

# 2021 Annual Report

## Peak Hill Central School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Peak Hill Central School

Caswell St

Peak Hill, 2869

<https://peakhill-c.schools.nsw.gov.au>

[peakhill-c.school@det.nsw.edu.au](mailto:peakhill-c.school@det.nsw.edu.au)

6869 1304

## School vision

Every student, every teacher, every day engages in quality learning with High Expectation Relationships. The school fosters a strong sense of self and identity based on an authentic foundation of culture and connection to Country and community. Students will access a varied and differentiated curriculum to find success through effort in all that they do. Through high expectations in everything we do at Peak Hill Central School, Students become respectful, responsible, safe and successful lifelong learners and leaders.

High impact quality teaching, wellbeing and extracurricular programs are implemented to ensure all learning needs are met. Students connect, succeed, thrive and engage in school life to assist in successful post school transitions.

## School context

Peak Hill Central School is located in the Central West of New South Wales and serves a rural community of approximately 1000 people. The school is located on the Newell Highway between two major rural centres; Dubbo and Parkes. We are located on Wiradjuri country of the First Nation's people, with the Bogan River close by. There is a changing demographic within the school community.

Peak Hill Central School is a nurturing and supportive school with approximately 131 students. Approximately 80% of our students identify as Aboriginal or Torres Strait Islander. The school aims to embrace the local Wiradjuri culture and language.

Due to the community's proximity to larger regional centres, the availability of employment opportunities has declined, resulting in a change to the economy of the town and a high level of complexity with a high Family Occupation & Education Index (FOEI).

The school has exceptional facilities and resources, including well maintained classrooms, state of the art Trade Training Centres (Hospitality, Metals and Timber) and Science Lab, an indoor gym and vibrant and dynamic outdoor learning spaces, including an agricultural farm. All classrooms are fitted with Smart Interactive TVs and all students have access to multiple technology spaces. The school utilises multiple Science, Technology, Engineering and Maths (STEM) resources, including coding kits and virtual reality technology.

Stage 6 students participate in the Western Access Program to complete their Higher School Certificate, utilising the expertise of teachers across multiple sites, including Peak Hill, Yeoval, Trundle, Tottenham and Tullamore. The program involves the use of innovative multi-modal technologies to deliver quality curriculum.

The school currently has 22 teaching staff with 19 administrative and support staff which include an Aboriginal Education Officer, designated Aboriginal Student Learning and Support Officers, as well as a local Aboriginal Elder. In addition, a number staff employed above establishment using school based funding to better support the needs of all students. This includes the employment of a Deputy Principal and Head Teacher Student Growth and Attainment. The school has a working partnership with *Western Student Connections* to employ a full time onsite facilitator of the *Links to Learning* Program, which supports student wellbeing and attendance. Students have the benefit of accessing specialist teachers and specialised classrooms to support their learning, utilising whole school staffing supplementation to allow for teaching across Primary and Secondary.

Peak Hill Central School is involved in the Early Action for Success (EAFS) strategy since its inception. This strategy is led by an Instructional Leader. Additional resources, including a Head Teacher Student Attainment, Corrective Reading, Multi Lit, Macq Lit, whole school reading circles as well as literacy and numeracy teams for all students in Kindergarten to Year 12.

Students are taught in staged classes from Year 1 to Year 10. Kindergarten is taught as a standalone class, supported by the expertise of two classroom teachers.

The school has a focus on high expectations, leading to high achievement, with students engaged in a broad range of cultural education programs including the Premiers Priority Pirru Thangkura (Dream Strong), Nanyaburra, John Moriarity Football Foundation, and the Activate Program - Outdoor Recreation, STEM, Agriculture, Creative Arts, Wiradjuri Language and Culture and Food Technology.

Peak Hill Central School is committed to the partnership agreement Walking Together- Working Together between the NSW AECG Inc and the Department of Education and continuing to strengthen its partnerships with the local community and the local AECG. This partnership has a strong focus on raising expectations, promoting literacy and numeracy and providing opportunities for post school destinations.

A collaborative approach was utilised to develop the situational analysis. As a result, it was determined that the whole school community is required to achieve improvement in student performance. This approach will include:

- Increase student attendance/ engagement
- Improve student performance in literacy and numeracy
- Improve proportion of Indigenous students completing their Higher School Certificate
- Build staff capacity for quality teaching and the delivery of an inclusive curriculum
- What Works Best Research and methodology underpins the School's Improvement Plan

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Maximise student achievement, growth and performance in Reading and Numeracy within a culture of high expectations data driven quality teaching practices that cater to the learning needs of all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice - Literacy
- Effective Classroom Practice - Numeracy
- Data Skills and Use

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$8,369.92

**Professional learning:** \$8,996.12

**QTSS release:** \$3,563.36

**English language proficiency:** \$2,040.00

**Socio-economic background:** \$2,500.00

**Tagged Funds 6101:** \$34,785.00

### Summary of progress

The establishment of the a school wide Reading Circle program and associated Teacher professional earning has seen an improvement in reading results as measured by running records and NAPLAN. This has contributed to all groups in Primary exceeding expected targets especially in the area of percentage reading at expected age.

A commitment to classroom practice focused on Big Ideas in Number has seen an improvement in Numeracy performance as measured by NAPLAN.

The analysis and use of data skills by the Instructional Leader and Head Teacher Student Growth and Attainment has helped build capacity of staff to use data to inform future instruction.

There has been a significant increase in Top 2 and Top 3 bands in HSC courses as measured across the Western Access Program.

The intent of the Aspiring Leader initiative was to improve effective classroom practice in literacy and numeracy, and data skill use. This was to be linked to the What Works Best Framework and embedded through Staff Meetings and in the culture of teaching and learning across the school. . There was an inability to engage staff to effectively drive changes across Literacy, Numeracy and Data Skill use as expected and this will remain a focus for 2022.

The Early Action for Success program and targeted intervention programs have had a positive impact on the growth of students in K-4. Our school uses a funding model focused on equity, and supports all students to achieve by ensuring their needs are met, so that they can thrive academically. Ongoing implementation of Big Ideas in Number strategies has seen an improvement in numeracy in Primary. In 2022 these strategies will be implemented in Secondary to promote numeracy in years 7-10. The school is developing a culture of High Expectations in everything we do, and has seen success in engaging the whole school community in an aspirational learning culture.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% completion of all essential assessment activities and student assessment tasks.	100% of students in K-6 have completed essential assessment activities. All senior students have submitted assessment tasks to meet the NESA requirements for the award of ROSA and HSC.
Increase the % of students in top 2	Data indicates we are still working towards achieving the target of 6% of

bands or above in <b>Numeracy to 6%</b> in <b>Year 9</b> as measured by NAPLAN	Year 9 students achieving top two bands in Numeracy as measured by NAPLAN
Increase the % of <b>Year 9 students</b> achieving in the Top 2 bands in <b>Reading to 7%</b> as measured by NAPLAN.	Data indicates we are still working towards achieving this target of 7% of students achieving top two bands in reading as measured by NAPLAN.
All students 3& 5 improving in running records. At least 30% of student reading at their age specific level.  Increase the % of year <b>3 &amp; 5 students</b> achieving <b>Top 2 bands in Reading &amp; Numeracy</b> as measured by NAPLAN to <b>11%</b> .	Data shows that 100% of students are improving with running records in Years 3 and 5. More than 30% of students are reading at their age specific level. 72.3% in Year 3 and 44.4 % in Year 5.  We have exceeded our target in the percentage of year 3 and 5 achieving top 2 bands in Reading and Numeracy of 11% as measured by NAPLAN. 38% of students in Year 3 are in top two bands in both Reading and Numeracy. 29% of Year 5 students are in the top two bands in Reading as measured by NAPLAN and 14% are in the top two bands in Numeracy.
All student participating in reading circles and culturally significant knowledge and texts appropriate to students.  increase the % of Aboriginal students achieving top 3 NAPLAN bands in Reading & Numeracy aligning with overall school targets.  All Aboriginal Students complete minimum standards for HSC	100% of students participate in daily reading circles. Culturally significant and appropriate texts have been sourced to meet student need.  Data indicates growth, an upward trend and significant improvement towards the targets for Aboriginal students in achieving in the top 3 NAPLAN bands in Reading and Numeracy.  100% of Aboriginal students achieved the minimum standards for the HSC in 2021.
Students complete and submit all assessment task in a timely manner.  Increase % <b>Top 2 band</b> attainment in courses across the <b>Western Access Program as measured by HSC to 10%</b>	Internal data has shown an improvement in the number of students submitting assessment tasks on time.  Students from Peak Hill CS complete stage 6 as part of a combined cohort in the Western Access Program (WAP). The percentage of students achieving in the top 2 bands for this cohort in 2021 was 17.39%. This was significantly above the lower bound target of 13.2% and the expected trajectory of 15.28%
All students complete the Minimum Standards for the HSC.  Increase the <b>top 3 band attainment</b> in courses across the <b>Western Access Program</b> as measured by HSC from baseline of 21.3% to <b>24%</b> .	100% of students in Year 12 2021 achieved the minimum standard for the HSC.  Students from Peak Hill CS complete stage 6 as part of a combined cohort in the Western Access Program (WAP). The percentage of students achieving in the top 3 bands for this cohort in 2021 was 42.03%. This was significantly above the lower bound target of 29% and the expected trajectory of 30.16%

## Strategic Direction 2: Engagement-Student & Community for Growth and Attainment

### Purpose

In order to maximise student and community engagement for improved student outcomes, the school creates an engaging environment that promotes student attendance, wellbeing, learning and community participation.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement and Wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$96,280.00

**Socio-economic background:** \$54,350.00

### Summary of progress

Our school is committed to providing support for students and families' wellbeing as there is a correlation between wellbeing, attendance, engagement and improved outcomes at school. Although we have not met our system negotiated target for students attending more than 90% of the time, we have seen an upward trend that shows a large increase in student attendance levels. This is a result of targeted intervention and proactive strategies. The major impacts on achieving our target were COVID, transient enrolments, as well as long term students on Home School Liaison Officer caseload. We have embedded sustainable engagement programs such as John Moriarty Football Academy, Pirru Thangkuray and reading circles into the culture of the school to promote high expectations, especially in relation to attendance. In 2022 our activities will focus on lifting the attendance levels of students in the 80%-90% bracket to above 90%. This will include phoning families daily and using the school bus to transport students who haven't arrived at school.

Consistent communication at all levels with parents and caregivers has strengthened accountability and relationships with the community. The school has continued to engage with the Aboriginal community of Peak Hill by incorporating cultural appropriate curriculum, extra curricular activities, programs and external providers, and by utilising Aboriginal mentors and Elders.

The development of a Wellbeing Team in 2021 met the target of establishment and using data to inform the student wellbeing areas in need of planning and implementation. Meeting the basic needs of all students was of priority, including providing uniforms, food and payments to enable all students to fully participate in school life. In 2022 the team will focus on using data to implement a structured program of proactive wellbeing supports that will include analysis minor and major behaviour incidents and the strengthening preventative supports. Positive Behaviour for Learning lessons will be strengthened and implemented across the school. Professional learning for all staff will lead to the development of processes to assist with the implementation of the Inclusive, Engaging and Respectful Schools policy.

In total, 63% of Aboriginal students in Year 9 2018 either completed their HSC in 2021 or left school to enter employment. Our goal is that no students leave school unless they have further education or employment to enter.

In 2022 staff will undergo cultural and historical perspectives training on Country to improve their understanding of our local community. An additional Aboriginal Education Officer will be employed to provide mentoring and cultural programs. TAFE courses and School Based Traineeships will be offered to the already extensive curriculum to assist in working towards achieving our targets with Aboriginal student attainment rates.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
60% of students attend school greater than 90% of the time	We are continuing to work towards achieving our target of of students attending school greater than 90%. Our data shows 34.6% of students attending more than 90% of the time.



Build a team to coordinate a 'wrap around' wellbeing approach across K-12.	A wellbeing team has been established to develop, coordinate and implement a 'wrap around' wellbeing approach across K-12.
<p>Increase proportion of Aboriginal students attaining the HSC while maintaining their cultural identity</p> <p>42% of Aboriginal Year 9 students in 2018 complete HSC</p>	<p>38% of Aboriginal students that were enrolled in Year 9 in 2018 went on to complete their HSC in 2021. We are continuing to work towards achieving our target of 42%</p>

### Strategic Direction 3: Building Staff Capacity- For Growth and Attainment

#### Purpose

Build effective teacher capacity to engage with growth focused opportunities including a systematic embedded approach of staff performance and development ensuring students outcomes improve every year.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Planned Approach to Collaboration and Professional Learning

#### Resources allocated to this strategic direction

**Professional learning:** \$3,799.84

**QTSS release:** \$5,889.00

#### Summary of progress

The building of staff capacity through collaboration has been a focus in order to affect positive cultural change and to improve student learning outcomes through collective efficacy.

Targeted professional learning to support cultural awareness training for all staff has been implemented, to improve staff knowledge of local Aboriginal culture and histories.. Due to the impacts COVID and an Aboriginal Education Consultative Group (AECG) restructure, we were unable to undergo the AECG cultural awareness professional learning, Connection to Country, as planned. This was supplemented in the short term by staff engagement in online cultural training which was completed by all staff. We will be continuing to work towards achieving our progress measures in 2022 with on Country experiences and learning planned for all staff. This will further develop our understanding of Aboriginal culture and histories of the Peak Hill area. Continued professional learning in the 8 ways of learning pedagogy, Trauma Informed Practice and Stronger Smarter Leadership Course will occur in 2022.

Staff have undergone training in Big Ideas in Number and literacy strategies. We have received guided support from Departmental staff to support literacy and numeracy strategies in the school. The Early Action for Success Instructional Leader has provided weekly support to Primary staff to greater embed high Impact strategies to support improvement in Numeracy and Literacy. The appointment of an Assistant Principal Curriculum & Instruction will assist staff to use evidence based teaching and learning strategies that will be embedded into all Key Learning Area programs.

All Staff engaged with the Performance and Development Framework process which included support from the Principal and supervisor to ensure alignment of Performance and Development Plan goals to the Strategic Improvement Plan. This process will continue to be strengthened in 2022.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff are developed in their understanding of Aboriginal Education, Culture and Histories. This understanding will be embedded in the learning culture through teaching pedagogy and whole school programs	Connecting to Country training was postponed as AECG representatives were unable to facilitate and due to the impacts of COVID. 100% of staff engaged in online cultural training.
All staff undertake professional learning in Literacy (Reading) and Numeracy and implement this understanding in whole school and KLA Teaching & Learning programs.	Professional learning has facilitated by the Literacy Team. Internal data confirms Reading Circles are embedded in the culture the school with evaluation and feedback identifying a positive impact.  K-8 Big Ideas in Number - Key staff have undergone training and have commenced initial training of all staff.

All staff have Performance and Development Plans that articulate their plan for professional growth.	100% of staff have Performance and Development Plans which have been developed collaboratively and align to the Strategic Improvement Plan.
<p>4 staff trained in Quality Teaching Rounds.</p> <p>Structures and procedures established and all teaching staff in-serviced in QTR linking PDP and What Works Best.</p>	4 staff were trained in Quality Teaching Rounds. Due to changes in staff this has not been embedded across the school to date.
Aspiring Leaders develop a comprehensive induction program for New Teachers. Elements of plan are collaboratively developed and trialed	A teacher's handbook was developed, evaluated and updated throughout 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,615.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peak Hill Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$252,697.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peak Hill Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Wellbeing</li> <li>• Effective Classroom Practice - Literacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• staff release to increase community engagement</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of funds have purchased culturally appropriate books and resources for Literacy lessons and Reading Circles. It has also contributed to the partial funding of Head Teacher Student Growth and Attainment position to coordinate these programs. This has lead to improved outcomes for students including NAPLAN Reading growth with improved percentage of students reading at or above expected range. Positive Behaviour for Learning (PBL) relaunched including rewards and special days. The funding used has seen a greater understanding of expected behaviours.</p>

<p>Socio-economic background</p> <p>\$252,697.00</p>	<p>Students have been subsidised to attend excursions outside of Peak Hill to assist with engagement and linking school and life opportunities. Attendance activities have been supported by socioeconomic funding. Breakfast Club and healthy food available to students throughout the day. Although we are continuing to work towards achieving our attendance targets we have seen an upward trend with a greater percentage in the 80% range. Extra curricular excursions were limited to the local area largely due to COVID restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Reading Circles will continue with further culturally appropriate books sourced. Reading Circles will bring in additional literacy skills including comprehension and corrective reading.</p> <p>Literacy Lessons for Stage 4 will continue into 2022 with trained teachers explicitly supporting literacy needs of all students.</p> <p>PBL will be strengthened with PBL Lessons explicitly taught. PBL will be used as a vehicle to implement wrap around wellbeing programs and Inclusive, Engaged and Respectful Schools framework.</p> <p>Attendance will focus on targeted support for all students but in particular the large group of students who are just falling short of the 90% target.</p> <p>The resumption of stage based excursions which will be supported by socio-economic background funding.</p>
<p>Aboriginal background</p> <p>\$278,883.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peak Hill Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An increase of community engagement in the school including off site meet the teacher events and parent teacher interviews seeing large numbers of parents in attendance.</p> <p>The employment of an Aboriginal mentor led to a decline in negative behaviour incidents in the school. The mentor also taught the Agriculture students to shear our Angora Goats leading to the development of general capabilities and skills.</p> <p>The General capabilities were also developed through our ACTIVATE Program: Students developed employability skills.</p> <p>Wiradjiri Lessons were delivered to all students K-8.</p> <p>Stage 6 students worked with selected mentors and Aboriginal School Learning Support Officer and showed improved completion rates of assessment tasks and engagement in online lessons.</p> <p>Providing support for all staff and students to develop a strong understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, languages, and daily practices in an environment of high expectations.</p>

<p>Aboriginal background</p> <p>\$278,883.00</p>	<p>-Professional Learning provided to all staff regarding High Expectation Relationships. Well being team established. Opportunities were provided for students to connect to Country including excursions to country, immersion activities as well as TAFE and University visits.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Additional Aboriginal mentors to be employed in 2022 to assist in achieving our targets including community engagement and Aboriginal student attainment. The reestablishment of the Aboriginal Education Committee leading professional learning and engagement with the Stronger Smarter Leadership program. 'Wrap around' wellbeing to be aligned with Positive Behaviour for Learning and the Inclusive, Engaging and Respectful Schools policy with a planned proactive approach to student wellbeing.</p>
<p>English language proficiency</p> <p>\$2,040.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peak Hill Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The one EAL/D student performed well above expected growth in all areas of assessment including NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The one student relocated to Sydney at the end of 2021. There are no other EAL/D students enrolled in the school for 2022</p>
<p>Location</p> <p>\$32,000.00</p>	<p>The location funding allocation is provided to Peak Hill Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students to be able to be transported to other schools for Western Access Program study days, excursions to TAFE, Work Placement in Dubbo, and educational excursions to assist with overcoming the disadvantage rural and remote location. Without this funding students would not be able to access these opportunities. The hiring of busses is too exorbitant and prohibitive.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> There is ongoing expenses for the running and upkeep of these vehicles. Exposing students to a life beyond Peak Hill is planned for 2022 now that COVID restrictions have eased. This will include Primary students travelling to Canberra and Secondary students to Sydney.</p>

<p>Literacy and numeracy</p> <p>\$8,369.92</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peak Hill Central School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> <li>• Effective Classroom Practice - Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be ensuring teaching staff are provided with professional learning to extend intensive small group reading and numeracy intervention programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Peak Hill Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an Instructional Leader has resulted in professional learning to develop collective efficacy of Primary staff K-6 in the areas of literacy and numeracy. Although the position of Instructional Leader Early Action for Success (EAfS) was designed for Early stage 1 and Stage 1 students all staff undertook the learning. The greatest impact of 4 years data analysis and implementation has resulted in huge growth with Year 3 recording 72.3% of students reading at age specific level or higher and in NAPLAN 38% of students were in Top 2 Bands in Reading - greatly exceeding the target of 11%. Similarly with Year 3 Numeracy: 38% of students are in the Top 2 Bands in Numeracy - exceeding the target of 11% by 27% .</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 2021 is the end of EAfS. The Instructional Leader role is being replaced by the Assistant Principal Curriculum &amp; Instruction position. This role will provide professional learning and Data Analysis for K-10 in 2022.</p>



<p>QTSS release</p> <p>\$9,452.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peak Hill Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> <li>• Planned Approach to Collaboration and Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. All Primary teachers reported lessons being differentiated according to students' needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be to top up the allocation of Assistant Principal Curriculum and Instruction to make it a full time position.</p>
<p>COVID ILSP</p> <p>\$104,233.13</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in the majority of the students in the program achieving significant progress towards their personal learning goals. 80% of targeted students showed growth in their reading at age specific level or higher.</p> <p>Targeted students in multiplicative strategies made significant growth as shown in NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>



<p>\$137,850.00</p>	<p>students at Peak Hill Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Extra hours of School Learning Support Officer time has provided opportunities for students with low level disabilities be integrated into mainstream classrooms. The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through providing ongoing training form staff.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	71	62	63	81
Girls	66	59	56	74

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.2	95	92.1	86.5
1	91.3	85.6	93.8	86.2
2	91.6	88.2	92.5	89.1
3	89.1	83.8	87.9	88
4	84.8	84.7	92.5	80.2
5	82.7	83.8	87.5	81.5
6	93.8	73.5	87.8	83.1
7	84.7	84.1	80.7	86.1
8	88.5	82.5	89.8	70.4
9	78.2	74.8	85.2	80.4
10	74.4	70.4	82.7	71.5
11	69.4	52.9	82.6	63.9
12	89	71.7	91.8	81.5
All Years	84.4	77.8	87.7	80.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	29
Employment	N/A	29	71
TAFE entry	N/A	14	N/A
University Entry	N/A	N/A	N/A
Other	0.05	N/A	N/A
Unknown	N/A	14	N/A

### Year 12 students undertaking vocational or trade training

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57.14% of Year 12 students at Peak Hill Central School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Peak Hill Central School expected to complete Year 12 in 2021 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,684,556
<b>Revenue</b>	3,918,811
Appropriation	3,868,594
Sale of Goods and Services	12,531
Grants and contributions	35,438
Investment income	448
Other revenue	1,800
<b>Expenses</b>	-4,030,346
Employee related	-3,717,240
Operating expenses	-313,106
<b>Surplus / deficit for the year</b>	-111,535
<b>Closing Balance</b>	1,573,021

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	210,926
<b>Equity Total</b>	672,171
Equity - Aboriginal	278,884
Equity - Socio-economic	253,043
Equity - Language	2,400
Equity - Disability	137,844
<b>Base Total</b>	2,286,512
Base - Per Capita	29,335
Base - Location	32,456
Base - Other	2,224,721
<b>Other Total</b>	564,607
<b>Grand Total</b>	3,734,216

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.

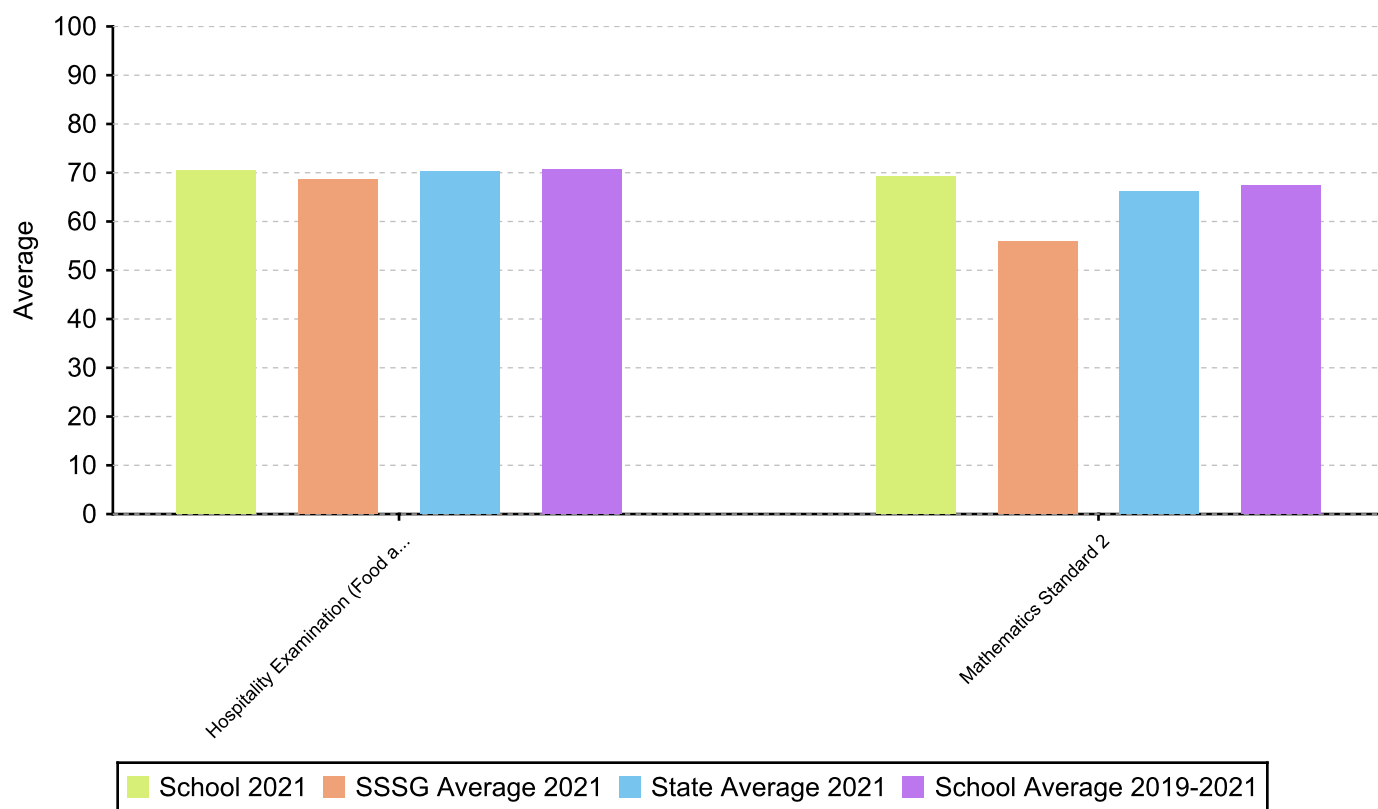
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## 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 2021	SSSG	State	School Average 2019-2021
Hospitality Examination (Food and Beverage)	70.5	68.6	70.3	70.6
Mathematics Standard 2	69.3	56.0	66.1	67.3

## 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 Aboriginal Education Consultative Group and has reported increased positive feedback.

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

Positive attendance and engagement in school events such as meet the teacher at the pool and parent teacher interviews demonstrates improved community satisfaction.

Summary Areas of Advocacy at school, Expectations for Success and Sense of Belonging have improved since 2017. In 2021, the percentage of students reporting positive advocacy at school was similar to the state percentage and higher than Statistically Similar School Group (SSSG). In 2021, the percentage of students reporting positive expectations for success was similar to SSSG and lower than the state average. In 2021, the percentage of students reporting a positive sense of belonging was less than the state average, but slightly higher than SSSG.

In 2022 Advocacy at schools, Expectations and Sense of Belonging will be included in to the 'Wrap Around' wellbeing, Positive Behaviour for Learning and Inclusive, Engaging and Respectful Schools framework to ensure these areas of student engagement are addressed in a proactive way.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.