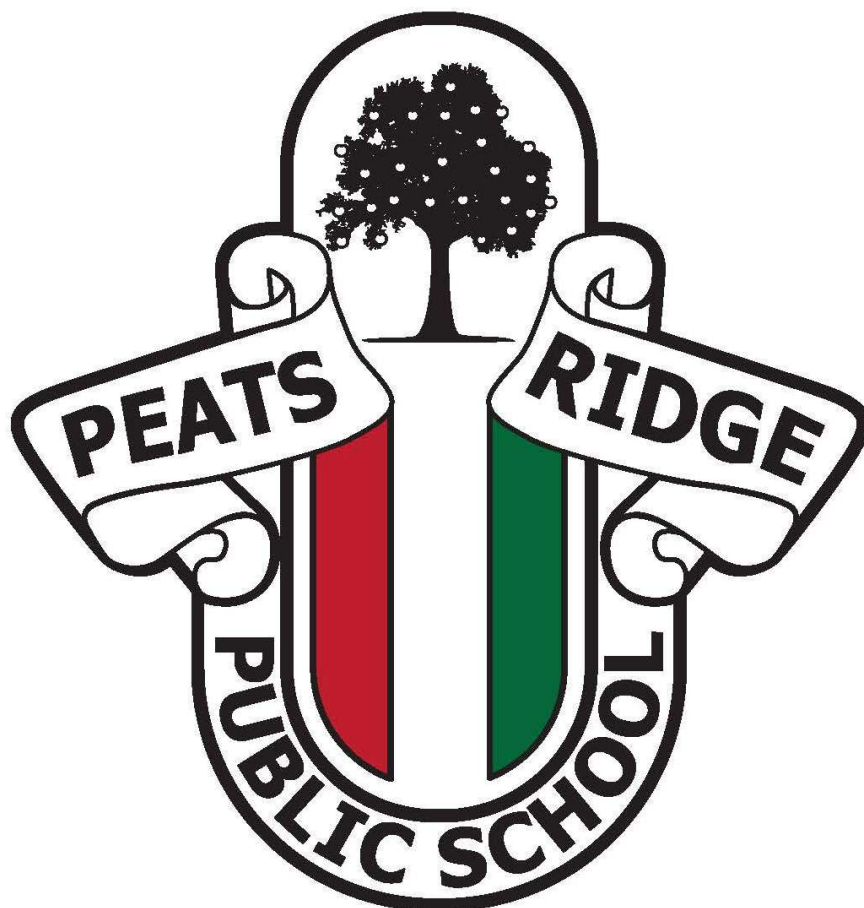


# 2023 Annual Report

## Peats Ridge Public School



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# Introduction

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

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

## School contact details

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Peats Ridge Public School

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## School vision

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

## School context

Peats Ridge PS, with a current enrolment of 13 students, is a rural and remote school located in the hinterland of the Central Coast, about 30 km from Gosford. The school site has beautiful native gardens, fruit trees and three lush playing fields. School numbers have fluctuated over the past five to ten years, with student numbers shifting from 50+ to the current 13. We currently have 3 students identified as Aboriginal. We have three English as an Additional Language or Dialect (EAL/D) students of Chinese heritage. Our FOEI has dropped from 126 in 2019 to 85 this year.

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Curriculum Change
- Data Use in teaching

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

#### Professional learning

#### QTSS release

#### Low level adjustment for disability

### Summary of progress

The school literacy focus for 2023 was on phonological awareness. This involved the embedding of Multi-Sensory Structured Literacy Education (MSLE) explicit teaching practices and adjusting the learning experiences based on student need. As a result, all students demonstrated growth as measured by the Literacy Progressions. In 2024, the school will work with the Collaborative Support Unique Settings Team (CSUS) with an Action Learning Project focused on improving vocabulary.

In 2023, the school focused on Quantifying Number to improve Numeracy outcomes for students. This involved analysis of Check-in Data and internal numeracy measures to identify individual student need and adjust learning as required. As a result of the focus, all students demonstrated growth in Quantifying Number. In 2024 the school will continue to implement learning sprints in order to improve Numeracy outcomes.

The school implemented the new Curriculum focus in English and Mathematics by teachers thoroughly reviewing and unpacking the changes which lead to the development of a multi-age/multi-stage Scope and Sequence to inform the teaching and learning cycle. As a result of the targeted professional learning, teacher confidence in moving from the engage phase to embed phase increased. Engagement with and embedding the new curriculum remains as a focus 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
<b>Literacy/ Numeracy Growth Targets</b> <ul style="list-style-type: none"><li>• An increased proportion of 2023 Stage 1 and Stage 3 students attaining a 'C' or above in Reading compared with 2022 baseline data.</li><li>• An increased proportion of 2023 Stage 2 students attaining a 'C' or above in Writing compared with 2022 baseline data.</li></ul>	An <b>increased</b> proportion of students from all stages, Stage 1 to Stage 3, have attained a 'C' or above for English, compared with Stage 1 to Stage 3 in 2022.
<b>Expected growth targets</b> <ul style="list-style-type: none"><li>• An increased proportion of 2023 Stage 2 students attaining a 'C' or above in Numeracy compared with 2022 baseline data.</li></ul>	An <b>increased</b> proportion of Stage 2 students have attained a 'C' or above for Mathematics, compared with Stage 2 in 2022.

<p><b>Progressions</b></p> <p>PLAN2 data shows that 100% of students achieve or exceed expected growth in Understanding Texts reflecting data from internal school measures.</p>	<p>100% of students have demonstrated growth in understanding texts as assessed using the learning progressions.</p>
<p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• PLAN2 data shows that 100% of students achieve or exceed expected growth in Quantifying Number reflecting data from internal school measures.</li> </ul>	<p>92% of students have demonstrated growth in quantifying number as assessed using the learning progressions.</p>

## Strategic Direction 2: Wellbeing and learning partnerships

### Purpose

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

### Initiatives

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

- Collaboration for engagement
- Positive Learning Culture

### Resources allocated to this strategic direction

Low level adjustment for disability  
Socio-economic background  
Aboriginal background  
AP Curriculum & Instruction

### Summary of progress

In 2023 the school reviewed the Positive Behaviour for Learning (PBL) values and expectations, updated the Whole School Behaviour Plan and the school based Anti-Bullying Procedures. Stakeholders were engaged through community consultation and student voice initiatives. As a result of this process the school has incorporated Perseverance as an additional value with relevant expectations developed and explicitly taught for all settings. As part of the Wellbeing Focus, the school employed a Wellbeing Chaplain to support individual students to develop social skills. Together, these initiatives have contributed to a strengthening of the positive learning culture across the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance Data</b>  Between 70% and 100% of students will attend school for greater than 90% of the time from a baseline of 91%.	The number of students attending school 90% of the time or more has increased.
<b>Tell Them From Me Data</b>  The percentage of students with positive wellbeing, in the areas of <i>sense of belonging</i> and <i>advocacy at school</i> , will increase to be equal to or above SSSG and State, from a baseline of 43% and 50%, respectively	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.
<b>Collaboration</b>  Evidence of Learning Intentions exhibited in all classrooms with students engaging in self-assessment using success criteria for their numeracy goals in quantifying number and literacy goals in understanding text	Learning Intentions and success criteria were exhibited in all classrooms.  The external validation panel validated the school as Sustaining and Growing for the elements of Learning culture and Educational Leadership.  The external validation panel validated the school as Delivering for the elements of Wellbeing, Learning and Development, and Management practices and processes.

### **Wellbeing Programs**

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

### **School Excellence Framework**

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

#### **Learning:**

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

#### **Teaching:**

- Learning and development

#### **Leading:**

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



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,739.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peats Ridge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration for engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Teacher with expertise in MSLE pedagogy employed for a second year to continue to develop and deliver differentiated explicit teaching to support student learning in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Stage 2 Numeracy Check-in results achieving above state and statistically similar school groups (SSSG)</li> <li>• Stage 2 Reading Check-in results above both state and SSSG</li> <li>• The average raw scores for Year 3 NAPLAN in Reading and Numeracy in 2023 were higher than the 2022 cohort.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> The continued employment of a temporary teacher to provide quality differentiated teaching in the classroom while the teaching principal delivers learning support programs.</p>
<p>Aboriginal background</p> <p>\$969.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peats Ridge 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration for engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Teacher with expertise in MSLE pedagogy employed for a second year to continue to develop and deliver differentiated explicit teaching to support student learning in literacy and numeracy.</li> <li>• Continued employment of Student Learning Support Officer (SLSO) to support Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• All Aboriginal students' Reading and Numeracy Check-in results are equal to or above state and similar school groups results.</li> <li>• An improvement in the PLP process with an updated proforma and regular formal and informal conversations with parents about the progress of their child.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage explicit literacy and numeracy teaching practices to support our trajectory of high achievement for Aboriginal students. Increase consultation and partnership with Cooinda AECG and Kariong Mountains Leaning Community to facilitate Cultural Learning opportunities for students and families.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peats Ridge Public School.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Teacher with expertise in MSLE pedagogy employed for a second year to continue to develop and deliver differentiated explicit teaching to support student learning in literacy and numeracy.</li> <li>• Continued employment of Student Learning Support Officer (SLSO) to support students with English proficiency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• The classroom teacher continues to build professional connections with the network EAL/D Education Leaders for ongoing support and professional learning opportunities.</li> <li>• Check-in results show EAL/D students above state and SSSG in Reading and Numeracy.</li> <li>• EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Continued monitoring of student progress through internal measures to ensure that the specific needs of EAL/D students are met.</p>
<p>Low level adjustment for disability</p> <p>\$33,605.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Peats Ridge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Use in teaching</li> <li>• Collaboration for engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/ whole school setting.</li> <li>• Continued employment of Student Learning Support Officer (SLSO) to support students with additional needs in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• The school achieved a more consistent approach to student learning support and interventions based on internal and external student data to collaboratively develop differentiated learning experiences with individualised adjustments.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> The school will provide additional support for identified students through the employment of teachers with expertise in quality differentiation and an SLSO to provide targeted support.</p>
<p>Location</p> <p>\$657.76</p>	<p>The location funding allocation is provided to Peats Ridge Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing with expertise in literacy to develop differentiated learning programs and deliver explicit teaching in phonological and</li> </ul>

<p>Location</p> <p>\$657.76</p>	<p>phonemic awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ a class teacher (0.8FTE) to collaborate with the teaching principal to strategically target students requiring support with literacy and numeracy.</p>
<p>Professional learning</p> <p>\$4,686.45</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 Peats Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Change</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Planned opportunities for professional learning and collaboration to teach, assess and report using the new syllabus and evaluate to refine practices and systems while in the Enact Phase of the new curriculum implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• personalised and targeted professional learning developed with the Collaborative Support Unique Settings Team.</li> </ul>
<p>QTSS release</p> <p>\$2,367.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peats Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Change</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice in line with the requirements of the new curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engage the APC&amp;I and principal in collaboration with the team from Collaborative Support Unique Settings team, to build teacher capability and student growth.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition.</li> </ul>

<p>COVID ILSP</p> <p>\$11,927.82</p>	<ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• The majority of the students in the program achieving significant progress towards their personal learning goals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p> <p>Providing additional in-class support for students to continue to meet their personal learning goals will also be a priority.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	9	8	6	2
Girls	7	6	9	10

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.4	89.6		96.8
1	87.6	81.7	88.7	
2	93.0	98.9	75.0	95.3
3	93.9	90.9	76.3	93.5
4	86.8	94.4	83.9	85.6
5	93.9	86.4	84.2	
6	85.0	83.1	75.6	86.3
All Years	89.6	88.5	80.1	91.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8		91.1
1	91.7	92.7	87.4	
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	
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.3	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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	17,755.88
<b>Revenue</b>	551,470.41
Appropriation	540,657.35
Sale of Goods and Services	210.00
Grants and contributions	9,845.54
Investment income	757.52
<b>Expenses</b>	-530,920.69
Employee related	-471,540.88
Operating expenses	-59,379.81
<b>Surplus / deficit for the year</b>	20,549.72
<b>Closing Balance</b>	38,305.60

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



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	40,714
Equity - Aboriginal	969
Equity - Socio-economic	3,740
Equity - Language	2,400
Equity - Disability	33,605
<b>Base Total</b>	362,176
Base - Per Capita	3,904
Base - Location	658
Base - Other	357,614
<b>Other Total</b>	70,196
<b>Grand Total</b>	473,086

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our parent/ carer survey indicates the majority of families are satisfied with the school performance during 2023. This data is taken from a school based survey conducted at the end of 2023 using an online form with anonymous input from parents. This style of survey had a much higher engagement from our families than previous surveys.

### All parents who responded agree or strongly agree that,

- they can speak easily with the teachers.
- they are well informed about school activities.
- they see positive, respectful relationships between students and staff.
- the school helps prevent bullying.
- their child's learning needs are being addressed in the classroom.
- enough is done to encourage and support regular attendance.

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

- all students know that their teachers have high expectations for their learning.
- in English 61% have high confidence in their ability and feel highly challenged in class.
- in Mathematics 77% feel highly challenged in class with varied confidence in their own ability.
- 93% of students indicated they feel valued and accepted by school staff.
- 100% of students know where to go for help if they are bullied or see someone else being bullied.
- 85% of students are always/ mostly positive about school in general.

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

Do you see positive, respectful relationships between students and staff at Peats Ridge PS?

100%  
Strongly Agree

All parents see positive, respectful relationships between students and staff at Peats Ridge PS.

Do you feel that your child's learning needs are being addressed in the classroom?

50%  
Agree

50%  
Strongly Agree

100% of parents agree that their child's learning needs are being addressed in the classroom.

Teachers consider my child's needs, abilities and interests when supporting their learning.

100%  
Strongly Agree

All surveyed parents agreed that teachers consider all aspects of their child's needs.

Do you feel that enough is done to encourage and support regular attendance at Peats Ridge?

75%  
Strongly Agree

25%  
Agree

All parents surveyed agree that regular attendance is well supported at Peats Ridge PS.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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