

West Pennant Hills Public School Annual Report



2017

West Pennant Hills
PUBLIC SCHOOL
INSPIRING YOUNG LEARNERS

2858

Introduction

The Annual Report for **2017** is provided to the community of **West Pennant Hills Public School** as an account of the school's operations and achievements throughout the year.

This report 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.

West Pennant Hills is a proud public school with a long history and strong links to the local community. The 2017 Annual School Report is the culmination of the combined efforts and commitment of our students, staff, parents and wider school community over the past 12 months. It acknowledges and celebrates individual and collective efforts and achievements.

2017 has been a very rewarding year in which our students have been provided with numerous opportunities to 'experience success as responsible and productive learners' within a supportive and positive school environment.

West Pennant Hills PS continues to deliver quality teaching and learning experiences as well as providing a comprehensive range of extracurricula opportunities in Dance, Band, Choir, Debating, Robotics, Sport and Technology. Coupled with innovative teaching and learning programs, the school strives to develop 'resilient, creative lifelong learners'.

Highlighting student achievement and success in the Visual Arts Domain 2017, culminated with the 'At the bottom of the garden' Art Show. Every student across the school experienced the thrill of exhibiting and displaying their individual artworks for all to see.

The school continues to enjoy tremendous support from the P&C and wider school community. This year, the P&C raised over \$150,000 towards the construction of a toilet block for the school oval. Once again in 2017, the P&C remained committed to the funding of the highly valued MULTILIT and MINILIT literacy programs.

Our students are well supported and encouraged to achieve their personal best at all times by dedicated, hardworking and committed teaching, support and administrative staff.

I certify that the information provided in the 2017 Annual School report is the result of a rigorous school assessment and review and provides a balanced and genuine account of the school's achievements as well as identifying 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, five of which are Early Stage One. There are numerous support staff including a 3 day a week L&ST teacher, 5 day a week EAL/D teacher and 2.5 day a week Reading Recovery teacher, a 2 day a week School Counsellor and 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the External Validation process and the subsequent validation panel comments indicated that:

In the domain of Learning the school's self–assessment is consistent with the evidence presented in 4 elements and is validated using the School Excellence Framework. In the domain of Learning, the overall evidence presented indicates the school is operating at the Sustaining and Growing stage.

Learning Culture

The 2015–2017 School Plan reflects the demonstrated commitment within the school community to strengthen and deliver on school learning priorities linked to three strategic directions. Targets related to 'Strategic Systems' and 'Innovative Teaching' demonstrate an unrelenting focus on improvement of student outcomes and are underpinned by John Hattie's model of learning derived from an extensive research evidence base.

Targets related to 'Resilient, Creative Learners,' are underpinned by the Department of Education's Positive Behaviour for Learning (PBL) model. Engagement with the PBL model has supported an increase in positive, respectful relationships among students and staff, facilitating a climate of learning.

Wellbeing

The school Learning and Support Team Policy addresses the needs of all students across the school to ensure that students are supported and have access to rigorous, meaningful and dignified learning experiences.

The Learning and Support Policy provides a comprehensive and inclusive framework to support the wellbeing of students and serves to measurably improve individual and collective wellbeing.

Students at WPHPS are self–aware, build positive relationships and actively contribute to the school, the community and the society in which they live. This is reflected in the Student Leadership Policy as well as the PBL Student Reward System. Students contribute to the collective wellbeing through initiatives such as the school Peer Support Initiative..

Curriculum and Learning

Curriculum provision is enhanced by learning alliances with other schools and organisations. Such alliances include the L3 Network run from WPHPS by a member of staff who is a 'lead trainer'. This network spans scores of schools and over 100 teachers. It positions WPHPS as an outward facing organisation, contributing to and drawing on the expertise of teachers across and beyond Sydney to improve the literacy learning of countless students.

Student transition is supported at all stages of schooling. Alliances with local pre–schools known as the 'Fingertips' Network includes shared professional development and ensures that families and students are supported as they embark upon their formal schooling years at WPHPS.

Formal transition programs with local high schools serve to further ensure that teachers are better able to plan to meet student learning needs as they move into their high–school years. Collection of information related to student achievement across the network serves to promote learning excellence and responsiveness in meeting the needs of all students at multiple stages of schooling.

Assessment and Reporting

At WPHPS, internal and external data is analysed to monitor, track and report on student and school performance. Assessment Maps timetable the undertaking of formal assessment and have been developed and implemented school wide to ensure the collaborative analysis of assessment tasks across stage cohorts.

Teachers engage students with success criteria through the development and implementation of assessment rubrics. In this way, criteria for student assessment is transparent and is aligned with consistent assessment and moderation across stage cohorts. In line with an evidence base for teaching and learning, this method ensures that teachers are able to provide feedback at the task and process level based on clear success criteria in an effort to activate students as

'owners' of their learning.

Parents are regularly updated on the progress of their children. Individual student reports include descriptions of strengths and areas of growth for all students at WPHPS.

Student Performance Measures

The students at WPHPS achieve good value-added results. This is evidenced via internal measures of data derived from L3 and TEN assessment practices. NAPLAN testing demonstrates that around 20 per cent of students achieve at high levels of performance on external performance measures.

Students show higher than expected growth on internal school performance measures. This is evidenced via the Visible Learning Project data which demonstrates that students achieve higher than expected effect sizes, indicating strong growth in the area of writing. This data also reflects the capacity of teaching staff to demonstrate quality curriculum delivery that is relative to the time spent on teaching and learning in classrooms. This data reflects the quality of teaching at WPHPS.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 elements and is validated using the School Excellence Framework. In the domain of Teaching, the overall evidence presented indicates the school is operating at the Sustaining and Growing stage.

Effective Classroom Practice

At WPHPS teachers regularly review and revise teaching and learning programs as part of common practice. This process is supported by L3 and TEN strategies whereby teachers plan for learning based on current and desired levels of student achievement. In this way teachers demonstrate a capacity to alter practice based on evidence of student learning with an unrelenting focus on student achievement.

The Learning Pods Program assisted all teachers at WPHPS to continue to routinely review previous content and preview the learning planned for students in class. In this way teachers applied and discussed the use of formative assessment which saw planning for learning based on and driven by observable outcomes.

As evidenced via the 'Tell Them From Me' survey results, all classrooms at WPHPS are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption..

Data Skills and Use

At WPHPS teachers incorporate data analysis in their planning for learning. This process was consolidated via the Mathematics – Building Blocks for Numeracy modules engaged with by all staff K–6. This professional learning opportunity saw staff engage with assessment instruments such as the SENA on a regular basis to monitor student learning progress and to identify skill gaps for improvement.

Collaborative Practice

The Visible Learning Project requires teachers to work together to improve teaching and learning in their stages for particular student groups. As part of this process teachers provide and receive planned, constructive feedback from peers, school leaders and students to improve teaching practice linked to an evidence base in an effort to make quality teaching practice common practice. The school has identified Visible Learning Leaders drawn from the executive team and teaching staff to lead this ongoing professional learning opportunity.

Learning and Development

At WPHPS the school leadership team understands the evidence base related to improving teaching and learning; particularly the work of Robinson and Hargreaves (2011) who point out the large impact of professional learning on student achievement. As a result, teachers actively share learning from targeted professional development with others. This is evidenced via the Conceptual Learning Integrated Plan process whereby teachers led collaborative planning and evaluative procedures across stage teams to measurably improve student learning in the area of HSIE.

A particular focus on improved teaching methods in literacy and numeracy at WPHPS sees professional learning activities focus on strategies linked to an evidence base for teaching and learning. Professional learning activities such as TEN and Mathematics – Building Blocks for Numeracy ensure a continued focus on best practice in the area of numeracy with L3 and Visible Learning facilitating ongoing learning linked to learning and teaching in the area of literacy.

Professional Standards

At WPHPS all staff demonstrate personal responsibility for maintaining and developing their professional standards. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. This is

evidenced via individual teacher Professional Development Plans that are reflective of the professional learning opportunities presented and inclusive of external and internal professional learning opportunities. These opportunities include the Professional Certificate of Instructional Leadership at Melbourne University which has translated to internal professional learning opportunities such as Conceptual Learning Integrated Plans, the Visible Learning Project and the WPHPS Curriculum Policy.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in 3 elements and is validated using the School Excellence Framework. In the element of School Planning, Implementation and Reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Leadership

At WPHPS, staff have purposeful leadership roles based on professional expertise. Such roles ensure that teaching staff lead a variety of opportunities and initiatives that enhance student achievement. Purposeful leadership roles include coordination of a range of extracurricular activities and student groups such as Science Club, Robotics and sporting groups. Leadership roles also include responsibilities related to professional learning initiatives such as leadership of L3, TEN, Conceptual Learning Integrated Plans and the Visible Learning Project.

The WPHPS school community is committed to the school's strategic directions and practices to achieve educational priorities. This is evidenced via the achievement of significant initiatives made possible via partnerships held between parents, staff, students and the wider community such as implementation of the PBL Student Reward System.

Partnerships between the School P&C and the School Finance Committee serve to further demonstrate commitment to the achievement of educational priorities as they seek to collaborate to fund significant infrastructure to support continued school growth and development.

WPHPS is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families and business organisations. This is demonstrated via partnerships with local business and has led to opportunities such as the North Connex Community Day, leading to the renovation of the K–2 playground.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. This is evidenced by the link between the school finance committee and the P&C which has allowed the implementation of Mini and MultiLit programs to support student learning.

School Planning, Implementation and Reporting

At WPHPS, staff, students, parents and the broader community are welcome and engaged in the development of the vision, values and purpose for the school. This is evident through school planning procedures where extensive consultation takes place relative to the School Excellence Framework with staff and members of the parent community engaged in evaluation and determining 'next steps' throughout structured professional learning and feedback sessions. This process has ensured the development of the 2015–17 school plan that aligns to local and system priorities with annual iterations focused on achieving identified improvements.

A commitment to equity and high expectations for learning for each student is articulated and there is responsiveness to changing needs that is reflected in the significant investment in ongoing professional learning experiences that are ground in best practice and ensure active reflection on practice.

Planning and implementation at WPHPS includes processes for resource allocation, professional learning, performance monitoring and reporting. This is a result of clear linkages between budgets and the school plan. Staff Professional Development Plans closely reflect the strategic targets of the School Plan.

WPHPS acknowledges and celebrates a wide diversity of student, staff and community achievements. Such achievements are acknowledged and celebrated through regular assemblies, the annual Celebration of Learning and Annual Reporting processes.

School Resources

At WPHPS resources are strategically used to achieve improved student outcomes. Workforce planning supports curriculum provision and the recruitment of high quality staff. This is evident via staffing and 'Expression of Interest' procedures.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The integration of long term planning with school planning processes ensures the availability of quality resourcing as required to meet strategic targets. One key outcome of such planning is the widespread access to technology available to support student learning. This has been made possible by the flexible use of learning spaces such as the

Flexile Learning Innovation Place designed to facilitate collaborative, creative learning opportunities.

Management Practices and Processes

At WPHPS there are many and varied opportunities for students and the community to provide constructive feedback on school practices and procedures. This was demonstrated via the Bring Your Own Device (BYOD) strategy where the school demonstrated a high level of collaboration and responsiveness to community consultation.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. Such processes include regular parent interviews and information sessions. These processes underpin ongoing school effectiveness of all school members.

Our self-assessment and the external validation 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

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

Throughout 2017, staff at WPHPS have actively engaged in Instructional Round observations, Learning Pods, Lesson Studies, peer observations and feedback sessions, stage planning, local schools Networks conference presentations and online E-Learning.

To gain further feedback and data about how effectively teachers were differentiating their teaching in mathematics, the staff elected to make the differentiated teaching of mathematics the focus of the new identified problem of practice for the Hills Network Instructional Rounds observation visit. The subsequent findings and recommendations from instructional rounds observations served to inform further professional learning for staff across 2017.

A new format for executive meetings was introduced. Executive meetings moved to being a forum for professional learning for the executive team. Initially the focus was on developing a deeper knowledge of leadership styles and skills. Readings were shared and discussed using the Final Word protocol to promote deep professional dialogue and reflection. Together the executive team worked to improve and deepen their knowledge and understanding of leadership. The executive team also engaged in a suite of professional learning activities as learners to gain a deeper understanding of the learning content before delivering this same learning to the teachers in their stage. Feedback at the conclusion of these sessions referred to a sense of enhanced capacity and increased confidence to lead stage teams through this professional learning.

Using QTSS and school funds, the Curriculum Co-ordinator position was created in order to enhance professional practice by using evidence based strategies, such as collaboration, mentoring and reflective practice, to improve the quality of classroom teaching. The Curriculum Co-ordinator was able to work in classrooms with teachers to demonstrate good teaching practice and to model and provide coaching in the use of visible learning strategies whilst building an atmosphere of trust.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100%of teachers K-6 input PLAN data according to the school schedule.	<ul style="list-style-type: none">• QTSS funding allocation used to create Curriculum Coordinator position. The Curriculum Coordinator worked in classrooms alongside teachers to demonstrate good teaching practice.	<ul style="list-style-type: none">• All Executive team members led stage PL and stage teams to develop conceptual, learning integrated plans (CLIP) aligned to the Geography syllabus• all students K-6 engaged in CLIPs that were aligned to an evidence base for teaching and learning• Curriculum Coordinator worked across classrooms with teachers to further facilitate the implementation of CLIPs• Internal assessment data recorded in Sentral and reviewed
100%of teachers K-6 provide differentiated and individualised learning for students (IEPs, ILPs, adjustments and accommodations, LST, EAL/D)	<ul style="list-style-type: none">• Professional Learning funding• Equity Funding to employ additional in-class learning support	<ul style="list-style-type: none">• Cool kids program implemented to support students managing anxiety and to build resilience• EAFS instructional leader, G&T coordinator and Chaplain regularly attend LST meetings• All students identified via NCCD data have an IEP developed and available for teachers via the LST OneNote.• Staff required to complete IEPs for students referred to LST

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers K–6 provide differentiated and individualised learning for students (IEPs, ILPs, adjustments and accommodations, LST, EAL/D)		• Transition letters provided at the end of the school year for those students identified with anxiety

Next Steps

1. Continuation and consolidation of the Conceptual Learning Integrated Planning (CLIP) process with a focus on implementing teaching strategies aligned to an evidence base. In this way teachers will continue to articulate and implement high yield strategies in line with current research and directions.
2. Consolidating processes related to data collection and analysis with continued focus on student growth. Teachers will identify and address patterns of student growth.
3. Continued focus on professional development aimed at enhancing capacity within the school leadership team to consciously draw on a variety of approaches to leadership as part of daily practice.
4. Leveraging the focus on integration via CLIP to trial the introduction of further STEM education
5. Streamlining processes for policy update and review in line with NESA requirements.



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

After extensive consultation with key stakeholders, 2017 saw the implementation of a new positive behaviour reward system which was aligned to the school wide PBL expectations. Students were consistently encouraged and acknowledged for being 'Safe, Respectful, Learners'. This new reward system enabled students to collect 'Safe, Learner, Respectful' (Solar) cards in order to achieve a Principal's Award, Bronze Certificate, Silver Certificate and eventually a Gold Certificate. The next level of the reward system required students to continue to collect Solar Cards but to also complete a designated number of school service hours to be awarded a PBL trophy, medal and ultimately have their name added to the Honour Board.

In collaboration with the P&C, the school conducted a number of parent information workshops. These workshops provided the parent community with the opportunity to be well informed on a range of topics including:

- Understanding and recognising anxiety in their children
- Supporting students to successfully transition into high school
- Bring Your Own Device (BYOD) programs
- Supporting students and volunteering in the classroom
- Positive Home – School communication
- Shaping the future directions for WPHPS

These parent workshops also provided the wider school community with the opportunity to have a voice and contribute to the future directions of the school.

In 2017, the School Chaplain introduced a 'Support Corner' section into the fortnightly newsletter. This section provided parents with valuable information, interesting and relevant articles and useful resources and websites.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% reduction in the number of welfare incidents related to peer conflict and evidence of improved students' resilience on Sentral.	<ul style="list-style-type: none">• \$2500 towards installation of visible signage• \$2000 towards professional learning for PBL team• \$1000 towards planning days for PBL team	<ul style="list-style-type: none">• PBL team members trained in the implementation of universal classroom systems interventions• Action plan developed for school wide implementation of universal classroom systems interventions• Whole staff professional learning• Staff understand behaviour management response strategies and committed to the consistent implementation in 2018• New PBL linked reward system implemented K-6
85% of students can articulate strategies for dealing with difficult situations.	<ul style="list-style-type: none">• \$8,000 Equity funding to support increased Chaplaincy hours• Professional Learning / Beginning Teachers funding	<ul style="list-style-type: none">• 100% of staff engage in consistent practices / improved systems linked to PBL• 100% of staff effectively using playground slips and flow chart• Visible signage to support behaviour expectations across all settings• reduction in playground incidents / referrals recorded in SENTRAL data base

Next Steps

1. Implementation of universal classroom system intervention strategies across all classrooms K–6
2. Joint commitment with P&C to fund increased School Chaplain's hours
3. Introduce 'Small Steps' parent information sessions into the Kindergarten transition process



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.

Overall summary of progress

Together, the school leadership team have worked to embed systems of classroom based professional learning across the school. This has involved engaging staff in lesson observations, team teaching, Instructional Rounds, and Learning Pods. Staff have been able to develop a collective capacity to participate in high quality, collaborative professional learning activities which are relevant and designed to improve student outcomes. This represents a change from professional learning that has predominantly been 'front loaded' (Timperley et al 2007), where teachers are presented with new learning to translate into practice to professional learning that is collaborative and relevant, with teachers increasing their understanding and improving their practice by learning together.

In consultation with the Curriculum Co-ordinator, the school funded Instructional Leader designed and planned the implementation of a Visible Learning Model of Learning, focusing on the area of writing across grades 3–6. This Visible Learning (VL) project focused on changing / shifting teachers' mindset so that teachers saw themselves as change agents responsible for student learning. The VL project is based on using a cycle of inquiry '*where teachers identify important issue, become the drivers for acquiring the knowledge they need to solve them, monitor the impact of their actions, and adjust the practice accordingly*' (Timperley et al, 2008). This process has seen staff engage with a collaborative teaching partner on a weekly basis to apply visible learning strategies in the pursuit of goals directly linked to teacher impact on individual student outcomes. Staff regularly review their impact and identify areas of need related to professional learning based on meeting the needs of their students. The VL project has provided teachers with a structure for reflecting on practice and determining their impact on student learning. Teachers are actively engaging in reflective practice and reviewing learning programs as a result of their reflection.

The school made a commitment to strengthen and deliver on school learning priorities with the implementation of the TEN Intervention Program. Since implementation in 2015, K–2 staff at WPHPS have been trained by one of the two TEN facilitators at the school. The training and ongoing support from the facilitators provides staff with the capacity to employ:

- Differentiated learning through small group instruction
- Short, focused frequent numeracy sessions on a daily basis
- Explicit, systematic teaching using a variety of differentiated activities
- Strategically targeted activities that focus on the development of early arithmetical strategies

A feature of the TEN program is that ongoing support is provided to staff by the TEN facilitators. Further support for staff occurs during stage meetings in which collegial discussion pertaining to how best cater for the numeracy learning needs of students. The TEN Intervention Program and associated support features provide staff with the capacity to better address the numeracy learning needs of students. The impact of the program can be quantified from the five weekly assessment data in which the majority of students reach or exceed the benchmarks for their respective year groups.

Ongoing L3 training and accreditation for K–2 staff at WPHPS is underpinned by the school's commitment to best practice in early years literacy development. Through continued research based professional learning, in-class support and ongoing collegial discussion during stage meetings, K–2 staff at the school have been able to further develop their literacy teaching knowledge and practice. The assessment data that is gathered as per L3 protocols illustrates that the majority of K–2 students reach or exceed the benchmarks for their respective year groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of teachers will implement engaging, differentiated programs that align to an evidence base for teaching and learning.	<ul style="list-style-type: none">• Professional Learning funds• Beginning Teachers funds	<ul style="list-style-type: none">• All Early Stage 1 & Stage teachers complete L3 & TEN training• All K–2 classrooms reflect L3 / TEN Pedagogy• Visible Learning Project established and communicated to all members of staff
85% of students will exit K–2	<ul style="list-style-type: none">• School funded	<ul style="list-style-type: none">• All K–2 classrooms reflect L3 / TEN pedagogy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
achieving reading level 30 and 85% of students will exit K–2 at Facile on the Early Arithmetic Strategy Continuum	Instructional Leader / Curriculum Coordinator using QTSS & professional learning funding	<ul style="list-style-type: none"> • 5 weekly assessment data collected monitored • Reading Recovery screening conducted • Fingertips fine & gross motor milestone checklist
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.	<ul style="list-style-type: none"> • QTSS funding 	<ul style="list-style-type: none"> • Curriculum Coordinator working alongside teachers in classrooms to model best practice • stage teams work in collaboration with Curriculum Coordinator to measure teacher impact

Next Steps

1. Extension of the Visible Learning Platform to the Key Learning Area of Mathematics. Teachers will deliver curriculum with a focus on processes and skills defined via the SOLO Taxonomy and differentiation.
2. Continuation and consolidation of the L3 and TEN professional learning initiatives (in line with Literacy and Numeracy progressions) with a continued focus on 5 weekly monitoring
3. Working with the wider community to share achievement outcomes and enhance connections between home and school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>No students identifying as Aboriginal in 2017</p> <p>All staff have an understanding of the Aboriginal Education policy and incorporate Aboriginal perspectives across all teaching programs.</p>
English language proficiency	<p>Employment of additional EAL/D teacher support Total funding = \$103,808</p>	<p>EAL/D trained teachers employed to provide Literacy and Numeracy support within the student's regular classroom.</p> <p>All EAL/D students are assessed against the EAL/D scales as part of the reporting process</p>
Low level adjustment for disability	<p>Employment of additional SLSO support Total funding = \$86,127</p>	<p>Targetted students provided with a differentiated learning program, developed to support specific learning needs.</p> <p>SLSO's employed to work in classrooms to implement and monitor adjusted learning programs within the student's mainstream classroom.</p> <p>SLSO's also support the implementation of specific social, emotional and behaviour programs within the playground environment.</p> <p>The school's Learning Support Team used National Consistent Collection of Data (NCCD) to engage the teachers in the preparation of individual adjustment records reflecting how to cater for the varied individual learning needs of their students with identified learning needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funds used to create the Curriculum Coordinator position.</p>	<p>Curriculum Coordinator position created to enhance professional practice by using evidence based strategies, such as collaboration, mentoring and reflective practice, to improve the quality of classroom teaching. The Curriculum Coordinator worked in classrooms alongside class teachers to demonstrate good teaching practice.</p>
Socio-economic background	<p>Employment of additional L@ST support Total funding = \$8,366</p>	<p>100% of students supported in order to be achieving at / or above expected stage outcomes.</p>
Support for beginning teachers	<p>Casual relief to cover the provision of additional RFF; attendance at TPL Casual relief to cover Stage supervisor / mentor to conduct regular meetings, lesson observations, and feedback sessions</p>	<p>Beginning teachers are supported to achieve professional learning goals and to satisfy the Australian Teaching Standards.</p> <p>Beginning teachers were provided with an additional 2 hours release from face to face teaching. They attended professional learning courses linked to the professional standards and met regularly with their supervisors/mentors.</p>
Targeted student support for refugees and new arrivals	<p>Employment of additional EAL/D teacher support</p>	<p>All New Arrivals assessed against the EAL/D scales.</p> <p>This funding allows for an extra part-time teacher to provide intensive language support with a focus on conversational English,</p>

Targeted student support for refugees and new arrivals

Employment of additional EAL/D teacher support

listening and speaking activities, reading and writing skills.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	301	330	352	348
Girls	278	295	302	301

Student enrolment numbers remained consistent in 2017, with the school operating 26 classes across the grades.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	95.8	96.9	97.1
1	96.2	95.8	95.2	96.9
2	96.4	97.3	95.6	96.2
3	97	95.7	95.3	97.2
4	96.3	95.6	96.4	97.9
5	95.9	94.5	95.2	96.1
6	95.3	95.3	94	96.6
All Years	96.3	95.7	95.6	96.8
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

West Pennant Hills student attendance rates continue to be high, consistently achieving above region and State averages. In order to maintain these high rates of attendance, WPHPS monitors student attendance closely with class teachers and the school executive ensuring that patterns of student non attendance are followed up according to the Attendance Policy.

The importance of regular attendance at school is stressed amongst the student and parent community.

and clearly communicated through the newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	24.76
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

West Pennant Hills Public School staff consists of a mixture of 45 permanent, temporary, fulltime and part-time teaching and administrative staff.

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	30

Professional learning and teacher accreditation

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

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

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 Actual (\$)
Opening Balance	339,677
Revenue	5,424,016
Appropriation	4,666,554
Sale of Goods and Services	73,915
Grants and Contributions	675,605
Gain and Loss	0
Other Revenue	0
Investment Income	7,943
Expenses	-5,660,079
Recurrent Expenses	-5,660,079
Employee Related	-4,774,020
Operating Expenses	-886,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-236,062
Balance Carried Forward	103,615

The school's Finance Committee is chaired by the Principal and is made up of the Senior Administration Manager and the Deputy Principal. This committee discuss and manage the school's revenue and expenditure across the school year.

WPHPS provides L3 professional training, on a cost recovery basis for staff external to the school community. In 2017, WPHPS receipted \$157,000 to cover the cost of delivering L3 professional learning, associated administration and catering.

Throughout 2017, with the support of the P&C, the school continued to invest in the acquisition and / or upgrade of technology in the classroom. The P&C also continued to support the highly valued Multi-lit and Mini-lit programs. These programs provide targeted literacy support for students in years 2, 3 & 4.

The school continued to expend significant funds on maintaining and upgrading the school grounds. In 2017, the school installed synthetic turf in the K-2 playground as well as undertaking extensive maintenance and

trimming of the trees across the school site.

Towards the end of the 2017 school year, in collaboration with the P&C, the school contributed significant funds towards the construction of an amenities block on the school oval.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,177,714
Base Per Capita	99,948
Base Location	0
Other Base	4,077,766
Equity Total	225,302
Equity Aboriginal	0
Equity Socio economic	8,366
Equity Language	130,808
Equity Disability	86,127
Targeted Total	83,394
Other Total	101,869
Grand Total	4,588,279

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.

Literacy – Year 3

In 2017, 99 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.

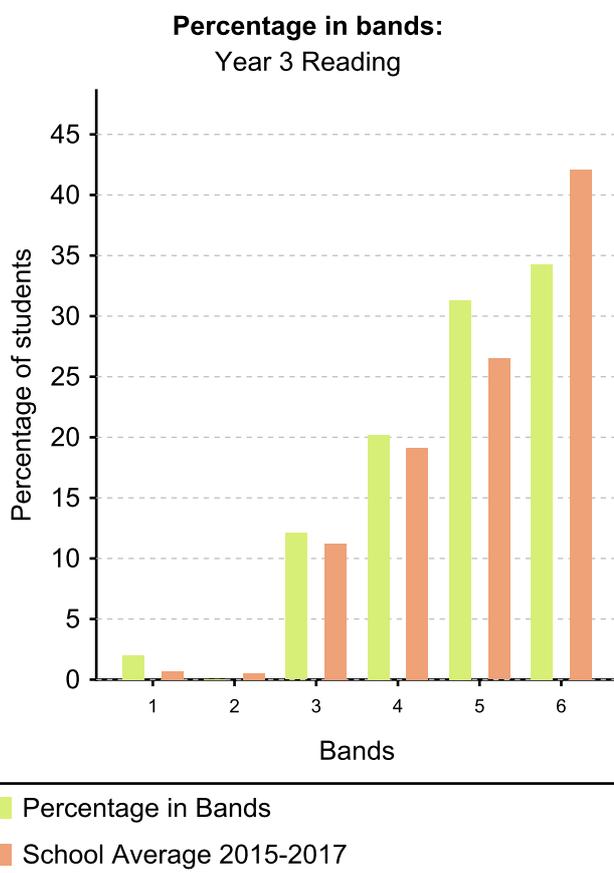
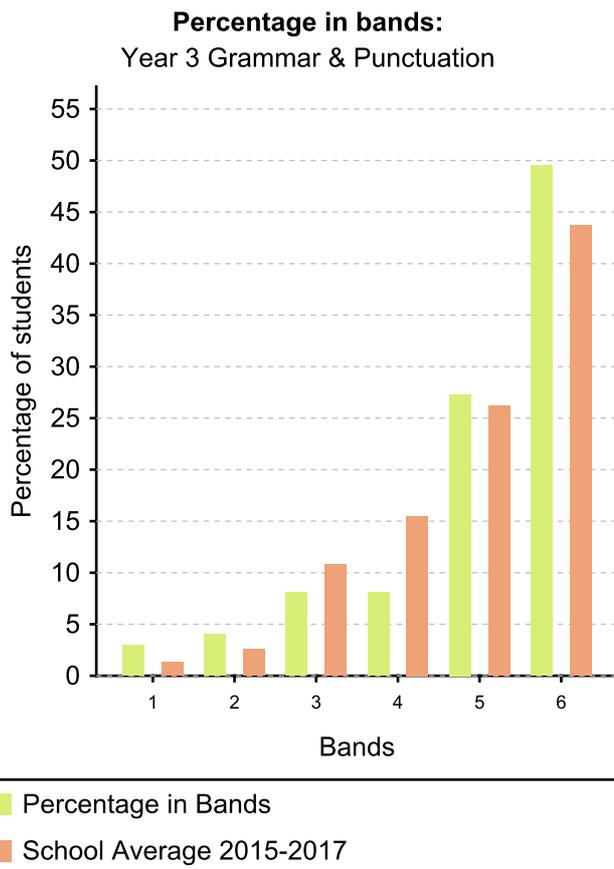
- In Reading, 34.3% of students achieved Band 6 (the highest band for achievement). This compared well to 29% against State results. A total of 65.6% of all students were placed in the top two bands.
- A total of 22% of students achieved in Band 6 for Writing. This compared well to 14.5% against State results. 74.7% of all students were placed in the top two bands – this is an increase of 3.7% on 2016 results.
- In Spelling, 29.3% of our students achieved Band 6. This compared well to 28% for the State. A total of 59.6% of students were placed in the top two bands.
- A total of 49.5% of students achieved Band 6 (the highest band for achievement) in Grammar and Punctuation – an increase of 8.5% on 2016 results. This compared very well to 35.8% for the State. 76.8% of all students were placed in the top two bands.

Literacy – Year 5

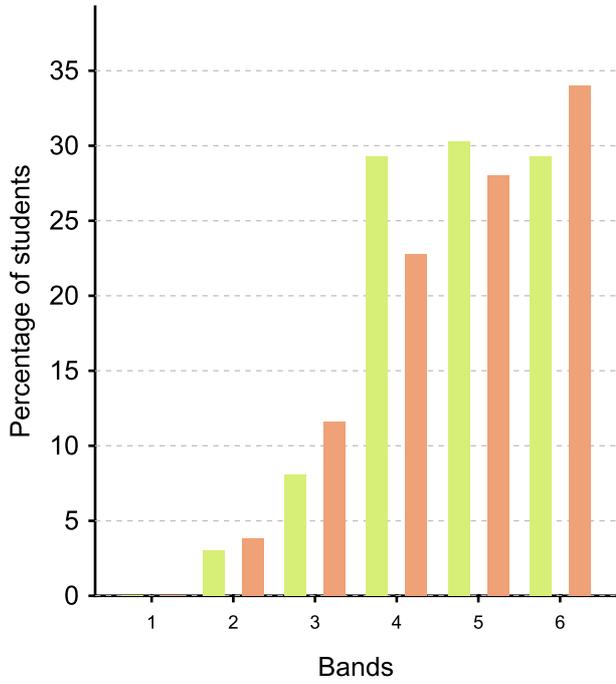
In 2016, 93 Year 5 students completed the Literacy component of NAPLAN, which included reading, writing, spelling, grammar and punctuation. Overall, students at West Pennant Hills PS performed in comparison with students across the State in all areas of Literacy.

- In Reading, 24.7% of students achieved Band 8 (the highest band for achievement). This compared well to 18.4% for the State. A total of 56% of all students were placed in the top two bands.
- A total of 9.8% of students achieved in Band 8 for Writing. This compared well to 5.3% for the State. 21.8% of all students were placed in the top two bands.
- In Spelling, 24.7% of our students achieved Band 8. This compared well to 17.4% for the State. A total of 47.3% of students were placed in the top two bands – an increase of 3.3% on 2016 results.
- A total of 23.7% of students achieved Band 8 (the

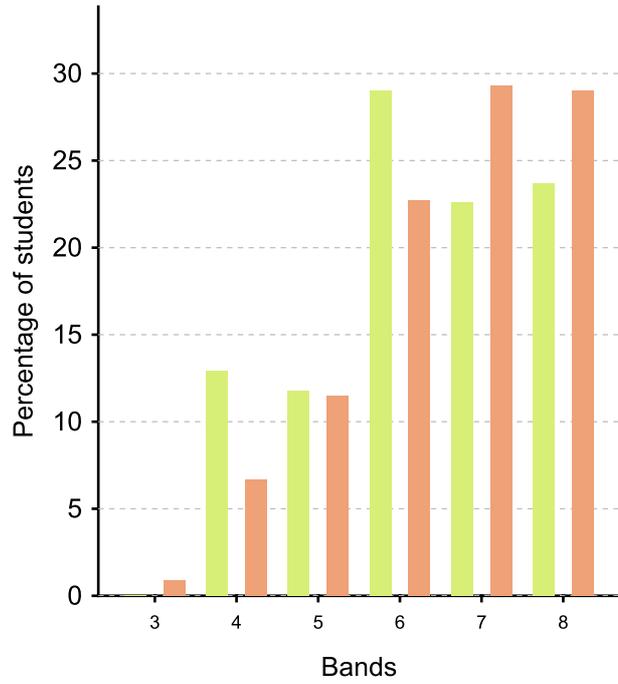
highest band for achievement) in Grammar and Punctuation. This compared well to 21.8% for the State. 46.3% of all students were placed in the top two bands.



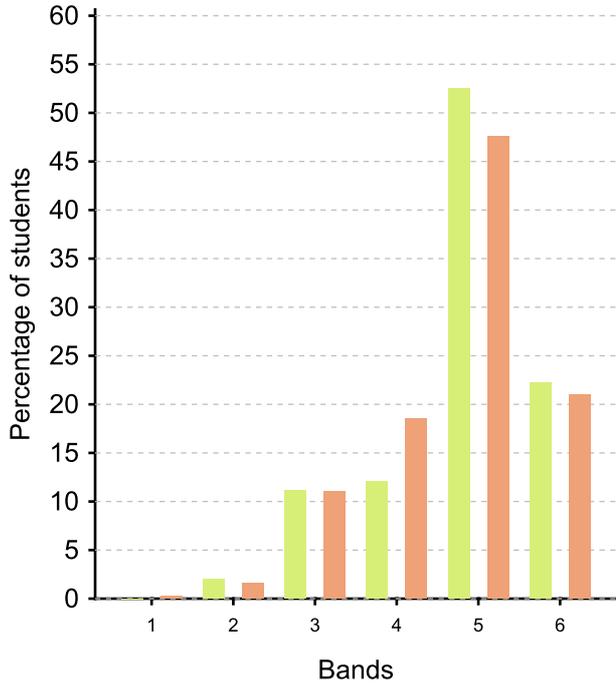
Percentage in bands:
Year 3 Spelling



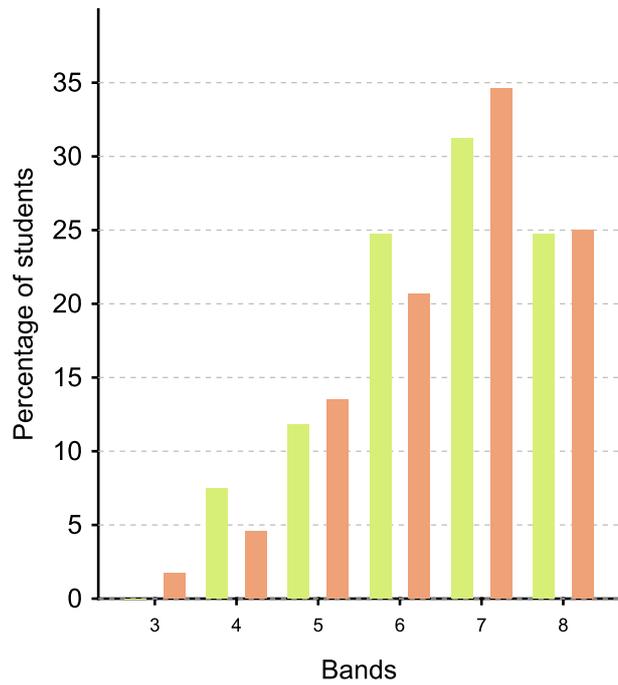
Percentage in bands:
Year 5 Grammar & Punctuation



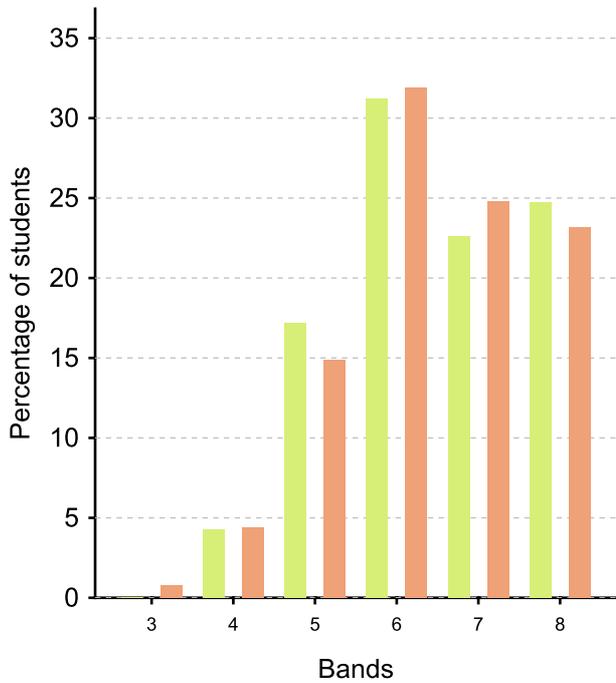
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Numeracy – Year 3

In 2017, 99 Year 3 students completed the Numeracy component of NAPLAN, which included number, patterns and algebra as well as measurement, data, space and geometry.

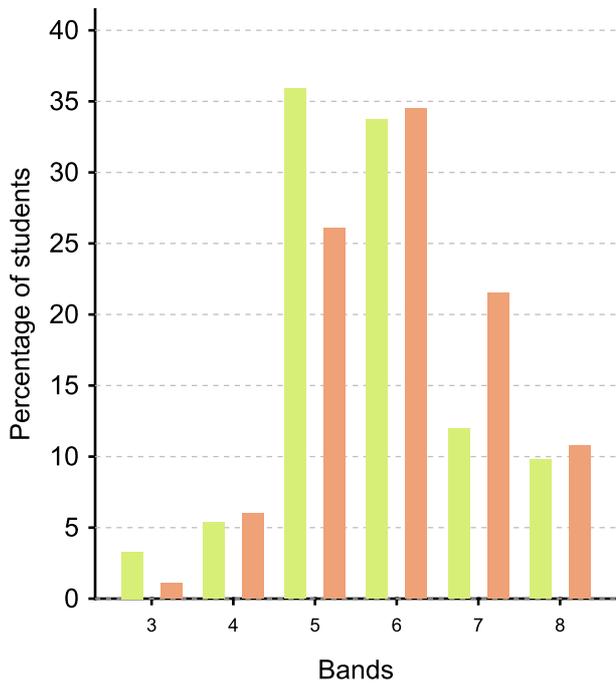
- In overall Numeracy, 33.3 % of students achieved Band 6 (the highest band for achievement). This compares well to 23% for the State results. A total of 60.6% of all students were placed in the top two bands.

Numeracy – Year 5

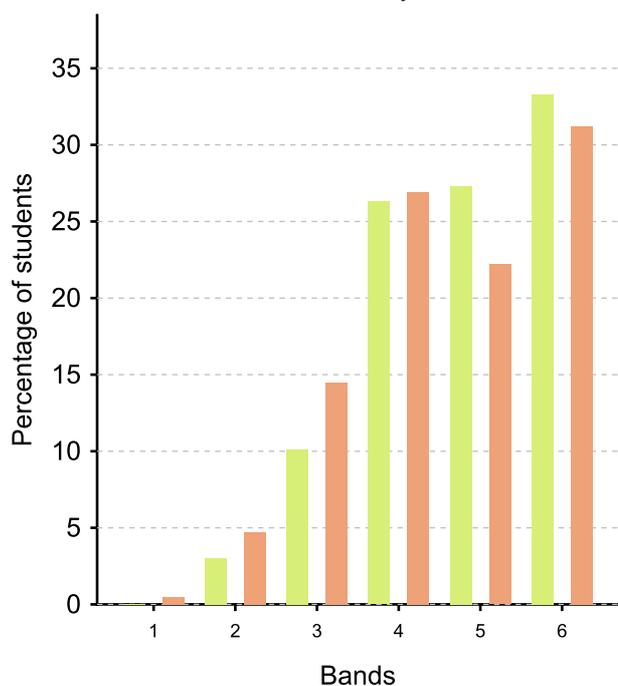
In 2017, 93 Year 5 students completed the Numeracy component of NAPLAN, which included number, patterns and algebra as well as measurement, data, space and geometry.

- In overall Numeracy, 17.2% of students achieved Band 8. This compares well to 13.4% for the State. A total of 38.7% of all students were placed in the top two bands.

Percentage in bands:
Year 5 Writing

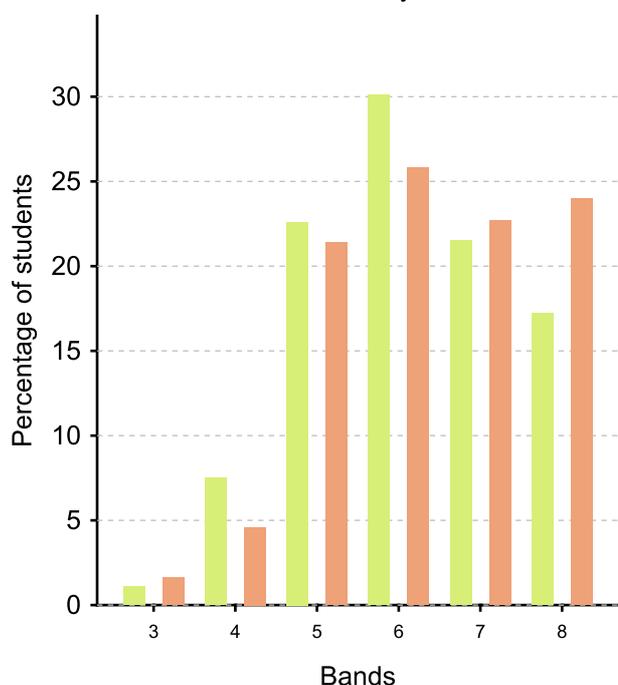


Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	10.1	26.3	27.3	33.3
School avg 2015-2017	0.5	4.7	14.5	26.9	22.2	31.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.1	7.5	22.6	30.1	21.5	17.2
School avg 2015-2017	1.6	4.6	21.4	25.8	22.7	24.0

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.>

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 2017 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 2017 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

In 2017, a series of parent forums were initiated to enable parents to provide feedback on what was important to them about their child's learning and wellbeing. Parents worked in stage groups to provide feedback about the school programs and initiatives they valued and believed had a positive impact on their child's learning and wellbeing. Parents also were given the opportunity to make recommendations and suggestions towards the development of the 2018 – 20 school plan.

Policy requirements

Aboriginal education

Aboriginal education continues to form an integral part of the curriculum with students learning about Aboriginal history and culture as well as relevant current issues. Aboriginal and Torres Strait Islander cultures are celebrated during NAIDOC week through the exploration of history and creative arts. In 2017,

students at West Pennant Hills PS celebrated NAIDOC week through participation in a range of class based activities. Students also had the opportunity to gain a greater understanding of traditional Indigenous culture through a number of Aboriginal performances.

Multicultural and anti-racism education

Approximately 30% of our student population come from non-English speaking backgrounds. School programs are developed by staff to promote and strengthen all students' understanding of culture, cultural diversity, racism and citizenship within a democratic multicultural society.

Many programs have been implemented to support and promote multicultural education. These include English as an Additional Language/Dialect (EALD) strategies being implemented in the classroom by a specialist teacher. This teacher develops comprehensive programs that target the individual needs of students 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.

Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Classroom teachers ensure that multicultural and antiracism education is embedded into their routine classroom practice.

We celebrate Harmony day to highlight and promote multicultural education.

Other school programs

Beyond the classroom

The staff at West Pennant Hills Public School are committed to providing students with opportunities to participate in a wide variety of co-curricular and extracurricular activities during their schooling years at our school. To enable such activities to successfully operate and function, we have many dedicated teachers who work beyond their classrooms to contribute to broader school programs.

These teachers offer activities that are aligned to their interests, passions and expertise. They spend many hours before, during and after school preparing, organising and programming activities, as well as attending events and performances outside of school hours.

The co-curricular and extracurricular programs run at West Pennant Hills Public School provide our students with opportunities to learn the value of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity and a sense of culture and school community.

The Science Club run by 2 teachers, involves a weekly after school commitment. Science Club gives students the opportunity to explore, experiment and investigate various topics of Science, through hands on activities and learning experiences. Participating students report that they are 'having a lot of fun' at Science Club and that they have 'learnt a lot about Science'.

Students attending **Robotics Group** participate in after hours workshops where participants are encouraged to think for themselves and to collaborate with one another. The club aims to allow students to gain confidence in solving problems, exchange ideas with others and present their work in a relaxed and supportive environment. A student stated that he was 'lucky enough to participate in this fun after school activity' where he 'learnt many amazing things including programming, interacting with robots, problem solving, robot builds and friendship'.

West Pennant Hills Public School offers four **Dance groups** run by nine teachers. Dance practice is conducted at various times before school, lunchtime and after school. Our dance groups perform at school assemblies and events, as well as weekend and evening eisteddfods, spectaculars, concerts and Sydney North Festivals. One of these groups also performs each year at the Schools Spectacular. This outstanding community event is a highlight each year for our students and parents. All dance groups are highly regarded within our school community.

Our **Sport Program** at West Pennant Hills Public School is very comprehensive. Each year our students participate in three major carnivals that are organised by teachers and sport coordinators after school hours. Organisation of such events consumes many hours completing the necessary tasks needed to successfully run carnivals for approximately 400 students. After

school carnivals, school teams are selected to attend zone carnivals and successful athletes progress further. Sport coordinators facilitate student participation in these events. As well as stage sport sessions conducted at school, our senior students progress through trials and selection procedures to gain selection into school teams which participate in inter school sporting events such as cluster sport, state knockout and gala days. Training for these teams are often conducted before school, lunchtime and after school. Our sport coordinators work long hours establishing links with zone and area sporting groups by attending meetings and sporting events. They conduct trials and organise students to attend zone and area trials in a wide variety of sports. At WPHPS we also have teams participating in gala days in sports such as soccer, AFL, cricket, basketball, Oz tag and hockey.

Whole school musical productions and dance concerts are held biannually at WPHPS. One teacher has been the key organiser for each of these events and they are supported by a committee of staff who complete delegated tasks and responsibilities. Committees have met at the beginning of the school year and worked tirelessly throughout the year, culminating in production week with 4 packed evening performances for the school community. Every student K – 6 performed in these productions

At WPHPS we have 3 **school bands** run by a parent committee and Key Music Australia. One staff member oversees the band program and liaises between the band and the school. She attends meetings and band performances in and out of school hours. Several teachers also attend the annual band camp held over 3 days to assist with organisation and student supervision.

The **Night of Notables** is an enrichment opportunity for extending learning experiences for our gifted and talented students. The program stresses independent learning, wide and deep research, personal commitment and higher level thinking. This program is organised and implemented by a group of teachers who assist the students during school time and after school each week. Staff are also responsible in organising the final presentation evening. The program concluded at a Night of Notables evening with students, parents and teachers attending.

The **Debating program** at WPHPS is an after school activity run by 3 members of staff. Students learn debating skills and develop confidence in public speaking. The debating group participates in inter school debating competitions which are organised by our staff. Many after school hours are spent teaching the students the necessary debating skills and preparing them for their debates in school and for competitions.

We have 2 **choirs** that are run by teaching staff at WPHPS. Our choirs meet weekly for rehearsals at lunchtime to prepare for many performances that are held in school and at special events and festivals.

Another biannual event held at WPHPS is the **School**

Art Show. The Art Show is held every alternate year to the musical and dance concerts. One teacher has been the key organiser for this event and they are supported by a committee of staff who complete delegated tasks and responsibilities. The committee met at the beginning of the school year and worked tirelessly throughout the year, culminating in 'The Art Show' which is open for the school community to view and enjoy for 4 days. Every student K – 6 has at least one piece of art exhibited.