

Pennant Hills Public School

Annual Report



2016



2857

Introduction

The Annual Report for **2016** is provided to the community of **Pennant Hills 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 school 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.

Anita Corney

Principal

School contact details

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Message from the Principal

2016 has seen Pennant Hills Public School's journey in achieving its vision of "empowering students to become independent lifelong learners, who are actively engaged and motivated", take vigorous steps forward. Strategies have been initiated and processes established to facilitate 'staff and parents working together to enable all students to strive for personal best, experience success and promote individual student growth through focus on personal effort and mindset.'

Growth Mindset is firmly at the centre of our school ethos as we advance into the 21st Century. The ability to think and act with a Growth Mindset will enable our children to function at high levels, secure in the knowledge that when a person works hard and intelligently, owns their learning, takes risks, learns from their mistakes and acts upon feedback, the result is consistent growth that enables people to accomplish their goals. Students continue to participate in lessons focusing on 'How the Brain Works' and 'Growth Mindset' as part of our school-developed sequential learning program for Growth Mindset. After 18 months, students, staff and parents use a universal language of a growth mindset and are increasingly acting with a growth mindset. Statements from parents such as "Growth Mindset has transformed our family" are reflective of the impact Growth Mindset has had on the entire school community. We are very proud of our success in embedding Growth Mindset at the centre of our school ethos.

Our students' academic performance is high, with 2016 NAPLAN results indicating Literacy and Numeracy results are significantly above state means.

Our Parents and Citizens' association has continued to be a magnificent support to the school, which is reflected in their assistance with a variety of school events and activities, fundraising and community building events, including the very successful annual fete held in May. In 2016, P&C fundraising efforts centred upon the creation of a multi-purpose room on the 3-6 campus complete with a green screen for video production, provision of furniture to support the creation of flexible learning spaces, purchase of iPads for K-2, resourcing the establishment of a K-2 Construction Play Area and the additional financial support of our Learning Support and Reading Recovery programs which has further enhanced learning opportunities for students identified with special needs. It is with much gratitude that I give my sincere thanks and acknowledgement of the dedicated efforts of the P&C.

I congratulate all students on their efforts to strive for personal best and aim for excellence. Their behaviour as citizens of our school continues to be outstanding as they learn to be positive citizens of the world. Our students have been supported throughout the year by enthusiastic and dedicated staff members who set high expectations and willingly involve themselves in a variety of programs, both in and out of school hours. I applaud and salute our staff for their commitment to providing quality education for every one of our students. Parent/teacher collaboration is vital to our students having the optimum opportunity to strive for personal excellence in a shared environment of high expectations between school and home. I commend our school community for their strong support of the school and work in partnership with the staff for the best outcomes for their children.

Anita Corney

Principal

School background

School vision statement

VISION

Our vision at PHPS is to empower students to become independent life-long learners, who are actively engaged and motivated. Our design of learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At PHPS staff and parents work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever-changing world.

MISSION

We will achieve this by:

- Student-centred, differentiated learning programs providing opportunities for problem-solving, communication, collaboration, critical thinking, creativity and self-reflection.
- Providing challenging and stimulating opportunities to develop divergent and flexible thinkers.
- Developing a growth mindset whereby students take charge over their own success and are enthusiastic, hard-working, persistent learners.
- Developing digital fluency for students to create, demonstrate and share their skills and knowledge.
- Maintaining a strong focus on quality literacy and numeracy programs which underpin success in all areas of learning.
- Highly effective, motivated teachers committed to professional learning and pedagogy based on current educational research, working collaboratively to improve student outcomes.
- Providing a safe, caring learning environment which encourages students to be resilient, confident and tolerant.
- Engaging the community in our shared vision.

School context

Pennant Hills PS, established in 1925 and situated on two sites 500 metres apart, currently has an enrolment of 539 students. Physical facilities include air-conditioned classrooms with interactive whiteboards, a new school hall, canteen, Uniform Shop, Computer room, library and Before and After School Care Centre located on the Trebor Road campus. Our school is a welcoming, friendly, safe, nurturing and challenging learning environment, characterised by the wonderful support of parents and our diverse local community which works in partnership with our committed, professional, and caring staff to provide for the total education of every child in 'Learning for Life', our school motto.

Our school community promotes at all times the values of responsibility, respect, kindness, fairness and being a learner. The school has a high reputation in the community for excellence in academic, sport and creative arts programs. The school's comprehensive sport program provides opportunities for participation in the Premier's Sporting Challenge, Primary School Sports Association competition in netball, softball, Oztag and soccer and a variety of school-based sport experiences. PHPS offers performance opportunities in music, choir, instrumental and dance, which resulted in the NSW Director-General of Education's School Achievement Award for Outstanding Performing Arts Programs. Additional programs include Reading Recovery, literacy and numeracy learning support funded by the Parents' and Citizens' Association, EAL/D and environmental education. Our Learning and Support Team works in partnership with parents and outside agencies to develop and implement programs to cater for students with special needs. Student learning is further enhanced through the teaching of technology integration, public speaking and debating, specialist music instruction, gardening club, Student Representative Council.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Within the **Learning** domain, projects have focused on the introduction of Project-Based Learning in a number of classrooms, development and implementation of Conceptual Planning Units in English and the embedding of Growth Mindset. Students have engaged in learning activities involving making connections, communicating, creating and participating in 'real world' problem solving.

Evidence of this includes:

- Work samples
- Conceptual units
- Universal growth mindset language

Our commitment to creating a school wide collective responsibility for a positive and productive learning culture grounded in growth mindset thinking underpins our progress, in the domain of Learning. The school's self-assessments are:

- Excelling for the elements: Learning Culture
- Sustaining and Growing for the elements: Wellbeing, Curriculum and Learning, Assessment and Reporting, Student Performance Measures

Within the domain of **Teaching** we have strived to build the capacity of teachers to implement BOSTES syllabus and develop units to reflect the pedagogy of 21st Century learning. Teachers have participated in professional learning to establish their knowledge base, implemented learning in the classrooms and reflected upon their practice. This process has involved the SEF elements of Effective Classroom Practice, Collaborative Practice, Learning and Development.

Evidence of this includes:

- Digital Units
- Professional learning in Critical Thinking and Creativity skills
- Familiarisation with Geography syllabus

We are committed to building teacher capacity for implementation of the Australian Curriculum and to develop knowledge of the pedagogy of 21st Century learning skills to effectively integrate pedagogy, content and technology in quality teaching and learning activities. The school's self-assessments are:

- Sustaining and growing for the elements: Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and development, Professional Standards

Within the **Leading** domain our priorities have been focused on management practices and processes with the introduction of LMBR and providing resources for parents so as to inform and involve them in the learning process of their child. This process has involved the SEF elements of Leadership, School Implementation, Planning and Reporting, Management Practices and Processes. Through a variety of communication modes– traditional and digital, parents are informed and have the opportunity to engage in the effectual learning programs delivered to their children. The school has been working with the students, staff and community to streamline organisational structures so that the core business of teaching and learning is effective.

Evidence of this includes:

- Parent information sessions: Kinderlinks, Preparing children for the future, STEM and Technology integration, Google Classroom
- Website: Technology information
- Introduction of LMBR
- Our commitment to strengthening family and community engagement and increasing efficiency of school administrative procedures is a cornerstone of our progress in the domain of Leading. The school's self-assessments are:
 - Excelling for the elements: Leadership, School resources, Management Practices and Processes
 - Sustaining and growing for the elements: School Planning, Implementation and Reporting

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

EMPOWERED STUDENTS

Purpose

Empower students to know how to use their knowledge and skills by communicating, collaborating, creating, thinking critically, solving problems and acting as a positive citizen. Increase student motivation and engagement in learning and support students to see connections to what they are learning and the wider world. Foster the creation of a spirit characterized by innovation, risk-taking and student ownership of their own learning and persistently demonstrate to students that when a student works hard and intelligently, the result is consistent growth that enables people to accomplish their goals.

Overall summary of progress

Our commitment to engage students in being connected, inquiring learners through relevant real-life learning has again progressed in 2016. Impact has been evidenced through, but not limited to, introduction of Project-Based Learning in a number of classrooms; introduction of number of learning environments organised to facilitate student voice and choice; development and implementation of Conceptual Planning Units in English; utilisation of rubrics, including joint-construction with students, to inform assessment; use of tracking systems with students actively involved in monitoring their progress with the purpose of ascertaining "where to next".

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Teaching and learning programs reflect development of 21st Century learning skills.	Professional learning has been undertaken to extend classroom application of pedagogical practices to develop 21st Century learning skills.	\$38,000
• Increasing percentage of students will exhibit positive growth in NAPLAN results.	SMART trend data indicates an overall decline in the number of students achieving less than expected growth in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.	\$20,000

Next Steps

- Students engage in meaningful guided reading sessions and apply Super Six reading strategies when comprehending texts.
- Students set learning goals in literacy that they can identify and reflect upon.
- Formulation of Wellbeing Policy through consultative processes.



Strategic Direction 2

EXPECTATIONS OF EXCELLENCE

Purpose

Build capacity of teachers to create more relevant, applied and innovative learning experiences that spark learners' curiosity and inspire them to follow their passions. Invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students.

Overall summary of progress

In 2016 staff participated in professional learning for BOSTES syllabuses. Impact has been evidenced through the development of Conceptual Units in English and the development of a Scope & Sequence for Geography. Staff also participated in professional learning for pedagogy for 21st Century learning as part of the iOnTheFuture conference, and Creative and Critical Thinking. Impact has been evidenced through daily practices supporting growth mindset, development and implementation of digital units for each stage, development of Creative and Critical thinking skills across Key Learning Areas. Systems and culture fostering distributive leadership have been created which have seen many staff members adopting roles of leadership reflecting individual expertise and interest.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• All staff have professional learning plans which are reflective of school plan and personal goals.	All staff have professional learning plans which are reflective of school plan and personal goals.	
• Increase the overall scores of the 'Eight Drivers of Student Learning'.	In 2016, the overall scores of the 'Eight Drivers of Student Learning' were 8.0	\$50,000

Next Steps

- Establish professional learning teams to work collaboratively for a variety of purposes.
- Teachers plot students on the literacy continuum for comprehension and writing.
- Critical Thinking and Creativity directions investigated.



Strategic Direction 3

ENGAGEMENT AND EFFECTUAL SYSTEMS

Purpose

Strengthen family and community engagement by building effective two-way communication, connecting learning at home and at school, building community and identity, participating and collaborating beyond the school. Increase efficiency of school administrative procedures for the operation of streamlined, flexible processes to deliver services and information.

Overall summary of progress

Information for parents about how to support the learning of their children has been facilitated through parent information sessions about Kinderlinks, Preparing children for the future, STEM and Technology integration. The introduction of LMBR has seen the school develop new systems and processes to build efficacy when operating within this management system. There is still work to be done to achieve fluent operational capacity. A few classrooms adopted a model of flexible learning spaces to support their pedagogical practices of developing 21st Century learning skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Resources for parents provided so as to inform and involve parents in the learning process of their child.	Hands-on, active participation sessions organised to introduce parents to digital learning environments employed by their children. BYOD FAQs, minimum specifications, information sessions to support the introduction of BYOD for Stage 3 students.	
• Streamlined, flexible administrative processes and systems implemented to deliver services and information.	Training and implementation of LMBR.	\$5,000

Next Steps

- Class Parents network established within a K–6 framework of consistent practices to share information, support class teacher and build positive school culture.
- Develop systems and processes to support fluent operations within LMBR.
- Increase number of classrooms reflecting a flexible learning environment.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Pennant Hills Public School sustained its aboriginal students through financial support to ensure participation in all school activities.	\$437
English language proficiency	EAL/D students were supported by an EAL/D teacher through a program of targeted identification of students with needs in speaking, listening, reading and/or writing in English. Modes of support include: * withdrawal of: 1) individuals with limited English proficiency for beginning English activities. 2) small grade or level groups for intensive, focused language activities. Extensive resource purchases were made to support student learning in the classroom including teacher reference materials, readers, software subscriptions, classroom furniture, IWB, mobile devices.	\$87,326
Low level adjustment for disability	Funds were used in the following ways: 1) The employment of Learning Support Officers increased the level of students 'participation and engagement in learning and significantly improved students' learning outcomes. 2) Professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs.	\$75,241
Quality Teaching, Successful Students (QTSS)	Staff participated in collaborative learning groups to extend their knowledge of classroom applications of critical thinking skills and creativity skills. They also collegially explored current class programs to ensure relevant inclusion of content to develop skills of critical thinking and creativity.	\$21,000
Socio-economic background	Funds were used to facilitate equal access for student participation in the curriculum.	\$5,422
Support for beginning teachers	In 2016 there was one teacher in her second year of service. She was given one hour per week release time.	\$4,845
Targeted student support for refugees and new arrivals	Funds were used to facilitate equal access for student participation in the curriculum.	New Arrivals Program: Throughout 2016, staffing allocation increased from 0.4 to 0.8 EFT. Refugee Program: \$400

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	267	271	268	268
Girls	255	256	277	296

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	97	95.7	94.8
1	96.8	96.6	94.8	95.2
2	95.5	95.7	94.6	95.8
3	96.7	95.4	95.6	95
4	95.9	96.5	95.3	95
5	97.2	95.4	95.3	93.4
6	96.5	96.2	95.2	93.5
All Years	96.5	96.1	95.2	94.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is regularly monitored by individual class teachers, in Stage Meetings, at Learning and Support Meetings and through roll checks completed by the Home School Liaison Officer (HSLO).

While our student attendance profile is above the state average, for most grades from Kindergarten to Year 6, there are some students who have quite significant absences in taking extended leave during the term or late arrivals. These students are monitored and letters are sent to parents if there is a concern about a student's attendance pattern.

The school also works closely with the HSLO in monitoring the attendance of some students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.6
School Administration & Support Staff	4.46
Other Positions	0

*Full Time Equivalent

No staff members identified as being of Aboriginal background in 2016.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Throughout, 2016 professional learning has focused on the following key initiatives: growth mindset; on-going implementation of the History and Geography syllabuses; development of digital units; further development of ICT capabilities using SAMR model and investigating new innovative technologies; creative and critical thinking pedagogy development; preparing students for the future as part of the iOnTheFuture conference; continued implementation of the new English syllabus for the Australian curriculum including the process development of conceptual units of work. support. This process ensured the implementation of quality programs and effective teaching and learning activities.

All staff also attended the School Development Days on the first day of Terms 1, 2 and 3, two extended

afternoon sessions and one whole Saturday day during Term 3. In addition, professional learning meetings before and after school hours were also attended.

Pennant Hills Public School staff all participated effectively in the above mentioned programs throughout the year.

We have seven new scheme teachers maintaining accreditation at proficient level and two teachers completed their accreditation this year. Another teacher is working through their accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	838 842.10
(2a) Appropriation	589 030.43
(2b) Sale of Goods and Services	16 055.04
(2c) Grants and Contributions	231 562.83
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 193.80
Expenses	-620 063.24
Recurrent Expenses	-620 063.24
(3a) Employee Related	-207 168.01
(3b) Operating Expenses	-412 895.23
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	218 778.86
Balance Carried Forward	218 778.86

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 580 524.43
Base Per Capita	29 367.25
Base Location	0.00
Other Base	3 551 157.19
Equity Total	168 426.84
Equity Aboriginal	437.07
Equity Socio economic	5 422.19
Equity Language	87 326.14
Equity Disability	75 241.44
Targeted Total	18 040.01
Other Total	67 634.18
Grand Total	3 834 625.46

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

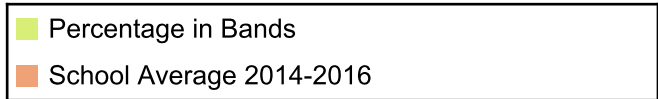
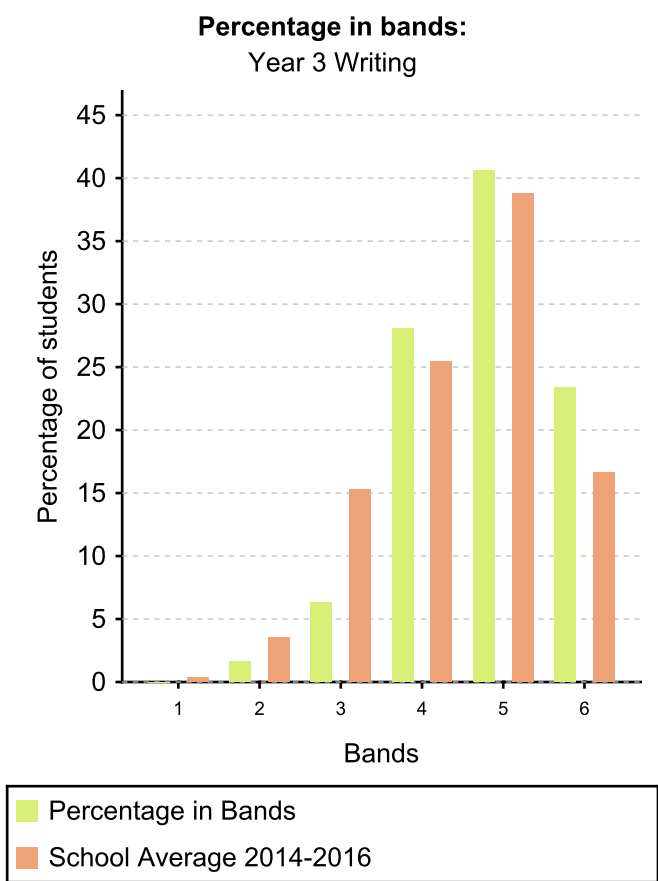
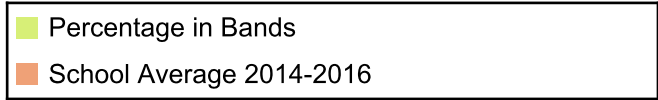
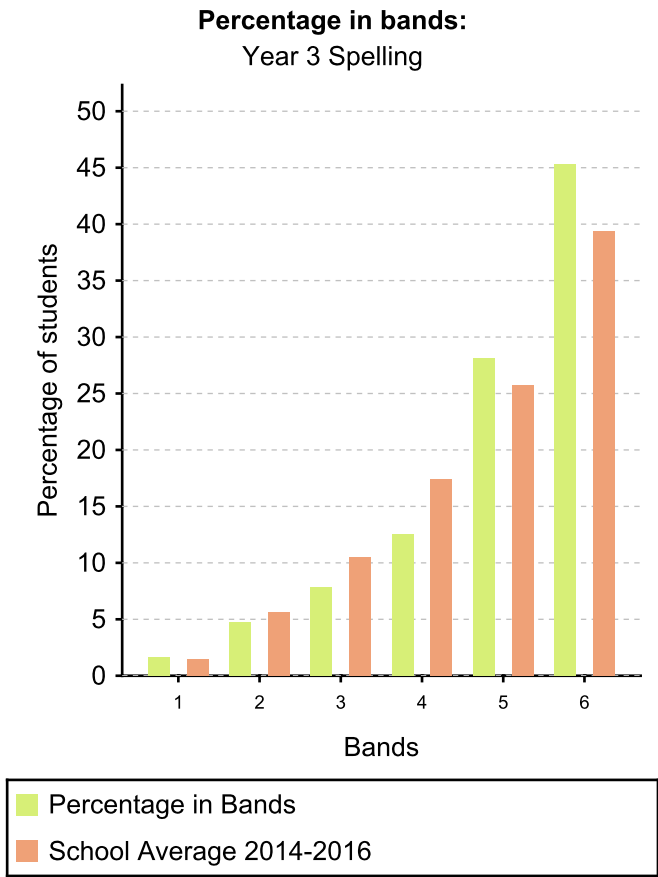
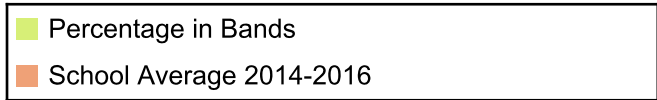
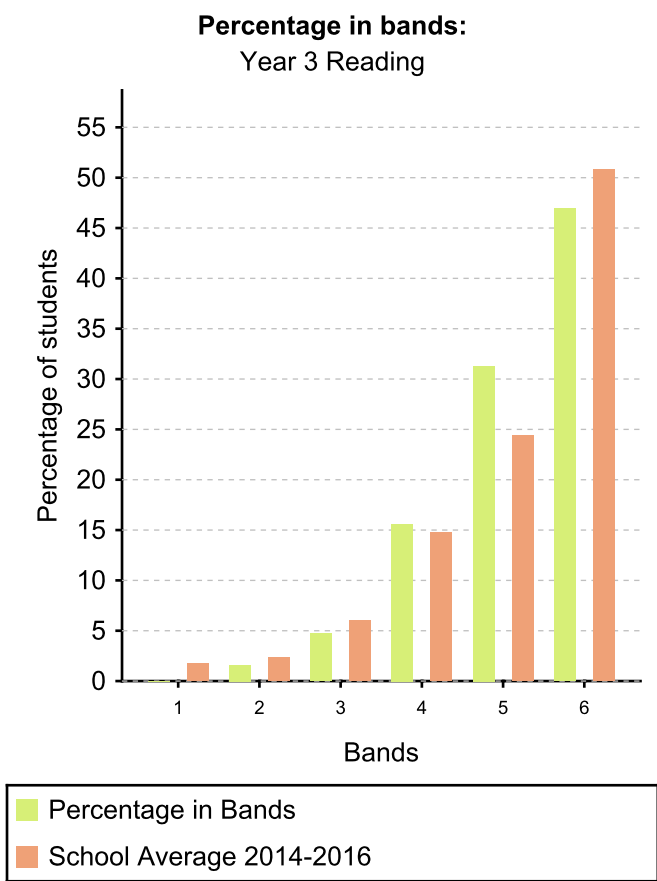
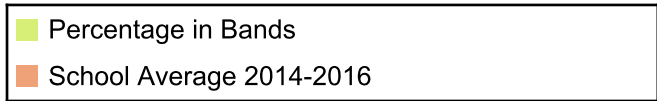
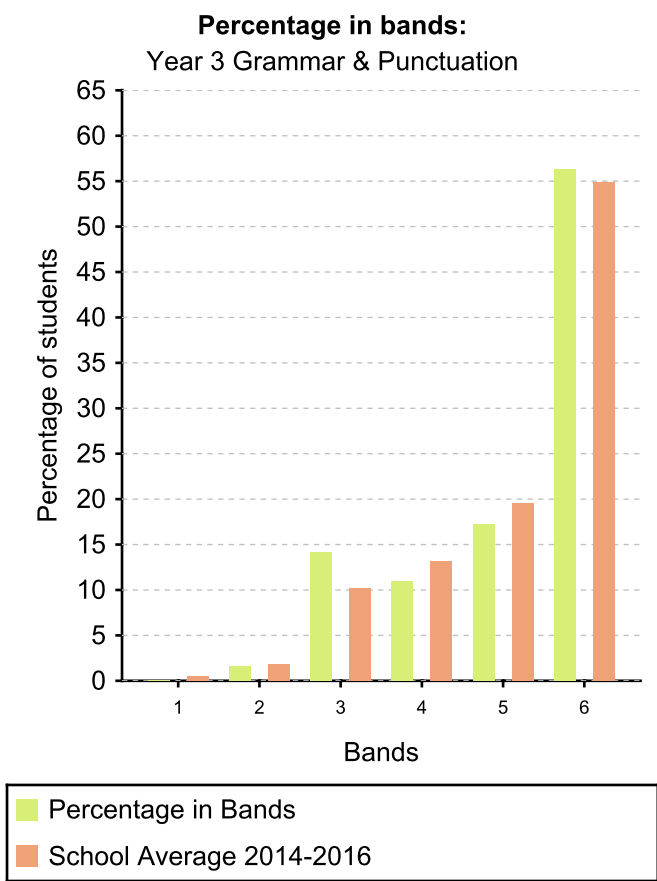
School performance

NAPLAN

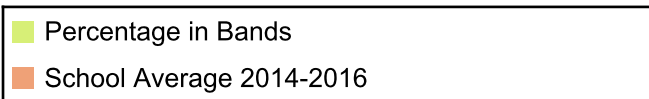
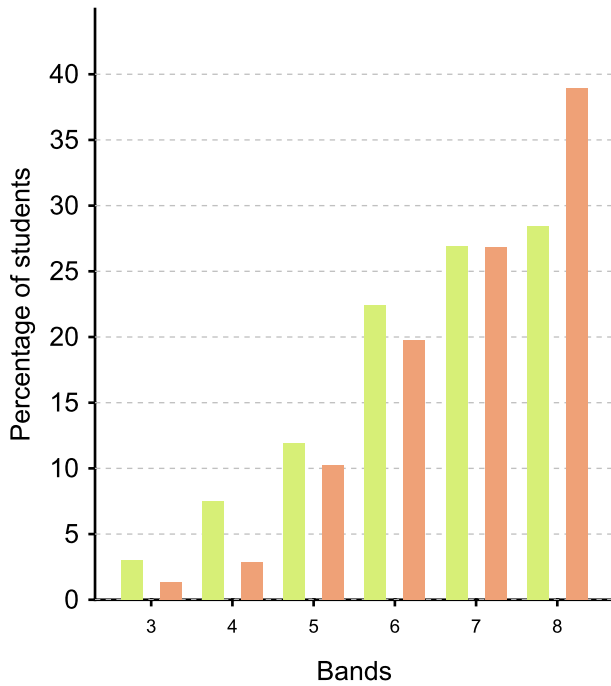
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy

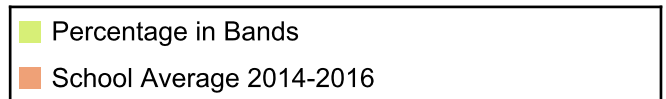
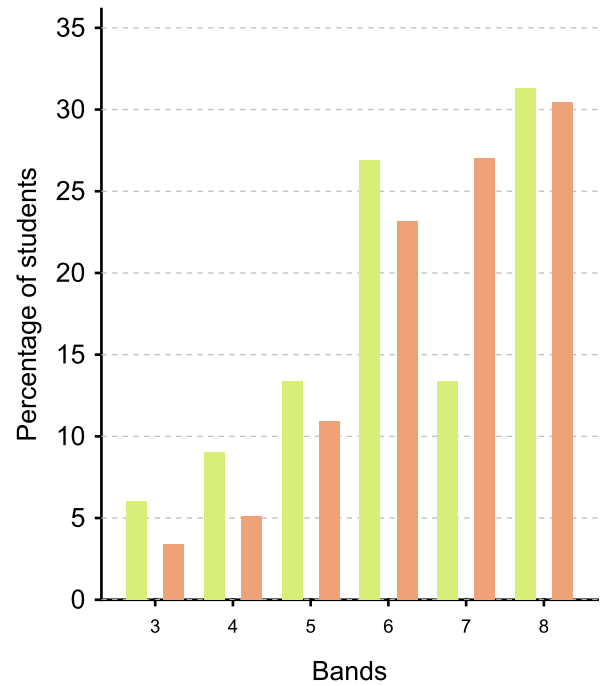
testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



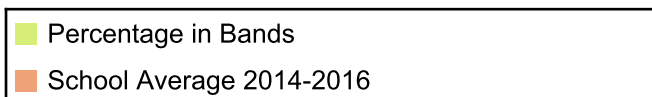
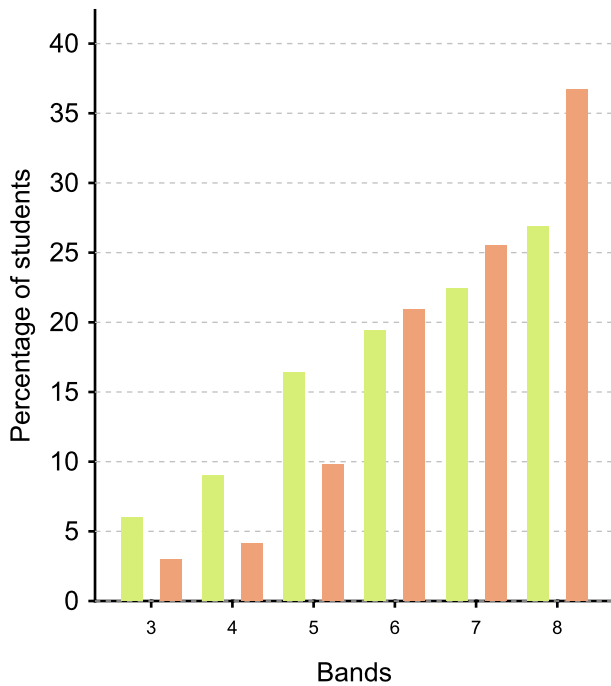
Percentage in bands:
Year 5 Grammar & Punctuation



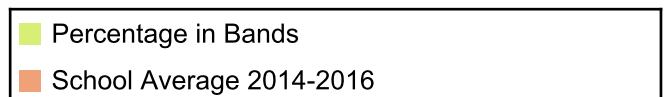
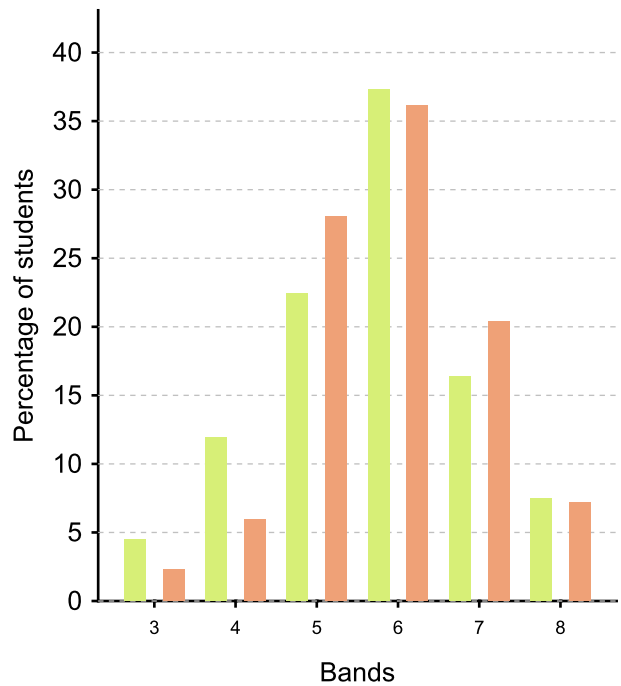
Percentage in bands:
Year 5 Spelling



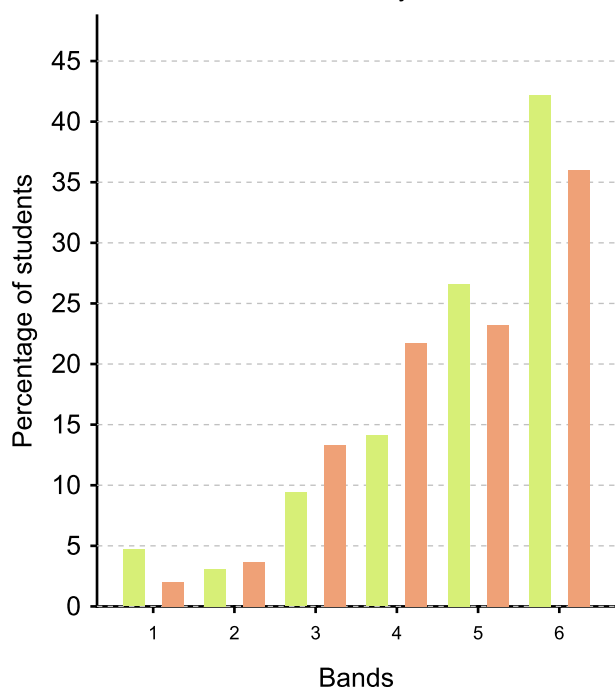
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

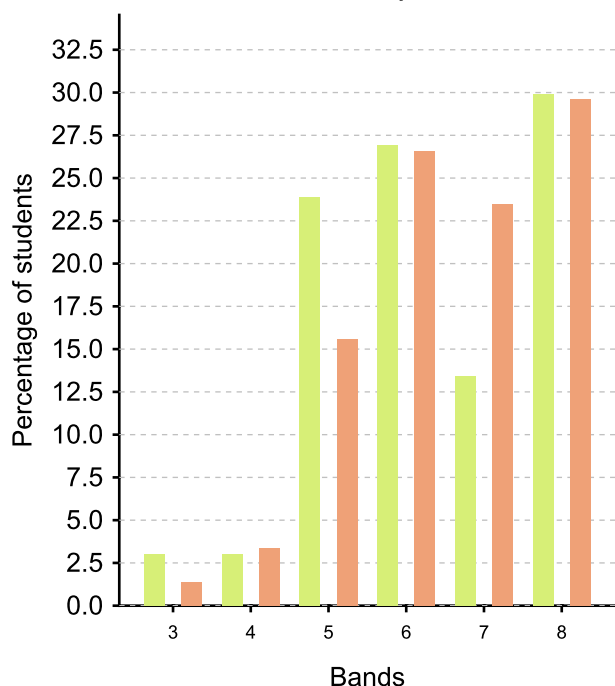


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents,

students and teachers about the school. Parents participated in the Partners in Learning survey. The Partners in Learning Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (ie. strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Their responses are presented below:

- 111 respondents participated in the survey
- Parents feel welcome scored 6.0
- Parents are Informed scored 5.0
- Inclusive school scored 5.5
- Parents support learning at home scored 6.2
- School supports learning scored 6.2
- School supports positive behaviour scored 7.2
- Safety at school scored 6.7

Students in Years 4–6 participated in the 'Tell Them From Me' survey. The 'Tell Them From Me' survey includes nine measures of student engagement categorised as social, institutional and intellectual engagement. Survey results are as follows:

- 98% value schooling outcomes
- 96% value positive school behaviour
- 90% are intellectually engaged with high levels of interest and motivation, effort, quality instruction
- 8% display early signs of disengagement

Teachers participated in the 'Focus on Learning' survey. Their responses are presented below:

- Collaboration scored 7.5
- Learning Culture scored 7.9
- Teaching Strategies scored 8.0
- Inclusive School scored 8.3

Policy requirements

Aboriginal education

Pennant Hills Public School is committed to Aboriginal education and the improvement of outcomes by aboriginal students in literacy and numeracy. The Aboriginal Education policy is being implemented for all Aboriginal students K–6, and teachers have engaged in professional development on this policy. Personalised Learning Plans (PLP) have continued to be a whole school focus. Teachers, LaST and SLSOs have contributed to working towards students individual PLP goals.

The school has a small number of students who identify as Aboriginal people. Each Aboriginal student has a personal learning plan with a particular focus on literacy, numeracy and attendance developed and reviewed in consultation with parents.



Multicultural and anti-racism education

Multicultural education influences all areas of the curriculum and the school encourages all students to identify with and be proud of their individual cultural heritage. Tolerance, understanding and acceptance of diversity are actively encouraged and taught, with additional support being provided by our Anti-Racism Contact Officer, a staff member who has been trained to deal specifically with any incidents of a racist nature.

Participation in Harmony Day and the teaching of Human Society and Its Environment units of work and related topics in English and Creative Arts, which strongly reflect the values and appreciation of multicultural Australia, have further developed students' understandings, knowledge and respect for people from different backgrounds and for the contribution which all people make to Australia.