

2020 Annual Report

Peak Hill Central School



2848

Introduction

The Annual Report for 2020 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 vision

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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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

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)
<ul style="list-style-type: none">• Ongoing evaluation of existing PBL approach and a new PBL team was established to clarify and improve the implementation of PBL values and expectations.• PBL to relaunch in 2021 as PBE• Implementation of ACTIVATE programs• Reintroduction of Wiradjuri language programs• Introduction of Essential Assessment across both primary and secondary• Data links and progressions• Check in assessments completed moving into 2021.• Regular Feedback to students is provided to students in all class• Learning intention and success criteria implemented in classes• What Works Best professional learning delivered by staff	<p>New Internal coach to be trained</p> <p>External coach</p> <p>Acknowledgement Days</p> <p>Rewards Cabinet</p> <p>Additional staff (Activate)</p> <p>Professional Learning for Internal Coach Training (PBL)</p> <p>Essential Assessment Platform</p> <p>Check In Assessment</p> <p>Mentoring</p> <p>School laptops and internet dongles</p> <p>Additional staff and funding</p>

Progress towards achieving improvement measures

- Resources provided to all students to facilitate learning from home during COVID-19 lockdown
- Team teaching implemented to strengthen student understanding, identify learning needs, provide timely feedback, and deliver small group instruction as necessary.
- Home visits, student work packages delivered and daily phone check ins conducted each day to students to support wellbeing of students during online learning.
- Stage 6 students provided with laptops and internet dongles to support learning at home.
- Stage 6 students and children of essential workers able to access learning at school where necessary
- Conducted Survey on student access to technology and modified curriculum delivery to meet needs of all students. When students returned, data showed that the biggest impact on learning from home was for ES1 and Stage 1.
- Modified reports to reflect the change in learning environment. Modified outcomes, formatting and the timing of reports distribution.

Funding Sources:

- Socio-economic background (\$247243.00)
- Aboriginal background loading (\$193728.00)
- Integration funding support (\$142698.00)

Process 2: Personalised Learning Programs

- Nanyaburra
- Dreamstrong (AECG)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Nanyaburra program continued Implementation of a girls group Developed a partnership with Dubbo AECG in the implementation of the Dreamstrong program L.S.T targeted individual interventions for student outcomes and behaviour. Updated PLP proforma and processes Transition interviews conducted for students moving from Stage 5 to Stage 6 Stage 3 students introduced to secondary education through whole day transitions 	<p>Dennis Moran employed to run Nanyaburra Program. Linked to Wiradjuri Language Lessons</p> <p>AECG Staff (Lily Spackman) - Dreamstrong</p> <p>PLP Proforma developed in consultation with Aboriginal Community Liaison Officers</p> <p>Mitch Thomas (as year advisor) organised transitions from Year 6 into Year 7, and Stage 5 into Stage 6. Transition 10 to 11 externally funded by the Western Access Program.</p> <p>Kick Start Kindy organised by Grace Stewart (Assistant Principal). Students provided with student learning packs on enrollment.</p> <p>External agencies and counsellor involved in transition for identified students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$22210.00)

Process 3: Instructional Leadership

Progress towards achieving improvement measures

Process 3:

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Literacy plan established and ready to implement in 2021, reading circles across the school consultation with external agencies.• Instructional leader continued for K-2. Instructional Leader presented Professional Learning every week.• PDP process continued and lesson observations conducted regularly for all staff• Aspiring leaders program developed for implementation in 2021 to increase staff capacity and school wide teacher efficacy through the mentoring and support of one member of both the primary and secondary faculties. Based on Work Works Best.• School improvement team established• LEED team established	<p>Tracey Samuels working with literacy team to prepare literacy plan. Reading books provided for every student in every class.</p> <p>Instructional Leader funded through Department.</p> <p>Two staff identified as aspiring leaders through EOI process.</p> <p>LEED Team Professional Learning</p>

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

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)
There was an increase in the collaboration culture within the school. Some professional learning was hindered due to COVID-19 restrictions, with an increased emphasis on online collaboration and learning.	Literacy Leaders Program Targeted PL
Curriculum adjustments were made due to online learning. E.g. Assessment Schedules were amended to support student learning.	Dubbo District Office- Tracy Samuels and Janet Westcott
The result was increased use of evidence-informed pedagogy.	What Works Best Model
There was no review of internal assessment however internal processes were strengthened internally.	RAP Analysis
Wellbeing and PBL rebranded as PBE- a new staff handbook was created with an extensive review and evaluation based on feedback. Clear and	Best Start
	L3

Progress towards achieving improvement measures

concise expectations and guidelines were put in place for the 2021 relaunch.

Aboriginal Education Team- delayed due to COVID-19 and a refocus to Learning from Home.

Literacy Progressions

NAPLAN data- Nil

DATA SOURCES

- RAP
- Essential Assessment
- Check-In Assessment
- HSC Minimum Standards
- South Australian Spelling
- Running Records
- Corrective Reading
- Macqlit./Multilit
- QuickSmart

Funding Sources:

- Literacy and numeracy (\$12472.00)
- Socio-economic background (\$238679.00)
- Integration funding support (\$142698.00)
- Early action for success (\$58398.00)
- Aboriginal background loading (\$23000.00)

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
- **Semester One 2019**
 - External Validation Team - School Improvement Team
 - **Semester Two 2019**
 - Aboriginal Education Team
 - PBL Team

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
- PDP

Evaluation

Funds Expended (Resources)

Progress towards achieving improvement measures

Continued support for leadership and growth across the school

PL delivered to staff and students on how to use Zoom and Microsoft Teams

PL complete through online platforms such as Teams, Statewide Classrooms and Zoom

Stronger Smarter training was postponed due to COVID. Internal Stronger Smarter team provided professional learning in the school.

Head Teacher Growth and employment continued to support student in literacy and numeracy and use of data

All staff a part of a team who collaborated for the development of the 2021-2024 School Improvement Plan

All staff led professional learning in areas of What Works Best and Vocabulary and Super Six Strategies. Ongoing support from Tracey Samuels and Janet Westcott.

Executive Team Meeting with Principal to develop leadership skills

Two meetings (Week 5 and Week 10)

PBL Budget \$25,000 signage, PL, acknowledgment days

Junior AECG budget \$5000

Aboriginal background loading (\$2,000.00)

Funding Sources:

- Aboriginal background loading (\$7000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Additional staff (teachers and SLSO)</p> <p>Nanyaburra Program</p> <p>Student Wellbeing - uniform, travel, food, excursions, educational resources</p> <p>Designated Aboriginal SLSOS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$276 109.00) 	<p>Improved wellbeing</p> <p>Improved attendance (students)</p> <p>Improved community attendance at school events.</p>
English language proficiency	<p>Additional staff</p> <p>SLSO time to assist with assessment tasks</p> <p>Professional Learning on Google Translate</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$547.00) 	<p>Student support was provided to allow for the successful completion and submission of all set classwork and assessment tasks.</p>
Low level adjustment for disability	<p>Additional SLSO and teaching staff to support needs of students. Smaller class sizes</p> <p>Learning and Support Teacher</p> <p>One on one intervention programs - training in Macqlit, Multilit, Corrective Reading, Essential Assessment</p> <p>Homework Centre</p> <p>Centre of Excellence</p> <p>PL provided by AP Learning Support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$136 657.00) 	<p>Students were provided more one on one time with teachers and staff through intervention programs. Smaller class sizes allowed for differentiation and individualised learning plans to be implemented.</p>
Quality Teaching, Successful Students (QTSS)	<p>Support from Dubbo District Office - Tracey Samuels and Janet Westcott</p> <p>PL in What Works Best provided to and by staff</p> <p>Instructional Leader K-2</p> <p>Professional learning in PBL, Big Ideas and</p>	<p>Quality Teaching Strategies developed through ongoing Professional Learning</p> <p>IL K-2 provided PL to primary staff each week to promote quality teaching and learning strategies</p>

Quality Teaching, Successful Students (QTSS)	<p>Aspiring Leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10 000.00) 	<p>Quality Teaching Strategies developed through ongoing Professional Learning</p> <p>IL K-2 provided PL to primary staff each week to promote quality teaching and learning strategies</p>
Socio-economic background	<p>Additional staff (teachers and SLSOs)</p> <p>Student wellbeing - food (breakfast club), clothing, transport etc</p> <p>Links to Learning Youth Worker</p> <p>A learning resources with a focus on STEM and 21st Century learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$238 679.00) 	<p>The Covid 19 pandemic had a major impact on student attendance and wellbeing during Terms 1,2 and 3. During Term 4 student attendance improved and student wellbeing initiatives assisted in building resilience for students.</p>
Support for beginning teachers	<p>Funding for additional release for beginning teachers</p> <p>Funding for additional PL for Beginning Teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$33 337.00) 	<p>100% of staff members who submitted application for proficiency successful</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	74	71	62	63
Girls	62	66	59	56

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	90.2	95	92.1
1	89.4	91.3	85.6	93.8
2	93.4	91.6	88.2	92.5
3	86.7	89.1	83.8	87.9
4	86.1	84.8	84.7	92.5
5	91.5	82.7	83.8	87.5
6	83.3	93.8	73.5	87.8
7	94.1	84.7	84.1	80.7
8	92.3	88.5	82.5	89.8
9	84.5	78.2	74.8	85.2
10	82.2	74.4	70.4	82.7
11	78.9	69.4	52.9	82.6
12	94.3	89	71.7	91.8
All Years	88.1	84.4	77.8	87.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	14	40
Employment	0	14	20
TAFE entry	0	0	20
University Entry	0	0	20
Other	17	0	0
Unknown	25	0	0

Students at the end of Year 10 2020 that are unknown moved away from Peak Hill and thus left the school.

The Student that gained employment at the end of year 11 is undertaking a Traineeship at the local Pre School. Although this has impacted on the percentage of Aboriginal Students attaining the HSC this was a good outcome for the student and is completing further Training at TAFE.

Year 12 students undertaking vocational or trade training

83.33% of Year 12 students at Peak Hill Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Peak Hill Central School expected to complete Year 12 in 2020 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)	10.29
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,781,782
Revenue	3,742,403
Appropriation	3,715,909
Sale of Goods and Services	10,182
Grants and contributions	14,559
Investment income	1,752
Expenses	-3,839,629
Employee related	-3,066,561
Operating expenses	-773,068
Surplus / deficit for the year	-97,226
Closing Balance	1,684,556

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.

	2020 Approved SBA (\$)
Targeted Total	200,616
Equity Total	650,992
Equity - Aboriginal	276,109
Equity - Socio-economic	238,679
Equity - Language	547
Equity - Disability	135,657
Base Total	2,259,663
Base - Per Capita	29,005
Base - Location	31,705
Base - Other	2,198,953
Other Total	540,934
Grand Total	3,652,205

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.

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.

2020 NAPLAN

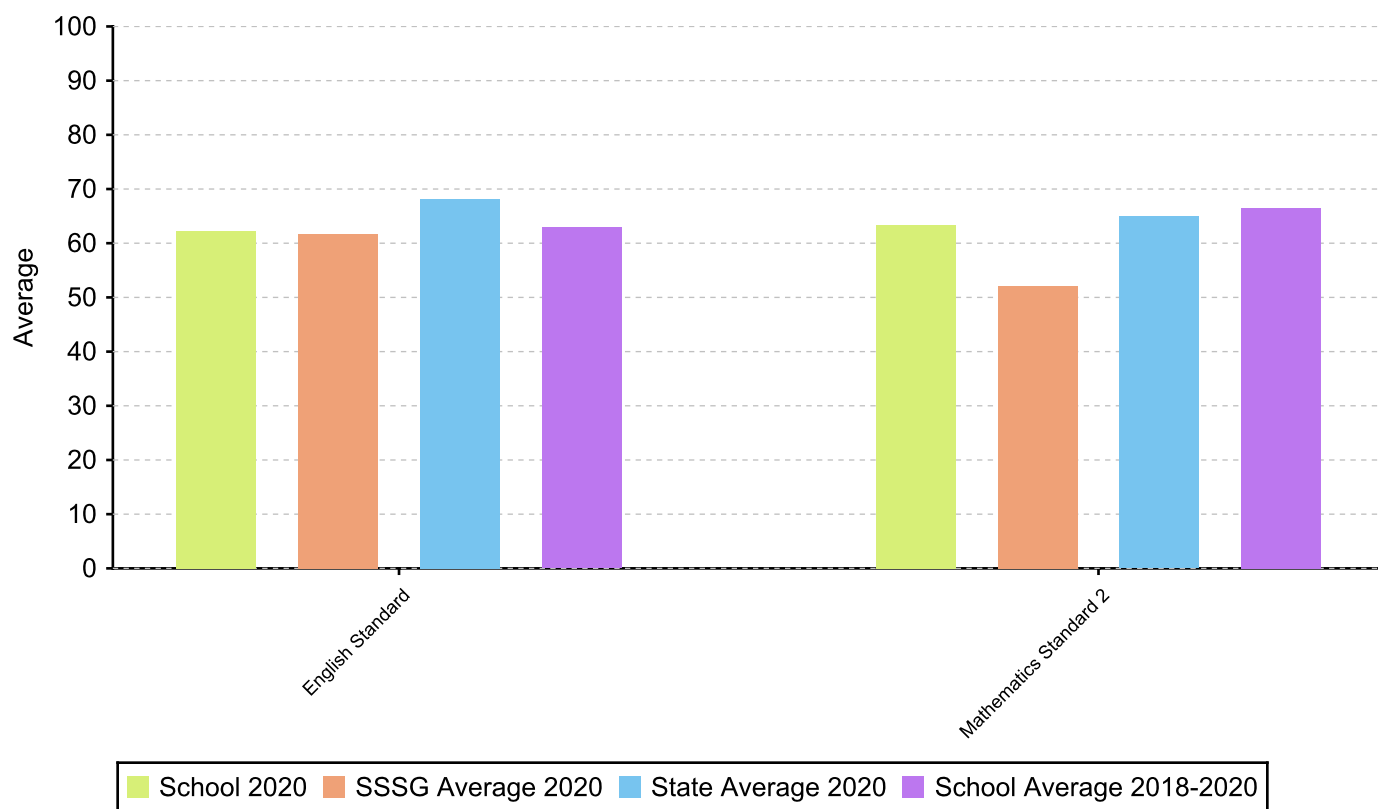
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
English Standard	62.2	61.6	68.1	62.9
Mathematics Standard 2	63.4	52.2	64.9	66.6

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.

Focus Groups were conducted to gather information regarding student wellbeing and satisfaction. The Principal has consulted with the Parent and Citizens Association by attending monthly meetings, and reported feedback to staff. The school also developed a partnership with the newly created AECG.

Social media used to gain understanding of community engagement and parent and carer satisfaction.

Positive attendance and engagement in school events such as School Presentation Night demonstrates improved community satisfaction.

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.