

# 2022 Annual Report

## Peak Hill Central School



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# Introduction

The Annual Report for 2022 is provided to the community of Peak Hill Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Peak Hill Central School

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## School vision

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

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

## School context

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

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

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

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

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$25,000.00

**Socio-economic background:** \$120,202.40

**Aboriginal background:** \$5,000.00

**Per capita:** \$166.00

**AP Curriculum & Instruction:** \$120,456.80

### Summary of progress

In 2022, the school was committed to improving classroom practice through regular staff professional learning, focusing on What Works Best, literacy (reading), 8 Ways of Learning (Aboriginal Pedagogies), and the establishment of literacy and numeracy classes across the school. In 2022, there was a strengthening of the Reading Program (Reading Circles) implemented across the school. Numeracy and literacy and data skill use was a focus to inform teaching and learning in 2022.

Our school uses a funding model focused on equity and supports all students to achieve by ensuring their needs are met so that they can thrive academically. The strengthening and further implementation of Big Ideas in Number Strategies will be implemented across the school to promote numeracy.

The school is developing a culture of high expectations in everything we do and has seen success in engaging the whole school community in an aspirational learning culture.

Based on our targets for 2022, we saw in growth in the following areas:

- Year 5 Students in Top 2 Bands for Reading
- The percentage of Aboriginal Students in Year 7 who achieved in Top 3 Bands in Numeracy and Top 3 Bands for Reading
- The percentage of Aboriginal Students in Year 9 achieved in Top 3 Bands for Reading.

The majority of our progress measures were not achieved.

### 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
Increase the % of <b>Year 9 students</b> in the <b>Top 2 bands</b> or above in Numeracy as measured by NAPLAN assessment from baseline of 3.7% to lower bound target to <b>12.1% by 2022</b> and working towards upper bound target of 17.1% by 2024	Students achieving in the top two bands in numeracy did not meet the system negotiated target.

<p>Increase the % of <b>Year 9 students</b> achieving in the <b>Top 2 Bands</b> of <b>Reading</b> as measured by NAPLAN  From a baseline 6.3% to lower bound target of <b>13.6% by 2022</b> and working towards Upper bound target of 18.6% by 2024</p>	<p>Students achieving in the top two bands in reading did not meet the system negotiated target.</p>
<p>Increase the % of Year <b>3&amp;5 students</b> achieving in the <b>Top 2 Bands</b> of <b>Reading</b> as measured by NAPLAN  from a baseline of 8.3% to lower bound target of <b>16.9% by 2022</b> and working towards upper bound target of 21.9% by 2024.</p>	<p>Students achieving in the top two bands in reading did not meet the system negotiated target.</p> <p>18.75% of Year 5 Students in Top 2 Bands for Reading - achieved 2022 system negotiated target.</p>
<p>Increase the % of Year <b>3&amp;5 students</b> achieving in the <b>Top 2 Bands</b> of <b>Numeracy</b> as measured by NAPLAN  from a baseline of 8.3% to lower bound target of <b>13.5% by 2022</b> and working towards upper bound target of 18.5% by 2024.</p>	<p>Students achieving in the top two bands in numeracy did not meet the system negotiated target.</p>
<p>Increase % of Aboriginal Students achieving top 3 bands in Numeracy in Years 5 ,7 &amp; 9 as measured by NAPLAN to be reflective of and align with overall school targets</p>	<p>There was an increased percentage of Aboriginal students achieving in Top 2 Bands in Year 7. There was no change for Years 5 and 9, and a decrease in Year 3.</p>
<p>Increase % of Aboriginal Students achieving top 3 bands in Reading in Years 5 ,7 &amp; 9 as measured by NAPLAN to be reflective of and align with overall school targets</p>	<p>There was an increased percentage of Aboriginal students achieving in Top 2 Bands in Year 7 and Year 9. There was a decreased for Years 3 and 5.</p>
<p>Increase % <b>top 2 band</b> attainment in courses across the <b>Western Access Program</b> as measured by HSC from a base line of 7.4% to lower bound target of <b>13.2% by 2022</b> and working towards upper bound target of 18.2% by 2024.</p>	<p>Students attaining Top 2 Bands in the HSC did not meet the system negotiated target.</p>
<p>Increase % <b>top 3 band</b> attainment in courses across the <b>Western Access Program</b> as measured by <b>HSC</b> from a base line of 21.3% to lower bound target of <b>29% by 2022</b> and working towards upper bound target of 34% by 2024.</p>	<p>31% (5/16) of students enrolled in the Western Access Program in 2022 achieved in the top 3 bands for their course.</p>

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

### Purpose

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

### Initiatives

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

- Engagement and Wellbeing
- Healthy Booris Day
- On Country Camps

### Resources allocated to this strategic direction

**Aboriginal background:** \$199,092.00

**School operational Funding:** \$5,150.00

**Socio-economic background:** \$113,000.00

**Location:** \$41,952.00

**Per capita:** \$39,000.00

**Integration funding support:** \$272,740.00

**Low level adjustment for disability:** \$134,285.00

### Summary of progress

Our school is committed to providing support for students and families' wellbeing (through the schools' wrap around wellbeing programs and structure) as there is a correlation between wellbeing, attendance, engagement and improved outcomes at school. Although we have not met our system negotiated target for students attending more than 90% of the time, we have seen an increase in this trend. This is a result of targeted intervention and proactive strategies. The major impact that prevented us from reaching the target was transient students and Home School Liaison Officer Caseload. We have worked closely in 2022 with our HSLOs to rectify these long term attendance issues that were skewing the data. We have embedded sustainable engagement programs such as Activate, John Moriarty Football Academy, Pirru Thangkuray, improved school sport options, and reading circles into the culture of the school to promote high expectations, especially in relation to attendance. We support and encourage students to participate in extra curricular activities including school sporting teams, the agricultural show team, and the Student Representative Council to further increase engagement and attendance. In 2023 our activities will continue the focus on lifting the attendance levels of students in the 80%-90% bracket to above 90%. This will include phoning families daily and using the school bus to transport students who haven't arrived at school.

Consistent communication at all levels with parents and caregivers has strengthened accountability and relationships with the community. The school has continued to engage with the Aboriginal community of Peak Hill by incorporating a culturally appropriate curriculum, extra curricular activities, programs and external providers, and by utilising Aboriginal mentors and Elders. 2022 saw the re-establishment and strengthening of the Aboriginal Education Committee at PHCS with the employment of an additional Aboriginal mentor who sustained links with the local AECG. In 2022 staff underwent cultural and historical perspectives training on Country to improve their understanding of our local community. In 2023, Positive Behaviour for Learning will be strengthened across the school. Professional learning for all staff will lead to the development of processes to assist with the implementation of the Inclusive, Engaging and Respectful Schools policy. A priority is exposing students to life outside of Peak Hill to develop a more aspirational mindset and looking towards future employment and training options. This included Stage 3 Canberra Excursion, Stage 4 and 5 Sydney Excursion and Stage 6 Sydney Excursion.

### 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
Increase the proportion of students with school attendance over 90% of the time or more by 2022 by 10.8% to the	36.9% of Primary students attended over 90% of the time. This is a increase from 2021.



<p>schools lower bound system negotiated target of 62.8%.</p> <p>Working towards the upper bound target of 67.8% or more by 2024.</p>	
<p>Primary Wellbeing: Increase the proportion of primary students reporting Expectations of Success, Advocacy and Sense of Belonging at school by 1.8% to the lower bound target of 93.8% in 2022 and working toward the upper bound target of 98.8% in 2024</p>	<p>Progress towards achievement data is based on TTFM Portal Results, as the SCOUT results were not available at time of publishing.</p> <p>Expectations of Success - 8.4 (Increase from 7.9)</p> <p>Advocacy - 8.8 (Increase from 7.1)</p> <p>Sense if Belonging - 74% (Increase of 1%)</p>
<p>Secondary Wellbeing: Increase the proportion of secondary students reporting Expectations of Success, Advocacy and Sense of Belonging at school by 5.6% to achieve the lower bound target of 59.3% or more by 2022 and working towards the system negotiated upper bound Target of 64.3% by 2024</p>	<p>Progress towards achievement data is based on TTFM Portal Results, as the SCOUT results were not available at time of publishing</p> <p>Expectations of Success 6 (No change from 2021)</p> <p>Advocacy 5.5 (0.1 Increase)</p> <p>Sense of Belonging 39% (Decrease from 48%)</p>
<p>Increase proportion of Aboriginal students attaining the HSC while maintaining their cultural identity</p> <p>50% of Aboriginal Year 9 students in 2019 complete HSC</p>	<p>43% of Aboriginal students that were enrolled in Year 9 in 2019 completed their HSC in 2022. We are continuing to work towards achieving our target of 50%.</p>

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

#### Purpose

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

#### Initiatives

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

- Planned Approach to Collaboration and Professional Learning
- PL Provided in Literacy and Numeracy

#### Resources allocated to this strategic direction

**Aboriginal background:** \$143,300.00

**QTSS release:** \$14,300.00

**Socio-economic background:** \$48,300.00

**Professional learning:** \$3,479.00

#### Summary of progress

In 2022, staff capacity was built through weekly professional learning based on What Works Best, ongoing training in data skills and use, and regular training on reading strategies as part of the Reading Circles Program. There was a focus on professional learning in Cultural Awareness and Aboriginal Pedagogies, with staff completing localised cultural awareness training and the Aboriginal Pedagogies (8 Ways) Professional Learning. In 2023, 8 Ways will be included in all teaching and learning programs.

The Learning and Support Coordinator worked closely with the Assistant Principal Learning and Support to improve and streamline the Learning and Support processes at PHCS.

In 2022 PHCS was an early adopter school for the trial implementation for Literacy and Numeracy ES1 Curriculum. The guided support provided was instrumental in setting strong foundations for the planning and programming for the implementation of the new curriculum. These skills and experiences have been shared with other staff in schools across the network. Unfortunately our ACPI 0.8 was on Maternity Leave for the majority of 2022, therefore the full capacity of data collection and PL should improve in 2023 with her return to the role.

All Staff engaged with the Performance and Development Framework process which included support from the Principal and supervisor to ensure alignment of Performance and Development Plan goals to the Strategic Improvement Plan.

#### 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
Commitment to at least one staff member trained in Stronger Smarter.  Staff continue ongoing training in 8 Ways for deeper understanding and application. Embed 8 Ways Philosophy in Learning Culture through Teaching and Learning Programs.	Three staff complete Stronger Smarter Training in 2022.  8 Ways/Aboriginal Pedagogy Professional Learning delivered by Aboriginal Education and Wellbeing Advisor and Aboriginal Education and Wellbeing Officer during SDD at end of 2022.
Literacy and Numeracy strategies included in teaching and learning programs.  Professional Learning in numeracy progressions and numeracy strategies	Staff are working towards literacy and numeracy strategies being implemented in all teaching and learning programs.  HT Student Attainment provides PL in literacy strategies. Working towards regular PL in numeracy.

provided to all staff by Numeracy team.  Professional learning in literacy as per strategic direction 1.	
All staff have Performance and Development Plans that articulate their plan for professional growth each year and are able to demonstrate impact and learning that spans some professional teaching standards.	All staff completed Performance and Development Plan in 2022. Goals are aligned to standards and strategic directions. Staff completed the mid year review and annual review with Head Teacher. In 2022 Principal also met with staff for review.
WWB the basis for staff meetings (30 minutes every week), with aspiring leaders established PL discussion groups based around research of WWB.	Every meeting included WWB Workshop. Each meeting focused on a new quality teaching practice from WWB.
Induction Program implemented for any new staff. Evaluation of Program and modifications made	Staff Handbook finalised in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$272,740.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peak Hill Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Wellbeing</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 more staff to assist students with additional learning needs (or the actual number of staff. E.g. employment of 5 SLSOs)</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• consultation with external providers for the implementation of Learning and Support Processes, Literacy and Numeracy Programs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Every student at PHCS was provided with evidence based personalised support.</li> <li>-All students were provided with a Personalised Learning Plan.</li> <li>-Student transitions into the Stage 6 Western Access Program were provided with appropriate support to ensure the successful commencement of Stage 6 learning. Additional SLSO staffing was provided to ensure all programs are adjusted and differentiated to meet the learning needs of students.</li> </ul> <p>Additional support through the establishment of the Centre of Excellence with additional trained staff in special education.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>Continued funding of Room 3 - initiative</li> <li>Continued funding of additional SLSO supports</li> <li>Strengthening PLP process to improve Parent/Carer, Teacher and Student collaboration.</li> </ul>
<p>Socio-economic background</p> <p>\$281,502.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peak Hill Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> <li>• Engagement and Wellbeing</li> <li>• Planned Approach to Collaboration and Professional Learning</li> <li>• Effective Classroom Practice - Numeracy</li> <li>• Data Skills and Use</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>• staff release to increase community engagement</li> <li>• employment of additional staff to support Literacy and Numeracy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$281,502.40</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Implementation of reading circles across the school, Reciprocal Reading, Super 6 Strategies and associated professional learning for staff. This has contributed to improvements in running record data, Essential Assessment and NAPLAN Literacy and Numeracy.</li> <li>- Assisted in allowing our students to participate in excursions, both within and outside of the community. Increased students' aspirations for post school transitions by experiencing life outside Peak Hill.</li> <li>- Equity funding has assisted in our implementation of PBL Rewards and Acknowledgements</li> <li>- Attendance and engagement of students and community has increased due to funding for wellbeing initiatives around the school, support for Stage 6 students in their study periods, Activate Program (resourcing for Outdoor Education, Food Technology, Agricultural, Technology, Craft) and other extra curricular activities.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continued targeted intervention programs in literacy and numeracy.</li> <li>- Strengthen data capture in additional assessments to ensure we have a full range of data to triangulate (replacing NAPLAN)</li> <li>- Implementation of new curriculum as per guidelines. Ensuring scope and sequences and programs are differentiated, catering for the needs of all students, including literacy, numeracy and Aboriginal perspectives.</li> <li>- Strengthening PBL and the behaviour management plan.</li> <li>- Strengthening Activate (credentialing employability and competencies)</li> <li>- Continuing to provide uniform, food, transport to and from school to meet basic needs of students to assist with learning and attendance</li> <li>- Stage 4 and 5 - series of industry visits as a prelude to a successful work experience program</li> </ul>
<p>Aboriginal background</p> <p>\$347,392.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peak Hill Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> <li>• Engagement and Wellbeing</li> <li>• Planned Approach to Collaboration and Professional Learning</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 deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Aboriginal student achievement and value add has improved NAPLAN - reading and numeracy</li> <li>- Increase in attendance for Aboriginal students with an ongoing upward trajectory.</li> <li>- Employment of additional staff for Aboriginal Mentorship - cultural awareness to support students, transport and moral support at School Based Apprenticeships (TVET)</li> <li>- Funding of events outside of school to increase engagement of parents - e.</li> </ul>



<p>Aboriginal background</p> <p>\$347,392.00</p>	<p>g. Meet the Teacher at Local Pool and Parent Teacher Interview</p> <ul style="list-style-type: none"> <li>- Purchasing of technology to ensure all Stage 6 students have access to a computer at home to complete school assessment tasks.</li> <li>- Employment of an additional Primary teacher to reduce class sizes to allow for greater differentiation and achievement in numeracy and literacy by having smaller composite classes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue with current support levels (additional SLSOs, teachers, resourcing).</li> <li>- Further development of 8 Ways of Learning PL.</li> <li>- Continued commitment to Stronger Smarter and embedding in school culture.</li> <li>- Focus of Aboriginal Education in everything that we do, including SDD with the full establishment of Secondary Boys and Girls Groups and a Primary Group for culture/histories and engagement in school K-12.</li> </ul>
<p>Location</p> <p>\$41,952.00</p>	<p>The location funding allocation is provided to Peak Hill Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Provide opportunities for students to access TVET courses and TAFE.</li> <li>-Support students to be able to attend WAP Camp and work placement to meet mandatory requirements for Stage 6 VET Courses. Year Excursions to Canberra and Sydney to expose students to life outside Peak Hill</li> <li>-Allow students to access sporting opportunities outside Peak Hill</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue with Year Excursions, sporting opportunities, Western Access Program Camp, Practical Days, TVET and SBAT through TAFE to ensure our students are not disadvantaged based on isolation.</p>
<p>Professional learning</p> <p>\$28,479.00</p>	<p>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 Peak Hill Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> <li>• Planned Approach to Collaboration and Professional Learning</li> <li>• Effective Classroom Practice - Numeracy</li> <li>• Data Skills and Use</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>• Provides support in literacy and numeracy high impact professional learning for all staff.</li> <li>• Provide funds for a school wide approach to Aboriginal Education, 8 Ways of Learning, Stronger Smarter, Culture and Histories</li> <li>• Support for beginning teachers</li> <li>• School initiatives to ensure collective efficacy across the school - What Works Best (Aspiring Leaders)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

Professional learning \$28,479.00	<ul style="list-style-type: none"> <li>- Building culture and success in Aboriginal Education.</li> <li>- What Works Best Framework being embedded in school culture</li> <li>- Staff supported with literacy and numeracy professional learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Increased focus on numeracy in 2023, with Big Ideas in Number</li> <li>- Employment of retired Maths teacher to support Stage 6 students on site</li> <li>- Continuation of aspiring leaders running High Impact Professional Learning</li> <li>- Continued Professional learning of Aboriginal Cultures and Histories and Stronger Smarter</li> </ul>
QTSS release \$14,300.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peak Hill Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Planned Approach to Collaboration and Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Coordinated approach to ensure primary teachers can have collective efficacy in literacy, numeracy, data informed practice and time to work with Assistant Principals. Implementation of new curriculum transition to school programs e.g Kick Start Kindy</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation and strengthening of 2022 Initiatives in 2023</p>
COVID ILSP \$35,381.20	<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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Small group tuition</li> <li>- Plan2 Data and Running Records indicated growth in literacy and numeracy.</li> <li>- Lack of availability of appropriate staff resulted in the inability to allocate all funds in 2022.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of tutors. Advertising on facebook and school newsletter has resulted in 3 part-time tutors assisting students in 2023. The ability to increase the consistency of small group tuition will allow a greater number of students with learning needs to be additionally supported at school.</p>
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for

<p>\$134,285.00</p>	<p>students at Peak Hill Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Wellbeing</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention (MultiLit, Macqlit, Minilit, Corrective Reading) to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Additional SLSOs and staff for specific purpose</li> <li>- Establishment of additional classes to support students with high level learning needs</li> <li>- Adjustments to programming to support needs of all students</li> <li>- Establishing support for the successful transition of students into the Stage 6 Life Skills Program</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue providing support for adjustments to ensure all students learning needs are met</li> <li>- Continue to fund additional SLSOs to assist in the learning needs of all students K-12</li> <li>- Students with high-level learning needs or disabilities provided opportunities to experiences meaningful work opportunities e.g. House with No Steps of Westhaven Industries</li> </ul>
<p>Per capita</p> <p>\$39,166.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Peak Hill Central School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Literacy</li> <li>• Engagement and Wellbeing</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>• Purchasing additional resources that include learning materials, assessment tools and providing additional release time for staff to prepare individualised support for students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Strengthening Reading Circles - greater student choice in selecting reading books to improve interest.</li> <li>- Implementation of K-2 new curriculum as an early adopter school</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Strengthening:</p> <ul style="list-style-type: none"> <li>- Wrap Around Wellbeing Focus</li> <li>- Reading Circles</li> <li>- Technology</li> </ul>

<p>Per capita</p> <p>\$39,166.00</p>	<p>- Big Ideas in Number</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Effective Classroom Practice - Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Due to maternity leave and staffing shortages the APCI was unable to be filled for the majority of 2022</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to maternity leave and staffing shortages the APCI was unable to be filled for the majority of 2022. This resulted in limited data collection and use and high impact PL from this provision. However Assistant Principals did their best to support staff in the absence of an APCI.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 2023 - Substantive APCI returns to work with a focus on data collection and high impact professional learning with a literacy and numeracy focus K-6. Working alongside school funded position HT Student Growth and Attainment in Secondary.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	62	63	81	75
Girls	59	56	74	70

### 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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.



## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	92.1	86.5	82.9
1	85.6	93.8	86.2	83.3
2	88.2	92.5	89.1	81.8
3	83.8	87.9	88.0	83.9
4	84.7	92.5	80.2	80.5
5	83.8	87.5	81.5	81.4
6	73.5	87.8	83.1	72.3
7	84.1	80.7	86.1	77.5
8	82.5	89.8	70.4	72.0
9	74.8	85.2	80.4	68.1
10	70.4	82.7	71.5	73.6
11	52.9	82.6	63.9	57.0
12	71.7	91.8	81.5	81.3
All Years	77.8	87.7	80.4	75.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

## Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	33
Employment	8	7	33
TAFE entry	0	7	0
University Entry	0	0	33
Other	0	7	0
Unknown	8	0	0

### Year 12 students undertaking vocational or trade training

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80.00% of Year 12 students at Peak Hill Central School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Peak Hill Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.8
Head Teacher(s)	3
Classroom Teacher(s)	11.26
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	6.39
Other Positions	0.1

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,573,021
<b>Revenue</b>	4,407,540
Appropriation	4,322,315
Sale of Goods and Services	14,624
Grants and contributions	66,527
Investment income	4,074
<b>Expenses</b>	-4,564,386
Employee related	-3,850,066
Operating expenses	-714,320
<b>Surplus / deficit for the year</b>	-156,846
<b>Closing Balance</b>	1,416,175

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	272,740
<b>Equity Total</b>	763,210
Equity - Aboriginal	347,422
Equity - Socio-economic	281,502
Equity - Language	0
Equity - Disability	134,286
<b>Base Total</b>	2,396,780
Base - Per Capita	39,165
Base - Location	41,956
Base - Other	2,315,659
<b>Other Total</b>	720,577
<b>Grand Total</b>	4,153,307

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

The Principal has consulted with the Parent and Citizens Association by attending monthly meetings, and reported feedback to staff. The school also developed a partnership with the Aboriginal Education Consultative Group and has reported increased positive feedback.

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

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

Tell Them From Me results showed that students in Primary increased in Sense of Belonging, Advocacy and Expectations for Success. We intend in 2023 in the lead up to External Validation (in 2024) to investigate broader options for parent, staff and student feedback.

# 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.