

West Pennant Hills Public School Annual Report



2018

Introduction

The Annual Report for **2018** is provided to the community of West Pennant Hills Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Donna Harris

Principal

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Message from the Principal

West Pennant Hills is a proud public school with a long history and strong links to the local community. The 2018 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.

What we do at West Pennant Hills Public School every day, is to create opportunities for our students to experience a variety of creative teaching and learning activities which continue to develop our students into 21st Century citizens. Opportunities to embrace many areas of the curriculum including sport, performing arts and academic challenges have continued to ensure that our students are at the heart of what we do. We do this through fostering personalised growth and seeking and creating ways to enhance student learning across their individual talents and passions.

Our wonderful staff are proactive, responsive and collaborative. They work hard to inspire a passion for learning where we pursue improvement and celebrate personal bests not just specific grades. We want to make learning as engaging and stimulating as possible. We want our students to question, be curious and be able to critically evaluate and meaningfully participate in our global community. We also want to promote the wellbeing of the young people in our care and foster in them resilience and empathy.

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 Physical Education and Music programs, 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 position, 5 day a week EAL/D allocation and 2.5 day a week Reading support, a 2 day a week school counsellor and a 3 day a week School Chaplain. The school also has a L3 Lead Trainer as part of the staff.

West Pennant Hills is delivering successful learning for all students from Kindergarten 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 a 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 Creative Arts, PDHPE classes and a host of sporting activities as well as an award winning Band program. We take pride in providing a stimulating and enriching environment in which students discover a world of opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2018 the school leadership team, in consultation with key personnel, utilised the School Excellence Framework to conduct a comprehensive assessment of the school's progress towards achieving the goals as documented in the 2018 – 20 School Plan.

Learning:–

In the domain of Learning, West Pennant Hills PS has continued to focus on Curriculum delivery, Assessment, Reporting student progress and Student wellbeing.

The school has focused on the quality of student learning through the provision of differentiated, explicit teaching and learning programs across the six key learning areas (KLA's). Staff collaborated to develop consistent scope and sequence documents that outlined what students were expected to know, do and understand. Stage supervisors worked

with their stage teams to ensure that class timetables met the recommended time allocations for the teaching of each KLA. Class programs and timetables were monitored and reviewed on a regular basis throughout the year.

Following extensive community consultation, the school undertook a review of its Student Assessment and Reporting practices. This resulted in the introduction of a new student report format and a refined reporting process. Future plans include the introduction of three way interviews across all grades.

West Pennant Hills continues to be committed to providing whole school processes to support the wellbeing of all students so that they can 'Connect, Succeed, Thrive and Learn'. The school has a highly effective Learning Support Team (LST) which is integral to the school's operation. The LST coordinates, develops, implements, monitors and evaluates educational programs, ensuring that the learning needs of all students are being met.

In partnership with the P&C, the 2018 Chaplaincy Program was extended to three full days.

Teaching:–

In the domain of Teaching, West Pennant Hills staff demonstrated a high commitment to working together to improve teacher practice and enhancing their impact on student learning outcomes. In 2018, the school focused on building a culture of professional collaboration amongst its staff. Staff engaged in quality professional learning using the 'Spirals of Inquiry' model to develop stage based 'Hunches' and employ high yield strategies in order to track student progress, in the area of Writing. Staff have been guided in 'effect size' measurement, in order to gain a deeper understanding of the impact of their teaching on student learning.

Stage teams have collaborated across the year to develop 'Conceptual Learning Integrated Plans' (CLIP). Teachers utilised formative assessment to plan lesson content within and between lessons to improve student outcomes in Literacy and HSIE.

Ongoing professional learning has been targeted to the priorities identified within the school plan as well as personal professional goals identified within teacher Professional Development Plans.

Leading:–

In the domain of Leading, the school leadership team has demonstrated a strong commitment to professional development, capacity building and continuous improvement of teaching and learning. The leadership team has actively engaged in and delivered a range of professional learning initiatives including – Spirals of Inquiry, Instructional Rounds, L3, TEN, Scout Training, Differentiation of the Teaching of Mathematics, NESA Curriculum Requirements as well as monitoring mandatory compliance training.

Throughout 2018, the school executive facilitated frequent opportunities for parents to connect through a range of parent forums. Parent forum topics have included the Teaching of Reading K–2; Teaching of Mathematics K–2 & 3–6; Cyber bullying, Anti bullying; Resilience and Transition to High School.

The school plan, milestone tracking, data analysis and budgeting tools have focused on achieving the school's identified targets. School workforce planning and recruitment of high quality staff has continued to support WPHPS in enhancing its provision of quality education.

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

Dynamic Leadership, Strategic Systems

Purpose

West Pennant Hills PS aims to use systemic and reliable assessment data to evaluate and measure student growth and inform collective decisions about student learning.

WPHPS aims to communicate clearly and collaborate with parents regarding student learning and achievement.

Overall summary of progress

West Pennant Hills staff demonstrated a high commitment to working together to improve teacher practice and enhancing their impact on student learning outcomes. In 2018, the school focused on building a culture of professional collaboration amongst its staff. All staff engaged in quality professional learning using the 'Spirals of Inquiry' model to develop stage based 'Hunches' and employ high yield strategies in order to track student progress, in the area of Writing. Staff have been guided in 'effect size' measurement, in order to gain a deeper understanding of the impact of their teaching on student learning.

Following extensive community consultation, the school undertook a review of its Student Assessment and Reporting practices. This resulted in the introduction of a new student report format and a refined reporting process.

Throughout 2018, the school executive facilitated frequent opportunities for parents to connect through a range of parent forums. Parent forum topics have included the Teaching of Reading K-2; Teaching of Mathematics K-2 & 3-6; Cyber bullying, Anti bullying; Resilience and Transition to High School.

The introduction of a BYOD Program in Stage 3 has resulted in all Stage 3 teachers delivering the curriculum through integrating technology into daily classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students have access to the three way conference reporting strategy.		
100% of student reports demonstrate the learning areas of strength and learning areas for development.		Whole school professional learning around the introduction of the new reporting format Formative assessment practices aligned to the reporting process ensuring that reports outline the learning, areas of strength as well as areas for improvement
80% of our parents report that they have attended an opportunity at the school to connect with teaching and learning at WPH.	\$1000 towards the organisation of a series of parent forums	Parents developing a greater understanding of teaching and learning at WPHPS and feeling more confident to support / assist their children with their learning. Survey parents to determine focus areas for future parent forums.
All stage 3 teachers deliver curriculum based on the school learning platform with a focus on engaging technology.	\$1000 for specialist IT support at the start of the school year and the introduction of the BYOD program	All Stage 3 teachers delivering curriculum based on the school learning platform with a focus on engaging technology into daily classroom practice. Feedback from key stakeholders (parents, teachers and students) was positive
85% of students demonstrate expected growth via an effect size of at least 0.4 for 12 months		For writing the overall effect size was:- <ul style="list-style-type: none">• Stage 3 = 0.8• Stage 2 = 2.5

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
growth.		<ul style="list-style-type: none">• Stage 1 = 2.66• ES1 = 1.7
100% of students are accurately tracked using the Learning Progressions to support planning for future directions.	\$1000 to release executive staff to develop stage based professional learning around Literacy and Numeracy progressions	Executive staff have a deeper understanding of the Literacy and Numeracy Progressions.
100% of teachers are using the Learning Progressions to identify the ongoing learning needs of students.		Targets set for PL around the introduction of Literacy and Numeracy progressions

Next Steps

In 2019, the school plans to:-

1. Initiate 3 way interviews across all grades
2. Introduce and implement the new Literacy Strategy
3. Implement 'learning pods' to explore collective teacher efficacy with a focus on writing
4. Engage in Coaching training for the school leadership team to increase their capacity to coach their teachers in reflecting on their teaching practice

Strategic Direction 2

Resilient Learners

Purpose

West Pennant Hills PS aims to ensure that relationships among students and staff are positive and respectful. We want to promote student wellbeing to ensure optimum conditions for student learning across the school. We aim to implement and moderate evidence based change with regards to whole school practices resulting in measurable improvements in wellbeing and engagement. There is school wide responsibility for student learning and success which is shared by parents and students. Planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Overall summary of progress

West Pennant Hills PS continues to be committed to providing whole school processes to support the wellbeing of all students so that they can 'Connect, Succeed, Thrive and Learn'. The school has a highly effective Learning Support Team (LST) which is integral to the school's operation. The LST coordinates, develops, implements, monitors and evaluates educational programs, ensuring that the learning needs of all students are being met.

In partnership with the P&C, the 2018 Chaplaincy Program was extended to three full days per week.

The PBL Program has continued to be implemented, monitored and reviewed across the school resulting in an increase in student engagement as well as student's ability to self regulate to maximise all learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved results in PBL assessment measures.	\$2500 to release PBL Team to develop specific PBL lessons.	Increased student engagement and self regulation ensuring maximised opportunities for learning.
Improved attendance data		Whole staff PL to review and revise the Attendance policy and school based LST procedures. Strong partnership established with HSLO facilitating improved attendance data for targeted students.
100% of student PLPs have clear aspirational targets that can be monitored and achieved in a planned time frame.		Improved PLP template developed by LST. Classroom teachers documenting clearer learning focuses for each identified student.
Decrease in SENTRAL referrals related to bullying	\$2500 to release PBL Team to develop specific PBL lessons. \$250 class awards / incentives	Decrease in Sentral referrals related to bullying. Reduction in the number of playground behaviour incidents.

Next Steps

In 2019, the school plans to:-

1. Introduce and implement of a whole school Anti-Bullying Program.
2. Review and revise school's Discipline policy.
3. Increase LST Support across the school through establishing separate K-2 and 3-6 LST roles.
4. Continue to fund an extra 10 hours per week for the Chaplaincy Program.
5. Deliver parent forums across each term.

Strategic Direction 3

Evidence based, Innovative, Creative Teaching

Purpose

West Pennant Hills PS demonstrates aspirational expectations of learning progress and achievement for all students. The school's curriculum provision supports high expectations for student learning. Teaching and learning programs are dynamic. They incorporate evidence of revisions based on feedback and self reflection on teaching practice and student achievement.

Overall summary of progress

In 2018, the school focused on the quality of student learning through the provision of differentiated, explicit teaching and learning programs across the six key learning areas (KLA's). Staff collaborated to develop consistent scope and sequence documents that outlined what students were expected to know, do and understand. Stage supervisors worked with their stage teams to ensure that class timetables met the recommended time allocations for the teaching of each KLA.

Stage teams have continued to collaborate to develop 'Conceptual Learning Integrated Plans' (CLIP). Teachers utilised formative assessment to plan lesson content within and between lessons to improve student outcomes in Literacy and HSIE.

The school leadership team has again demonstrated a strong commitment to professional development, capacity building and continuous improvement of teaching and learning. The leadership team has actively engaged in and delivered a range of professional learning initiatives including – Spirals of Inquiry, Instructional Rounds, L3, TEN, Scout Training, Differentiation of the Teaching of Mathematics, NESA Curriculum Requirements as well as monitoring mandatory compliance training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
8% increase in the top 2 bands in NAPLAN for reading, writing and numeracy.	\$1000 – twilight professional learning session reviewing the curriculum and assessment requirements	<p>Evidence-informed conversation protocols supported teachers to use available evidence and hone skills in analysing work samples and determining future directions.</p> <p>Leaders were empowered and developed the skills and knowledge required to monitor and participate in focussed professional dialogue.</p> <p>A culture of inquiry has been established.</p> <p>All teaching staff have an improved understanding of the programming inclusions and requirements.</p> <p>All teaching programs are compliant with the DOE Curriculum and assessment policy.</p>
Improvement in qualitative data as gathered against the Checklist for Visible Learning Inside and Inspired and Passionate Teacher checklist.	<p>\$100,000 – stage planning release – one per stage in terms 1, 2 & 3</p> <p>School funded Instructional Leader role to work alongside classroom teachers.</p>	<p>Leaders collaboratively plan and share the delivery of robust professional learning in whole school and team situations.</p> <p>Leaders manage data from stage teams and lead analysis alongside work samples to investigate and plan sequences of learning.</p> <p>Stage teams worked collaboratively to develop professional learning protocols such as 'Designed conversation' (Timperley) to analyse and mark work samples, building CTJ.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in qualitative data as gathered against the Checklist for Visible Learning Inside and Inspired and Passionate Teacher checklist.		<p>Staff have increased expertise in creating positive effects on achievement for all students in the area of writing and collaboratively evaluate student performance against informed expectations.</p> <p>Staff generate effect sizes for their students and monitor individual growth of all students.</p> <p>Staff ensure lessons are differentiated to ensure that learning is meaningfully and efficiently directing all students to gaining the intentions of the lesson</p>
15% increase in the top 2 bands of achievement as measured via internal assessment.	Instructional Leader role to work along side classroom teachers.	<p>Improvement in targeted areas Paragraphing and Persuasive devices.</p> <p>8% increase in Paragraphing strand in Year 5 NAPLAN</p> <p>10.57% increase in Persuasive devices Year 5 NAPLAN</p> <p>15 % increase in GATS students performance on internal measures.</p> <p>Students in top two bands for writing attend Gifted & Talented learning workshops weekly.</p>

Next Steps

In 2019 the school plans to:–

1. Consolidate the Conceptual Learning Integrated Planning (CLIP) process with a focus on implementing teaching strategies aligned to an evidence base. In 2019 CLIP planning will be focused on the teaching of the new science curriculum.
2. Continue to monitor and review class teacher's curriculum content, class timetables and teaching programs in line with the NESA requirements.
3. Revise and implement whole school sequential scope and sequence documents for all key learning areas.
4. Continue to evaluate and update school procedures in line with DoE policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Employment of Learning Support Teacher</p> <p>Total funding = \$62,468</p> <p>Employment of additional SLSO support</p> <p>Total funding = \$38,058</p>	<p>Targeted 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>Provision of regular stage planning release</p> <p>Creation of an Instructional Leader role to work along side teachers in the classroom</p> <p>Total funding \$ 114,316</p>	<p>Regular release of stage teams to collaborate and work together to enhance professional practice by using evidence based strategies, such as collaboration, mentoring and reflective practice, to improve the quality of classroom teaching.</p> <p>Using the 'Spirals of Inquiry' model Stage teams identified stage based 'hunches' for investigation and intervention. Stage teams able to demonstrate evidence of growth / teacher impact related to their identified hunches in the focus area.</p>
Socio-economic background	<p>Employment of additional L@ST support</p> <p>Total funding = \$7886</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>Total funding = \$20,679</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>Total funding = \$ 10,400</p>	<p>All new arrival EAL/D students are assessed against the EAL/D scales.</p> <p>EAL/D parents receive written reports on the progress of their child(ren) 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, listening and speaking activities, reading and writing skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	330	352	348	357
Girls	295	302	301	299

Student enrolment numbers remained consistent in 2018 with the school operating 26 classes kindergarten to Year 6

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	96.9	97.1	96.9
1	95.8	95.2	96.9	96.1
2	97.3	95.6	96.2	95.6
3	95.7	95.3	97.2	95.5
4	95.6	96.4	97.9	95.3
5	94.5	95.2	96.1	94.5
6	95.3	94	96.6	94.9
All Years	95.7	95.6	96.8	95.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 school also works closely with the Home School Liaison Officer to support families experiencing difficulty with school attendance.

The importance of regular attendance at school is reinforced amongst the student and parent community and clearly communicated through the newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1
School Administration and Support Staff	4.26

*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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	103,615
Revenue	5,697,944
Appropriation	5,128,283
Sale of Goods and Services	41,000
Grants and Contributions	522,465
Gain and Loss	0
Other Revenue	100
Investment Income	6,096
Expenses	-5,278,659
Recurrent Expenses	-5,278,659
Employee Related	-4,583,510
Operating Expenses	-695,149
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	419,285
Balance Carried Forward	522,900

The school's finance committee is chaired by the Principal and is made up of the Deputy Principal, School Administrative Manager and the Assistant Financial Advisor. School budgets are aligned to the school's strategic directions and are monitored by the Finance Committee on a regular basis.

West Pennant Hills provides L3 professional training on a cost recovery basis for staff external to the school. In 2018, the school receipted \$65,000 to cover the cost of delivering the L3 professional learning, associated administration and catering.

Throughout 2018, in partnership with the P&C, the school funded the construction of a toilet block located adjacent to the school oval. Similarly the school and the P&C jointly funded the renovation of the school oval's playing surface.

Again in 2018, the school continued to allocate funds towards increasing student access to technology through the purchase of an additional 30 laptops for use by students in the classroom. Funds were also used to upgrade and enhance existing security lighting at each of the school's main entry points as well as to

increase the Chaplaincy Program from 10 hours per week to 20 hours per week.

In 2019 planned expenditure includes provision of additional Learning Support, the installation of more synthetic turf in the K-2 playground and the renovation of the 'Passive Playground'.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,353,311
Base Per Capita	125,497
Base Location	0
Other Base	4,227,815
Equity Total	260,080
Equity Aboriginal	0
Equity Socio economic	7,886
Equity Language	151,668
Equity Disability	100,526
Targeted Total	90,601
Other Total	158,882
Grand Total	4,862,874

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

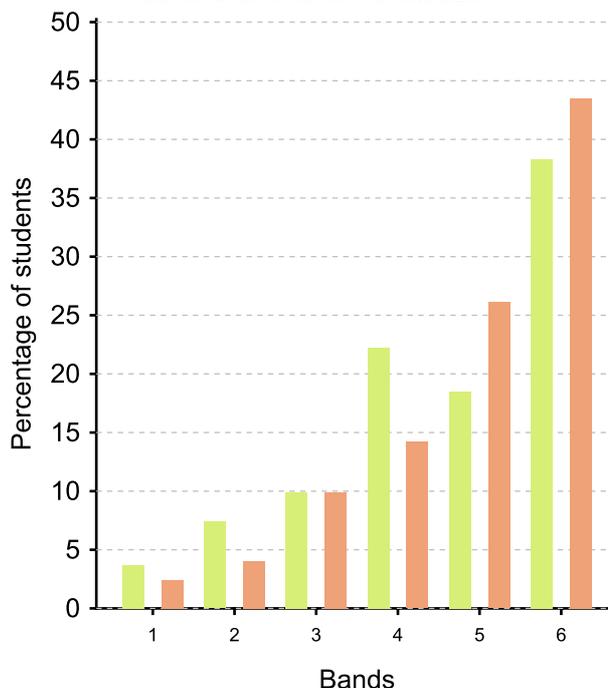
Literacy – Year 3

- In Reading 45.7% of students achieved Band 6, the highest band for achievement – this is an increase of 11.4% on 2017 results. A total of 60.5% of all students were placed in the top two bands.
- A total of 37% of all students achieved Band 6 for Spelling – this is an increase of 7.7% on 2017 results. 60.5% of all student were placed in the top two bands.
- In Grammar and Punctuation 38.3% of students achieved Band 6, the highest band for achievement. A total of 56.8% of all students were placed in the top two bands.
- A total of 11% of all students achieved Band 6 for Writing. 48% of all student were placed in the top two bands.

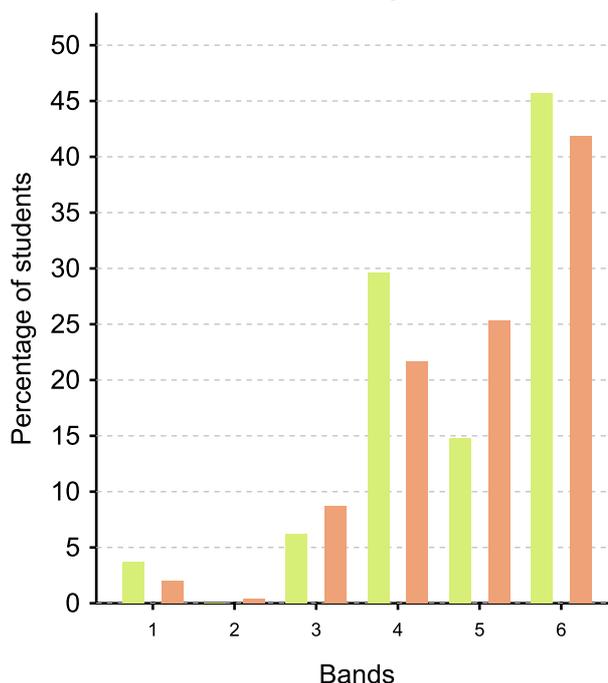
Literacy – Year 5

- In Reading 46.2% of students achieved Band 8, the highest band for achievement. This is an increase of over 20% on 2017 results. A total of 75% of all students were placed in the top two bands – an increase of 19% on 2017 results.
- A total of 24.6% of all students achieved Band 8 for Spelling. Over 64% of all student were placed in the top two bands – an increase of 17.3% on 2017 results.
- In Grammar and Punctuation 32.3% of students achieved Band 8, the highest band for achievement – an increase of over 8% on 2017 results. A total of 75.4% of all students were placed in the top two bands. This is an increase of over 29% on 2017 results.
- A total of 10.8% of all students achieved Band 8 for Writing. 29.3% of students were placed in the top two bands – an increase of 7.5%

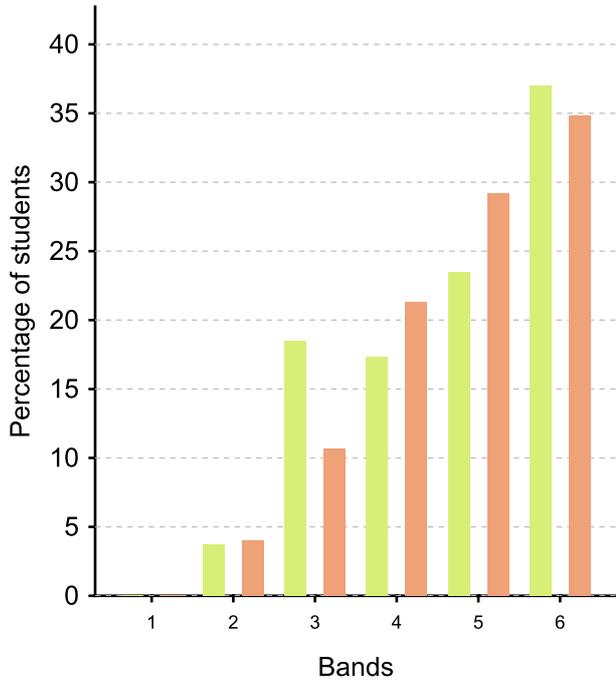
Percentage in bands:
Year 3 Grammar & Punctuation



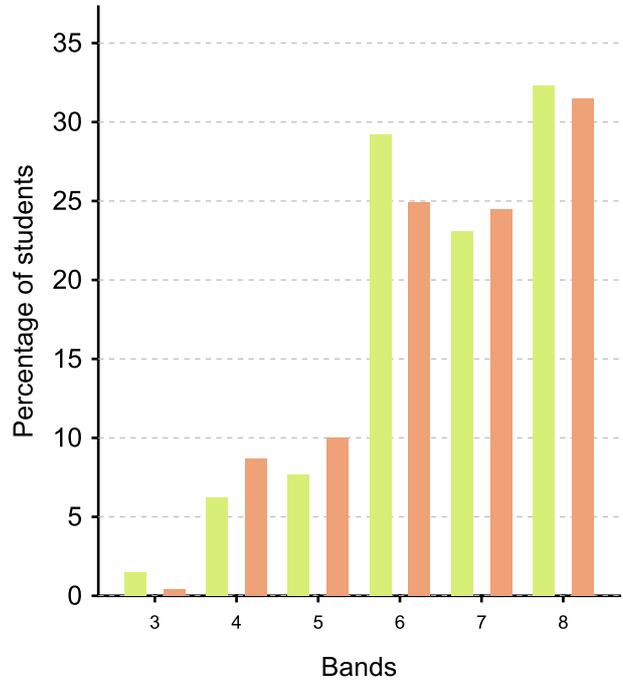
Percentage in bands:
Year 3 Reading



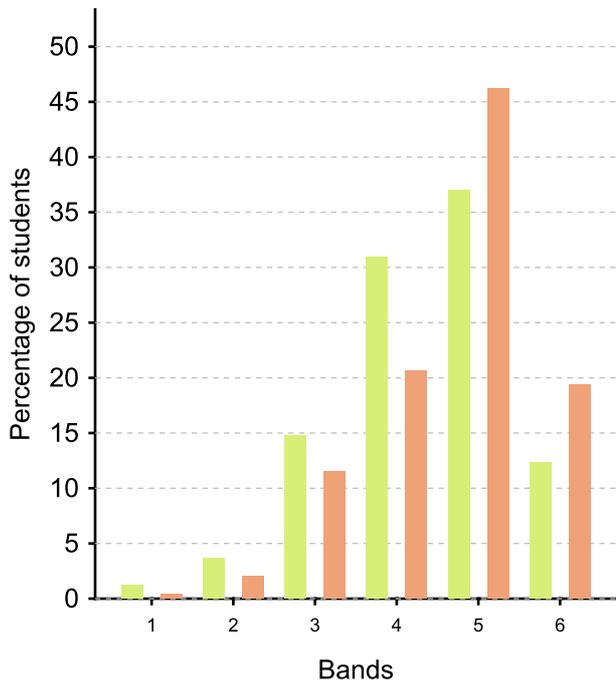
Percentage in bands:
Year 3 Spelling



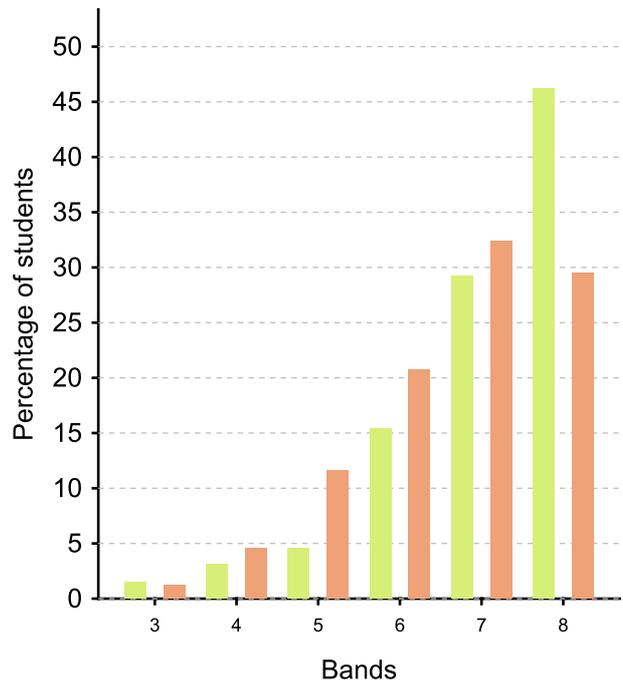
Percentage in bands:
Year 5 Grammar & Punctuation



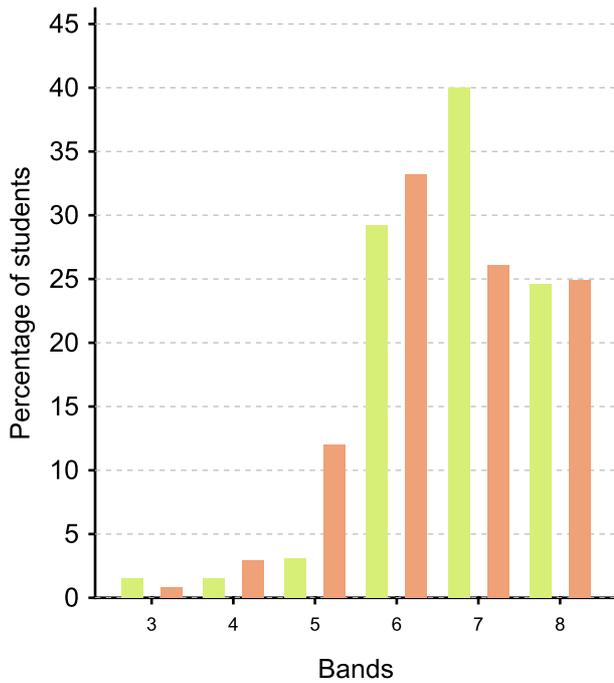
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



In 2018 students in years 3 and 5 completed the Numeracy component of NAPLAN, which included number patterns and algebra as well as measurement, data, space and geometry.

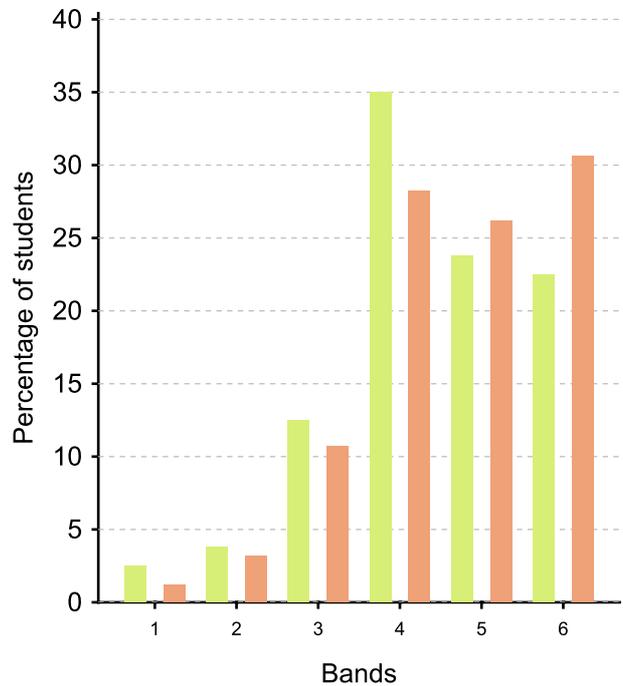
Numeracy – Year 3

- In overall Numeracy, 22.5% of students achieved Band 6, the highest band for achievement. A total of 46.3% of all students were placed in the top two bands.

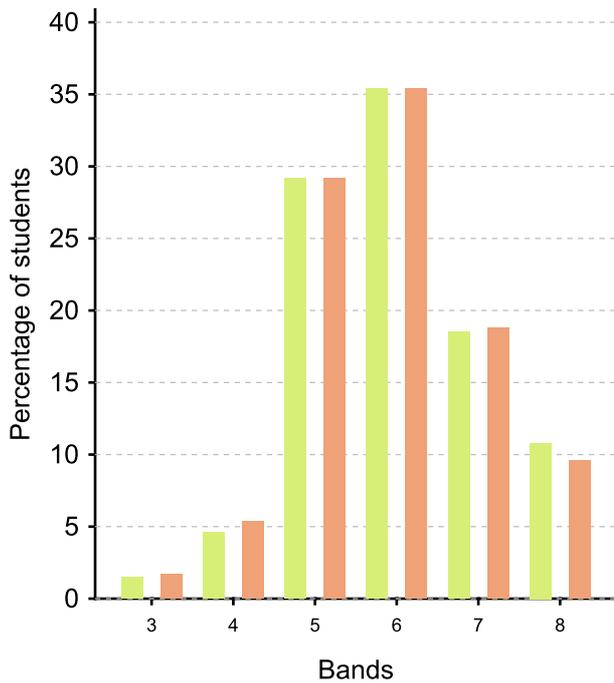
Numeracy – Year 5

- In overall Numeracy, 32.8% of students achieved Band 8, the highest band for achievement. A total of 54.7% of all students were placed in the top two bands.

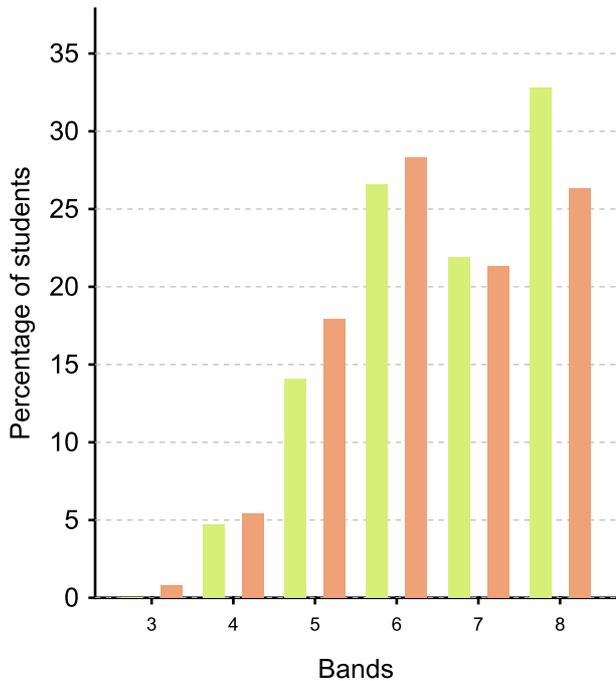
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands: Year 5 Numeracy



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

In 2018 there were no identified Aboriginal students enrolled at West Pennant Hills Public School.

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 2018 the school sought feedback, via an online survey, about the school in general. Overall feedback indicates that the majority of parents are very satisfied with the quality of the education that their children are receiving at school.

Parent feedback in 2018 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

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 2018, students at West Pennant Hills PS celebrated NAIDOC week through participation in a range of class based activities.

Multicultural and anti-racism education

Approximately 30% of our student population come from Non-English speaking background. 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'.

Robotics Group participate in afterhours 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 interschool sporting events such as cluster sport, state knockout and gala days. Training for these teams are often conducted before school, lunchtime and afterschool. 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.

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 / Learning Adventures** are enrichment opportunities for extending learning experiences for our gifted and talented students. These programs encourage independent learning, wide and deep research, personal commitment and higher level thinking. These programs are 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.

The **Debating program** at WPHPS is an after school activity run by 2 members of staff. Students learn debating skills and develop confidence in public speaking. The debating group participates in interschool 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.