# 2021 Annual Report

## Peakhurst West Public School

4013

# Introduction

The Annual Report for 2021 is provided to the community of Peakhurst West 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 West Public School
Ogilvy St
Peakhurst, 2210
www.peakhurstw-p.schools.nsw.edu.au
peakhurstw-p.school@det.nsw.edu.au
9153 9767

## Message from the principal

2021 was a challenging year for the Peakhurst West Public school staff, students, and community as a result of the COVID-19 pandemic.

Despite the difficulties, the wonderful staff at Peakhurst West Public School worked tirelessly to support student learning and wellbeing of our students. Throughout the learning from home period we were able to engage all of our students using online classrooms as well as printed workbooks. Our staff continued to maintain contact with students to support learning and wellbeing. The school remained open and operational. Many of our staff attended the school each day to teach the children of our essential workers.

We heartily thank all of our parents and carers for the terrific job they did throughout the learning from home period. We acknowledge how difficult this time was, especially considering our school was situated in in an "LGA of concern".

Once we returned to 'normal operations' things were far from normal. COVID-safe practices meant significant changes to our daily routines. Staggered finishes to the day, 'cohorting' of students and mask wearing became common place and again I thank our whole community for supporting us through these unprecedented times.

I am proud to be part of such a strong, resilient and caring community.

Rebecca Ingram

## School vision

Every student is known, valued and cared for at Peakhurst West Public School. We work collaboratively to provide a safe and stimulating environment that will enable students to reach their full potential and to become confident, creative and informed citizens.

We instill the core values of honesty, tolerance, respect and responsibility in order for the students to be productive members of society.

All members of the school community will collaborate to improve outcomes for students.

All community stakeholders are committed to the pursuit of excellence.

The wellbeing of our school community is a priority and there is a culture of high expectations for learners to be nurtured, guided, inspired and challenged.

## School context

Peakhurst West Public School is located in Southern Sydney and has a student enrolment of approximately 300. The school is a focal point of the community and the culture promotes connectedness, inclusion and belonging. Our school is supported by a strong and vibrant multi-cultural community. 64% of our students have a language background other than English, 2.4% of students identifying as Aboriginal. Our FOEI is 78. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

We will collaboratively develop quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. School services will be utilised to build understanding on how to do this successfully and the Assistant Principals will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where there is not expected growth. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The school will initiate improvement in the collection, analysis and use of data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

# 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 | Delivering |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| 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 | Excelling |

## Strategic Direction 1: Student growth and attainment

### Purpose

All staff will use data to understand the learning needs of individual students. This will inform differentiated teaching and learning programs to maximise the learning outcomes for every student in reading and numeracy.

### 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.

- Data informed practices
- Differentiated teaching and learning

### Resources allocated to this strategic direction

**English language proficiency:** $136,817.40
**Per capita:** $35,000.00
**Professional learning:** $13,500.00
**Literacy and numeracy:** $8,538.00
**QTSS release:** $16,912.00
**Low level adjustment for disability:** $33,416.00
**Literacy and numeracy intervention:** $47,089.56
**Integration funding support:** $30,417.00
**Socio-economic background:** $58,601.00

### Summary of progress

Data Informed Practices

We started the year engaging in whole school professional learning (PL) to enable staff to engage with a range of internal and external data. This included differentiated PL for the staff to utilise SCOUT to find and analyse data. Scout provides teachers with access to student data such as NAPLAN, and Check-In data. This knowledge can help teachers to identify student needs and better structure and plan their classes.

We have started to build teacher capacity in use of data to inform practice to improve teaching and learning in all classes from Kindergarten to Year 6. Throughout the year we have introduced InitiaLit in Kindergarten and Year 1. InitiaLit is an evidence-based, whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. We have utilised our prior learning and knowledge of the research based 'Teaching Sprints' in all classes from Kindergarten to Year 6 to focus on target areas of need. Teaching sprints are a process where stage teams of teachers engage in rich dialogue about their practice and consider relevant research to identify a precise focus for improvement work. Looking at our 2020 NAPLAN and Check-in Assessment data we identified a need to focus on the areas of vocabulary in literacy and additive thinking in Mathematics. They then implement the 'Sprint' phase, where teachers apply their learning through intentional and explicit cycles of teaching . A Teaching Sprint ends with an explicit 'Review', involving the analysis of impact evidence and consideration of how to transfer new pedagogical knowledge and skills into future practice.

The results of the 2021 successful implementation of InitiaLit provided teachers with information to know their students' areas of strength and areas for growth within four lessons of teaching a concept. It has allowed for differentiation within literacy and assisted the teachers in their development of data informed practices. Ongoing assessments showed that students progressed from an average of 50% accuracy to 84% in less than six months. Our next step will be to implement InitiaLit in Year 2 in 2022. Year 2 staff will undertake training and commence the program Week 3 Term 1.

Teachers K-6 have also been collecting student running record data to track reading accuracy and comprehension.

The learning from home period of 2021 due to COVID-19 forced us to redefine our priorities and adjust our initiatives in our strategic improvement plan to enable a continued focus on Literacy, Numeracy and Wellbeing.  Once we had settled into learning from home we made a decision to make adjustments to our plans to ensure that we continued working towards out targets, continued to collect data and maintained teaching sprints, focusing on our target areas. We utilised Zoom for our sprints with students and focused on explicit teaching in the lessons. We made the decision to cease using PAT tests as the data was not easy to use and did not match up with NAPLAN and check-in data. Teachers made a shift from collecting only quantitative data to collection and analysis of both quantitative and annotated qualitative data as evidence of impact demonstrating student learning and growth.

Differentiated teaching and learning

School Learning Support Officers (SLSO's) were trained to administer MiniLit (an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to 20 children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. 100% of students made progress and those who participated throughout the learning from home period continued to make gains in their reading. There were variances in student participation levels using the online platform due to individual circumstances, to address this, the teachers provided learning materials via printed packs. By the end of 2021 results have shown an average growth of 10 instructional reading levels within the first three terms of 2021 and anecdotal records have indicated 100% of students have gained confidence in reading. In 2022 an SLSO will be employed to train the rest of the team in the program to support the needs of students. This will allow for three simultaneous InitiaLit sessions to be running during morning sessions from Term 1.

In 2022 we will be running professional learning for teachers to support them to understand and follow the High Potential and Gifted Policy. We will be continuing to support all teachers to program collaboratively in 3 week cycles to ensure that all teaching and learning is student centred and differentiated to meet the needs of all students in every class.

Throughout the learning from home period we made the decision to make sure that we continued to work towards our system negotiated targets and focus areas. This meant we had to find alternate solutions for delivering PL via zoom to support staff learning and to make sure that improved student outcomes remained a priority. Explicit teaching and learning via zoom was an expectation in all classes K-6. Weekly PL was maintained throughout the year for all staff, sharing of Teaching Sprint Data was made a priority for stage meetings. Teaching Sprint data is now utilised by all staff to cater for differentiated learning in all classrooms.

## 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 |
| --- | --- |
| **Literacy**<br>• Increase the number of students in the Top 2 Bands in NAPLAN Reading. | Between 2019 and 2021, NAPLAN Reading results indicate a 16.12% increase in the number of students in the Top 2 Bands. |
| **Numeracy**<br>• Increase the number of students will achieve in the Top 2 Bands NAPLAN Numeracy. | Between 2019 and 2021, NAPLAN Numeracy results indicate a 5.13% increase in the number of students in the Top 2 Bands. |
| **Literacy**<br>• Increase the number of students achieving expected growth NAPLAN reading. | Between 2019 and 2021 results indicate a 3.26% increase in the number of students achieving expected growth NAPLAN Reading . |
| **Numeracy**<br>• Increase in the number of students achieving expected growth in NAPLAN Numeracy. | Between 2019 and 2021, results indicate a 12.22% increase in the number of students achieving expected growth NAPLAN Numeracy. |
| **Numeracy**<br>• An increase in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Numeracy. (Upper bound system-negotiated network target). | Between 2019 and 2021 NAPLAN Numeracy results indicated a 5.13% increase in the number of students in the Top 2 Bands, this result shows that we need to increase a further 14.84% to achieve our upper bound system-negotiated network target. |
| **Literacy**<br>• An increase in the number of students in Year 3 and 5  achieving in the top two bands in NAPLAN Reading. (Upper bound system-negotiated network target). | Between 2019 and 2021 NAPLAN Reading results indicated a 16.12% increase in the number of students in the Top 2 Bands, this result shows that we need to increase a further 12.73% to achieve our upper bound system-negotiated network target. |

| Strategic Direction 2: Collective Efficacy and Collaborative Practice |
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## Purpose

Teachers will have a shared belief that staff can have a positive impact on student achievement. Collaboratively, they will evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture.

## 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 and Professional Learning
- Leadership

## Resources allocated to this strategic direction

**Professional learning:** $5,200.00
**QTSS release:** $21,000.00
**Beginning teacher support:** $9,000.00

## Summary of progress

Collaboration and Professional Learning

During the year, we successfully began implementing professional learning for staff on Collaborative Practice and Collective Efficacy. Two sessions were planned and conducted - one by an external consultant introducing the ideas and philosophy behind Collective Efficacy and the other conducted internally referring to "The What Works Best" document. All teaching staff were surveyed via a google form to gather data on their current understanding of Collective Efficacy and the benefits to student outcomes. The sessions were developed using the staff feedback to ensure that they were relevant and had a positive impact. Overwhelmingly, teacher feedback showed that the professional learning helped to build a trusting environment among teachers, willing to work together to plan collaboratively and utilize each others' skills and knowledge to improve the learning cycle of students. Continued work with this document is scheduled to continue throughout 2022 to ensure that all teachers have an exceptional understanding of the skills required to improved student outcomes. Due to home learning, team teaching took place but only during zoom class lessons. Teachers team taught particular lessons and shared the teaching of concepts across classes within each grade or stage. This should expand across face to face learning opportunities in 2022. The library will be utilised as a shared teaching space in 2022 and all teaching staff will be encouraged to pan and deliver lessons in collaboration with other staff.

Leadership

We allocated significant time and resources investing in our leadership programs and procedures. We identified leadership potential in staff and expanded our Executive team to include two Team Leaders and the School Administrative Manager. We worked in collaboration with a retired principal to clearly define and allocate roles and responsibilities within the school across this expanded leadership team. We refined and clearly defined the roles and responsibilities for various student leadership positions across the school (SRC, PBL, Prefects and Captains). This provided a more clear framework and whole school strategy to enable leadership opportunities, while also ensuring our staff leaders were supported in leading, developing and evaluating the quality of teaching and learning across the school environment.

## Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|---|
| All staff to be introduced to What Works Best document and engage in internal and external delivered PL with a focus on building collaborative practice. | Collective Efficacy PL - Over two PL sessions, the power of collective efficacy session was conducted by an external consultant after gathering staff feedback. The feedback directed the PL based on the current knowledge and skills of teaching staff. A second session on Collaboration in the "What Works Best" document was delivered - focusing on what |

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| All staff to be introduced to What Works Best document and engage in internal and external delivered PL with a focus on building collaborative practice. | collaborative practice looks like in our school setting. We have moved towards building a trusting environment where teachers can co-teach and give each other constructive feedback for improvement. The next step is to allow time in stage meetings and provide QTSS time for teachers to develop and trial collaboration in programming and student assessments.<br><br>Collaborative Teaching Practice Online - supports teachers in developing an understanding of the major pedagogical approaches underpinning Collaborative Teaching Practice (CTP). A Google Docs journal was set up to complete a sequence of reflections and activities centred on collaborative teacher practice, and especially co-teaching. During on line home learning, staff demonstrated collaboration though zoom meetings to collaborate and design student learning on additive thinking (SD1). Staff collaborated in stages and across stages (including specialist staff) all contributing to planning, programming and delivering this teaching sprint on line with students. Teachers joined and co-taught these lessons to students across classes. Staff sharing over zoom meetings - teachers shared tips/shared uplifting and motivating stories of their highlights/ challenges and new learning during remote learning. Teacher PL continued over zoom as whole staff to ensure consistent teaching strategies. A Google form was used to gather feedback data from teachers. Our next step is to develop structures within our school to direct and provide scaffolds for staff to begin working within their stage groups to collaboratively develop evidence-based programs to support student improvement.<br><br>To start or join a Community of Practice of local schools to encourage the sharing of ideas and support each other with developing and honing the skills necessary for collaboration and collective efficacy. Teachers indicated that a community of practice with schools who have established co-teaching strategies under way in their school to share their knowledge and their learning journey with us. This has not yet taken place due to current restrictions (COVID) |
| TTFM Teacher scores related to collaboration show a positive increase. | 2021 Teacher TTFM data showed an overall decrease of 0.1% from 2020 in collaboration. We will continue to focus on building on teacher collaboration systems and structures. |
| Increased opportunities for staff and student within a whole school leadership strategy. | We identified leadership potential in staff and expanded our Executive team to include two Team Leaders and the School Administrative Manager. We worked in collaboration with a retired principal to clearly define and allocate roles and responsibilities within the school across this expanded leadership team.<br><br>We refined and clearly defined the roles and responsibilities for various student leadership positions across the school. (SRC, PBL, Prefects and Captains).<br><br>Team teaching/observation and demonstration lessons - To provide opportunities for teachers to engage in team teaching. observation and demonstration lessons based on the needs identified in individual teacher Professional Development Plans (PDP). In 2021, observations were only held for the purposes of teacher's PDP's due to the length of time in home learning. It is envisaged that QTSS time will be utilized to provide time for teachers to observe others or attend a demonstration lesson by an expert teacher in the area of development. Feedback for improvement will be given with the opportunity to develop the skills to improve student outcomes. |
| All staff are responsible for leading, developing and evaluating strategic directions within the 2021-24 School Improvement Plan (SIP). | All staff were allocated to a strategic direction of their choice within the SIP. Throughout the year, they worked in their strategic direction action teams collaboratively to develop and evaluate initiatives within their strategic direction. |

## Strategic Direction 3: Community Partnerships in Learning and Wellbeing

### Purpose

All staff will create an environment that encourages colleagues, community and students to be active citizens within the school. Deep, genuine, shared connections will enrich and expand the lives of learners to ensure that all students are known, valued and cared for. We will create positive, respectful relationships within the community and promote student wellbeing to ensure optimum conditions for student learning.

### 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.

- Community Partnerships
- Wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** $4,565.00
**School support allocation (principal support):** $17,000.00
**Low level adjustment for disability:** $80,482.60
**QTSS release:** $16,912.85

### Summary of progress

Community Partnerships

In 2021 we have focused on working towards 90% of students attending school 90% of the time or more. Prior to the learning from home period the executive team utilised our school communication platforms to let the community know that this was a system negotiated target and that we we were going to work together to make improvements. The leadership team also shared the Strategic Improvement Plan with the P&C to ask for their support and feedback on how best to engage our community in this initiative. Clear and consistent messaging was sent out in every newsletter. Roles and responsibilities were defined with the administration staff making sure follow up messages and letters about attendance were issued in a timely manner. The executive team discussed attendance of specific students at a weekly meeting and raised the concerns with the class teachers and Learning Support Team. Each student and family are considered individually with strategies setup to support attendance. Throughout the learning from home period monitoring attendance was challenging and was made the responsibility of all staff. Daily check-in calls were made to support students and families through this difficult time where online engagement was not possible for all students, every day. Teaching staff ensured that attendance was monitored via daily Seesaw tasks and clear communication about minimum expectations for activities to be completed each day. Moving forward in 2022 we will continue to monitor attendance and utilise a range of strategies to engage and help familes to improve attendance.

We utilised SEESAW as our learning from home platform K-6. This was set up prior to the learning from home period. Staff moved effectively from teaching and learning at school to the digital platform. 95% of families were engaged within 3 days. Student tasks were uploaded immediately and over a couple of weeks staff began to experiment using Zoom as a platform to engage face to face with students. Some of the strategies we used to assist with engagement included:

Prioritising WIFI bundles to assist with online learning. Staff members dropped off wifi bundles to homes directly.

Loaning technologies to families who did not have access to technology at home.

Printing and posting packs of work to those who requested it.

All staff members, including support staff and office staff were allocated specific students to follow up on regularly

Wellbeing

Across the school in all classes there was consistency K -6 with SeeSaw engagement; the pivot from Google Classroom (which was used in 2020) for Stage 3 was smooth. All families were receiving the same information about attendance processes.
We have learnt a great deal about what we could improve through parent feedback gained through surveys to all families during the learning from home period. Some families found student engagement very challenging, it is important that we show all of our students how to access and engage with SEESAW as soon as possible in 2022. We will continue to use this platform to engage parents and carers in student learning. Community wellbeing of staff students and parents was an area of concern due to lack of connection. It is very difficult to gauge student wellbeing through online platforms and

impossible to do so via paper workpacks. Building resilience and developing student wellbeing strategies will be a focus in 2022. We tried to manage this with initiatives like:

Emails sent out to staff with Wellbeing activities, dailly staff meetings and check in points. Staff social catch ups. Wellbeing packages sent to staff at home.Mr Bunt provided Yoga for Stage 2, 3Wellbeing Wednesdays, this was a day without technology to encourage a reduction of screen time for families and staffThemed days for online interaction

There was an overwhelmingly positive response to online learning from the students and families. There was a 90% increase in parent engagement. This was an unexpected, positive outcome for 2021. Definitely something we would like to continue, SEESAW and SENTRAL will be our primary forms of communication with families moving forward. We plan to transition to using SENTRAL as our primary source of communication to families in 2022 and phase out the use of Skoolbag.

## 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 |
|---|---|
| Students at Peakhurst West Public School begin top show an uplift in their attendance rate. | In 2021 we achieved 86.94% of students attending school 90% of the time or more. This is a 6.41% increase from 2019, the last time data was collected. |
| Tell Them From Me student data works towards achievement of a minimum of 90% score in the area Wellbeing. Tell Them From Me survey shows increasing levels of student and staff wellbeing and community connection. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.<br><br>Internal measures demonstrate an increase in internal data sources about wellbeing. | In 2021 we achieved 92.23% score in the area of wellbeing, as indicated in the Tell Them From Me Survey. |
| PBL data shows increasing positive behaviours and compliance with expectations. Expectations of behaviour continue to be developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Wellbeing data is analysed to inform our practices and processes to best meet the needs of our students and families. | COVID-19 and the learning from home period impacted our ability to monitor and track Positive Behaviour For Learning data. |
| Parents' are provided with a wide range of opportunities to engage with their children's education, socially, emotionally and academically. Classroom practice is transparent and fosters partnership between all stakeholders. | Classroom practice has the ability to be much more transparent through the widespread use of SEESAW across the school. We were not able to connect with families in the way we had hoped due to school sites not being accessible to parents. |

| Funding sources | Impact achieved this year |
|---|---|
| Integration funding support<br><br>$30,417.00 | Integration funding support (IFS) allocations support eligible students at Peakhurst West Public School in mainstream classes who require moderate to high levels of adjustment.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Differentiated teaching and learning<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • employment of School Learning and Support Officers (SLSO'S) to provide additional support for students who have high-level needs in the classroom and the playground.<br><br>**The allocation of this funding has resulted in:**<br>Students were supported in all school settings to meet the learning and behaviour goals outlined in their personalised learning plans resulting in a decrease in the negative behaviour incidents in the playground and classrooms.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>In 2022 we will continue support the learning and wellbeing needs of identified students. We will continue to develop our processes for support allocation using the Learning Support Team. |
| Socio-economic background<br><br>$58,601.00 | Socio-economic background equity loading is used to meet the additional learning needs of students at Peakhurst West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Differentiated teaching and learning<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • additional staffing to implement program and initiatives to support identified students with additional needs<br> • staff release to increase community engagement<br> • providing students without economic support for educational materials, uniform, equipment and other items<br><br>**The allocation of this funding has resulted in:**<br>School Learning Support Officers were employed to support students from K-6 to gain equitable access to the curriculum. Resources were purchased to support students who did not have access to essential items and uniform. Staff were release during the learning from home period to support student who did not have access to technology or the internet. printed work-packs were created and delivered. Internet and devices were provided to families who did not have the technology available.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>We will continue to support any family who requires financial assistance at school. We will allocate resources and staffing in 2022 to support and devleop a social skills group at lunchtime to support students who have friendship problems at school and require assistance to build and maintain friendships. |
| Aboriginal background<br><br>$4,565.00 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peakhurst West Public School. Funds under this equity loading have been targeted to ensure that the performance of |

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| Aboriginal background<br><br>$4,565.00 | 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Community Partnerships<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • employment of additional staff to deliver personalised support for Aboriginal students<br> • Our Aboriginal staff member was released each week to run an aboriginal cultural group. The aim of this was to support our Aboriginal students to learn about their own culture, and ancestry, as well as design and work on their own personal goals for the year.<br><br>**The allocation of this funding has resulted in:**<br>All of our Aboriginal students working with a teacher to find out about their country and heritage. This instilled a sense of pride and honour in being Aboriginal and a willingness to help other learn about the history of our country. This program has also supported the school in its ability to build genuine relationships with our Aboriginal families.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>In 2022 we plan to continue with the cultural group but also make sure that Aboriginal education is embedded in the learning of all students at Peakhurst West in a meaningful and appropriate manner. In 2022 we will review and develop our teaching of Aboriginal perspectives across the whole school. We will build a team of interested staff to lead this initiative. |
| English language proficiency<br><br>$136,817.40 | English language proficiency equity loading provides support for students at all four phases of English language learning at Peakhurst West Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Data informed practices<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • employment of additional staff to support delivery of targeted initiatives<br> • additional staffing to implement co-teaching programs to provide intensive support for all students from English as additional language or dialect (EAL/D) backgrounds<br> • withdrawal lessons for small group developing and individual emerging support<br> • establish a core practice for supporting students learning English as an Additional Language or Dialect<br> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms<br><br>**The allocation of this funding has resulted in:**<br>All of our EAL/D students receiving support in the classroom. Our staff have been supported to provide appropriate, differentiated activities to meet the needs of all EAL/D learners across the school.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Next year we will be focusing on implementation of the EAL/D progressions to support providing learning experiences tailored to the specific needs of EAL/D learners. We will also be adding more information to the student reports to support the parents understanding of their children's development as EAL/D learners. |

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| Low level adjustment for disability<br><br>$113,898.60 | Low level adjustment for disability equity loading provides support for students at Peakhurst West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Wellbeing<br> • Differentiated teaching and learning<br> • Data informed practices<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students<br> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting<br> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers<br> • targeted students are provided with an evidence-based intervention maqlit to increase learning outcomes<br> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists<br> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students<br> • 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<br><br>**The allocation of this funding has resulted in:**<br>All students with specific learning, behaviour, and wellbeing needs being supported at school at their own level. Teachers have been supported to provide differentiated learning to cater for the needs of all students. A team have worked to put together processes and procedures to streamline the Learning and Support Team Referral process. This new process has resulted in earlier identification of students who require support and quicker intervention from the staff to support their learning and wellbeing.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>The next step will be to support staff to make adjustments for students and document effectively. The plan is to make sure that students who require external and allied health support are targeted sooner. |
| Professional learning<br><br>$18,700.00 | Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Peakhurst West Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Data informed practices<br> • Collaboration and Professional Learning<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • All teaching staff have undertaken weekly Professional Learning on Tuesdays for an hour after school to support improvement in teaching, learning and wellbeing. This has included data literacy training, data collection training, Teaching Sprints, Positive Behaviour for Learning.<br> • All staff have completed all mandatory training through My PL as well as mandatory training such as CPR, Use of EpiPen and Code of Conduct has been face to face.<br> • All teaching staff have completed blended training on line and via zoom about teaching Vocabulary and Additive Thinking. |

| | |
|---|---|
| Professional learning<br><br>$18,700.00 | **The allocation of this funding has resulted in:**<br>All teachers in the school have the ability to access and view data in SCOUT. Teaching staff are able to record reading data in SENTRAL and use the reading data to held support students in reading.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Providing resources in the form of time for staff to meet every 3 weeks and one day a term to plan collaboratively using data to make changes to student learning experiences. |
| Beginning teacher support<br><br>$9,000.00 | Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Peakhurst West Public School during their induction period.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Collaboration and Professional Learning<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • The school provided casual class support to enable a comprehensive mentor and buddy system at school. Each early career teacher was given an experienced mentor teacher. They met fortnightly following mentoring structures and collaborative practices within the school , mentors have access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback.<br> • Casual cover was used provide support to enhance the professional growth of teachers during their induction period in a variety of ways including:<br><br>* observing other teachers' lessons<br>* enabling other teachers to observe their lessons<br>* engaging in collaborative practices<br>* receiving structured feedback based on observation<br>* evaluating impact of their teaching on student progress and achievement<br>* implementing effective classroom management strategies<br>* engaging in professional discussion and personal reflection<br>* assessing and evaluating student work<br>* planning quality lessons to maximise their impact on learning<br>* compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).<br><br>All beginning teachers have been guided through an induction when starting employment at a school, which includes workplace orientation, training and support. All beginning teachers have been supported using Strong start great teachers (SSGT) which provides schools with the induction in their first critical years of teaching  this program is structured, comprehensive and school-based.<br><br>**The allocation of this funding has resulted in:**<br>Beginning Teachers being provided with induction and professional development, guided by the Australian Professional Standards for Teachers.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>Next year we will continue to support all of our early career teachers, whether they receive allocated funding or not. |
| School support allocation (principal support)<br><br>$17,000.00 | School support allocation funding is provided to support the principal at Peakhurst West Public School with administrative duties and reduce the administrative workload.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** |

| | |
|---|---|
| School support allocation (principal support)<br><br>$17,000.00 | • Wellbeing<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • An additional School Administration Officer was employed 1.5 days a week to assist with administration of attendance and communication.<br><br>**The allocation of this funding has resulted in:**<br>The office staff have been supported and provided with opportunity to participate in a range of professional learning activities to build capacity.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>To continue to allocate resourcing to support office staff. |
| Literacy and numeracy<br><br>$8,538.00 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peakhurst West Public School from Kindergarten to Year 6.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Data informed practices<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • staff training and support in literacy and numeracy<br> • targeted professional learning to improve literacy and numeracy<br> • resources to support the quality teaching of literacy and numeracy<br> • updating reading resources to meet the needs of students<br> • teacher release to engage staff in MiniLit training.<br><br>**The allocation of this funding has resulted in:**<br>All Kindergarten and Year 1 classes implementing MiniLit.  The student results show a positive impact for 100% of the students.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>In 2022 we will continue to develop use of MiniLit into Year 2 classes. We will also train staff to use MaqLit as an intervention support for those students in Stages 2 and 3 who are struggling with reading. |
| QTSS release<br><br>$54,824.85 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peakhurst West Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Data informed practices<br> • Collaboration and Professional Learning<br> • Wellbeing<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • additional staffing to support staff collaboration in the implementation of high-quality curriculum<br> • assistant principals provided with additional release time to support classroom programs<br> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff<br><br>**The allocation of this funding has resulted in:**<br>We have designed and delivered some high quality professional learning for staff to implement data informed practices and we have supported staff through team teaching to implement differentiated teaching and learning. We have ensured that all of our staff are able to asses students in reading using running records. |

| QTSS release
$54,824.85 | **After evaluation, the next steps to support our students with this funding will be:**<br>We will continue to support staff through team teaching to be collaborative and reflective in their practices. |
|---|---|
| Literacy and numeracy intervention<br><br>$47,089.56 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Peakhurst West Public School who may be at risk of not meeting minimum standards.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Data informed practices<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • employment of classroom teacher  two days per week to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy<br><br>**The allocation of this funding has resulted in:**<br>All students K-6 are supported in class rooms an as part of small withdrawal groups to improve their reading. The classroom teacher is an expert in teaching reading and has also supported staff  to deliver differentiated reading groups in all K-2 classes.<br><br>**After evaluation, the next steps to support our students with this funding will be:**<br>We will continue with a similar model in 2022. |
| COVID ILSP<br><br>$150,449.71 | 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • employment of teachers/educators to deliver small group tuition. Two teachers have been employed for 6 days of support each week.<br> • providing targeted, explicit instruction for student groups in literacy with a focus on reading.<br> • employing staff during the learning from home period to provide online tuition to student groups in literacy.<br> • development of resources and planning of small group tuition<br> • employment of additional staff to support the monitoring of COVID ILSP funding<br><br>**The allocation of this funding has resulted in:**<br>All 60 of the students who received support in small group settings throughout the year have made considerable improvement in the area of reading. The small groups have enable differentiated instruction which allowed the students to be comfortable and happy in a small group setting which  was targeted to their level. Students loved attending "reading club". All participants were withdrawn 2-3 times a week and engaged with reading. Their confidence improved and they were happy to discuss texts and engage with a wide range of reading texts. Staff feedback reported an increase in student wellbeing as well as a check in for students whose wellbeing was of concern. Student reading progress has been tracked using running records and comprehension assessments.<br><br>**After evaluation, the next steps to support our students with this** |

| COVID ILSP<br><br>$150,449.71 | **funding will be:**<br>In 2022 we will continue with the small groups. We will continue to make reading an area of focus and measure student progress using running records and the literacy progressions. We hope to include small group sessions with a numeracy focus in Term 2. In 2022 we will track the students using the progressions and PLAN2. |
| --- | --- |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 171 | 156 | 147 | 148 |
| Girls | 123 | 124 | 139 | 137 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 95.4 | 90.2 | 94.6 | 93.7 |
| 1 | 95.1 | 92.7 | 91.4 | 95.2 |
| 2 | 96.7 | 92.8 | 93.7 | 95.1 |
| 3 | 95.3 | 93.3 | 95.6 | 94.5 |
| 4 | 95.9 | 93.8 | 93.4 | 94.9 |
| 5 | 96.7 | 94.7 | 95.2 | 95.3 |
| 6 | 94.1 | 93.8 | 95.7 | 95.2 |
| All Years | 95.6 | 93.2 | 94.4 | 94.8 |
| 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 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 10.49 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| Teacher ESL | 0.8 |
| School Administration and Support Staff | 2.57 |

*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.

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2021, teachers participated in professional learning during the learning from home period. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education and the smooth transition back to face-to-face schooling in Term 4. We also focused on developing the teaching staff's knowledge and strategies around Additive Thinking and Vocabulary. This was to support our School Improvement Plan.

75% of our teaching staff have obtained and are maintaining their accreditation at the Proficient level. The other 25% of staff are currently at the Graduate level of accreditation. After being initially accredited at Graduate level, all teachers must work towards achieving the mandatory accreditation level of Proficient level, which is a school and service-based process.

We have School Learning Support Officers who are dedicated to our school community. 50% of these staff members have achieved their Certificate IV in Educational Support.

All staff hold an undergraduate degree or diploma with 33% of staff obtaining a post-graduate level of education to support students in TSOL, Creative Arts and Aboriginal Education.

# 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** | 277,129 |
| **Revenue** | 3,031,336 |
|     Appropriation | 2,957,569 |
|     Sale of Goods and Services | 16,129 |
|     Grants and contributions | 54,386 |
|     Investment income | 206 |
|     Other revenue | 3,045 |
| **Expenses** | -2,989,801 |
|     Employee related | -2,685,641 |
|     Operating expenses | -304,159 |
| **Surplus / deficit for the year** | 41,536 |
| **Closing Balance** | 318,665 |

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** | 30,417 |
| **Equity Total** | 306,745 |
|     Equity - Aboriginal | 4,565 |
|     Equity - Socio-economic | 58,602 |
|     Equity - Language | 132,822 |
|     Equity - Disability | 110,757 |
| **Base Total** | 2,241,885 |
|     Base - Per Capita | 70,504 |
|     Base - Location | 0 |
|     Base - Other | 2,171,382 |
| **Other Total** | 179,881 |
| **Grand Total** | 2,758,928 |

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.

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.

# Parent/caregiver, student, teacher satisfaction

In 2021 students, parents and teachers were surveyed using the Tell Them From Me survey.

**Student**

The survey for students is related to 'Student Outcomes and School Climate' and the link to Student Engagement. This report provides results based on data from 112 students in this school who completed the survey between 08 Nov 2021 and 19 Nov 2021. The number of students by year level is shown in the chart at right. 5% of students completing the survey identified as from Aboriginal or Torres Strait Islander origin.

Student responses for 2021 indicated:
- 86% of students expressed a high rate of participation in sports with an instructor at school, other than in a physical education class. This was 3% higher than the NSW government norm.
- Of concern is the data showing that only 65% of students said they had a positive sense of belonging. This meant that 35% of students did not feel accepted and valued by their peers and by others at school. As a strategy to support this and get a greater understanding of students' sense of belonging at school. We have included surveys in our School Improvement Plan to monitor improvement and gain further understanding of what we need to implement and change to ensure that all students feel known, valued and cared for at Peakhurst West Public School.
- 81% of students identified that they had developed positive relationships at school. This was a 6% increase from 2020. (Less than NSW Government Norm 85%),
- 90% of students believed that positive behaviour was exhibited at school by most students. (NSW Government Norm 83%),
- 65% of students are interested and motivated in their learning. This was another concerning result. This will continue to be monitored in 2022 (NSW Government Norm 78%). In 2021, schools were online for an extended period of time which may have created this decline in motivation,
- 89% of students reported being socially engaged and participating in school sports (NSW Government Norm 83%),

- 50% of students reported that they participated in extracurricular activities (NSW Government Norm 55%,). This was an increase of 5% from the 2020 results.
- 79% of students expect to attend university when they leave school.
- 80% of Aboriginal students felt good about their culture when they are at school,
- 73% of students agreed or strongly agreed that they felt proud of their school,
- 86% of students felt that school staff emphasised academic skills and held high expectations for all students to succeed (this was 1% lower than the NSW Govt norm).
- Only 8% of students were worried or scared to return to school after the extended 17 weeks learning from home period of 2021.

**Parent**

Parents responded to the Partners in Learning survey about their involvement at Peakhurst West Public School covering several aspects of parents' perceptions of their children's experiences at home and school. A total of 156 parents and carers from Peakhurst West Public School completed the 2021 survey. This was a pleasing number of respondents as the 2020 number was 19 total participants. The survey covers several aspects of parents' perceptions of their children's experiences at home and school. A 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement, is used to identify the level of response to the following statements.

Responses to the Partners in Learning survey identified that:
- Two-way communication with parents- Parents feel welcome at the school with a result of 8 (NSW Government Norm - 7.4),
- Two-way communication with parents- Parents are informed increased from 6.4 in 2020 to 6.9 in 2021. (NSW Government Norm - 6.6),
- Parent Participation at school- Parents talked with a teacher- 59% of respondents indicated that they had spoken to their child's teacher two or more times about their learning or behaviour.
- Parents Participation at school- Parents are involved in any school committees (for instance, the P&C)- 13% of respondents indicated that they had been involved with a committee.
- Parents support learning at home (6.6) (NSW Government Norm-6.3),
- The school supports their child's learning (7.2 an increase of 0.1 from 2020), (NSW Government Norm 7.3),
- The school supports positive behaviour (7.4) (NSW Government Norm- 7.7),
- Parents feel their child is safe at Peakhurst West Public School (7.4, an 0.2 increase from 2020);
- Peakhurst West Public School provides an inclusive environment (7.0, an increase from 6.4 in 2020) where staff take an active and ever-evolving role in making sure all students are included in school activities and develop positive friendships. (NSW Government Norm - 6.7).
- 88% of parents indicated the Peakhurst West Public School was their first choice of public school.
- 80% of parents agree or strongly agree that they would recommend Peakhurst West Public School.
- 91% of parents reported that they are somewhat or well informed about what their children are learning at school.

- 90% of parents responded that the communication at Peakhurst West Public School was clear or somewhat clear.

**Teacher**

Teacher survey results were formulated from 22 respondents to the survey, focusing on the Eight Drivers of Student Learning and represented by a 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. This was an improvement of 7 respondents from 2020. Peakhurst West Public School gave teachers time to complete this survey to ensure that we obtained the most accurate data from our teachers.

The 2021 results identified that:

- School leadership achieved a score of 7.5 which sat above the NSW Government norm of 7.1. Three out of the eight descriptors we scored over 1 point above the NSW Government norm.
- Teacher responses indicated 'school leaders supported teachers during stressful times' and 'created a safe and orderly school environment'. (both recording 8.2 on the scale).
- Teachers 'work collaboratively in developing cross-curricular or common learning opportunities' (scoring 8.1). This is something that we are developing further in 2022, within our school plan,
- Teachers "set high expectations for student learning" (8.4).
- Teachers "monitor the progress of individual students" (8.3)
- Data Informs Practice (7.7) - (NSW Government Norm 7.8). We have had a lot of professional learning about data informed practices. The school teaching staff have a stronger understanding of what this is and how it underpins best teacher practice. 81% of teachers responded that their understanding of data informed practice had changed in 2021. 86% of teachers said they used these strategies a least once a week within their teaching and learning cycle.
- Teachers use Teaching Strategies (7.8) that assist all students with their learning (NSW Government Norm - 7.9),
- Technology is an important component of teaching and learning (7.0) - (NSW Government Norm - 6.7). This is an increase of 0.8 from 2020.
- The school community is Inclusive (8.1)- (NSW Government Norm is 8.2),
- There is an established culture of Parent Involvement (6.7) (NSW Government Norm - 6.8). This area was compromised by the global COVID-19 pandemic and restrictions placed on schools,
- Planned learning opportunities - (7.7) (NSW Government Norm - 7.6).
- 95% of teachers feel that Peakhurst West Public School is a welcoming and culturally safe place for all students.

Overall, 95% of teaching staff indicated that school leaders are leading improvement and change at Peakhurst West Public School. 81% of staff also indicated that they believed that the strategic vision of the school is clearly communicated.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

All teachers are responsible for 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

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.