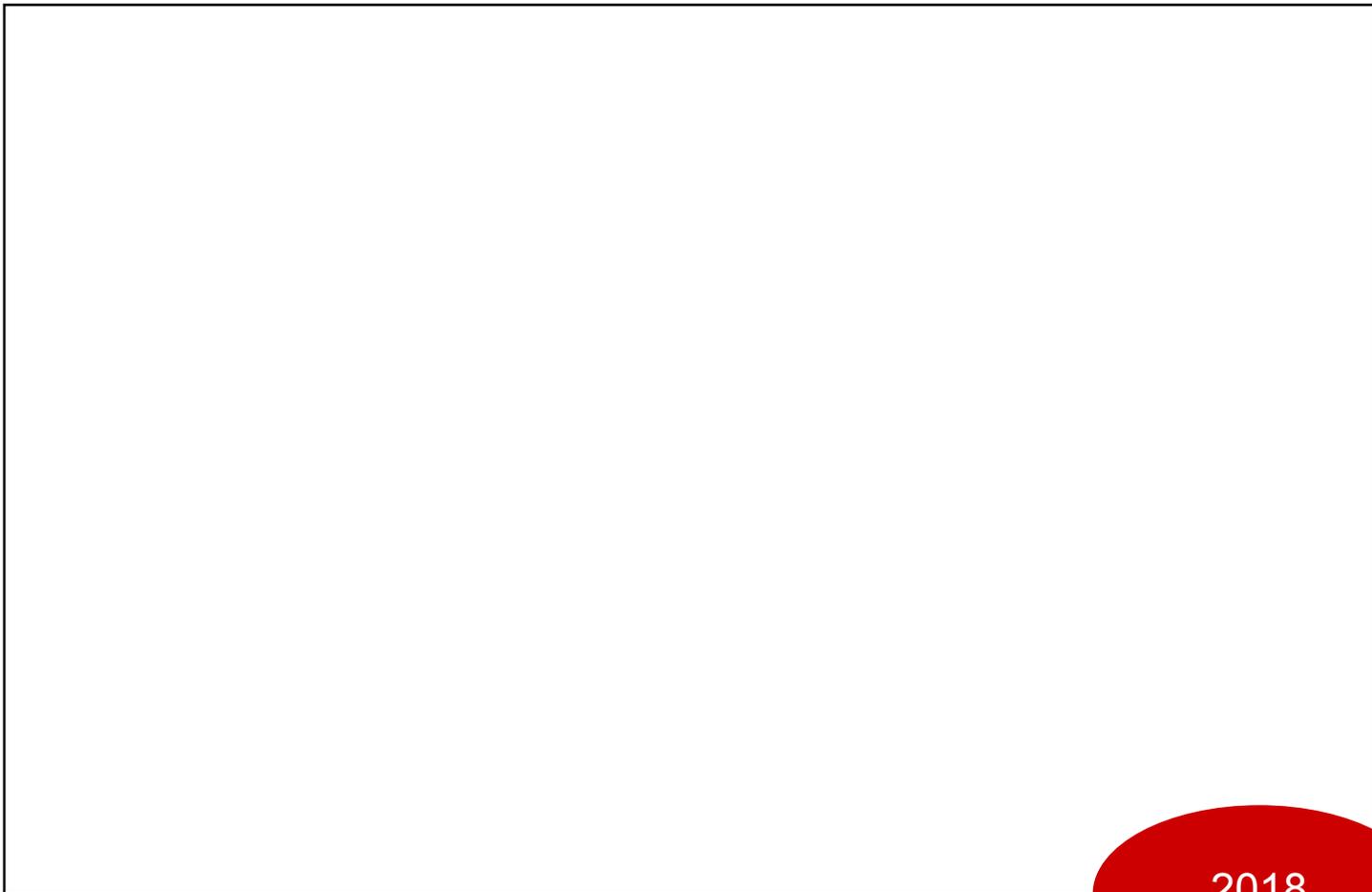


# Penrith Public School Annual Report



2018



2859

## Introduction

The Annual Report for **2018** is provided to the community of **Penrith 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.

Chantal Beltran

Principal

### School contact details

Penrith Public School

51 High St

Penrith, 2750

[www.penrith-p.schools.nsw.edu.au](http://www.penrith-p.schools.nsw.edu.au)

[penrith-p.school@det.nsw.edu.au](mailto:penrith-p.school@det.nsw.edu.au)

4721 2158

## School background

### School vision statement

Penrith Public School strives to promote our core values of respect, cooperation, learning and environment. We promote excellence and equity by working to engage all students to become successful learners, confident, creative, and informed citizens of the 21st century.

We provide educational experiences and opportunities that engage and motivate all students to learn, discover and critically analyse their knowledge.

A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community.

### School context

Penrith Public School, with a rich 150 year history, has a current enrolment of 422 students. 29 of these students are in the Hearing and Multi-categorical support classes. Enrolments are predominantly of English-speaking background with an increasing number of students from other backgrounds (43 nationalities), with largest representation from Asian and Arabic speaking countries; there is a significant Aboriginal enrolment (35 students). Enrolment numbers are steadily increasing due to housing developments in the school intake area. There is a turnover of approximately 75 students annually. There are significant socio-economic variations within the Penrith drawing area.

The placing of students in learning stages, the integration of some support class students and the provision of an enrichment class successfully caters for our students' needs and promotes the development of highly creative, literate and numerate individuals. A strong social skills program teaches students to make appropriate choices in behaviour and focuses on values for life.

The school motto 'Forward with Pride' reflects our emphasis on positive self esteem and resilience. Students are provided with the opportunity to develop their interests and abilities and to succeed at their personal best through extra programs in academic, sporting, cultural and performing arts areas.

The school has strong community links through a small but active P&C, playgroup, and cooperation with the neighbouring church.

## 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** – There is a demonstrated commitment within the school community to enhance student learning. The school is effectively collecting and analysing internal and external data sources to improve assessment and tailored learning opportunities. Partnerships with parents and the community are productive and support student learning. Individual learning needs are catered for and evidence-based teaching strategies are being implemented across the school. Student learning is monitored across all stages to maximise learning and to implement tiered interventions where appropriate. Teachers, parents and the community have worked together to minimise student absences, resulting in increased daily student attendance.

**Teaching** – Teachers collaborate across stages and within teams to design effective and integrated units of work across all Key Learning Areas. A school-wide approach to effective and positive classroom management is evident. Assessments are used regularly across the school to help promote consistent and comparable judgement of student learning and identify areas for development. The school is committed to supporting professional learning goals of

teachers through the PDP process, and continues to support maintenance of accreditation. Teachers actively evaluate, share and discuss learning from targeted professional development and share their knowledge with the school.

Leading – Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole-school improvement. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under-performance. The school regularly addresses feedback on school performance from students, staff and the broader school community. Technology is effectively used to enhance learning and service delivery. Strategic financial management is used to gain efficiencies and maximise resources available to implement the school plan.

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

### QUALITY TEACHING & LEARNING

#### Purpose

To provide quality teaching and learning through an inclusive and challenging curriculum, where students are able to articulate their own learning. By using internal tracking systems, teachers will ensure all students are provided with differentiated learning experiences.

#### Overall summary of progress

Our school has successfully implemented visible learning through the creation of learning goals across mathematics and will implement learning goals across English during 2019. The teachers have gained a greater understanding of the literacy and numeracy progressions, along with using the PLAN 2 data to track student data. The executive team successfully analysed ATSI NAPLAN data and internal assessments to identify effective tiered interventions to support their learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75%of students are able to verbalise what they are learning in the classroom.		After surveying the students, roughly 80% could verbalise the learning goal and also identify what they were learning about and the location of the learning goals in the classroom
100%teachers are using learning goals across all Key learning Areas		All teachers have effectively implemented learning goals in Mathematics and are now focusing on English, in particular writing aspects
100%of teachers will use the literacy and numeracy progressions to monitor student academic achievement.		With changes from CESE, the school is focusing on one sub–element in both literacy and numeracy.
30%of ATSI students in the top 2 bands of Literacy and Numeracy ( <b>Premier's Priority</b> )		In Year 3, 50% of ATSI students were in the top 2 bands for reading.  In Year 5, 25% of ATSI students were in the top 2 bands for spelling.
Literacy and Numeracy (NAPLAN) by 8% by 2019 ( <b>Premier's Priority</b> )		In Year 5, we had a 13% increase of students in the top 2 bands for spelling

#### Next Steps

- Implement learning goals in English, focusing on aspects of writing
- Choose one sub–element in Mathematics and one sub–element in English to track student knowledge and understanding
- Employ an Aboriginal SLSO to assess and tailor individual programs to support students in class and provide effective interventions to improve student understanding and achievement

## Strategic Direction 2

### WELLBEING AND LEADERSHIP

#### Purpose

To ensure the 'Wellbeing Framework' is embedded throughout the school and students are provided with strategies to support positive behaviour. The school will develop authentic leadership experiences across the school and community for both the teachers and students.

#### Overall summary of progress

The school has successfully implemented a consistent behaviour management system for both classroom and playground settings. Staff have utilised Sentral to monitor student behaviour and track communication between the home and school. All staff have had training to ensure they maximise the functionality of the software. Staff and students have been provided with access to a variety of leadership opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in number of students attending 'discussion'.		Using the SENTRAL system to record negative behaviour has allowed data to be analysed and strategies to be put in place to minimise students attending discussion.
100% of teachers effectively using classroom behaviour management system.		All teachers have successfully implemented classroom behaviour management structures and the wellbeing policy is now implemented.
100% of teachers are using SENTRAL to track and monitor student behaviour and academic achievement.		SENTRAL is being used by all teachers to track behaviour and additional professional learning is being utilised to track academic achievement
80% teachers and students are provided with meaningful leadership experiences		Roles and responsibilities have been shared to provide meaningful leadership experiences for teachers. Students are provided with the opportunity to run kindergarten sport and participate in shared reading experiences with younger students.

#### Next Steps

- Students will have an active role in the playground to run games and activities for students who experience difficulty interacting with others
- SENTRAL will continue to be utilised to track student achievement and monitor behaviour. We will also be organising additional training for new teachers.
- Teachers will continue to be supported in leaderships and be provided with opportunities to further support their PDP goals

## Strategic Direction 3

### COMMUNITY PARTNERSHIPS AND SUSTAINABILITY

#### Purpose

To develop a culture of inclusive, collaboration within the school and the wider community. Teachers will provide students with the opportunity to engage with the environment and foster a notion of sustainability. Ensure parents and community members are provided with opportunities to engage with the school in an authentic way.

#### Overall summary of progress

Parents and members of the community have played and active role in reviewing, revising and updating school policy and have had opportunities to participate in a range of school activities. Quality educational partnerships between the local high school, selective high school and university have been developed and maintained.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students will be engaged in their learning.	N/A	100% of students are able to articulate what they are learning in class and identify the importance of the learning goal.
Ongoing community involvement in developing rich learning experiences for the students	\$2000 – Casual relief for teachers to attend professional learning	Partnerships with local schools and businesses have been strengthened through development of sustainability program, enrichment programs and support programs in literacy.
Increased participation of parents in school activities	N/A	School continues to work on increasing parent engagement in school activities.
100% of PLP's have parent involvement	\$2000 – Casual relief for staff to conduct face to face meetings with relevant stakeholders.	100% of PLPs were written with parent involvement (face to face, via telephone interview, or in writing).
100% of teachers provide students with the opportunity to provide feedback on their teaching practice	\$1500 – Casual relief for staff to visit colleagues in a neighbouring network.	Students are providing feedback on learning goals in class and offering suggestions around improvements in informal conversation. This remains a focus for 2019.

#### Next Steps

- Work with Penrith Lakes EEC to introduce a Kitchen Garden program across stages two and three, with a view to implementing it across all stages by 2020
- Strengthen middle years programs with local high school within the Kingswood Learning Community and its middle years project
- Implement additional strategies to further engage parents and families during school activities, as well as utilise parent skills and expertise to support and extend teaching and learning activities

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$28746 – RAM Aboriginal Background	Aboriginal SLSO worked with Aboriginal Education Teacher to develop/update student profiles. SLSO also provided literacy support via tutor program to all Aboriginal students requiring additional support across all stages. SLSO worked closely with community to strengthen partnerships between school and home, resulting in improved attendance and increased access to extra-curricular activities.
<b>English language proficiency</b>	\$116000 – English Language Proficiency Equity Funding	All eligible students supported individually and in small groups, according to individual need. Students receiving support discussed at weekly Learning Support Team meetings and adjustments made according to their evolving needs.
<b>Low level adjustment for disability</b>	\$209358 – Low Level Adjustment for Disability Equity Funding	School Learning Support Officers and additional teachers provided ongoing support to all identified students throughout the year, as allocated by the Learning Support Team.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$80000 – Staffing Allocation	The allocation has allowed for a locally funded Deputy Principal to be off-class and support teachers in collaborative planning and assessment procedures. Funds have been allocated to support mentoring opportunities and collaboration across all areas of the school. The Deputy Principal has been able to work with colleagues in analysing internal and external data sources to track student achievement and align school procedures with departmental requirements to ensure quality education opportunities are provided to all students.
<b>Socio-economic background</b>	\$178530 – Socio-economic Background Equity Funding	Funds utilised to purchase laptop trolley and populate with laptops. Additional literacy and numeracy resources purchased. Employment of School Learning Support Officers to provide support in classrooms.
<b>Support for beginning teachers</b>	\$13835 – Beginning Teacher Funding	Additional Release From Face to Face teaching has been allocated to beginning teachers to allow for mentoring opportunistic, collaborative evaluation of programs and to support the accreditation process at proficient level. The funds allocated to school have also been used to support additional professional learning opportunities for teachers to ensure they are using current teaching practices and embedding quality teaching activities for all students.
<b>Targeted student support for refugees and new arrivals</b>	\$14000 – NAP Funding	Data evaluation in consultation with Learning Support Team confirms all students entitled to additional support demonstrated growth throughout the year. Feedback from parents and class teachers indicates strengthened home/school partnerships..

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	202	194	218	232
Girls	195	197	200	186

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	94.8	94.4	92.7
1	92.6	90.7	92.6	93.5
2	91.1	92.8	93.3	92.7
3	93.5	93.7	93.9	94.5
4	92.7	90.5	91.8	94
5	93.3	93.3	92.3	93.3
6	92.9	94.9	89.7	91.9
All Years	92.6	92.9	92.6	93.2
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

Student attendance is monitored by class teachers and followed up by the school Executive. The Executive team works in collaboration with the Home School Liaison Officer to review whole school attendance patterns and address non-attendance in a timely manner.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.54
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	7.22

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2018, one member of staff identify as being of Aboriginal descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

### Professional learning and teacher accreditation

Throughout 2018, teaching staff at Penrith Public School accessed a diverse range of professional learning opportunities designed to achieve some of their professional development goals, support school strategic directions and consolidate knowledge and understanding of curriculum. Penrith Public School has a total of fifteen new scheme teachers.

Teacher Professional Learning (TPL) was accessed in the following areas:

- Language, Learning and Literacy (L3). The program provides intensive, explicit learning experiences in the areas of reading and writing. All teachers in Early Stage One and Stage One utilise L3 strategies during literacy activities
- Autism support in mainstream and support settings
- The school counsellor attended workshops and professional learning sessions throughout the year

- Targeting Early Numeracy (TEN)
- Behaviour management webinars
- Nationally Consistent Collection of Data
- Implementing the new Science syllabus
- Teaching Students from Refugee Backgrounds (STARS)
- PLAN2 (Supplementary Schools) Training
- Google Classrooms
- Ed MED
- SAP Payroll Training
- Sentral functionality

#### Mandatory/Compliance Training:

- Child Protection
- Asthma
- Anaphylaxis
- Emergency Care
- Work Health and Safety
- CPR
- First Aid
- Code of Conduct and Dignity and Respect in the Workplace

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	560,292
<b>Revenue</b>	4,728,805
Appropriation	4,597,128
Sale of Goods and Services	7,412
Grants and Contributions	118,313
Gain and Loss	0
Other Revenue	800
Investment Income	5,152
<b>Expenses</b>	-4,296,373
Recurrent Expenses	-4,296,373
Employee Related	-3,966,053
Operating Expenses	-330,320
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	432,432
<b>Balance Carried Forward</b>	992,724

The school finance committee consists of the school Executive, School Administrative Manager and teacher representatives. The finance committee allocates funds across all curriculum areas, as well as for maintenance/upgrade of grounds, equipment and human resources. Funds have been allocated for significant upgrades to the school grounds, additional staff to support and extend students' learning opportunities, upgrades to ICT infrastructure and ongoing improvements to learning spaces and resources to support a significant influx of enrolments.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,758,111
Base Per Capita	84,653
Base Location	0
Other Base	2,673,458
<b>Equity Total</b>	535,126
Equity Aboriginal	30,581
Equity Socio economic	178,530
Equity Language	116,657
Equity Disability	209,358
<b>Targeted Total</b>	819,542
<b>Other Total</b>	232,462
<b>Grand Total</b>	4,345,242

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.

Percentage of Year 5 students in the top 2 bands has increased by 3% in Reading and 13% in Spelling.

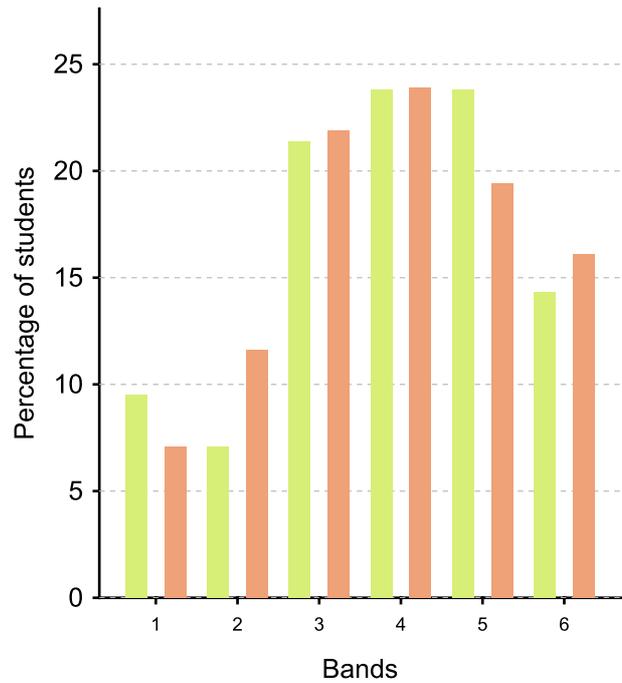
Percentage of Year 3 students in the top 2 bands has increased 4% in Reading.

50% of Year 3 ATSI students were in the top 2 bands for Reading.

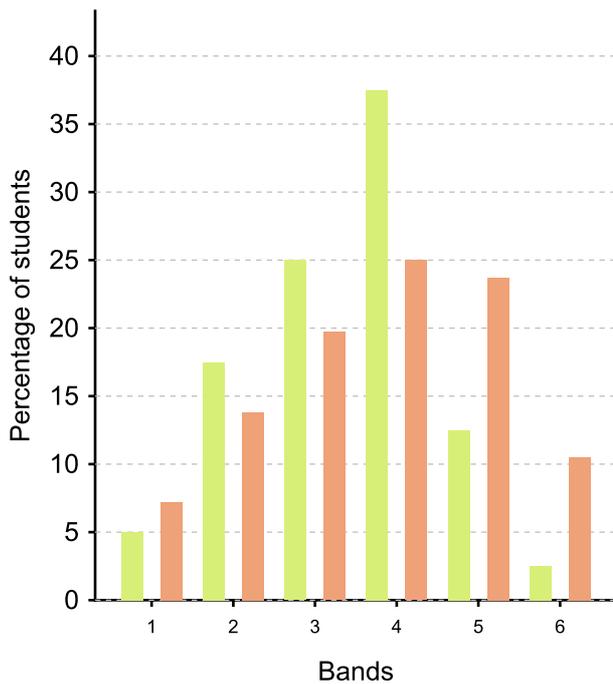
25% of Year 3 students were in the top 2 bands for Spelling.

25% of Year 5 students were in the top 2 bands for Spelling.

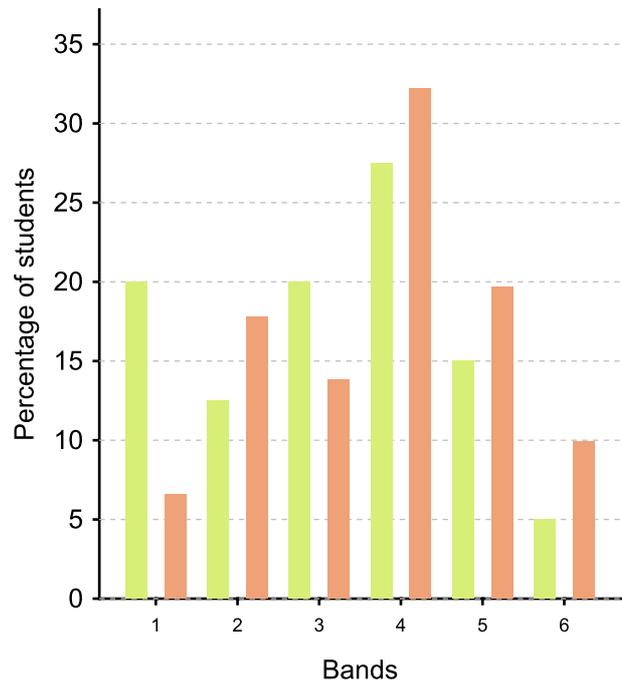
**Percentage in bands:  
Year 3 Reading**



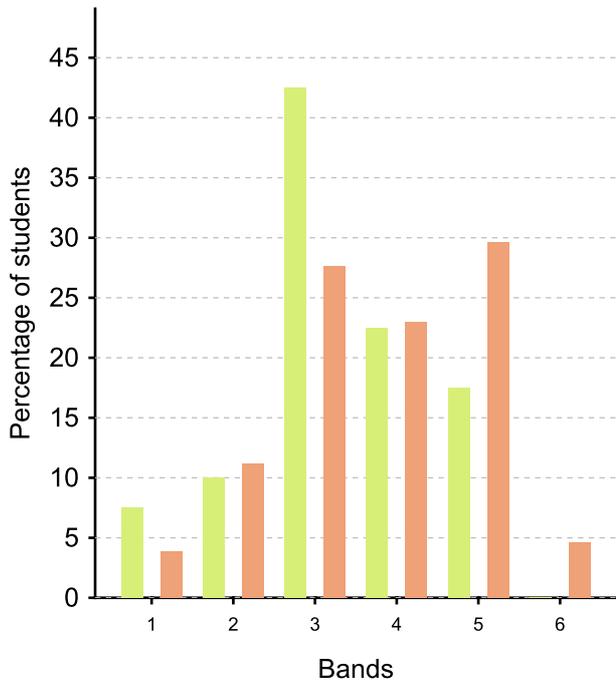
**Percentage in bands:  
Year 3 Grammar & Punctuation**



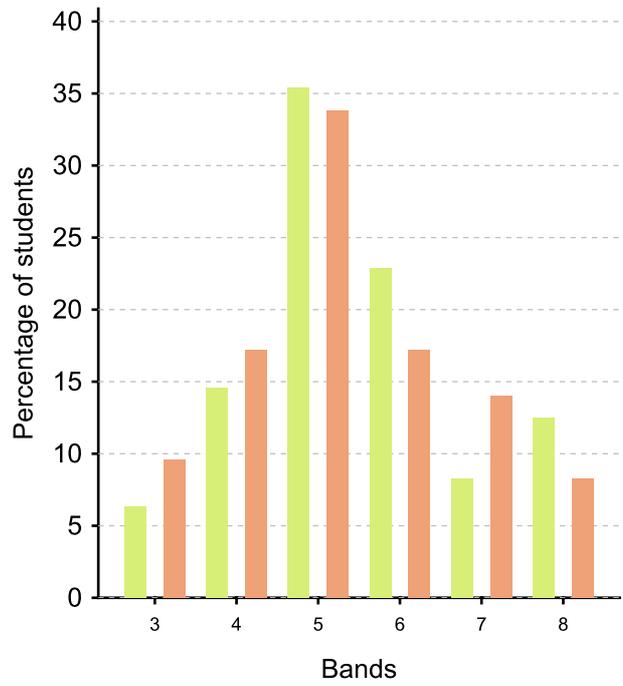
**Percentage in bands:  
Year 3 Spelling**



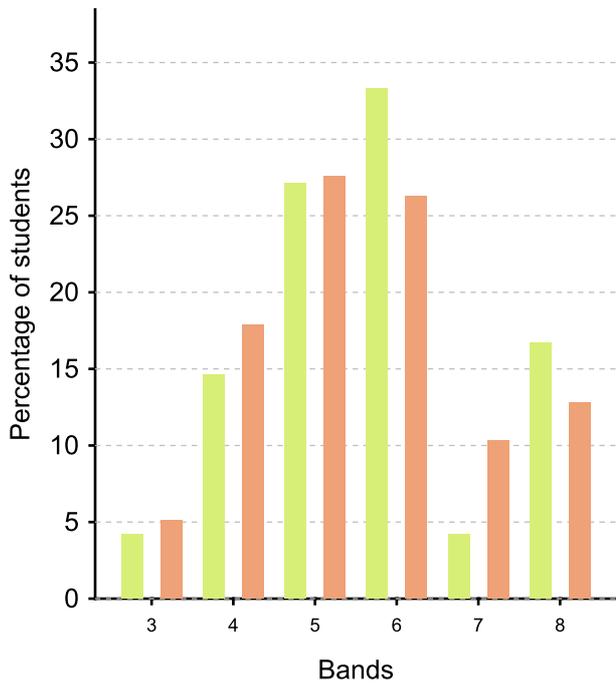
**Percentage in bands:**  
Year 3 Writing



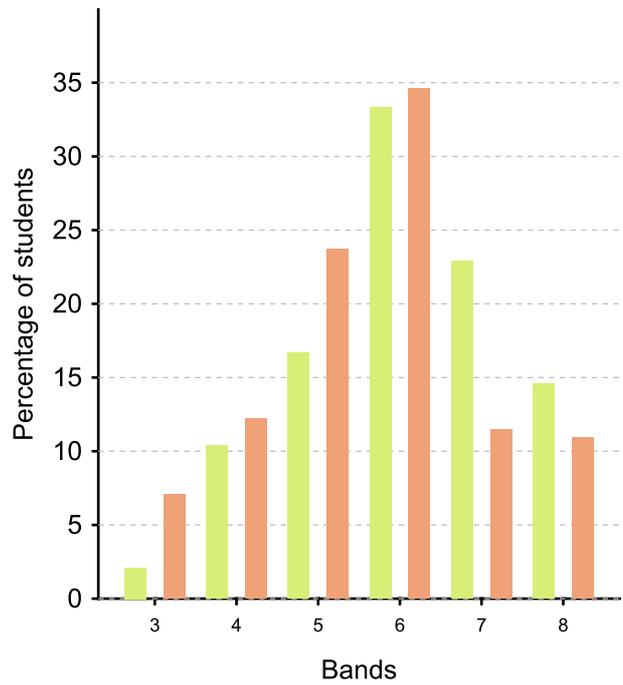
**Percentage in bands:**  
Year 5 Reading



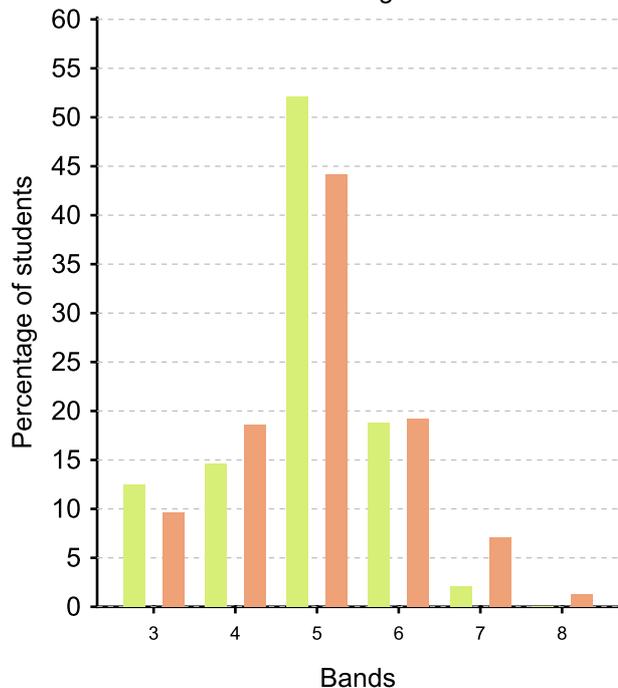
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:  
Year 5 Writing**



Percentage in Bands  
School Average 2016-2018

The average NAPLAN score for Year 5 students over the past 4 years has increased by 9.

56% of Year 5 students have achieved 'At' or 'Above' expected growth.

15% of Year 5 students are achieving in the top 2 bands of Numeracy.

10% of Year 3 students are achieving in the top 2 bands of 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.>

There has been an increased proportion of Year 3 Aboriginal students achieving in the top two bands for Reading.

The percentage of Year 3 and Year 5 students performing in the top two bands has increased for Reading and Spelling.

## Parent/caregiver, student, teacher satisfaction

The school has offered parents the opportunity to participate in parent information session and workshops. The workshop and information sessions were around the continuums, how to engage their children at home and using various mathematical strategies at home to support their children. Feedback

via surveys was extremely positive. The majority of parents who attended found the presentations engaging and worthwhile. A total of 95.7% of parents would like to attend more information sessions and workshops as they feel it has helped them gain a clearer understanding around their children's education, as well as various strategies to support their learning within the home context. From evaluations, our school was able to identify other areas that parents would like support in, such as developing reading strategies, using Microsoft applications and developing ways to use various household items to engage in learning.

We held a parent and community meeting to evaluate the school strategic plan, overall the parents felt the school was tracking very well with annual milestones and targets. It was stated that by using Facebook, notes and newsletters, parents felt informed and up-to-date with what was happening in the school. They stated the school is very community orientated as parents and the community are openly invited to fundraising events, education week and assemblies. They also really like how we engage with the high school and local university to promote additional learning activities for their children.

Teachers at Penrith Public School believe we have an inclusive culture and provide positive learning experiences for all students. Through survey evaluations, a number of staff have expressed that the learning culture and collaboration within the school continues to strengthen. A number of staff members have enjoyed participating in leadership opportunities and being able to lead aspects of the school plan and share knowledge with staff through professional learning opportunities. We are focusing on the effective integration of technology and continue to support this initiative through releasing teachers from Face to Face teaching to build the expertise of others. Teachers across the school have participated in collaborative planning days and feel that these collaborative practices have helped with teacher consistency and analysing data to guide future teaching.

Students across the school feel supported in their learning and have demonstrated they enjoy their learning experiences. A numbers of students have expressed their appreciation of the school to implement programs that also target their social and emotional well being needs. Our senior students have enjoyed participating in Peer Supports, as it has developed their leaderships skills and helped them build positive relationships with other students across the various grades in the school. Students have been provided with the opportunity to use surveys and feedback forms to reflect on their learning and offer suggestions to teachers how various learning experiences can be further enhanced to support their learning. By participating in various discussion across the school, students have identified that they feel the school cares for them and that they are able to approach teachers at anytime to discuss and issues that may arise.

## Policy requirements

### Aboriginal education

Aboriginal education and cultural awareness is embedded throughout all teaching and learning programs across the school. Students participate in various creative and performing arts programs with the local Aboriginal community, resulting in strong and valued partnerships.

### **Multicultural and anti-racism education**

Multicultural perspectives are embedded in teaching and learning programs across all stages. Students participated in Harmony Day, Multicultural Day, Pedlars' Fair (Food from Other Lands) and numerous other activities in order to acknowledge and celebrate diversity within our school community and beyond. The school HSIE scope and sequence ensures that students' perspectives are broadened and appreciation of diverse cultural heritages encouraged.