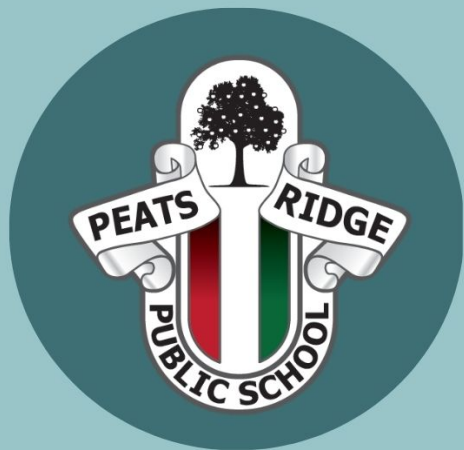


# 2022 Annual Report

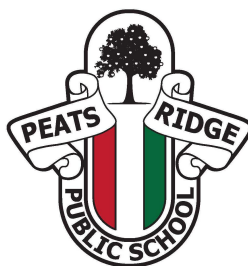
## Peats Ridge Public School

*Welcome to*

Peats Ridge Public School



RESPECTFUL - RESPONSIBLE - CONNECTED



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# Introduction

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

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

## School contact details

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Peats Ridge Public School

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PEATS RIDGE, 2250

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## School vision

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

## School context

Peats Ridge PS, with a current enrolment of 15 students, is a rural and remote school located in the hinterland of the Central Coast, about 30 km from Gosford. The school site has beautiful native gardens, fruit trees and three lush playing fields. School numbers have fluctuated over the past five to ten years, with student numbers shifting from 50+ to the current 15. We anticipate that this trend will continue in the future. We currently have 1 student identified as Aboriginal. We have two English as an Additional Language or Dialect (EAL/D) students of Chinese heritage. Our FOEI has dropped from 126 in 2019 to 94 this year.

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Assessment
- Data

### Resources allocated to this strategic direction

**Professional learning:** \$4,304.00  
**Low level adjustment for disability:** \$33,244.00  
**Teaching Principal Relief:** \$36,309.00  
**Literacy and numeracy:** \$2,595.00  
**QTSS release:** \$2,873.00  
**Socio-economic background:** \$2,814.00  
**English language proficiency:** \$2,400.00  
**Location:** \$731.00  
**Per capita:** \$3,538.00

### Summary of progress

The focus of this initiative for 2022 involved the strategic staffing of the school through the employment of a teacher with expertise in embedding formative assessment into daily practice. This teacher worked closely with our Covid ILSP Tutor and School Learning Support Officer to ensure that learning was driven by collaborative data analysis, carefully planned differentiation and explicit teaching.

Systems and processes were reviewed for the collection of data through quality school based and external assessments. The multi-age multi-stage small school context means that our whole school assessment schedule must be reviewed and changed to reflect student need, school resources and department requirements.

In 2022, school resources were allocated to enable the class teacher to engage in high impact professional learning in the explicit teaching of phonological and phonemic awareness, phonology, decoding and reading fluency through the Multisensory Structured Language Education (MSLE) pedagogy. Comparisons of reading data before and after the implementation of MSLE teaching methods has shown a profound impact on student growth from Year 1 to Year 4. As the class is a Year 1 to Year 6 class, we have also noticed that the MSLE methods have also impacted Years 4 to 6, specifically with their decoding and fluency.

### 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
Improvement in the percentage of students in the Small Schools Network achieving in the top 2 bands to be above the Small Schools Network lower bound system-negotiated target in Reading of 42%.	2022 data for combined Small Schools Network: Reading- 40.45% of students across the eight schools are achieving the top 2 bands in Reading. In isolation, Peats Ridge PS had 25% of students achieving the top 2 bands in Reading in 2022. This shows an uplift in results since 2020.
Increase the percentage of students in the Small Schools Network achieving in the top 2 bands, in Numeracy, by 5% or above to reach the Small Schools	2022 data for combined Small Schools Network: Numeracy- 23.86% of students across the eight schools are achieving the top 2 bands in Numeracy. In isolation, Peats Ridge PS had 33.3% of students achieving the top 2 bands in Numeracy in 2022.

<p>Network lower bound target of 32%.</p>	
<p><b>NAPLAN expected growth targets</b></p> <ul style="list-style-type: none"> <li>• A minimum of 60% of Year 5 students achieve expected growth in Reading.</li> </ul> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• PLAN2 data shows that 50% of students achieve or exceed expected growth in Understanding Texts and Quantifying Number reflecting data from internal school measures.</li> </ul> <p><b>School Excellence Framework</b></p> <p>Evidence presented at External Validation shows professional learning and system development has positively impacted on the following domains and elements,</p> <p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Data skills and use</li> </ul> <p><b>Leading:</b></p> <ul style="list-style-type: none"> <li>• Educational leadership</li> </ul>	<p><b>NAPLAN expected growth targets-</b> Student growth in NAPLAN Reading from Year 3 2020 to Year 5 2023 was not measurable due to the NAPLAN assessments not being completed in 2020 because of the pandemic.</p> <p><b>Progressions-</b> In the initial phonological awareness assessment from Term 2 2022, the average score for students from years 1 to 6 ranged from 61% to 95% (average 81%). By Term 4 the range of scores was from 85% to 100% (average 95%). This is an average growth of 14% in phonological awareness.</p> <p><b>School Excellence Framework-</b> The collection of evidence and data is demonstrating;</p> <p><b>Learning-</b> Assessment is at Excelling</p> <p><b>Teaching-</b> Effective classroom practice and Data skills and use are at Excelling.</p> <p><b>Leading-</b> Educational Leadership is at Sustaining and Growing.</p>
<p><b>NAPLAN expected growth targets</b></p> <ul style="list-style-type: none"> <li>• A minimum of 60% of Year 5 students achieve expected growth in Numeracy.</li> </ul> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• PLAN2 data shows that 50% of students achieve or exceed expected growth in Understanding Texts and Quantifying Number reflecting data from internal school measures.</li> </ul> <p><b>School Excellence Framework</b></p> <p>Evidence presented at External Validation shows professional learning and system development has positively impacted on the following domains and elements,</p> <p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Data skills and use</li> </ul> <p><b>Leading:</b></p> <ul style="list-style-type: none"> <li>• Educational leadership</li> </ul>	<p><b>NAPLAN expected growth targets-</b> Student growth in NAPLAN Numeracy from Year 3 2020 to Year 5 2023 was not measurable due to the NAPLAN assessments not being completed in 2020 because of the pandemic.</p> <p><b>Progressions-</b> we are working towards delivering the target of 50% of students achieving expected growth in the indicators of Quantifying Number.</p>

## Strategic Direction 2: Wellbeing and learning partnerships

### Purpose

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

### Initiatives

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

- Collaboration for engagement
- Positive Learning Culture

### Resources allocated to this strategic direction

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

### Summary of progress

In 2022 all school staff worked to build a positive learning environment characterised by supportive relationships and engagement with students through a program of structured play activities at breaktimes. School equipment was sourced and utilised based on the students' interests. Due to unforeseen circumstances unable to source a Wellbeing Chaplain, so targeted small group support was limited to what teaching staff and the SLSO could provide. At a whole school level we ran programs and opportunities to build cognitive, emotional, physical and social wellbeing through sport and creative arts. We were successful in gaining the Sporting Schools Grant for every term which meant we could provide swimming lessons, tennis and soccer coaching and the annual Surf Fun Day at no cost to parents. The four Small Schools in the network successfully gained the Minister's Arts grant and were able to participate in the Wakakirri Story Dance- Artist in residence Program.

The school-wide, collective responsibility for student learning is informed by sound holistic information about each student's wellbeing and learning needs through weekly communications meetings with a Wellbeing focus. In 2022 the employment of a teacher with expertise in formative assessment has meant that students are engaged in the assessment and learning process, starting with goal setting, then referring effectively to success criteria during, through to receiving feedback on their learning from the teacher in a variety of forms.

Student attendance data is regularly analysed and is used to inform planning. 2022 was the first whole year that Peats Ridge PS staff used Sentral as an effective tool for recording and monitoring attendance and other complexities for our students. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Systems are now in place to regularly reward attendance for those students with a rate greater than 90% across the term. Students at risk are monitored through weekly staff meetings and followed up by the principal with conversations with parents and carers to offer support and strategies.

### 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
<b>Attendance Data</b> Between 70% and 100% of students will attend school for greater than 90% of the time from a baseline of 91%.	Attendance Data from Term One 2022 shows 28.6% of students attending school for >=90% of the time. By Term Four this had a small increase to 33.3%. This was probably due to a high rate of Covid infections and isolation periods in Term One. The overall attendance rate improved from 80.3% in Term One to 84.7% in Term Four.
<b>Tell Them From Me Data</b> The percentage of students with positive wellbeing, in the areas of <i>sense</i>	Sense of Belonging- School- 83.33% State- 70% Advocacy at school- School- 83.33% State- 86%

*of belonging and advocacy at school*, will increase to be equal to or above SSSG and State, from a baseline of 43% and 50%, respectively.

**Collaboration**

Evidence of Learning Intentions exhibited in all classrooms with students engaging in self-assessment using success criteria for their numeracy goals in quantifying number and literacy goals in understanding text .

**Wellbeing Programs**

- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school.
- Evidence of student voice and leadership opportunities in classrooms and across the school.

**School Excellence Framework**

Evidence presented at External Validation shows professional learning and a whole school approach to learning culture has positively impacted on the following domains and elements,

**Learning:**

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

**Teaching:**

- Learning and development

**Leading:**

- Educational leadership, Community engagement
- Management practices and processes, Community satisfaction

**Collaboration-** There is evidence in the classroom that learning intentions, success criteria and learning goals are displayed, referred to and updated regularly. Students are developing their ability to articulate the learning intentions, utilise success criteria and achieve their goals.

**School Excellence Framework-**The collection of evidence and data is demonstrating;

**Learning-** Attendance is at Sustaining and Growing

**Teaching- Learning and development-** Collaborative Practice is at Sustaining and Growing.

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

Internal measures of community satisfaction have shown the following from 2022-

100% of survey respondents agree that the school encourages and supports regular attendance.

100% of respondents feel that their child's learning needs, abilities and interests are considered by teachers when supporting their learning.

80% of respondents feel that behaviour issues are dealt with in a timely manner.

100% of respondents see positive, respectful relationships between students and staff at Peats Ridge PS.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,814.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peats Ridge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• combined with funding for Covid ILSP to create a temporary 0.2 teacher position. Teacher with expertise in MSLE employed to develop and deliver explicit teaching in literacy and numeracy skills.</li> <li>• employment of additional staff to support MSLE program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Teachers develop and implement a range of assessment strategies in determining teacher directions, monitoring and assessing student progress and reflecting on teacher effectiveness.  Internal measures show the average growth for all students-  Years 1 to 3 in Word Reading at 18% when comparing initial MSLE data from Term 2 with final data from Term 4.  Years 1 to 3 in Fluency at 13.4% when comparing initial MSLE data from Term 2 with final data from Term 4.  Years 1 to 5 Spelling at 19% when comparing initial Diagnostic test data from Term 2 with final data from Term 4.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  the continued employment of a temporary teacher to fulfil the role of Learning Support Teacher and Covid-ILSP Tutor.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peats Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The school uses systematic and reliable assessment information to evaluate student learning and implements changes in teaching that lead to measurable improvement.  Internal measures show the average growth for EALD students-  in Word Reading at 30% when comparing initial MSLE data from Term 2 with final data from Term 4.  in Fluency 80% to 95% when comparing initial MSLE data from Term 2 with final data from Term 4.  in Spelling at 11% when comparing initial Diagnostic test data from Term 2 with final data from Term 4.  The classroom teacher has made professional connections with the network EAL/D Education Leaders for ongoing support and professional learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued monitoring of their progress through school based assessments and those provided by the EAL/D Education Leader to ensure that</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>consideration is given to the specific needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$33,244.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Peats Ridge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention, MSLE and MultiLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has processes in place to support teachers' consistent evidence-based judgement and moderation of assessments.</p> <p>Teachers develop and implement a range of assessment strategies in determining teacher directions, monitoring and assessing student progress and reflecting on teacher effectiveness.</p> <p>In 2022 teachers engaged in professional learning in Multi Sensory Structured Language Education (MSLE) which provided a new pedagogy for the explicit teaching of literacy focusing on phonological and phonemic awareness along with decoding and reading fluency. In the initial phonological awareness assessment from Term 2 2022, the average score for students from years 1 to 6 ranged from 61% to 95% (average 81%). By Term 4 the range of scores was from 85% to 100% (average 95%). This is an average growth of 14% in phonological awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 our new APCI will be creating a bank of quality assessments in line with the new curriculum to support the Assessment Schedule. Formative assessment is practised expertly by teachers and is used flexibly and responsively as an integral part of daily classroom instruction.</p>
<p>Location</p> <p>\$731.00</p>	<p>The location funding allocation is provided to Peats Ridge Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional staffing with expertise in Literacy to develop differentiated learning programs and deliver explicit teaching in phonological and phonemic awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ a class teacher (0.8 FTE) to collaborate with the teaching principal to strategically target students requiring support with literacy and numeracy.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$4,304.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Peats Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• allocating time off class for the teacher to engage in online or face to face professional learning for MSLE.</li> <li>• allocating time off class for the teacher to engage in online or face to face professional learning to explore the new syllabus, identify and plan for changes required for effective curriculum implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teaching staff understand the new syllabus and the evidence underpinning the changes through engagement with departmental resources and support, for example, curriculum resources, professional learning and network initiatives.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To teach, assess and report using the new syllabus and evaluate to refine practices and systems for our multi-age multi-stage context.</p>
<p>Literacy and numeracy</p> <p>\$2,595.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peats Ridge Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> employment of a second teacher to allow the teaching principal to be the interventionist to deliver evidence-based literacy and numeracy programs and data driven practices. The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engagement of additional teaching staff</p>
<p>QTSS release</p> <p>\$2,873.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peats Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teaching staff use inclusive planning practices to support the full range of</p>

<p>QTSS release</p> <p>\$2,873.00</p>	<p>learners including EAL/D learners, Aboriginal learners. HPG learners and learners with additional needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employ a second teacher on a temporary contract with expertise in formative assessment and differentiation for a multi-age multi-stage classroom.</p>
<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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 teacher to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy - phonological awareness, fluency and comprehension.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have been assessed in Literacy and Numeracy in Term 1 to identify those requiring additional support. Targeted students were those in Kindergarten in 2020 and those who haven't reached Literacy benchmarks for their grade level. Individual Learning Plans are in place for students needing differentiated support in a small group.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students and providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Teaching Principal Relief</p> <p>\$36,309.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Peats Ridge Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employ a second teacher on a temporary contract with expertise in formative assessment.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a temporary teacher to enhance the delivery of high quality curriculum for all students. The teaching principal, classroom teacher and support teacher collaborate in a highly effective manner to address the learning and wellbeing needs of all students. This is reflected in improved attendance and engagement data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ additional staff</p>
<p>School Chaplaincy Program</p> <p>\$20,280.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Peats Ridge Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>School Chaplaincy Program</p> <p>\$20,280.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration for engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• n 2022 Peats Ridge PS was unable to source a Wellbeing Chaplain, so targeted small group support was limited to what teaching staff and the SLSO could provide. At a whole school level we ran programs and opportunities to build cognitive, emotional, physical and social wellbeing through sport and creative arts.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> We were successful in gaining the Sporting Schools Grant for every term which meant we could provide swimming lessons, tennis and soccer coaching and the annual Surf Fun Day at no cost to parents. The four Small Schools in the network successfully gained the Minister's Arts grant and were able to participate in the Wakakirri Story Dance- Artist in residence Program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilise the Chaplain funding from 2021/22 to employ a chaplain for 2023.</p>
<p>Per capita</p> <p>\$3,538.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Peats Ridge Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• In 2022 teachers engaged in professional learning in Multi Sensory Structured Language Education (MSLE) which provided a new pedagogy for the explicit teaching of literacy focusing on phonological and phonemic awareness along with decoding and reading fluency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In the initial phonological awareness assessment from Term 2 2022, the average score for students from years 1 to 6 ranged from 61% to 95% (average 81%). By Term 4 the range of scores was from 85% to 100% (average 95%). This is an average growth of 14% in phonological awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ a class teacher (0.8 FTE) to collaborate with the teaching principal to strategically target students requiring support with literacy and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	9	8	6
Girls	12	7	6	9

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	92.4	89.6	
1	91.7	87.6	81.7	88.7
2	83.5	93.0	98.9	75.0
3	86.3	93.9	90.9	76.3
4	91.7	86.8	94.4	83.9
5	88.6	93.9	86.4	84.2
6	88.9	85.0	83.1	75.6
All Years	88.3	89.6	88.5	80.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
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
All Years	92.8	92.0	92.4	87.3

## 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 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.

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	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 Actual (\$)
<b>Opening Balance</b>	56,706
<b>Revenue</b>	475,659
Appropriation	458,259
Sale of Goods and Services	325
Grants and contributions	16,492
Investment income	583
<b>Expenses</b>	-514,608
Employee related	-413,897
Operating expenses	-100,712
<b>Surplus / deficit for the year</b>	-38,950
<b>Closing Balance</b>	17,756

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>	0
<b>Equity Total</b>	37,226
Equity - Aboriginal	0
Equity - Socio-economic	2,814
Equity - Language	2,400
Equity - Disability	32,012
<b>Base Total</b>	353,635
Base - Per Capita	3,538
Base - Location	731
Base - Other	349,366
<b>Other Total</b>	44,545
<b>Grand Total</b>	435,405

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Our parent/ carer survey indicates the majority of families are satisfied with the school performance during 2022. This data is taken from a school based survey conducted at the end of 2022 using an online form with anonymous input from parents. This style of survey had a much higher engagement from our families than previous surveys. All parents who responded agree or strongly agree that,

- they are well informed about school activities.
- the see positive, respectful relationships between students and staff.
- their child's learning needs are being addresses in the classroom.
- enough is done to encourage and support regular attendance.

With regards to behaviour issues being dealt with in a timely manner, 80% of parents agree that they are.

Twenty five percent of parents also feel that more support is required for students transitioning to high school.

All students from Kindergarten to Year 6 were surveyed and the results indicate that,

- all students know that their teachers have high expectations for their learning.
- in English 58% have high confidence in their ability and feel highly challenged in class.
- in Mathematics 66% feel highly challenged in class with varied confidence in their own ability.
- the vast majority of students indicated they feel valued and accepted by school staff and classmates, 83% and 92% respectively.
- 75% of students from Kindergarten to year 6 have aspirations for student leadership in the future.
- 75% of students are always/ mostly positive about school in general.

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

# 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.