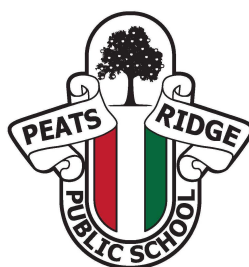


2020 Annual Report

Peats Ridge Public School



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Introduction

The Annual Report for 2020 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

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Sunshine and shot put.

School vision

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 connection. 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, with a current enrolment of 16 students, is a rural and remote school located in the hinterland of the Central Coast, about 30 km from Gosford, serving the communities of Peats Ridge, Mt. White and Calga.. The school site has beautiful native gardens, fruit trees and three lush playing fields. School numbers have fluctuated over the past five to ten years, with student numbers shifting from 50+ to the current 15. We anticipate that this trend will continue in the future. We currently have 0% of students identified as Aboriginal, however, the school is situated near the Boree Track songline and many significant sites of the Darkinjung people are close by. We have two English as an Additional Language or Dialect (EAL/D) students of Greek and Chinese heritage.

Peats Ridge PS is committed to creating a positive, safe and supportive school climate in which students are empowered to learn and thrive. Our values are respect, responsibility and connection.

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, Coinda 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.

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	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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

We started 2020 with class organisation model that focused on Literacy and Numeracy through a "all hands on deck" approach. During literacy and numeracy sessions, all staff were involved in planning, teaching and supporting students in class on the days they were there. Our teaching staff consisted of a full time Teaching Principal, 0.8 Temporary Class Teacher, 0.2 Temporary Teacher Librarian, 0.2 Support Teacher and 0.4 Temporary SLSO.

Remote Learning during the COVID-19 pandemic meant that the class teacher and support staff created a blended learning approach which allowed for structured differentiation to be applied through the learning packs created. A combination of paper based learning and online Zoom based learning was available. The majority of our families found the paper based learning more accessible and easier to manage at home.

The Teacher Librarian was employed to create a culture around the love of books for learning and enjoyment. The very skilled and experienced teacher, who was employed, had a very positive impact on the students with parents reporting that their children now loved using the library and had found books that they enjoyed reading.

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 and feedback from parents has shown that students are attaining growth in reading comprehension, text structure, spelling and grammar. There is also a renewed culture of positivity around the library as a place to enjoy and learn about books.	1.2FTE funded from staff entitlements for PT, RFF, QTSS, TL and LST. Additional funding sources,
The implementation of data driven explicit teaching practices has had a positive impact on student wellbeing, engagement and learning.	Teaching principal relief- \$37 328 principal support funds- \$11 960 low level adjustment for disability- \$21 877 socio economic background- \$11 311 literacy & numeracy- \$2 595

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Remote learning during the pandemic provided an opportunity to build the capabilities of staff in technology and blended learning. Once learning was back on site, teachers were able to utilise the combination of technology and traditional teaching methods to provide differentiated, innovative learning experiences. The impact of this has seen growth in all students' learning, as evidenced by the Check-in Assessment and other school based assessments.</p>	<p>Department of Education resources developed for use during remote learning, such as, Distance Education units, reading and numeracy assessments and resources.</p> <p>Google Classroom, JamBoard and other available technology</p>

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

At the start of 2020 we had changed our School Values to Respectful, Responsible and Connected. The change from Excellence to Connected was in response to feedback from students, parents and staff that relationships and wellbeing needed to be at the forefront of school improvement. This then became an integral part of our approach to remote learning during the pandemic. "Stay Connected" became an unofficial motto as we engaged with our families while they were learning at home.

Our Wellbeing Chaplain started at Peats Ridge PS in Term 2 and was able to build trusted relationships with the students throughout the year. She has become an important part of our wellbeing program and provides calm and respectful support for our students who need it.

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)
<p>Onsite community involvement was limited in 2020 due to the COVID-19 pandemic. We were able to make use of social media, text messaging and the school website to keep connected with our families. Traditional school events weren't able to be held so resources were put towards offering rich opportunities for the students. We were successful in gaining a Sporting Schools grant for every term of 2020. This allowed us to have athletics and gymnastics activities on site and even provide fully funded swimming lessons for every student in Term 4. The students also enjoyed a Surf Fun Day run by Surf Lifesaving.</p> <p>Feedback from parents at the Community day was positive about how we had managed remote learning. We also communicated to them how we would be continuing the year in terms of student learning and had a rich discussion about the progress of their children.</p>	<p>Commonwealth Funds for National School Chaplain Program- \$20 280</p> <p>Sporting Schools Grants</p>

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)
<p>Data in 2019 showed some ineffectiveness in the PBL initiative that had been running for a few years. Adjustments were made to the school values which</p>	<p>National Chaplaincy Program funding</p>

Progress towards achieving improvement measures

then helped with maintaining relationships during remote learning and the pandemic. A shift has been made away from PBL as we target other social and emotional needs within our students. In 2021 we will be engaging with the Be You Program to have a planned approach to wellbeing.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$400	Students identified as EAL/D have demonstrated improvement in school based literacy assessments. Intensive support was given to one student who was transitioning to high school to ensure that their learning needs were met in a new setting.
Low level adjustment for disability	\$32 137	Students will continue to be provided quality differentiation teaching and supplementary adjustments implemented and monitored for those within the Social/ Emotional, Sensory and Cognitive disability categories.
Quality Teaching, Successful Students (QTSS)	\$4 704- equates to 0.043FTE	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 with a focus on connections to community during the pandemic.
Socio-economic background	\$11 311	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			
	2017	2018	2019	2020
Boys	20	10	8	9
Girls	18	14	12	7

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.6	87.2	92.4	92.4
1	89.2	85.2	91.7	87.6
2	93.5	85.5	83.5	93
3	95.7	91.8	86.3	93.9
4	91	94.3	91.7	86.8
5	92.3	89.4	88.6	93.9
6	94.2	95.1	88.9	85
All Years	92.6	90.3	88.3	89.6
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
All Years	93.9	93.4	92.8	92

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.17
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	145,151
Revenue	453,791
Appropriation	435,345
Grants and contributions	18,225
Investment income	221
Expenses	-507,595
Employee related	-415,400
Operating expenses	-92,195
Surplus / deficit for the year	-53,803
Closing Balance	91,348

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	0
Equity Total	43,848
Equity - Aboriginal	0
Equity - Socio-economic	11,311
Equity - Language	400
Equity - Disability	32,137
Base Total	347,378
Base - Per Capita	4,810
Base - Location	902
Base - Other	341,666
Other Total	13,011
Grand Total	404,237

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.

Parent/caregiver, student, teacher satisfaction

In 2020 parent feedback was gathered during a Covid Safe Community Day in Term 2 and parent survey in Term 4. The discussions and responses during these situations were taken seriously and included in the Situational Analysis and plans for the future. Throughout 2020 all school staff maintained connections with parents and shared information about student learning both formally and casually.

The Tell Them From Me survey completed in 2020 gave us insights from students about sense of belonging and advocacy at school. These will be areas of focus in the new school plan. All school staff regularly seek student opinions and feedback learning, wellbeing, playground, extra curricular activities and their general feelings about school. Themes are identified and discussed at staff meetings to review any negative information and aim for improvement.

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.