

# Pennant Hills Public School

## Annual Report



2017



2857

## Introduction

The Annual Report for **2018** 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

Pennant Hills Public School

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# 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 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.

Within the Learning domain, projects have focused on students applying Super Six reading strategies when comprehending texts, extending learning environments organised to facilitate student voice and choice in all Stage 3 classrooms, formulation of a Wellbeing Policy and Anti-Bullying Policy through consultative processes.

Evidence of this includes:

- Work samples
- Stage 3 classrooms
- PHPS Wellbeing Policy
- PHPS Anti-Bullying Policy

The school's self-assessments in the Learning domain are: Excelling for the element 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 create more relevant, applied and innovative learning experiences. Teachers have participated in professional learning to enhance their knowledge base, implemented learning in the classrooms and reflected upon their practice.

Evidence of this includes:

- Formation of professional learning teams, Stage Hubs, to work collaboratively for a variety of purposes
- Professional learning in guided reading, Super Six
- Familiarisation with the literacy continuum and tracking students

The school's self-assessments in the Teaching domain 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 focused on streamlining management practices and processes after the introduction of LMBR and strengthening family and community engagement by building effective two-way communication.

Evidence of this includes:

- Establishment of a Class Parents network
- Fluent office operations within LMBR framework

The school's self-assessments in the Leading domain 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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 who can think critically and act as a positive citizen has progressed further in 2017. Impact has been evidenced through, but not limited to: students engaging in meaningful guided reading sessions and applying Super Six reading strategies when comprehending texts; extension of learning environments organised to facilitate student voice and choice to all Stage 3 classrooms; students setting learning goals in literacy that they can identify and reflect upon; formulation of Wellbeing Policy through consultative processes; reinforcement of growth mindset with students and school community practising consistent language and behaviours.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Teaching and learning programs reflect development of 21st Century learning skills.	\$27,617	Professional learning has been undertaken to extend classroom application of pedagogical practices to develop 21st Century learning skills.
• Increasing percentage of students will exhibit positive growth in NAPLAN results.		SMART trend data indicates a decrease in the number of students achieving less than expected growth in reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

#### Next Steps

- I Can statements K–6 developed for writing and an aspect of numeracy.
- Guidelines for consistent whole school practice in goal setting linked to success criteria.
- Students can articulate what they are learning and how they are going.
- Develop understanding of PHPS Wellbeing Policy.



## 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 2017 staff reflected upon the nature of professional learning at Pennant Hills PS. A shared definition was articulated and commitment to its delivery was amplified. Impact has been evidenced through: formation of professional learning teams, Stage Hubs, to work collaboratively for a variety of purposes; teachers plotting students on the literacy continuum for writing; teacher knowledge-building in reading; collegial discussion sessions to develop consistent teacher judgement, ICT skills and strategies for literacy development; refinement of conceptual units in English; using data to inform school planning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 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 2017, the overall scores of the 'Eight Drivers of Student learning' were 8.1.

#### Next Steps

- Implement formative assessment practices based on evidence-based research of Dylan William: Learning Intentions and Success Criteria.
- Eliciting evidence of learner's achievements.
- VCOP strategies for writing.
- Use of data to inform learning.
- Target higher achievers for program differentiation.



## 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

Family engagement and connecting learning at home and at school have been strengthened in 2017. A Class Parents network has been established within a K–6 framework of consistent practices to share information, support class teachers and build positive school culture. Processes have been established for more fluent operations within LMBR system, management process tracking and educational audit. An increased number of classrooms are operating as flexible learning environments.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Resources for parents provided so as to inform and involve parents in the learning process of their child.		Google Classroom used extensively in Stage 3 and small-scale usage in Stage 2. Trial of SeeSaw in 2 Kindergarten classes to involve parents in the learning process of their child.
• Streamlined, flexible administrative processes and systems implemented to deliver services and information.		Processes established for fluent operations within LMBR.

#### Next Steps

- Sentral teams to lead Attendance, reporting and Wellbeing.
- PDP goals to reflect leadership capability.
- Information sessions for parents.
- Communication to parents of student goals.
- Review Pennant Hills PS report format.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$845	Pennant Hills Public School sustained its aboriginal students through financial support to ensure participation in all school activities.
<b>English language proficiency</b>	\$13,594	<p>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:</p> <p>* withdrawal of: 1) individuals with limited English proficiency for beginning English activities. 2) small grade or level groups for intensive, focused language activities.</p> <p>Extensive resource purchases were made to support student learning in the classroom including teacher reference materials, readers, software subscriptions, mobile devices.</p>
<b>Low level adjustment for disability</b>	\$34,732	<p>Funds were used in the following ways:</p> <p>* Employment of Learning Support Officers increased the level of students' participation and engagement in learning and significantly increased students' learning outcomes.</p> <p>* 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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$67,964	Staff participated in collaborative learning groups to extend their knowledge of classroom applications of strategies to teach reading, student goal setting, use of continuums. They also collegially explored current class programs to ensure relevant inclusion of content to develop skills of reading and use of continuums.
<b>Socio-economic background</b>	\$5,981	Funds were used to facilitate equal access for student participation in the curriculum.
<b>Support for beginning teachers</b>	\$32,760	There were 3 teachers in their first year of service. They were given two hours per week release time and one hour per week with a mentor.
<b>Targeted student support for refugees and new arrivals</b>	\$605	Funds were used to facilitate equal access for student participation in the curriculum.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	271	268	268	262
Girls	256	277	296	274

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	95.7	94.8	96.5
1	96.6	94.8	95.2	96.2
2	95.7	94.6	95.8	95.8
3	95.4	95.6	95	97.2
4	96.5	95.3	95	95.8
5	95.4	95.3	93.4	95.7
6	96.2	95.2	93.5	93.5
All Years	96.1	95.2	94.7	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### 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 absence 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
Head Teacher(s)	0
Classroom Teacher(s)	20.33
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	4.36
Other Positions	0

\*Full Time Equivalent

No staff members identify as being of Aboriginal background in 2017.

### 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 2017 professional learning has focussed on the following key initiatives: student goal setting, guided reading, EALD progressions, Super 6 comprehension strategies, introduction to Formative Assessment and Visible Learning, Student Wellbeing Policy, Improvement Sprints, New Teacher Network, LMBR.

This process ensured the implementation of quality programs and effective teaching and learning activities.

All staff completed the mandatory training as outlined by Department of Education.

All staff also attended the School Development Days on the first day of Terms 1, 2 and 3 four extended afternoon sessions during Terms 2 and 3. In addition, professional learning meetings before and after school hours were also attended.

We have had seven new scheme teachers maintaining their accreditation at proficient level and two teachers completed their accreditation this year.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	218,779
<b>Revenue</b>	4,739,882
Appropriation	4,170,742
Sale of Goods and Services	21,015
Grants and Contributions	516,545
Gain and Loss	0
Other Revenue	27,635
Investment Income	3,945
<b>Expenses</b>	-4,681,967
Recurrent Expenses	-4,681,967
Employee Related	-3,890,743
Operating Expenses	-791,224
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	57,915
<b>Balance Carried Forward</b>	276,694

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,645,557
Base Per Capita	86,194
Base Location	0
Other Base	3,559,363
<b>Equity Total</b>	231,620
Equity Aboriginal	4,637
Equity Socio economic	5,981
Equity Language	135,483
Equity Disability	85,519
<b>Targeted Total</b>	605
<b>Other Total</b>	115,127
<b>Grand Total</b>	3,992,909

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

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.

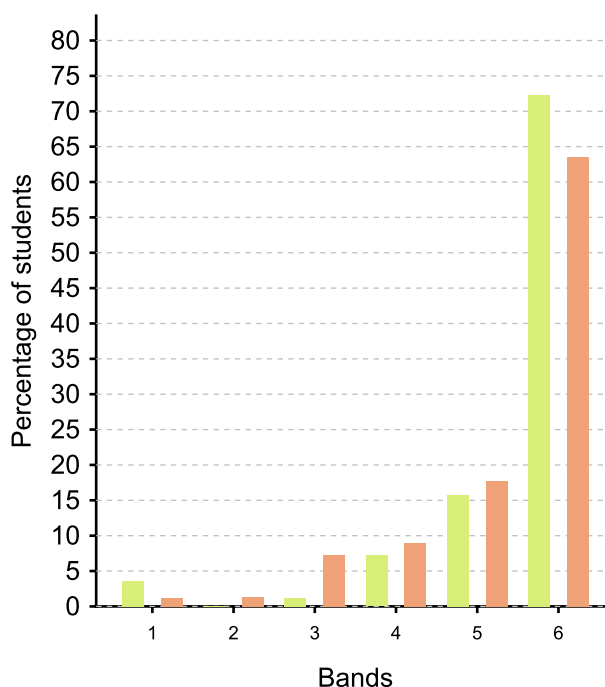
In 2017, 77% of Year 3 students achieved results in the top two bands for Reading compared with 51% of the State. Girls performed slightly better than boys. Year 5 boys performed better than girls with 80% of boys achieving in the top two bands for Reading compared with 38% of boys across the state. The school average was 72%.

In Writing, Year 3 maintained an increased level with the average being 75% in the top two bands. Girls scored significantly higher with 84% achieving in the top two bands. In Year 5, 38% of students achieved the top two bands compared with 18 % of the State.

74% of Year 3 students achieved results in the top two bands for Spelling compared with 52% of the State. Girls performed better than boys. 72% of Year 5 girls achieved in the top two bands in spelling with the overall school performance being 61% in these bands compared to 38% of the State.

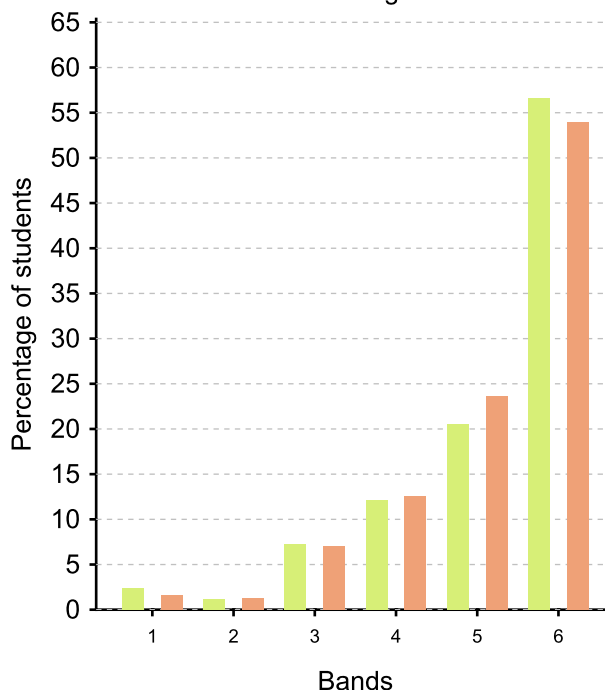
In Year 3, 88% of students achieved the top two bands in Grammar and Punctuation, with 93% of girls achieving in those bands compared with 66% of the State. Year 5 boys achieved better than girls with 67% of all students achieving in the top two bands for Grammar and Punctuation compared with 36% of the State.

Percentage in bands:  
Year 3 Grammar & Punctuation



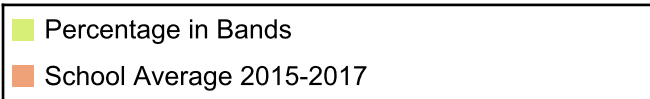
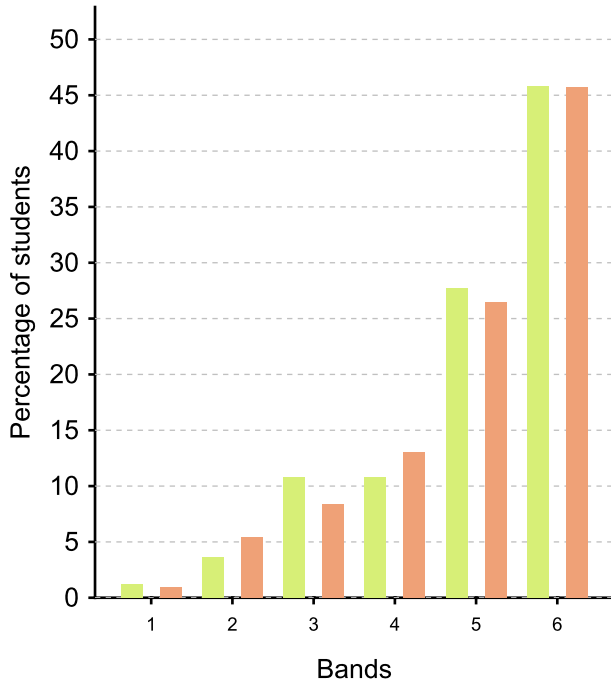
Percentage in Bands  
School Average 2015-2017

Percentage in bands:  
Year 3 Reading

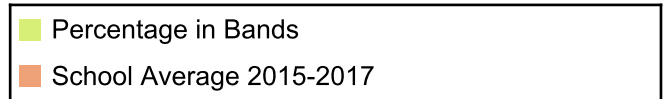
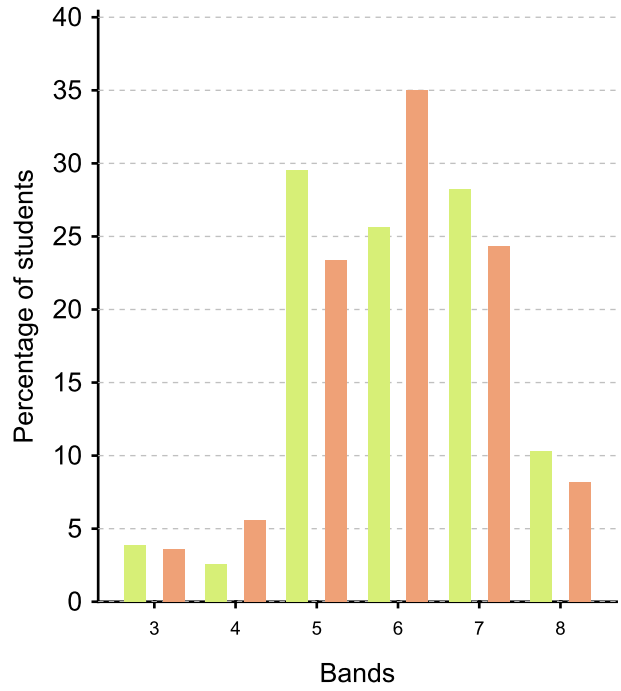


Percentage in Bands  
School Average 2015-2017

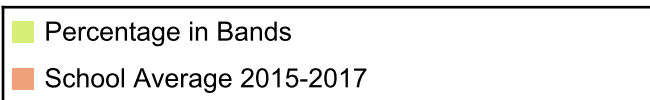
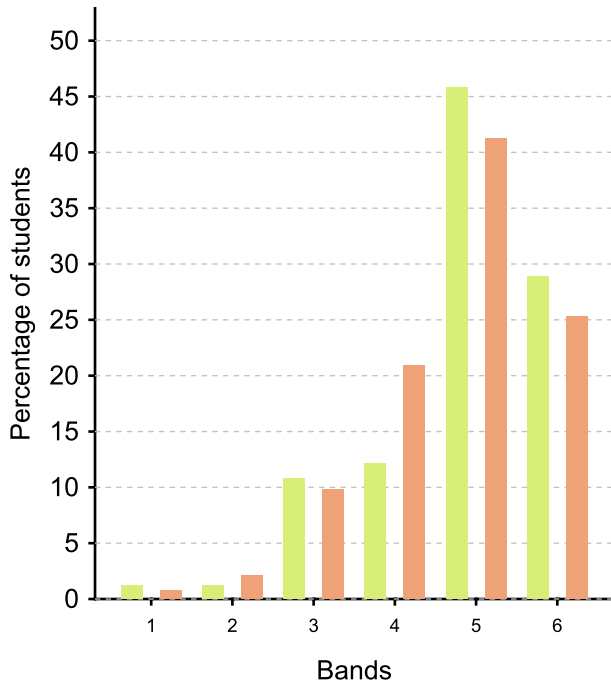
**Percentage in bands:**  
Year 3 Spelling



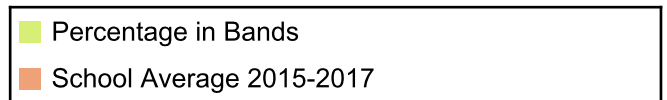
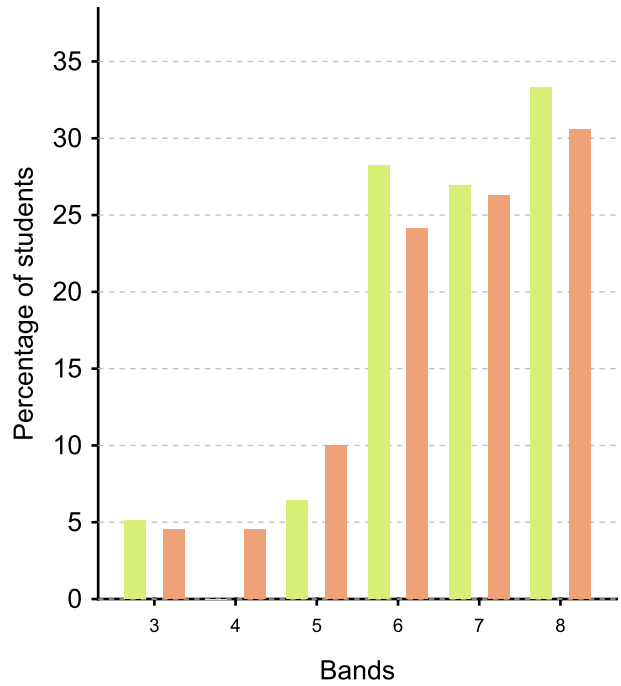
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Writing



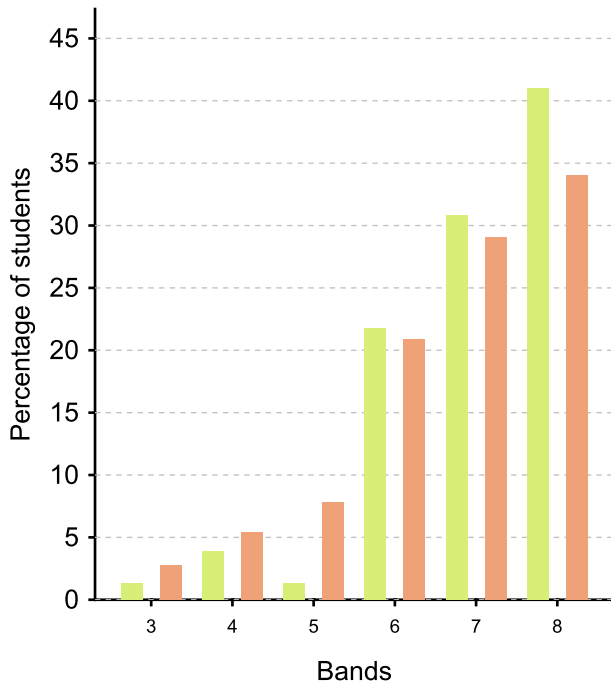
**Percentage in bands:**  
Year 5 Spelling





### Percentage in bands:

#### Year 5 Reading

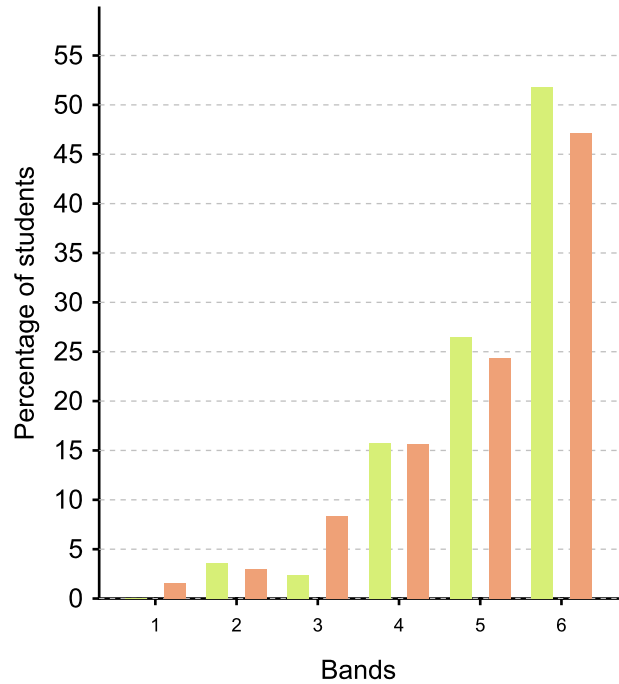


Percentage in Bands  
School Average 2015-2017

In 2017, Year 3 female students performed significantly better than Year 3 male students in Numeracy. There was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra in Year 3. Overall, 79% of students performed in the top two bands of Numeracy compared with 43% of the State. In Year 5, male students performed significantly better than Year 5 female students in Numeracy, particularly in Number, Patterns and Algebra. 59% of Year 5 students achieved in the top two bands of Numeracy compared with 32% of the State.

### Percentage in bands:

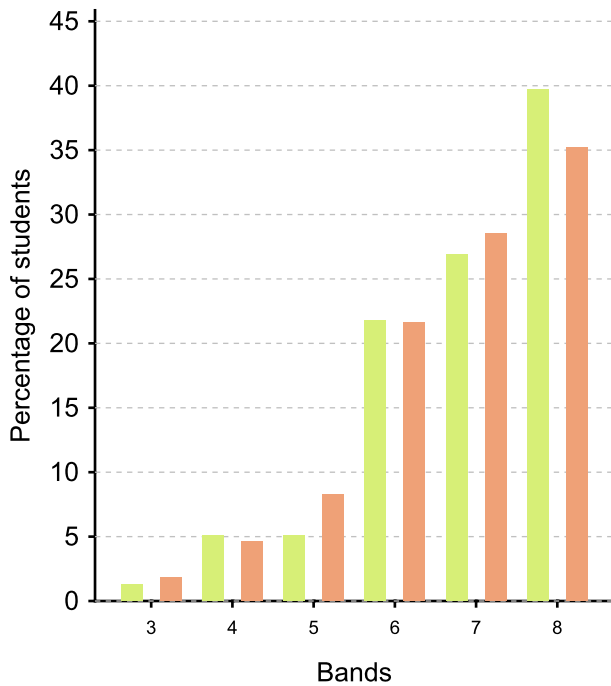
#### Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

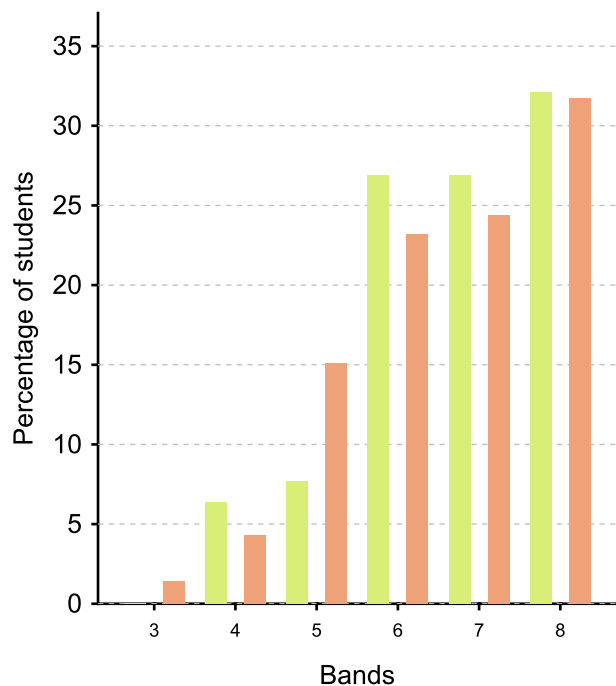
### Percentage in bands:

#### Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, 77% of Year 3 students achieved results in the top two bands for Reading compared with 51% of the State. In Year 5 72% of students achieved results in the top two bands compared with 40% of the State.

In 2017, 79% of Year 3 students performed in the top two bands of Numeracy compared with 43% of the State. 59% of Year 5 students achieved results in the top two bands of Numeracy compared with 32% of the State.

## Parent/caregiver, student, teacher satisfaction

In 2017, 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:

- 48 respondents participated in the survey
- Parents feel welcome scored 6.5
- Parents are Informed scored 5.6
- Parents support learning at home scored 6.4
- School supports learning scored 6.8
- School supports positive behaviour scored 7.8
- Safety at school scored 6.6

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:

- 97% value schooling outcomes
- 95% value positive school behaviour
- 75% are interested and motivated in their learning
- 90% try hard to succeed in their learning

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

- Collaboration scored 7.7
- Learning Culture scored 8.1
- Teaching Strategies scored 8.0
- Inclusive School scored 8.4

# 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.