

2023 Annual Report

Peakhurst West Public School



4013

Introduction

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

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

School contact details

Peakhurst West Public School

Ogilvy St

Peakhurst, 2210

<https://peakhurstw-p.schools.nsw.gov.au>

peakhurstw-p.school@det.nsw.edu.au

9153 9767

School vision

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

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

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

All community stakeholders are committed to the pursuit of excellence.

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

School context

Peakhurst West Public School is located in Southern Sydney and has a student enrolment of approximately 300. The school is a focal point of the community and the culture promotes connectedness, inclusion and belonging. Our school is supported by a strong and vibrant multi-cultural community. 64% of our students have a language background other than English, 3.17% of students identifying as Aboriginal. Our FOEI is 85. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data informed practices
- Differentiated teaching and learning

Resources allocated to this strategic direction

Low level adjustment for disability

QTSS release

AP Curriculum & Instruction

Integration funding support

New Arrivals Program

Socio-economic background

English language proficiency

Beginning teacher support

Professional learning

Aboriginal background

Summary of progress

Our focus for Strategic Direction 1 in 2023 was to improve the student outcomes in Reading and numeracy. Our focus was to have all teachers knowing their students and how to teach them and working to refine programs to engage and improve student learning.

In 2022, our school undertook a collaboration with the strategic School support team to help embed an explicit focus on improving student vocabulary. In 2023 with implementation of a new syllabus we were not able to maintain a sustained focus on vocabulary by all teachers within our school. The lack of significant improvement in vocabulary in year 4 shows that we still need to continue to embed vocabulary into teaching and learning programs across all key learning areas and build teachers capacity to have a deep knowledge of teaching reading and vocabulary in their class. The introduction of the new NSW English syllabus and accompanying DoE units of work will also assist teachers in building vocabulary as this aspect is included in these new units.

As we move into our new school plan, the focus on reading and more specifically vocabulary will continue. Teachers will become more proficient in their knowledge of the new NSW English syllabus, and we can ensure that effective teaching and learning strategies are incorporated into their programs. Regular and relevant assessment will also drive professional learning discussions amongst teachers to build capacity within the staff.

At Peakhurst West PS, we have had a deep and narrow focus on the explicit and sustained teaching in number. A deliberate focus on students being able to become familiar with the specific vocabulary needed to problem solve has helped to improve student comprehension of maths questions. Although there have been gains made in number this year due to explicit teaching and additional RFF teaching, to continue to improve there must continue to be explicit teaching of specific vocabulary in mathematics as well as increased teacher capacity to teach the connected 'big ideas' and concepts in a variety of ways for our students. The number of beginning teachers at PWPS means that more work will need to be done to ensure that they are able to teach the concepts with clarity and a deep understanding. Our deep and narrow focus will continue into the next Strategic Improvement Plan cycle, with greater emphasis on embedding assessments to ensure quality teaching and effective differentiation to meet the need of all our students.

Next year in this initiative, work will continue in driving our student outcomes with greater explicit teaching in reading and numeracy. We will have structures in place to ensure that student data is collected regularly to provide relevant and timely discussions about the teaching and learning cycle and how to pivot this in line with student needs. This aspect will be vital to ensuring future gains in best practice pedagogy, as well as improved student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Top 2 bands for NAPLAN numeracy increase (uplift) from 2022 for Students in Year 3 and Year 5. (Lower bound system-negotiated network target). • Internal data sources for numeracy show steady uplift. 	<p>NAPLAN for 2023 underwent change and there were no longer bands to identify student achievement. The bands were replaced with a four- tier structure (exceeding, strong, developing, needs additional support). Data showed that an increased proportion of year 3 students performed at strong or exceeding in NAPLAN numeracy. In year 5 NAPLAN numeracy there was an increase in the number of students in the strong or exceeding range. Internal data also reinforced the uplift in student performance in numeracy.</p>
<ul style="list-style-type: none"> • Top 2 bands for NAPLAN reading increase from 2022 for Students in Year 3 and Year 5. (Lower bound system-negotiated network target). • Internal data sources for reading show steady uplift. 	<p>NAPLAN for 2023 underwent change and there were no longer bands to identify student achievement. The bands were replaced with a four- tier structure (exceeding, strong, developing, needs additional support). NAPLAN reading results show that 63.4% of year 3 students were identified as strong or exceeding and 73.8% of year 5 students were identified as strong or exceeding in reading.</p>
<ul style="list-style-type: none"> • An increase from 2021 in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Numeracy. (Upper bound system-negotiated network target). 	<p>NAPLAN for 2023 underwent change and there were no longer bands to identify student achievement. The bands were replaced with a four- tier structure (exceeding, strong, developing, needs additional support). Data showed that there was an uplift of year 3 students who performed at strong or exceeding in NAPLAN numeracy. In year 5 NAPLAN numeracy there was an increase in the number of students identified as achieving in the strong or exceeding range. Internal data also reinforced the uplift in student performance in numeracy.</p>
<ul style="list-style-type: none"> • An increase from 2021 in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Reading. (Upper bound system-negotiated network target). 	<p>NAPLAN for 2023 underwent change and there were no longer bands to identify student achievement. The bands were replaced with a four- tier structure (exceeding, strong, developing, needs additional support). NAPLAN reading results show a steady uplift of year 3 and year 5 students identified as strong or exceeding in reading.</p>
<p>The percentage of questions answered correctly by Year 5 students in the Check In assessment for Reading increased by 4.5% (from 2021-2023).</p>	<p>Between 2022 and 2023, year 5 student showed an improvement overall in reading in 2023. There was an increase in both processes and comprehension, with a slight decrease in student performance in the vocabulary section.</p>
<p>The percentage of questions answered correctly by Year 5 students in the Check In assessment for Numeracy increased by 5% (from 2021-2023).</p>	<p>Between 2022 and 2023, year 5 students showed an improvement overall across all areas of numeracy in 2023. There was an increase in both number and algebra and measurement and geometry, with a slight decrease in student performance in the statistics and probability section of the assessment.</p>

Strategic Direction 2: Collective Efficacy and Collaborative Practice

Purpose

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

Initiatives

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

- Collaboration and Professional Learning
- Leadership

Resources allocated to this strategic direction

Beginning teacher support

Summary of progress

Our focus for Strategic Direction 2 in 2023 was centred around building upon the successes of 2022 to enhance collaborative practice across the school. We also aimed at increasing the overall leadership capacity of our staff, students and parent community.

Our 2023 initiatives were based around developing high-quality collaborative teaching and learning practices in our staff, which would then improve student learning outcomes. All classes utilised the Library with lessons that were co-planned and co-taught, using the flexible learning space to adapt programs and teaching pedagogies to meet the needs of students in each cohort. Teacher 'Tell Them From Me' (TTFM) survey data proved that staff valued the use of team-teaching practices in their pedagogy, where scores related to teacher collaborative practice and collective efficacy were above the NSW Govt average. This correlated to the positive data scores related to the school leadership team, and their impact upon improving the quality of teaching across the school staff. Stage 2 and 3 student reporting assessment results in History and Geography, both subjects taught through the Library team-teaching program in 2023, indicated significant percentages of students achieving at or above expected stage outcomes. This data illustrated the value that the team-teaching program has made to improving student learning outcomes.

At Peakhurst West PS, effective collaborative planning practice is an essential tool for enhancing student learning outcomes and teacher quality across our school. The introduction of our Assistant Principal, Curriculum & Instruction (APC&I) has been vital in ensuring that expert curriculum knowledge and understanding was spread throughout the staff, as well as enhancing executive staff's ability to plan, implement, monitor, assess and evaluate high-quality teaching and learning programs. A key part of this success has been the changes to RFF structures and timetables, which allowed teams to be off class at the same time. This was linked to the introduction of weekly APC&I data and curriculum meetings with both executive and stage teams. These meetings have proved especially valuable for K-2 staff with the implementation of the new curriculum for English and Mathematics, as well as the 3-6 staff with their preparation for its full implementation in 2024. The high value that teachers place on these processes was indicated in the TTFM Teacher survey scores related to collaboration, where higher than average scores were recorded in aspects that involved teachers discussing strategies, lesson plans/materials and assessment with each other to increase student engagement and achievement. This was further evidenced in scores related to how the school leadership team has driven this process to establish challenging learning outcomes for students, as well as providing guidance for monitoring student progress. The 2023 Check In Assessment results across Years 3-6 illustrated the importance of effective collaborative practice. In Stages 2 and 3, overall results across both Literacy and Numeracy experienced significant growth between Term 1 to Term 4 testing, with only slight declines in particular aspects. These results prove that teachers working together is an important building block of student success.

Staff and student leadership capacity has increased across PWPS in 2023. Increased staff leadership capacity has been achieved through the expanded 3 Rivers 4 Learning program, the employment of two new Relieving Assistant Principals, the Beginning Teacher program, executive staff starting the 'Growth Coaching' program, as well as a greater number of teachers running various programs and responsibilities across the school. This included the expanded Aboriginal Education team, which would work to implement and monitor the Reconciliation Action Plan within our school community. Similarly, student leadership and advocacy remained a growing mechanism for building connections and a sense of belonging within our school. Numerous opportunities were given for students to take on a leadership role such as Prefects, House Captains, PBL Leaders, SRC, and the 'Eco Squad' members to name a few. This success was well represented in the TTFM Student Survey, where 'Advocacy at School' received a strong score rating.

Next year in this initiative, further work and modifications are planned to be made as to how teachers receive regular feedback on their teaching practice, as well as using that feedback to improve their performance. This aspect will be vital to ensuring future gains in best practice pedagogy, as well as improved student outcomes. In 2024, building leadership capacity across the various PWPS stakeholders must remain a priority. We aim to increase the levels of parent involvement and contribution to the Peakhurst West school community. This aspect is essential to ensure a strong connection between home and school for our students. In turn, this will enhance our students' sense of belonging and pride in their school as both learners and citizens.

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 library will be used and identified as a whole school collaborative teaching and learning space. Library lessons will be co-planned and co-taught using strategies and best practice as outlined in the "What Works Best" research. All classes will participate in this process and use this flexible learning space to adapt programs and teaching pedagogies to meet the needs of students in each cohort.</p>	<p>All classes utilised the Library with lessons that were co-planned and co-taught. Staff used the flexible learning space to adapt programs and teaching pedagogies to meet the needs of students in each cohort. Stage 2 and 3 student reporting assessment results in History and Geography, both subjects taught through the Library team-teaching program in 2023, indicated significant percentages of students achieving at or above expected stage outcomes. This data illustrated the value that the team-teaching program has made to improving student learning outcomes.</p>
<p>An increase in teacher scores related to collaboration in the "Focus of Learning" teacher survey (TTFM)</p>	<p>The high value that teachers place on collaborative processes was indicated in the 2023 TTFM Teacher survey scores related to collaboration, with an overall score of 7.7. This compares with 2022 score of 7.8. Higher than average scores were recorded in aspects that involved teachers discussing strategies, lesson plans/materials and assessment with each other to increase student engagement and achievement. This was further evidenced in scores related to how the school leadership team has driven this process to establish challenging learning outcomes for students, as well as providing guidance for monitoring student progress.</p>
<p>There are additional opportunities for staff, student and parent leadership within and beyond the school. Building the capacity of teachers as leaders is a priority and will be monitored regularly to ensure succession of leadership at the school. TTFM teacher and student survey scores show an increase in the area of the provision of leadership agency. Internal data developed to show improvement in this area.</p>	<p>Staff and student leadership capacity has increased across PWPS in 2023. Increased staff leadership capacity has been achieved through the expanded 3 Rivers 4 Learning program, the employment of two new Relieving Assistant Principals, the Beginning Teacher program, executive staff starting the 'Growth Coaching' program, as well as a greater number of teachers running various programs and responsibilities across the school. This included the expanded Aboriginal Education team, which would work to implement and monitor the Reconciliation Action Plan within our school community.</p> <p>Student leadership and advocacy remained a growing mechanism for building connections and a sense of belonging within our school. This was well represented in the TTFM Student Survey, where 'Advocacy at School' received a strong score of 7.3. Student data relating to a positive sense of belonging and pride in the school was positive, but not as strong as it could be.</p> <p>Parent TTFM Survey data indicated some were involved in school committees and aspects of the school where they felt they had a voice. Most parents said that the school had sought their input into, or opinions about, school planning and the development or review of school policies. However, more work is needed to improve the parent participation numbers in school involvements.</p>
<p>Teachers have opportunity to engage in professional discussion and collaborate to support the improvement of teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. A system is</p>	<p>Collaborative teaching and learning is strong at PWPS. Our 2023 Check in data for literacy and numeracy represents the successful impact of effective collaborative planning upon student learning outcomes. A key part of this success has been the changes to RFF structures and timetables, which allows teams to be off class at the same time. This is linked to the introduction of weekly APC&I data and curriculum meetings with both</p>

embedded across the school to support negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

executive and stage teams. This is strongly represented through the TTFM Teacher survey results, where specific scores related to teacher collaborative practice and collective efficacy were above the NSW Govt average. This correlates to the positive data scores related to the school leadership team, and their impact upon improving the quality of teaching across the school staff. Scores related to teachers receiving feedback, and the effective use of it, were lower than NSW Govt average and this represents an opportunity for growth in 2024.

Strategic Direction 3: Community Partnerships in Learning and Wellbeing

Purpose

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

Initiatives

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

- Community Partnerships
- Wellbeing
- Aboriginal Education

Resources allocated to this strategic direction

Aboriginal background

Per capita

Integration funding support

New Arrivals Program

Socio-economic background

Low level adjustment for disability

Summary of progress

In 2023 we started out Reconciliation Action Plan. At its core reconciliation is about building respectful relationships between Aboriginal and Torres Strait Islander people and other Australians to enable us to work together to close the gaps, and to achieve a shared sense of fairness and justice. The purpose of our Reconciliation Action Plan (RAP) is to enable Peakhurst West Public School to sustainably and strategically take meaningful action to advance reconciliation. Based around the core pillars of relationships, respect and opportunities, RAPs provide tangible and substantive benefits for Aboriginal and Torres Strait Islander peoples, increasing economic equity and supporting First Nations self-determination. In 2023 our Aboriginal Education team at school met fortnightly to work towards implementation of the RAP as well as provide meaningful professional learning opportunities for staff to support their delivery of Aboriginal Education. We have also looked at resources available to classes K-6. The Aboriginal Education Team is made up of staff representatives from each stage, the support team and the principal. Our Reconciliation Action Plan meetings with parents were held each term. We listened to what the parents had to say and tried to accommodate feedback in a number of areas. We have utilised the Aboriginal Education Portfolio suite of learning delivered by the Aboriginal Education Team. This team have provided 6 hours of high quality professional learning to all staff. As a result staff have been able to implement Aboriginal cultures and histories content into their programs. Staff engaged with culturally specific content and resources to support their knowledge and understanding of Aboriginal histories and cultures. Staff were provided the opportunity to learn strategies to confidently embed Aboriginal perspectives and content in their teaching and learning programs. Staff have also undertaken training to help support their knowledge in turning policy into action to support their understanding of policy requirements to support Aboriginal Education and students. Participants learnt how to embed an Aboriginal focus within the school planning cycle as part of the commitment to improvement in line with the School Excellence Framework. All staff participated in an additional 6 hours of professional learning as a state-wide initiative to support and improve Aboriginal Education in schools.

We engaged with a local Aboriginal Artist and commissioned an artwork specifically for our school. This artwork will be used to support student teaching and learning as well as be added to our Year 6 student shirts.

Our Aboriginal Students participated in a Cultural excursion for the day with the Aboriginal students from Georges River College, Peakhurst Campus. This was undertaken to support links across the two settings and provide connection opportunities for students to support a sense of wellbeing and belonging.

PBL

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>Students at Peakhurst West Public School show an uplift of 3% in their attendance rate.</p>	<p>Between 2022 and 2023 we had a 6% uplift in the number of students attending more than 90%. We have invested considerable time and resources in to refining our attendance procedures, following up absences with wellbeing conversations as well as communicating the importance of attendance at school and the impact non-attendance has on a students academic and wellbeing achievement. We have worked closely with safeguarding kids together and the Home School Liaison Officer to make improvements in the s area. We have considerable work to do in this space but I feel we have the knowledge and processes to continue to make gains. Follow on from COVID and the fact that people not keep their children home if they are sick until they are symptom free continues to make this a challenge. The attendance team revised and developed procedural documents that align with the DoE Attendance Policy and the school's Strategic Improvement Plan (SIP). These revised procedural documents include universal preventions, targeted interventions, and individual interventions.</p>
<p>Tell Them From Me student data shows a minimum of 90% score in the area Wellbeing. Tell Them From Me survey shows increasing levels of student and staff wellbeing and community connection. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.</p> <p>Internal measures demonstrate an increase in internal data sources about wellbeing.</p>	<p>Between October 2022 and June 2023 we increased our Tell Them From Me score in the area of students reporting a sense of belonging from 60% to 68%. WE have accredited this to the fact that we have offered a range of lunchtime and extra curricular clubs to the children. By September 2023 this number had decreased to 65%. We will continue to offer opportunity for students to connect and engage with one another outside the classroom.. Tell Them From Me data indicated a 7% decrease in the number of students who had been bullied at school.</p> <p>Our school internal data collected showed a significant increase in the number of students who felt a sense of belonging at school. In Term 3 and 4 we worked with the Safeguarding Kids Together team we focused on the areas of student wellbeing, community engagement, anti-bullying and cybersafety. The school mapped 53 programs and/or wellbeing initiatives, where it was evident that Social Domain is the highest targeted with Spiritual and Physical domain lowest. The school will continue to monitor and evaluate programs on an annual basis. Consider use of the evaluation tool for key programs. This needs to be done to ensure all five-wellbeing domain are accommodated and the programs are aligned to the strategic directions of the School Improvement Plan.</p>
<p>PBL data shows increasing positive behaviours and compliance with expectations. Expectations of behaviour continue to be developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Wellbeing data is analysed to inform our practices and processes to best meet the needs of our students and families.</p>	<p>Tell Them From Me Student data indicated an increase from 84% to 94%. Our internal behaviour data has shown</p>
<p>The school solicits and addresses feedback on school performance in the areas of academic, social and wellbeing domains from students, staff, parents and the broader school community. This feedback is analysed and used to support change to improve student outcomes.</p>	<p>School Executives and Staff have greater knowledge and understanding of student perspectives of the school, and overall student wellbeing. There were 11 student forums conducted with 52 students participating from Years 3 to 6, including support class students. Students acknowledged the positive environment at school, specifically: Supportive Teachers, Friendly People, Variety of Sport Activities, Supportive school Environment, Focus group findings were shared with all staff, P&C and students. Staff have been upskilled in processes of capturing the voice of students including their perspectives on how the school can support their wellbeing. The school has committed to conduct student voice forums on an ongoing basis annually. The school will utilise the data derived from student voice forums to inform</p>

The school solicits and addresses feedback on school performance in the areas of academic, social and wellbeing domains from students, staff, parents and the broader school community. This feedback is analysed and used to support change to improve student outcomes.

wellbeing policies and procedures.

The school was supported to formalise the school's Community Engagement Team. The team discussed roles and responsibilities and parent engagement activities. A purpose statement was developed aligned with the school Strategic Improvement Plan. The school was supported to: Map current community engagement practices to develop a Community Engagement Action Plan that is reflective of the needs of the school community. The executive team Identified initiatives in the plan that support the school's Strategic Improvement Plan and align with the School Excellence Framework. At the end of 2023 the community engagement team were developing a communication plan for the school to inform and consult with parents and the community. The school has connected with the Department of Education Communications and Engagement team to develop strategies for school image and branding. The school has developed a communications plan - parents and community which is embedded in the Community Engagement Action Plan.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,780.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Wellbeing <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 • employing SLSO's to support student in class to access the curriculum. <p>The allocation of this funding has resulted in the following impact: All new arrival students have been supported 1:1, in intensive language sessions, and in small group settings to better support their English language acquisition. They have been able to access the curriculum effectively and been provided with support and strategies to meet their social and wellbeing needs. 100% of new arrival students have been supported in their transition to school. We have helped families with accessing additional support from external agencies as needed. There has been increased participation and engagement in mainstream classrooms through the key transition initiatives for new arrival students.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide the support needed for our new arrival students to ensure successful transition to schooling. To sustain the connections within our learning community and external to the school. Our Executive and key EAL/D staff members will support the staff to undertake further professional learning to strengthen their understandings of quality EAL/D pedagogy.</p>
<p>Integration funding support</p> <p>\$63,189.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peakhurst West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity • consultation with external providers for the implementation of the 'counting 4 life' program. <p>The allocation of this funding has resulted in the following impact: Students with specific needs (learning, social, emotional or behavioural) access the support they require through the employment of additional mainstream Student Learning Support Officers (SLSOs). PLSPs, Personalised Learning Pathways (PLPs), visual supports and manipulative resources are provided to personalise the support for students. Opportunities for staff to access specialist support to collaboratively plan with and build their capacity to meet the needs of students with additional and complex needs. Staff have been provided training to run programs to</p>

<p>Integration funding support</p> <p>\$63,189.00</p>	<p>support students with specific needs effectively.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide a personalised approach to students' support and their learning.</p>
<p>Socio-economic background</p> <p>\$51,357.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peakhurst West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff to support student learning • staff release to increase community engagement • employment of additional staff to support the Counting For Life program implementation • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Providing targeted, small group intervention opportunities that are flexible and responsive to students' needs by running MiniLit and MultiLit to support literacy skills as well as running the Counting for Life program for those student who needs support in numeracy. Opportunities to reinforce the professional learning being delivered by qualified consultants in literacy and numeracy leading to improved student learning. Additional SLSOs being employed flexibly across our classes to support student need, be it academic, behavioural, social and/or emotional wellbeing.</p> <p>After evaluation, the next steps to support our students will be: To continue the provision of targeted, small group intervention opportunities that are personalised to students' needs. To continue to employ additional staff to maintain the safety and wellbeing of students at the school.</p>
<p>Aboriginal background</p> <p>\$5,690.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peakhurst West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • 12 hours of Professional Learning has been undertaken by all staff in the areas of Walking Together, Working Together Partnership Agreement 2020-2030, Aboriginal Cultural Education - Let's take the first step together, Aboriginal Histories and Culture and Turning Policy into Action. <p>The allocation of this funding has resulted in the following impact: Most Aboriginal students have a Personalised Learning Plan (PLP) that is regularly updated with Aboriginal families engaging in the PLP process.</p>

<p>Aboriginal background</p> <p>\$5,690.31</p>	<p>Staff feedback indicated that they felt they had better knowledge, understanding and confidence to deliver Aboriginal Perspectives across the curriculum. We have engaged a local artist to design our school an artwork to be displayed in the school and form the main design for the Year 6 shirts. All Aboriginal students, alongside school leaders from across the school, have participated in a workshop run by our the Aboriginal Community Liaison Officer to start the process of writing a new school Acknowledgement of Country.</p> <p>After evaluation, the next steps to support our students will be: Continuation of Aboriginal Education programs in 2024.</p>
<p>English language proficiency</p> <p>\$129,868.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • provision of additional English as an Additional Language or Dialect (EAL/D) support in the classroom and as part of differentiation initiatives • 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 • withdrawal lessons for small group (developing) and individual (emerging) support. • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: The school operates a K-6 EAL/D program. Our specialist EAL/D teacher plans and teaches collaboratively with each grade team and target on the development of vocabulary. Small group and more individualised intervention is provided within the EAL/D structure for students who are identified as Developing and Emerging within the EAL/D Learning Progressions. Our specialist EAL/D teacher provides professional learning opportunities for staff members in the EAL/D Progressions and differentiated teaching strategies to support EAL/D learners. We have noticed an increase in the number of EAL/D students in the 'developing' phase moving into the top 2 NAPLAN bands for reading. Increased in-class support and authentic collaboration between classroom teachers and EAL/D specialist teachers to scaffold and differentiate learning for EAL/D learners. More accurate reflections of student learning needs. Students were supported in their oral language development, and application of skills. We have provided targeted EAL/D support for our new arrivals in the form of small group withdrawal and in-class support for a day a week.</p> <p>After evaluation, the next steps to support our students will be: To further support EAL/D teacher professional learning and co-teaching strategies to differentiate teaching for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$111,997.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Peakhurst West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$111,997.03</p>	<ul style="list-style-type: none"> • Data informed practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based interventions such as Counting for Life, MiniLit and MacqLit to increase learning outcomes • employment of additional LaST teacher days • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs (K-6) • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Additional days of Learning and Support Teacher provided to support staff and students K-6 and ensure student needs are met.</p> <p>After evaluation, the next steps to support our students will be: To continue assessing student need through the Learning Support Team to ensure the most effective deployment of SLSOs to meet the needs of all learners with additional needs.</p>
<p>Professional learning</p> <p>\$21,618.32</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Peakhurst West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops and Aboriginal Education. • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Curriculum: Teachers have spent significant time unpacking and familiarising themselves with the new curriculum. Staff have been supported through high impact professional learning with information to assist with planning and implementation of new 3-6 curriculum and DoE units SC: Teachers are aware of pitfalls when implementing new curriculum units and be able to evaluate learning. Teachers have learnt to analyse the impact of different numeracy teaching strategies and programs across K-6 as a result of PL during Term 2. Teachers have undertaken learning in the area of Big Ideas In number and have trialled ideas from this PL in teachers' own classrooms. Aboriginal Education: Teachers better understand the role of the acknowledgement of country and work have worked collaboratively to</p>

Professional learning \$21,618.32	unpack the “Turning policy into action” document. Teachers have worked on units of work to embed Aboriginal Perspectives. After evaluation, the next steps to support our students will be: Ready to engage with the Maths and English syllabus K-6 in 2024.
Beginning teacher support \$64,000.50	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Peakhurst West Public School during their induction period. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data informed practices • Collaboration and Professional Learning Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. The allocation of this funding has resulted in the following impact: Beginning teachers have had reduced responsibilities or teaching loads sufficient to support the development of their skills. All beginning teachers have been provided with ongoing feedback and support that is embedded in the collaborative practices of the school. Mentoring structures and collaborative practices have supported beginning teachers within the school and teacher mentors have been provided flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. Beginning teachers have had access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers. After evaluation, the next steps to support our students will be: To continue to support our early career teachers in 2024.
QTSS release \$60,130.94	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peakhurst West Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data informed practices Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. The allocation of this funding has resulted in the following impact: Teachers being provided with ongoing feedback and support that was embedded in the collaborative practices of the school through mentoring and collaborative practices that supported teachers within the school and access to specific professional learning. Flexibility in Assistant Principal Mentor teaching responsibilities to support classroom observation and

<p>QTSS release</p> <p>\$60,130.94</p>	<p>provision of structured feedback for teachers. Staff developed their understanding of collecting and analysing data to inform the teaching and learning cycle. Data compared, consistent teacher judgement applied and programs impacted to reflect new point of need for students.</p> <p>After evaluation, the next steps to support our students will be: Continue with the focus on improving pedagogy for student learning progress.</p>
<p>COVID ILSP</p> <p>\$59,364.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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 a teacher to deliver small group tuition • providing intensive small group tuition for identified students who were identified as being impacted in their learning by COVID-19. <p>The allocation of this funding has resulted in the following impact: COVID intensive learning support has provided support for students from Year 2 to Year 6, and additional Learning and Support staffing has empowered students of potential to be targeted. Improvement in growth was evident for students.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the school will make use of SLSO staff to provide targeted support students with remedial needs, allowing for increased personnel involved in the process of empowering student growth.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices • Differentiated teaching and learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The APC&I has supported the teachers to be familiarised and lead teacher understanding of the changes in the new syllabus. She has worked in partnership with middle leaders to support teachers to understand the evidence underpinning the new syllabus. The APC&I has work closely with the middle leaders to explore Literacy and numeracy professional learning needs of teachers. She has supported colleagues to access and share practices across networks with other AP, C&I and schools.</p> <p>After evaluation, the next steps to support our students will be: Ensuring the best practice in curriculum delivery is being exhibited in all classes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	147	148	165	168
Girls	139	137	131	141

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.6	93.7	88.7	91.9
1	91.4	95.2	89.7	89.6
2	93.7	95.1	91.6	89.3
3	95.6	94.5	90.2	93.6
4	93.4	94.9	90.1	93.3
5	95.2	95.3	91.7	91.8
6	95.7	95.2	90.9	92.0
All Years	94.4	94.8	90.4	91.5
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
Assistant Principal(s)	3.8
Classroom Teacher(s)	11.55
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher EAL/D	0.6
School Administration and Support Staff	2.87

*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	328,374.84
Revenue	3,734,596.57
Appropriation	3,459,615.99
Sale of Goods and Services	17,027.01
Grants and contributions	243,518.12
Investment income	14,335.45
Other revenue	100.00
Expenses	-3,541,026.38
Employee related	-3,233,890.40
Operating expenses	-307,135.98
Surplus / deficit for the year	193,570.19
Closing Balance	521,945.03

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	34,092
Equity Total	298,914
Equity - Aboriginal	5,690
Equity - Socio-economic	51,358
Equity - Language	129,869
Equity - Disability	111,997
Base Total	2,540,603
Base - Per Capita	77,037
Base - Location	0
Base - Other	2,463,566
Other Total	272,230
Grand Total	3,145,839

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

Student Satisfaction/Wellbeing

In 2023 the school engaged with Safeguarding Kids Together.

Safeguarding Kids Together was launched in 2021 in selected schools to assist schools in becoming safe working and learning environments, and to support the health, safety and wellbeing of their staff and students. A multi-disciplinary team focused on building cohesive and respectful school communities as well as identifying and supporting students. The team surveyed students from Year 1 to Year 6 to find out about their thoughts about school with a focus on wellbeing and belonging.

The students were asked about wellbeing programs run by the school.

Lunchtime Clubs -

100% of students aware of the programs

84% found it useful

Students enjoyed the activities and felt it calmed them especially garden club.

Students wanted an easier timetable so activities don't overlap

Extra Curricular Activities-

96% of students aware of the program

60% found it useful

Students loved the programs offered especially debating as it is good for future lives.

Add more activities such as learning a new language.

Social Wellbeing Program (K-6) with a Speech Pathologist

85% of students aware of the program

65% found it useful

Students felt that program helped them with learning about their emotions and how to interact and communicate with their peers.

Make it more fun and interactive.

Students were asked "What helps you feel safe at school?"

Teachers & Staff

"Teachers trying to do what's best for you"

"Teachers are always on duty/supervision"

"Trusting Teachers"

"The Principal"

"Sick bay"

"Office ladies"

"The Lollipop lady makes me feel safe to cross the road"

Friends

"Knowing my friends are there to support me"

"I have very supportive friends"

"Friends helping you"

Gates/Fences/Security

"I feel safe knowing the gates are locked protecting us from strangers"

"Fences around the school keep you safe"

"I feel safe at school"

"Secure school with cameras"

"Emergency drills"

Peaky Rules

"All the school rules they tell you how to behave"

"School Captains, they make rules that help us"

"The school uniform because people know where you are from"

Parent Feedback

41 Parents Completed the Tell Them From Me Parent Feedback Survey in 2023. This is 13% of the school parent Population if only 1 parent completed the survey.

97% of parents had talked with their child's class teacher throughout the year.

93% had attended a meeting at the school.

17% of respondents belonged to a committee such as the P&C.

Most parents felt that the school supports positive behaviour.

Most parents felt that the school is inclusive but thought that we could improve in the area of supporting students who learn at a slower pace.

85% of parents felt that the school is a culturally safe place for students. 12% did not agree or disagree.

39% of parents felt that school reports did not indicate how best to support student learning.

Teacher Feedback

Teachers felt that the school is inclusive - score 8.2 (Gov norm 8.2)

School leadership achieved a score of 7.5 (Gov norm 7.1)

In the area of parent involvement the score was 6.8 (Gov norm 6.8)

Collaboration received a score of 7.7 (Gov norm 7.8)

The teachers gave the learning culture of the school a score of 8.0 which equalled the government norm

Data informed practice scored 8.0 (Gov norm 7.8)

Teaching strategies scored 8.0 (Gov norm 7.9)

Challenging and visible goals, planned learning opportunities, and quality feedback all score above the government norm.

Staff also provided feedback about the support they would like to receive to reduce administrative workload. As a result of this feedback an additional staff member has been employed in the office to support teachers.

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.