

Peakhurst West Public School

Annual Report



2018



4013

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

Every student is known, valued and cared for at Peakhurst West Public School. The school works collaboratively 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.

The school is committed to the pursuit of excellence with all students, teachers and leaders growing and improving every year.

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. There is a focus on equipping students with the skills needed to thrive in an ever changing world. Student wellbeing and the provision of a supportive learning environment remain the focus for staff and the parent community.

Peakhurst West Public School comprises of approximately 300 students from a diverse range of cultural and social backgrounds, 63% of students are from a non-English speaking background. 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. The school is strongly supported by the Parents and Citizens association.

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.

In the area of Learning, the school has focused on ongoing improvements in student learning; developing whole school wellbeing processes; and developing integrated, targeted and differentiated learning opportunities. Formative assessment continues to be a focus. Overall, Peakhurst West PS is Sustaining and Growing in the Learning Domain.

In the area of Teaching, Peakhurst West teachers are committed to implementing evidence-based practice in classrooms and regularly reviewing assessment data to inform practice. All teachers are engaged in quality professional learning that is aligned with the school plan and are responsible for maintaining and developing their professional standards. Overall, Peakhurst West PS is Sustaining and Growing in the Teaching Domain.

In the area of Leading, the school has a model of instructional leadership that supports a culture of high expectations; resources are strategically used to improve student outcomes and administrative systems are in place to support school members and school improvement. Overall, Peakhurst West PS is Sustaining and Growing in the Leading Domain.

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

Quality Teaching

Purpose

To develop teacher expertise in future focused learning strategies and technology implementation;

To differentiate the curriculum using contemporary, evidence based practices and ensure that student learning is underpinned by quality teaching

Overall summary of progress

Teachers strengthened differentiation strategies in the classroom with a focused teacher professional learning program and the support of two instructional leaders. A professional reading group was established for teachers to be exposed to a range of research papers, with evidence based practice being implemented in classrooms across K–6, such as formative assessment strategies and visible learning.

The school purchased robotics kits and received tailored support from School Services (within Department of Education). School Services worked with staff to increase knowledge of future focused learning and STEM education with all teachers implementing STEM challenges into their teaching programs. Apple supported the school during a 2 week iPad Learning Experience where students in a stage 3 class used 1:1 iPads to enhance their learning. The school purchased 50 iPads which will be shared K–6 in 2019. All staff completed green screen training to enhance their teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased academic rigour and evidence based practice in classroom programs.	\$250	All teachers have applied effective strategies such as setting challenging learning tasks and planning ways for all students to achieve them. Professional reading group has enhanced academic rigour.
Significant proportion of teaching programs have future focused tools and pedagogy embedded across K–6.		All teachers have programmed, taught and collegially shared STEM lessons and challenges.
Student work samples show increased use of technology, robotics and future focused learning strategies.	\$5000 – Lego Robotics WeDo Kits \$20,000 – iPads	All teachers trained in effective iPad use; iPads as a tool for learning. Team teaching opportunities for STEM & Robotics teacher experts to share knowledge with other staff. iPad Learning Experience allowed more students to be engaged in a 1:1 environment. Stage 3 and teacher 'green screen' filming days provided by School Services.
Professional learning evaluations show increased staff understanding and confidence in future focused learning strategies and technology implementation.	\$18,000 professional learning budget	Staff survey data showed that there was an increased confidence and understanding of future focused learning.
Increased staff capacity and confidence to effectively differentiate the curriculum incorporating formative assessment strategies	Catered for through professional learning and Instructional Leader program.	Staff survey data showed that there was an increased confidence and understanding of differentiation techniques and the implementation of formative assessment strategies.

Next Steps

Evidence based practice around Learning Sprints and achieving short term learning goals to be implemented K–6 and in support groups.

Professional Reading Group to continue with new research–based teaching strategies implemented in classrooms.

Continue relationship with School Services around the area of Future Focused Learning to increase implementation of these strategies.

Purchase more iPads for student use.

Strategic Direction 2

Quality Learning

Purpose

To provide a student centred learning environment that caters for and challenges all learners and ensures students are working towards their individual learning goals;

To develop and promote positive wellbeing strategies based around growth mindset research;

To provide engaging and valuable student leadership opportunities

Overall summary of progress

Students continued to develop their own personal and learning goals as part of the teaching and learning cycle. Staff were trained in understanding and using the Learning Progressions. Teachers continue to use learning intentions and success criteria.

All staff were upskilled in the area of Growth Mindset and 'Wellbeing Week' continued to enhance and promote physical and mental wellbeing. Students and teachers have a clearer understanding of growth mindset and why it is important. Teachers are confident to implement growth mindset and positive psychology strategies in classrooms, leading to an increase in positive behaviour. Whole school Peer Support ran in term 2 with Year 6 students trained as student leaders. Year 6 school leaders attended the Georges River Network initiative, 'Leadership by the River' where they developed a student led project and established the 'Buddy Stop' in the playground.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students are able to articulate their learning goals and identify what is required for them to progress to the next level of the continuum.		Students in K–6 developed personal goals and learning goals and worked with their teachers to achieve these.
Increased number of students showing growth in literacy as shown in tracked individual learning goals.		In NAPLAN, 78% of Year 5 students were at or above expected growth in Reading, an increase of 12% of students from the previous year.
Increased number of students showing growth in numeracy as shown in tracked individual learning goals.		In NAPLAN, 73% of Year 5 students were at or above expected growth in Numeracy, an increase of 9% of students from the previous year. Overall, 48% of students in Years 3 & 5 were in the top 2 bands for Reading & Numeracy, an increase of 6% from 2017.
A high proportion of teachers implement growth mindset strategies, with an increased number of students articulating and following these strategies.	Adapted into professional learning budget	80% of teachers reported that growth mindset professional learning strongly influenced their practice. At the start of 2018, 94% of staff were implementing daily growth mindset practices. By the end of the year, 100% of teachers were implementing growth mindset and positive psychology strategies in the classroom.
An increased number of students involved in student leadership programs	\$1500 – Leadership by the River program \$1000 – Peer Support program resources	Year 6 student leaders attend the Georges River initiative, 'Leadership by the River' where they developed leadership skills and implemented a school project, the Buddy Stop. All of Year 6 were trained as Peer Support Leaders and implemented Peer Support in term 2.

Next Steps

A more effective monitoring system is established that will provide data on student progress and goal achievement.

Participation in 'Leadership by the River' will continue with a stronger focus on student voice.

Staff will participate in further growth mindset professional learning with a growth mindset focus as part of the Community of Practice.

Strategic Direction 3

Quality Leading

Purpose

To model instructional leadership that supports a culture of high expectations, student engagement, learning, development and success;

To improve literacy and numeracy outcomes through effective differentiation and formative assessment, modelled by school and classroom leaders;

To implement Positive Behaviour for Learning

Overall summary of progress

2 Assistant Principals were released for 2 days each to focus on instructional leadership and supporting teachers in their teaching practice, focusing on differentiation and formative assessment strategies in particular.

Positive Behaviour for Learning continued to be implemented in the playground with signage being established and a launch event held in conjunction with Education Week celebrations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers show growth and enhancement of their classroom practice, using assessments to inform agile planning and programming,	Professional learning budget	Teachers showed significant growth in the implementation of formative assessment and differentiation strategies. At the end of the year, 100% of teachers were implementing these strategies in their classrooms and using the data to inform their future planning and programming.
Increased number of teachers implementing short term class goals based on agile planning and programming.	\$2500 Learning Sprints PL and release for executive team	The Stage 3 team trialed Learning Sprints in term 4 with positive results. This will be used as a basis for Learning Sprints implementation in 2019.
Improved teacher efficacy with teaching and learning programs that show evidence of differentiation, formative assessment and revisions based on feedback.		100% of teachers showed evidence of improved programming in the areas of differentiation and formative assessment.
Increased proportion of students in the top two NAPLAN bands for reading & numeracy, including increased proportion of Aboriginal students in the top two NAPLAN bands.		48% of students in Years 3 & 5 were in the top two NAPLAN bands for reading and numeracy, an increase of 6% from 2017. 33% of Aboriginal students were in the top two bands for reading and numeracy, an increase of 19% from 2017.
An increase in teachers and students using consistent language and following school wide practices when teaching and modelling Positive Behaviour for Learning expectations.	\$10,000 PBL budget – signage, PL relief, PBL rewards	By the end of 2018, 100% of staff could list school wide expectations, an increase of 67% from 2017. 100% of staff had taught the school rules and expectations, an increase of 67% from 2017.

Next Steps

Instructional leaders will continue to support teachers across the school. All teachers will implement Learning Sprints in 2019 with a focus on improving writing outcomes.

PBL implementation will continue with a focus on classroom expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,600	Aboriginal students were supported in their learning with a School Learning Support Officer timetabled into the school timetable.
English language proficiency	\$89,500	EAL/D teacher has worked in classrooms to support student learning.
Low level adjustment for disability	\$99,600	2 Student Learning Support Officers were appointed to support students across the school. Learning and Support (LST) coordinator refined the learning and support processes and supported teachers to develop individual learning plans for students. The LST supported students with academic, social, emotional and behavioural needs as students were identified.
Quality Teaching, Successful Students (QTSS)	0.515 FTE	QTSS allocation was used to develop a culture of team teaching. An instructional leadership program was established.
Socio-economic background	\$38,100	<p>This funding was combined with low level adjustment for disability funding to appoint a full time Student Learning Support Officer to support students with their learning.</p> <p>The school has employed an additional Student Wellbeing Support Officer which further supports students and their wellbeing.</p>
Support for beginning teachers	\$13,450	The school supported one beginning teacher who received additional release time to develop 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 school received 0.2FTE allocation for the New Arrivals Program and the EAL/D teacher worked 1:1 with these students.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	214	197	184	171
Girls	127	119	121	123

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	93.9	94.3	95.4
1	92.5	94.7	92.9	95.1
2	94.7	93.1	94.5	96.7
3	93.6	94.2	93.7	95.3
4	96.3	94.1	94.7	95.9
5	95.1	95.4	92.8	96.7
6	94.2	95.1	94.2	94.1
All Years	94.6	94.4	93.9	95.6
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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.52
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.57

*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	100
Postgraduate degree	11

Professional learning and teacher accreditation

Staff have participated in valuable, fortnightly professional learning experiences to strengthen teacher practice, support student learning and meet mandatory training guidelines. Staff participated in professional learning focusing on the school plan and strategic directions. Staff evaluated the school's performance against the School Excellence Framework and extensively evaluated school practices as part of the school evaluation cycle. Staff participated in professional learning around meeting the emotional, social and behavioural needs of children.

In semester two, all staff participated in professional learning that was developed by the School Support Services team focusing on future focused learning and STEM education. Teachers also received support in implementing iPads in the classroom and developing units of work with green screen technology.

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.

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	67,078
Revenue	2,824,558
Appropriation	2,603,652
Sale of Goods and Services	14,095
Grants and Contributions	206,601
Gain and Loss	0
Other Revenue	200
Investment Income	10
Expenses	-2,696,493
Recurrent Expenses	-2,696,493
Employee Related	-2,374,794
Operating Expenses	-321,699
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	128,064
Balance Carried Forward	195,143

The school implements efficient financial management processes and governance structures to meet financial policy requirements. In 2018, approximately \$30,000 was spent on purchasing new iPads.

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	2,132,931
Base Per Capita	58,978
Base Location	0
Other Base	2,073,953
Equity Total	234,034
Equity Aboriginal	6,604
Equity Socio economic	38,179
Equity Language	89,569
Equity Disability	99,683
Targeted Total	77,512
Other Total	99,699
Grand Total	2,544,175

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 literacy results were strong with Year 3 and 5 cohorts being at or above the state level in all areas.

The school was 'excelling' in value-added from K-Year 5. The school was above expected growth.

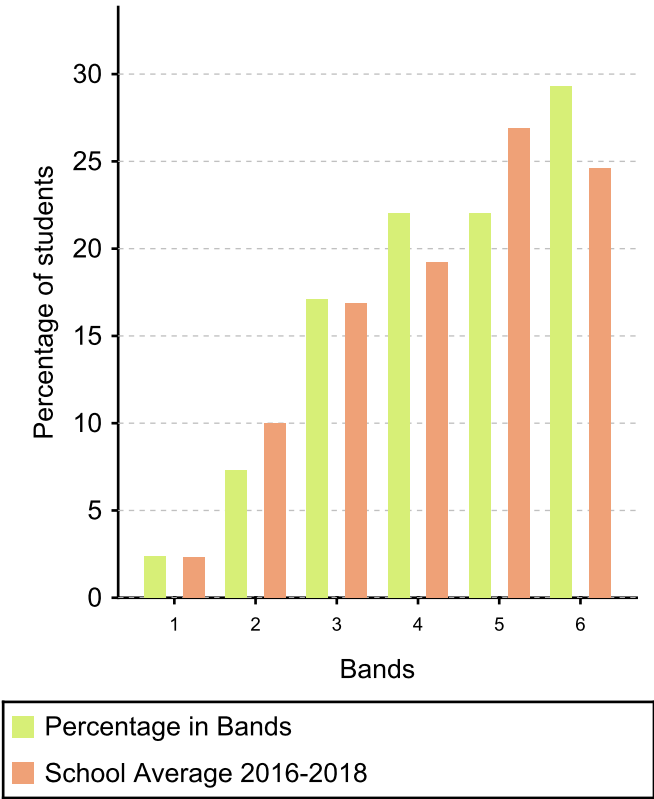
In Year 3:

- 51% of students in the top 2 bands in Reading (in line with state achievement)
- 59% of students in the top 2 bands in Grammar & Punctuation (11% above state)
- 64% of students in the top 2 bands in Spelling (11% above state)
- 41% of students in the top 2 bands in Writing (in line with state achievement)

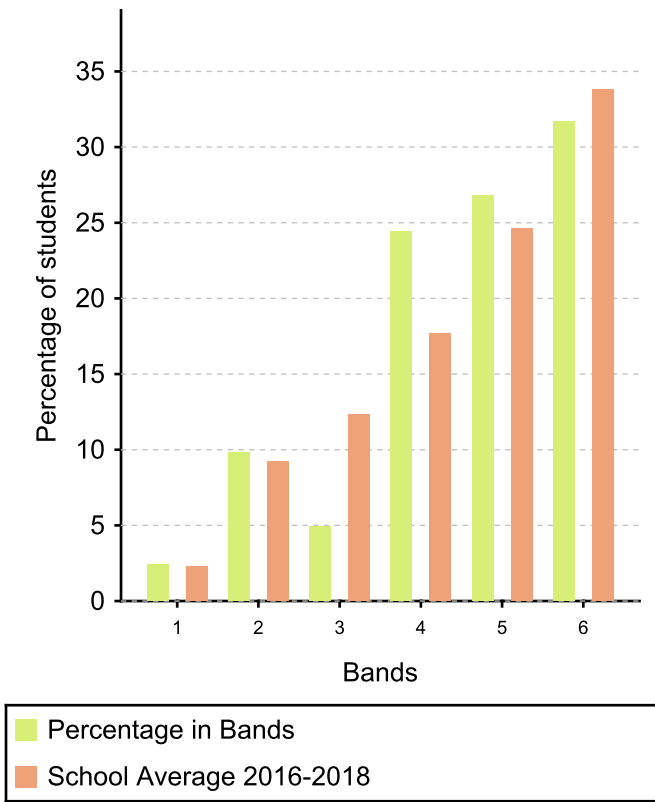
In Year 5:

- 44% of students in the top 2 bands in Reading (9% above state)
- 35% of students in the top 2 bands in Grammar & Punctuation (2% above state)
- 42% of students in the top 2 bands in Spelling (7% above state)
- 14% of students in the top 2 bands in Writing (in line with state achievement)

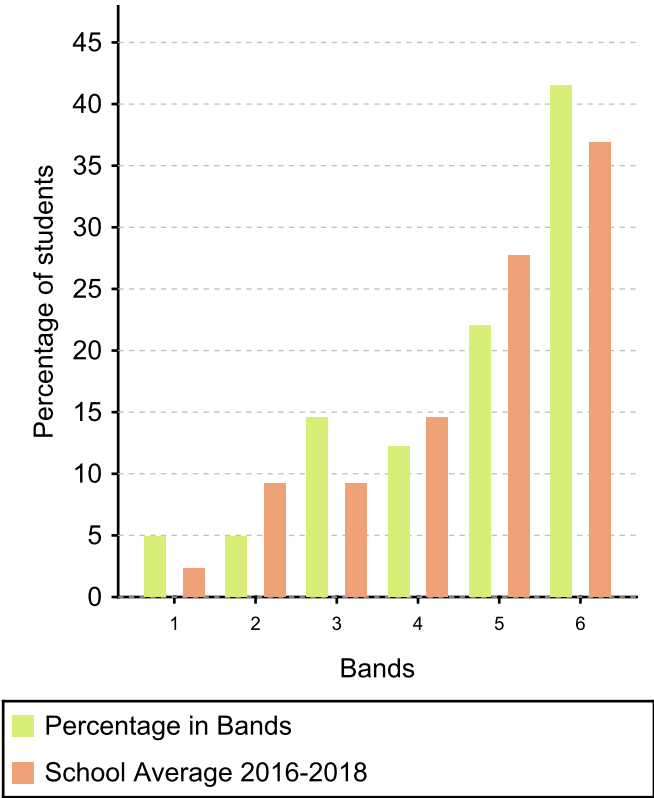
Percentage in bands:
Year 3 Reading



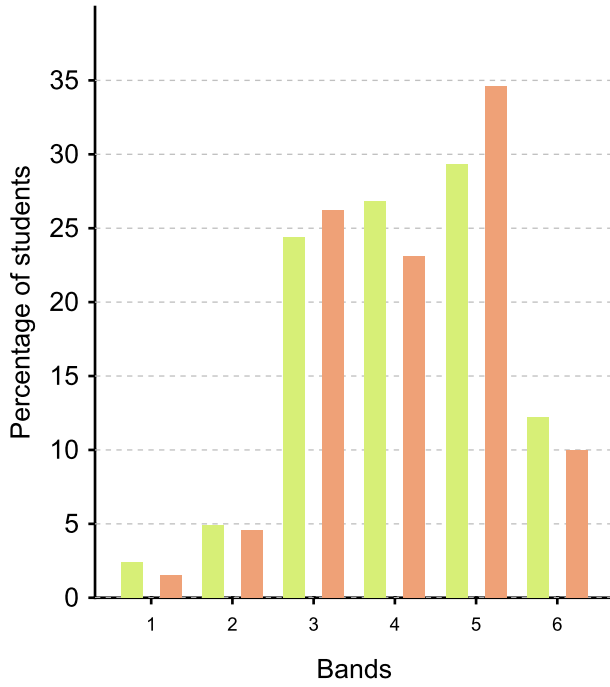
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

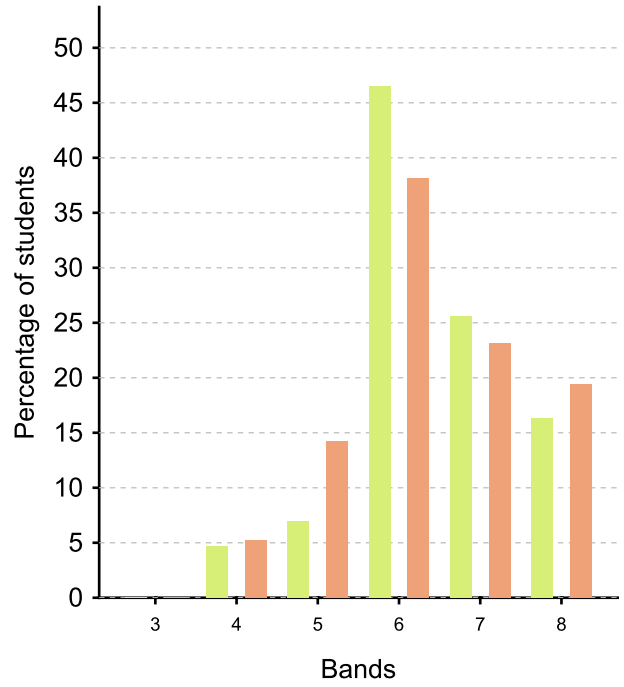


Percentage in bands:
Year 3 Writing



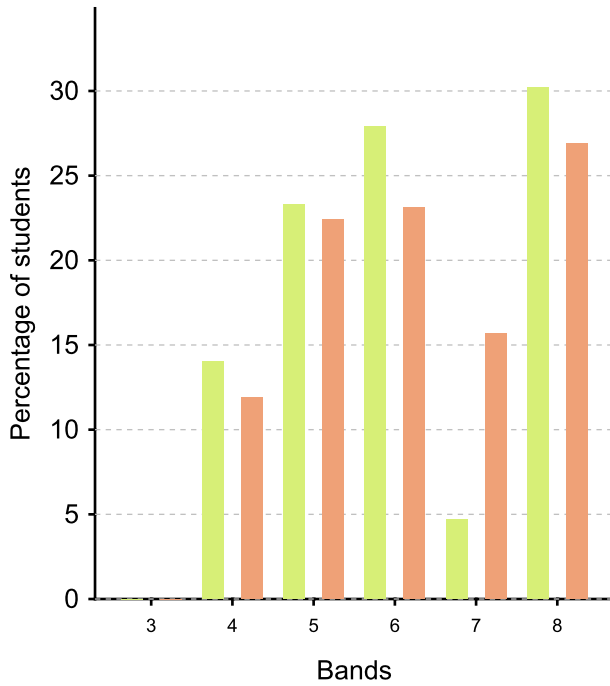
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



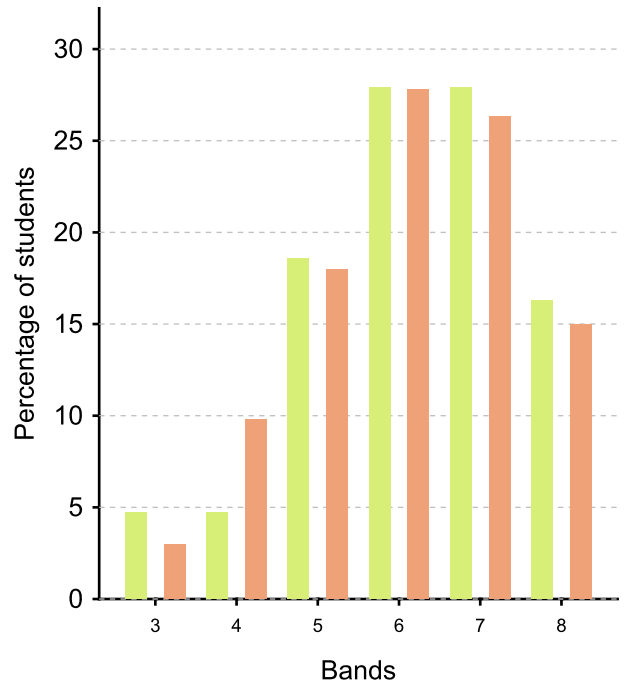
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



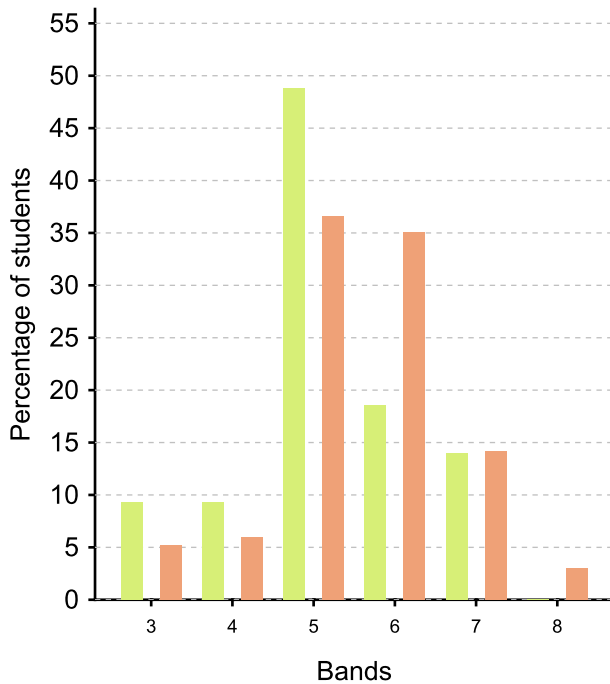
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

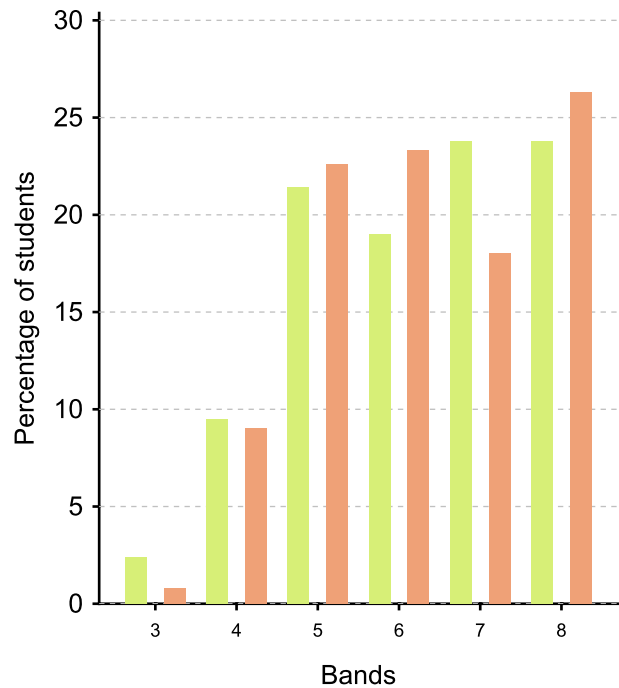
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

NAPLAN Numeracy results were strong with 50% of Year 3 students in the top 2 bands, 10% more than the state. 48% of students were in the top 2 bands in Year 5 Numeracy, 18% more than the state. The school exceeded expected growth by 15%.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

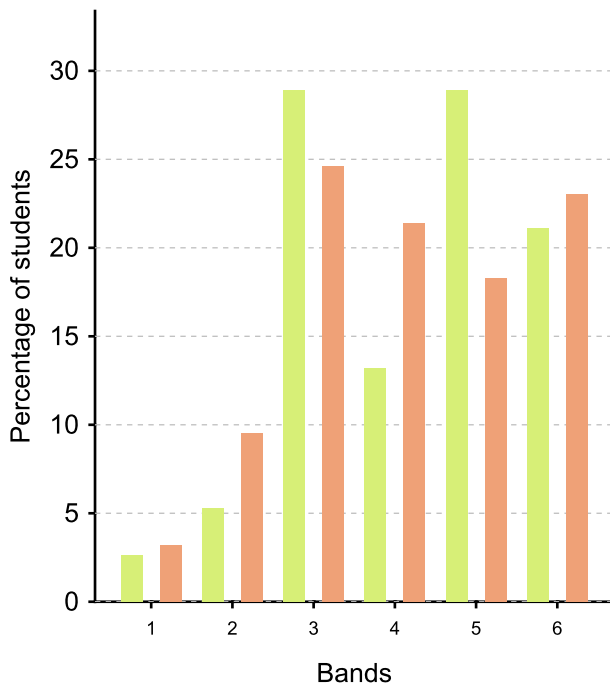
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands:

– Overall, 48% of students in Years 3 & 5 were in the top 2 bands for Reading and Numeracy, an increase of 5% from 2017.

– 33% of Aboriginal students in Years 3 & 5 were in the top 2 bands for Reading and Numeracy, an increase of 19% from 2017.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

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.

Through the Parent and Citizens (P&C) group, parent feedback shows strong satisfaction towards the school's relationship with the community. Parents are comfortable to approach staff and feel welcome at the school. The school has strong support from the parent community, including parents who volunteer at school as well as 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 the educational opportunities provided at the school.

Staff feedback was positive. Staff reported that they found the professional learning program, collaborative planning and collective efficacy to be most valuable. Furthermore, staff felt supported in implementing key directions such as growth mindset strategies, differentiation and formative assessment. 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 genuine support and feedback.

Through the SRC, students expressed an interest in improving areas of the playground such as the basketball hoops which will be a focus for 2019.

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 embed Aboriginal and Torres Strait Islander histories and cultures into teaching and learning programs, with particular emphasis in the Key Learning Areas of History and Geography, Literacy and Visual Arts. The whole school celebrated NAIDOC Week with the Koomurri Group. 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. 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.