

Pitt Town Public School Annual Report



2016



2884

Introduction

The Annual Report for 2016 is provided to the community of Pitt Town 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.

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School background

School vision statement

At Pitt Town Public School we provide a supportive, stimulating 21st century educational environment, where students are encouraged to embrace skills such as collaboration, communication, creativity and critical thinking.

We believe that by providing a well-balanced, quality education that focuses on enquiry based learning, we encourage our students to become self-motivated learners who display empathy, resilience and self-belief.

Our core values of Respect, Responsibility and Excellence are embedded in our school ethos, as we strive to educate our students to be safe, respectful, responsible learners who strive to do their personal best.

Our vision at Pitt Town Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world in which we live.

School context

Pitt Town Public School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child.

The school continues to deliver quality teaching and learning programs in a 21st century environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Our students demonstrate positive values relating to their education, themselves and others. We encourage all students to strive for success. Students are supported through positive, effective student welfare systems that reward their excellent behaviour.

We maximise parent participation in the general life and management of the school. We also built links and promote partnerships within the wider school community. This enables links to be strengthened and increases support and communication. Parents and community members are encouraged to help in the classrooms and assist with sporting events, dance and music productions, as well as community events that not only promote public education, but also promote a positive image of the school

Our staff are extremely professional and dynamic with high expectations. We are committed to providing quality educational programs to support each child to reach his or her full potential.

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.

Learning

Significant emphasis has been placed on the domain of Learning during 2016. A continued emphasis on the Positive Behaviour for Learners program, has seen strong growth in student well-being across the school. This is clearly reflected in growth across the Learning elements within this domain. Following extensive community consultation, our student reports were changed to better meet community needs, reflecting students' individual achievements, as well as clearly articulating areas for further development. This is reflected in the continued growth evident in the Assessment and Reporting element.

Teaching

Emphasis on the use of effective data collection and analysis throughout 2016, has seen ongoing improvements in the domain of Teaching. An increased focus on the use of quality literacy and numeracy pedagogy, has seen emphasis on the delivery of quality, targeted professional learning focused on improving teaching methods in literacy and numeracy.

Leading

Throughout 2016, Pitt Town has increasingly focused on the use of data to inform teaching practice across the school. Data has been increasingly included in school planning and reporting. Increasingly distributed leadership has provided school executive, the opportunity to develop their skills, whilst ensuring effective succession planning. These strategies have seen growth in the elements of School Planning, Implementation and Reporting and Leadership.

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

Quality Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences, through personalised and differentiated learning opportunities, in order to create independent, confident, self-regulated learners.

Our students need to be learning in an environment, which explicitly teaches critical thinking and resilience, fosters deep, logical thought and engages students as creative, innovative and resourceful 21st century learners.

Overall summary of progress

Throughout 2016, there was a significant emphasis on the establishment of collaborative programming and the differentiation of pedagogy using the 'Quality Teaching Successful Students' initiative.

A 21st century learning curriculum was further refined across the school. Further reflections and refinements were made based upon feedback from the teaching staff.

In catering for students' individual differences, staff developed individual education plans for students, in consultation with parents and the students themselves. These plans focused on differentiating the curriculum in literacy and numeracy, ensuring students' specific needs were met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students from Years 3 and 5 exhibit positive growth in the value added component of NAPLAN	93% of students exhibited positive growth in the value added component of NAPLAN. 100% of students K–6 matched to text and engaging in differentiated literacy programs. 2016 NAPLAN data show improvements in writing for Year 3 (8 point) and Year 5 (45 point), in comparison to 2015 results.	\$4380
At least 90% of all students achieving cluster markers relative to their grade at each stage of their progress.	All classes K–2 tracking student achievement using the literacy and numeracy continuums. Introduction of Minilit program to support students in Year 1 and Year 2 who are not meeting expected cluster markers.	\$7000

Next Steps

Increased focus on the implementation of effective literacy programs in K–2, through the use of the Learning, Language and Literacy (L3) program.

Ongoing focus on the implementation of the literacy and numeracy continuums K–6, all students to be tracked across all aspects of the curriculum

Strategic Direction 2

Quality Teaching

Purpose

To create skilled facilitators of learning by promoting, building and sustaining the professional learning of all staff members, and by creating systems for teachers and leaders to evaluate and provide feedback on current performances to improve the quality of teaching.

Teachers will complete professional training and development, so that they can deliver programs that reflect current educational research of best practice, meet BOSTES requirements and deliver a quality education to their students, resulting in improved learning outcomes.

Overall summary of progress

All staff K–6 engaged in tracking students' literacy and numeracy achievement using the literacy continuums and PLAN software.

All staff K–2 trained in the use of the TEN numeracy initiative.

K–6 emphasis on the use of data to inform teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every staff member has a Performance and Development Plan that is aligned with the Australian Teaching Standards (BOSTES) syllabus and supports the development of their teaching practice.	All staff K–6 participated in Quality Teaching observations during T1 and T2 2016. This process was aligned with the Professional Teaching Standards.	.09 Quality Teaching Successful Students staffing allocation
Data informed, differentiated and personalised learning experiences are highly evident in all staff teaching and learning programs, which reflect key elements of 21st century learning.	All staff K–2 trained in Targeting Early Numeracy and implementing strategies in classrooms. In Early Arithmetic Strategies, all students at or above Perceptual level of counting by end of Kindergarten. 95% of students in Year 1 at or above Figurative level. 84% of Year 2 students at or above Counting On and Back level.	\$8300

Next Steps

Ongoing implementation of the Targeted Early Numeracy (TEN) strategy across K–2.

All staff K–6 using PLAN data to inform teaching practice.

Strategic Direction 3

Quality Relationships

Purpose

To build, maintain and further develop quality relationships with all stakeholders within the school and in the wider educational community to enhance student learning and wellbeing.

Staff will build inclusive, collaborative teams and school networks through quality school community partnerships, which contribute to effective collaboration that promotes positivity and a quality education, which has students' engagement, learning and wellbeing as a central focus.

Overall summary of progress

Positive Behaviour for Learning implemented across K–6., with emphasis on consistency in playground management strategies.

Student Representative Council formed for students in years 1–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A percentage increase in the number of parents attending to support the P&C and other community events/fundraisers. Increased parental involvement in classroom based activities	Facebook and website statistics demonstrate a 60% increase in engagement. Community involvement has increased through events including Christmas Carols and a Welcome Barbeque. Parent involvement in class based activities has increased through the introduction of the MiniLit literacy initiative.	\$7400
Student Welfare and anti-bullying policies aligned with PBL expectations, leading to a reduction in the number of welfare incidents related to peer conflict.	A 30% reduction in playground incidents have been recorded since the introduction of PBL in the playground. All classes K–6 are represented in the SRC.	\$4330

Next Steps

Continued emphasis on the delivery of combined professional learning across the Hawkesbury Community of Schools.

Further strengthen the role of the Student Representative Council across the school.

Refine Learning and Support Team procedures to streamline student transition procedures.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Indigenous students have an individual education plan developed to meet their individual needs. Additional resources purchased to support Indigenous perspectives in History and Geography syllabuses.	• Aboriginal background loading (\$1 380.00)
Low level adjustment for disability	Students' individual learning needs were met through the provision of Individual Education Plans, Personalised Learning Plans and through School Learning Support Officer assistance.	• Low level adjustment for disability (\$19 600.00)
Quality Teaching, Successful Students (QTSS)	All staff K–6 participated in a weekly, structured collaborative programming and assessing initiative. Each teacher was provided with multiple opportunities per term to work alongside colleagues. As a result, teaching and learning programs across grades and stages were better aligned with each other. An increase in consistency of teacher judgement when assessing was evident.	• Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio–economic background	All students requiring adjustments and learning support are catered for through intensive, targeted and universal supports based on the response to intervention framework. 55 students (20%) K–6 received learning support throughout 2016. School learning Support Officers were used to meet the individual needs of students through intensive intervention strategies.	• Socio–economic background (\$14 200.00)
Support for beginning teachers	Beginning teachers engaged in a structured induction program supported by mentors and the school executive. They participated in a range of differentiated professional learning throughout the year that aimed to meet their individual learning needs. In 2016, two beginning teachers were supported through the process of achieving proficiency against the Professional Teaching Standards	• Support for beginning teachers (\$16 430.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	96	112	120	131
Girls	89	106	120	136

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	96.4	94.1	95.4
1	96.3	96	93	95.3
2	96.6	96.9	91.3	94.3
3	93.8	96	93.3	93.7
4	95.6	96.9	93.6	94.2
5	92.3	94.8	93.4	95.2
6	95	93.8	91.1	94.9
All Years	95.4	96	92.9	94.8
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

Student attendance rates remain higher than state averages. We will continue to encourage full attendance of students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

*Full Time Equivalent

Pitt Town Public School has no indigenous staff members.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

The impact of ongoing quality teacher professional learning upon students' learning outcomes and school improvement is significant. The school values and encourages active participation in professional learning. To this end significant funds were expended in this area and a quality professional learning program was implemented across the school for all staff. Individual plans for training and development are negotiated with supervisors each year as part of the PDP process, the annual review of the performance and development of teachers. In 2016, a school priority was to further improve students' writing results. Teachers participated in extensive professional learning in the implementation of the Seven Steps of Writing program, in support of this.

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 December 2015 to 1 August 2016.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	130 342.11
Global funds	96 249.35
Tied funds	79 864.69
School & community sources	47 475.22
Interest	1 803.88
Trust receipts	5 580.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	41 596.25
Excursions	6 084.58
Extracurricular dissections	8 783.33
Library	1 843.56
Training & development	133.18
Tied funds	109 420.85
Short term relief	35 144.15
Administration & office	14 071.04
School-operated canteen	0.00
Utilities	13 501.84
Maintenance	7 526.65
Trust accounts	4 756.50
Capital programs	9 531.82
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 2 August to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	230 038.97
(2a) Appropriation	202 382.26
(2b) Sale of Goods and Services	5 730.00
(2c) Grants and Contributions	21 371.07
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	555.64
Expenses	-94 533.85
Recurrent Expenses	-94 533.85
(3a) Employee Related	-54 622.90
(3b) Operating Expenses	-39 910.95
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	135 505.12
Balance Carried Forward	135 505.12

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.

Balance Carried forward to 2017 financial year will be used to fund implementation of the Language, Learning and Literacy program as well as the purchase of new literacy and numeracy resources.

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	1 815 835.03
Base Per Capita	12 962.67
Base Location	0.00
Other Base	1 802 872.36
Equity Total	108 722.31
Equity Aboriginal	1 380.49
Equity Socio economic	15 477.88
Equity Language	684.33
Equity Disability	91 179.62
Targeted Total	24 879.99
Other Total	41 451.46
Grand Total	1 990 888.79

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.

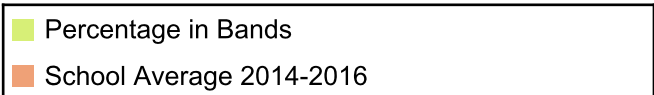
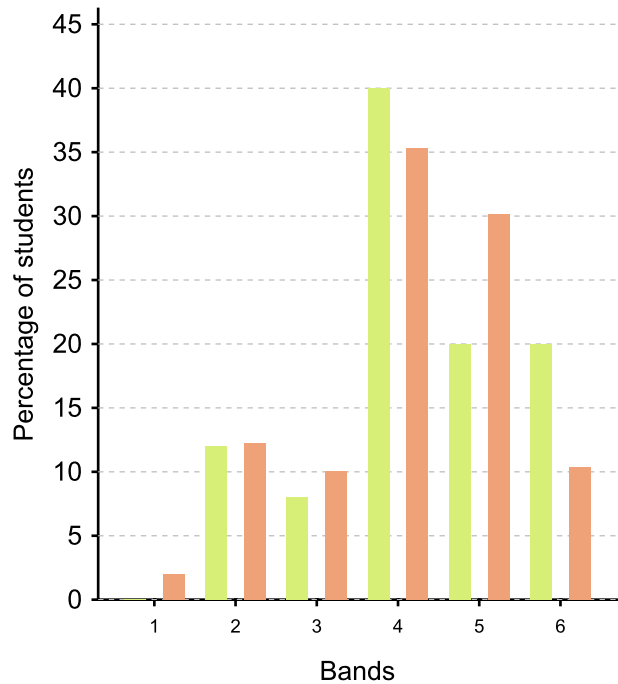
School performance

NAPLAN

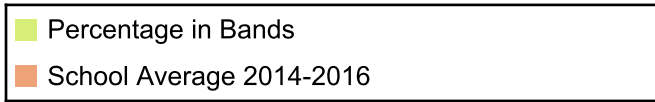
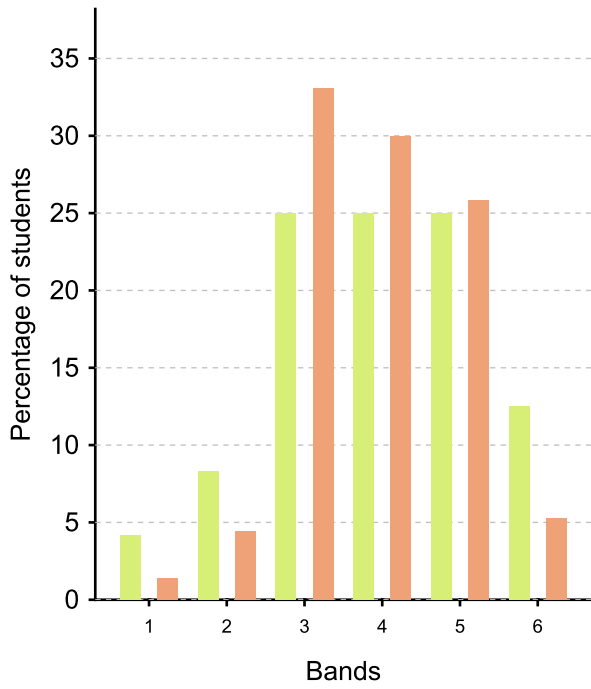
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2016 school performance in NAPLAN literacy testing was strong, with significant improvements evident in both Years 3 and 5 in comparison to 2014/2015. Of particular note was the decrease of 27% of Year 5 students scoring in the bottom two bands in Writing and a 30% increase in students scoring in Band 6 and 7. Year 3 Spelling results were also strong with 56% of Year 3 students scoring in the top two bands, an increase of 26% when compared to 2015 data. In 2017, Grammar and Punctuation will remain a focus with the need to boost student performance, moving students into the upper bands of achievement

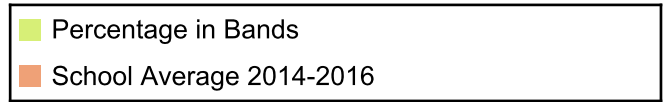
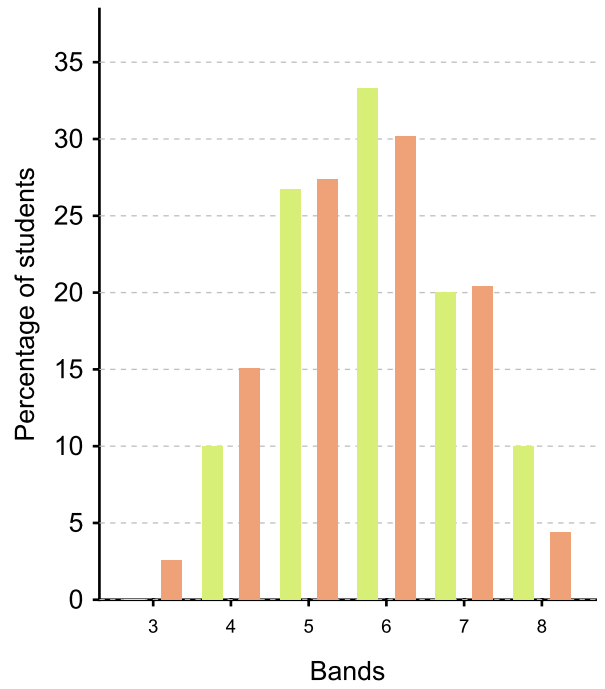
Percentage in bands:
Year 3 Reading



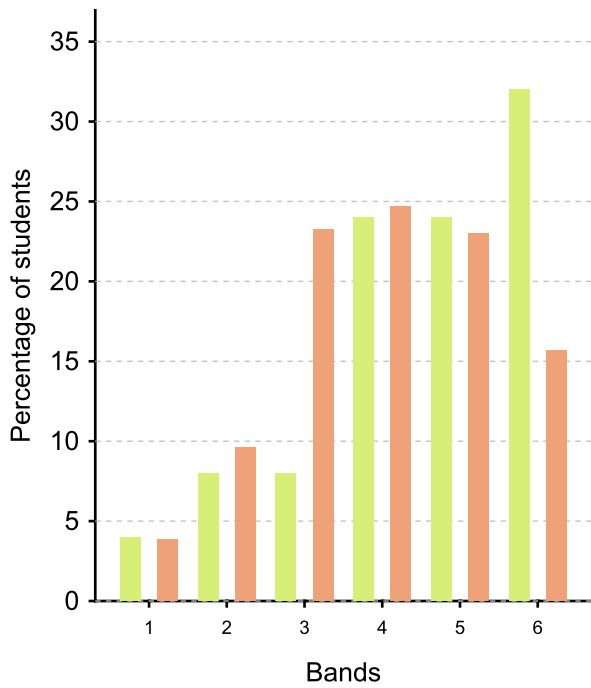
Percentage in bands:
Year 3 Writing



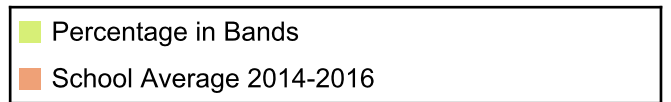
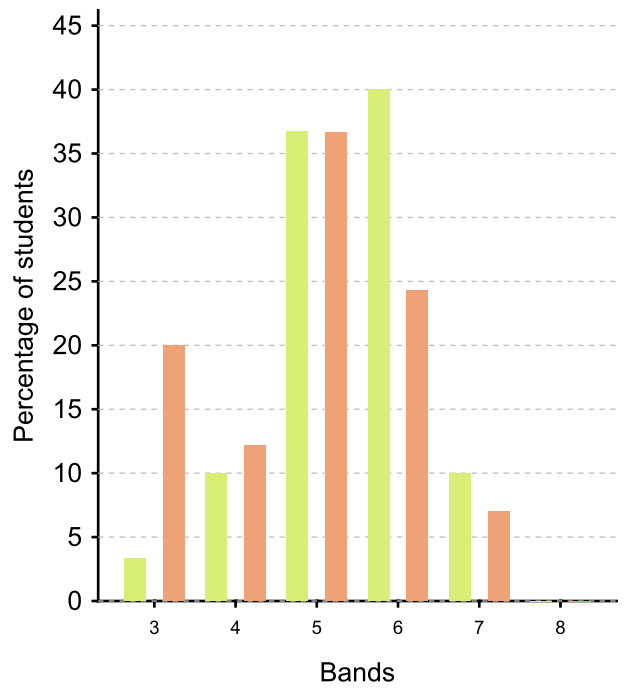
Percentage in bands:
Year 5 Spelling



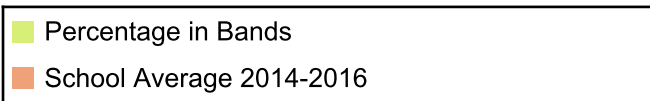
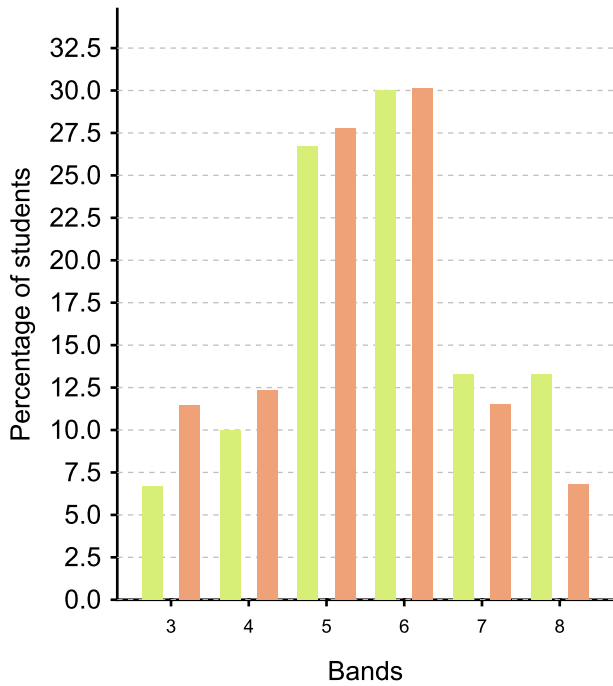
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Writing

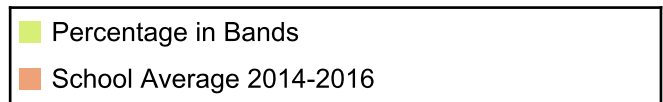
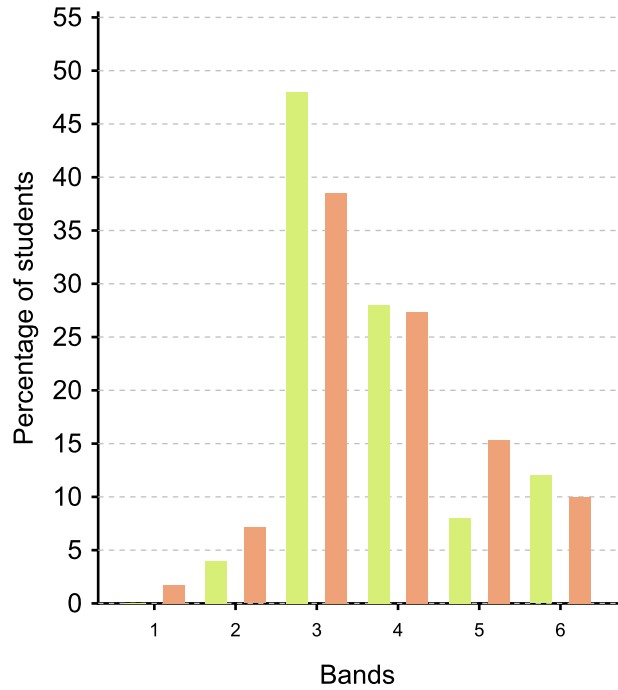


Percentage in bands:
Year 5 Reading

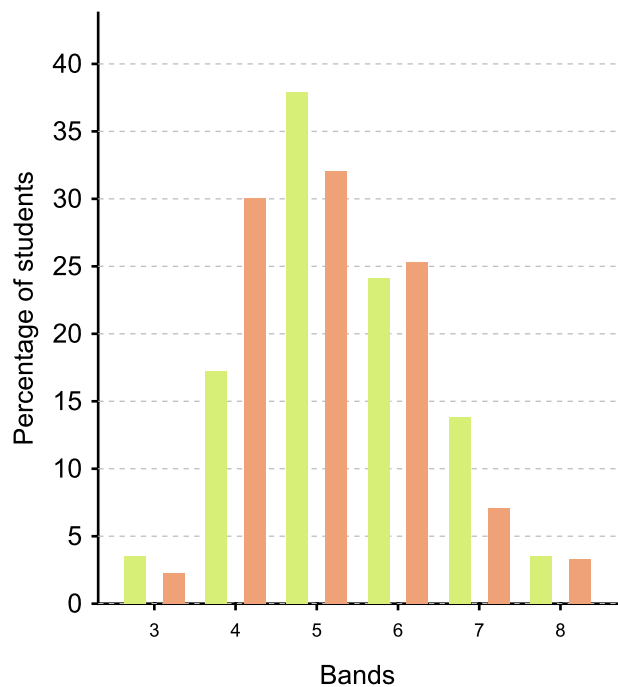


Student performance in numeracy remains at a level similar to that of 2014/2015. In Year 5, student achieving in Bands 5 and 6 has increased from 7% in 2015 to 17% in 2016. Growth was also evident in the middle bands with the percentage of students achieving in Band 4 decreasing by 15 %, whilst achievement in Band 5 increased by 12%. Reducing the percentage of students achieving in the middle bands and increasing achievement in the top two bands will remain a priority in 2017.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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 field and select GO to access the school data.

2016 saw improvement for Pitt Town Public School In NAPLAN literacy testing. 2016 NAPLAN results in all areas of literacy exceeded that of the 2014–16 average. In 2016 40% of Year 3 students achieved in the top two bands in Reading, an improvement of 12% when compared to 2015 testing. 27% of Year 5 students achieved in the top two bands for the same period, also an improvement of 12% when compared with 2015 testing.

In 2016 20% of Year 3 students achieved in the top two bands in Numeracy. 17.2% of Year 5 students achieved in the top two bands for the same period. Improving student achievement levels to increase the percentage of students scoring in the top two bands remains a priority.

Parent/caregiver, student, teacher satisfaction

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

In 2016, Pitt Town Public School surveyed the community regarding their satisfaction across a diverse range of areas. Parents overwhelmingly indicated they were satisfied with Pitt Town Public School, however several areas regarding students' academic reports were highlighted.

Consistency of teacher judgement was identified as an area for ongoing improvement, with members of the community making reference to the importance of accurate and detailed written reports for English and Mathematics. These issues were addressed during a review of reporting procedures conducted in Semester Two.

The other area which featured in the responses collated was regarding consistency of practice across grades and stages, and this remains a focus leading into the 2017 school year.

Policy requirements

Aboriginal education

Pitt Town Public School is committed to promoting and celebrating Aboriginal achievement in all areas of the curriculum. Throughout the year, students learned about Aboriginal history and culture by studying 'Sorry Day', Aboriginal art, and Aboriginal men and women in the armed services. At Pitt Town, our NAIDOC week assembly taught students about the Acknowledgement of Country and Welcome to Country practices as well as reflecting on the experiences of local indigenous people throughout the years. Students visited Brewongle Environmental Education Centre, focusing on local indigenous history and culture.

Multicultural and anti-racism education

Multicultural education influences all areas of the

curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world, developing an understanding and respect for others' values. Whole school activities including Harmony Day and the Multicultural Public Speaking competition ensured authentic student engagement.