

# Peakhurst Public School

## Annual Report



2018



2849

## Introduction

The Annual Report for **2018** is provided to the community of Peakhurst 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.

Message from the Principal:

I proudly present the Annual Report for 2018. Students at Peakhurst Public School have the opportunity to engage in a broad range of learning experiences designed to develop the whole child. Staff are caring and talented and enjoy the support of a positive, engaged and informed community. In 2018 Chris Geelan retired after many years as the Principal and I was appointed to this wonderful learning community. I would like to acknowledge the strong leadership of Chris, the many outstanding initiatives and programs at the school and her guidance in their implementation.

The School Community celebrates effort and achievement in the academic, cultural and sporting arenas. Our achievements include but are not limited to the following:

- Peakhurst PS is recognised through the School Excellence Framework as 'Excelling' in adding value to student's scores in NAPLAN in the Years 3–5 and 5–7.
- In 2018, 100 Year Three students sat the NAPLAN test for literacy. In Writing, 46% of students achieved the top two skill bands of five and six. 60 % of students also achieved the top two skill bands in Reading while 46% students achieved the top two skill bands in Numeracy.
- In 2018, 63 Year Five students sat the NAPLAN test for literacy. 29% of students achieved the top two skill bands in Writing which is more than double the percentage of students both in similar schools and the Department of Education. In Spelling, 40% of students achieved in the top skill band compared to 22% in 2017.
- There were opportunities for students to showcase their skills in performing arts including: jazz dance, bands and choir. Students performed at the Twilight Concert and the St George Performing Arts Festival.
- A variety of sports are offered through the Georges River PSSA competition for students in years 3–6. Additionally, there is a focus on skill development during in-school sport.
- Positive Behaviour for Learning (PBL) was explored as an option for Peakhurst Public School. Following data collection, a team was formed to look at implementation across the school. A significant amount of Professional Learning provided a strong foundation for putting the program into practice.
- Professional Learning focused around PBL, Science, Technology , Engineering and Maths (STEM), PDHealthPE, Using Data with Confidence, Leadership Frameworks and Incident Management.
- The SRC contributed enthusiastically to fund raising events including: Buy a Bale for our drought affected farmers, raised funds for a school vegie patch, a Pirate Day to raise funds for childhood Brain Cancer and a Jersey Day to raise funds to support a student from PPS who is an elite ice-hockey player.
- The P&C supported the Walk-a-thon, Discos, Home Readers and THE Year 6 Formal with funds allocated to ongoing playground modifications.

Future goals are detailed in the body of the Annual Report.

Sally Lawson

Principal

## School contact details

Peakhurst Public School

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## School background

### School vision statement

Peakhurst Public School is a supportive, engaging and innovative learning community. We are committed to nurturing a love of life-long learning for all, embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, active global citizens who are equipped for a rapidly evolving world.

Our students will develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

### School context

Peakhurst Public School has an enrolment of 629 students including 68% from a non-English speaking background.

Peakhurst Public School is a dynamic, innovative, inclusive and empathetic learning community which enjoys a highly cohesive mix of experienced and early career teachers.

Current research drives the school's priorities and initiatives in collaborative professional learning; quality teaching; literacy and numeracy; future focused pedagogies; and student wellbeing.

The school offers an extensive range of extra-curricula activities including: languages; dance, band, choir, instrumental groups; chess; coding, robotics, technologies; gifted & talented programs; environmental and student leadership opportunities; and an extensive range of sports.

The school has also continued to support teacher professional learning particularly in literacy and numeracy and strengthened the alliance with Three Bridges Community to support student wellbeing.

Peakhurst Public School has a strong reputation within a supportive community which has high expectations and aspirations for a diverse range of students.

## 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.

These results indicate that our school achieves excellent value-added results, significantly above the value added by the average school. We have also maintained the emphasis on assessment through the use of learning progress and achievement data to identify growth targets in the domain of Learning. Adjustments are made to differentiate the curriculum to meet the needs of students at different levels of achievement to either support learning or increase challenge. In the domain of Teaching, teachers collaborate across teams to share curriculum knowledge and other information about student progress and achievement and are skilled at using a range of strategies to question students and explain and break down lesson content. Technology that supports learning is available and expertly integrated into lessons by teachers. The school monitors the accreditation status of all staff and all teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. The whole-school approach to wellbeing has continued to promote a positive learning environment for all students. The leadership team measures school community satisfaction sharing its analysis and actions in response to the findings with its community. 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

Improved literacy and numeracy outcomes

### Purpose

To improve student outcomes in reading, writing and numeracy through:

- **targeted professional learning** which will include lesson observations and feedback to teachers; the teaching and learning cycle; and formative assessment
- **quality differentiated teaching practices** focusing explicitly on student learning goals and individual needs matched with purposeful engaging resources

### Overall summary of progress

#### Differentiated and Professional Learning Project

- \* Observations and feedback in writing lessons focused on specific literacy strategies.
- \* Coding sheets showed an increased focus on authentic feedback, professional dialog and specific Quality Teaching elements.
- \* Targeted students improved their phonological and phonemic awareness skills through additional specialist–teacher support program in Stage One.
- \* The literacy and numeracy professional learning audit showed L3, Focus on Reading, the Writing process and internal PL with lesson observations and feedback were valued.
- \* For numeracy, Targeted Early Numeracy (TEN) has been implemented successfully in all K – 2 classes.
- \* Teachers would like more Professional Learning for Maths
- \* 100% of teachers questioned stated they were more confident in assessing and teaching writing skills and providing specific feedback to students.

#### Literacy and Numeracy Project

- \* Learning Progressions introduced and explained to whole staff
- \* Moderating writing samples for specific text types occurred in stage groups each term

#### Assessment and Reporting Project

- \* The types of assessment and data used in different stages to indicate student achievement and progress were analysed.
- \* Main methods used effectively across the school were work samples, success criteria and learning goals, literacy continuum and progression and self/peer assessment.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving expected growth in reading and writing as tracked on the literacy learning progression.	nil	<p>The stage moderation and assessment analysis sessions together with NAPLAN results gave us both qualitative and quantitative data and specific information about student writing progress across the school.</p> <p>As a result of this, the role of instructional leader writing has been created to focus on improving writing across the school.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving expected growth in numeracy as tracked on the numeracy learning progression.	nil	<p>To ensure writing assessment is consistent across K–6 while still meeting the specific needs of different stage cohorts, the instructional leader for writing will meet regularly with the school equity team and DP.</p> <p>This will also coordinate class support more efficiently to direct it where it is most needed.</p>
At least 35% of Year Five students achieving in the top two NAPLAN bands in writing.	nil	29% Year Five students in top two NAPLAN bands in writing which is an increase of 12.7% from 2017.
<p>Increased teacher confidence and skills in</p> <ul style="list-style-type: none"> <li>• interpreting and analysing data to inform teaching</li> <li>• applying content and syllabus guidelines to deliver effective differentiated lessons</li> <li>• assessing and reporting on student achievement</li> <li>• giving accurate feedback to students and parents</li> </ul>	<p>QTSS funding</p> <p>Teacher days – \$5000</p>	<p>The pre and post teacher audits and QT coding sheets indicated increased teacher confidence in the planning and delivery of quality writing lessons.</p> <p>100% of teachers questioned stated they were more confident in assessing and teaching writing skills and providing specific feedback to students.</p>

## Next Steps

- \* Whole school consistency in teaching Spelling through Soundwaves
- \* Literacy Instructional Leader provides Writing and Growth Mindset professional learning for school staff
- \* Growth Mindset Community of Schools professional learning
- \* An intense focus on Numeracy in levelled student groups over three days each week
- \* Stage writing moderation sessions \* Student reports discussed in detail and revised for Sentral
- \* Equity team established and organisation of class support more closely linked to specific student need
- \* Updated library and Guided reading books for ES1 and S1 students



## Strategic Direction 2

Excellence in future focused pedagogies

### Purpose

To embed the teaching of future focused practices through purposeful curriculum which ensures that our students are:

- **creative, global citizens who have well developed critical thinking and problem solving skills**
- **challenged to take learning risks and develop a love of learning**

### Overall summary of progress

\* During Term 1 the STEM Action Team attended the STEMPathy (STEM and Social Innovation) Professional Learning and developed an implementation plan for the introduction of a whole school focus on STEM and Environmental Education.

\* The STEMPathy program was presented to the school executive team. The STEMPathy twilight professional learning session was well received by all staff who were all engaged in developing their stage plans for the whole school Term 2 focus on waste reduction at PPS.

\* A whole school STEMPathy program was implemented successfully in all classes throughout Term 2. It culminated with a STEMPathy Expo during National Science Week, with parents and community members invited to observe the student projects and prototypes. The STEMPathy programming style was present in all teaching programs and was evident in student work which was presented.

\* A 0.6 Teacher load was allocated to delivering future focused learning and developing information & communication technology and critical & creative thinking continuums across the school. Staff were surveyed to identify specific professional development needs and provided with strategies and tools to integrate technology and future focused learning pedagogies into learning programs.

\* Stage 2 trialled and implemented flexible learning environments and furniture in classrooms to enhance the physical environment and develop staff capacity to creatively utilise flexible, future focused spaces to optimise learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will improve their capacity and confidence in the programming and implementation of future focused pedagogies.	Teacher days \$2000	Continuum has been written. Will review early 2019 and roll out.  Completed a number of professional learning experiences with whole school staff meetings. Instructional leaders have gone into classrooms and taught in the Discovery Headquarters to meet some of the individual needs of teachers.
Improved use of school wide future focused learning spaces.	nil	What affect has the redesign of the Block B building had on student engagement and quality teaching? How are teachers going to be able to use it in the future?  Redesign has been minimal. Further plans are in place for 2019. The STEM Lab has been used throughout the year is varying capacity to provide a space for STEM to specifically be taught. This will continue and improve in 2019.
Increased proportion of students applying critical and creative thinking skills.	Nil	2019 – Will need to revise STEMPathy and determine how we can implement. Continue to utilise Instructional Leader to implement differentiated professional learning.

## Next Steps

- \* An Instructional Leader in STEM position focusing on building the capacity of all staff across Science, Technology, Engineering & Mathematics so that every staff member can meet the needs of the students at Peakhurst Public School in an ever changing technological world.
- \* Professional development on the implementation of the new Science & Technology syllabus, digital technologies and multimedia production.
- \* Litter Legends program through the EcoSchools Project with the aim of building community involvement and improving the local environment.
- \* CSIRO STEM Professionals in School partnerships.
- \* Coding Clubs for Stage 2 & 3 students.
- \* Continue redevelopment and fit out of the AV Room into a Multimedia Suite and the STEM Lab in the Discovery Headquarters.
- \* Develop more inclusive and engaging outdoor learning spaces.

### Strategic Direction 3

Positive whole school wellbeing

#### Purpose

To strengthen and support the wellbeing of students and staff by

**effectively engaging the whole school community resulting in an inclusive and supportive environment for all.**

#### Overall summary of progress

- \* Completion of the Positive Partnership for Autism online module by Special Education staff has led to the implementation of the planning matrix when completing Individual Education Plans (IEPs) with parents.
- \* Positive Behaviour for Learning (PBL) has been established in the school through 3 days of Tier 1 Universal training for the leadership team of seven staff members.
- \* PBL expectations of be safe, respectful, responsible and an active learner were decided upon by staff, students and parents.
- \* All teachers and students participated in Restorative Practices Session as well as parents in an after school hours session.
- \* Communication with parents has been strengthened through parent focus groups that led to an increased use of School eNews, Stage Term overviews of curriculum, K–2 Communication Folder sent home each day, creation of a whole school Instagram account and the updated platform of the school website.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of positive behaviour strategies to support student wellbeing and reduce the number of inappropriate behaviours exhibited by students.	Nil	Online Positive Partnership Autism Module has been moved to Week 8, Term 1, 2019 to be completed by all staff.
Evidence of program revisions for students with a range of individual needs.	Nil	Targeted behaviour support for identified students discussed in PBL meetings
Increased parent and teacher satisfaction with home/school communication.	Nil	Communication across the school and to parents has improved this year. Unfortunately our poor response from the Tell them From Me Parent Survey wasn't able to quantify this. However, parents anecdotally have commented that the Blue Communication Folder that K–2 used on a daily basis as a means to send home notes/excursion information and any other correspondence has improved the likelihood of parents knowing what is going on. The K–2 classes have sent home term overviews of the KLAS each term and that has also aided in the parents understanding what their children are learning. The Support Classes also sent home daily communication books for instant feedback on their child's day. Teachers have been using their Instagram accounts regularly, as well as the whole school account being updated almost daily. School eNews is used more frequently as the executive staff now all have access. Focus newsletter still seems to not be read by many of the parents as the Admin Staff receive numerous phone calls requesting information that has been sent home in Focus. This will be a point of investigation next year. The school website has



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and teacher satisfaction with home/school communication.		migrated across to the new platform and parents are accessing
Enhanced whole school wellbeing.	Teacher days \$1000	The PBL leadership team is feeling confident and prepared for the next steps in the process of implementation. The matrices are completed and have been communicated to staff in Week 9, Term 4, 2018. Minor and major behaviours have been identified and these will form the basis for further discussion and clarification in Term 1, 2019 to formulate the flow chart.

## Next Steps

- \* All staff to complete the Positive Partnership online module.
- \* Establishment of a time frame for initial parent meetings regarding IEP/IBP/PLPs.
- \* Establishment of flowchart of consequences based on minor and major behaviours identified by staff.
- \* Use of SENTRAL to record behaviours to help identify areas within the school for focusing on teaching expectations.
- \* Continue to ensure communication is clear and timely to parents.
- \* Encourage more parent participation in Tell Them From Me Survey to review and refocus on areas of improvement with communication.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4727	<p>Inclusion of Aboriginal education in stage based programs.</p> <p>Whole school Koomurri incursion helped students understand Aboriginal identity and greatly increased student engagement</p> <p>PLP meetings enabled staff and parents to identify students' strengths and areas of improvement so as to provide effective programs.</p>
<b>Low level adjustment for disability</b>	\$52781	<p>Increased technology accessibility for all students</p> <p>Differentiated IT strategies for students</p> <p>Staff more aware of Disability standards and NDDC and implications for education</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher Days \$5000	<p>Successful QT lesson observation and feedback lesson cycle</p> <p>Evaluation of program and analysis of teacher feedback was positive</p>
<b>Support for beginning teachers</b>	Strong Start Great Teachers	<p>Authentic PDPs completed by all beginning teachers</p> <p>Specific support matched to individual beginning teachers</p> <p>Beginning teachers are more confident in data analysis, student feedback and lesson delivery and are aware of their accreditation requirements</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	300	304	306	311
Girls	263	295	318	318

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	96.3	95.5	93.4
1	95.4	94.3	94.5	93.6
2	94.7	95.8	94.7	94.2
3	95.4	96.2	96.2	94
4	96.4	95.3	94.1	94.3
5	94.2	95	93.8	91.9
6	94.3	93.1	94.1	92.8
All Years	95.1	95.2	94.8	93.5
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
All Years	94	94	93.9	93.4

### Management of non-attendance

Our attendance continues to be above the NSW average for total attendance across all classes. Students whose attendance falls below 76% are contacted and given the Department Every Day Counts information sheets. Regular visits from the HSLO assist us as well.

Most extended absences are students travelling and visiting family overseas.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.6
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	1.2
School Administration and Support Staff	8.06

\*Full Time Equivalent

One teacher and one person in administration identify as having Aboriginal heritage. The teacher is the leader of our Aboriginal Education Committee.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	37

### Professional learning and teacher accreditation

#### Professional Learning

All staff have completed mandatory training in 2018 such as Anaphylaxis e-learning, the Code of Conduct update and Child Protection updates.

All staff are also participating in ongoing professional learning through the school's individual PDP discussions and the lesson observation and feedback cycle.

Other professional learning members of staff have completed include Bridging the Learning Gap for EAL/D Learners in the Mainstream Classroom, CESE Publications: Anti-bullying in school – what works?, Learning and Support Team network meeting, Milestones that Matter and Implementing Differentiation.

#### Accreditation

Gaining accreditation is a developmental process

where teachers are supported by supervisors who provide guidance, support and feedback as teachers develop their practice to meet the Australian Professional Standards for Teachers.

89% of Peakhurst's teaching staff have achieved the Proficient level of accreditation with 11% currently at the Provisional level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	243,226
<b>Revenue</b>	5,924,166
Appropriation	5,600,725
Sale of Goods and Services	47,329
Grants and Contributions	270,414
Gain and Loss	0
Other Revenue	0
Investment Income	5,698
<b>Expenses</b>	-5,723,195
Recurrent Expenses	-5,732,174
Employee Related	-5,054,575
Operating Expenses	-677,599
Capital Expenses	8,979
Employee Related	0
Operating Expenses	8,979
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	200,971
<b>Balance Carried Forward</b>	444,197

The school follows all Department of Education financial guidelines. The school's budget was worked out based on the staffing entitlement report and the School Budget Allocation Report. After the staffing budget was allocated, RAM funding and School and Community funds were used to support the development of the 2018–2020 School Plan. Long term asset replacement and school facility improvements were accounted for in the balance carried forward for 2018.

### 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>	4,117,585
Base Per Capita	124,321
Base Location	0
Other Base	3,993,264
<b>Equity Total</b>	369,644
Equity Aboriginal	4,727
Equity Socio economic	49,654
Equity Language	168,780
Equity Disability	146,483
<b>Targeted Total</b>	740,702
<b>Other Total</b>	187,712
<b>Grand Total</b>	5,415,642

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.

In 2018, 100 Year Three students sat the NAPLAN test for literacy. In Writing, 46% of students achieved the top two skill bands of five and six.

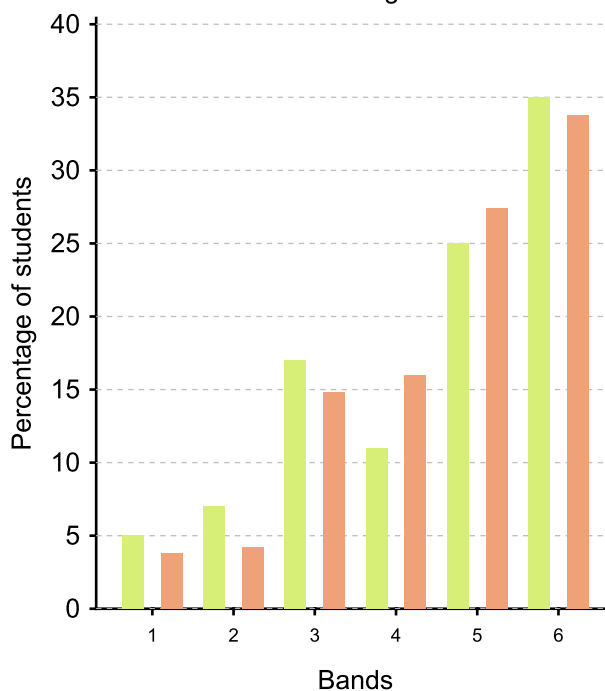
60 % of Year Three students also achieved the top two

skill bands in Reading and 54.5% of year Three students achieved the top two skill bands in Grammar and Punctuation.

In 2018, 63 Year Five students sat the NAPLAN test for literacy. 29% of students achieved the top two skill bands in Writing which is more than double the percentage of students both in similar schools and the Department of Education. In Spelling, 40% of Year Five students achieved in the top skill band compared to 22% in 2017.

For Year Five Grammar and Punctuation the average NAPLAN score over time for the school was 554.4 which is well above the score of 505.10 for similar schools and 491.66 for the state.

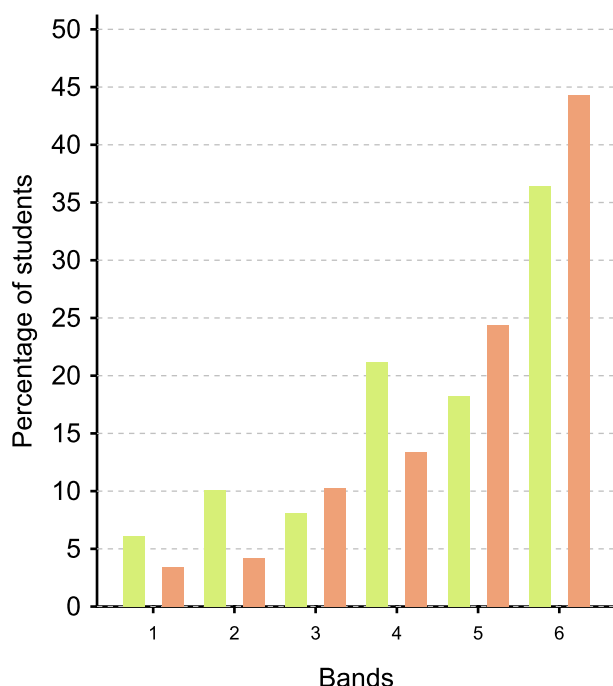
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.0	7.0	17.0	11.0	25.0	35.0
School avg 2016-2018	3.8	4.2	14.8	16	27.4	33.8

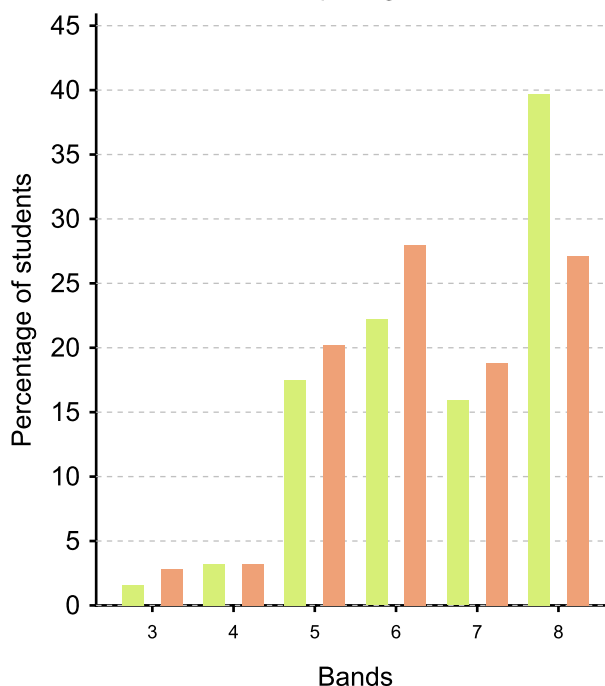
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	6.1	10.1	8.1	21.2	18.2	36.4
School avg 2016-2018	3.4	4.2	10.3	13.4	24.4	44.3

**Percentage in bands:**  
Year 5 Spelling

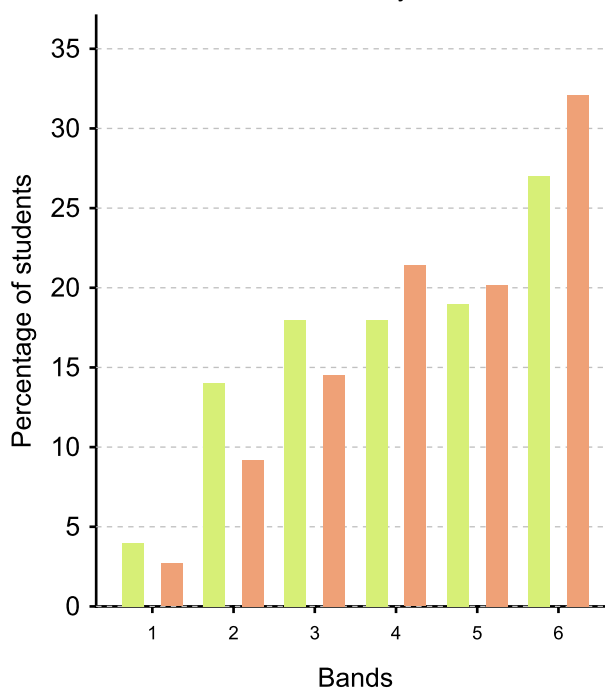


Percentage in Bands
School Average 2016-2018



Band	3	4	5	6	7	8
Percentage of students	1.6	3.2	17.5	22.2	15.9	39.7
School avg 2016-2018	2.8	3.2	20.2	28	18.8	27.1

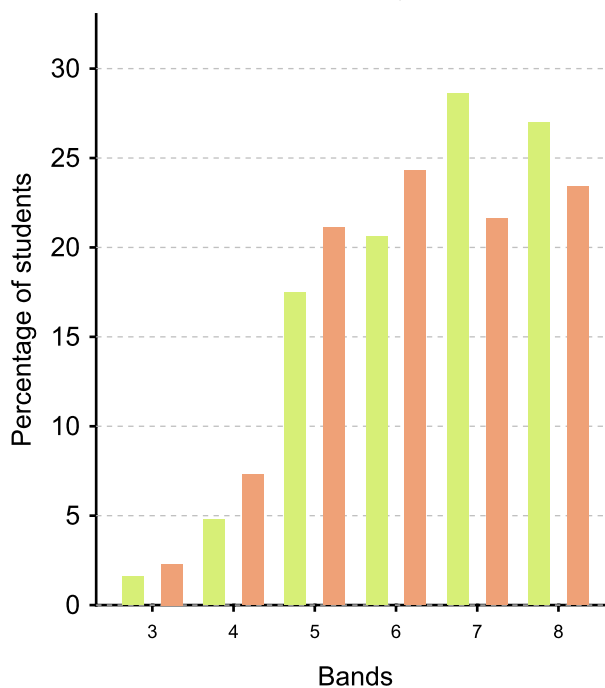
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

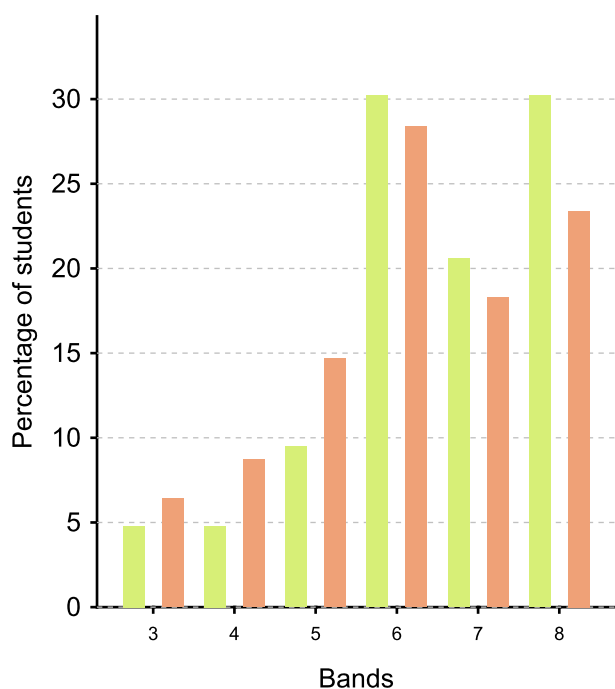
Band	1	2	3	4	5	6
Percentage of students	4.0	14.0	18.0	18.0	19.0	27.0
School avg 2016-2018	2.7	9.2	14.5	21.4	20.2	32.1

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	9.5	30.2	20.6	30.2
School avg 2016-2018	6.4	8.7	14.7	28.4	18.3	23.4

In 2018 100 Year Three students and 63 Year Five students sat the NAPLAN test for numeracy.

46% of Year Three and 55.56% of Year Five students achieved the top two skill bands in Numeracy.

Only 6.3% of Year Five students were in the bottom two bands for numeracy compared to 12.5% and 18% for similar schools and the Department of Education respectively.

Band	3	4	5	6	7	8
Percentage of students	1.6	4.8	17.5	20.6	28.6	27.0
School avg 2016-2018	2.3	7.3	21.1	24.3	21.6	23.4

In total 51.53% of Year Three and Year Five students were in the top two skill bands in Reading and Numeracy.

Peakhurst Public School is excelling at adding value to student scores across both Years 3–5 and Years 5–7 in NAPLAN.

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

The results of the Tell Them From Me survey indicate that our school continues to successfully prioritise wellbeing as shown in the area of Expectations for Success which was maintained from 2017 at 98% which is higher than both the similar schools and state percentages.

A Sense of Belonging also scored highly increasing from 77% in 2017 to 82% in 2018 again higher than similar schools and the state levels.

## Policy requirements

### Aboriginal education

During 2018, aspects of Aboriginal education and engagement were addressed and prioritised at Peakhurst Public School. We believe that Aboriginal education involves continuous, lifelong learning. It includes: the delivery of quality education to Aboriginal students in schools; and developing high quality learning opportunities about Aboriginal Australia for all students. In Term 1, an Aboriginal Education Committee was formed and included teaching staff across all stages and school settings, with the plan to evaluate Aboriginal education in stage based programs.

The main focus for Aboriginal education this year was to recognise and understand the achievements of Aboriginal people. During Reconciliation Week, the whole school participated in an incursion presented by Koomurri Aboriginal Incursions that aimed to enhance our students' knowledge of Aboriginal culture and identity. To celebrate NAIDOC Week, each class created a display that was placed on the school fence spelling out the 2018 theme 'Because Of Her We Can'.

Personal Learning Pathway meetings were held between teachers, parents and students who identify as Aboriginal or Torres Strait Islander to identify their child's strengths, interests and areas of improvement

so as to provide an effective program to meet the specific needs of these students.

Three executive staff members attended teacher professional learning with other teachers from the local area regarding both Aboriginal education and providing quality leadership and development in whole school Aboriginal education perspectives. During this professional development opportunity, the teachers were engaged in professional dialogue with the aim of increasing the presence and profile of Aboriginal Education in the Georges River region.

### Multicultural and anti-racism education

Peakhurst Public school's positive Student Wellbeing program promotes inclusivity and incorporates both multiculturalism and anti-racism by ensuring our students connect, succeed and thrive. It reinforces the school's core values of Respect, Responsibility, Excellence, Care and Fairness.

The school continues to celebrate diversity through Harmony Day, where students learnt more about the cultures that make up our school community. Students developed a deeper understanding of the theme Everyone Belongs and experienced a real sense of belonging to the school community through a range of stage and class lesson sequences.

In 2018 Peakhurst began the Positive Behaviour for Learning implementation journey with the creation of a representative school team. This team undertook essential training and met regularly to develop an action plan, consult with students staff and parents and promote engagement within the entire school community.

Our Student Discipline Policy also incorporates Restorative Practices which is used to help students resolve conflict, develop resilience and maintain positive and respectful relationships.

At Peakhurst we have two Additional Language or Dialect (EAL/D) teachers who support students in literacy through the planning and delivery of in-class programs which focus on individual and small group support. In 2018 there were 68% of students who were from a background other than English. New Arrival Program (NAP) students are assessed when they enrol at the school to ensure they receive the literacy support they need to be successful learners.

## Other school programs

### Creative and Performing Arts

The success of the Creative and Performing Arts (CAPA) program continued in 2018 and once again provided students with great opportunities across each discipline. The CAPA team organised the Twilight Concert, the Count Us in Program and had students perform in the St George Performing Arts Festival and during Education Week. Teachers ensured that students were able to explore their individual skills in dance, band and choir.

This year, the Year 3–6 choir was run by two dedicated teachers during lunch time to teach the students several songs for multiple performances. This group of 30 students performed during Education week, at the SPAF Concert and in the Twilight Concert at the end of the year.

Once again, our Band program has continued to grow among our Year 4–6 students. Three committed teachers, the band master and the wonderful tutors provided our students with the opportunity to build their understanding of music and perform in Education Week and at the Twilight Concert.

Finally, there were four dance groups. Three of which were supported by a dance teacher from Studio Twenty–One, who has successfully worked with our school for the past four years and is continuing to do so next year. The students continue to love her routines and show great respect through their behaviour and commitment to dance rehearsals and performance. The Stage One, Stage Two and Stage Three dance group performed during Education Week, at SPAF Concerts and at the Twilight Concert. The Year 3–6 Boys Dance Group also dedicated their lunches once a week to learn a dance and enjoyed performing this at the Twilight Concert.

### Sport

In 2018 the school had many teachers willing to coach teams and this enabled us to give our students the opportunity to compete across ten PSSA sports and in the district Cross Country, Athletics and Swimming Carnivals. As a member of the Georges River PSSA, Peakhurst entered teams into Season One, Two and Three. The girls in Stage Three were also given the opportunity to participate in a rugby league gala day.

Students were successful in making the finals in Boys Tee ball, Senior Boys OzTag, Senior Girls Cricket, Junior Girls Netball and Senior Boys Cricket. The Senior Boys Softball, Junior Girls Cricket, and the Junior Newcombe Ball Team all won premierships in 2018. Twenty–one of our talented students also went on to represent our school at the District Level. From here, four of our students went on to represent our Area in Softball, Girls Soccer and Rugby League.