

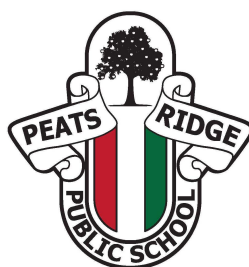
Peats Ridge Public School

2019 Annual Report

PEATS RIDGE PS SCHOOL VISION



*This is our school.
Let kindness be our strength.
Let the rooms be filled with a love of
learning.
Let us all succeed and thrive through;
Connections with each other,
Connections with our community, and
Connections with the world.
Let us respect our past with gratitude, and
hold excitement for the
emerging future.*



2852

Introduction

The Annual Report for 2019 is provided to the community of Peats Ridge Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Peats Ridge Public School

1231 Peats Ridge Road

PEATS RIDGE, 2250

www.peatsridge-p.schools.nsw.edu.au

peatsridge-p.school@det.nsw.edu.au

4373 1149

School background

School vision statement

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

School context

Peats Ridge PS is a small school located in the rural, mountains district 20km north-west of Gosford town centre. Set within magnificently manicured gardens in a bushland environment, it serves the communities of Peats Ridge, Mt. White and Calga.

The school has two mainstream classes with 12% of students from a language background other than English. There are currently no students enrolled who identify as Aboriginal or Torres Strait Islander, however, the school is situated near the Boree Track songline and many significant sites of the Darkinjung people are close by.

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

Due to its site on the old Pacific Highway, adjoining farms and orchards, no students walk or ride to school. The majority travel to and from school with their parents and a small group catch the bus.

Peats Ridge PS is committed to Positive Behaviour for Learning (PBL)— a whole school approach— to create a positive, safe and supportive school climate in which students are empowered to learn and thrive.

Self-assessment and school achievement

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

THINKING

Purpose

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

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

Improvement Measures

Student performance in the top two bands matches or exceeds broader population contributing towards a 10% increase as per the Premier's priority. Aboriginal student performance matches or exceeds the broader population contributing towards 35% in the top two bands as per the state target.

TTFM student survey in the area of Effective Learning Time, Relevance and Rigour exceeds the NSW government norm (baseline TTFM 2017 school– 7.9, 7.9 and 8.0; government 8.2, 7.9 and 8.2 respectively).

TTFM parent survey in the area of School Supports Learning meets or exceeds the NSW government norm (baseline TTFM 2018 school; government 7.3)

Overall summary of progress

Strengthened partnerships with AP Learning and Support and the School Counsellor through the effective use of their expertise.

Transition plans and learning assistance targets planned for 2020 with the APLAS, Counsellor, Class Teacher and parents.

Teachers are using consistent data collection methods in Literacy to ensure student learning is individualised, differentiated and data driven.

Plans developed for a single class model of teaching Literacy and Numeracy in 2020

Progress towards achieving improvement measures

Process 1: In collaboration with our learning community, implement innovative, student-centred teaching and learning practices to accelerate improvement.

Evaluation	Funds Expended (Resources)
Data collected demonstrated that explicit teaching was required in many areas of phonological awareness to form a basis for spelling and reading.	Smart Spelling/ Literacy restaurant resources
Semester 2 teaching programs would include ongoing lessons to explicitly teach word knowledge, phonemes and spelling strategies. The Smart Spelling teaching resource was purchased to support this.	Benchmark Kits ReST test
Feedback from parents at teacher interviews reflected that changing year 3 to the other class had a positive affect on their learning and wellbeing.	
Parent feedback through informal and formal conversations has shown that class changes and effective data driven teaching strategies has had a positive impact on student wellbeing, engagement and learning. School data in Literacy shows that growth in the targeted areas of spelling and phonological awareness has been positive. This will be reviewed at the end of Term One 2020 to allow for strategic planning for 2020 and beyond.	
The expertise of our School Counsellor and APLAS has been invaluable and	

Progress towards achieving improvement measures

has highly impacted the learning of at risk students as we have collaboratively planned for their specific needs.

Process 2: Implement and embed creative, future-focused teaching and learning practices in flexible, redesigned work spaces around the school.

Evaluation	Funds Expended (Resources)
The library has become a warm welcoming environment where students can engage with books and digital materials. New games and activities provide a calm space for those needing sensory relief from the playground. The plan for 2020 is for an experienced Teacher Librarian to be employed one day per week to provide lessons about books, authors and the workings of the library.	Fabric for furniture upgrades. Extensive SAM and SAO time for stocktake and shelf reorganisation

Strategic Direction 2

LINKING

Purpose

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

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

Improvement Measures

TTFM parent survey in the area of Parents Supporting Learning at Home and Parents are Informed meets or exceeds the NSW government norm (baseline TTFM 2018 school; government 6.3 and 6.6 respectively).

Increase the consistency of behaviour and wellbeing practices as measured by PBL SET to exceed 80% (baseline 2017 SET-67.4%).

Overall summary of progress

Connections made with Rotary, Country Fair, CWA, Local Shops and businesses- Coca Cola, Boral- through active engagement by the principal at meetings, personal conversations and via phone calls

Successful application for a School Chaplain to support student wellbeing and strengthen community connections.

Parents surveyed about communication methods and improvements made to the school newsletter.

Progress towards achieving improvement measures

Process 1: Initiate school projects to increase opportunities for community involvement in the school and broaden the scope of communication with the wider community.

Evaluation	Funds Expended (Resources)
Knowing and understanding the parents and community allowed me to deliver with honesty and respect, the news of a much loved teacher leaving the school. This also meant that the parents were able to talk to me openly about the changes to the school and be a part of the process to improve student learning. The community is positive about gaining a chaplain for the school to support with student wellbeing and community connections.	Time allocated for principal to attend community meetings (CWA, Country Fair, Rotary) and to speak with local businesses Printing and laminating promotional materials.

Process 2: In partnership with our learning community, reintroduce a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Observations of students over two terms showed that having more play options and resources sensory play created a cohesive and settled playground. Occasional guidance was required with the loose parts play to ensure the use was equitable and safe. Some socially isolated students have demonstrated more engagement with others or more engagement with learning. Parent and student surveys about the PBL reward system have shown some disengagement with the token system, especially in older students. This will be reviewed in 2020.	Sensory toys and equipment Donations of safe building materials Research and PL available for sensory needs and loose parts play

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$400	Students identified as EALD have mostly demonstrated improvement in school based literacy assessments. Further support in class and from the APLAS will be needed for continued improvement.
Low level adjustment for disability	\$29 266	Students will continue to be provided quality differentiated teaching and supplementary adjustments implemented and monitored for those within the Social/ Emotional, Sensory and Cognitive disability categories.
Quality Teaching, Successful Students (QTSS)	\$4269	The employment of a temporary teacher allowed for students to have increased explicit teaching of effective literacy programs. The teaching principal was also able to have time to lead and manage the school at a time when improvement works were being carried out.
Socio-economic background	\$13 769	Student growth in literacy has been evident in school based assessments and student classwork as they have been given explicit instruction in many foundation skills.
Targeted student support for refugees and new arrivals	\$0	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	18	20	10	8
Girls	25	18	14	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.5	91.6	87.2	92.4
1	92.9	89.2	85.2	91.7
2	98.4	93.5	85.5	83.5
3	96.9	95.7	91.8	86.3
4	85.6	91	94.3	91.7
5	94.9	92.3	89.4	88.6
6	92.5	94.2	95.1	88.9
All Years	93.5	92.6	90.3	88.3
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
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	24,701
Revenue	629,600
Appropriation	611,368
Sale of Goods and Services	31
Grants and contributions	17,371
Investment income	831
Expenses	-509,149
Employee related	-432,496
Operating expenses	-76,653
Surplus / deficit for the year	120,451

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	29,033
Equity Total	43,435
Equity - Aboriginal	0
Equity - Socio-economic	13,769
Equity - Language	400
Equity - Disability	29,266
Base Total	480,848
Base - Per Capita	5,631
Base - Location	1,003
Base - Other	474,214
Other Total	16,060
Grand Total	569,376

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.

Literacy

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

Numeracy

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

Parent/caregiver, student, teacher satisfaction

Our school leadership team regularly engaged in opportunities for feedback from the school community. In 2019 this was done through P&C Meetings, Parent/ Teacher Interviews, Informal conversations and parent meetings after school assemblies. This feedback is noted and shared with key stakeholders to evaluate and make changes to practice. All members of the school community are encouraged to participate in the annual Tell Them From Me (TTFM) surveys.

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.