

2023 Annual Report

Peakhurst Public School



PEAKHURST
PUBLIC SCHOOL

2849

Introduction

The Annual Report for 2023 is provided to the community of Peakhurst 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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School vision

Peakhurst Public School is a supportive, engaging and innovative learning community where equity is valued and every student is known, valued and cared for. We are committed to pursuing excellence and nurturing a love of life-long learning for all by embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, engaged global citizens who are equipped for a complex and dynamic society. Our students are encouraged to develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

School context

Peakhurst Public School has an enrolment of 476 students including 66% from a non-English speaking background. Five students identify as Aboriginal or Torres Strait Islander. The main language groups are English, Arabic, Mandarin and Cantonese.

The school is a dynamic, innovative, inclusive and empathetic learning community which has high expectations and aspirations for a diverse range of students. It enjoys a highly cohesive mix of experienced and early career teachers who work together collaboratively to promote excellence. The school has a strong culture of collaboration and professional learning, particularly in literacy and technology where our focus has been on instructional leadership programs in writing, reading and numeracy.

Our successful Writing Instructional Leadership program promoted quality teaching and feedback to teachers and students. This led to improved learning outcomes in Writing, as shown by measurable improvement and steady growth in class-based assessment and NAPLAN.

Through our situational analysis, we have identified that we now need to extend this to Reading and Numeracy and ensure a continuous demonstrable growth in student learning in these areas. Our analysis of data shows that student progress and achievement on external measures such as Check-in assessment is consistent with internal school-based assessment results.

Numeracy will be our focus for professional learning in 2023. The program will involve differentiated professional learning, classroom practice support and lesson observations as requested by staff in their feedback. Additionally, a change in our approach to teaching numeracy will be informed by the analysis of both school-based and systemic data.

The school is now a member of the Mathematical Association of NSW which provides discussion papers around current teaching strategies and resources and provides explicit numeracy professional learning. A teacher survey was completed at the end of 2020 regarding the teaching of Mathematics, the format of Numeracy groups and how effective both are in terms of improving numeracy outcomes for all students. The results of this were discussed early in 2021 and are guiding our numeracy planning for the current School Improvement Plan.

Our strong and responsive Learning Support and Equity Team initiatives successfully cater for our students with additional needs, Aboriginal students and EAL/D students particularly in literacy and numeracy thereby maximising outcomes for all students.

Additionally, students who are high performing or gifted have their learning needs addressed through a differentiated curriculum. The Primary Extension Groups cater for many of those students identified through COGAT testing. However, in keeping with the HPGE policy, programs are differentiated in class to cater for all needs. Peakhurst Public School also offers an extensive range of extra-curricular activities including: dance, band, choir, chess, technologies; environmental and student leadership opportunities; and an extensive range of sports.

The school culture is one of belonging with a strong emphasis on caring for all of our students to ensure they are happy and connected. We have a planned approach to wellbeing, where individual needs are identified and met by continually updating and strengthening our social skill programs such as Kids Xpress and whole school projects such as Positive Behaviour for Learning (PBL). The PBL data indicates this approach has been successful in many areas. The Situational Analysis identified a small number of areas requiring ongoing focus.

Peakhurst Public School has strong relationships with parents, carers and the wider community and has maintained a robust reputation within this community.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in literacy and numeracy, we will focus on assessment and data use, to drive programs that are reflective of individual student needs. Evidence based teaching practices that focus on excellence in curriculum delivery will continue to be refined. We will focus on whole school attendance strategies to ensure learning outcomes are not impacted by student absences.

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 driven practice, assessment and expectations in Reading and Numeracy
- Funding

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Aboriginal background
English language proficiency
Low level adjustment for disability
Per capita
New Arrivals Program
QTSS release
Professional learning

AP Curriculum & Instruction

Summary of progress

As a result of the professional learning and work being undertaken in SD 2 this year the work that staff undertook in improving data analysis resulted in:

- Students current level of attainment in reading was determined through a combination of diagnostic and formative assessments including the online scheduled and on demand assessments in phonics, phonological awareness and fluency, in addition to adaptations of previous NAPLAN reading comprehension assessments with questions targeting known areas of need. Teachers analysed this data to inform their classroom differentiated learning sequences to ensure student learning needs were being met.
- Students current level of attainment of numeracy was determined through school developed, curriculum mapped formative assessment, including some aspects of the short digital assessments provided by the Department. Teachers analysed this data to inform their classroom differentiated learning sequences to ensure student learning needs were being met. Summative assessments were used at the end of each substrand's learning sprint to identify student growth and indicate the effectiveness of teaching strategies at that point in time.
- Teachers tracked student achievement and growth in both reading and numeracy through the use of Excel spreadsheets which are maintained on the school's shared Google Drive.
- NAPLAN and Check-in data demonstrate that both Year 3 and Year 5 students are consistently above state average in the priority area numeracy. Year 5 students have also shown achievement levels above state average in reading. Due to the structural changes in NAPLAN cancellation, there is no available growth data.

In 2024, the focus will be on:

- improving student growth and attainment through deep understanding in construction of writing
- student self-reflection on their learning and attainment in mathematics
- further improvement in student performance across a range of internal and external assessments in mathematics.

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

<p>The percentage of questions answered correctly by Year 5 students in the Check In assessment for Numeracy increased by 2% (from 2021-2023).</p>	<p>The Term 4 2023 Year 5 Check In data shows that Peakhurst PS students were 13.4% above the state average in numeracy.</p> <p>As a cohort, 78.6% of questions were answered correctly, compared to 59.5% in 2022 and 65.9% in 2021. This improvement of 12.7% is well in excess of our target.</p> <p>Of significance is student growth in measurement and geometry, an area where we have focused teacher professional learning through our APC&I. In both 2021 and 2022, this was our weakest area of learning in numeracy. However, in 2023 it became our strongest, with 80.6% of questions correct across the cohort.</p> <p>Our strong levels of achievement for numeracy are supported by our school NAPLAN data whereby of the 60 Year 5 students tested, 36 were 'strong' and 16 were 'exceeding' and none 'needed additional support'. This is further corroborated by our internal summative assessment data from maths groups where students across the school averaged growth of 16% each term.</p>
<p>The percentage of questions answered correctly by Year 5 students in the Check In assessment for Reading increased by 2% (from 2021-2023).</p>	<p>As indicated by external measures, we have not met our target for reading. In 2023, students in Year 5 answered 64.4% of questions correctly, down slightly from 65% in 2021. However, our 2023 scores show an uplift of 8.8% from Term 4 2022 Check In data. Such fluctuations illustrate the impact of cohort variability.</p> <p>Our Year 5 NAPLAN reading data was more robust and showed that of the 60 students tested, 25 were 'strong', 24 were 'exceeding' and only 4 'needed additional support'. These students were already being targeted by our Equity team and have been receiving ongoing learning support.</p> <p>When we examine student reading performance using internal measures such as our stage-based comprehension and fluency assessments, we have identified vocabulary as a continued area of need. Explicit and contextual vocabulary instruction will be included in all class shared reading programs.</p>
<p>Increase the percentage of targeted students achieving their individual learning goals so that equity gaps are closing from 2021 baseline data + 2%</p>	<p>88% of students achieved their learning goals in 2023. Of the remaining students, they all made progress with their goals and this information was communicated to their 2024 teacher to continue the goal or refine it to suit their specific needs in the future.</p>
<p>Reporting on school performance is based on valid and reliable data and analysis.</p>	<p>Data used for school performance is based on external sources such as NAPLAN and Check In assessments, as well as assessments through ALAN including the phonological awareness assessment Year 1 phonics check.</p> <p>School executive, including the APC&I collaboratively analyse data from external sources and discuss findings and trends with staff both as a whole and at a stage level, exploring the implications for future teaching.</p> <p>Our internal school performance measures are created using a strong pedagogical base, being clearly and directly linked to the outcomes and content marker of relevant NSW syllabus documents, for example, the writing assessment rubrics and teacher versions of the stage-based maths assessments. We also make use of Department of Education assessment resources such as the fluency assessment tool. In addition, we collaboratively create reporting rubrics in stages to ensure consistent teaching judgement when communicating to parents and caregivers about their child's achievements.</p> <p>Teachers participate in regular fortnightly stage meetings where they undertake collaborative moderation of student work samples to ensure teacher consistency and compliance with syllabus outcomes and expectations.</p> <p>Teachers meet the APC&I to triangulate data from internal as well as external sources to assist in analysing student growth, achievement and</p>

<p>Reporting on school performance is based on valid and reliable data and analysis.</p>	<p>future learning.</p>
<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>	<p>Differentiation</p> <p>Teachers have worked with the stage supervisors (Assistant Principals) as well as the APC&I to not only build their own professional capacity, but to also partake in collaborative discussions around the analysis of formative assessment data (reading fluency, writing samples, number assessments, phonics assessments). This allows them to then plan and program for student differentiation based on individual and cohort needs.</p> <p>Teachers use a variety of formative assessment data to inform their differentiated grouping of students within the class (and stage in the case of maths groups).</p> <p>Teachers use comprehensive assessment rubrics that are aligned with syllabus documents to track students across all relevant learning criteria and to highlight student strengths as well as areas where revision or support may be needed.</p> <p>Teachers complete content tracking sheets for their own maths group based on the formative and summative assessment tasks. By doing so, they can monitor student learning needs and improvement across the term and dive deep and narrow into targeted areas. Teachers supplement this data with the regular use of exit slips to continuously oversee the impact of their differentiated teaching.</p> <p>Teaching programs contain clear and explicit differentiation options in all Key Learning Areas and are monitored by Assistant Principals.</p> <p>Continuous Improvement</p> <p>Students have regular opportunities to set their own learning goals and discuss their progress with teachers and peers. They review the summative maths assessments tasks to gauge their improvement and help them set their next learning goals.</p> <p>All students in grades 3-6 were provided with fluency bookmarks to assist with student self-reflection when reading and to also assist with peer evaluations and feedback when conducting fluency pair tasks.</p> <p>Teaching programs contain clear learning intentions for each lesson sequence or unit of work. These are regularly discussed with students as part of the teaching and learning cycle. Some stages have participated in the 'Learning Walks and Talks' for spatial, non-spatial and geometric measure.</p>
<p>Increase the percentage of students attending >90% of the time from 57.9% (2022) by 2% uplift.</p>	<p>For 2023 the percentage of students attending $\geq 90\%$ of the time was 67.6% (Scout, Attendance) which was above state at 52.2%. This is an improvement of 9.7% over 12 months surpassing our predicted 2% uplift. There has been an improvement on the focus around unexplained absences, teacher marking procedures and communication with parents. The school will continue to focus on these areas into 2024. The attendance of Stage 3 students, specifically at the end of each term, will be targeted.</p>

Strategic Direction 2: Improved teacher practice and effectiveness

Purpose

Our purpose is to improve teacher pedagogy and effectiveness through targeted instructional leadership designed to build teacher capability in evidence based classroom practice.

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.

- Developing teacher capability through collective efficacy

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

Teachers have been supported by the APC&I and stage team discussions to implement evidence-based reading practices, particularly in the support of explicit phonics instruction and reading fluency. A number of decodable resources and class novel sets have been purchased to support the implementation of this in the classroom.

Focus areas for professional learning in reading were determined through NAPLAN and Check-in analysis and the introduction of the new K-2 syllabus as well as the preparation for the new 3-6 syllabus.

The APC&I worked collaboratively with stages to assess current reading classroom practice in shared, modelled/guided and independent reading and facilitated the continuation of the shared reading program K-6 with a focus on English textual concepts, vocabulary development and reading fluency.

The APC&I led teaching sprints in reading for Early Stage 1 classes.

Early Stage 1 and Stage 2 classes implemented teaching sprints and Learning Walks and Talks for measurement and geometric reasoning from Term 2.

Teachers were supported to update student data in PLAN 2 V3 for our specific target areas of reading and numeracy.

Teachers undertook professional learning focused on measurement and geometric reasoning as well as the implementation of the new K-2 and 3-6 mathematics syllabus.

In 2024, we will focus on the familiarisation and implementation of English and mathematics syllabus, with a focus on learning intentions and success criteria in writing and differentiation in mathematics.

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
The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.	<p>The Assistant Principal Curriculum and Instruction supports stages in planning, programming and differentiating classroom practice.</p> <p>The APC&I facilitates professional learning for teachers, demonstrating effective integration of current best practice such as teaching sprints and learning walks and talks, with new syllabus content.</p> <p>Reading and numeracy data from a variety of internal and external sources is analysed and discussed during stage meetings and curriculum planning day discussions with input from the equity team.</p>

<p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.</p>	<p>Numeracy data analysis and collegial discussions around how to use this data for individual and group differentiation is a focus for stage meetings.</p> <p>We have added the collection of reading fluency data this year to our assessment mix to better capture student needs, growth and achievement levels in reading.</p> <p>We have also included explicit contextual vocabulary instruction in our shared reading programs across the school.</p>
<p>Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. Teachers consistently provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p>	<p>Check-in data and NAPLAN data are studied to determine student and cohort needs.</p> <p>The APC&I facilitates the formative and summative assessment of phonics, phonological awareness, fluency and comprehension data through DOE the use of assessment tools and school-based assessments to analyse and differentiate teaching and learning accordingly.</p> <p>Classroom programs are supervised by Assistant Principals each term.</p> <p>Learning walks and talks have been initiated and will be extended to all stages next year.</p> <p>Teachers participate in targeted professional learning to help them implement the new English and mathematics syllabuses and support student learning through best practice.</p>
<p>Teachers extend their proficiency in their teaching of Reading and Numeracy, meeting the needs of students in their stage.</p>	<p>Reading</p> <p>Teachers have received training in the use of the Department's Fluency Assessment tool from Assistant Principals and the APC&I. They have included regular reading fluency practice in their class reading programs.</p> <p>Teachers in Stage 1 and Early Stage 1 have received support in the use of decodable texts with students, although there is a continuing need for this.</p> <p>The APC&I collaborated with classroom teachers in the development of explicit shared reading programs, including novel studies 3-6, and the differentiation of learning experiences to meet student needs.</p> <p>Teachers have used PLAN 2 V3 to track student growth and achievement in phonological awareness, phonic knowledge and fluency as well as understanding texts (vocabulary and comprehension).</p> <p>Numeracy</p> <p>All staff completed modules to support the implementation of the new mathematics syllabus on MyPL. All staff also held collegial discussions with the APC&I around the teaching of measurement and geometric reasoning and the differentiation of learning activities.</p> <p>Staff completed school-based professional learning focusing on the analysis and use of student data when planning and programming for differentiated learning in maths groups.</p> <p>Teachers have used PLAN 2 V3 to track student growth and achievement in measurement and geometry (understanding units of measurement and understanding geometric properties). This data will form the baseline for our ongoing work in 2024.</p>

Purpose

Our purpose is to establish and consolidate relationships and build upon collaborative and positive partnerships through further developing our whole school sense of belonging and our care for all students.

Initiatives

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

- Connect, Succeed, Thrive and Learn

Resources allocated to this strategic direction

Per capita Professional learning

Summary of progress

Caring for Students

There is a school wide embedded practice that all students have the opportunity to engage with an identified staff member in order to connect, succeed, thrive and learn. The school wide community takes collective responsibility of student learning and wellbeing. In 2023, we commenced implementation of a 'morning' check-in across the school. In 2024, we will expand the program into every classroom.

The continuation of partnerships with external providers, such as Kids Xpress, Top Blokes and Learning Links has ensured that we continue to provide a targeted, specific program to support students with social and emotional learning across the school. In 2024, we will review current partnership based on availability and funding.

Planned approach to wellbeing

Expectations of behaviour are designed to ensure effective conditions of learning. They are explicitly, consistently and supportively applied across the school through our PBL scope and sequence, which is embedded in our PDHPE program. We have included a PBL Focus summary for parents and the wider school community in our fortnightly newsletter.

In Term 4 2022, there were 303 incidences across the school, predominantly from the areas of respect and safety. The increase was consistent with the anecdotal data of behavioural concerns across schools within our local area. As a result of this data, we focused our PBL lessons at the start of 2023, on the school expectations of respect and safety. This has proven to have had a cumulative effect as there were less negative behaviour incidents in Term 3 2023 than earlier in the year.

The 2023 TTFM survey data, indicates that 87% of students have positive behaviour at school, this is 4% above the state. At the end of 2022 it was decided to spend more time when administering the TTFM Student Survey. During 2023 the teachers were asked to spend time to explain more clearly the purpose of the survey and the questions to the students. In 2024 we will aim to have a more consistent approach to delivering the survey across the classes.

At the conclusion of each term the PBL team collate and analyse the behaviour data from Sentral in order to determine the lesson focuses for the following term. We will continue to collect and collate the following data, TTFM student survey, internal survey, Positive Behaviour for Learning and Sentral to ensure that all students are known, valued and cared for. In 2024 the PBL team will focus professional learning on Tier 2 and Tier 3 Interventions.

Our ongoing development of the behaviour app in the school support unit and high needs students in mainstream classes will facilitate student data tracking and make it easier to develop appropriate strategies to promote positive behaviour.

Individual learning needs

The Equity Team Leader facilitated regular teacher support sessions in developing SMART goals for student's IEPs. Three-way meetings were held with the teacher, equity team and parent/carer to collegially discuss and develop appropriate goals for all students. We will continue to embed and monitor this process in 2024.

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
91.4% of students reporting expectation for success, advocacy, and sense of belonging at school.	TTFM data indicates that for 2023, students reporting expectation for success is sitting at 8.6 (govt norm 8.7), advocacy was recorded at 7.4 (govt norm 7.7) and sense of belonging is at 70% (govt norm 80%).
TTFM Wellbeing data for Sense of Belonging increases to be at or above the lower bound system-negotiated target of 85.2%	<p>The TTFM Wellbeing survey data for Sense of Belonging has increased from 70% in 2022 to 72% in 2023, which is 9% below the state. We have not yet met our target.</p> <p>However:</p> <ul style="list-style-type: none">* Students with positive behaviour at school 87% (state norm 83%)* Students who are victims of bullying 20% (state norm 36%)

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$30,034.00</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 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 driven practice, assessment and expectations in Reading and Numeracy • Other funded activities <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: New Arrival students are supported in literacy with one to one teacher intervention or small groups.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and implement in response to NAP identified students.</p>
<p>Integration funding support</p> <p>\$131,872.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peakhurst 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 driven practice, assessment and expectations in Reading and Numeracy • Other funded activities <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students are fully supported through their individual program, either learning or behaviour so they can access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the additional hands-on support to ensure students are learning and working at their optimal standard.</p>
<p>Socio-economic background</p> <p>\$56,962.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peakhurst 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 driven practice, assessment and expectations in Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for education materials, uniforms, equipment and access to excursions and camp.

<p>Socio-economic background</p> <p>\$56,962.23</p>	<ul style="list-style-type: none"> • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact: All students are able to access activities related to their schooling in an equitable fashion.</p> <p>After evaluation, the next steps to support our students will be: Continuation of support for students equitably.</p>
<p>Aboriginal background</p> <p>\$2,761.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peakhurst 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"> • Data driven practice, assessment and expectations in Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • support of Aboriginal students to access cultural events • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Students are supported to achieve goals developed in their Learning Pathways document. Students have been supported to improve literacy and numeracy outcomes. Students have free access to planned cultural events and activities.</p> <p>After evaluation, the next steps to support our students will be: Continuation of support to maintain equity of access.</p>
<p>English language proficiency</p> <p>\$195,584.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peakhurst 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 driven practice, assessment and expectations in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Students have developed language skills at their own level and are able to access curriculum accordingly.</p> <p>After evaluation, the next steps to support our students will be: Equity programs and structural organisation to continue in 2024. Student achievement tracking to continue with strong focus on literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$215,314.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Peakhurst Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$215,314.99</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 driven practice, assessment and expectations in Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • targeted students are provided with an evidence-based interventions, MiniLit and MacqLit, to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Internal school data indicates that consistent and strategic intervention has resulted in improving outcomes for identified students.</p> <p>After evaluation, the next steps to support our students will be: Identified students will access individual programs to address specific needs in both literacy and numeracy.</p>
<p>Professional learning</p> <p>\$35,851.92</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 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 driven practice, assessment and expectations in Reading and Numeracy • Developing teacher capability through collective efficacy • Connect, Succeed, Thrive and Learn • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning • teachers worked alongside APC&I to develop consistent assessment of numeracy and literacy • teachers in leadership roles across the school worked with Eduinfluencers to look at leadership styles and the impact on managing staff. • all school staff participated in Wellbeing sessions lead by qualified facilitator <p>The allocation of this funding has resulted in the following impact: Teachers have been upskilled in the identification of appropriate assessment tasks as well as teaching strategies, in literacy and numeracy. This has lead to a clearer understanding of assessment for reporting to parents and informed teaching practices. Staff Wellbeing awareness increased through participating in two twilight sessions lead by Daniella Falecki. These sessions were insightful and provided tools for staff to manage the complexities of working in a school. Leaders were able to examine their leadership style, understand conflict and how to manage difficult conversations by Rochell Borton and reflect on their impact on teams within the school.</p> <p>After evaluation, the next steps to support our students will be: Continuation of work in literacy and numeracy with particular focus on the new syllabus. Leaders will continue to work with Eduinfluencers in Term 2, 2024 to refine leadership skills.</p>

<p>QTSS release \$111,739.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peakhurst 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 driven practice, assessment and expectations in Reading and Numeracy • Developing teacher capability through collective efficacy • Other funded activities <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs • 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 are supported individually in programming and instruction using the new syllabus documents. Teachers understanding of data has deepened significantly, impacting positively on teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: To continue staff support as it is highly regarded. Further analysis of data will drive improvement on student achievement.</p>
<p>COVID ILSP \$102,659.90</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: There has been a wide-ranging impact from the COVID ILSP program. Students had very specific programs in smaller groups, so their learning was intensive (minimum 3 days per week) and strategic. The Evaluation scores highlight the impact. All students made progress. The students enjoyed the sessions and the feeling of success</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the program within the financial constraints of decreased funding. A close examination of Check -In data together with in school data will inform groupings.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	313	297	266	258
Girls	306	281	241	220

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.9	93.6	89.8	91.5
1	92.5	92.5	90.4	91.0
2	91.7	93.1	89.0	91.6
3	91.9	93.6	89.7	92.7
4	93.0	92.7	89.5	91.0
5	93.0	93.6	88.8	92.1
6	93.4	92.4	87.1	91.3
All Years	92.5	93.0	89.1	91.6
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
All Years	92.0	92.4	87.4	90.6

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).

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
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	18.88
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher EAL/D	1.2
School Administration and Support Staff	7.96

*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	357,337.38
Revenue	6,305,557.52
Appropriation	6,012,041.98
Sale of Goods and Services	39,176.97
Grants and contributions	236,482.43
Investment income	17,356.14
Other revenue	500.00
Expenses	-6,042,822.39
Employee related	-5,392,429.47
Operating expenses	-650,392.92
Surplus / deficit for the year	262,735.13
Closing Balance	620,072.51

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	131,872
Equity Total	470,623
Equity - Aboriginal	2,761
Equity - Socio-economic	56,962
Equity - Language	195,585
Equity - Disability	215,315
Base Total	4,377,702
Base - Per Capita	138,443
Base - Location	0
Base - Other	4,239,259
Other Total	422,380
Grand Total	5,402,577

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.

Parent/caregiver, student, teacher satisfaction

The results of the Tell Them From Me 2023 Student Survey indicate that our school continues to successfully focus on wellbeing. This is shown in 87% of students with positive behaviour at school, and only 20% of students have indicated that they are subjected to bullying, 16% less than the NSW Govt norm., and students feel that they have someone at school who consistently provides encouragement and can turn be turned to for advice (7.2).

The Tell Them From Me Parent Survey 2023 indicates that we are an inclusive school. Parents recognised that our staff take an active role in making sure all students are included in school activities (7.2) and they help students who need extra support (7.0) Communication to parents was recognised as an area of improvement and throughout 2023 staff have endeavoured to ensure all information was clearly disseminated, this includes changing the newsletter platform to be able to be translated into other languages. Parents identified that the written information from the school, is in clear, plain language (8.1).

The Tell Them From Me Teacher Survey 2023 indicates that teachers feel supported by leadership to create a safe and orderly school environment (7.9) and feel supported during times of stress (7.1). The staff at Peakhurst Public School are collaborative (8.8), can discuss learning problems of particular students with other teachers (8.6) and share lesson plans and other materials (8.8). They support the learning culture by setting high expectations for student learning (8.4), monitor the progress of individual students (8.8) and are effective in working with students who have behavioural problems (8.2).

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.