

Peakhurst Public School

2019 Annual Report



2849

Introduction

The Annual Report for 2019 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.

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Message from the principal

I proudly present the Annual Report for 2019. Students at Peakhurst Public School are able 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.

The School Community celebrates effort and achievement in academic, cultural and sporting arenas. Our achievements in 2019 include but are not limited to the following:

- Peakhurst Public School is recognised again, 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 2019, 80 Year Three students sat the NAPLAN tests for Literacy and Numeracy. In Reading, 65% of students achieved in the top two skill bands of 5 and 6. In Writing, 60% of students achieved in the top two bands and in Numeracy 59% achieved in the top two bands.
- In 2019, 82 Year Five students sat the NAPLAN test for Literacy and Numeracy. In Reading 53% of students achieved in the top two skill bands of 7 and 8. In Spelling 58% were in the top two bands and in Grammar and Punctuation 56% achieved in those bands. In Numeracy, 45% achieved in bands 7 and 8.
- All NAPLAN results indicated that students at Peakhurst Public School performed well above like schools in all the subject areas assessed.
- In 2019, Peakhurst Public School introduced school wide programs in phonics and phonemic awareness to enhance Spelling and Reading skills. Additionally, students worked on Writing with Instructional Leader, Rebecca Parsons– Tran, using the 7 Steps to Writing program as a foundation. Initial results are very pleasing with the impact of both programs evident. A speech pathologist was employed to work with students in Stage 1 who needed support in language development. Number and Algebra was taught in ability groups for 3 days and the other strands of Mathematics; Measurement and Geometry and Statistics and Probability were taught in student's home classes.
- There were opportunities for students to showcase developing skills in performing arts and all students worked enthusiastically to perfect their performances for the School Show. It was definitely a highlight of the year! Many students also performed at the St George Performing Arts Festival in either dance or choir. Stage 3 students participated in the Dance Sport challenge program with 30, Year 5 students performing at Homebush Olympic Arena in the Gala Final. Our students were outstanding in the competition. However, the enthusiasm of all the students in Dance Sport was wonderful and the underpinning value of respect for each other was clearly evident.
- Sport continued to be an area in which Peakhurst Public School is well recognised. There was the opportunity to develop skill through the school sporting programs. Additionally, a variety of sports were offered through the Georges River PSSA competition.
- Positive Behaviour for Learning (PBL) was further developed and implemented with the Committee calling for a logo design. The rainbow lorikeet was chosen by the students and the design was developed by a very talented parent. Kylie Chow. The lorikeet; Peaky, will feature on future signage in our school.
- Professional Learning focused on strengthening curriculum knowledge, leadership development and growth mindset. Peakhurst Public School staff joined with staff from Lugarno, Peakhurst South, Peakhurst West and GRC Peakhurst to work alongside Dan Haeslar around growth mindset and the impact of feedback on student learning. Peakhurst PS attended 4 twilight sessions, implemented individual goal setting into programs and streamlined

feedback to students.

- The SRC is one format for students to develop leadership skills. This year they raised money for a school in Romania to buy pencils and books and bush fire relief. Leadership by the River is another program for leaders in Year 6. In 2019, Peakhurst students explored energy reduction and reported to other schools in the Georges River and Kogarah networks at a Conference in November about the impact of turning power off for an hour during the day at school. Their work was very well received and I was very proud of them. Our school leaders also represented Peakhurst PS at the ANZAC Day Commemoration at Club Rivers, laying a wreath at the memorial in honour of those who have gone to war.
- Students had the opportunity to engage in additional programs such as Chess, Robotics and Coding, Dance and Art Club during lunchtime.
- The P&C continues to support our school in many ways. While P&C President, Andrea Morgan and her committee supported the school in many ways the fund raising highlight of the year was the Trivia Night. Money was raised to support the school's technology upgrades and to assist with the payment of the improvement to our grounds.

Sally Lawson

Principal

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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

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

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

Improvement Measures

Increased number of students achieving expected growth in reading and writing as tracked on the literacy learning progression.

Increased number of students achieving expected growth in numeracy as tracked on the numeracy learning progression.

At least 35% of Year Five students achieving in the top two NAPLAN bands in writing.

Increased teacher confidence and skills in

- interpreting and analysing data to inform teaching
- applying content and syllabus guidelines to deliver effective differentiated lessons
- assessing and reporting on student achievement
- giving accurate feedback to students and parents

Progress towards achieving improvement measures

Process 1: Differentiated professional learning project

Plan high quality differentiated professional learning for all teachers based on evidence-based research and a whole school audit of teacher training in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Reflection from all teachers indicated that both the Growth Mindset and Writing professional learning have been successfully implemented into classroom practice and the impact they had on student learning and engagement was noticeable and effective. Teachers to continue with this in 2020.	

Process 2: Literacy and numeracy project

Ensure curriculum delivery in literacy and numeracy across the school supports high expectations and maximum learning leading to measurable improvement in student outcomes.

Evaluation	Funds Expended (Resources)
NAPLAN results show the school is excelling in value added from Years 3 – 5 and Years 5–7 and has an increase in Reading and Numeracy results in the top two bands from 59.1% in 2017 to 64.6% in 2019.	<ul style="list-style-type: none">• Minilit program• Assessment• Growth Mindset strategies

Process 3: Assessment and reporting project

Implement a consistent whole school approach to literacy and numeracy assessment, data analysis and reporting that uses systematic and reliable information to evaluate student learning over time.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- All Student reports were successfully completed using Sentral.
- PLAN2 to be implemented in 2020

PLAN2 print and digital resources

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**

Improvement Measures

All staff will improve their capacity and confidence in the programming and implementation of future focused pedagogies.

Improved use of school wide future focused learning spaces.

Increased proportion of students applying critical and creative thinking skills.

Progress towards achieving improvement measures

Process 1: Research driven curriculum project

Draw on research to improve whole school teaching and learning programs and frameworks which authentically embed future focused learning skills in order to enable students to think critically and creatively.

Evaluation	Funds Expended (Resources)
The general consensus overall is that staff have welcomed and embraced STEM & Critical Creative Thinking pedagogy, predominately in Science & Technology programs and the aim for 2020 is to broaden this philosophy to be embedded across all KLAs.	

Process 2: Future focused professional learning project

Build staff capacity and confidence in the delivery of innovative future focused pedagogies to ensure every student experiences high quality, contemporary content so they become effective global citizens.

Evaluation	Funds Expended (Resources)
Overall the Instructional Leader STEM support this year has increased the willingness and skills of all staff to incorporate an area of STEM Pedagogy into their teaching programs. Most of this support occurred in Science & technology outcomes & lessons and there was not much transfer of skills across other KLAs, however Stage 1 classes all incorporated digital technologies into their English 'Fractured Fairy Tales' program and during the Stage 2 & 3 3D design & printing lessons these consisted under a Mathematics framework.	

Process 3: Flexible learning environments

Enhance the physical environment and develop staff capacity to creatively utilise flexible, future focused spaces to optimise learning.

Evaluation	Funds Expended (Resources)
Across the whole school there hasn't been much change in flexible furniture in classrooms in 2019 from last year, the exception is Stage 2 where a focus on flexible learning environments meant that various seating options were trialled. The redesign of the AV room and STEM Lab has meant that these	

Progress towards achieving improvement measures

spaces have been used significantly as open spaces for STEM design tasks, robotics & film making.

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.**

Improvement Measures

Increased use of positive behaviour strategies to support student wellbeing and reduce the number of inappropriate behaviours exhibited by students.

Evidence of program revisions for students with a range of individual needs.

Increased parent and teacher satisfaction with home/school communication.

Enhanced whole school wellbeing.

Progress towards achieving improvement measures

Process 1: Differentiated learning project

Collaboratively develop procedures and processes to ensure the effective delivery of differentiated teaching and learning in all classrooms e.g. IBPs, PLPs and student learning profiles.

Evaluation	Funds Expended (Resources)
Student IEPs and PLPs have been completed and uploaded to SENTRAL. Staff now using Sentral to attach appropriate plans and information to student files. Autism Module training to be followed up in 2020.	

Process 2: Positive behaviour for learning project

Implement and establish Positive Behaviour for learning (PBL) to strengthen wellbeing and improve student outcomes.

Evaluation	Funds Expended (Resources)
Students, staff and parents now have a uniform behaviour management process to follow across the whole school. Teachers have copies of the flow charts in classrooms and lessons are designed to help teachers explain the expectations. Parents have been informed of the changes to our whole school behaviour system. A copy of the flow chart was put in the school newsletter with updates also communicated to parents regularly.	

Process 3: School communication project

Develop a coordinated and consistent approach to communication processes.

Evaluation	Funds Expended (Resources)
Data from TTFM survey analysed and discussed. School website professionally updated so it accurately reflects the school.	

Progress towards achieving improvement measures

Sentral used extensively by staff as a communication tool across the school.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$1 352.00) 	<p>Aboriginal education and engagement was a major priority for Peakhurst Public School in 2019. We reaffirmed our belief that Aboriginal education involves the continuous, lifelong learning of our students, staff and the wider community. This year the Aboriginal Education Team consisted of teaching staff across all stages and school settings and members of the school executive. The Aboriginal Education Team's main objective during 2019 was to develop the school's Reconciliation Action Plan (R.A.P) in association with the <i>Narragunnawali: Reconciliation in Education</i> program developed by Reconciliation Australia.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$55 200.00) 	<p>Low achieving K–6 students who were identified by their teachers, have received individualised literacy and numeracy support through a range of programs including multilit, minilit, the Instructional Leadership program, speech therapy and in-class support.</p> <p>This has led to improved learning outcomes as evidenced in the improvement in NAPLAN Reading and Numeracy which increased from 48% in 2017 to 55% in 2019 in the top 2 bands for Yr 3 and 5.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$104 000.00) 	<p>Teachers received ongoing support and feedback from their supervisors.</p> <p>A more consistent analysis of class programs was established with specific feedback for individual teachers.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$16 370.00) 	<p>Beginning teachers continued to grow in confidence and skill with regards to classroom practice and in particular student feedback, assessment and reporting.</p> <p>It was determined that a mentor program was needed to continue this teacher support and growth in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	304	306	311	319
Girls	295	318	318	304

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	95.5	93.4	92.1
1	94.3	94.5	93.6	91.7
2	95.8	94.7	94.2	93.2
3	96.2	96.2	94	93.2
4	95.3	94.1	94.3	93.4
5	95	93.8	91.9	93.1
6	93.1	94.1	92.8	92.3
All Years	95.2	94.8	93.5	92.7
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
All Years	94	93.9	93.4	92.8

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.58
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

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	444,197
Revenue	6,161,123
Appropriation	5,747,673
Sale of Goods and Services	75,801
Grants and contributions	332,451
Investment income	4,797
Other revenue	400
Expenses	-5,960,931
Employee related	-5,292,080
Operating expenses	-668,852
Surplus / deficit for the year	200,191

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	753,563
Equity Total	394,878
Equity - Aboriginal	6,320
Equity - Socio-economic	52,420
Equity - Language	177,932
Equity - Disability	158,206
Base Total	4,162,703
Base - Per Capita	151,623
Base - Location	0
Base - Other	4,011,080
Other Total	349,870
Grand Total	5,661,014

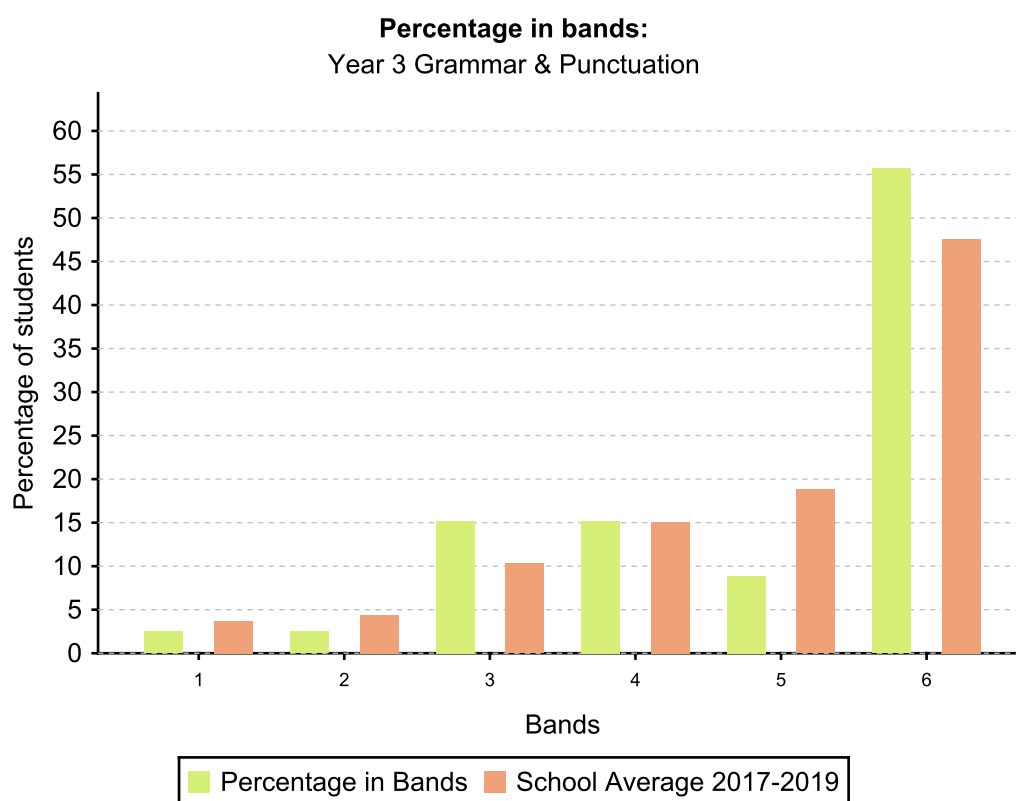
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

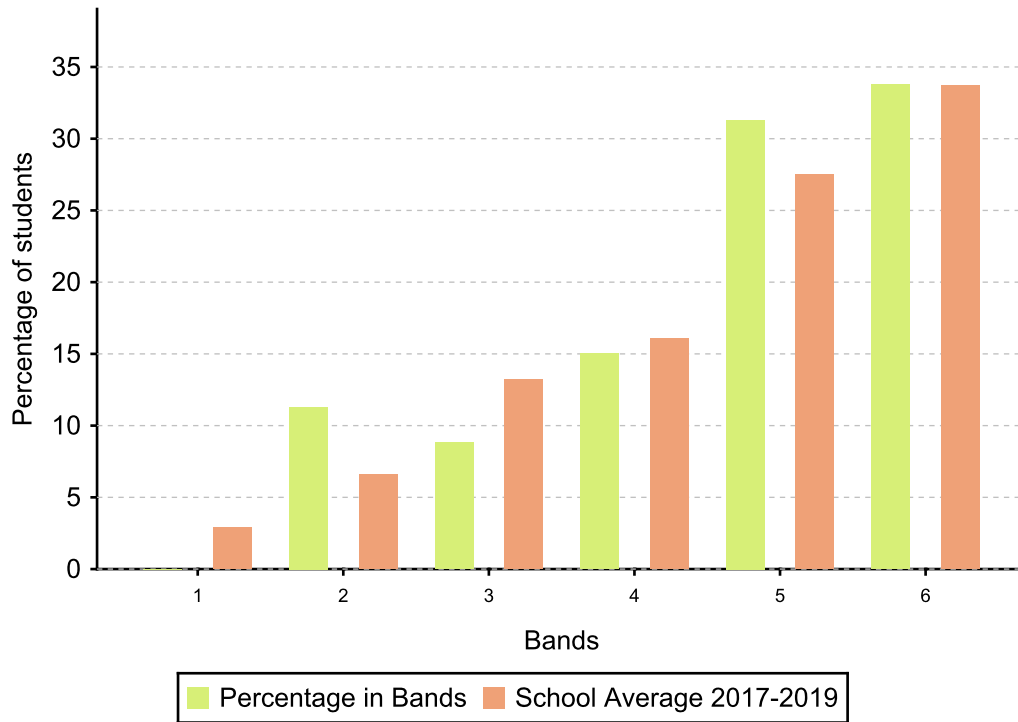
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



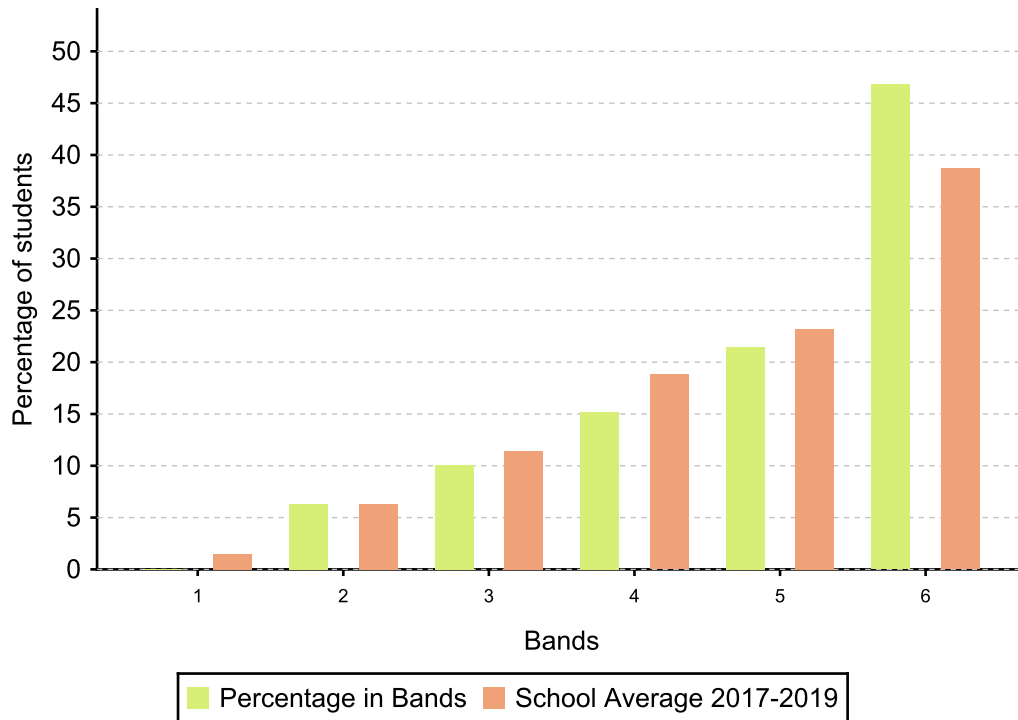
Band	1	2	3	4	5	6
Percentage of students	2.5	2.5	15.2	15.2	8.9	55.7
School avg 2017-2019	3.7	4.4	10.3	15.1	18.8	47.6

Percentage in bands:
Year 3 Reading



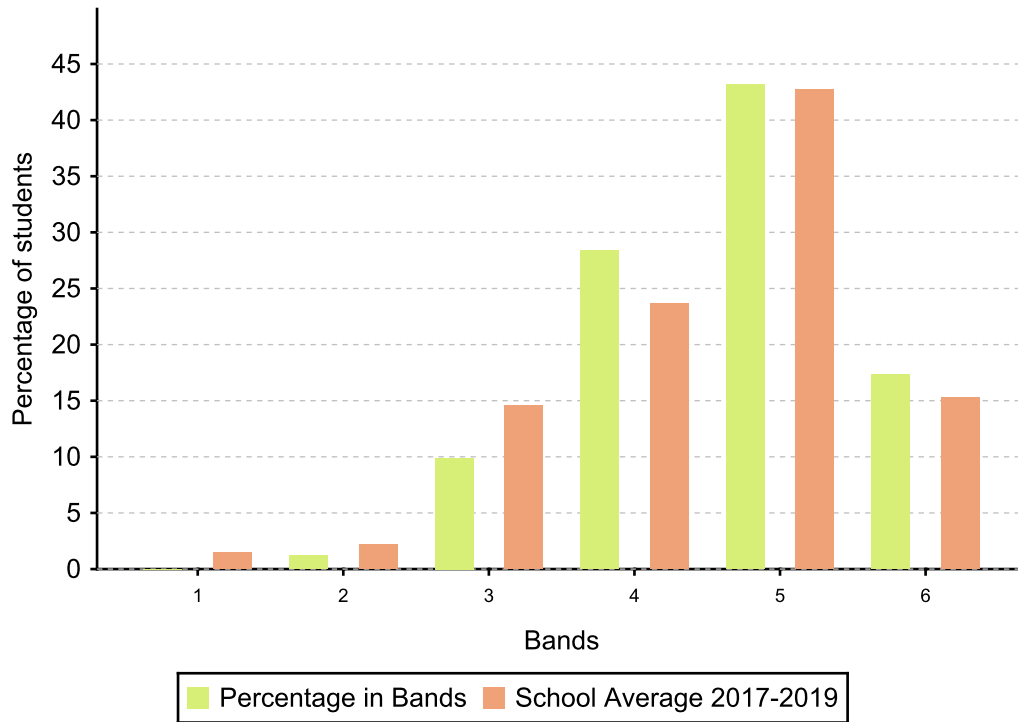
Band	1	2	3	4	5	6
Percentage of students	0.0	11.3	8.8	15.0	31.3	33.8
School avg 2017-2019	2.9	6.6	13.2	16.1	27.5	33.7

Percentage in bands:
Year 3 Spelling



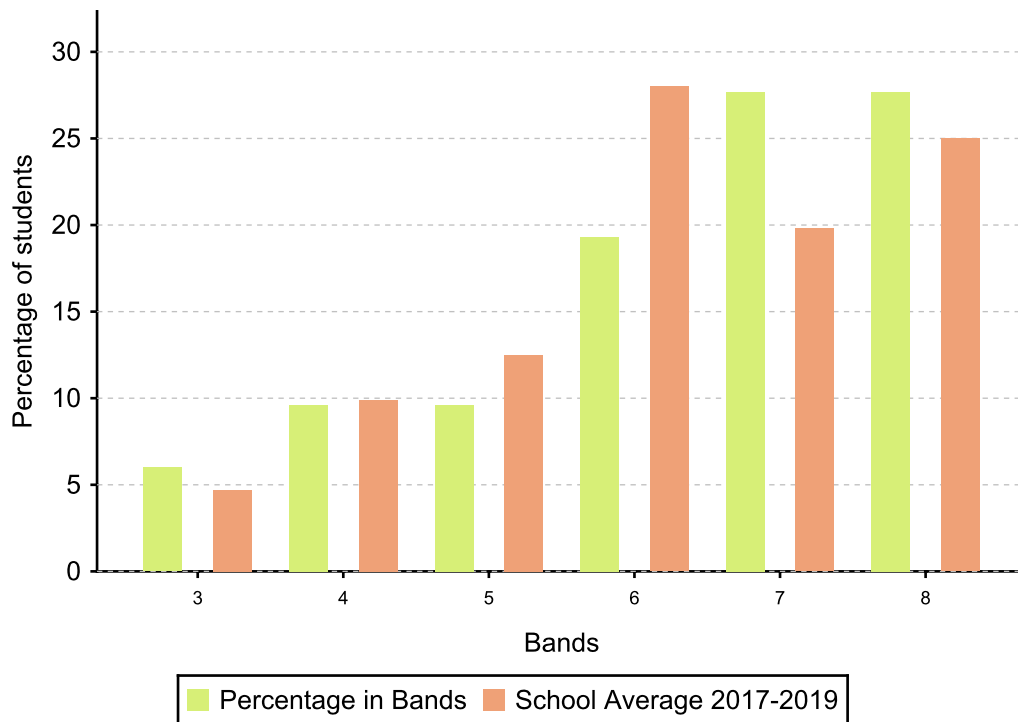
Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	10.1	15.2	21.5	46.8
School avg 2017-2019	1.5	6.3	11.4	18.8	23.2	38.7

Percentage in bands:
Year 3 Writing



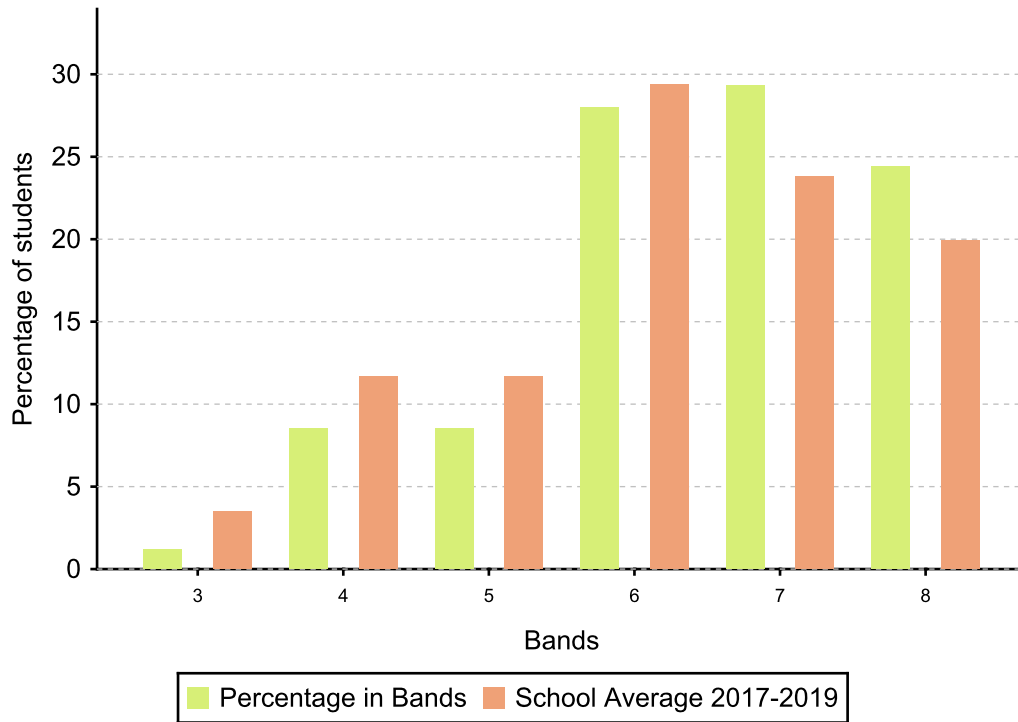
Band	1	2	3	4	5	6
Percentage of students	0.0	1.2	9.9	28.4	43.2	17.3
School avg 2017-2019	1.5	2.2	14.6	23.7	42.7	15.3

Percentage in bands:
Year 5 Grammar & Punctuation



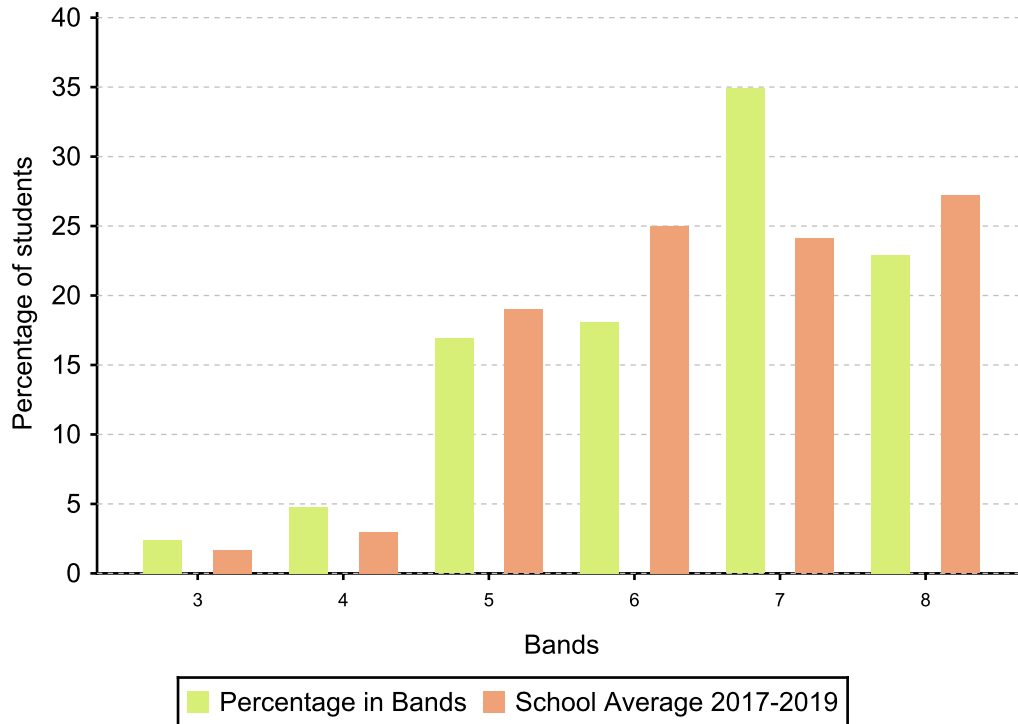
Band	3	4	5	6	7	8
Percentage of students	6.0	9.6	9.6	19.3	27.7	27.7
School avg 2017-2019	4.7	9.9	12.5	28	19.8	25

Percentage in bands:
Year 5 Reading



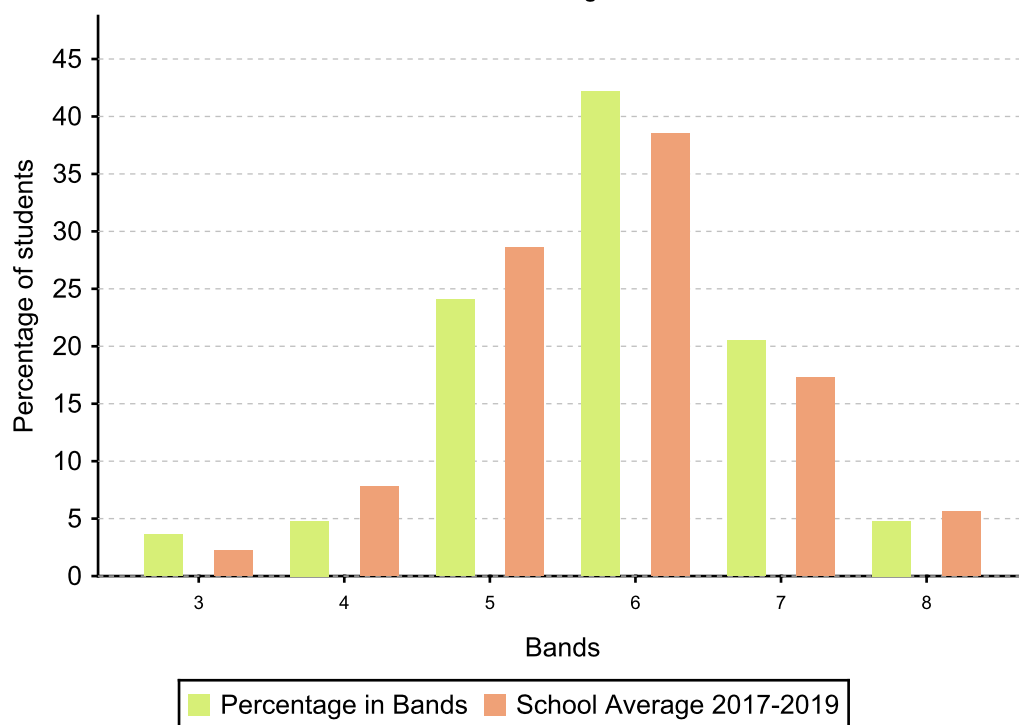
Band	3	4	5	6	7	8
Percentage of students	1.2	8.5	8.5	28.0	29.3	24.4
School avg 2017-2019	3.5	11.7	11.7	29.4	23.8	19.9

Percentage in bands:
Year 5 Spelling



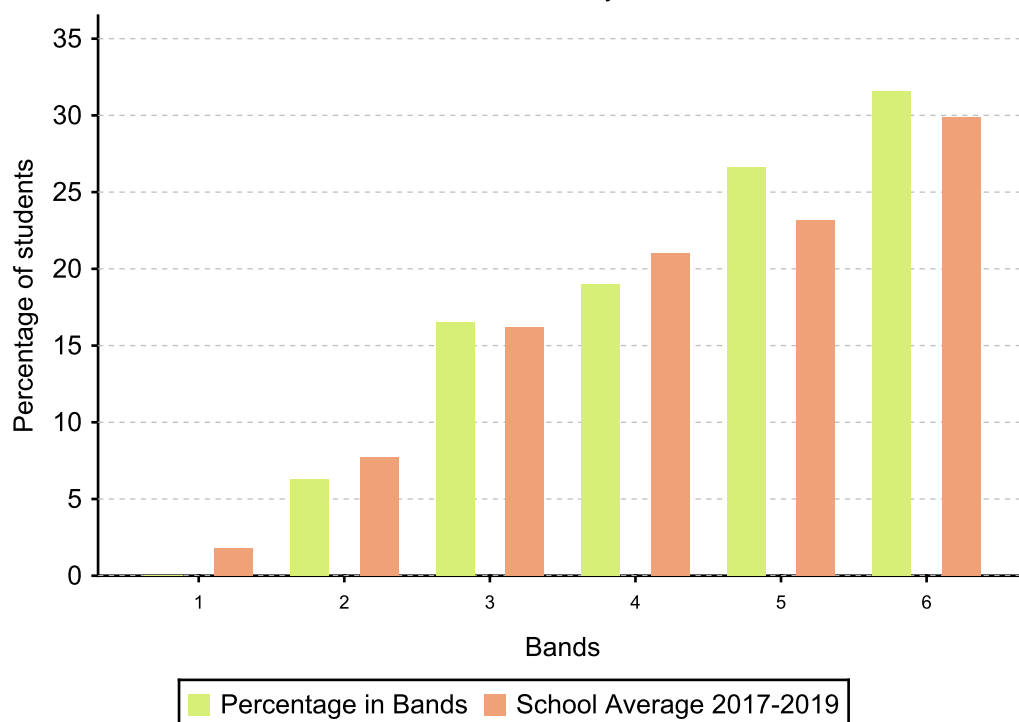
Band	3	4	5	6	7	8
Percentage of students	2.4	4.8	16.9	18.1	34.9	22.9
School avg 2017-2019	1.7	3	19	25	24.1	27.2

Percentage in bands:
Year 5 Writing



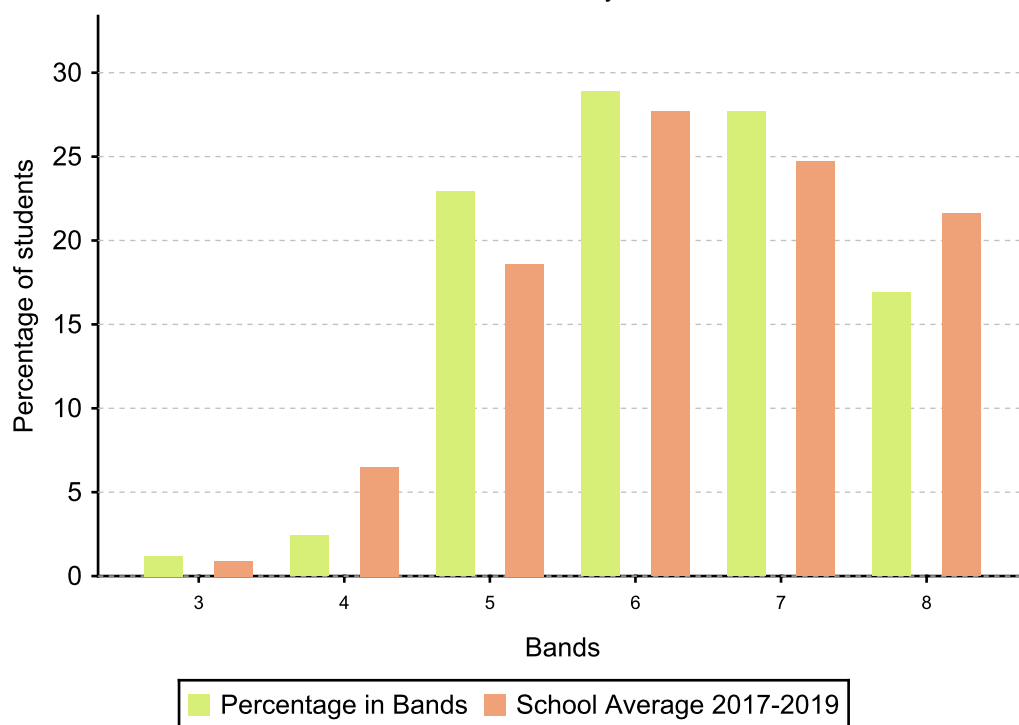
Band	3	4	5	6	7	8
Percentage of students	3.6	4.8	24.1	42.2	20.5	4.8
School avg 2017-2019	2.2	7.8	28.6	38.5	17.3	5.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	16.5	19.0	26.6	31.6
School avg 2017-2019	1.8	7.7	16.2	21	23.2	29.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.2	2.4	22.9	28.9	27.7	16.9
School avg 2017-2019	0.9	6.5	18.6	27.7	24.7	21.6

Parent/caregiver, student, teacher satisfaction

The results of the Tell Them From Me 2019 survey indicate that our school continues to successfully focus on wellbeing. This is shown in the area of Social–Emotional outcomes where the school scored 88% in the students with positive relationships category compare to 85% for the NSW Government Norm.

Our Positive Behaviour for Learning initiative is having an impact, with 91% of students exhibiting positive behaviour at school. This is considerably higher than the NSW Govt norm of 83%. In the area of Effort and trying hard in their learning, our students also scored highly – 91% compared to the NSW Govt norm of 88%.

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.

Aboriginal Education in 2019.

Aboriginal education and engagement became a major priority for Peakhurst Public School in 2019. We reaffirmed our belief that Aboriginal education involves the continuous, lifelong learning of our students, staff and the wider community. The Aboriginal Education Team's main objective during 2019 was to develop Peakhurst Public School's Reconciliation Action Plan (R.A.P) in association with the *Narragunnawali: Reconciliation in Education* program developed by Reconciliation Australia. This year the Aboriginal Education Team consisted of teaching staff across all stages and school settings and members of the school executive.

As part of the R.A.P. the Aboriginal Education Team developed our school's vision statement for reconciliation. This statement is an overarching, aspirational statement that provides an opportunity to publicly articulate to the wider community what reconciliation means to the staff of Peakhurst Public School, and what it is that motivates the school's commitment to reconciliation. The vision statement is as follows: *"As members of the Peakhurst Public School community we acknowledge the wrongs of the past, to strengthen the present, as we move forward into the future. Our learning environment is rich with continued action towards reconciliation, equity and equality as we collaborate with community members, Elders and students. We will move forward by building knowledge, nurturing relationships and developing a common understanding of Aboriginal and Torres Strait Islander histories, cultures and contributions whilst demonstrating sensitivity, respect and unity."*

Additionally, as a starting point in the development of our R.A.P. all staff undertook a 'Reflection Survey' to create a snapshot of the current understanding of reconciliation within the school. The Reflection Survey was divided into three areas: *in the classroom, around the school, and with the community*. It was conducted by Aboriginal Education Team members from each stage and then collated to create an overall picture of where the school sat in terms of reconciliation. This information was then used to determine the school's action points for reconciliation, which will be worked through and actioned during 2020.

During Term 2, three 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.

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

During our school's NAIDOC Week celebrations in Term 3, each class, either as a whole class or in student groups, researched the life of a famous Aboriginal or Torres Strait Islander person or Dreaming story. At the conclusion of the week the classes shared with other classes a presentation on the research they had conducted or the story they had learnt. Also as part of NAIDOC Week, and the R.A.P. process, the staff participated in professional development conducted by Mr Adam Willis regarding the histories of Aboriginal People in Australia and the events and policies that lead to the Stolen Generations and what has been and can continue to be done to begin the healing process of intergenerational trauma.

In addition to the above-mentioned professional development, Peakhurst Public School employed the expertise of the Regional Aboriginal Education Engagement Team to deliver the first of three professional development Aboriginal cultural awareness modules during Term 4 2019, with the following two modules to be presented throughout 2020.

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.

Peakhurst Public school's positive Student Wellbeing program continues to incorporate both multiculturalism and anti-racism by reinforcing the school's core values of Respect, Responsibility, Excellence, Care and Fairness. It also ensures our students connect, succeed and thrive.

In 2019, Harmony Day was renamed Harmony Week to recognise diversity and inclusion activities that take place during the entire week. It also included 21 March, which is the United Nations International Day for the Elimination of Racial Discrimination.

In 2019, Peakhurst continued the Positive Behaviour for Learning (PBL) journey with our school representative team meeting regularly to refine and implement the action plan and continue to consult and engage with students staff and parents. Our Student Discipline Policy now incorporates PBL as well as Restorative Practices which helps students maintain positive and respectful relationships so they can resolve conflict appropriately and independently.

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.

Peakhurst Public School promotes inclusivity and celebrates multiculturalism and diversity through Harmony Week, where students learn more about our school community and its cultures. Wearing orange, students developed a deeper understanding of the theme Everyone Belongs as this colour relates to the freedom of ideas and encouragement of mutual respect.

At Peakhurst we have two Additional Language or Dialect (EAL/D) teachers who support students in literacy through in-class programs which focus on individual and small group support. In 2019 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 and numeracy support they need to be successful learners.

Other School Programs (optional)

Creative and Performing Arts

The success of the Creative and Performing Arts (CAPA) program continued in 2019, providing students with great opportunities. The highlight for the year was the popular School Showcase Concert which was held in August over two nights. These whole school shows gave all students the opportunity to perform in a commercial venue for their family and friends.

The CAPA team also organised the Count Us in Program and had students perform at the Banksia Concert in the St George Performing Arts Festival (SPAF) and during Education Week. Teachers ensured that students were also able to explore their individual skills throughout the year 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 students performed during Education Week, at the SPAF Concert and also did hospital and nursing home visits at the end of the year.

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

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 five years. The students enjoy her routines and are committed to both dance rehearsals and performance. Three dance groups performed during Education Week and at SPAF Concerts. The Stage Two and Three Boys Dance Group also dedicated their lunch time once a week to learn a dance and enjoyed performing this at one of the showcase concerts.

Sport

In 2019, our students had the opportunity to compete in PSSA sports and the district Cross Country, Athletics and Swimming Carnivals. As a member of the Georges River PSSA, Peakhurst entered teams into twelve PSSA sports Season One, Two and Three. and in the district Cross Country, Athletics and Swimming Carnivals. The girls and boys in Stage Three were also given the opportunity to participate in a rugby league gala day.

Some school teams were successful in making the PSSA finals and a number of our talented students also went on to represent our school at the District and Regional Level.