

Peak Hill Central School

2019 Annual Report



2848

Introduction

The Annual Report for 2019 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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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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with expected growth
- Improved levels of student wellbeing and engagement

Semester Two 2019

- Additional wellbeing measures reduce Sentral negative entries and suspension rates

Overall summary of progress

The movement of student growth has increased particularly in Primary. The literacy focus and targeted professional learning will see this be achieved. Student wellbeing was a focus with the relaunch of PBL and as a result greater positive Sentral entries were recorded

Progress towards achieving improvement measures

Process 1: Curriculum and Learning:

Deliver quality student centred learning experiences.

Wellbeing:

Implement a whole school integrated PBL approach to student wellbeing in which students connect, succeed and strive.

Personalised Learning:

Learning is data driven and based on progressions and syllabus.

Feedback:

Timely, targeted intervention and feedback for all students. Tailored support to extend and enrich all students.

Evaluation	Funds Expended (Resources)
PBL relaunch will occur in 2020 due to staffing changes and internal PBL coach receiving a promotion	PBL Professional learning, signage and relaunch of awards, reward days and student/staff buy in Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: Semester Two 2019

Whole school approach to implementing PBL aligned to wellbeing framework of system support and improved discipline consistency processes for students and staff

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
PBL to be reviewed for 2020. New staff to be trained. Internal coach training will begin term 1, 2020. The team has also extended so that capacity building of staff will be greater especially if staff move on	Professional learning, signage and promotion of reward day. The colour run was a key target at the end of 2019 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 3: Semester Two 2019

Instructional Leadership for improved teacher mentoring, PDP and professional learning and targeted support for literacy outcomes for all students

Evaluation	Funds Expended (Resources)
Greater use of the Instructional Leader from year 3 to year 8 wasn't as effective and hence why targeted professional learning with literacy team in 2020 will result	Instructional Leader Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$66000.00)

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.

Improvement Measures

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

Semester Two 2019

- Aboriginal Education team formation and development of stronger links with community and departmental support
- Literacy outcomes through school based and external data sources improve for all students

Overall summary of progress

The concept of the Aboriginal Education Team is still evolving and identifying data for improved literacy outcomes is developing

Progress towards achieving improvement measures

Process 1: Collaboration Practice:

Increase consistency of teacher judgement for literacy and numeracy, continuums and internal assessments.

Research Informed Pedagogy:

Access research to develop and implement high quality professional learning in literacy, numeracy and wellbeing teaching practices.

Evaluative Practice:

Create evaluative culture by establishing regular reflective periods and supplement with professional learning on the use of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Semester 2 this became an area for development and strategic planning for 2020 due to staffing changes at teaching and executive level. The process of strategic structure is an area for improvement especially targeting stronger smarter	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$25000.00)

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.

Improvement Measures

- Increase the leadership opportunities to sustain a culture of high expectations
 - Increase the opportunities for the community to engage in school related activities which help build the school as a collaborative community
 - Improve the instructional leadership to ensure assessment, reporting and teacher performance form a sound basis for student learning
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- **Semester One 2019**
 - External Validation Team – School Improvement Team
 - **Semester Two 2019**
 - Aboriginal Education Team
 - PBL Team

Overall summary of progress

The culture of high expectations through the stronger smarter model has begun to take effect with future staff training in 2020

Progress towards achieving improvement measures

Process 1: Teams:

Provide direction and structure so that leadership teams can be created and expanded.

Collaboration:

Enabling all leadership teams to acknowledge, consult and further improve leadership practice.

Leadership Opportunities:

Increase the leadership opportunities for the students, staff and community members.

Evaluation Plan:

- TTFM
- Meeting minutes
- SEF evaluations
- Internal surveys
- Yarning circle discussions

Progress towards achieving improvement measures

Process 1: •
PDP

Evaluation	Funds Expended (Resources)
Stronger smarter has been a success with maximum buy in from staff, students and the community	Professional learning Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$18000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Deputy Principal, Salaries, SLISO's, Mural, NanyaBurra Boys Program, NAIDOC celebrations, Uniforms, Breakfast Club, Wellbeing lunches, Fusion Youth Worker Funding Sources: • Socio-economic background (\$193 475.39)	Deputy Principal will develop, mentor, model and support the integration of literacy strategies into teaching and learning Stage 2 – 5. Aboriginal education programs and additional staff employed has increased student attendance, support, less behaviour entries on Sentral and greater wellbeing
English language proficiency	Nil	Nil
Low level adjustment for disability	Additional staff, SLISO's. Sensory furniture and equipment was also purchased Funding Sources: • Low level adjustment for disability (\$130 008.47)	The support provided by the staff has been successful and the furniture purchased has had a positive impact on student learning
Quality Teaching, Successful Students (QTSS)	Professional learning in MAPA, STEM, PBL, Big Ideas and Aspiring Leaders Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$32 209.35)	Has been successful to build capacity of staff to benefit student learning
Socio-economic background	Additional teaching staff, TSO, SLISO's, SASS staff. Nanyaburra boys program, additional learning resources with a focus on STEM and 21st Century learning such as virtual reality class sets. Maintenance of building and grounds, day to day consumables. Bus garage, staff training. Wellbeing lunches, Zumba program K – 6, Kindy backpacks and uniforms plus excursion subsidies Funding Sources: • Socio-economic background (\$238 654.97)	The effective use of funds has improved student attendance and learning opportunities

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	68	74	71	62
Girls	62	62	66	59

Student attendance profile

School				
Year	2016	2017	2018	2019
K	86.9	92.2	90.2	95
1	94	89.4	91.3	85.6
2	90.1	93.4	91.6	88.2
3	79.5	86.7	89.1	83.8
4	90.9	86.1	84.8	84.7
5	81.6	91.5	82.7	83.8
6	79.7	83.3	93.8	73.5
7	92	94.1	84.7	84.1
8	87.2	92.3	88.5	82.5
9	84.5	84.5	78.2	74.8
10	76.7	82.2	74.4	70.4
11	69.8	78.9	69.4	52.9
12	76	94.3	89	71.7
All Years	83.8	88.1	84.4	77.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	10	10
TAFE entry	20	10	60
University Entry	0	0	30
Other	0	0	0
Unknown	0	10	0

Year 12 students undertaking vocational or trade training

37.50% of Year 12 students at Peak Hill Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

50% of all Year 12 students at Peak Hill Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	11.02
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,432,649
Revenue	3,851,645
Appropriation	3,809,030
Sale of Goods and Services	4,785
Grants and contributions	26,593
Investment income	6,418
Other revenue	4,819
Expenses	-3,502,512
Employee related	-3,144,082
Operating expenses	-358,430
Surplus / deficit for the year	349,133

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	205,528
Equity Total	670,531
Equity - Aboriginal	262,745
Equity - Socio-economic	273,292
Equity - Language	0
Equity - Disability	134,494
Base Total	2,172,267
Base - Per Capita	32,145
Base - Location	34,476
Base - Other	2,105,646
Other Total	616,128
Grand Total	3,664,453

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

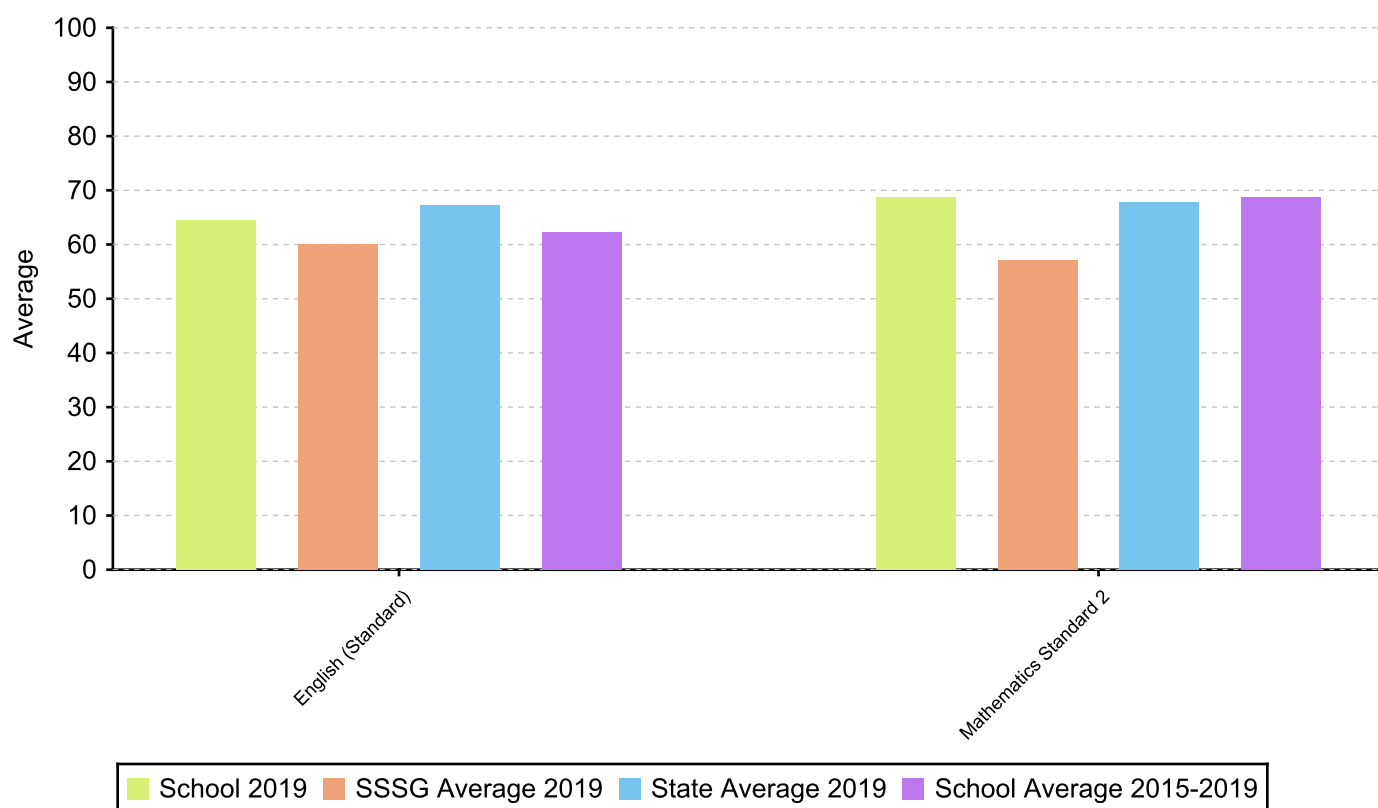
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	64.5	60.1	67.3	62.3
Mathematics Standard 2	68.7	57.1	67.7	68.7

Key Initiatives

Resources (Annual)

Impact Achieved this Year

The Western Access Program

The Western Access Program is a collaboration of five central schools:

Peak Hill Central School

Tottenham Central School

Tullamore Central School

Trundle Central School and

Yeoval Central School

As a core partner of the Western Access Program, our school is involved in innovative and collaborative learning experiences, which support Year 11 and Year 12 students to study for the Higher School Certificate. The Western Access Program, supported by Rural and Distance Education, ensures all students are provided with quality curriculum and that our staff are supported in developing their skills and practices. The funding received has subsidised the following events to enable students to participate in:

The annual camp held at Lake Burrendong Sport and Recreation Centre for all Years 11 and 12 students to support social and cognitive skills, develop positive relationships and engage in face-to-face lessons with their Course Coordinators.

Assessment and practical days for all courses has enabled students to develop and demonstrate their understanding of the course during face-to-face lessons.

Completing VETiS mandatory Work Placement in Dubbo and in local settings. Opportunities to undertake Work Placement were held in Week 6 of Terms 1, 2, 3 and 4. The Dubbo excursions allowed for a greater range of employer opportunities and students are able to complete 35 hours of industry experience.

Year 10 Transition and VETiS Induction day held at Peak Hill Central School to reinforce the expectations of students and prepare them for Stage 6. This day ensures our program is compliant to the RTO regulations.

The funding received assisted development of teacher and school executive skills enabling support for:

New Course Coordinators through an induction process.

Year 12 English (Advanced, Standard and Studies) participation in the School Improvement and Curriculum Monitoring Review.

Collective engagement of all staff in the combined School Development Day in Term 2.

Staff to attend professional learning across the state in their specialised KLA areas.

Executive management through the State Access Management and Western Access Principal Management teams

The impact of staff engaging in professional learning has resulted in personal growth for individual staff members and has ensured a collaborative approach to supporting the delivery of the Stage 6 curriculum.

The funding received has enabled the Western Access Program Principal Management to purchase:

The employment of a School Administration Officer for three days per week

A lease for a car to enable the Head Teacher Access and staff to travel to schools; to transport students to various events and travel across the state to participate in professional learning.

The purchasing of Sentral and professional learning in Edval

The impact from these purchases has enabled greater communication and support for each school, a stronger and thorough collection of data and a consistent voice across the multiple sites.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me surveys were used to get feedback from students, staff and the community. There was a decrease in responses this year and the school will be looking at alternative ways to capture the data in the future. The feedback that was captured was the school is moving in a positive direction and satisfaction is high

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.