

2021 Annual Report

Peakhurst Public School



PEAKHURST
PUBLIC SCHOOL

2849

Introduction

The Annual Report for 2021 is provided to the community of Peakhurst Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Peakhurst Public School
Bonds Rd
PEAKHURST, 2210
www.peakhurst-p.schools.nsw.edu.au
peakhurst-p.school@det.nsw.edu.au
9153 9157

Message from the principal

I proudly present the Annual Report for 2021. We continued along a similar path to 2020, with COVID dictating many of our decisions. Again, students, families and teachers worked alongside each other, supporting each other through the many changes we were forced to make. The focus remained on our students and the ways we could adapt programs to best support them in their learning and well-being. COVID intensive learning support funding allowed us to identify students in need of additional support and provide targeted intervention to ensure learning success.

The staff creatively found new ways to ensure that learning continued as smoothly as possible despite the significant challenges. The staff were recognised for their efforts through a Metropolitan South Operational Directorate Principals Network Award for 'excellence in the role of School or Community of Schools'.

We developed our 2021-2024 School Improvement Plan in consultation with students, staff and community, and began the first year of implementation of the 3 Strategic Directions.

- Student growth and attainment
- Improved teacher practice and effectiveness
- Caring for students and whole school sense of belonging

A detailed report of process and progress is outlined in this Annual Report.

Sally Lawson

Principal

School vision

Peakhurst Public School is a supportive, engaging and innovative learning community where equity is valued and every student is known, valued and cared for. We are committed to pursuing excellence and nurturing a love of life-long learning for all by embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, engaged global citizens who are equipped for a complex and dynamic society. Our students are encouraged to develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

School context

Peakhurst Public School has an enrolment of 586 students including 69% from a non-English speaking background. Eight students identify as Aboriginal or Torres Strait Islander. The main language groups are English, Arabic, Mandarin and Cantonese.

The school is a dynamic, innovative, inclusive and empathetic learning community which has high expectations and aspirations for a diverse range of students. It enjoys a highly cohesive mix of experienced and early career teachers who work together collaboratively to promote excellence. The school has a strong culture of collaboration and professional learning, particularly in literacy and technology where our focus has been on instructional leadership programs in writing and STEM and Growth Mindset professional learning.

Our successful Writing Instructional Leadership program promoted quality teaching and feedback to teachers and students. This led to improved learning outcomes in Writing, as shown by measurable improvement and steady growth in class-based assessment and NAPLAN.

Through our situational analysis, we have identified that we now need to extend this to Reading and Numeracy and ensure a continuous demonstrable growth in student learning in these areas. Our analysis of data shows that student progress and achievement on external measures such as Check-in assessment is consistent with internal school-based assessment results.

Reading will again be a focus for literacy professional learning as our most recent whole school training was Focus on Reading in 2014. The school has had extensive staff changes since then and this together with an analysis of student achievement has informed this refocus. The use of an Instructional Leader Reading program in 2021 will build upon a culture of continuous improvement by focusing on reading skills and connecting text elements with vocabulary development. The program will involve differentiated professional learning, classroom practice support and lesson observations as requested by staff in their feedback.

Numeracy also needs to be a focus for both professional learning and classroom practice with some changes already in place. The school is now a member of the Mathematical Association of NSW which provides discussion papers around current teaching strategies and resources and provides explicit numeracy professional learning. A teacher survey was completed at the end of 2020 regarding the teaching of Mathematics, the format of Numeracy groups and how effective both are in terms of improving numeracy outcomes for all students. The results of this were discussed early in 2021 and are guiding our numeracy planning for the current School Improvement Plan.

Our strong and responsive Learning Support and Equity Team initiatives successfully cater for our students with additional needs, Aboriginal students and EAL/D students particularly in literacy and numeracy thereby maximising outcomes for all students.

Additionally, students who are high performing or gifted have their learning needs addressed through a differentiated curriculum. The Primary Extension Groups cater for many of those students identified through COGAT testing. Peakhurst Public School also offers an extensive range of extra-curricular activities including: dance, band, choir, chess, technologies; environmental and student leadership opportunities; and an extensive range of sports.

The school culture is one of belonging with a strong emphasis on caring for our students to ensure they are happy and connected. We have a planned approach to wellbeing, where individual needs are identified and met by continually updating and strengthening our social skill programs and whole school projects such as Positive Behaviour for Learning (PBL). The 2020 Tell Them From Me (TTFM) and PBL data indicates this approach has been successful in many areas. The Situational Analysis identified a small number of areas requiring ongoing focus.

Peakhurst Public School has strong relationships with parents, carers and the wider community and has maintained a robust reputation within this community.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in literacy and numeracy, we will focus on assessment and data use, to drive programs that are reflective of individual student needs. Evidence based teaching practices that focus on excellence in curriculum delivery will continue to be refined. We will focus on whole school attendance strategies to ensure learning outcomes are not impacted by student absences.

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.

- Improve Reading and Numeracy
- Funding

Resources allocated to this strategic direction

Integration funding support: \$26,855.00
Low level adjustment for disability: \$159,824.00
English language proficiency: \$237,950.00
Aboriginal background: \$3,000.00
Literacy and numeracy intervention: \$70,634.34
: \$500.00

Summary of progress

The percentage of students performing in the top two bands NAPLAN Reading has increased to 61.4% and exceeded our upper bound target of 59.8% which is an uplift of 3.6%

Numeracy remains a focus for the school with a number of measures to be put in place across the school to improve our results in 2022.

The percentage of students performing in the top two bands NAPLAN Numeracy at 49.7% and we are working towards our lower bound target of 52.4%.

- Daily morning mental maths in all classrooms
- More flexible numeracy groups
- Consistent pre and post testing
- Regular stage and team meetings to discuss data, assessment and student movement between groups
- Report comment and student achievement/grade moderation to ensure consistency

Funding has been allocated to the areas of greatest need to improve student outcomes particularly in literacy, numeracy and wellbeing.

Our Equity and Covid ISLP programs are closing the gap for students who need support in literacy (particularly reading) and numeracy.

Establishing a baseline percentage of targeted students who have achieved their individual goals through these programs enables us to determine growth.

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
To increase the percentage of students performing in the top two bands NAPLAN Reading from 57.8% in 2019 towards our upper bound target equals 59.8%	We have increased the percentage of students performing in the top two bands NAPLAN Reading to 61.4% which exceeds our upper bound target of 59.8% and is an uplift of 3.6%.
Uplift equals 2%	
To increase the percentage of students	We are working towards our lower bound target of 52.4% with the

<p>performing in the top two bands NAPLAN Numeracy from 50.3% in 2019 towards our lower bound target of 52.4% (upper bound target = 57.4%)</p> <p>Uplift equals 2%</p>	<p>percentage of students performing in the top two bands NAPLAN Numeracy at 49.7%.</p> <p>A range of strategies are to be put place in 2022 to improve this result -</p> <ul style="list-style-type: none"> • Daily morning mental in all classrooms • Flexible numeracy groups • Pre and post testing • Regular stage and team meetings to discuss data, assessment and student movement between groups • Report comment and student achievement/grade moderation to ensure consistency
<p>To increase the percentage of students achieving expected growth in NAPLAN Reading from 65.38% in 2019 towards our upper bound target = 66.3%</p> <p>Uplift equals 1%</p>	<p>The percentage of students achieving expected growth in NAPLAN Reading is 65.7% so it has increased from 2019 but not reached our upper bound target of 66.3% yet.</p>
<p>To increase the percentage of students achieving expected growth in NAPLAN Numeracy from 63.34% in 2019 towards our lower bound target of 67.7% (upper bound target = 72.6%)</p> <p>Uplift equals 2%</p>	<p>The percentage of students achieving expected growth in NAPLAN Numeracy is 62.1% which has decreased from 2019.</p> <p>Strategies are to be introduced in 2022 together with a whole-school focus on Numeracy - see above.</p>
<p>Establish the baseline percentage of targeted students achieving their individual learning goals so that equity gaps are closing</p>	<p>We are reporting on the number of students achieving their goals rather than the percentage. The baseline number of targeted students identified by the Equity team as achieving their individual learning goals in Minilit instruction, the Covid ILSP programs and students with Individual Education Plans.</p> <p>Minilit Out of 25 students, 7 had reached the expected level by the end of Term 4, 15 are making steady progress and continuing on the program and 3 were referred to another intervention program as they had made little progress.</p> <p>Covid ILSP Year One, Three and Five students:</p> <p>For example in Year Three..... All students showed an improvement in the reading skills at the end of the ten-week cycle. 25% of students scored 85%. 33% scored 65% or more. 44% of students improved their score by 35% or more. One student improved their score by 61%.</p> <p>Please see full report of all students involved below.</p> <p>https://schoolsnsw-my.sharepoint.com/:w:/g/personal/rebecca_parsons1_det_nsw_edu_au/EfqpfLAgsXhBtStrAu0LMi8B8b3Fcv5ebDHio0968E42aA</p>
<p>Teachers consistently develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness</p>	<p>Assessment strategies particularly in Numeracy and Reading are discussed to and planned during stage meetings and planning days so they are consistently used for learning and assessment of learning.</p> <p>A strong focus on data and the monitoring of student progress determines future teaching directions and enables valid and realistic reflection on teaching practice.</p>
<p>Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p>	<p>Teaching and learning programs are regularly monitored and updated by stage teams and supervisors so as to reflect classroom practice, variations and learning adjustments.</p> <p>The new curriculum documents are being analysed and trialled in K-2 classrooms.</p>

<p>Attendance</p> <p>Increase the percentage of students attending >90% of the time from 78.6% to 80.6%. Uplift of 2%</p>	<p>For 2021 the percentage of students attending >90% of the time was 87.2% which was well above the network at 75.5% and above both the SSG at 83.3% and the state at 86.5%</p> <p>This has exceeded our anticipated uplift of 2% and goal of 80.6%.</p>
--	--

Strategic Direction 2: Improved teacher practice and effectiveness

Purpose

Our purpose is to improve teacher pedagogy and effectiveness through targeted instructional leadership designed to build teacher capability in evidence based classroom practice.

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.

- Developing teacher capability
- Funding

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Literacy and numeracy: \$3,000.00

Summary of progress

Areas for development in teacher expertise were identified and addressed. Teachers were supported through Instructional Leader input and stage team discussions to trial innovative evidence-based Reading and Numeracy practices.

Focus areas for professional learning in reading were determined through Naplan analysis and prior staff professional learning in reading.

The IL worked collaboratively with stages to assess current reading classroom practice in shared, modelled/guided and independent reading and led the implementation of Shared Reading program (Stage 1, 2 and 3)

IL leads Teaching Sprints in Reading (K-2)

Demonstrations by ILs in classrooms specific to focus eg: phonological awareness, comprehension, vocabulary, main idea, guided reading followed by observation of teachers by ILs with explicit feedback given to teachers.

Feedback survey to Stage One teachers on effectiveness of the IL role

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
Compare Tell Them From me survey results from previous year/s. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based Reading and Numeracy practices.	NAPLAN results were investigated to identify focus areas for the teaching of reading and numeracy. The school now has an upward trend for the % of results in the top two bands for Reading and Numeracy increasing from 21.43% in 2019 to 58.62% in 2021. Top 2 bands Reading and Numeracy 2021 Scout data was analysed to identify both growth in reading and numeracy and areas of improvement, thus enabling specific teaching strategies to be linked to targeted students. Daily phonological awareness program introduced into all K-2 classes. The Tell Them From Me survey was used as feedback to determine the effectiveness of the IL program. Positive Learning Climate and Advocacy at school have both increased since the IL program began with Positive Learning Climate now above the state norm and Advocacy improving from 7.9 to 8.0%.
Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the	Reading and numeracy data is analysed and discussed during stage meetings and planning day discussions with input from the equity and Covid ILSP teams. Regular numeracy data stage meetings planned for 2022. IL and class teachers examined current shared, modelled/guided and independent reading lesson sequences leading to the implementation of Shared Reading programs by the IL (Stage 1, 2 and 3).

needs of all students.	
The school further provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching Reading and Numeracy skills and knowledge.	Staff surveyed to determine focus of professional learning for future PL. NAPLAN results were analysed to identify focus areas for professional learning in reading. Results indicate vocabulary and inferential comprehension as areas of improvement.

Strategic Direction 3: Caring for students and whole school sense of belonging

Purpose

Our purpose is to establish and consolidate relationships and build upon collaborative and positive partnerships through further developing our whole school sense of belonging and our care for 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.

- Connect, Succeed, Thrive and Learn
- Funding

Resources allocated to this strategic direction

Socio-economic background: \$5,605.00

Summary of progress

Caring for Students

All students are able to meet with an identified staff member who can provide advice, support and assistance. In 2022 consistent school wide practices will ensure students have frequent opportunities to do so.

Planned approach to wellbeing

Positive, respectful relationships are evident among students and staff and student wellbeing is prioritised to ensure optimum conditions for student learning. Data has been collected and analysed from sources such as Sentral, PBL and TTFM to monitor the whole school approach to wellbeing and determine the impact of our interventions. This has resulted in measurable improvements as shown by the number of negative incidents in Tm 4 2020 compared to Tm 4 2021.

In Tm 4 2020, 246 negative incidents were recorded on Sentral compared to Tm 4 2021 when 177 negative incidents were recorded.

Tm 4 was selected as students were back at school after the home learning period and though there were less students for the first 3 weeks, it is a measurable difference and students were adjusting to getting used to the school routine..

To determine whether our students are feeling known, valued and cared for and if they feel a sense of belonging to the school community, the following data will be collated.

TTFM student survey, internal survey, Positive Behaviour for Learning data and Sentral data.

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
TTFM Wellbeing data for Sense of Belonging increases from 76% to 78% uplift of 2%	The TTFM Wellbeing Survey data for Sense of Belonging has increased from 76% to 79% which is an uplift of 3% thus exceeding our projections - Boys 85% (State norm 81%) and Girls 75% (state norm 81%). Students with positive behaviour at school 92% (state norm 83%) Advocacy at school 8.0 (state norm 7.7), highest with year 6 students. Positive learning climate and expectations for success above state norm. Students who are victims of bullying 21% (36% state norm), decrease from October 2020 (25%) Data from Sentral reflection register and negative incidents in Tm 4 2020 compared to Tm 4 2021 shows 69 fewer negative incidents.
SEF data in the Theme of Caring for Students in the Wellbeing Element of	In Caring for Students the school continues to be at Sustaining and Growing as all students can identify a staff member with whom they can discuss

the Learning Domain to improve from Sustaining and Growing to Excelling	confidential and personal issues, and turn to for advice and assistance. The school is not excelling in this area yet as regular times have not been scheduled. Teachers allocate time when the need arises and this can be on an individual basis or in a group setting.
---	---

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,803.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peakhurst Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs such as No More Gaps, Minilit and Multilit to differentiate teaching and learning • intensive learning and behaviour support for funded students. The equity team meeting with class teachers to identify specific literacy and numeracy needs of students. • staffing release to build teacher capacity around curriculum and learning adjustments, identifying students to be targeted from assessment and adjusting timetables so as to ensure efficient use of resources. <p>The allocation of this funding has resulted in: Students needing literacy and numeracy support identified early and IEPs developed by teachers and parents Teachers becoming used to consistently using pre and post assessment for Numeracy - to be continued in 2022 Literacy and numeracy assessment data regularly updated and used for reports and parent interviews Assessment results tracked over time to show growth and areas of improvement</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the No More Gaps program for numeracy in 2022 with equity teachers and stage maths group teachers meeting regularly to discuss assessment data and student movement between groups. Continue with literacy interventions such as Minilit for targeted students Meetings to continue between individual equity and class teachers to analyse data, make learning adjustments and check student progress IEPs to be updated in 2022.</p>
<p>Socio-economic background</p> <p>\$71,936.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peakhurst Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed, Thrive and Learn • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • Social Skills groups targeting specific skills for teacher identified students • Wellbeing policy updated to reflect incidents recorded on Sentral and anti-bullying strategies <p>The allocation of this funding has resulted in: Improvement in the number of students with a positive sense of belonging at the school from 76% - 79%</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$71,936.71</p>	<p>funding will be: Continue social skills groups Continue revising Wellbeing policies to include appropriate anti-bullying strategies.</p>
<p>Aboriginal background</p> <p>\$5,442.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peakhurst Public 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • PLP meetings continued <p>The allocation of this funding has resulted in: PLPs with with achievable and realistic Smart goals ensure students are given opportunities to show growth Areas of improvement are followed up with learning adjustments and PLPs changed accordingly Students are supported to attend wellbeing and cultural activities</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure PLP process continues with input from parents and staff Give students opportunities to be involved in cultural awareness activities both in and out of the school</p>
<p>English language proficiency</p> <p>\$527,739.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peakhurst Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional staffing to implement Individual Educational Plans for all EAL/D students • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Most students improved results on tracking sheet and made progress in post assessment. Students confidence increased and they enjoyed the individual support. MiniLit program fortnightly monitoring assessments indicate student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>English language proficiency</p> <p>\$527,739.56</p>	<p>Equity programs and organisation to continue in 2022</p> <p>Student assessment tracking to continue with stronger focus on numeracy and Maths groups</p>
<p>Low level adjustment for disability</p> <p>\$319,647.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Peakhurst Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention - Minilit and Macqlit to increase learning outcomes • support for students in the development of IEPs <p>The allocation of this funding has resulted in: All students improved in the MiniLit placement test. Most students improved results on tracking sheet and made progress in post assessment. Students confidence increased and they enjoyed the individual support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Accurately update whole school student data on tracking sheets. Students continue program in Tm 3 and 4 unless their assessment results determine they are ready to finish the program. A more consistent approach to assessing and data collection for Numeracy in 2022.</p>
<p>Literacy and numeracy</p> <p>\$21,173.38</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peakhurst Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing teacher capability • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in Soundwaves and Reading instruction <p>The allocation of this funding has resulted in: Check-in results for yrs 3 and 5 - reading and numeracy - analysed and future teaching determined Base-line for targeted students collected for both reading and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Check-in results to be compared to 2022 Reading and Numeracy data continue to be tracked</p>

<p>QTSS release</p> <p>\$41,675.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peakhurst Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Teachers write authentic PDPs in which areas for development are recognised and addressed so as to provide high quality teaching and learning experiences for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue time for APs to support their staff through collaboration and lesson observation and feedback cycle.</p>
<p>Literacy and numeracy intervention</p> <p>\$141,268.68</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Peakhurst Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Most S1 Minilit students either reached the expected level or made steady progress. Only 3 made little progress and were referred to another intervention program. Stage teams compiled tracking data sheet to reflect content covered in Mathematics syllabus.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue Minilit support Continue tracking of assessment results and expand to include Numeracy groups and report comments in 2022</p>
<p>COVID ILSP</p> <p>\$171,099.67</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>COVID ILSP</p> <p>\$171,099.67</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor the progress of these students. • providing targeted, explicit instruction for student groups in literacy. • providing intensive small group tuition for identified students who were identified as needing this type of support • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in:</p> <p>All Yr 3 students showed an improvement in the reading skills at the end of the ten-week cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Covid ILSP program will continue in 2022 with the same teacher coordinating the program.</p>
---------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	311	319	313	297
Girls	318	304	306	281

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	92.1	91.9	93.6
1	93.6	91.7	92.5	92.5
2	94.2	93.2	91.7	93.1
3	94	93.2	91.9	93.6
4	94.3	93.4	93	92.7
5	91.9	93.1	93	93.6
6	92.8	92.3	93.4	92.4
All Years	93.5	92.7	92.5	93
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
All Years	93.4	92.8	92	92.4

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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.27
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	8.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	157,724
Revenue	6,153,348
Appropriation	5,848,524
Sale of Goods and Services	63,044
Grants and contributions	240,559
Investment income	314
Other revenue	909
Expenses	-6,062,658
Employee related	-5,362,055
Operating expenses	-700,603
Surplus / deficit for the year	90,691
Closing Balance	248,415

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.

	2021 SBAR Adjustments (\$)
Targeted Total	48,948
Equity Total	469,548
Equity - Aboriginal	5,443
Equity - Socio-economic	66,332
Equity - Language	237,950
Equity - Disability	159,824
Base Total	4,718,236
Base - Per Capita	158,530
Base - Location	0
Base - Other	4,559,706
Other Total	356,478
Grand Total	5,593,211

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.

NAPLAN

In 2021, 76 Year Three and 73 Year Five students sat the NAPLAN Assessment. 55.70% were in the top two bands for Reading and Numeracy.

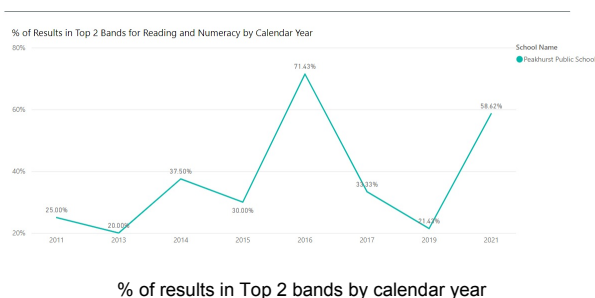
Reading

The Instructional Leader, Reading in 2022 will continue to build upon a culture of continuous improvement by focusing on

- timetabled data discussions twice a term.
- Target group of students determined.
- Adjustments made to meet individual student needs to challenge and lead improved learning.
- Implement 5-week Sprint. Update PLAN2/ tracking sheet data.

Numeracy

In 2021 we continued to focusing on the specific numeracy skills of decimals, fractions, patterns and algebra and using number knowledge to solve problems involving space and measurement. In 2022 we will have a whole school focus on the teaching of Numeracy and how it is assessed. We will also be improving how Maths groups operate and ensuring student movement between these groups is more flexible.



The Student TTFM Survey completed in 2021.

The data shows the following:

- Students with positive sense of belonging is 79% (State norm 81%). Boys 85% (State norm 81%) and Girls 75% (state norm 81%).
- Students with positive behaviour at school 92% (state norm 83%)
- Advocacy at school 8.0 (state norm 7.7), highest with year 6 students.
- A Positive learning climate and expectations for success are both above the state norm.
- Students who are victims of bullying 21% (36% state norm), decrease from October 2020 (25%)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Peakhurst Public School recognised Reconciliation Week and Naidoc Week with an integrated unit being developed to help teachers embed this into their teaching

<https://docs.google.com/document/d/1WLjWM4aJUaU9rk4e2M64BT8KMaW4PZhS/edit#>

Personal Learning Pathway meetings continued to be held between teachers, parents and students who identify as Aboriginal or Torres Strait Islander to develop effective programs that meet the specific needs of these students and identify their strengths, interests and areas of improvement.

Teacher professional learning including the Regional Aboriginal Education Engagement Team's professional development Aboriginal cultural awareness modules were put on hold due to Covid.

Anti-Racism Policy

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.

Anti-Racism - School statement

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

In 2021, we recognised Harmony Week with classes creating art works that symbolised inclusivity and diversity throughout the week. The 21st March which is the National Day of Action against Bullying and Violence was also observed

Peakhurst continued to strengthen Positive Behaviour for Learning (PBL) in 2021 with our school representative team meeting to discuss and analyse data, implement the action plan and continue to engage with students, staff and parents. Our Student Discipline Policy incorporates PBL and helps students resolve conflict appropriately and independently and maintain positive relationships. Our anti-bullying plan also helps students our students treat each other with respect.

Multicultural Education Policy

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.

Multicultural and anti-racism education - School Statement

Peakhurst Public School celebrates multiculturalism and promotes inclusivity and diversity through Harmony Week, where students learn more about our school community and its cultures. Wearing a range of colours, students developed a deeper understanding of the theme Everyone Belongs and wore orange to represent the encouragement of mutual respect.

At Peakhurst we have three Additional Language or Dialect (EAL/D) teachers who support students in literacy through in-class and withdrawal programs which focus on individual and small group support. In 2021 there were 66% of students who were from a language background other than English. New Arrival Program (NAP) students are assessed when they enrol at the school to ensure they receive the literacy and numeracy support they need to be successful learners and we apply for NAP funding for students who are eligible.

Other School Programs (optional)

CAPA

In 2021, we had modified Creative and Performing Arts (CAPA) and Sport programs.

Throughout the year, teachers ensured that students were also able to explore their individual skills in music and movement.

There were three dance groups. These groups were supported by a dance teacher from Studio Twenty-One, who has successfully worked with our school for the past five years. The students enjoy her routines and are committed to both dance rehearsals and performance.

Sport

In 2021, our students had the opportunity to compete in some PSSA sports and the district Cross Country, Athletics and Swimming Carnivals. As a member of the Georges River PSSA, Peakhurst entered teams into a range of PSSA sports Season One, Two and Three with students competing in the District Athletics and Regional Cross-Country Carnivals.