

2023 Annual Report

Peak Hill Central School



2848

Introduction

The Annual Report for 2023 is provided to the community of Peak Hill Central School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

School context

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

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

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

QTSS release

Aboriginal background

Literacy and numeracy

Low level adjustment for disability

Summary of progress

In 2023 the school was committed to improving classroom practice through regular staff professional learning, focusing on What Works Best, Literacy (reading), 8 Ways of Learning (Aboriginal Pedagogies), targeted intervention and literacy and numeracy classes to target key skills. The school continued standalone literacy and numeracy lessons in Stage 4. The use of Essential Assessment was strengthened in 2023 to measure student progress and address any gaps or areas of weakness.

Our school uses a funding model focused on equity and supports all students to achieve by ensuring their needs are met so that they can thrive academically. This allows for targeted intervention and differentiation for students of all abilities.

Primary:

Literacy: Positive changes include upskilling School Learning Support Officers to run our intervention programs in 2023 to ensure students receive the support they need in Literacy. Our data has shown that all students have shown growth in our MiniLit and MacqLit programs in either their cumulative reviews or progress monitoring data. Positive data includes: 100 % of students who require additional support in Literacy are currently seeking at least one intervention program across years K-6. 78.9 % of students in MiniLit or MacqLit programs made zero errors in their cumulative reviews completed in mid-term.

Numeracy:

Year 4 PHCS is currently performing 11.8 % above like schools for Numeracy as shown in Check in data assessment in term 4 2023.

Year 5 PHCS is currently performing 8.4 % above like schools for Numeracy as shown in Check in data assessment in term 4 2023

Year 3 PHCS is currently performing 11.8 % below like schools for Numeracy as shown in Check in data assessment in term 4 2023.

Year 6 PHCS is currently performing 3.4 % below like schools for Numeracy as shown in Check in data assessment in term 4 2023

Secondary:

Literacy:

The majority of students have improved in their engagement in Reading Circles, assessed from student interviews. The use of running records in the COVID Intense Learning Support Program to assess reading level growth showed 100% of targeted students improved their reading ages by at least two years and two targeted students are now reading at their correct year level.

Numeracy:

Numeracy lessons are happening and are more consistent and successful this term with the use of one teacher for the lessons. The Assistant Principal Curriculum & Instruction and the teacher worked together to create a scope and sequence to target the areas of need for number and algebra for years 7-10. All teachers have targeted outcomes for numeracy to be used in their programs and all subjects.

Next steps: Ensure the outcomes are recorded in teacher's programs as well for evidence. Positive changes were observed with data skills and use, and more consistent data collected and analysed across years K-10. Staff are now more able to collect assessment data to support their teaching as they understand the impact of having this evidence to support their teaching and learning programs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase % top 2 band attainment in courses across the Western Access Program as measured by HSC from a base line to lower bound target of 13.2% by 2023 .	There was an increase from the baseline to 9% of students achieving in the Top 2 Bands of the HSC demonstrating an uplift towards the system-negotiated target.
Increase % top 3 band attainment in courses across the Western Access Program as measured by HSC from a base line to lower bound target of 29% by 2023 .	There was a 12% growth in student attainment of the top 3 bands in the HSC across the Western Access Program exceeding the lower bound system-negotiated target.
Increase % of Stage 4 students achieving Stage Outcomes in Number and Algebra from the baseline to 40% as measured by Essential Assessment.	15% of Stage 4 students achieved at or above stage outcomes in Number and Algebra.
Increase the % of Stage 4 students achieving stage outcomes in reading from the baseline to 30% as measured by Essential Assessment.	5% of Stage 4 students achieved at or above stage outcomes in reading as measured by Essential Assessment.
Increase the % of Stage 2 students achieving stage outcomes in reading from the baseline to 30% as measured by Essential Assessment.	33.5% of Stage 2 Students achieved at or above stage outcomes in reading as measured by Essential Assessment.
Increase the % of Stage 2 students achieving stage outcomes in Number and Algebra from the baseline to 40% as measured by Essential Assessment.	16.5% of Stage 2 Students achieved at or above stage outcomes in Number and Algebra as measured by Essential Assessment.

Strategic Direction 2: Engagement-Student attendance for improved outcomes for all students

Purpose

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

Initiatives

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

- Engagement and Wellbeing

Resources allocated to this strategic direction

Aboriginal background

Socio-economic background

Per capita

Location

Integration funding support

Low level adjustment for disability

Professional learning

Summary of progress

Our school is committed to providing support for students and families' wellbeing (through the schools' wrap around wellbeing programs and structure) as there is a correlation between wellbeing, attendance, engagement and improved outcomes at school. Although we have not met our system negotiated target for students attending more than 90% of the time, we have seen an increase in this trend. This is a result of targeted intervention and proactive strategies. In 2023, the Aboriginal Education Team continued with more consistent implementation of cultural awareness (Boys Group, Girls Group, Community Group, Primary Group, additional opportunities for community involvement -NAIDOC Week- Open classrooms, Elders Morning Tea, NAIDOC Assemblies etc, Father's Day Breakfast, Community Members running workshops e.g. Athletics, Grandfriends Day, Primary Performance Day). From 2022 to 2023, there was an increase in Aboriginal student attendance for both overall percentage and number of students attending more than 90% of the time.

In 2023, we formed a Positive Behaviour for Learning (PBL) team with representatives from both Primary and Secondary levels, working on various strategies to improve our PBL program. We scheduled lessons consistently to provide students with structured opportunities to engage and understand PBL principles including the teaching of values such as respect. A rewards system was introduced to acknowledge positive behaviours, with the continued use of Deadly Awards for recognizing achievements. We have observed changes through our student management data in Semester 1, there were 626 negative incidents, which decreased to 358 in Semester 2. Positive incidents went from 53 in Semester 1 to 21 in Semester 2, indicating a decline in positive documentation. Recognizing this, we are simplifying the positives and Deadly award process to ensure comprehensive documentation. While negative incidents have decreased, the drop in positive incidents suggests underreporting by staff. The adjustment to our student management system aims to address this and provide a more accurate representation of both positive and negative incidents, facilitating a better understanding of our progress.

In 2024, we are planning to transition secondary students to fortnightly assemblies, making adjustments to the Deadly award process. This year we modified the size, number and criteria for Deadly award acknowledgments. Regular fortnightly meetings were held to maintain open communication, share successes, discuss professional learning and to address challenges within the PBL framework and this practice will continue into 2024.

In 2023, Primary students (all) attended 85.3%, compared to 80.5% in 2022. In 2023, 52.3% of all primary students attended more than 90% of the time, compared to 37.3% in 2022.

In 2023, Primary students (Aboriginal & Torres Strait Islander) attended 81%, compared to 77.5% in 2022. In 2023, 32.5% of primary (ATSI) students attended more than 90% of the time, compared to 28.6% in 2022.

In 2023, Secondary students (all) attended 72.7%, compared to 67.3% in 2022. In 2023, 23.7% of secondary students attended more than 90% of the time, compared to 17.1% in 2022.

In 2023, Secondary (Aboriginal & Torres Strait Islander) students attended 72.5%, compared to 65.9% in 2022. In 2023, 19.6% of secondary (ATSI) students attended more than 90% of the time, compared to 14.8% in 2022. Overall, most year groups demonstrated an increase in sense of belonging.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students with school attendance over 90% of the time or more by 2023 to the schools lower bound system negotiated target of 62.8%.	The number of students attending greater than 90% of the time or more has decreased by 0.62% from the baseline.
Primary Wellbeing: Increase the proportion of primary students reporting Expectations of Success, Advocacy and Sense of Belonging at school to the lower bound target of 93.8% in 2023.	In the primary, positive wellbeing outcomes have decreased by 11.61% from the baseline, indicating the school is still working towards the system negotiated target.
Secondary Wellbeing: Increase the proportion of secondary students reporting Expectations of Success, Advocacy and Sense of Belonging at school to achieve the lower bound target of 59.3% or more by 2023.	In the secondary, positive wellbeing outcomes have decreased by 7.5% from the baseline, indicating the school is still working towards the system negotiated target.
Increase the proportion of Aboriginal students attaining the HSC while maintaining their cultural identity and contributing to the Mitchell Network Target to at least the lower bound target of 57.1% in 2023 working towards the upper bound target of 62.1%	77% of Aboriginal students across the Western Access Program completed their Higher School Certificate whilst maintaining their cultural identity.

Strategic Direction 3: Pathways - Future-proofing the Kids of Peak Hill

Purpose

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

Initiatives

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

- Planned Approach to Collaboration and Professional Learning
- PL Literacy and Numeracy
- Aspiring Leader Program

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Beginning teacher support
Aboriginal background

Summary of progress

In 2023, the Aspiring Leader role continued to provide professional learning regarding What Works Best and supporting staff to achieve best practice. A main focus of building staff capacity in 2023 was utilising peer observation and feedback from years K-12. This process will continue to be strengthened in 2024.

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

Primary staff were involved in new curriculum support for numeracy within their faculty meetings. This allowed the Primary team to engage with other like schools to implement the new curriculum. In 2024 there will be a priority to support staff in building their capacity to improve teaching and learning practice associated with numeracy.

In 2023 staff completed the Aboriginal Pedagogies (8 Ways) professional learning. The goal of this training was to improve staff ability and confidence in embedding Aboriginal Perspectives into teaching and learning programs. As a result, staff feedback and programs demonstrated an increase in the ability of staff to embed Aboriginal Perspectives into teaching practice. The Aboriginal Education Team will continue to support staff in ensuring this is achieved across all lessons and KLAs.

All Primary classes from years K-2 were involved in Initialit whole class instruction provided by the Closing the Gap Scheme which will continue into 2024. Our Data and Assessment Schedule in Primary allowed teachers to collect writing samples for all students at the conclusion of the term, allowing teachers to set individual student goals and targets. Students in year 3-6 were involved in daily reading circles.

Years K/1 literacy sessions proved to be a great success with teachers remaining consistent and all trained in Initialit while years 1/2 had some barriers towards the second half of the year due to staff changes which made it difficult to ensure consistency across lessons. The collation of data and assessments across Primary was a great success. Further support by the Assistant Principal Curriculum & Instruction in 2024 will support staff and ensure data collection is consistent with our Assessment Schedule guidelines.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Literacy and Numeracy strategies included in all teaching and learning programs.	There has been an increase in teaching staff including literacy and numeracy strategies in all teaching and learning programs.

Ongoing professional learning in literacy and numeracy strategies.	
70% of staff feel confident in embedding Aboriginal Education, Culture and Histories in their teaching and learning activities, measured by staff surveys.	Increase in percentage of staff feeling confident in embedding Aboriginal Education, Culture and Histories in their teaching and learning activities (measured by staff surveys) - 95% (2023) compared to 65% (2022).
Teachers engage in peer observation, across faculties, targeted to school priorities, the needs of their students and the achievement of their professional goals measured by staff surveys, feedback and and SEF-SaS.	The peer observation process was begun in 2023 with most teachers participating in one round of peer observation and feedback. This will be strengthened in 2024.
The leadership team develops a Delivering High Expectations culture of all staff at PHCS, as measured through the SEF SAS and the PDP reflection process.	The leadership team is working towards ensuring that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. (SEF SAS 2023)
Teachers engage in Literacy and Numeracy Professional learning faculty and whole staff meetings targeted to school priorities, the needs of the students, and the achievement of the professional goals as measured by SEF-S-aS and staff survey/feedback.	The school ensures teaching proficiency through the provision of professional learning that continually builds teachers' knowledge and understanding of effective strategies in teaching literacy and numeracy skills through the curriculum. (SEF SAS 2023)
Self-assessment against the School Excellence Framework demonstrates the school is moving from Delivering to Sustaining and Growing in in the element of Learning and Development.	PHCS is self assessed as delivering in the element of learning and development.
Self-assessment against the School Excellence Framework demonstrates the school is moving from Delivering to Sustaining and Growing in in the element of Curriculum	PHCS is self assessed as delivering in the element of curriculum.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$307,561.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peak Hill Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Engagement and Wellbeing <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Increase in attendance in Primary and Secondary demonstrates improvement in wellbeing. Overall, most year groups demonstrated an increase in sense of belonging. Positive student feedback on transition process.</p> <p>After evaluation, the next steps to support our students will be: Wellbeing practices - including providing students with basic needs will continue as a part of school process in 2024. Transition - decrease the amount of time transition occurs to reduce pressure on staffing. Kindergarten transition will continue to be strengthened in 2024 - starting earlier in the year.</p>
<p>Socio-economic background</p> <p>\$327,675.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peak Hill Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Effective Classroom Practice - Literacy • Engagement and Wellbeing • Planned Approach to Collaboration and Professional Learning • Effective Classroom Practice - Numeracy • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • staff release to increase community engagement • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Positive changes with data skills and use across years K-10. Staff capacity built in understanding the impact of having evidence to support teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$327,675.47</p>	<p>Continue to use our Assistant Principal Curriculum & Instruction and Head Teacher growth and attainment to support data collection across years K-10. We will continue to use the assessment schedule for consistent data collection.</p>
<p>Aboriginal background</p> <p>\$340,812.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peak Hill Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Effective Classroom Practice - Literacy • Engagement and Wellbeing • Planned Approach to Collaboration and Professional Learning • Effective Classroom Practice - Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: The majority of students have improved in their engagement in Reading Circles, assessed from student interviews and teachers more supportive of Reading Circles COVID Tutors use of Running Records to assess reading level growth showed 100% of targeted students improved their reading ages by at least two years and some targeted students are now reading at their correct year level.</p> <p>After evaluation, the next steps to support our students will be: Continue with Reading Circles and ensure there is professional learning for the teachers on strategies to encourage critical thinking and analysis of viewpoints because NAPLAN results identify these areas of need. Continued focus on vocabulary and comprehension, and ensuring teachers are using literacy strategies. Collecting data and analysing student work together to input the data into Plan 2.</p>
<p>Location</p> <p>\$40,917.74</p>	<p>The location funding allocation is provided to Peak Hill Central School to address school needs associated with remoteness and/or isolation.</p> <p>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"> • Engagement and Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement

<p>Location</p> <p>\$40,917.74</p>	<p>The allocation of this funding has resulted in the following impact: Impact is difficult to measure in this area - however student and staff feedback was positive. One of the major aims of this activity is to increase the number of students seeking employment, training or tertiary education outside of Peak Hill. These students' exposure to post school opportunities through this activity is a major reason for success.</p> <p>After evaluation, the next steps to support our students will be: Commitment to offering aspirational learning opportunities to all students. In 2024, major excursions will need to be planned further in advance, to cause less disruption to school operations.</p>
<p>Professional learning</p> <p>\$31,399.14</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Peak Hill Central School.</p> <p>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"> • Effective Classroom Practice - Literacy • Engagement and Wellbeing • Planned Approach to Collaboration and Professional Learning • Effective Classroom Practice - Numeracy • Data Skills and Use <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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Professional learning focussed on elements of What Works Best, new curriculum Implementation, data use and understanding, literacy-reading and numeracy. All staff have developed a better understanding of What Works Best and have been challenged to implement strategies and findings, greater understanding of the new curriculum and the organisation of faculty days across the Western Access Program for program development.</p> <p>After evaluation, the next steps to support our students will be: Continue to build staff capacity in improving the teaching and learning of numeracy by engaging in the Strategic School Support Numeracy program.</p>
<p>QTSS release</p> <p>\$15,742.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peak Hill Central School.</p> <p>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"> • Effective Classroom Practice - Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • 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: Coordinated approach to ensure teachers have collective efficacy in</p>

<p>QTSS release</p> <p>\$15,742.94</p>	<p>teaching literacy and numeracy, data informed practices, as well as time to work with Assistant Principals on the Implementation of new curriculum and transition to school programs.</p> <p>After evaluation, the next steps to support our students will be: Continuation and strengthening of 2023 initiatives into 2024 and participation in Strategic School Support Numeracy which will be used as a guide for Literacy structures for explicit teaching.</p>
<p>COVID ILSP</p> <p>\$96,968.81</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 2023.</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 • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: The employment of additional staff for small group tuition, Mac-Lit, Mini-Lit and corrective reading. Data informed differentiation of learning. Updated Personalised Learning Pathways for all students to determine goals and a focus on literacy, numeracy and the 8ways of learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for adjustments to support all student learning. Engagement of School Support Learning Officers to support small group tuition and a focus on Numeracy Strategic School Support.</p>
<p>Low level adjustment for disability</p> <p>\$152,694.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Peak Hill Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Engagement and Wellbeing • Data Skills and Use <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Positive changes with data skills and use across years K-10. Staff capacity built in understanding the impact of having evidence to support teaching and learning programs.</p>

Low level adjustment for disability

\$152,694.12

After evaluation, the next steps to support our students will be:

Continue to use our Assistant Principal Curriculum & Instruction and Head Teacher growth and attainment to support data collection across years K-10. We will continue to use the assessment schedule for consistent data collection.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	63	81	75	68
Girls	56	74	70	65

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.1	86.5	82.9	93.9
1	93.8	86.2	83.3	85.9
2	92.5	89.1	81.8	85.4
3	87.9	88.0	83.9	85.7
4	92.5	80.2	80.5	89.6
5	87.5	81.5	81.4	83.9
6	87.8	83.1	72.3	83.9
7	80.7	86.1	77.5	86.6
8	89.8	70.4	72.0	76.3
9	85.2	80.4	68.1	79.8
10	82.7	71.5	73.6	66.3
11	82.6	63.9	57.0	70.0
12	91.8	81.5	81.3	77.6
All Years	87.7	80.4	75.5	81.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

Management of non-attendance

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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	12	24	88
TAFE entry	0	0	0
University Entry	0	0	12
Other	0	0	0
Unknown	12	N/A	N/A

Year 12 students undertaking vocational or trade training

63.64% of Year 12 students at Peak Hill Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

75% of all Year 12 students at Peak Hill Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.8
Head Teacher(s)	3
Classroom Teacher(s)	11.99
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	6.89
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,416,174.70
Revenue	4,913,864.41
Appropriation	4,893,841.18
Sale of Goods and Services	14,158.47
Grants and contributions	-10,950.78
Investment income	14,673.58
Other revenue	2,141.96
Expenses	-5,022,821.55
Employee related	-4,079,035.90
Operating expenses	-943,785.65
Surplus / deficit for the year	-108,957.14
Closing Balance	1,307,217.56

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.

	2023 SBAR Adjustments (\$)
Targeted Total	296,401
Equity Total	821,182
Equity - Aboriginal	340,812
Equity - Socio-economic	327,675
Equity - Language	0
Equity - Disability	152,694
Base Total	2,553,946
Base - Per Capita	37,738
Base - Location	40,918
Base - Other	2,475,291
Other Total	812,280
Grand Total	4,483,809

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

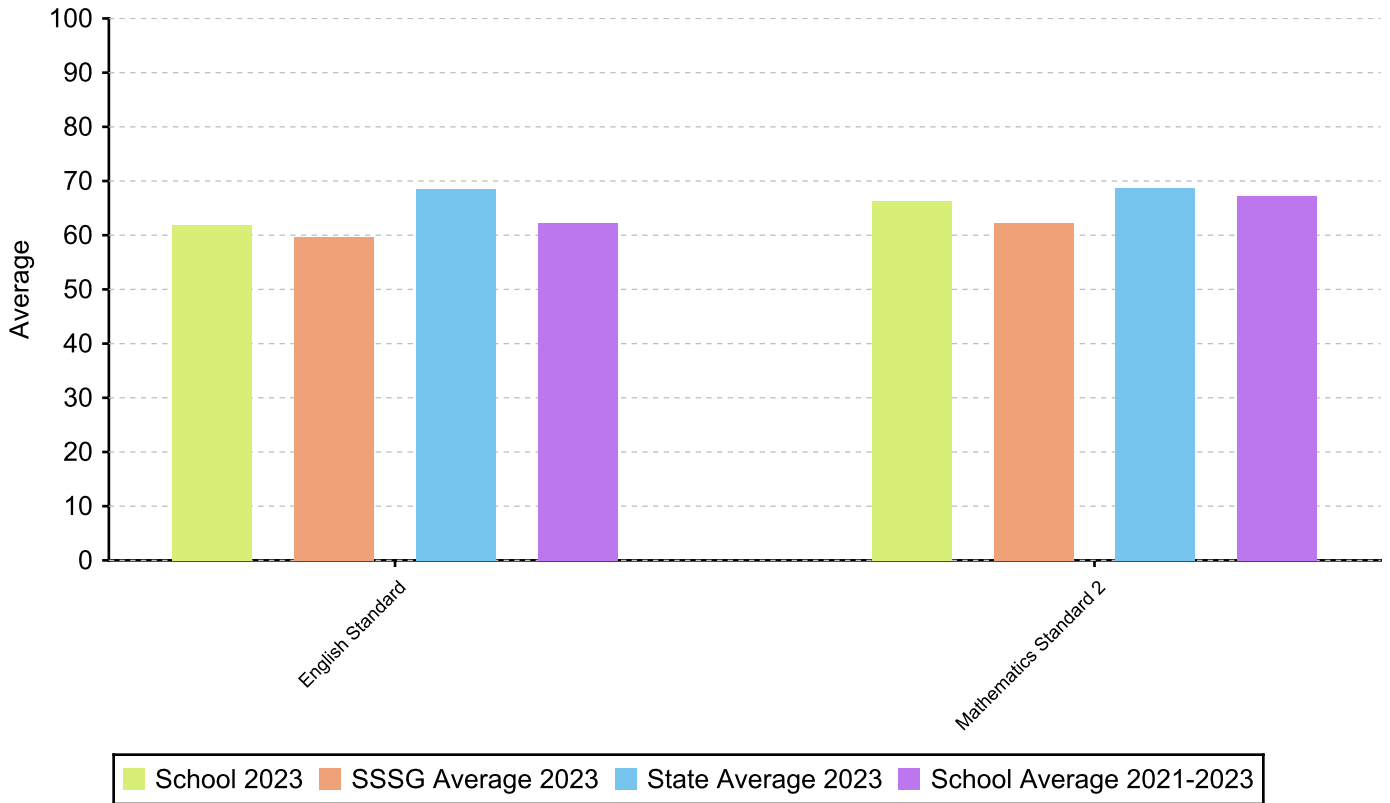
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
English Standard	61.9	59.7	68.5	62.3
Mathematics Standard 2	66.3	62.2	68.7	67.3

Parent/caregiver, student, teacher satisfaction

The school has used a variety of methods to gather feedback in regard to parent/carer, student and teacher feedback. This has included but not limited to Parent Teacher Interviews, Parents & Citizens meetings, local Aboriginal Education Consultative Group, Student Representative Council, Tell Them from Me surveys, staff meetings, attendance and enrolment data.

The school continues to show growth in satisfaction and public perception of the school within the local community, families who once sent their children into larger centres for school are returning to Peak Hill Central School. The school continues to attract the vast majority of kindergarten enrolments within the community. 2023 kindergarten enrolments continued to trend upwards with 13 of a possible 14 students attending Peak Hill Central School. Feedback contributing to this attributed skilled staff, facilities, Departmental support and a strong transition to school program (Kick Start Kindy) as the main reasons for parental choice.

Aboriginal community members state strong leadership and stability of the principal and staff and opportunities for engagement as the main areas attributing to their satisfaction.

Staff satisfaction revolves around feeling supported by the executive structure of the school along with professional learning and leadership opportunities. The majority of staff felt they were heard and there was a collaborative approach to decision making. Teamwork figured highly in the teacher feedback.

Staff who didn't have high satisfaction levels did not on the whole support our values of High Expectations in everything we do including relationships with staff, students and parents and mostly sought employment elsewhere.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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