

Introduction

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

2016 has been a very rewarding year, in which our students have been provided with many opportunities to 'experience success as responsible and productive learners' within a supportive and positive school environment.

West Pennant Hills Public School continues to deliver quality teaching and learning experiences as well as comprehensive extra-curricula opportunities in Dance, Band, Choir, Music, Robotics, Debating, Sport and Technology. Coupled with innovative teaching and learning programs, the school strives to develop 'resilient, creative life-long learners'.

In 2016, West Pennant Hills Public School celebrated the Performing Arts, highlighting students' success in the area of Music with the whole school production of the Wizard of Oz. Together our students, teachers and parents designed costumes, created backdrops, operated cameras, stage lights and microphones, sang, danced and performed to present four performances of the classic musical for all to enjoy.

In line with a strong commitment to student wellbeing, the school successfully applied to participate in the National Chaplaincy Program, establishing the Youth Support Officer role. The newly appointed Youth Support Officer, Mrs Middleton, worked with the Learning and Support Team to support the emotional wellbeing of students, parents and staff.

The school continues to enjoy tremendous support from the P&C and the wider school community. In 2016, the P&C funded the transformation of the computer room into a 'Flexible Learning' space, the installation of the automated sprinkler system to maintain the newly resurfaced oval, ongoing upgrade of the K-2 playground and continued to fund the implementation of the valuable MULTILIT and MiniLIT programs.

Students at West Pennant Hills Public School are supported and encouraged to achieve their personal best at all times by dedicated, hardworking and committed teaching, support and administrative staff.

This report highlights some of the many achievements of our school throughout 2016. I encourage you to take the time to read the report and celebrate with the school its many and varied achievements.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review and provides a balanced and genuine account of the school's achievements as well as areas for further development.

Donna Harris

Principal

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School background

School vision statement

INSPIRING YOUNG LEARNERS

West Pennant Hills Public School is delivering successful learning for all students Kindergarten through to Year 6. Our focus on literacy and numeracy provides students with strong foundations for their future academic success. Students benefit from a learning culture that promotes high standards and expectations. Our students work and play in a safe, inclusive and nurturing learning environment that develops respect, understanding and responsibility. Parents and staff share a commitment to providing the very best in education for our students. New families are welcomed into the school community, which values learning and knows that the most powerful learning happens within an open, friendly and positive school environment. Together we give our students the care and attention they need to develop confidence and high self-esteem to be responsible, productive learners. Our strong academic programs are well balanced by Italian and Music lessons, a host of sporting activities and an award winning Band program. We take pride in providing a stimulating and enriching environment in which students discover a world of opportunity.

School context

West Pennant Hills Public School is a large co-educational public school with an enrolment of approximately 650 students with 31% of our students from a language other than English. Located in the Hills District of Sydney, the school shares a proud place as one of the oldest schools in New South Wales and is still on the original site. Surrounded by main roads and a busy commercial complex, the school is a safe hub for learning within the community. Many residents of West Pennant Hills have had an association with the school over its long history. The community is very supportive with the stakeholders feeling a deep sense of ownership and pride in the school. There are 26 classes, six of which are Early Stage One. There are numerous support staff including a 2.5 day a week L&ST teacher, 3 day a week EAL/D teacher and 2.5 day a week Reading Recovery teacher, a 2 day a week school counsellor and, new in 2016, a 2 day a week School Chaplain. The school also has a L3 Lead Trainer as part of the staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Throughout 2016, staff at West Pennant Hills Public School have discussed the elements of the School Excellence Framework and its implications for informing and monitoring the continued provision of quality educational opportunities for our students. Staff reflected on the progress being made across the school in order to align our implementation efforts with these high level expectations.

In the domain of Learning, our focus has continued to be 'Assessment and Reporting and Learning Culture'. Stage teams have collaboratively developed and implemented a range of open ended assessment tasks. All teachers use the assessment matrix to assess student learning outcomes. Teachers across all stages engaged in targeted stage based professional learning and action research around the use of Substantial Communication, incorporating Formative Assessment, implementing the use of 'Faceboards' and differentiation in the teaching of mathematics K-6.

Stage 3 staff investigated the implementation of a 'Bring your own Device' (BYOD) program for students in years 5 and 6. A number parent forums, a feasibility study and a 6 month trial were all conducted to increase community awareness and support for a BYOD program.

Our major focus in the domain of Teaching has centred on 'Classroom Practice and Learning and Development'. Teachers have continued to engage in L3, Visible Learning and Instructional Rounds initiatives. In 2016, all teachers have engaged in Learning Pods, Lesson Studies and Classroom Observations. Increased professional dialogue and reflection on teaching practice based on peer feedback has been evident across all stages.

The Executive team have actively engaged in and delivered professional learning on the development of Conceptual Learning integrated plans. Through collaborative programming and professional learning, stage teams have developed stage learning plans for History and English to be implemented in 2017.

In the domain of Leading, our school Executive team have demonstrated a strong commitment to professional development, capacity building whilst maintaining a focus on enhancing management practices. The Executive team have actively engaged in and delivered a range of professional learning initiatives including Conceptual Learning, Learning Pods, Formative Assessment, Building Blocks for Numeracy, L3, Instructional Rounds and the implementation of 'Faceboards'.

Our shared commitment to the continuous improvement of student learning outcomes has been at the core of 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

Dynamic, Strategic Systems

Purpose

Embedding quality leadership, organisational practices and strategic systems to establish collective efficacy.

We will drive leadership capacity and support the performance and development of staff to achieve a shared vision at all levels.

Overall summary of progress

A suite of professional learning was developed and delivered to the school executive team over the course of 2016 to build the capacity of the school leadership team to develop conceptual, integrated plans for learning.

The professional learning was structured to ensure that the school executive team built the skills that would equip them to readily share this learning with teaching staff across stage teams, significantly enhancing leadership capacity school wide.

The professional learning was grounded in John Hattie's learning model and rests upon the research of John Hattie and Dylan Wiliam.

The high quality of this professional learning saw stage teams collaborate to successfully develop conceptual, integrated learning plans.

These plans allow teaching staff to implement integrated plans for learning in all classrooms that are back-mapped and allow for the movement of students from surface to deep learning through to knowledge transfer.

Collaborative planning has enabled significant growth in the West Pennant Hills learning platform and streamlines planning processes, ensuring that all staff have a shared understanding of processes and deliverables related to planning for learning.

Progress towards achieving improvement measures

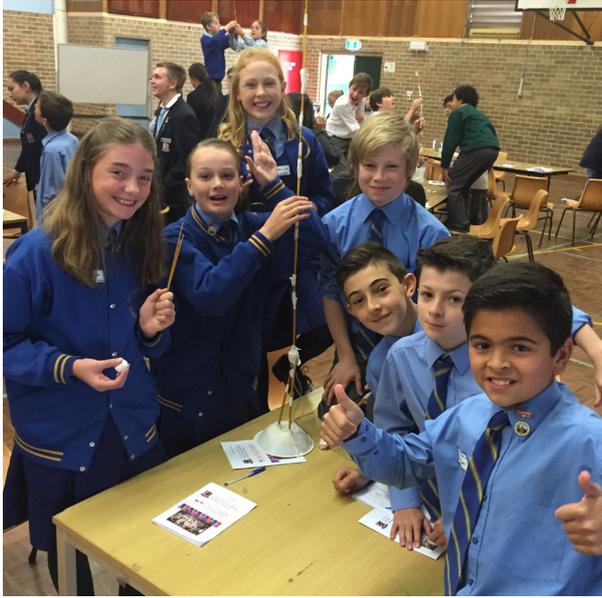
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100%of teachers K-6 input PLAN data according to the school schedule.	All staff contributed to the development and implementation of school wide assessment mapping procedures Procedures in place for K-2 data input Leadership team led stage teams to develop conceptual, learning integrated plans (CLIP) with a focus on assessment as feedback to teachers. This is an extension of the Learning Platform.	New QTSS funding used to release Executive team to engage in team planning and professional learning to lead the implementation of Conceptual planning model (CLIP)
100%of teachers K-6 provide differentiated and individualised learning for students (IEPs, ILPs, adjustments and accommodations, LST, EAL/D)	A school wide system has been implemented, ensuring IEPs are collaboratively developed and in place for all students referred to Learning Support Team. This system links directly to NCCD processes streamlined LST procedures have been streamlined via the use of Microsoft 365.	Professional Learning funds Equity funding to employ additional in-class learning support

Next Steps

-Consolidate implementation of assessment maps K-6 regularly draw on data to measure teacher impact / effect size on achievement.

-Consolidate, extend and monitor implementation of CLIP processes through collaboration and professional learning between curriculum coordinator and leadership team.

-Consolidate and further up-skill staff in the uptake of LST processes designed to align with NCCD.



Strategic Direction 2

Resilient, Creative Learners

Purpose

Foster an inclusive, positive school culture where students experience success as responsible and productive learners. We will build the social and interpersonal capabilities of all students to work collaboratively, allowing them to build positive and open human communication and enhance their learning opportunities.

Overall summary of progress

The school-wide focus on Positive Behaviour for Learning (PBL) was extended with a successful community launch of the PBL initiative, which enhanced the profile of the program across the school community. PBL team members attended further accredited training, allowing the opportunity to showcase the developments in PBL at West Pennant Hills PS to a variety of schools across the network. PBL focus lessons were developed to explicitly teach all students behavioural expectations across all school settings with weekly focus areas outlined for all staff to ensure consistency of PBL implementation. Signage across all school settings outlining behavioural expectations was designed, developed and clearly displayed, ensuring a high level of consistency related to behavioural expectations on the playground. Data gathering processes were updated after consultation. Daily data was gathered related to student behaviour and analysed on a term by term basis to evaluate the effectiveness of PBL implementation. Student performances related to key PBL messages were developed and delivered to the school community to demonstrate the consistent behavioural expectations outlined in the West Pennant Hills PS matrix, further engaging the school community with the program and enhancing consistent behavioural expectations for all students. Community engagement led to the proposal of a new positive behaviour program aligned with PBL expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% reduction in the number of welfare incidents related to peer conflict and evidence of improved students' resilience on Sentral.	PBL lessons rolled out to all students K-6 PBL signage installed school wide to support positive student behaviour Playground behaviour data collected and reviewed regularly Development of proposed reward system overhaul Staff TPL in the consistent implementation of PBL playground procedures.	\$2000 towards ongoing professional learning \$4000 towards the installation of signage school wide
85% of students can articulate strategies for dealing with difficult situations.	100% student participation rate K-6 in ongoing PBL programs Implementation of support groups and programs including Brave, Seasons of Growth for students identified through LST Successful in gaining inclusion in the National Chapaincy Program	\$3000 towards extending the hours of the Chaplain as required

Next Steps

- Roll out overhauled positive Behaviour / Reward system policy
- Consolidate implementation of consistent framework for student behaviour
- Formal roll out of PBL in classrooms - 2018
- Roll out of Cool Kids program via Learning Links psychologists
- Use of Sentral to record positive behaviour incidents



Strategic Direction 3

Innovative Teaching

Purpose

Innovative, creative teaching that is responsive to student needs and fosters independent, self-directed life-long learners through the implementation of research-based, data driven, dynamic teaching and learning programs. We will encompass critical thinking and problem solving; creativity and innovation; social responsibility; communication, digital literacy; collaboration and leadership.

Overall summary of progress

All teaching staff engaged in ongoing and sustained professional learning related to differentiation of Mathematics in the classroom. This process involved an initial professional learning day where staff reviewed teaching strategies and collaborated in learning pods (a combination of observation and lesson study approach) to develop lesson plans for implementation targeting differentiated instruction.

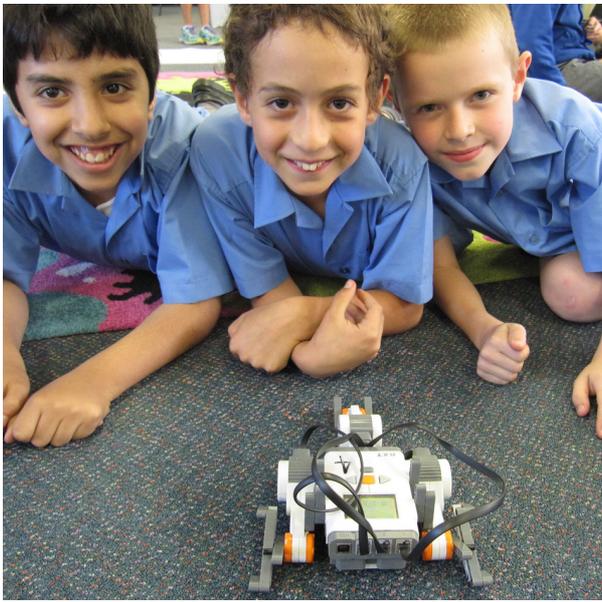
100% of teaching staff delivered high quality differentiated mathematics sessions that were observed and RECORDED by colleagues and analysed for areas of improvement. Staff feedback indicated an enhanced capacity to provide differentiated learning experiences for students in mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of teachers will implement engaging, differentiated programs that require students to develop and utilise 21st Century fluencies learning / skills.	100% of teachers implementing conceptual, integrated learning plans K-6 in the areas of writing and history with a focus on surface and deep learning.	\$1600 Professional Learning Funds
85% of students will exit K-2 achieving reading level 30 and 85% of students will exit K-2 at Facile on the Early Arithmetic Strategy Continuum	81% of students exiting K-2 achieved a reading level of 26. 98% of students K-2 reached Counting On and Back (COB)	\$1600 Professional Learning funds
80% of students will exit 3-6 achieving band 5 or 6 in NAPLAN year three and band 7 or 8 in NAPLAN year five. 80% of students will exit 3-6 achieving band 5 or 6 in NAPLAN year three and band 7 or 8 in NAPLAN year five.	Year 3 reading - increases in the number of students achieving in the top two bands - 51.8% Reading trend data up sharply	

Next Steps

- Visible Learning program to expand K-6
- Data teams to be developed to measure teacher impact in the area of writing
- Review benchmark 30 exit K-2 assessment and/or criteria because NAPLAN Year 3 results for Reading are exceeding State expectation and Reading trend data up sharply
- Review benchmark of Facile for Early Arithmetic Strategy Continuum



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All staff have an understanding of the Aboriginal Education policy and incorporate Aboriginal perspectives across all teaching programs.	
English language proficiency	All EAL/D students are assessed against the EAL/D scales as part of the reporting process.	Employment of additional EAL/D teacher support. Total funds = \$28,700
Low level adjustment for disability	100% of students are provided with differentiated learning programs, developed to support the specific learning needs of students. All students have maximum access to the curriculum.	Employment of additional SLSO support. Total funds = \$25,600
Socio-economic background	100% of students achieving at / or above expected stage outcomes.	Employment of additional L&ST support. TOTAL FUNDS = \$7990
Support for beginning teachers	Beginning teachers are supported to achieve their personal learning goals and to satisfy the Australian Teaching Standards.	Casual relief to cover the provision of additional RFF and to facilitate access to additional TPL. Casual relief to cover Stage supervisor / mentor to conduct regular meetings, lesson observations and feedback sessions.
Targeted student support for refugees and new arrivals	All New Arrivals assessed against the EAL/D scales	Employment of additional EAL/D teacher support

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	295	301	330	352
Girls	254	278	295	302

Student enrolments have continued to trend upwards in 2016, with the number of classes increasing to 26. Kindergarten enrolments were higher in 2016 with a total of 112 students enrolling at the start of the school year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	96.7	95.8	96.9
1	95.9	96.2	95.8	95.2
2	97	96.4	97.3	95.6
3	96.7	97	95.7	95.3
4	95.8	96.3	95.6	96.4
5	96.8	95.9	94.5	95.2
6	95.4	95.3	95.3	94
All Years	96.2	96.3	95.7	95.6
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

West Pennant Hills student attendance rates continue to be high, consistently achieving above region and State averages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.4
School Administration & Support Staff	4.06
Other Positions	0

West Pennant Hills Public School staff consists of a mixture of 45 permanent, temporary, fulltime and parttime teaching and administrative staff. The Executive team consists of the Principal, Deputy Principal and four Assistant Principals.

In 2016, the part-time and RFF components were used to employ specialist Music and Italian teachers.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools, having an undergraduate degree or a Diploma of Teaching.

In addition, approximately 30% of teaching staff have post graduate qualifications in a range of specialist areas. These include Gifted & Talented Education, Reading Recovery, English as a Second Language, Educational Psychology, Special Education and Educational Leadership.

40% of all staff are classified as New Scheme teachers and 45.5% of these New Scheme Teachers have achieved accreditation at the Proficiency Level of the Australian Teaching Standards.

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.

West Pennant Hills Public School provides L3 Professional Learning, on a cost recovery basis for staff at other schools. At the end of 2016 the school receipted over \$150,000 to cover the cost of providing the L3 training throughout 2017.

In collaboration with the P&C, the school is working towards having sufficient funds to construct an amenities block on edge of the oval.

Throughout 2016 there was a significant focus on improving student outcomes through the implementation of quality teaching and learning programs. Teachers across K-6 continued to engage in a range of professional learning opportunities including Instructional Rounds, classroom observations and Learning Pods.

Income	\$
Balance brought forward	340 789.00
Global funds	179 484.00
Tied funds	126 786.00
School & community sources	315 266.00
Interest	4 476.00
Trust receipts	33 562.00
Canteen	0.00
Total income	1 000 364.00
Expenditure	
Teaching & learning	
Key learning areas	80 610.00
Excursions	42 602.00
Extracurricular dissections	79 110.00
Library	11 559.00
Training & development	2 909.00
Tied funds	84 518.00
Short term relief	57 069.00
Administration & office	53 984.00
School-operated canteen	0.00
Utilities	35 979.00
Maintenance	31 128.00
Trust accounts	36 236.00
Capital programs	98 211.00
Total expenditure	613 920.00
Balance carried forward	386 444.00

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	1 063 135
(2a) Appropriation	695 050
(2b) Sale of Goods and Services	122 286
(2c) Grants and Contributions	243 340
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	2 458
Expenses	-723 458
Recurrent Expenses	-723 458
(3a) Employee Related	-323 089
(3b) Operating Expenses	-400 368
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	339 677
Balance Carried Forward	339 677

	2016 Actual (\$)
Base Total	4 111 881
Base Per Capita	33 657
Base Location	0
Other Base	4 078 224
Equity Total	155 574
Equity Aboriginal	1 330
Equity Socio economic	7 985
Equity Language	69 596
Equity Disability	76 662
Targeted Total	52 799
Other Total	45 122
Grand Total	4 365 379

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.

School performance

NAPLAN

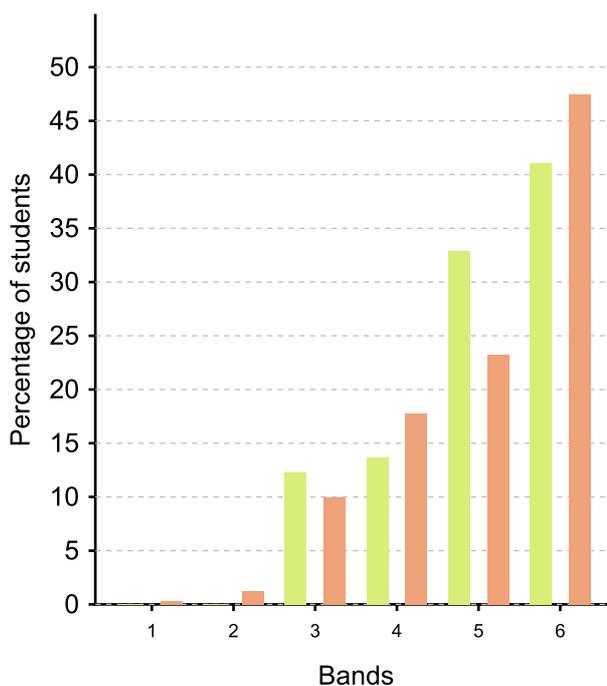
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy - Year 3

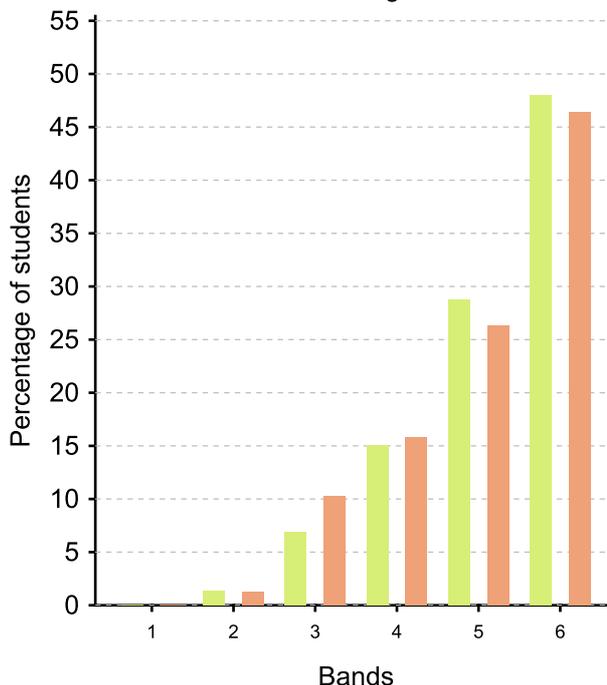
In 2016, 73 Year 3 students completed the Literacy component of NAPLAN, which included reading, writing, spelling, grammar and punctuation. Overall, students at West Pennant Hills PS performed well in comparison with students across the State in all areas of Literacy.

- In Reading, 48% of students achieved Band 6 (the highest band for achievement). This compared well to 28% for the State and 44% for statistically similar schools. A total of 77% of all students were placed in the top two bands.
- A total of 23% of students achieved in Band 6 for Writing - an increase of 6% on 2015 results. This compared well to 16% for the State. 71% of all students were placed in the top two bands.
- In Spelling, 40% of our students achieved Band 6 - an increase of 6.7% on 2015 results. This compared well to 27% for the State. A total of 74% of students were placed in the top two bands.
- A total of 41% of students achieved Band 6 (the highest band for achievement) in Grammar and Punctuation. This compared well to 35% for the State. 74% of all students were placed in the top two bands.

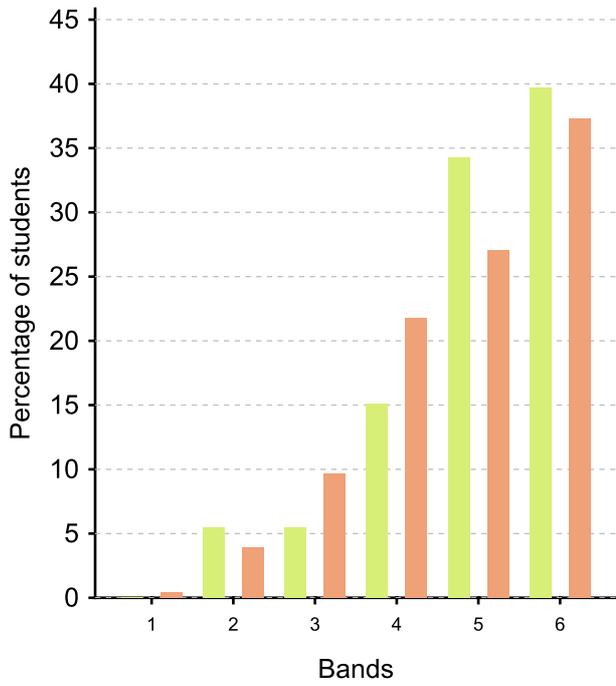
Percentage in bands:
Year 3 Grammar & Punctuation



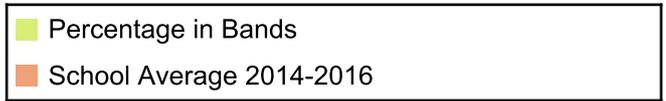
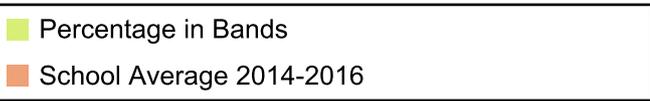
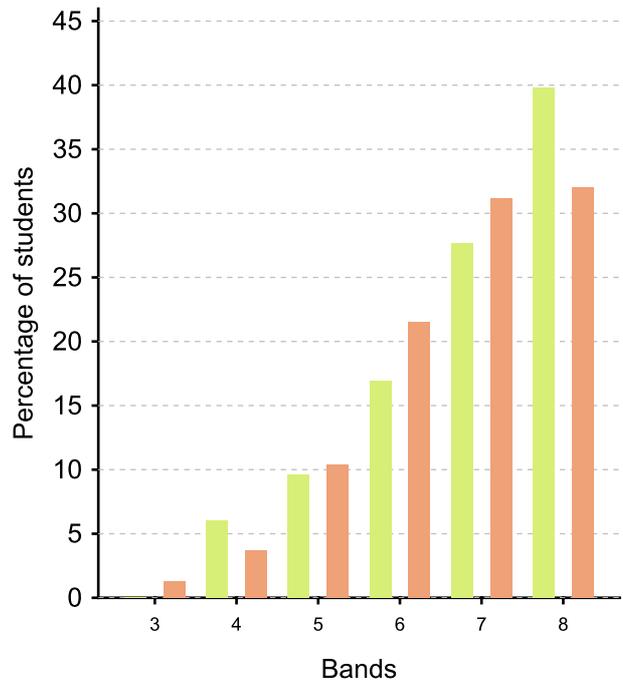
Percentage in bands:
Year 3 Reading



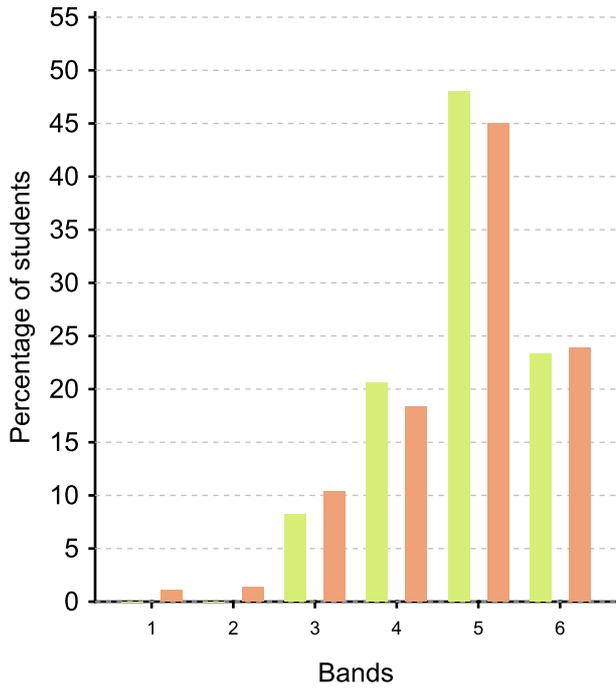
Percentage in bands:
Year 3 Spelling



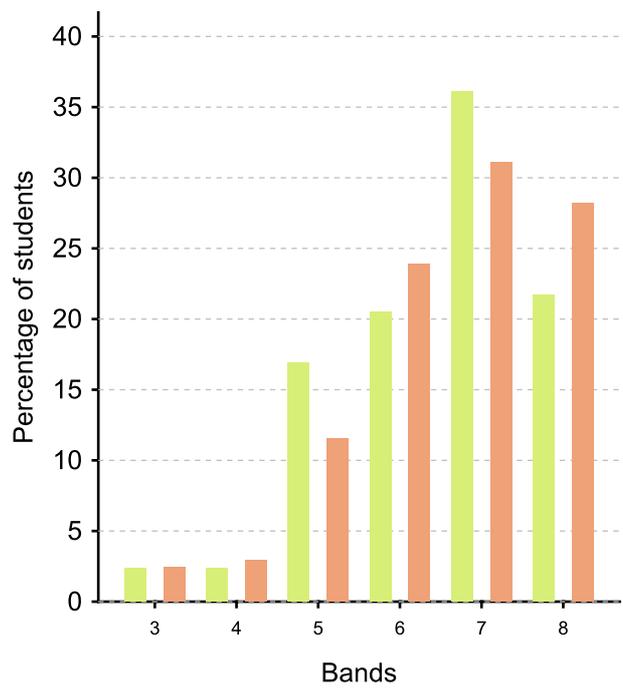
Percentage in bands:
Year 5 Grammar & Punctuation



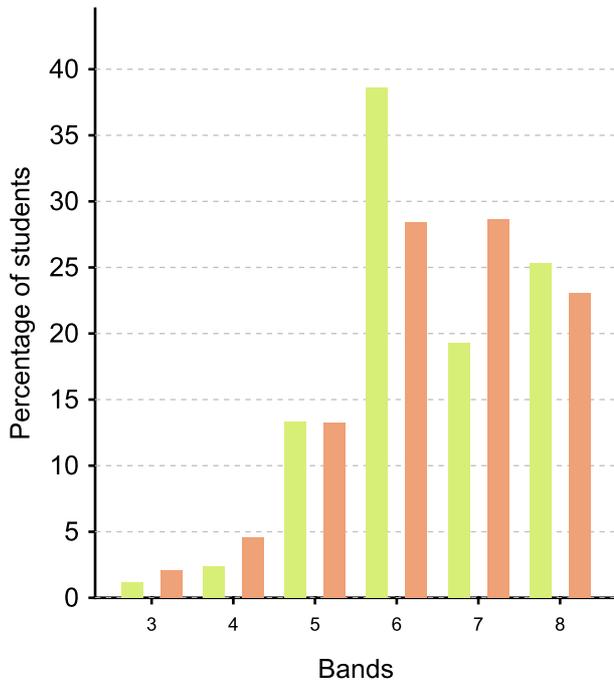
Percentage in bands:
Year 3 Writing



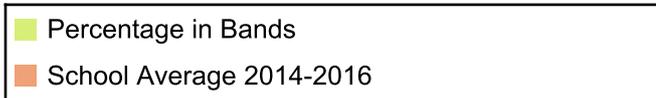
Percentage in bands:
Year 5 Reading



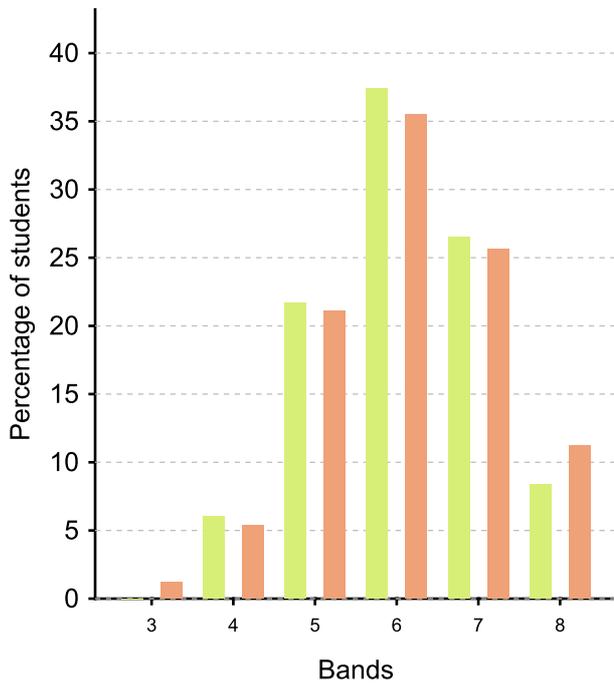
Percentage in bands:
Year 5 Spelling



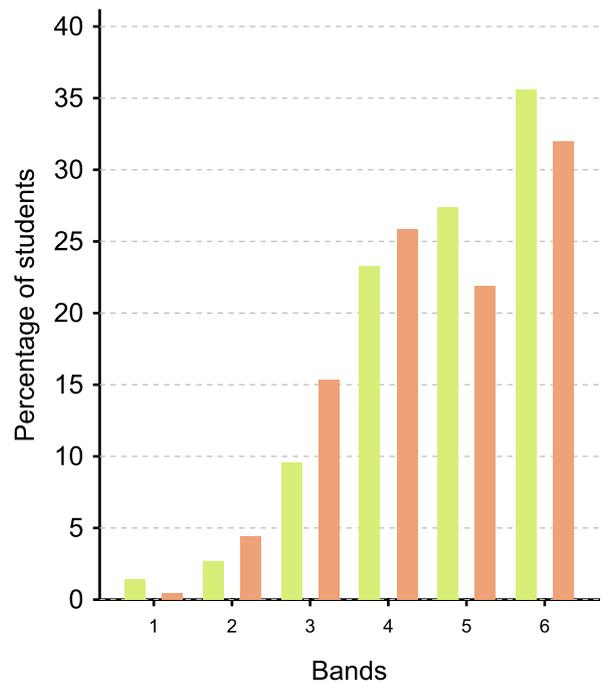
- In Reading, 22% of students achieved Band 8 (the highest band for achievement). This compared well to 15% for the State. A total of 58% of all students were placed in the top two bands.
- A total of 8.4% of students achieved in Band 8 for Writing. This compared well to 5% for the State. 35% of all students were placed in the top two bands.
- In Spelling, 25% of our students achieved Band 8. This compared well to 15.5% for the State. A total of 44.6% of students were placed in the top two bands.
- A total of 40% of students achieved Band 8 (the highest band for achievement) in Grammar and Punctuation. This compared well to 21% for the State and 36.4% for statistically similar schools. 67.5% of all students were placed in the top two bands.



Percentage in bands:
Year 5 Writing



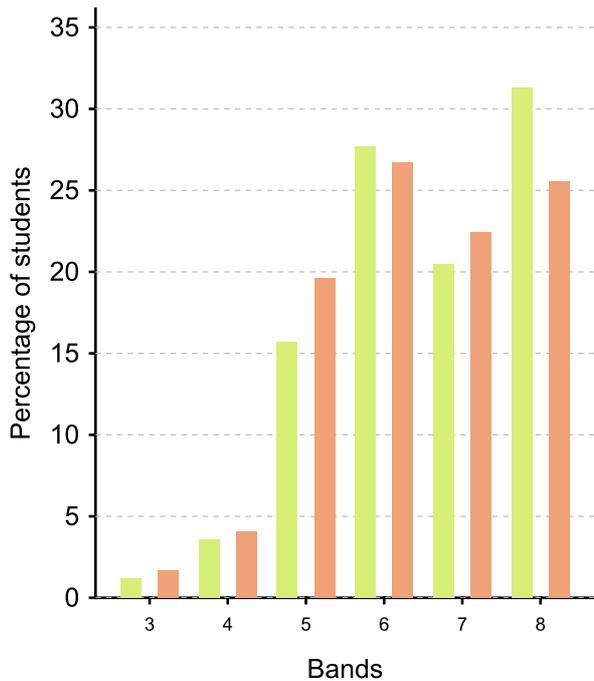
Percentage in bands:
Year 3 Numeracy



Literacy - Year 5

In 2016, 84 Year 5 students completed the Literacy component of NAPLAN, which included reading, writing, spelling, grammar and punctuation. Overall, students at West Pennant Hills PS performed in comparison with students across the State in all areas of Literacy.

**Percentage in bands:
Year 5 Numeracy**



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

West Pennant Hills Public School is a community which values the input from all sectors (parents, teachers and students). Information is regularly gathered via parent teacher interviews, online surveys, staff meetings, P&C meetings, SRC meetings and Newsletters. This information is considered to ensure that the school reflects the values of its community.

In 2016 the school sought feedback, via an online survey, about the school in general. Overall feedback indicated that the majority of parents are very satisfied with the quality of the education that their children received at school.

Parent feedback in 2016 indicated that:-

- the majority of parents feel welcome when they visit the school
- the school supports learning and teachers demonstrate a genuine interest in student learning
- the school has clear rules and expectations which support positive behaviour at school
- students feel happy and safe at West Pennant Hills PS

Numeracy - Year 3

In 2016, 73 Year 3 students completed the Numeracy component of NAPLAN, which included number, patterns and algebra as well as measurement, data, space and geometry.

- In overall Numeracy, 35.6 % of students achieved Band 6 - an increase of 10.8% on 2015 results. This compares well to 19% for the State and 33% for statistically similar schools. A total of 63% of all students were placed in the top two bands.

Numeracy - Year 5

In 2016, 84 Year 5 students completed the Numeracy component of NAPLAN, which included number, patterns and algebra as well as measurement, data, space and geometry.

- In overall Numeracy, 31% of students achieved Band 8. This compares well to 15.5% for the State and 27.6% for statistically similar schools. A total of 53% of all students were placed in the top two bands - an increase of 3.2% on 2015 results.



Policy requirements

Aboriginal education

At West Pennant Hills Public School, Aboriginal perspectives are incorporated across all teaching and learning programs. The objective of these programs is to increase all students' knowledge and understanding of traditional and contemporary Indigenous and Torres Strait Islander people and their culture.

In line with the 2015 - 17 School Plan, Personal Learning Plans (PLPs) are developed for all Aboriginal students enrolled at the school. These plans are monitored and regularly reviewed to ensure that these students are achieving at or beyond expected Stage outcomes.

In 2016, students at West Pennant Hills celebrated NAIDOC Week by participating in a number of class based activities. Once again in 2016, students from Kindergarten through to Year 6 participated in the Great Book Swap in support of the Indigenous Literacy Foundation.



Multicultural and anti-racism education

West Pennant Hills Public School is an inclusive school which strives to promote and strengthen all students' understanding of culture, cultural diversity, racism and citizenship within a democratic multicultural society. Classroom teachers ensure that multicultural and anti racism education is embedded into their routine classroom practice.

The English as an Additional Language or Dialect (EAL/D) teacher develops comprehensive programs that target the individual needs of students at our school who identify as being from a Non English speaking background. The aim is to increase the proficiency of these students to work and learn in English. Support is provided within their regular classroom, within small groups or on an individual basis. Students are also provided with resources such as bilingual dictionaries to assist them in their day to day

classroom experiences.

Other school programs

Creative and Performing Arts

In 2016, the West Pennant Hills school community joined together to produce the musical, 'The Wizard of Oz'. While every student was given the opportunity to dress up, sing, dance and be part of the production, a smaller group of students were able to show off and further develop skills in performance generally. Two casts of lead characters supplied the necessary talent required to sing beautifully, and take on the lead roles in the musical. These young actors put their hearts and souls into the performance and the following words from one of them reflects how much they enjoyed the production;

"I had the time of my life when I was performing. On the two nights that I performed, I wanted the show to go on forever."

Students were also provided with an opportunity to work on the production from behind the scenes and a 'Tech Team' was established to operate sound, cameras, lights and special effects. Under the guidance of one of our parents the team did an excellent job on each of the four nights the musical was performed.

Students across the school enjoyed making props, assembling costumes and designing artworks to go with 'The Wizard of Oz'.

In the words of one of the school parents,

"I would like to congratulate everyone involved in last night's wizard of Oz!!

"It looked more like a high school production than a primary school production"

"It was amazing to watch everyone really enjoy themselves so much!!"

"I had a smile on my face from start to finish!"

"The production proved to be a huge success!"

Robotics

Robotics continued to grow as an extra-curricular special interest group in 2016, with more than 40 students attending each week. This year saw a lot of new faces eager to learn how to build and program robots and it was fantastic to observe the more experienced students mentoring the 'newbies'.

Although the primary focus of Robotics is to learn how to construct and program robots, students were provided with opportunities to develop collaborative problem solving and budgeting skills. A focus on teamwork and varied participant roles within teams allowed students to learn how to work together in order

to successfully complete a variety of navigational, programming and robot design problems. RoboBucks, a form of currency used in our Robotics group, continued to provide teams with an incentive to accurately and efficiently complete the aforementioned tasks. As always, the 'RoboWars' component of Robotics that occurred towards the end of each term proved to be a highly popular and engaging aspect of the group.

The direction for 2017 will be to continue to develop the programming and construction skills of participating students. Additional focuses for next year will include the further development of the students' collaborative planning and problem solving skills.

Science Club

2016 saw the launch of an exciting new Science Club at West Pennant Hills PS. The **SAS** (Scientists at School) **Club** is a joint venture with The Junior Science Academy supported by the faculty of Science at Macquarie University. We received expressions of interest from 80 students in Years 3-6. All students had a great time learning about Science and investigating the topic of 'Matter' through fun, hands on activities and experiments.

We have received fantastic, positive feedback from students and parents alike and we hope that we can continue to develop the passion for Science in our club members as we embark on another journey of discovery next year.

Sport

At West Pennant Hills all students participate in a variety of sporting and fitness activities as part of the implementation of the Personal Development, Health and Physical Education syllabus. The main emphasis of our sport and fitness program is participation, enjoyment, fitness, skill development and allowing students to achieve at their personal best. Students are also given opportunities to represent our school in zone, cluster, area and state sporting competitions and carnivals, as well as gala days in a number of different sports.

The teachers at West Pennant Hills planned valuable sport sessions and events, fitness programs, PE lessons, fun days and sporting carnivals for all students to participate. Professional sporting groups also ran specialised sporting programs in Tennis, Basketball, Touch Football, and Gymnastics.

Many Stage 3 students were selected throughout the year to attend Beecroft Zone Sporting Trials in Cricket, Basketball, AFL, Soccer, Hockey, Touch Football, Rugby Union, Rugby League, Softball, Netball and Tennis. Many students advanced to Sydney North Area Trials in these sports. Two were selected in Hockey and one in AFL.

State Knockout Competitions - Our school entered teams in the State Knockout Competitions in seven sports:- AFL, Basketball, Cricket, Netball, and Soccer. The teachers and students trained hard in preparation

for each game against other schools in the Sydney North Area. The students improved their skills and demonstrated excellent sportsmanship towards others.

Beecroft Zone Cluster Competition - As part of our Stage 3 sport program, selected students participated in the Beecroft cluster sport competition. Students played competitive games against other local schools during sport time on Friday afternoons. In Term 1, girls and boys played OzTag and Softball and in Terms 2 and 3, Soccer and Netball. Approximately 100 students participated in these competitions. The girls finished as champions in Softball and the Soccer B team also were victorious.

School Sporting Carnivals – Students participated in three major carnivals during the year:- Swimming, Cross Country and Athletics. Our swimming carnival was held at Ryde Indoor Aquatic Centre. 29 students then attended the Beecroft Zone Swimming Carnival at Homebush with two going on to represent Beecroft Zone at the Sydney North Area Swimming Carnival.

Our Cross Country Carnival was held at Campbell Park in May. 41 students went on to represent our school at the Zone Carnival at Fagan Park, Galston.

Our annual athletics carnival was held at Greenway Oval in June. The K-2 students had their sports day on the top oval, whilst 3–6 students competed on the lower oval. Approximately 60 students represented WPH at the zone field and track carnivals in August. Five students represented Beecroft Zone at the Sydney North Athletics Carnival.

Local Competitions and Gala Days – In Term 3, Stage 3 students attended the Paul Wade Soccer Competition, entering both a boys and girls team. Our boys finished as runners up. Students from Stage 2 participated in the Mile Sterjovski Shield, finishing fourth overall. In basketball, school teams competed in the Hornsby Kuring-gai Basketball Competition throughout the year. Our AFL team competed in the Paul Kelly Cup in Term 2. A number of students represented our school in the Primary School Tennis Challenge during Term 1, 2, 3 and 4. We also had students compete in the School Boys and Girls Tennis Tournament in Term 4 at Pennant Hills Park.

Other Sporting Programs – During 2016, students from K-6 continued the Gymnastics Program run by specialist instructors from an external sporting organisation. The program saw the students develop their movement, stretching and body awareness skills. For 2 weeks in Term 4, students from Years 2-6 were invited to participate in the 'Intensive Learn to Swim' Program at Loreto High School. Trained swimming instructors conducted swimming lessons for our students. Tennis coaches from 'Pure Tennis' ran our 'Hotshots' Tennis Program for our students K–6 during sport sessions. Students engaged in individual, partner and team drills and activities to develop their tennis skills. Individual and small group tennis lessons were also conducted before and after school on our school tennis courts. Students in Stages 2 and 3 had the opportunity to participate in a rugby league program run by the NRL where they worked on the development of

their skills and game awareness.