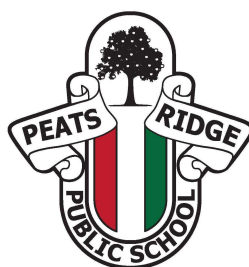


Peats Ridge Public School Annual Report



2018



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Introduction

The Annual Report for 2018 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.

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School background

School vision statement

Peats Ridge Public School is a unique place where exploration, creativity and imagination make learning exciting and student-focused. In our innovative, small school environment every student is known, valued and nurtured in harmony with our three core values of respect, responsibility and excellence. We are committed to providing evidence-based, quality education with a strong foundation in literacy and numeracy, deep content knowledge, enquiry processes and critical thinking skills. In valuable partnership with our community, we aim to ensure our children get the best start in life to lead rewarding and productive lives in an increasingly complex and dynamic world.

School context

Peats Ridge PS 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.

The 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 receives strong support from the local community and is proud of its outstanding reputation. Peats Ridge PS engages actively with the Kariong Mountains High School, Kariong Primary School and the five other small schools in our learning community. It also values highly its close partnership with the P&C, Peats Ridge CWA, Cooina AECG and the annual Country Fair and Harvest Festival.

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 PS 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 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 Learning Domain– school evaluation and evidence collected in 2018 highlighted the following:

Our policies, programs and processes address and monitor the learning needs of all students and clearly defined behavioural expectations are effectively embedded through a positive teaching and learning environment (PBL). Positive and respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. There is a demonstrated commitment within the school community that all students make learning progress and partnerships with parents and students support clear improvement aims and planning for learning. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. Curriculum development is enriched by teaching and learning associations with the Small Schools Network and Peats Ridge community groups.

The Teaching Domain–school evaluation and evidence collected in 2018 highlighted the following:

Teachers collaborated across stages and within the Small Schools Network to share curriculum knowledge and other information about student progress and achievement, allowing for the sequential development of programs and lessons which meets the needs of students. Classrooms are well managed with well planned, differentiated teaching taking place, so that students can actively engage in their learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Professional learning at Peats Ridge PS is aligned with the school plan, with a particular focus on improved teaching methods in literacy and numeracy. Teachers regularly draw on and implement evidence–based research to improve their performance and development. They demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The Leading Domain–school evaluation and evidence collected in 2018 highlighted the following:

The school's leadership team has established and maintained a professional learning community through the Small Schools Network, which is focused on continuous improvement of teaching and learning. Peats Ridge PS demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. At Peats Ridge PS physical learning spaces are used flexibly to meet a broad range of student learning interests and needs and technology is used effectively to enhance learning.

The school collaborates with the local community where appropriate on decisions about and access to school resources, delivering benefit to both the school and community. All school staff analyses responses to school community satisfaction measures ensuring there are streamlined, flexible processes to deliver services and information and to support parental engagement.

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

THINKING

Purpose

To accelerate learning in Literacy and Numeracy with a reflective and responsive differentiated curriculum that inspires students to be successful emotionally, physically, socially and academically.

To create a flexible, future-focused learning environment underpinned by high expectations and innovative teaching practices to stimulate and engage students through collaboration, risk-taking and problem-solving.

Overall summary of progress

Teachers participated in the Quality Teaching Rounds series of professional learning sessions. Concentrating on Significance, Intellectual Quality and Quality Learning Environment. Collaboration with the Small Schools Network on QTR Implementation

Online training in the Literacy and Numeracy Learning Progressions and PLAN2 as a means to track student progress.

P&C Funded student laptops to build effective and rich learning time for students.

Improvements made to classrooms and school environment to provide for contemporary and future focused learning experiences.

There were no Aboriginal students attending Peats Ridge PS in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student performance in the top two bands matches or exceeds broader population contributing towards a 10% increase as per the Premier's priority. Aboriginal student performance matches or exceeds the broader population contributing towards 35% in the top two bands as per the state target.	\$1160	Quality Teaching Rounds series of professional learning sessions. Collaboration with the Small Schools Network on QTR Implementation. Online training in the Literacy and Numeracy Learning Progressions and PLAN2 as a means to track student progress and develop responsive learning experiences. There were no Aboriginal students attending Peats Ridge PS in 2018.
TTFM student survey in the area of Effective Learning Time, Relevance and Rigour exceeds the NSW government norm (baseline TTFM 2017 school— 7.9, 7.9 and 8.0; government 8.2, 7.9 and 8.2 respectively).	\$1600	P&C Funded student laptops. Improvements made to classrooms and school environment.
TTFM parent survey in the area of School Supports Learning meets or exceeds the NSW government norm (baseline TTFM 2018 school; government 7.3)	\$0	Anecdotal reports and informal discussions show that parents are satisfied with the inclusion of technology for each student in a contemporary learning space.

Next Steps

Data collection on all students for literacy and numeracy from school based assessments. The target areas of grammar and quantifying number will be tracked on PLAN2. The learning progressions will be used to plot future targeted teaching.

The Small Schools Network is focused on a collaborative approach to assessing and marking writing. Meetings are planned for teachers to collaborate and ensure consistent judgment in each stage and between the schools.

The teaching elements from the Seven Steps to Writing will be integrated into classroom teaching and learning programs.

Strategic Direction 2

LINKING

Purpose

To increase opportunities for positive, effective and sustainable community involvement in school projects to optimise student attendance, engagement, learning outcomes and well-being through a deep sense of belonging and connectedness.

To strengthen and promote partnerships within our learning community, online platforms and academia to build a culture of continuous, high-quality, professional growth and enhance transitions.

Overall summary of progress

In 2018, all staff were involved in the initiation of school projects and events to increase opportunities for community involvement in the school. A concerted effort was made to improve communication with the community through regular articles in the Mangrove Mountain News, posts on the school facebook page and updates on the school website.

A review was undertaken of the student uniform aesthetics and the P&C were consulted and became actively involved in making improvements to the look and cost of uniform items.

The Year 6 Leadership Team participated in two leadership days to build confidence, leadership skills and teamwork.

PBL expectations, lessons and strategies were reviewed under consultation with the PBL AP. She was invited to meet with all of the teachers and principals in the Small Schools Network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM parent survey in the area of Parents Supporting Learning at Home and Parents are Informed meets or exceeds the NSW government norm (baseline TTFM 2018 school; government 6.3 and 6.6 respectively).	\$0	Improved community communication methods. Student uniform updated. Year 6 Leadership team developed.
Increase the consistency of behaviour and wellbeing practices as measured by PBL SET to exceed 80% (baseline 2017 SET-67.4%).	\$0	Review of PBL effectiveness in the school.

Next Steps

Finalise the revamp and review of PBL expectations, lessons and strategies with particular focus on consistency when teaching and monitoring PBL Expectations. Further decision making will be based on continual monitoring of well being data. Changes or modifications to suit the observed behaviours of students and the impact on their learning will be completed.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$1545	Students were supported in the consolidation of English language through additional teacher support.
Low level adjustment for disability	\$28,505	Students with additional needs were identified and supported through SLSO and differentiated programs.
Quality Teaching, Successful Students (QTSS)	\$7184	Learning and support was provided to identified students and time provided for leading and managing the school.
Socio-economic background	\$12540	Funds were used to allocate additional teacher professional learning in literacy and numeracy and to support students with additional needs. Student performance was positively impacted as there was a process of ongoing monitoring of assessment data, individual programs and planned differentiated learning.
Targeted student support for refugees and new arrivals	\$0	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	15	18	20	10
Girls	27	25	18	14

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.4	97.5	91.6	87.2
1	96.3	92.9	89.2	85.2
2	95.9	98.4	93.5	85.5
3	91.1	96.9	95.7	91.8
4	94.5	85.6	91	94.3
5	89.7	94.9	92.3	89.4
6	94.8	92.5	94.2	95.1
All Years	94	93.5	92.6	90.3
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

Student attendance is closely monitored using recommended Department of Education procedures. Strategies include regular roll checks, regular contact with parents/carers of student with an absence of 2 days or more, provision of absence proformas for completion and attendance awards. Students whose attendance is causing concern are referred to the School Learning Support Team and referrals are made to the Home School Liaison Officer (HSLO). Individual attendance improvement plans are negotiated with the Principal, parent/carer and HSLO and review meetings are held. The importance of regular attendance at school is frequently communicated to the school community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.53
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*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 Cooida 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	33

Professional learning and teacher accreditation

Professional Learning plays a significant role at Peats Ridge PS as evidenced within the School Plan. Staff participated in Staff Development Days in Terms 1, 2, 3 and 4, regular stage based meetings within the Small Schools Network, school based staff meetings and specific professional learning courses and workshops

throughout the year.

Professional learning consisted of building capacity in the areas of the Literacy and Numeracy Learning Progressions, Seven Steps to Writing, Best Start and the Quality Teaching elements of, significance, intellectual quality and quality learning environment, through participation in Quality Teaching Rounds.

Our school had all teachers at Maintenance level of accreditation in 2018. The amount expended on professional learning in 2018 was \$2974.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	50,859
Revenue	406,358
Appropriation	384,056
Sale of Goods and Services	-23
Grants and Contributions	21,357
Gain and Loss	0
Other Revenue	0
Investment Income	968
Expenses	-432,516
Recurrent Expenses	-432,516
Employee Related	-372,564
Operating Expenses	-59,952
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-26,158
Balance Carried Forward	24,701

The school's annual financial summaries are discussed at P&C meetings.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	345,293
Base Per Capita	7,348
Base Location	1,114
Other Base	336,831
Equity Total	42,590
Equity Aboriginal	0
Equity Socio economic	12,540
Equity Language	1,545
Equity Disability	28,505
Targeted Total	365
Other Total	7,867
Grand Total	396,114

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.

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

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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.

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 2018 and therefore there is no data to report.

Parent/caregiver, student, teacher satisfaction

Our school regularly sought opportunities for feedback from the school community and it ensures that any feedback is shared with all key stakeholders. Student responses from informal discussions are noted and regularly published in the school 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 develop knowledge of Aboriginal Australia, at our school include:

- * Small Schools Network NAIDOC Day Activities
- * School based Reconciliation Week Activities

Multicultural and anti-racism education

At Peats Ridge Public School we recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views. Our school celebrated Harmony Day. The central message for Harmony Day is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. Our participation in Harmony Day activities encouraged the integration of key values and attitudes. In 2018 Peats Ridge students completed various activities in order to better understand Harmony Day. All participating students wore the official Harmony Day colour – orange in order to promote inclusion, interconnectedness and community participation. Students in Years 3 to 6

competed in the annual Premier's Multicultural Perspectives Public Speaking Competition. Students presented their perspective on multicultural issues in front of their peers. This public speaking opportunity heightens awareness of Multicultural issues globally whilst developing students' public speaking skills.