

2022 Annual Report

Peakhurst West Public School



4013

Introduction

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

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

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Message from the principal

2022 was a challenging and rewarding year. The staff of Peakhurst West Public School worked throughout the year with dedication and excitement welcoming students who returned to full time learning in their classes. Staff maintained both their educational and wellbeing focus, with a positive, supportive attitude. The students' ability to move flexibly into new environments and transition back into school was a credit to their resilience and the support of the family, community and school staff surrounding them.

The P&C continued to support the school and remained focused on fundraising and supporting the school in every possible manner. Their focus on re-connection and engagement for our whole community was very much needed and appreciated. Their helpfulness and ongoing dedication to improving our school has been highly valued. The parents and carers of our school students have shown great patience in navigating changing circumstances throughout the year, and their dedication to the learning, health and wellbeing of their children is to be commended.

Our students have enjoyed participating in carnivals such as swimming, cross country and athletics. In particular, we had one student selected to compete at State level. We will look to further develop our sporting stars in 2023.

We achieved a higher proportion of our student group gaining acceptance to the Selective High School programs. I believe this is further evidence to the high expectations our teachers have of the teaching and learning that occurs at Peakhurst West. I also believe our students are becoming more empowered in their learning and are demanding excellence from the education they receive.

We continue to grow in strength at Peakhurst West and I am very proud of the results and achievements outlined in the report.

We truly have a wonderful school with a supportive and involved parent community, dedicated and highly skilful staff, excellent resources and buildings and the most fantastic students to work with.

Our school is welcoming, friendly and has a thriving community environment. We maintain strong, genuine partnerships with our hard-working community, staff and students.

Rebecca Ingram

Principal

School vision

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

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

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

All community stakeholders are committed to the pursuit of excellence.

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data informed practices
- Differentiated teaching and learning

Resources allocated to this strategic direction

English language proficiency: \$104,170.14
Low level adjustment for disability: \$81,997.03
New Arrivals Program: \$18,347.00
Literacy and numeracy intervention: \$48,266.82
Per capita: \$72,013.71
Integration funding support: \$17,563.00
Socio-economic background: \$47,583.06
Professional learning: \$15,780.43
QTSS release: \$55,391.92
Literacy and numeracy: \$8,538.74
Aboriginal background: \$5,547.12

Summary of progress

In 2022, Peakhurst West Public School (PWPS) implemented InititLit across all K-2 classrooms to support the literacy development of our students. This has been the first full year of implementation for students in Year 2. All staff were trained in this program to ensure that the program was delivered consistently and with research-based knowledge to ensure the success of the program to ensure the improvement of student outcomes. This program has been successful with more than 85% of students receiving a grade of 85% or higher in the final two cumulative reviews and 95% of students receiving over 75% in these same assessments. This program has run in each class between four and five days per week depending on the needs of the students. At some points in some classes, the program has paused to ensure that students are retaining the delivered teaching and learning programs and restart again once revision has been successful and the students are ready to move on to new content. Data has been collected on each student to ensure that all learning experiences are data-informed and cater for the needs of individuals. This has also allowed us to implement the MiniLit program to cater for those students who are in need of more individualised small-group instruction to support their learning.

MiniLit has run between three and four times a week since the beginning of the year to cater for students in Year 1 and Year 2 and in Term 3 and 4 for Kinder students. At different times the groups of students participating in this program have had different focuses. The first groups were to get students working just below the expected level to reach their peers and stop the program/ rejoin the whole class instruction sessions. The second group of students in Terms 3 and 4 catered for students that were not reaching outcomes and required continual support for the remainder of 2022 and may need support in 2023.

MacLit started in Term 3 with 2 school learning support officers and a learning support teacher implementing the program.. This program has catered for students in Years 3-6 who have been identified as needing further development of literacy skills. MacLit should be run three to four times a week but has not been able to sustain this with most students in the program completing two sessions per week. Due to this, the program has not been as successful as desired but classroom teacher observations and student assessment data have noticed a positive change in student achievement. In 2023 we are planning to offer three to four sessions per week to the students who require this support.

In Terms 2 and 3 PWPS engaged with Strategic School Support (SSS) to support the literacy development (specific vocabulary) of all students. The focus group of students tracked and measured was Stage 2. All of these students were pre-tested to establish a baseline, and post-tested to identify growth. This data was entered into PLAN 2 and was modified at each point of assessment to track student growth using a constant moderation tool. All data collected within this project was triangulated with NAPLAN and Check-in data as evidence of student improvement. As a school, we participated in evidence-based professional learning (PL) to support best teacher practice led by Lead Specialist Primary Literacy Christine Cole and School Based Specialist Primary Literacy Gray. The executive staff met with our Director of

Educational Leadership (DEL), Principal School Leadership (PSL), and the SSS team regularly (Including Learning, Teaching and Leading Coordinator Cathy Pearce) to monitor our short, mid and long-term goals within this project. We also met to evaluate the effectiveness of the project on improved teacher practice, staff buy-in and improved student outcomes. At each point, modifications were made to ensure that we were catering to the specific needs of the school and honest feedback was given and used. By Term 4, Week 8 when evaluating our sustainability plan for the project, it was identified that Stage 2 had increased the accuracy of their responses to questions related to vocabulary knowledge by 8%. These results pushed Stage 2 above the state average in these questions and support successful evidence of impact from this project. This project was very demanding of our time to ensure that it was completed to the standard we wanted, because of this a lot of our other planned PL and projects were moved aside for the 15 weeks SSS was implemented at PWPS. This project empowered teachers within Stage 2 to be leaders of the project supporting other teachers in their professional growth by modelling lessons sharing programs and routines and being our pilot team for using, updating and analysing PLAN 2 data.

In 2023, it is mandatory to implement the K-2 English and Mathematics Syllabus (Curriculum Reform). PWPS has given time to all staff to participate in the PL to ensure that all staff are aware of the new documents to support K-2 teaching and learning. After each session of time, teaching staff were also given time to reflect on the PL identifying, similarities, differences, understandings and items that needed to be clarified. Having this time together has allowed us to have discussions with all teaching staff to ensure that we have a strong understanding of what curriculum reform means for our teaching and students' learning. The PL we participated in was released slowly and some of it will not be available till mid-December. We will allow some more time during our Professional Development Days in 2023 to ensure that all staff have completed this PL.

In Term 2 SENA kits were made for all teachers so that they could administer SENA to every student. This is so that we could use this information as a form of formative assessment and monitor students' progress in the Number and Algebra strand of Mathematics. This also allowed for fluid groupings of students to teach students at the point of need within Number and Algebra. During this year, the SENA assessment has been superseded by the Interview for Student Reasoning (IfSR). This is a suite of teacher-led optional online numeracy assessments for K-10 students. In 2023 PWPS will use the IfSR to support/supplement existing school practices to identify how students construct their mathematical understandings and to help teachers tailor their teaching more specifically to student needs instead of the SENA. These assessments will be entered online and will support our teacher's PL in using the Numeracy Progressions to track and analyse student data as well as plan for future learning experiences as part of teaching and learning cycles (assess, plan, program, implement, evaluate).

Aboriginal Cultural Group works with all of our First Nations students. In line with the Premier's Priorities, we are supporting our Aboriginal students in attaining their final school qualifications at the same rate as non-Aboriginal students is an important step towards achieving Closing the Gap commitments and improving outcomes for Aboriginal students and their communities. Recent studies show a clear link between HSC attainment and positive future employment and higher educational outcomes. We have 7 students at PWPS who are Aboriginal. Five out of the seven are achieving stage outcomes. Our Aboriginal Cultural group is run by an Aboriginal staff member, they support the students and their families and ensure that Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas can fully participate in the curriculum and can build their self-esteem. These relationships have contributed to improved student outcomes and attendance in 2022. All eligible students who participated in the Check-in Assessment in 2022 have made personal improvement from Semester 1 to Semester 2. There was no comparative NAPLAN data for these students in 2022 as there was no NAPLAN in 2020. In 2023 we look forward to seeing these students achieve their expected growth in NAPLAN and continue to be supported to excel at stage outcomes.

Teachers have had a little bit of exposure to the PLAN 2 resource within the ALAN platform. Stage 2 used PLAN 2 and the literacy progression to track student achievement within Understanding Text (specifically vocabulary) to support systems, processes and best teaching practices in line with the What Works Best 2020 Update. The rest of the school used the progressions to identify areas of need and track student achievement using other online assessment tools within the ALAN platform to track students achievement. In 2023, all teachers will be using progression data to track and group students as well as plan and evaluate teaching and learning programs. All teaching staff will participate in online professional learning "Introduction to the Literacy and Numeracy Progressions Online" to ensure that all students are catered for within literacy and numeracy.

All teaching staff participated in high-impact professional learning delivered by our EAL/D teacher. She trained the teachers to place students in their classes against the EAL/D Progressions. This data was then used in conjunction with the EAL/D teacher's placement of the students into a progression level. and to target student support. This was a useful exercise as it allowed PWPS to collect data on whether the information being collected on students was constant within the school. The EAL/D teacher sat with each classroom teacher to discuss their plotting of students and supported them with their understanding and further evaluation of the student's progression level if required. In 2023, PWPS would like to see this data used in the classrooms to assist with planning, evaluating and assessing students. Alongside this we plan to add this information to our general school reports., currently, this has been included in our EAL/D reports that are provided to students in addition to their general reports each semester.

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
<ul style="list-style-type: none"> • Top 2 bands for NAPLAN numeracy increase (uplift) 14.97% for Students in Year 3 and Year 5. (Lower bound system-negotiated network target). • Internal data sources for numeracy show steady uplift. 	Internal data shows that students have steady uplift in numeracy.
<ul style="list-style-type: none"> • Top 2 bands for NAPLAN reading increase (uplift) 23.85% for Students in Year 3 and Year 5. (Lower bound system-negotiated network target). • Internal data sources for reading show steady uplift. 	Internal data shows that students have steady uplift in reading.
<ul style="list-style-type: none"> • Increase from 2021 of the number of students achieving expected growth NAPLAN reading. • Internal data sources show an increase in growth in reading. 	Student growth reports for 2022 cohort are unavailable due to the absence of 2020 NAPLAN results.
<ul style="list-style-type: none"> • Increased from 2021 in the number of students achieving expected growth NAPLAN numeracy. • Internal data sources show an increase in growth in numeracy. 	Student growth reports for 2022 cohort are unavailable due to the absence of 2020 NAPLAN results.
<ul style="list-style-type: none"> • An increase from 2021 in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Numeracy. (Upper bound system-negotiated network target). 	<p>The percentage of students achieving the Top 2 bands in Year 5 NAPLAN numeracy decreased by 6.3% from 2021 to 2022.</p> <p>The percentage of students achieving the Top 2 bands in Year 3 NAPLAN numeracy decreased by 4.7% from 2021 to 2022.</p>
<ul style="list-style-type: none"> • An increase from 2021 in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Reading. (Upper bound system-negotiated network target). 	<p>The percentage of students achieving the Top 2 bands in Year 5 NAPLAN numeracy decreased by 7.4% from 2021 to 2022.</p> <p>The percentage of students achieving the Top 2 bands in Year 3 NAPLAN reading decreased by 0.6% from 2021 to 2022.</p>

Strategic Direction 2: Collective Efficacy and Collaborative Practice

Purpose

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

Initiatives

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

- Collaboration and Professional Learning
- Leadership

Resources allocated to this strategic direction

English language proficiency: \$45,000.00

Summary of progress

Our focus for Strategic Direction 2 in 2022 was on building collective efficacy and collaborative practice across the school. Using proven, research-based professional learning, all staff and teams were guided through the process of developing effective and efficient systems of collaboration to enhance student learning outcomes.

Our 2022 initiatives were drawn from professional dialogue between all staff based on evidence-based analysis of the School Excellence Framework (SEF). Teachers engaged in high-impact professional learning on the benefits, strategies, and research supporting team-teaching, collective efficacy, and collaborative practice. We established more efficient systems, structures, and administration across the whole school which allowed greater transparency, accountability and consistency to teaching and learning programs across K-6. This further enhanced whole-school consistency across K-6, enabling teachers to see where their students have come from and where to go next. We established a K-6 team-teaching program that brought together classroom teachers and utilised the library to establish quality collaborative practices and common learning opportunities across the school. We facilitated and mentored all staff in effective collaborative planning, whole staff PL on evidence-based best practice and research, as well as the collection and group analysis of data across the school in terms of our work with improving vocabulary instruction. Data evaluations at the end of 2022 have shown improvements across the board in terms of the efficiency and effectiveness of the collaborative systems. Tell Them From Me (TTFM) teacher survey data indicates an above NSW Govt Norm average (7.5) rating in working with other teachers to develop common learning opportunities (7.6, compared with 8.1 in 2021), talking with other teachers about strategies that increase student engagement (8.0, compared with 8.6 in 2021), and discussing assessment and learning strategies with other teachers (8.7, compared with 8.2). Open-ended responses indicated that teachers required more time to collaboratively plan as a stage team, especially across RFF and Support roles, as well as further utilizing larger classroom teaching spaces for additional collaborative teaching opportunities.

Next year in this initiative, we will work with staff to continue our development of collaborative practice across the school. Our updated SEF analysis at the end of 2022 indicates that further work needs to be done in explicitly aligning and contextualising future PL with key school plan initiatives, with relevant follow up and reflection to evaluate our progress of key teaching and student outcomes of the SIP. We will be resourcing stage teachers additional release time to plan and collaborate with their teams and the newly appointed Assistant Principal, Curriculum and Instruction, including those in support teacher roles. This step will be significant in developing K-6 scope and sequence documents and assessment schedules, especially with the new K-2 syllabus documents for English and Mathematics to be implemented in 2023. We will also be looking for further opportunities to utilise larger classroom teaching spaces for additional common teaching opportunities. We also aim to further align our systems and structures for regular feedback on teacher quality, programs and practice to sustain quality teaching practice, staff and student leadership, and improve student learning outcomes across the school.

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

100% of staff have participated in professional learning and implemented strategies related to the elements of What Works Best and Collaborative Teaching Practice Online to improve student outcomes.	<p>This professional learning was completed both in 2021 and 2022.</p> <p>In 2022, professional learning on collective efficacy was delivered to all staff. This learning involved research-based sessions on the work of J. Donohoo 'Six Enabling Conditions for Collective Teacher Efficacy.' All staff contributed to these sessions by creating a piece of evidence to showcase how vocabulary is being taught across K-6 and support programs. This was used as a focal point for discussion and collective efficacy protocol workshop.</p> <p>100% of staff participated and found the professional learning sessions on collective efficacy and collaborative practice relevant to their role within the school. This has had a direct correlation to improvement in collaboration across the school.</p>
An increase in teacher scores related to collaboration in the "Focus of Learning" teacher survey (TTFM)	Unfortunately, despite the library being a collaborative teaching and learning space for all teachers the score for collaboration in the Tell Them From Me teacher survey has dropped from 7.9 to 7.5.
There are increasing opportunities for staff and student leadership within and beyond the school. TTFM teacher survey scores show an increase in the area of Leadership	A range of leadership opportunities have been offered to staff. The Tell Them From Me teacher score for leadership has declined from 7.5 to 7.1. This remains compatible with the NSW government norm.
All staff have participated in the collegial process of developing, implementing and evaluating the 2021-2024 School Improvement Plan (SIP). We will use this knowledge to inform and develop future plans. As part of this process all staff have aligned goals to the SIP.	All staff have been involved in the situational analysis, writing of the school plan as well as evaluating the school plan. Staff have participated in assessing our school against the School Excellence Framework.

Strategic Direction 3: Community Partnerships in Learning and Wellbeing

Purpose

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

Initiatives

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

- Community Partnerships
- Wellbeing

Resources allocated to this strategic direction

English language proficiency: \$4,936.80

Low level adjustment for disability: \$30,000.00

Professional learning: \$5,000.00

Summary of progress

Community Partnerships

In 2022, we have made considerable efforts to bring the community and parents back onsite due to the COVID-19 restrictions previously in place. In collaboration with the P&C, we have assessed the positive impacts of our newly adopted online platforms and made decisions on what to use and how they are used. We continued with Online Zoom P&C meetings to maximise parent attendance and increased its accessibility on all communication platforms. At the beginning of 2022, we invited all parents/carers for Class and Stage parent information sessions via Zoom and requested feedback on the best ways for teachers to communicate with parents/carers. Decisions were made to streamline our school to families administration communication by minimising the online platforms to the Sentral Parent Portal. Here all families can receive notes/communications, send payments/permissions, record student absences, etc, via their mobile or computer.

Stage teams have also increased the visibility of learning in and outside the classroom through the fortnightly school Newsletter. There has also been an increase of sharing of special events and celebrations, such as sporting carnivals, incursions and excursions, weekly award winners, and School-community events.

We have also invested time to involve the wider community to improve our schools physical learning environment. With Bunnings Padstow, the schools environmental committee have designed and created a new outside learning environment. This new learning space was designed in consultation with the students (Garden Club, SRC, Leaders, students with Aboriginal/Torres Strait backgrounds), teachers and staff, interested parents, Bunnings staff (expert builders and horticulturist) and Greening Australia. Students and teachers are beginning to use the space for lessons and learning experiences in a range of Learning Areas.

Wellbeing

In 2022, the Positive Behaviour for Learning (PBL) team endeavoured to make PBL visible and consistent across the school. With consultation of students and staff, the team have better regulated the collection of student negative data so that lessons can be taught explicitly and meet the needs of individuals or a range of students. New procedures have also been put in place to support teachers in addressing individual student behaviours to increase teaching and learning time. The PBL team have also designed lessons that target the whole school's expectations to ensure consistency across the school. The next steps are currently in place to increase positivity in student learning and wellbeing with the consultation of students, parents/carers and teachers. In 2023 a new awards system will commence making positive achievements more purposeful and visible in the school and community, processes are being put in place to communicate all aspects of PBL to the students and families, and revamping and relaunching PBL within the school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students at Peakhurst West Public School show an uplift of 3% in their attendance rate.	In 2022 we achieved 61.7% of students attending school >90% of the time.
<p>Tell Them From Me student data works towards achievement of a minimum of 90% score in the area Wellbeing. Tell Them From Me survey shows increasing levels of student and staff wellbeing and community connection. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.</p> <p>Internal measures demonstrate an increase in internal data sources about wellbeing.</p>	<p>In 2022 we achieved 71% score in overall student wellbeing, as indicated by the TTFM Survey.</p> <p>Student TTFM Data indicates sense of belonging, expectations for success and advocacy at school. There is also an increase in students sense of belonging at Peakhurst West by promoting additional programs and activities such as the Aboriginal Cultural Group, garden and environmental projects, as well as consulting students from kindergarten to Year 6 when making decisions regarding the whole school reward systems and PBL practices.</p>
<p>PBL data shows increasing positive behaviours and compliance with expectations. Expectations of behaviour continue to be developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Wellbeing data is analysed to inform our practices and processes to best meet the needs of our students and families.</p>	<p>In 2022, the Sentral Wellbeing Behaviour data indicated an increase in negative incidence. This prompted the school executive and PBL Team to review the current procedures and practices. From Semester 2, the delivery of PBL lessons in the classroom was modified to be more responsive to data recorded by teachers in the playground, the school's PBL expectation was reviewed, professional learning was delivered to all staff and staff, students and families were given the opportunity to communicate their ideas and feelings of the school wide PBL and behaviour systems.</p> <p>By the end of the year, the PBL Team had conducted multiple consultation sessions with staff, parents and students to modify and improve the behaviour systems, positive award system/s and teaching of the PBL. Of all the ideas, improving 'visibility' was the main need for improvement among students, staff and parents. The PBL team planned and successfully implemented a new Behaviour Management System that aligns with the DoE's new Student Behaviour Strategy. The PBL Team also updated the PBL lessons and lesson sequence to make teaching more explicit and set our students and staff up for success. We have also clear plans beyond 2022 to improve PBL lessons. The PBL team have also completed an overhaul of the positive reward system to make it more relevant to the school's context as well as being inclusive and achievable for all students, simple for students and parents to understand, and more 'visible'.</p> <p>At the end of the year, the Executive made it a priority for PBL professional learning (PL) and from this PL staff members have been more confident when talking about PBL, teaching PBL to their class, using the PBL language around the school, as well as intergrate PBL in other areas/activities of the school.</p>
Parents' are provided with a wide range of opportunities to engage with their children's education, socially, emotionally and academically. Classroom practice is transparent and fosters partnership between all stakeholders.	Post COVID we have worked hard alongside our P&C to create authentic and genuine opportunities throughout the year for parents to engage in their children's school life. We have been strategic in providing a range of ways for parents to participate in school life, either face to face or remotely. The Seesaw platform has created a remote link to the classroom for families.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$18,347.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Weekly teaching and learning sessions for all new arrival students where they have the opportunity to identify the ways in which they communicate and cooperate, and learn how individuals care for each other. They learn how relationships with a range of people enhance wellbeing. Our new arrivals program continues to support a smooth transition for students and create a stronger sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: To utilise available assessment data and student background information to continue providing social-emotional support for our new arrival students..</p>
<p>Integration funding support</p> <p>\$17,563.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peakhurst West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Safety Intervention • staffing release to build teacher capacity around behaviour interventions and curriculum adjustments. • consultation with external providers for the implementation of social skills. <p>The allocation of this funding has resulted in the following impact: Students were supported in all school settings to meet the learning and behaviour goals outlined in their personalised learning plans .</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue support the learning and wellbeing needs of identified students. We will continue to develop our processes for support allocation using the Learning Support Team.</p>
<p>Socio-economic background</p> <p>\$47,583.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peakhurst West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning

<p>Socio-economic background</p> <p>\$47,583.06</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Initialit program implementation. • additional staffing to implement program and initiatives to support identified students with additional needs • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through trauma informed practice to support student learning • employment of additional staff to support Minilit and Maqlit program implementation. <p>The allocation of this funding has resulted in the following impact: Students identified through regular literacy data collection and analysis from grades Kindergarten - Year 6 participated in the MiniLit and MacqLit programs during 2022. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. Throughout 2022 additional Learning and Support teaching staff members and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, evidence based literacy support model could continue to be deployed years 3-6. As a result of the impact of COVID-19 on the wellbeing of the school community, requests by families for financial assistance provided by the school increased. All teachers receiving differentiated Professional Learning in English, specifically working with School Strategic Support in the area of vocabulary. The development and delivery of assessments and scope and sequences. Additionally staff professional learning to support the new English Syllabus implementation. Effective Reading K-2 professional learning for all teachers K-6 and specialist staff, Improving Reading Comprehension Years 3-8, Tailored - Understanding Text professional learning. Focus on Vocabulary PL Session 1 (bespoke) to explore the critical nature of vocabulary for reading comprehension and examine the complex nature of vocabulary development. All staff developed an understanding of the tier framework for considering vocabulary words.</p> <p>After evaluation, the next steps to support our students will be: To ensure we continue to provide equitable access to curriculum and resources for all learners. This includes further Professional Learning in the teaching of reading and to support a whole-school approach to mathematics.</p>
<p>Aboriginal background</p> <p>\$5,547.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peakhurst West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: All of our Aboriginal students working with a teacher to find out about their country and heritage. This instilled a sense of pride and honour in being</p>

<p>Aboriginal background</p> <p>\$5,547.12</p>	<p>Aboriginal and a willingness to help other learn about the history of our country. This program has also supported the school in its ability to build genuine relationships with our Aboriginal families. All Aboriginal students have a Personalised Learning Plan (PLP) that is regularly updated with Aboriginal families engaging in the PLP process.</p> <p>After evaluation, the next steps to support our students will be: To continue the development of high quality Personalised Learning Plans and resourcing to support the integration of Aboriginal Education Perspectives across the curriculum. The school will be establishing a connection with the Aboriginal Education team in 2023 to seek help and support around how best to support our First Nations students and authentically engage their families. This connection will support a deeper connection to cultural awareness for all students and community members and will hopefully provide additional opportunities for our students to engage with local Aboriginal language and cultural activities.</p>
<p>English language proficiency</p> <p>\$154,106.94</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning • Collaboration and Professional Learning • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: The school operates a K-6 EAL/D program. Our specialist EAL/D teacher plans and teach collaboratively with each grade team and target on the development of vocabulary. Small group and more individualised intervention is provided within the EAL/D structure for students who are identified as Developing and Emerging within the EAL/D Learning Progressions. Our specialist EAL/D teacher provides professional learning opportunities for staff members in the EAL/D Progressions and differentiated teaching strategies to support EAL/D learners.</p> <p>After evaluation, the next steps to support our students will be: To further support EAL/D teacher professional learning and co-teaching strategies to differentiate teaching for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$111,997.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Peakhurst West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning

<p>Low level adjustment for disability</p> <p>\$111,997.03</p>	<ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Additional days of Learning and Support Teacher provided to support staff and students K-6 and ensure student needs are met.</p> <p>After evaluation, the next steps to support our students will be: To continue assessing student need through the Learning Support Team to ensure the most effective deployment of SLSOs to meet the needs of all learners with additional needs.</p>
<p>Professional learning</p> <p>\$20,780.43</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 Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • All teaching staff have undertaken weekly Professional Learning on Tuesdays for an hour after school to support improvement in teaching, learning and wellbeing. This has included data literacy training, data collection training, Teaching Sprints, Positive Behaviour for Learning. • Strategic School Support Professional learning for all staff in the area of reading, vocabulary and the use of the progressions. <p>The allocation of this funding has resulted in the following impact: All teachers in the school have the ability to access and view data in SCOUT. Teaching staff are able to record reading data in SENTRAL and use the reading data to help support students in reading. The implementation of a whole-school approach to teaching reading using an evidence-based approach founded in 'The Reading Rope'. The implementation of a whole-school, systematic and explicit approach to teaching phonics and spelling. The development of a K-6 Scope and Sequence for Phonics/Spelling and accompanying assessments that are aligned with the new English Syllabus. All staff have been supported to have an understanding of the importance of collaboration and collective efficacy.</p> <p>After evaluation, the next steps to support our students will be: To ensure we continue to provide equitable access to curriculum and resources for all learners. This includes further Professional Learning in the teaching of reading and to support a whole-school approach to mathematics.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peakhurst West Public</p>

<p>\$8,538.74</p>	<p>School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in Strategic School Support <p>The allocation of this funding has resulted in the following impact: The implementation of a whole-school approach to assessing reading using an evidence-based approach founded in the work undertaken with the Strategic School Support Team focussing on reading and vocabulary. The implementation of a whole-school, systematic approach to assessing phonics and spelling. K-6 resourcing of decodable readers to support the systematic and explicit teaching of phonics</p> <p>After evaluation, the next steps to support our students will be: To ensure we continue to embed and provide high-quality instruction & equitable access to curriculum and resources for all learners. This includes further Professional Learning in the teaching of reading and to support a whole school approach to mathematics.</p>
<p>QTSS release</p> <p>\$55,391.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers being provided with ongoing feedback and support that was embedded in the collaborative practices of the school through mentoring and collaborative practices that supported teachers within the school and access to specific professional learning. Flexibility in Assistant Principal Mentor teaching responsibilities to support classroom observation and provision of structured feedback for teachers.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support staff through team teaching to be collaborative and reflective in their practices. To continue funding Assistant Principals to have flexibility in teaching responsibilities to support classroom observation, modelling practice and provision of feedback. This will support the implementation and delivery of the new syllabus.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Peakhurst West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Early Stage 1 - The majority of the students in the program achieving significant progress towards their personal learning goals. Kindergarten students making measurable improvement in their grapheme/phoneme correspondence; fluency of blending VC and CVC words, and sound retrieval as recorded in SPaRO. Stage 1 - Identified students now working at or beyond grade expected selected progression markers after a period of 10 weeks intensive support and returned to Tier 1 instruction successfully, as evidenced in PLAN2 & SPaRO. Baseline data indicated that 100% of the identified students were working below grade expected literacy progression markers in Phonological Awareness, Phonic Knowledge and Word Recognition.</p> <p>After evaluation, the next steps to support our students will be: We will not be receiving this funding in 2023.</p>
<p>COVID ILSP</p> <p>\$120,360.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • releasing staff to analyse school and student data. • providing targeted, explicit instruction for student groups in literacy, specifically comprehension. • providing intensive small group tuition for identified students <p>The allocation of this funding has resulted in the following impact: During 2022, the school utilised COVID ISP funds to engage the services of a specialist Learning and Support Teacher for the equivalent of 4 days per week across the year. This practitioner targeted students identified from regular data collection from Years 2- 6. Students received small group support in literacy, numeracy or both literacy and numeracy throughout the year. The progress of each student in terms of the support program provided were reviewed regularly and 90% of participants in the program displayed positive growth in literacy or numeracy against the pre assessment data collected at the beginning of 2022.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy, and introduce numeracy small group tuition using internal and external data sources to identify specific student need. Learning and support processes continue to involve regular monitoring of students as they transition back into classrooms, along with guidance for teachers to support ILSP students in the classroom using quality Tier 1 differentiation. Learning From Home proved challenging this year and should this occur again, prioritising devices and internet connectivity for ILSP students will be critical to success.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	156	147	148	165
Girls	124	139	137	131

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.2	94.6	93.7	88.7
1	92.7	91.4	95.2	89.7
2	92.8	93.7	95.1	91.6
3	93.3	95.6	94.5	90.2
4	93.8	93.4	94.9	90.1
5	94.7	95.2	95.3	91.7
6	93.8	95.7	95.2	90.9
All Years	93.2	94.4	94.8	90.4
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
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures 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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.53
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	2.87

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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.

Professional learning is core to enabling staff to improve their practice.

Professional learning included six student-free School Development Days (2022) and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2022, teachers participated in professional learning through face-to-face and online delivery. All Professional Learning had strong links to our School Improvement Plan as well as the needs of our students as they arose. In Terms 2 and 3 we had the privilege of obtaining Strategic School Support which allowed our focus to be narrow and deep in Vocabulary. Staff participated in bespoke professional learning in vocabulary, reading comprehension and fluency as well as research-based best practices when teaching students how to read.

In 2022, five of our beginning teachers achieved their Proficient level of accreditation. Teachers are initially accredited at Graduate level, all teachers must work towards achieving the mandatory accreditation level of Proficient level, which is a school and service-based process. We have School Learning Support Officers who are dedicated to our school community. 50% of these staff members have achieved their Certificate IV in Educational Support or are completing their final modules.

All staff hold an undergraduate degree or diploma with 33% of staff obtaining a post-graduate level of education to support students in TSOL, Creative Arts and Aboriginal Education. Currently, we have 2 teachers completing further tertiary education to support their role within the school.

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 (\$)
Opening Balance	233,733
Revenue	3,538,176
Appropriation	3,300,682
Sale of Goods and Services	25,604
Grants and contributions	208,889
Investment income	2,601
Other revenue	400
Expenses	-3,346,363
Employee related	-2,825,372
Operating expenses	-520,991
Surplus / deficit for the year	191,814
Closing Balance	425,547

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	35,563
Equity Total	319,234
Equity - Aboriginal	5,547
Equity - Socio-economic	47,583
Equity - Language	154,107
Equity - Disability	111,997
Base Total	2,456,316
Base - Per Capita	72,014
Base - Location	0
Base - Other	2,384,303
Other Total	207,105
Grand Total	3,018,218

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022 students, parents and teachers were surveyed using the Tell Them From Me survey.

Students

The survey for students is related to 'Student Outcomes and School Climate' and the link to Student Engagement. This report provides results based on data from 112 students in this school who completed the survey between 08 Nov 2021 and 19 Nov 2021.

4% of students completing the survey identified as from Aboriginal or Torres Strait Islander origin. Student responses for 2021 indicated:

* 86% of students expressed a high rate of participation in sports with an instructor at school, other than in a physical education class. This was 3% higher than the NSW government norm.

* Of concern is the data showing that only 60% of students said they had a positive sense of belonging. This meant that 40% of students did not feel accepted and valued by their peers and by others at school. As a strategy to support this and get a greater understanding of students' sense of belonging at school. We have included surveys in our School Improvement Plan to monitor improvement and gain further understanding of what we need to implement and change to ensure that all students feel known, valued and cared for at Peakhurst West Public School.

* 81% of students identified that they had developed positive relationships at school. This was the same as in 2021 (Less than NSW Government Norm 85%).

*84% of students believed that positive behaviour was exhibited at school by most students. Although this was down 6% from 2021, this was above the NSW Government Norm 83%.

*54% of students are interested and motivated in their learning. This was another concerning result as it was down 9% from 2021. This will continue to be monitored in 2023 (NSW Government Norm 78%). In 2021, schools were online for an extended period of time which may have created this decline in motivation.

* 81% of students reported that they put in "effort" at school to succeed in their learning. There was a 20% variance between the boys and girls which will need to be explored further.

* 81% of students know where to seek help if needed at school.

* 66% of students expect to attend university when they leave school.

* 100% of Aboriginal students felt good about their culture when they are at school.

* 73% of students agreed or strongly agreed that they felt proud of their school.

* 86% of students felt that school staff emphasised academic skills and held high expectations for all students to succeed (this was 1% lower than the NSW Govt norm).

* 39% of students felt valued at school all the time, whereas 54% felt this way all the time.

Parents

Parents responded to the Partners in Learning survey about their involvement at Peakhurst West Public School covering several aspects of parents' perceptions of their children's experiences at home and school. A total of 157 parents and carers from Peakhurst West Public School completed the 2022 survey. This number had made a small increase from 2021. The survey covers several aspects of parents' perceptions of their children's experiences at home and school. A 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement, is used to identify the level of response to the following statements. Responses to the Partners in Learning survey identified that:

* Two-way communication with parents- Parents feel welcome at the school with a result of 7.9, down 0.1 from 2021 (NSW Government Norm - 7.4).

* Two-way communication with parents- "I feel welcome when I visit the school" 8.6 was up 0.6 from 2021.

* Parent Participation at school- Parents talked with a teacher- 72% of respondents indicated that they had spoken to their child's teacher two or more times about their learning or behaviour. This was pleasing as it was up 14% from 2021.

- * Parent's Participation at school- Parents are involved in any school committees (for instance, the P&C)- 13% of respondents indicated that they had been involved with a committee.
- * Parents support learning at home (6.9) had a small increase of 0.3 from 2021 (NSW Government Norm-6.3).
- * The school supports their child's learning (7.1), (NSW Government Norm 7.3).
- * The school supports positive behaviour (7.7) (NSW Government Norm- 7.7).
- * Parents feel their child is safe at Peakhurst West Public School (7.6, an 0.2 increase from 2021. This has had a small positive trend over the past few years.
- * Peakhurst West Public School provides an inclusive environment (7.2, an increase from 7.0 in 2021) where staff take an active and ever-evolving role in making sure all students are included in school activities and develop positive friendships. (NSW Government Norm - 6.7).
- * 88% of parents indicated the Peakhurst West Public School was their first choice of public school.
- * 83% of parents agree or strongly agree that they would recommend Peakhurst West Public School which is a positive trend of 3% from 2021.
- * 91% of parents reported that Peakhurst West Public School is a culturally safe place for all students. The remaining 9% neither agreed nor disagreed.

Teacher

Teacher survey results were formulated from 23 respondents to the survey, focusing on the Eight Drivers of Student Learning and represented by a 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Peakhurst West Public School gave teachers time to complete this survey to ensure that we obtained the most accurate data from our teachers. 4% of teaching staff identified as Aboriginal or Torres Strait Islander.

The 2022 results identified that:

- * School leadership achieved a score of 7.1 which sat above the NSW Government norm of 7.1.
- * Teachers 'work collaboratively in developing cross-curricular or common learning opportunities' (scoring 7.5). Which was down from 2021. This may be due to a better understanding of true collaboration. This is something that we continuing to develop further in 2023, within our school plan.
- * Teachers "set high expectations for student learning" (8.7) nearly 1% higher than the NSW Government norm.
- * Teachers "monitor the progress of individual students" (8.5) 0.5 % above the NSW Government norm.
- * Data Informs Practice (7.6) - (NSW Government Norm 7.8). We have had a lot of professional learning about data informed practices.
- * Teachers use Teaching Strategies (7.8) that assist all students with their learning (NSW Government Norm - 7.9).
- * Technology is an important component of teaching and learning (6.1) - (NSW Government Norm - 6.7). This is a decline from 7% in 2021.
- * The school community is Inclusive (8.3)- (NSW Government Norm is 8.2).
- * Planned learning opportunities - (7.6) (NSW Government Norm - 7.6).
- * 78% of teachers reported that School leaders are leading improvement and change.
- * 63% of staff also indicated that they believed that the school's strategic vision is clearly communicated. This was a decline from 81% in 2021.
- * Teachers have identified that they use research based, data informed practices within their classroom without a formalised structure.
- * 82% of teachers are using collaborative teaching practices more than twice a week.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

We are committed to closing the achievement gap for Aboriginal and Torres Strait Islander students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students to help them be successful learners.

We welcome Aboriginal and Torres Strait Islander family members, parents and carers, as well as community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal students.

First Nations students at Peakhurst West School are acknowledged, valued and always encouraged to excel. Staff at Peakhurst West Public School ensure that appropriate 'Acknowledgement of Country' protocols are adhered to at all formal school community meetings and all staff have continued to successfully integrate Aboriginal studies throughout their teaching of the Learning Areas. This has been done by focusing on raising student awareness of Aboriginal Culture and history through excursions, visual arts and teaching of history and geography

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Staff support the delivery of anti-racism education in the classroom. They will assist students to engage positively with other peoples and cultures and to better understand Australia's cultural diversity and history.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Peakhurst West Public School is proud of its rich multicultural community. Approximately 64% of students have a language background other than English. English as an Additional Language/Dialect (EAL/D) is supported at the school. Tolerance and acceptance are promoted through our core school value of respect. In 2022 the school celebrated

Harmony Day and the students enjoyed learning about their similarities and differences and what makes each of them unique. The school also has a trained anti-racism contact officer (ARCO) who acts as a support person in helping students understand the negative effects of racism.