

Pleasant Heights Public School Annual Report



2017



4357

Introduction

The Annual Report for **2017** is provided to the community of **Pleasant Heights PS** 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.

Leonie Venables

Principal

School contact details

Pleasant Heights Public School

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Message from the Principal

Pleasant Heights Public School is a unique place. We are a proud community school with a strong history of providing a wide range of teaching, learning and extra curricula activities that meet the needs of our students. The staff of Pleasant Heights Public School are hardworking, passionate about what they do, committed to improving their skills and go to great lengths to support all students. Our School Learning Support Officers (teacher's aides) and our administration staff are frequently identified as one of the strengths of our school, not just by our community but by students as well.

The support of teachers, students and the community enables us to offer a wide variety of opportunities for our students. Not only do we provide opportunities in the Key Learning Areas, our students have been involved in public speaking, choir, dance, band, Robotics, Southern Stars, coding workshops and sporting teams and carnivals. My sincere thanks to our staff who willingly take on a wide range of curricular activities for the benefit of our students.

As we look to 2018 I am excited by the possibilities presented to us. We are focused on ensuring our teachers continue to receive high quality professional learning in order to have the greatest impact on student achievement and growth.

It is an exciting time to be a school leader and to be part of such a dynamic school. I am proud of the work and achievements of our school and students in 2017 and I look forward to seeing what we will achieve together in 2018.

School background

School vision statement

Pleasant Heights Public School is committed to developing students to their full intellectual and social potential and to be literate, caring and effective world citizens. We will achieve this through:

- delivering quality education that fosters high expectations
- challenging and engaging programs
- a focus on student achievement and academic growth
- a strong focus on literacy and numeracy
- opportunities to develop creativity and confidence
- inspiring students to value respect and responsibility in a safe and fun learning environment
- partnerships between school, families and community
- developing life-long learners who take responsibility for their learning

School context

Pleasant Heights Public School has an enrolment of 260 students and is located in a unique natural environment that embraces the Illawarra escarpment.

The school offers and promotes a dynamic learning environment which is characterised by high parental/community expectations and a culture that values and maintains excellent student achievement.

A broad curriculum that includes a commitment to technology, performing arts and student welfare is valued by the school community. Wellbeing is supported through school development, student welfare, learning, leadership and planning in a context of universal principles that guide consideration for the needs of all students, staff and parents.

Priorities for 2018 and beyond include quality literacy and numeracy programs for all students, building teacher capacity, and enhanced learning through technology as the foundation of life-long learning.

The school has seen a significant increase in student enrolment over the past four years. Staff consists of dedicated and experienced teachers and support staff, and teachers in their early stages of career. There is a whole school focus using the NSW Quality Teaching Framework to provide a broad curriculum, that caters for all learners and promotes engagement in an environment that is well supported by the school community.

Parents, teachers, staff and members of the wider community value and acknowledge the outstanding academic success and results consistently achieved by students at the school.

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

In the domain of Learning, our focus has been on assessment and reporting and keeping parents up to date with their child's learning progression. We achieve this through student reports that contain detailed information about individual

student achievement and areas for growth. This information also provides the basis for discussion with parents. Parents have an understanding of what their children are learning and how to assist and support them in their learning. In 2017 we also introduced student-led conferences. This year we continued with a focus on Visible Learning and Formative Assessment practices to drive continual student improvement and success. Student learning goals are clear and explicit, with student's reflecting on their role as a learner. PLAN data is regularly updated across the school ensuring that teachers are tracking student achievement and making learning relevant and responsive. A future direction for the school in 2018 is for all staff to undertake Corwin training in Visible Learning and for the school executive team to collect and analyse school data to further refine the needs of the school.

In the area of Learning, we are Sustaining and Growing.

Teaching

In the domain of teaching, our focus has been on Effective Classroom Practice and Collaborative Practice. We achieved this through allocating time for the three Assistant Principals to each work within the classrooms of their teams, having stage planning time, and in Term 4, giving stage teams time off class together to interrogate data, and collaboratively plan together. We have specifically focussed on writing as a starting point. This resulted in building teacher capacity to identify the learning needs of students through the analysis of PLAN and NAPLAN data and syllabus documents. Shared expectations and targets for improvements were achieved.

In the area of Teaching, we are mainly Sustaining and Growing.

Leading

In the domain of Leading, our school has focused on resources. We understand that creative and innovative ways of using school resources can help maximise student learning. We implemented the use of teaching and learning spaces in a flexible and fluid way to maximise learning opportunities with the future goal of extending flexible learning spaces in 2018 to other classrooms. Feedback from students and parents with regards to flexible learning spaces was positive. The use of technology is an integral part of classroom practice. In 2017 our BYOD program was extended to include Years 2-6. There was an increase of teacher confidence with the use of technology within the classroom.

In the area of Leading we mainly Sustaining and Growing.

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

Student Learning and Engagement

Purpose

To ensure that all students are engaged through innovative and relevant curriculum that inspires them to achieve and learn in the 21st Century. A modern learning environment with planned explicit and systematic learning activities will ensure students achieve their social and academic potential.

Overall summary of progress

There has been a continued focus on student learning and engagement. All students have access to a quality, differentiated curriculum. A whole school focus on Visible Learning and Formative Assessment strategies was introduced. Learning intentions and success criteria together with specific feedback were implemented in classrooms to drive student improvement. Student learning data was analysed and used to inform future learning goals and teaching strategies were implemented to support students in the achievement of their learning goals. School leaders are committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <p>An increased proportion of students achieving their social and academic potential</p> <ul style="list-style-type: none">• NAPLAN data shows an increase in growth in reading, writing and numeracy annually, and when measured against the state and school three year trend data.• greater than 90% of student feedback shows their satisfaction with their learning and achievement• all student learning in literacy and numeracy is tracked against expected benchmarks using PLAN | <p>Staff and Stage Meetings</p> <p>All K–6 staff regularly update PLAN data.</p> | <p>NAPLAN data indicates our students are performing above state average.</p> <p>60% of Year 3 students are in the top 2 bands for reading compared to 51% for state.</p> <p>57% of Year 3 students are in the top 2 bands in writing compared to 53% for state.</p> <p>60% of Year 3 students are in the top 2 bands in spelling compared to 53% for state.</p> <p>73% of Year 3 students are in the top 2 bands in grammar and punctuation compared to 62% for state.</p> <p>52% of Year 3 students are in the top 2 bands in numeracy compared to 43% for state.</p> <p>61% of Year 5 students are in the top 2 bands in reading compared to 40% for state.</p> <p>24% of Year 5 students are in the top 2 bands in writing compared to 18% for state.</p> <p>47% of Year 5 students are in the top 2 bands in spelling compared to 38% for state.</p> <p>50% of Year 5 students are in the top 2 bands in grammar and punctuation compared to 36% for state.</p> <p>50% of Year 5 students are in the top 2 bands in numeracy compared to 33% for state.</p> <p>We will collect data on levels of student satisfaction through the Tell Them From Me surveys in 2018</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <p>An increased proportion of students achieving their social and academic potential</p> <ul style="list-style-type: none"> • NAPLAN data shows an increase in growth in reading, writing and numeracy annually, and when measured against the state and school three year trend data. • greater than 90% of student feedback shows their satisfaction with their learning and achievement • all student learning in literacy and numeracy is tracked against expected benchmarks using PLAN | | <p>Student progress is tracked and monitored on the Literacy and Numeracy continuum and data walls.</p> |
| <p>Student engagement in innovative and relevant curriculum in modern learning environments with planned explicit and systematic learning activities</p> <ul style="list-style-type: none"> • all staff implementing 21st century learning strategies in their teaching • increase in parent feedback showing the success of the schools educational programs • increase in student feedback showing their satisfaction with their learning and achievement | <p>\$9837</p> <p>Stage and staff meetings</p> <p>staff release days</p> <p>Surveys</p> | <p>All staff implemented and utilised technology in the classroom.</p> <p>The use of technology in curriculum delivery has strengthened across the school with the use of robotics and coding 3–6 using an external provider.</p> <p>BYOD program years 3–6. successfully implemented with 95% of students participating. BYOD program introduced in Year 2.</p> <p>Increased parental support and understanding for the BYOD program.</p> <p>August parent surveys, positively highlighted the success of our educational programs with 87% including positive comments about our programs.</p> <p>We will collect student satisfaction data in the Tell them From Me surveys in 2018</p> <p>The use of learning intentions and success criteria supported student academic growth and achievement. Students were able to articulate their learning goals and identify 'where to next'.</p> |

Next Steps

Next steps to feature in the 2018–2020 plan will be:

Continued professional learning on Visible Learning through Corwin Visible Learning.

Embed a culture of Formative Assessment and Visible Learning strategies.

Further develop teacher learning communities

Provide time for collaborative planning in stage teams.

Further develop staff expertise in the interpretation and use of data.

Develop familiarity with the new learning progressions as a means to analyse and track student growth.

Increase the percentage of students achieving expected growth in NAPLAN years 3 and 5.

Strategic Direction 2

Professional Practice

Purpose

To embrace professional leadership and learning opportunities that maximise teacher quality. This will ensure an environment that will provide innovative teaching and learning programs which create independent learners, achieving excellence and success.

Overall summary of progress

A focus on targeted teacher professional learning has ensured that teachers are well-equipped to differentiate learning to cater for diverse student needs. Professional learning is aligned to the school plan and teachers' PDP's. Teachers have engaged in professional learning to further develop literacy and numeracy pedagogy across the school including Writing In The Middle Years and Mathematics Building Blocks For Numeracy. School leaders attended professional learning at Dylan William Formative Assessment conference and in-serviced staff. All teachers having access to ongoing coaching, mentoring and support.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| Staff engage in professional learning and leadership opportunities that maximise teacher quality <ul style="list-style-type: none">• all staff develop their Individual Professional Learning Plans to improve practice• all staff demonstrate responsibility for their professional learning• all teachers have Professional Learning Plans focusing on attainment of professional goals reflecting the Australian Professional Standards for teachers by the end of 2017 | \$16218 PDP framework Staff and Stage meetings Collaborative planning time | All staff completed their PDP's in consultation with their supervisor. Professional learning occurred in stage teams and whole school format. Staff participation and contribution to professional learning opportunities led to improved pedagogical practice in every classroom across the school. Stage teams met regularly to plan, implement and reflect on teaching, learning, assessment and reporting. Systematic collection and analysis of data refine the work undertaken in classrooms and across stages of learning, further informing and refining teaching and learning. |
| Leaders provide an environment for improved professional learning and quality teaching <ul style="list-style-type: none">• the school has a detailed and documented induction and development program• all teachers have a set of documented goals related to performance and development and ways of measuring progress towards them• the school has an agreed process for regularly reviewing progress towards these goals | Staff and stage meetings Executive meetings PDP meetings | All staff and executive reflected and reported on the achievement of their own learning and leadership goals against The Australian Professional Standards for Teachers through their PDP. School leaders support staff to reflect on their PDP goals by providing regular feedback and advice. PDP meeting throughout the year. |

Next Steps

Next steps to feature in the 2018–2020 plan will be:

Staff will continue to build their capacity through focused professional learning and development that creates a culture where every staff member engages in ongoing, relevant, evidence-based professional learning.

Regular planned observation rounds to provide opportunities for feedback and reflection

Performance and Development Plans clearly demonstrate links between individual professional learning and aligned with the 2018–2020 School Plan.

Build capacity within the whole school through distributed leadership and shared responsibilities.

Strategic Direction 3

Positive Partnerships

Purpose

To build and sustain a culture of excellence by maximising student opportunity through active partnerships between students, staff, and parents/carers. High expectations are fostered by an equitable and inclusive school culture, supported by positive and authentic relationships.

Overall summary of progress

Building strong and respectful partnerships with families and community supports quality teaching and maximises student engagement. Parents are encouraged to attend community events, participate in classrooms, assist with reading and attend parent workshops. A commitment to the improvement of student well-being was strengthened through the Chaplaincy Program and the reintroduction of new PBL values and practices. A new student award system was implemented and staff utilised SENTRAL for tracking student awards. Pleasant Heights Public School continued to be an active member of the Keira Community of Schools, and has meaningful partnerships with Wollongong University and Wollongong Conservatorium.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| <p>There is a culture where success is valued and a strong social conscience is developed</p> <ul style="list-style-type: none"> • increase in students showing positive behaviour for effective learning • increase in students participating in curricula and extra-curricula programs and experiences • increase in the development of personalised/individual learning plans | <p>\$5790</p> <p>SENTRAL</p> | <p>PBL practices have resulted in a reduction of student referrals for minor and major behaviours. SENTRAL data reveals an increased trend in positive behaviour practices.</p> <p>Students have been provided with a range of extracurricular activities to meet students' interests and needs across educational, creative, social and sporting domains.</p> <p>All Aboriginal students had a Personalised Learning Plan (PLP) in place, developed in consultation with parents/carers. Plans were reviewed, monitored and updated at regular intervals.</p> <p>Learning and Support Team (LST) met regularly to discuss student learning needs and students IEP's to respond to changing student profiles.</p> |
| <p>Parents and community are engaged in positive and meaningful partnerships with the school</p> <ul style="list-style-type: none"> • parents have access to a range of information, communication and feedback opportunities • parents and community given the opportunity to participate in decision making and planning • increase in parent feedback showing satisfaction with the schools' educational programs, the learning environment and their connection with the school • positive, productive and meaningful partnerships are formed with at least two external organisations | <p>Newsletter</p> <p>Website</p> <p>P&C Meetings</p> <p>Surveys</p> <p>See-Saw</p> <p>Keira Cos</p> <p>University of Wollongong</p> | <p>Parents participated in surveys to evaluate the educational outcomes within the school. Responses were positive and demonstrated support for our programs. Parents were also involved in the decision making process through P&C.</p> <p>Parent workshops were conducted to evaluate current school plan and the future directions for 2018–2020 school plan.</p> <p>Parents were engaged in classroom activities, Multilit and Rocket Reading workshops, Kindergarten Orientation workshops on Literacy, Numeracy, Technology and Preparation for school. and a Life Education Parent Workshop</p> <p>Parents were kept informed of their child's learning progress through 'Meet the Teacher', parent/teacher interviews, student led conferences and twice yearly written reports. Additional</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| <p>Parents and community are engaged in positive and meaningful partnerships with the school</p> <ul style="list-style-type: none">• parents have access to a range of information, communication and feedback opportunities• parents and community given the opportunity to participate in decision making and planning• increase in parent feedback showing satisfaction with the schools' educational programs, the learning environment and their connection with the school• positive, productive and meaningful partnerships are formed with at least two external organisations | | information provided to most classes through See-Saw. |

Next Steps

Next steps to feature in the 2018–2020 plan will be:

Whole school focus and implementation on Positive Behaviour for Learning.

Review student welfare procedures, develop PBL matrix and PBL lessons.

Tell Them From Me Survey completed by students, parents and school staff

Collect and analyse data regarding community engagement and partnerships to drive future directions.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|---|
| Aboriginal background loading | \$4174 | All Aboriginal students have Personalised Learning Pathways which enabled the class teacher and Learning and Support Teacher (LaST)to focus on specific learning goals. We had no Aboriginal students completing NAPLAN this year as none were in years 3 or 5. |
| English language proficiency | \$33549 | EALD students were supported in class, individually or in small groups by an EALD teacher, LaST and an SLSO. The support was targeted to support the differentiated strategies needed to support and maximise success. |
| Low level adjustment for disability | \$56267 | Students requiring low level adjustment for disability were supported through the LaST and SLSO time. |
| Quality Teaching, Successful Students (QTSS) | \$44643 | In 2017, QTSS funding was used to provide the three Assistant Principals additional time to collaborate with their teams. In term 4, Collaborative Planning time was implemented, giving staff on the same stage, time off class together to analyse data and collaboratively together. |
| Socio-economic background | \$9483 | Funding was used to provide additional SLSO and teacher time to support the educational needs of students from low socio- economic backgrounds. Other funding was used to enable students to access the curriculum eg attend excursions and school activities |
| | | |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 97 | 112 | 123 | 125 |
| Girls | 124 | 130 | 137 | 129 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 96.6 | 96.5 | 96.3 | 96.2 |
| 1 | 94.7 | 94.9 | 94.5 | 94.7 |
| 2 | 96.2 | 92.2 | 95.1 | 93.2 |
| 3 | 95.8 | 95.4 | 93.6 | 93.4 |
| 4 | 96.4 | 91.7 | 94.7 | 93.1 |
| 5 | 94.9 | 95.2 | 93.8 | 93 |
| 6 | 95.8 | 93.4 | 93.5 | 92.6 |
| All Years | 95.7 | 94.3 | 94.5 | 93.7 |
| 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

Pleasant Heights is proactive in managing student non attendance. Together, with the Home School Liaison Officer (HSLO) students are identified whose attendance is a concern. These students are monitored closely through:

- Regular monitoring of student attendance by Executive team
- Regular communication with parents – phone calls and letters
- Referral for HSLO intervention when needed
- Meetings with school staff, HSLO, parents and other agencies

Class sizes

| Class | Total |
|--------|-------|
| YELLOW | 22 |
| BLUE | 21 |
| GREEN | 25 |
| ORANGE | 23 |
| WHITE | 25 |
| LILAC | 29 |
| RED | 26 |
| AQUA | 25 |
| PURPLE | 27 |
| LIME | 31 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 8.02 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 2.42 |
| Other Positions | 0 |

*Full Time Equivalent

We have no teachers at Pleasant Heights who identify as Aboriginal or Torres strait Islanders

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 | 20 |

Professional learning and teacher accreditation

The staff of Pleasant Heights are committed to ongoing professional learning to continually improve their practice, they understand that this is the most important thing they can do to improve student success. Staff took part in weekly professional learning sessions..

This year we continued with a focus on Visible Learning and Formative Assessment to inform teaching and drive continual student improvement and success. Three staff attended the Dylan William Formative Assessment conference. Professional learning included targeted support for teachers to support their Professional Development Plans as well as Visible Learning, Mathematical Building Blocks, L3, Literacy and Numeracy Continuum, Peer Coaching training, On Alert Learning, Bump It Up walls, Growth Mindset, Anaphylaxis, Child Protection and CPR.

One staff member is working towards achieving Highly Accredited Teacher. All staff have been made aware of the requirements for mandatory accreditation in 2018.

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 | 69,101 |
| Revenue | 2,273,934 |
| Appropriation | 2,071,169 |
| Sale of Goods and Services | -2,105 |
| Grants and Contributions | 203,063 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,807 |
| Expenses | -2,235,503 |
| Recurrent Expenses | -2,235,352 |
| Employee Related | -1,932,532 |
| Operating Expenses | -302,820 |
| Capital Expenses | -151 |
| Employee Related | 0 |
| Operating Expenses | -151 |
| SURPLUS / DEFICIT FOR THE YEAR | 38,432 |
| Balance Carried Forward | 107,533 |

The Principal and the School Administration Manager monitor the accuracy, the reliability and integrity the school's financial administration. Professional learning on the use of the HR budget tool and the Electronic Financial Planning Tool was undertaken by both. The School Administration Officer, also completed some targeted financial training.

In 2018, the school intends to use some funding to upgrade the phone system and for stage 1 of some playground equipment.

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 | 1,749,914 |
| Base Per Capita | 39,735 |
| Base Location | 0 |
| Other Base | 1,710,179 |
| Equity Total | 103,473 |
| Equity Aboriginal | 4,174 |
| Equity Socio economic | 9,483 |
| Equity Language | 33,549 |
| Equity Disability | 56,267 |
| Targeted Total | 160,385 |
| Other Total | 22,225 |
| Grand Total | 2,035,997 |

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.

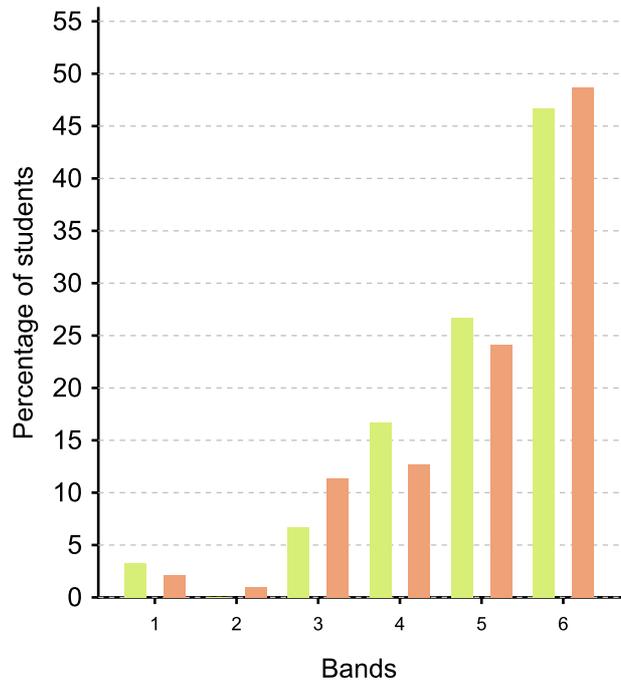
In 2017, Years 3 and 5 students at Pleasant Heights achieved above state level in all areas of Literacy – Reading Writing, Spelling and Grammar and Pronunciation.

In Year 3, 63% of students at Pleasant Heights achieved in the top two bands for Literacy, compared to the state average of 55%

In Year 5, 52% of students at Pleasant Heights achieved in the top two bands for Literacy, compared to the state average of 43%.

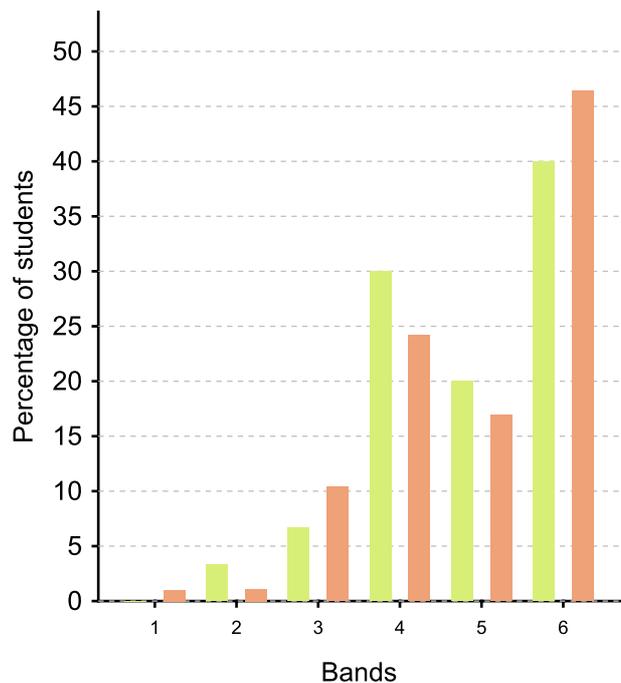
The school continues to work on strategies to increase student growth between years 3 and 5.

Percentage in bands:
Year 3 Grammar & Punctuation



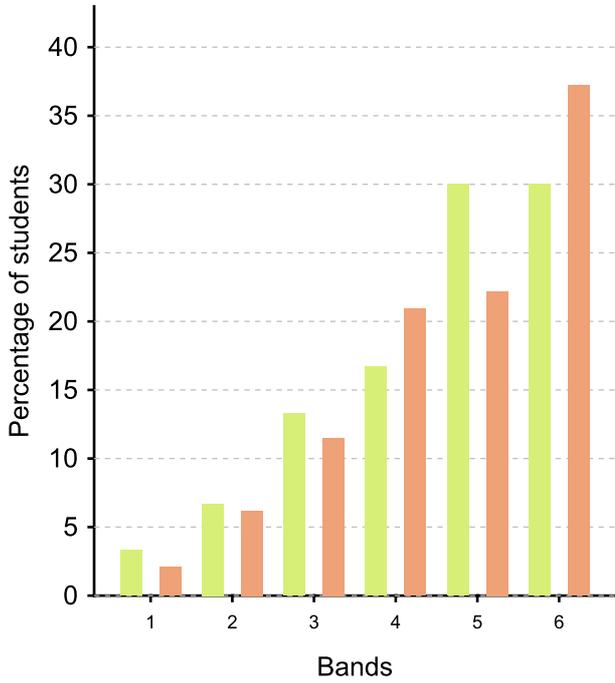
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.3 | 0.0 | 6.7 | 16.7 | 26.7 | 46.7 |
| School avg 2015-2017 | 2.1 | 1.0 | 11.4 | 12.7 | 24.1 | 48.7 |

Percentage in bands:
Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 3.3 | 6.7 | 30.0 | 20.0 | 40.0 |
| School avg 2015-2017 | 1.0 | 1.1 | 10.4 | 24.2 | 16.9 | 46.4 |

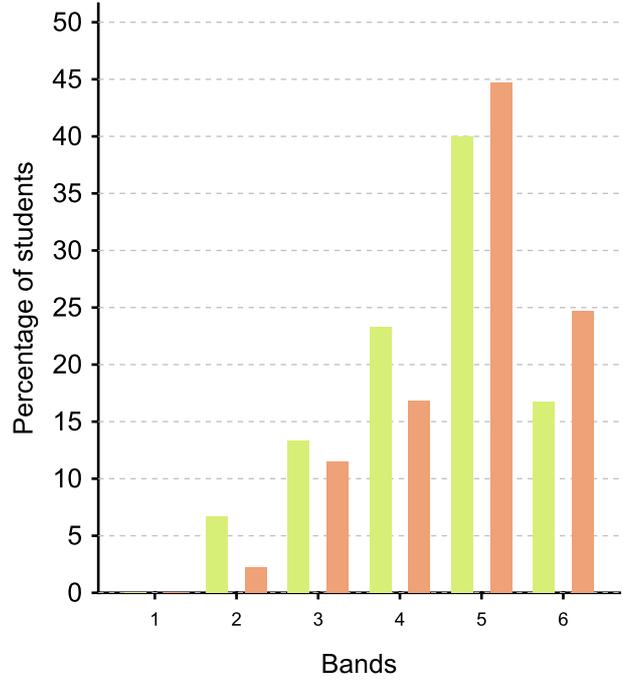
Percentage in bands:
Year 3 Spelling



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.3 | 6.7 | 13.3 | 16.7 | 30.0 | 30.0 |
| School avg 2015-2017 | 2.1 | 6.2 | 11.5 | 20.9 | 22.2 | 37.2 |

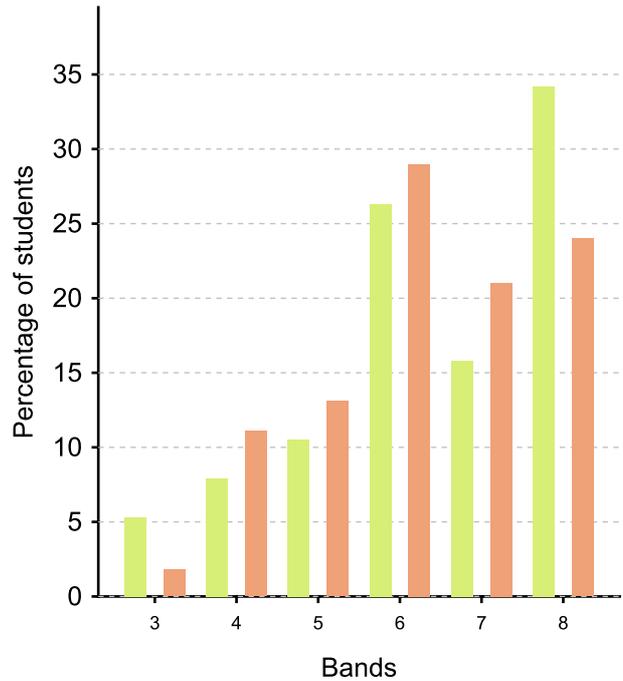
Percentage in bands:
Year 3 Writing



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 6.7 | 13.3 | 23.3 | 40.0 | 16.7 |
| School avg 2015-2017 | 0.0 | 2.2 | 11.5 | 16.8 | 44.7 | 24.7 |

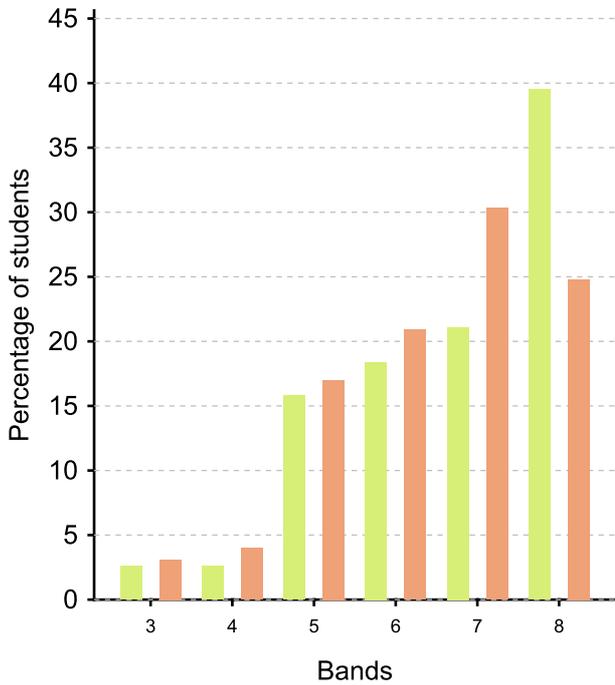
Percentage in bands:
Year 5 Grammar & Punctuation



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

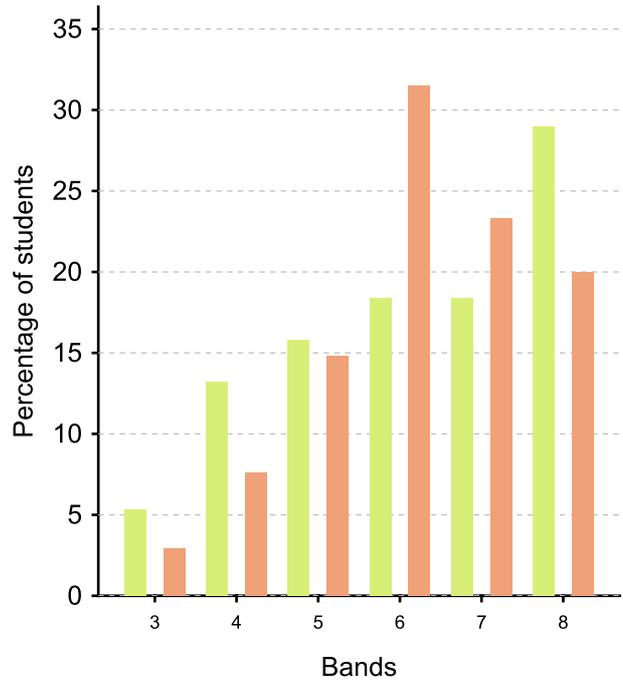
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 5.3 | 7.9 | 10.5 | 26.3 | 15.8 | 34.2 |
| School avg 2015-2017 | 1.8 | 11.1 | 13.1 | 29.0 | 21.0 | 24.0 |

Percentage in bands:
Year 5 Reading



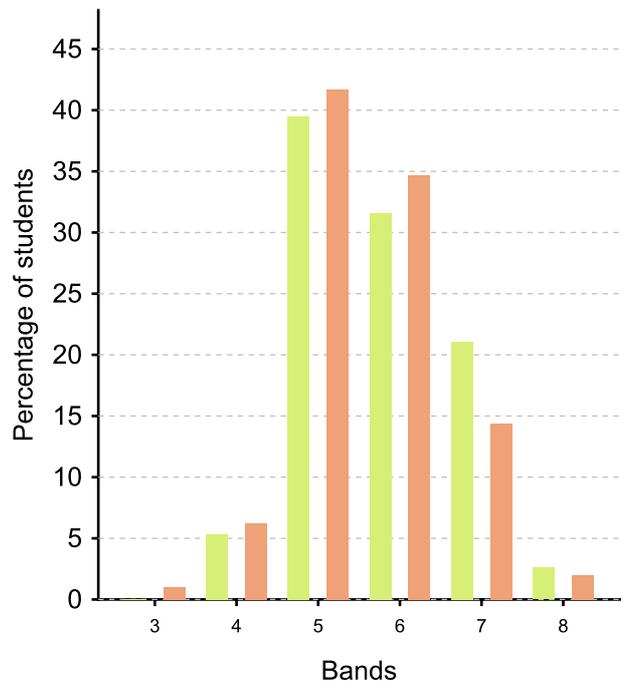
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.6 | 2.6 | 15.8 | 18.4 | 21.1 | 39.5 |
| School avg 2015-2017 | 3.1 | 4.0 | 17.0 | 20.9 | 30.3 | 24.8 |

Percentage in bands:
Year 5 Spelling



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 5.3 | 13.2 | 15.8 | 18.4 | 18.4 | 29.0 |
| School avg 2015-2017 | 2.9 | 7.6 | 14.8 | 31.5 | 23.3 | 20.0 |

Percentage in bands:
Year 5 Writing



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 0.0 | 5.3 | 39.5 | 31.6 | 21.1 | 2.6 |
| School avg 2015-2017 | 1.0 | 6.2 | 41.7 | 34.7 | 14.4 | 2.0 |

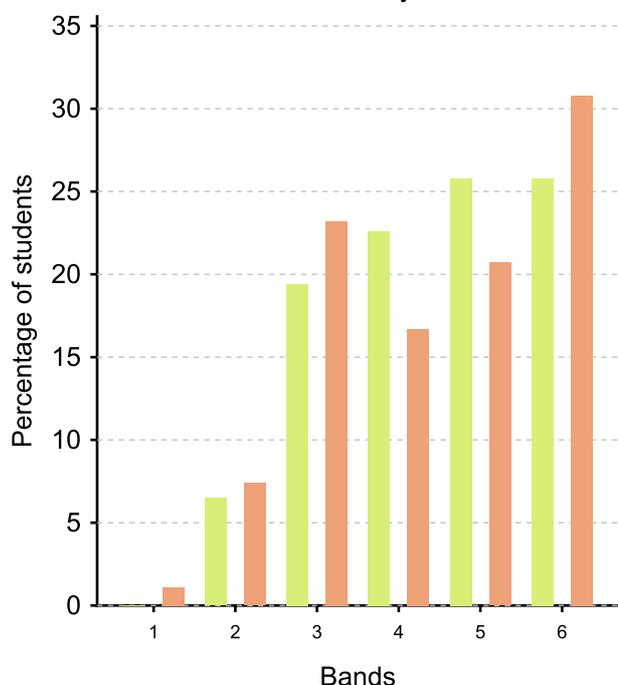
In 2017, Years 3 and 5 students at Pleasant Heights achieved above state level in Numeracy.

In Year 3, 52 % of students at Pleasant Heights achieved in the top two bands for Numeracy, compared to the state average of 42%

In Year 5, 50% of students at Pleasant Heights achieved in the top two bands for Numeracy, compared to the state average of 33%.

The school continues to work on strategies to increase student growth between years 3 and 5.

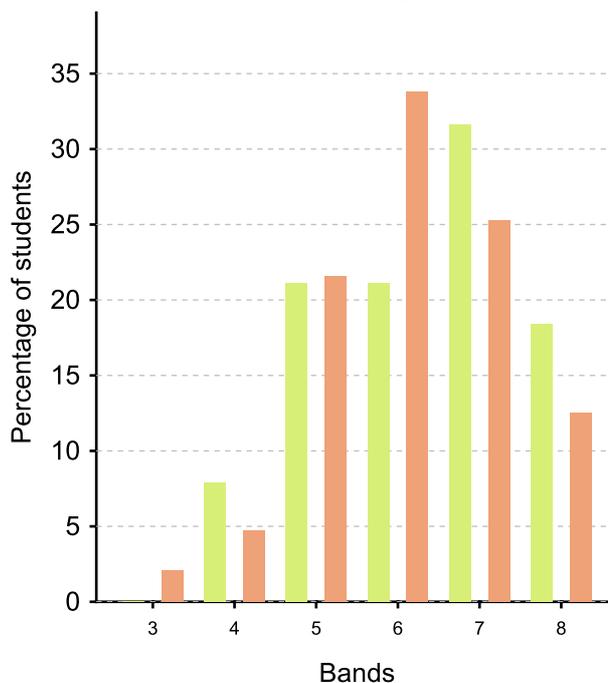
Percentage in bands:
Year 3 Numeracy



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 6.5 | 19.4 | 22.6 | 25.8 | 25.8 |
| School avg 2015-2017 | 1.1 | 7.4 | 23.2 | 16.7 | 20.7 | 30.8 |

Percentage in bands:
Year 5 Numeracy



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 7.9 | 21.1 | 21.1 | 31.6 | 18.4 |
| School avg 2015-2017 | 2.1 | 4.7 | 21.6 | 33.8 | 25.3 | 12.5 |

In 2017, we had no Aboriginal students in years 3 or 5, therefore, there were no Aboriginal students involved in NAPLAN in 2017

Parent/caregiver, student, teacher satisfaction

A positive school culture is a critical factor in school effectiveness. At Pleasant Heights we are seeking to build in a culture of regular feedback, in all areas of the school.

In 2017, the parents and staff were surveyed on the possibility of changing the school hours. The school received responses from 65% of families, with 83% of survey responses supporting the change in school hours. All staff returned their surveys, with 72% supporting the proposed change of time. As a result, the school times are to change in 2018.

In August, parents were surveyed in preparation for the new 2018 – 2020 school plan. Of our families, 59% returned the survey. Families were asked to list three things the school did well, and three things they would like us to consider. This allowed us to collect valuable data for our school and new 2018 –2020 school plan.

In 2018, the school will again be involved in the Tell Them From Me Surveys. These surveys are

undertaken bi-annually.

Policy requirements

Aboriginal education

Pleasant Heights is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait children so that they excel and achieve in every aspect of their education. In 2017, five students identified as Aboriginal.

Pleasant Heights promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student educational opportunities are well rounded. The school also promotes the inclusion of Aboriginal perspectives in the following ways:

- All Aboriginal students have PLPs in consultation with their parents
- Acknowledging student achievement – Kaani S NIAECGI Award
- Acknowledging the traditional custodians of the land in all assemblies and special occasions
- Integration of Aboriginal perspectives in all Key Learning Areas, so all students can develop knowledge and understanding of Australia's first people
- Nominating Aboriginal students for Aboriginal awards
- Celebrating NAIDOC week with visiting Aboriginal performers
- Stage 3 unit on Stolen Generation, supported by an excursion to Barangaroo



Multicultural and anti-racism education

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racism. Pleasant Heights PS prides itself on the promotion of racial harmony. Each year students are taught lessons that encourage the celebration of multiculturalism as well as having Aboriginal perspectives embedded in them.

The role of the Anti-Racism Contact Officer (ARCO) in our school is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role, involves promoting the values of respect and the understanding of cultural diversity. Our Positive Behaviour for Success (PBS) values of being Respectful, Responsible, Resilient and Reflective help to support a respectful school. Students, teachers and parents are doing an excellent job of working together in harmony.