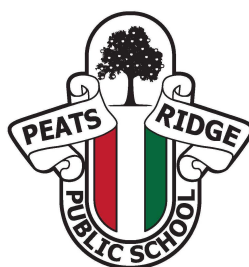


# 2021 Annual Report

## Peats Ridge Public School



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# Introduction

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

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

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## School vision

At Peats Ridge Public School we strive for a positive learning culture where every student is engaged and motivated to deliver their best and continually improve. Strong learning partnerships are valued by all members of the broader school community and are seen as essential to helping students reach their full potential. All school staff share a collective responsibility for knowing and caring for every student's learning and well-being needs and uses genuinely collaborative systems and strategies to ensure that learning is maximised for all. We prepare our students to be engaged citizens in a complex and dynamic society.

## School context

Peats Ridge PS, with a current enrolment of 15 students, is a rural and remote school located in the hinterland of the Central Coast, about 30 km from Gosford. The school site has beautiful native gardens, fruit trees and three lush playing fields. We currently employ a Wellbeing Chaplain for two days each week. She is responsible for some social and emotional programs within the school and she is active in the playground to support students. School numbers have fluctuated over the past five to ten years, with student numbers shifting from 50+ to the current 15. We anticipate that this trend will continue in the future. We currently have 0% of students identified as Aboriginal. We have two English as an Additional Language or Dialect (EAL/D) students of Chinese heritage. Our FOEI has dropped from 126 in 2019 to 72 this year.

Recent reflection has shown us that there is the need for a continued emphasis on explicit teaching and differentiated classroom practices in literacy and numeracy. Consistent practices of formative assessment along with improved school based data collection and management will address the needs identified in the situational analysis. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through effective data collection and use in planning engaging learning opportunities for all students. Through staff collaboration and feedback, strategies will be developed to deeply reflect on teaching and learning.

The situational analysis revealed the need for a strong focus on building relational trust with the whole school community, to make a planned approach to community connections, wellbeing, attendance and effective feedback to students about their learning. Community satisfaction and a positive learning culture will be achieved through the development and implementation of targeted social and emotional learning programs. Along with a commitment from all staff to nurture professional relationships with students and effective partnerships with parents and the broader community.

Our school plan was developed in consultation through a written parent survey, a parent focus group, teacher collaboration and student surveys.

We will build cultural awareness across the whole school community to build appreciation of current themes and priorities in Aboriginal Education. This will include using departmental documents such as Turning Policy into Action and the Walking Together, Working Together Partnership Agreement. We have consulted with members of the AECG and we will ensure that every student at Peats Ridge PS understands the heritage and culture of the Aboriginal Peoples on whose land they live. Future Aboriginal students at our school will be taught with high expectations for success in all Key Learning Areas and will engage with planned opportunities to learn about their heritage, culture and language.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the reading and numeracy outcomes for every student, all staff will collaboratively utilise data to create a shared understanding of and collective responsibility for the learning needs of individual students. This will inform quality differentiation and point of need teaching 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.

- Assessment
- Data

### Resources allocated to this strategic direction

**Professional learning:** \$2,600.00  
**Literacy and numeracy:** \$2,595.00  
**Teaching Principal Relief:** \$37,856.00  
**Socio-economic background:** \$3,579.00  
**English language proficiency:** \$2,400.00  
**Low level adjustment for disability:** \$10,260.00  
**QTSS release:** \$3,027.00  
**School support allocation (principal support):** \$13,605.00  
**Location:** \$812.00

### Summary of progress

**Assessment-** We successfully built teacher capabilities with implementing high quality assessment tasks through school based professional learning using CESE What Works Best- Effective Feedback. Through ongoing collaboration and consultation, a comprehensive assessment and programming system was designed and implemented to meet the needs of the small school context. Programming formats utilise the shared capabilities of OneNote through the Microsoft Office Suite, allowing teachers to jointly program, share resources and record student work samples in an efficient manner.

**Data-** All teachers have a sound understanding of effective data collection and analysis. This was strengthened through systemic changes and development that saw the creation of regularly scheduled data review sessions to record data and use this to inform planning, identify interventions, adjustments and differentiation and improve teaching practice.

### 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
Top 2 Bands targets, <ul style="list-style-type: none"><li>• A minimum of 60% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading.</li><li>• A minimum of 60% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy.</li></ul>	Top 2 Bands Targets- We are still working towards achieving this target. In 2021 20% of students achieved the Top 2 Bands in Reading.
<b>NAPLAN expected growth targets</b> <ul style="list-style-type: none"><li>• A minimum of 50% of Year 5 students achieve expected growth in Reading.</li><li>• A minimum of 50% of Year 5 students achieve expected growth in Numeracy.</li></ul> <b>Progressions</b> <ul style="list-style-type: none"><li>• PLAN2 data is current for all students and reflects the use of high quality, school based, assessment tasks.</li></ul>	<b>NAPLAN expected growth targets-</b> Reading 25% of students in Year 5 were at or above expected growth. While in Numeracy, no students achieved the expected growth targets for 2021. <b>Progressions-</b> PLAN2 data for Understanding Texts UnT6 Comprehension to UnT9 complete for all students based on data from school based and DoE Check-In Assessments. Student data from 2021 Reading Check in Assessment shows an improvement in Year 4 students comprehension/ understanding texts from 65.8% correct answers term 2, to 75% correct

• Teachers have engaged in professional learning on data use and data analysis.

**School Excellence Framework**

Evidence collected supports the SEF S-aS on-balance judgments given for the following SEF domains and elements,

**Learning:**

• Assessment- Sustaining and Growing

**Teaching:**

• Effective classroom practice- Sustaining and Growing

• Data skills and use- Delivering

**Leading:**

• Educational leadership- Delivering

answers term 4.

Teachers engaged in school based professional learning and collaboration on data use and analysis using the What Works Best Reflection Guide. The delivery of this was inconsistent due to Term 3 2021 pandemic lockdown.

**School Excellence Framework- Learning- Assessment- Summative Assessment-** Teachers use reliable assessments to capture information about student learning as evidenced by a comprehensive assessment schedule and an efficient system for collecting and analysing data.

**Teaching- Effective classroom practice- Explicit Teaching-** Teachers are skilled at explicit teaching techniques in Literacy ensuring differentiated, point of need teaching occurs in a multi-age multi-stage setting. Lesson Planning- Teachers collaborate to share curriculum knowledge, data, feedback and other information via the use of OneNote and OneDrive.

**Leading- Educational Leadership- High Expectations Culture-** The teaching principal ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The annual PDP process is completed collaboratively with all teachers and SASS Staff. Leadership capabilities are identified and developed along with strategic support and professional learning for areas needing improvement.

**Instructional Leadership-** The teaching principal ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and DoE requirements. During the periods of remote learning all teaching staff were utilising the resources available from the DoE as they were aligned perfectly to syllabus requirements and reflected evidence based best practice for content and delivery.



## Strategic Direction 2: Wellbeing and learning partnerships

### Purpose

We strive to embed a positive learning culture that enhances connections with the broader school community. Staff will engage in a planned approach to community connections, wellbeing and student engagement. High expectations, explicit teaching and targeted social and emotional learning programs will drive this direction. Relational trust with the wider community will support connectedness to school. and effective wellbeing initiatives where every student is known, valued and cared for.

### 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.

- Collaboration for engagement
- Positive Learning Culture

### Resources allocated to this strategic direction

**School Chaplaincy Program:** \$20,280.00

**Professional learning:** \$1,601.44

### 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
<p><b>Attendance Data</b></p> <p>Data will show 70% of students attending school for 90% of time or more. With an upper bound of 100%. Baseline- 91%</p> <p><b>Tell Them From Me Data</b></p> <p>The percent of students with positive wellbeing, in the areas of <i>sense of belonging</i> and <i>advocacy at school</i>, will increase to be within 10% of SSSG and State, from a baseline of 43% and 50%, respectively.</p>	<p><b>Attendance Data-</b> Data from Term One 2021 shows 73% of students attending school for 90% of the time, meeting the target before the pandemic and lockdown that occurred in Term Three and Four. The data from the whole of 2021 shows the actual rate of 57.64%.</p> <p><b>Tell Them From Me Data-</b> Sense of Belonging- 83% (SSSG 79%)</p> <p>Advocacy at School- 75% (SSSG 75%)</p>
<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• All staff have engaged in professional learning on data use and analysis.</li> <li>• Systems and structures have been developed and trialed to ensure meaningful quantitative and qualitative reading and numeracy data is gathered using sustainable, consistent and ethical methods.</li> <li>• All staff have evidence of learning intentions and success criteria in their classrooms and teaching programs for quantifying number, after attending professional learning on formative assessment.</li> </ul>	<p><b>Collaboration-</b> The CESE Guide What Works Best was used as a reflective tool for data use and analysis. Teachers have collaborated on an assessment schedule which will be reviewed each year to maintain research based content and efficacy. Systems have been developed for data collection and storage through the strategic use of PLAN2, Sentral, OneNote and shared documents in OneDrive.</p> <p><b>Wellbeing Programs-</b> Targeted professional learning in programs that build wellbeing in students has been delayed due to the pandemic. We were scheduled to complete the Be You process of wellbeing data collection, analysis and program development in Term 2 of 2021 but this was not completed. A program like this will be sought during 2022 for implementation in 2023. Small School Network professional learning in formative assessment was also delayed until 2022 when advisors from School Services would be available for coordination and delivery.</p> <p><b>School Excellence Framework-Learning- Attendance-</b> Student attendance data is regularly analysed and is used to inform planning. This</p>

**Wellbeing Programs**

- Teachers have engaged in professional learning and collaborative planning of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students, tailored to the needs of the school.
- Evidence of collaboration through engaging student voice in planning and delivering a wellbeing program.

**School Excellence Framework**

Evidence collected supports the SEF S-aS on-balance judgments given for the following SEF domains and elements,

**Learning:**

- Learning Culture, Attendance-Delivering
- Wellbeing, A planned approach to wellbeing- Delivering

**Teaching:**

- Learning and development-Sustaining and Growing

**Leading:**

- Educational leadership, Community engagement- Delivering
- Management practices and processes, Community satisfaction-Sustaining and Growing

has been marked improved by the purchase of Sentral as a tool for all staff to easily access student information. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Systems are now in place to regularly reward attendance for those students with a rate greater than 90% across the term. Students at risk are monitored through weekly staff meetings and followed up by the principal with conversations with parents and carers to offer support and strategies.

**Teaching- Learning and development- Collaborative Practice-** Teachers and learning support staff engage in professional discussion and collaborate to improve teaching and learning for all students, kindergarten to year 6. This includes formal measures such as scheduled fortnightly collaborative planning meetings to review student data, discuss social and emotional needs and plan for future learning. We also use daily informal discussions of students to share information in a timely manner and team teaching to provide feedback and share professional knowledge.

**Leading- Community Satisfaction-** The teaching principal measures school community satisfaction and is responsive to the feedback provided.

Internal measures of community satisfaction have shown the following from 2021-

86% of survey respondents can see positive, respectful relationships between students and staff.

71% of respondents feel that their child's learning needs are being addressed in the classroom.

86% feel that enough is done by the school to encourage and support regular attendance.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,579.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peats Ridge Public 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>• Assessment</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 staffing with expertise in Literacy to develop differentiated learning programs and deliver explicit teaching in phonological and phonemic awareness.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student improvement in understanding texts/ comprehension as shown by Year 4 growth in scores for comprehension in Check in Assessment from 65.8% to 75%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of a temporary teacher.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peats Ridge Public 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>• Assessment</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 staff to support delivery of targeted initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Classroom Teacher making professional connections with network EAL/D Education Leader for ongoing support and professional learning opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$10,260.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Peats Ridge Public 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>• Assessment</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>• 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>Low level adjustment for disability</p> <p>\$10,260.00</p>	<ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of students accessing collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ a class teacher (0.8 FTE) along with a learning and support teacher (0.2 FTE) to collaborate with the teaching principal to strategically target students requiring support with literacy and numeracy.</p>
<p>Location</p> <p>\$812.00</p>	<p>The location funding allocation is provided to Peats Ridge Public 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>• Assessment</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>• additional staffing for teaching principal release.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional staffing with expertise in Literacy to develop differentiated learning programs and deliver explicit teaching in phonological and phonemic awareness.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ a class teacher (0.8 FTE) to collaborate with the teaching principal to strategically target students requiring support with literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$2,595.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peats Ridge Public 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>• Assessment</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 an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employment of a second teacher to allow the teaching principal to be the interventionist to deliver evidence-based literacy and numeracy programs and data driven practices. 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><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff</p>
<p>QTSS release</p> <p>\$3,027.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peats Ridge Public 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>

<p>QTSS release</p> <p>\$3,027.00</p>	<ul style="list-style-type: none"> <li>• Assessment</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ a second teacher on a temporary contract with expertise in Literacy and Numeracy.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students have been assessed in Literacy and Numeracy in Term 1 to identify those requiring additional support. Targeted students were those in Kindergarten in 2020 and those who haven't reached Literacy benchmarks for their grade level. Individual Learning Plans are in place for students needing differentiated support in a small group.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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 and providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	10	8	9	8
Girls	14	12	7	6

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.2	92.4	92.4	89.6
1	85.2	91.7	87.6	81.7
2	85.5	83.5	93	98.9
3	91.8	86.3	93.9	90.9
4	94.3	91.7	86.8	94.4
5	89.4	88.6	93.9	86.4
6	95.1	88.9	85	83.1
All Years	90.3	88.3	89.6	88.5
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 Actual (\$)
<b>Opening Balance</b>	91,348
<b>Revenue</b>	447,624
Appropriation	428,285
Grants and contributions	19,259
Investment income	80
<b>Expenses</b>	-482,266
Employee related	-392,202
Operating expenses	-90,064
<b>Surplus / deficit for the year</b>	-34,642
<b>Closing Balance</b>	56,706

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>	0
<b>Equity Total</b>	38,663
Equity - Aboriginal	0
Equity - Socio-economic	3,579
Equity - Language	2,400
Equity - Disability	32,684
<b>Base Total</b>	346,544
Base - Per Capita	3,944
Base - Location	812
Base - Other	341,788
<b>Other Total</b>	10,982
<b>Grand Total</b>	396,189

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.

## Parent/caregiver, student, teacher satisfaction

Our parent/ carer surveys indicate the majority of families are satisfied with the school performance during 2021. This data is taken from a school based survey conducted at the end of 2021 using an online form with anonymous input from parents. This style of survey had a much higher engagement from our families than previous surveys. The pictures below show the breakdown of responses from the questions about communication with school staff; student relationships with teachers and staff; student learning needs; reports; attendance and students' general opinion of school.

Peats Ridge PS staff have continued to maintain our focus on students and the collective responsibility of keeping their progress and needs at the centre of everything we do. We are strategic and planned when it comes to collaboration, continual reflection and professional learning to inform our teaching practice. As a result, all school staff reflect on their own performance and the needs of the students and provide regular and ongoing feedback to the principal.

2. Do you feel that you can speak easily with the principal and teachers?

[More Details](#)

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

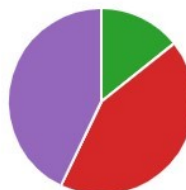


Strongly Agree- 43%  
Agree- 43%  
Neutral- 14%

5. Do you see positive, respectful relationships between students and staff at Peats Ridge PS?

[More Details](#)

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Strongly Agree- 43%  
Agree- 43%  
Neutral- 14%

6. Do you feel that your child's learning needs are being addressed in the classroom?

[More Details](#)

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Strongly Agree- 29%  
Agree- 29%  
Neutral- 14%  
Disagree- 14%  
Strongly Disagree- 14%

9. Do you find reports and written information from the school easy to understand?

[More Details](#)

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Strongly Agree- 43%  
Agree- 43%  
Neutral- 14%

10. Do you feel that enough is done to encourage and support regular attendance at Peats Ridge?

[More Details](#)

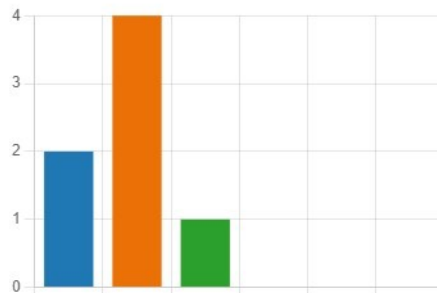
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Strongly Agree- 43%  
Agree- 29%  
Neutral- 14%  
Disagree- 14%

16. How does your child feel about school in general?

- Always positive- keen to attend ...
- Mostly positive- enjoys most thi...
- Sometimes positive- dislikes cla...
- Sometimes Positive- dislikes the...
- Rarely positive- only likes to co...
- Always negative- really struggle...



Always positive- 29%  
Mostly positive- 57%  
Sometimes positive- 14%

# 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.