

# Peak Hill Central School

## Annual Report



2018



2848

## Introduction

The Annual Report for **2018** is provided to the community of Peak Hill Central School as an account of the school's operations and achievements throughout the year.

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

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Principal

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## School background

### School vision statement

All members of the Peak Hill Central School community contribute to making tomorrow better than today by becoming life long learners and achieving success through effort.

### School context

Peak Hill Central School is located in the Central–West of New South Wales, and serves a rural community of approximately 1400 people.

Our school provides a comprehensive educational program from Kindergarten to Year 12. It is noted for the quality of its educational and sporting programs and for its emphasis on Student Leadership, Well-being and Aboriginal Education.

Peak Hill Central School is part of the Western Access Program which provides opportunities for students to complete their Higher School Certificate while remaining in their local communities. The program unites the school communities of six core central schools within the Central West of NSW. We are an Early Action for Success school improving literacy and numeracy outcomes for students in K – 3.

## 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.

The ultimate goal would be to be delivering in all areas in 2018, sustaining and growing in 2019 and excelling in all areas in 2020. The school looks forward to being externally validated in 2019 to show evidence against the school excellence framework.

Our self-assessment 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

Learners Yalbildhaany

### Purpose

Quality learning experiences, along with positive, respectful, safe and successful relationships that will contribute to an aspirational learning culture.

### Overall summary of progress

#### Purpose:

Quality learning experiences, along with positive, respectful, safe and successful relationships that will contribute to an aspirational learning culture.

In regards to the area of Learning there has been a focus on using data to improve the areas of assessment and reporting. Wellbeing and the implementation of PBL (Positive Behaviour for Learning) changed slightly due to staffing changes and looking forward to the re launch in 2019. The learning culture within the school is always ever changing an area that will continue to be focussed on for the students to improve.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the proportion of students achieving proficiency in line with expected growth</li><li>• Improved levels of student wellbeing and engagement</li></ul>	\$102,614.29	<p>This remains a target as we have considerable funding to address this issue amongst students K – 12.</p> <p>Wellbeing required a PBL revamp which occurred with professional learning and signage. This increased student engagement.</p>

### Next Steps

The use of the Instructional Leader under L3 and the gathering, interpreting and planning with the aid of data has remarkably improved in K – 2 and this has also followed into year 3 – 6. Under EAFS Peak Hill will continue to have an Instructional Leader based and this will assist student learning and teacher delivery.

Our involvement with the Western Access Program allowed student success within stage 6 with many opportunities being taken up by students in the form of traineeships, apprenticeships and full time employment.

The school executive made the decision at the end of 2018 that stage 5 electives needed a revamp and provide more opportunities for students to stay at their local school. It will be exciting to see the positive impact on learning, student retention and attendance within stage 5.

## Strategic Direction 2

Teachers Yalmambildhaany

### Purpose

Create and maintain an engaging professional environment for educators that is supported and collaborative by a positive culture that develops skilled and high performing teachers.

### Overall summary of progress

The improvement areas in which we were targeting were:

1. Improved scores for collaboration and learning culture for similar schools
2. Increased use of evidence informed pedagogy by all teachers
3. All teachers maintaining accreditation standards and some seeking, working towards higher accreditation.

The school worked tirelessly to do this and with a more stable and consistent staff being employed in 2018 this is certainly more achievable, sustained and then excelled in.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Improved scores for collaboration and learning culture for similar schools</li><li>• Increased use of evidence informed pedagogy by all teachers</li><li>• All teachers maintaining accreditation standards and some seeking, working towards higher accreditation</li></ul>	\$97,098.71	The WAP program allowed collaboration for HSC. Professional learning occurred for Primary with Instructional Leader to develop best practice. Data analysis will continue to be a focus in 2019. All staff are maintaining accreditation.

### Next Steps

Staffing is the area that needs the stability so that student success can occur. In 2018 we planned for this by using funding to put on an extra primary class, employ a Deputy Principal and fund another secondary teacher. These steps have enabled stability in the short term and in 2019 it looks exciting that permanent positions will be offered at a teacher and executive level.

### Strategic Direction 3

Leaders Dabaamalang (Mob of People)

#### Purpose

Lead a shared vision of high expectations, diversity and inclusivity, built on a respectful growth mindset.

#### Overall summary of progress

The goal in this area was to have maximum buy in by students, staff and community to be leaders. To share the vision and all believe in high expectations, diversity, inclusivity and continually build that on a respectful and growth mindset.

In 2018 we certainly delivered that with growing interest in leadership positions for students, staff and the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the leadership opportunities to sustain a culture of high expectations</li><li>• Increase the opportunities for the community to engage in school related activities which help build the school as a collaborative community</li><li>• Improve the instructional leadership to ensure assessment, reporting and teacher performance form a sound basis for student learning</li></ul>	\$172,865.17	A Deputy Principal was RAM funded to assist creating the culture of high expectation with our staff and students. NAIDOC celebrations were a highlight with the community heavily involved as well as assisting with sports teams coaching and collaboration. The Instructional Leader was vital to improve teacher performance and analysis of data.

#### Next Steps

At times we are always trying to be better, continually improve and evaluate. The next step for Peak Hill Central School is to consolidate, be proud, celebrate our success and then gradually sustain and grow. Too much too soon and we will be back 2 steps. The leaders should all be congratulated as they have been part of the solution, not continually pointing out the problems.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$160,841.64	All Aboriginal students have had Individual Learning Plans and were guided by quality teaching, SLSO support, LAST intervention. The AEO has been asked to take on a greater role in return from suspension meetings and improving outcomes for Aboriginal students.
<b>English language proficiency</b>	\$12,014.82	After analysis of data we targeted literacy K – 12 and had specific times of the day for Primary literacy and a focus for all KLA's in Secondary
<b>Low level adjustment for disability</b>	\$28,190.65	The integration funding allowed additional staff to be employed with support for students needing NDIS specific external resources and staff
<b>Quality Teaching, Successful Students (QTSS)</b>	\$13,938.82	The QTSS initiative has provided additional staffing resource allocation to improve quality teaching in all primary classrooms.
<b>Socio–economic background</b>	\$181,023.16	Throughout the year students individual learning needs, quality assessments and flexible options were all supported. This was achieved by additional SLSO's and an appointment of temporary Deputy Principal who looked after this area
<b>Support for beginning teachers</b>	\$44,413	Beginning teachers were given time for Professional learning, lesson preparation, mentoring and attending beginning teachers conference. This was offered to permanent and temporary staff with a thorough induction process.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	68	68	74	71
Girls	67	62	62	66

The student enrolment numbers remained stable for 2018 and we had a large cohort for Kindergarten and also Year 11.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	86.9	92.2	90.2
1	87.3	94	89.4	91.3
2	89.9	90.1	93.4	91.6
3	92	79.5	86.7	89.1
4	79.8	90.9	86.1	84.8
5	82.9	81.6	91.5	82.7
6	84.6	79.7	83.3	93.8
7	89.2	92	94.1	84.7
8	90.8	87.2	92.3	88.5
9	78.9	84.5	84.5	78.2
10	69.1	76.7	82.2	74.4
11	72.6	69.8	78.9	69.4
12	74.2	76	94.3	89
All Years	83.1	83.8	88.1	84.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

### Management of non-attendance

For non attendance we do daily phone calls to parents/carers. HSLO referrals and discussions occur when excessive non attendance patterns occur. We have migrated all attendance to Sentral. Our attendance rates improved in 2018 with all years obtaining on average above 90%.



## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	10	10	0
Employment	10	10	100
TAFE entry	10	10	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

As a school we were very proud of all of our Year 12 students gaining full time employment. The strength of the Western Access Program allows students to stay at school in year 11 and 12 and be able to choose the same subjects they would in a comprehensive high school.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	10.79
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	6.39
Other Positions	0.1

\*Full Time Equivalent

Along with our work force composition we funded via RAM a Deputy Principal position. We also received under EAFS 0.4 Instructional Leader (Deputy).

### 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

We had staff attend many areas of professional learning which were identified in their PDP's and linked to the school plan. New scheme teachers undertook internal induction processes and we had 2 staff members submit accreditation reports that were also accepted.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	933,228
<b>Revenue</b>	3,685,250
Appropriation	3,636,275
Sale of Goods and Services	5,659
Grants and Contributions	36,073
Gain and Loss	0
Other Revenue	0
Investment Income	7,244
<b>Expenses</b>	-3,185,830
Recurrent Expenses	-3,185,830
Employee Related	-2,897,207
Operating Expenses	-288,623
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	499,421
<b>Balance Carried Forward</b>	1,432,649

Peak Hill Central School has sound financial management processes. We structure our budget to improve the learning outcomes for students, improve the teaching capacity and offer a fantastic learning environment for all to have the greatest opportunity to succeed.

We have not had any major overspending on leave or illness from staff and where quiet strategic in planning for 2019 in how the staffing was to be structured.

The allocations budgeted for specific areas were met and this improved the quality learning environments for the students. There is also the intention to spend left over funds on facilities, equipment, PBL reward systems, technology and fitness equipment for the students.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,138,266
Base Per Capita	26,298
Base Location	33,363
Other Base	2,078,605
<b>Equity Total</b>	615,112
Equity Aboriginal	247,954
Equity Socio economic	244,236
Equity Language	3,095
Equity Disability	119,827
<b>Targeted Total</b>	184,489
<b>Other Total</b>	498,111
<b>Grand Total</b>	3,435,977

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN data helps to inform practice and with our reduced cohort size our school developed sound Individualised Learning Plans and with the additional support of teachers and SLSO's individual improvement was found and successful.

It has been especially difficult for secondary students in this area without a fully qualified Maths teacher even though all KLA's involve Numeracy. To the students credit and the identification of areas of support the staff targeted these areas and improvement was shown and growth achieved.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

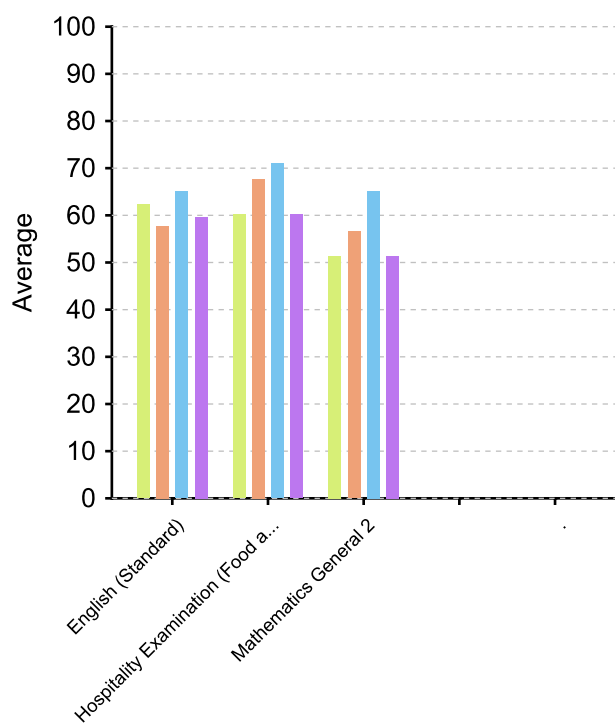
Peak Hill Central School have under our school plan and in alignment with the Premier's Priorities:

1. Improving Education Results and State Priorities: Better services
2. Improving Aboriginal Education Outcomes for students in the top two NAPLAN bands

Specifically targeted and strive to achieve these outcomes. It is always a work in progress and the development shown individually by students is positive and meeting these goals and targets.

### Higher School Certificate (HSC)

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



## Policy requirements

### Aboriginal education

We have a large Aboriginal student population and as such pride ourselves on the fact that we work closely with the community and the different families. So much so we used Wiradjuri language in our school plan and had the largest turn out at NAIDOC day that we have had for many years. The Aboriginal policies are implemented and closely monitored by the AEO in consultation with staff, students and parents. The Individualised Learning Plans have certainly made a unified approach for student success.

### Multicultural and anti-racism education

Multicultural and anti racism policies align with Department policy and are implemented successfully throughout the school.

School 2018	SSSG Average 2018
State Average 2018	School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
English (Standard)	62.3	57.7	65.0	59.7
Hospitality Examination (Food and Beverage)	60.2	67.7	71.0	60.2
Mathematics General 2	51.4	56.6	65.1	51.4

Our students in Year 12 were able to select subjects that suited their interests and we are thrilled that our whole stage 6 cohort were able to access full time employment. For some of our students this was due to the skills developed particularly in the areas of VET.

## Parent/caregiver, student, teacher satisfaction

The school allowed feedback from parents, teachers and students via the Tell Them From Me surveys. Additionally we had a great rapport and offered times during P and C, SRC and Community Group Meetings to allow discussion to occur. As a school we always took on board feedback and used that in a positive way to allow further growth and success to occur.