two teachers were seeking accreditation with six maintaining proficient level accreditation.

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	110,409
Revenue	2,678,422
Appropriation	2,516,404
Sale of Goods and Services	12,991
Grants and Contributions	148,001
Gain and Loss	0
Other Revenue	0
Investment Income	1,026
Expenses	-2,721,753
Recurrent Expenses	-2,721,753
Employee Related	-2,400,520
Operating Expenses	-321,233
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-43,331
Balance Carried Forward	67,078

The school implements efficient financial management processes and governance structures to meet financial policy requirements. In 2017, approximately \$30,000 was spent on upgrading classroom furniture.

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	2,070,988
Base Per Capita	48,293
Base Location	0
Other Base	2,022,695
Equity Total	233,750
Equity Aboriginal	6,413
Equity Socio economic	42,480
Equity Language	88,664
Equity Disability	96,193
Targeted Total	62,723
Other Total	69,104
Grand Total	2,436,566

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.

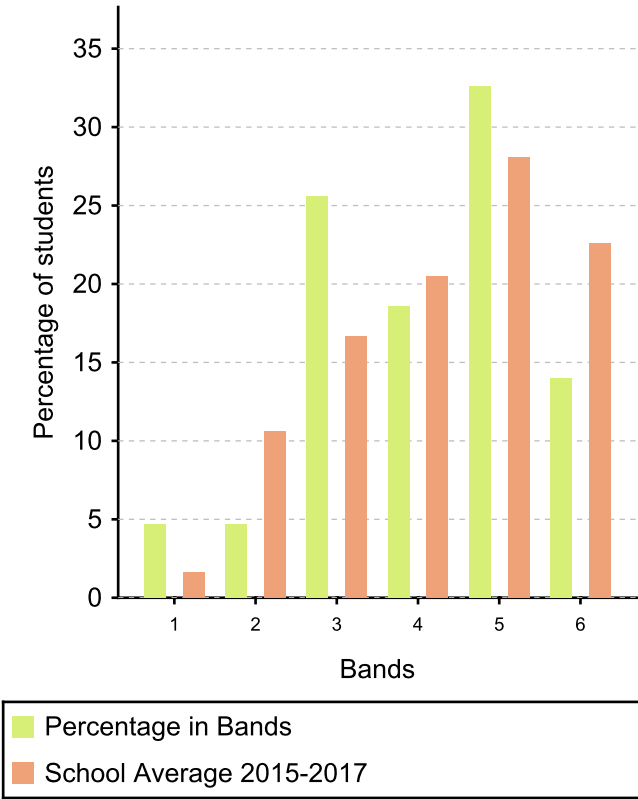
In Year 3 NAPLAN, the following Literacy results were achieved:

- 47% of students in top 2 bands in Reading
- 54% of students in top 2 bands in Grammar & Punctuation
- 67% of students in top 2 bands in Spelling
- 44% of students in top 2 bands in Writing

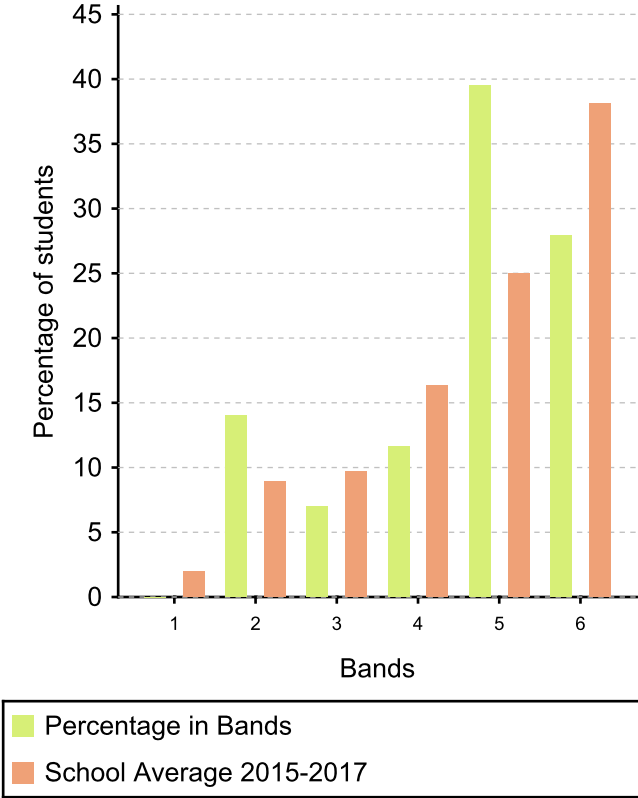
In Year 5 NAPLAN, the following Literacy results were achieved with the school performing above State average in all areas:

- 46% of students in top 2 bands in Reading
- 45% of students in top 2 bands in Grammar & Punctuation
- 53% of students in top 2 bands in Spelling
- 22% of students in top 2 bands in Writing

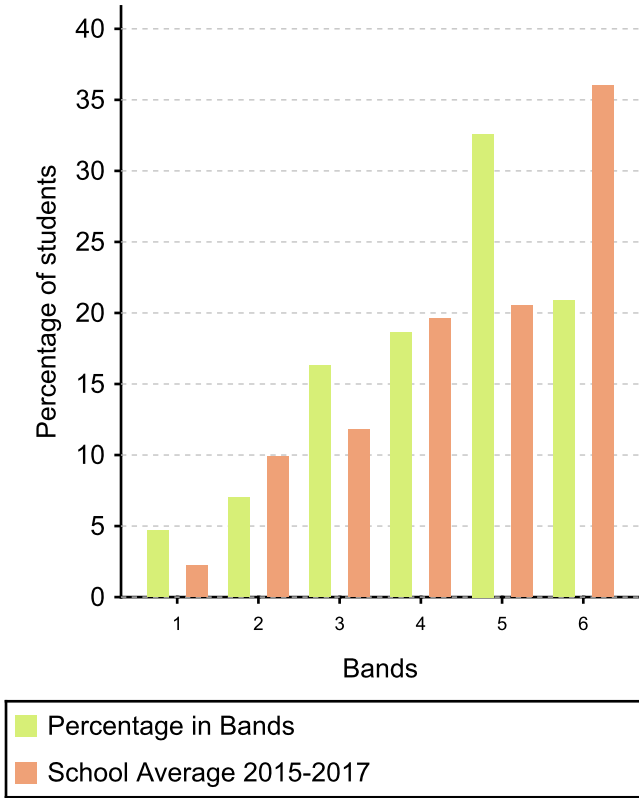
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling

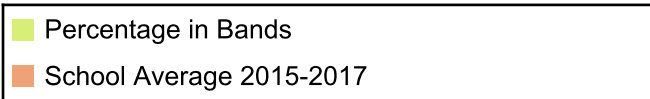
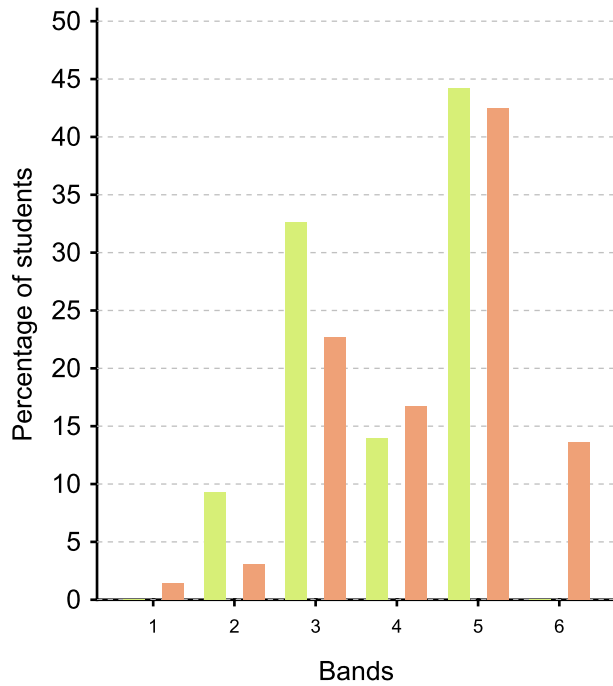


Percentage in bands:
Year 3 Grammar & Punctuation

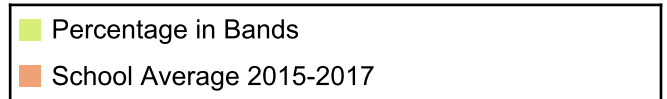
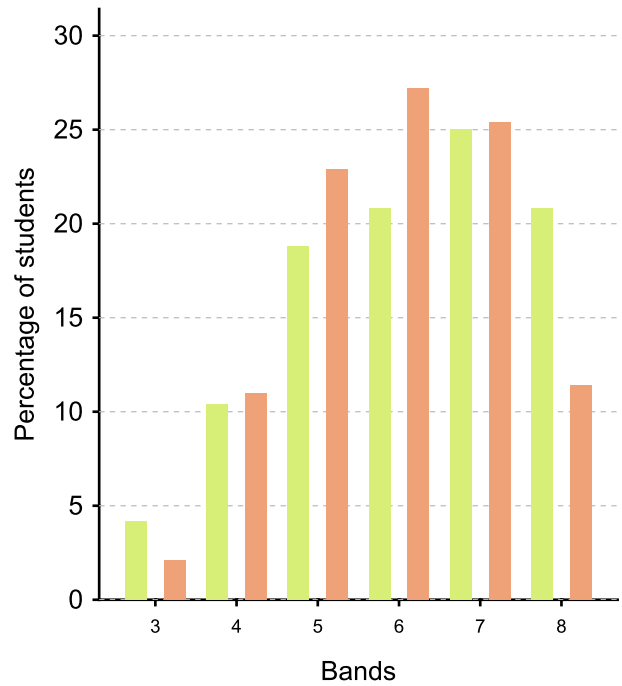


Percentage in Bands
School Average 2015-2017

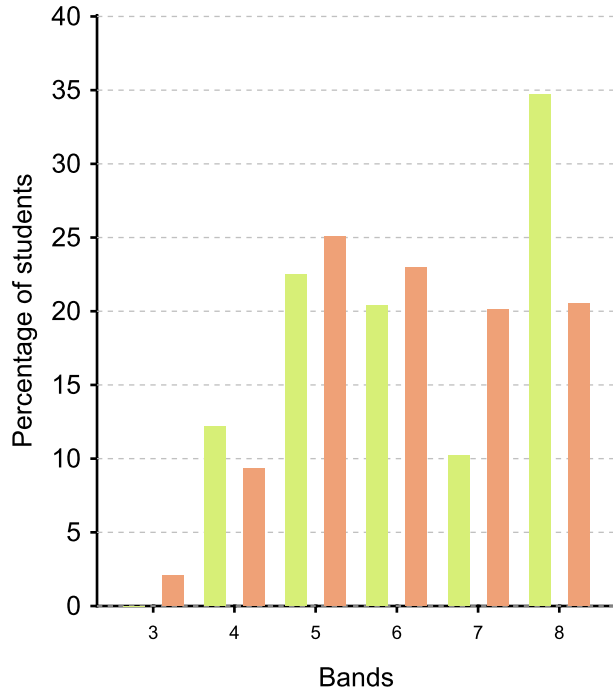
Percentage in bands:
Year 3 Writing



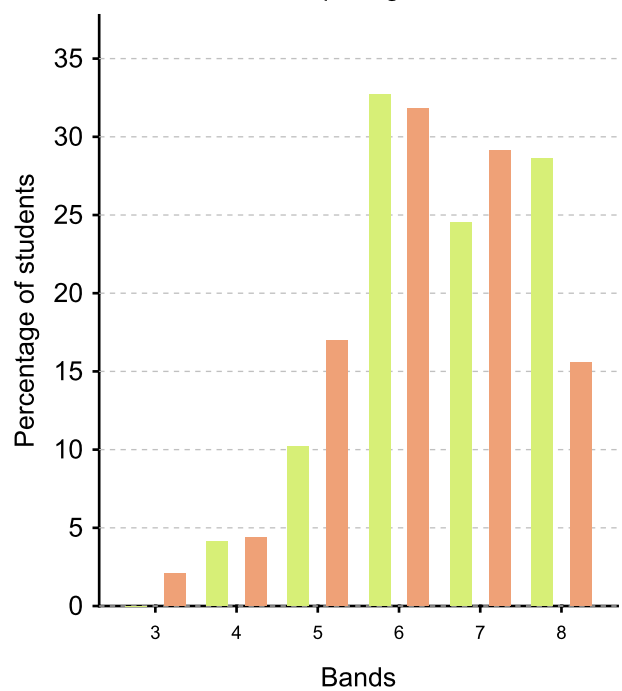
Percentage in bands:
Year 5 Reading



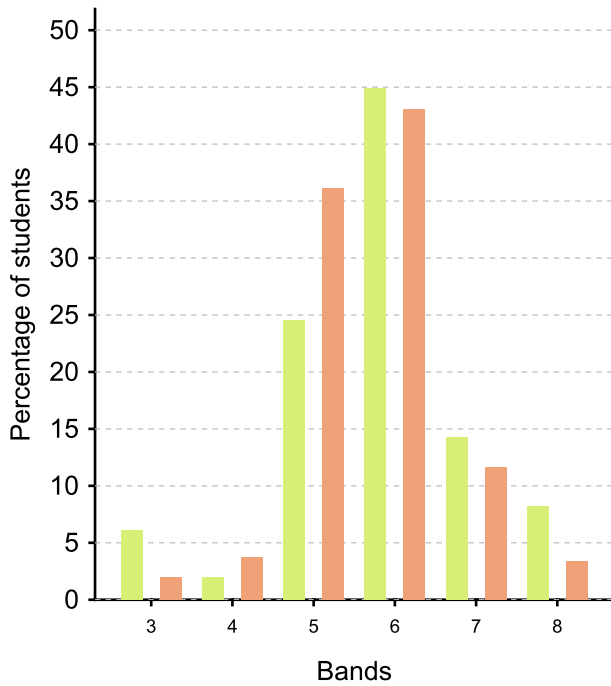
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

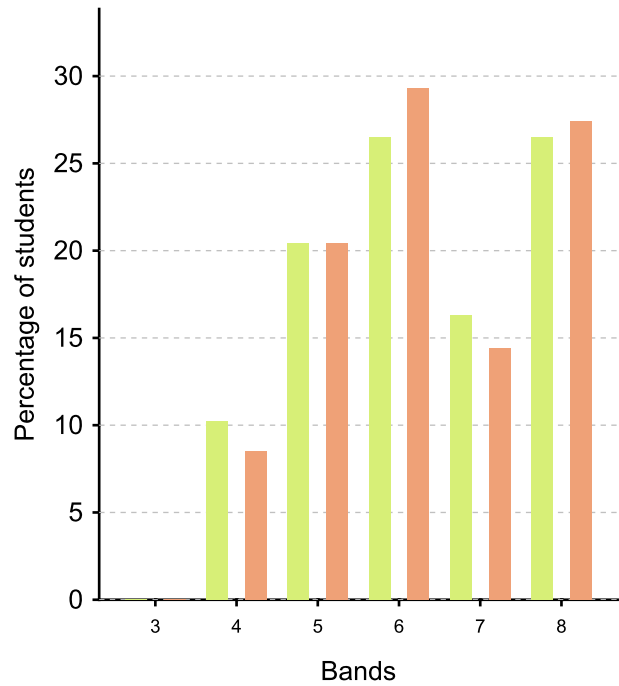


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy

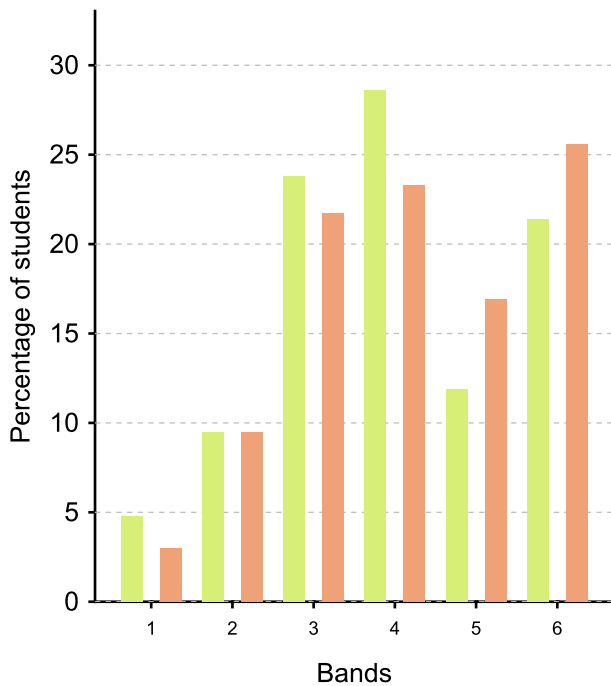


Percentage in Bands
School Average 2015-2017

In Year 3 NAPLAN, 33% of students were in the top 2 bands.

In Year 5 NAPLAN, 43% of students were in the top bands, above state average.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

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.

Parent feedback shows strong satisfaction towards the school's relationship with the community. Parents are comfortable to approach staff and always feel welcome at the school. The school has tremendous support from the parent community, including the financial support from the Parents and Citizens Association. Through community feedback, evidence shows that Peakhurst West Public School staff, students and community are positive about educational provision.

Staff feedback was positive overall. Staff reported that they felt more supported by instructional leaders and that it strengthened teaching practice. Furthermore, the overwhelmingly positive support for the instructional leaders demonstrates that school-wide coaching and mentoring relationships exist between instructional leaders and teachers, which is the basis for the modelling of effective practice and feedback. Staff evaluations show that reflection, monitoring, evaluation and review process are embedded in the school culture and that staff trust school leaders to be able to offer such genuine feedback.

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.

Policy requirements

Aboriginal education

At Peakhurst West, 6 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 History and Geography, Literacy and Visual Arts. The students are also exposed to Aboriginal games and stories on a regular basis.

The whole school celebrated NAIDOC Week by completing collections of artwork as students celebrated the rich history and diversity of Aboriginal and Torres Strait Islander cultures.

As a school the 'Acknowledgement to Country' precedes at all assemblies and formal occasions and this is a role usually given to 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 the school, approximately 63% of students come from Language Backgrounds Other Than English (LBOTE).

The EAL/D teacher (English as an Additional Language or Dialect) develops programs to ensure that students develop English language skills. The EAL/D teacher works to support class programs by team-teaching or withdrawing students with additional needs and regularly attends professional learning on current pedagogy and best practice.

One teacher is trained as an Anti-Racism Officer and reviewed all policies and provided professional learning to all staff around Multicultural education.

The school celebrated Harmony Day through activities to develop an understanding of the diverse cultural, religious and language backgrounds at Peakhurst West Public School.