

# Penshurst West Public School

## Annual Report



2018

**Penshurst** West  
Public School

4051

## Introduction

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

Mr Ross Angus

Principal

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### Message from the Principal

I am incredibly privileged and humbled to have led such a strong, vibrant school community through a year of great achievements, both individual and collective, of our students, staff and the school as a whole. School achievements this year continue to be many and varied across academic, sporting and cultural fields, reflecting our commitment to fostering the development of the whole child. Academically, our learning and teaching programs continue to be founded on evidence and have ensured consistent academic results in school based and standardised tests. Our students have enjoyed participating in competitions such as the Maths Olympiad competition and UNSW competitions where they have achieved excellent results. A number of our students participated at district level of the Premier's Spelling Bee. In public speaking, our students once again enjoyed participation, with our school finalists competing at the Georges River Network. Penshurst West PS won the Stage 1 and Stage 3 competitions and were the runner-up in Early Stage 1. Culturally, our dance groups continue to go from strength to strength. Highlights of the year have included the annual Education Week performances, St George Performing Arts Festival and in school performances for our community. It is always a pleasure to see our students given the opportunity to regularly perform throughout the year. This year we have been treated to a permanent reminder of our students outstanding performances with our biannual concert where every class produced an item reflecting number 1 music hits with the back drop being our own radio station. Our achievements on the sporting field this year have been exceptional as well. Our students love to participate in the PSSA competitions and do so with immense pride and steely determination. We had Senior Rugby League and Senior Netball finish as runners-up. This great success was due to the commitment and dedication of our players and coaches over the entire year. Penshurst West Public School has had regional representation this year in athletics and swimming, which is an amazing achievement. In 2018, our school also established the first of our Nurture classes for students with an autism diagnosis. This has seen great compassion and empathy from our students and staff as they interact across our school environment. Two additional classes will commence in 2019. I would like to acknowledge the incredible work of the Penshurst West Public School staff this year. Our staff are deeply invested in nurturing the immense potential inside all students so that they can be their own way-finders, equipped with the skills to enable them to navigate the boundless possibilities that lie ahead of them. To do this takes determination, hard work and a commitment to the pursuit of excellence. I thank all of our teaching and support staff who have invested so much of themselves, and their tremendous expertise in the pursuit of this vision for the benefit of our students and our school. I count myself extremely privileged to work with such a dedicated team. Sadly, at the end of this year we farewell some members of our special team. Of special mention, we farewell our wonderful Mr Gray, our General Assistant. He has been one of our amazing members of staff who could not do enough for anyone who asked. Mr Gray leaves us after 9 years at our school since 1992!

Our School also learnt of the redevelopment opportunity we have through School Infrastructure. Seven new future focus classrooms and learning spaces. We saw plans develop, portable classrooms arrive and the hording go up around the classrooms.

As you will see, our students, staff and parents have been actively engaged in all areas of school life throughout 2018. There is so much to celebrate at Penshurst West Public School and we look forward to what 2019 has in store for us all!

## School background

### School vision statement

Penshurst West Public School seeks to ensure that all students have the opportunity to reach their personal best, to instil our four core values of Respect, Responsibility, Effort and Safety. We aim to work with our parents and community to develop the skills, knowledge and leadership capabilities for students to continue through High School and grow to become productive well-adjusted members of society.

### School context

Penshurst West Public School features quality teaching, high expectations for student learning, teamwork, consultative decision making and consistency while valuing the diverse abilities of students and staff. We have a community which actively supports the school and leadership that is planned, effective, organised and supportive.

The school demonstrates excellent academic growth across a diverse student population including students who are gifted and those with disabilities. 48% of students are from a language background other than English & these students excel through the support of a strong EaLD program. The school conducts an extension program and further differentiates the learning programs for all students across all subjects. Students with disabilities have maximum support through a strong Learning Support Team implementing targeted programs to assist students and staff. SLSOs are also utilised to support the teacher's learning programs in these classes.

The school has a focus on technology as a tool for learning with the latest in interactive panels in every classroom, along with a Technology Learning Centre, Tablets, iPads and laptops available to all classrooms. Students have a wide variety of creative and performing arts opportunities including Dance, Choir, recorder & Drama programs. Our community realise the importance of the opportunities our students are given in sport. Outside providers of specialist programs have also been valued.

The academic achievement and development of leadership within our students are identified by parents as a strength of the teaching staff at Penshurst West Public School – "where children love to learn".

## 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.

The results of this process indicated that in the School Excellence Framework domain of learning, the school was validated as sustaining and growing with a validation of excelling in the elements of wellbeing and the element of Reporting. Our learning culture is focused on ongoing improvement, as evidenced in our commitment to using formative assessment techniques to make learning visible. The school has focused on effective partnerships in learning with initiatives including Seven Steps to Writing Success, Goal Setting and Feedback This has resulted in students increasingly building capacity as assessment capable, life-long learners, being able to articulate what they are learning, how they are going with their learning and what the next steps in their learning will be. Quality teaching is being achieved through the exploration of formative assessment and visible learning techniques at a whole school, stage based and individual level. *Language, Learning and Literacy* saw 2 staff commence training and 1 complete the training and K-2 staff continue *Targeting Early Numeracy* to support differentiation and explicit needs based instruction. The whole school staff also gave emphasis to student goal setting with the engagement of parents and feeding back at parent teacher meetings.

Future Focused Learning has also seen a greater emphasis applied as the school prepares for the construction of new learning spaces. Staff have had extensive input into how collaborative learning will be emphasised in this environment through the positioning of rooms and movement spaces to the choice of furniture to engage and facilitate discussions, collaboration and critical thinking.

Analysis of internal and external student assessment and performance data enables effective identification of trends in student achievement. All staff members are involved in the analysis of data through regular informal and formal collegial meetings. This analysis drives decision making and future directions for school planning and student learning. Parents

and students receive feedback on progress through semester based reports and parent teacher interviews. We encourage regular and ongoing communication and feedback with our parents including PLP review meetings which are held on a termly basis, reviewing individual learning goals and determining future directions for student learning. Student results both internal and external are pleasing. There is good value added results and students achieve pleasing levels of performance in external performance measures. In 2018, 100% of Year 3 students and 87% of Year 5 students achieved at or above the National Minimum Standard in NAPLAN reading and 100% of Year 3 students and 84% of Year 5 students achieved at or above the National Minimum Standards in numeracy. In terms of expected growth from Year 3 to Year 5, there was above average expected student growth above state level and in comparison to similar school groups in Grammar and Punctuation, and in Spelling. In Reading, 53% of students achieved greater than or equal to their expected growth, in Spelling 62% of students achieved greater than or equal to their expected growth and in Numeracy 48.6% of students achieved greater than or equal to their expected growth. In grammar and punctuation, expected growth was 57.9% of students achieved greater than or equal to their expected growth. However, in Writing the average growth was significantly lower than the state average with 50% of students achieving greater than or equal to their expected growth. Our school is performing above the Premier's Priority with an average of 39% of our students achieving in the top 2 bands of Literacy and Numeracy combined displaying further growth of 2% from 2017. 60.47% of Year 3 students achieved in the top two bands of Reading.

The results of this process indicated that in the School Excellence Framework domain of teaching, the school was validated as sustaining and growing with validation of excelling in the elements of Data Skills. Teachers regularly use student performance data to evaluate the effectiveness of their own teaching practice and inform future directions for teaching and learning. Regular collegial meetings and the implementation of programs such as L3, TEN and our evidence based, action learning approach to professional learning support our teachers to be critically reflective practitioners. Collegial meetings incorporate regular and ongoing analysis of data to drive future directions for student learning. A range of formal and informal assessment measures are regularly utilised to track and monitor student progress and identify areas for development. Strong learning and support processes effectively complement classroom processes. Regular ongoing collegial meetings enable our teachers the opportunity to effectively collaborate and reflect on their practice to improve student outcomes. Professional learning is carefully aligned with the strategic directions outlined in the school plan. An evidence-based and collaboratively developed strategic plan is at the heart of improvement efforts, with school directions driving the schools' main activity. Purposeful and strategic partnerships within and beyond the school community have been extended, to support school directions, enhance educational opportunities for students and teachers, and to engage parents and the wider community. Our school will continue to seek and address feedback proactively and responsively from stakeholders on an ongoing basis through meaningful and varied mediums. Resources are used strategically to improve student outcomes with resourcing being allocated towards further building teacher and leadership capacity. Longer term financial planning incorporates an ongoing focus on allocating resources to effective professional learning strategies. The evidence collected and analysed indicates the school is delivering within the area of Professional Standards. All staff members are actively engaged in formulating their own Performance and Development Plans to strengthen their practice and are aligned closely to the professional standards. Penshurst West Public School teachers are actively committed to their ongoing development as members of the teaching profession. As part of our school performance and development processes, staff members are supported to align the professional standards to their identified personal goals. Staff members work beyond their classrooms and actively contribute to extracurricular school programs, such as dance, drama, choir, sport and community activities. The results of this process indicated that in the School Excellence Framework domain of leading, the school was validated as sustaining and growing with validation of excelling in the elements of Leadership, management practices and processes. Penshurst West Public School community is very positive about educational provision. Our School Leadership Team communicates clearly about school priorities and practices as part of stage and team meetings. The school has productive relationships with external agencies such as local businesses, industry and community organisations to improve educational opportunities for students. The school solicits and addresses feedback on school performance. A shared understanding of the school strategic directions as outlined in the school plan is evident across our school community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. School resources are strategically used to achieve improved student outcomes. Ongoing school improvement is underpinned by regular opportunities for students and the community to provide constructive feedback on school practices and procedures. Students have regular student input through forums such as the Student Representative Council and parents' engagement continues to be strengthened through P&C, School Council representation and digital feedback models including closed Facebook pages as well as regular community events. Our self-assessment process will assist our school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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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

### Delivering Quality Future Focused Learning and Teaching

#### Purpose

Literature suggests we need to be future-oriented and adaptable, adopting a more complex view of knowledge, that incorporates knowing, doing, and being. Our community, country and world are changing rapidly. Knowledge is doubling every 18 months and is forecast to double every 13 hours in the not to distant future. Our students will need preparation for that life. Future focused learning is about how teachers teach and how students learn. Our School will develop student skills and resources to (guided by teachers) seek knowledge out for themselves, with the aim to make them life long knowledge seekers, so that they can continue to explore the exponential amount of knowledge out there after they leave school.

#### Overall summary of progress

In 2018, three key project areas supported the implementation of Strategic Direction 1: Delivering Quality Future Focuses Learning and Teaching

Seven Steps to Writing Success provided quality teaching strategies to all teachers in the school who, through monitored implementation, assessed and developed the students writing techniques. NAPLAN results suggest that the implementation as a trial in 2017 with then Year 4 had a huge benefit. Consistent Teacher Judgement also identified substantial improvement in student writing for both informative and imaginative texts.

The agreed plans reflect the future focused learning designs that the school and community sought. This will ensure optimal use of the learning spaces in cooperative and collaborative teaching. Furniture has been planned to emphasise student engagement, creative thinking and facilitate group work and discussions, all leading to improved learning outcomes for students.

Penshurst West staff trained to utilise data effectively to plan teaching strategies for students at individual and group levels to enhance Student Learning Outcomes. As a result the staff are using evidence based practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers providing differentiated instruction based on formative and summative assessment and feedback.	Professional Learning time (Release from Class) provided for teachers to train and revisit TEN and TOWN training to ensure understanding of data collection. 5 days.  \$14012.	All teaching staff have undergone Professional Learning in Seven Steps to Writing. As a result teaching strategies and the use of formative assessment targetting specific aspects of writing, introduction paragraphs, using conversations within text, have all seen consistent improvement. Teacher Judgement using worksamples provided evidence of the improvement in Writing.  Professional Learning in Reading through L3, Numeracy through TEN and Town all contributed to strong individual growth. These programs rely on formative assessment to drive future lessons to meet the individual needs.  Summative assessments where also utilised to compare students against a standard for Reading comprehension and Mathematics. These results are maintained and growth can be measured as the student moves through the grades.
By 2020, all students will be mapped and tracked through the Learning Progressions.	\$3000 for Professional Development of Assistant Principals.	Assistant Principals attended Professional Learning conference for PLAN 2 and Learning Progressions. This information was provided to all staff through general staff meetings.  All staff commenced using the Learning

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, all students will be mapped and tracked through the Learning Progressions.		Progressions for specific aspects.
Increased proportion of students in the top two NAPLAN bands with particular emphasis to Writing.		<p>2018 NAPLAN results showed that the school has consistently met the Premiers target for increasing the number of student in the top two bands. The results for the State in 2018 was 34.4% of students.</p> <p>Penshurst West PS had 39.26%. This was a further improvement of 2% on the previous year. Notably in Year 3 more than 53% of students were in the top two bands for Language Conventions, Spelling and Reading. Whilst 42% in Writing and 35% in Numeracy were in these same top 2 bands.</p>
Deepened knowledge of the role of feedback and its potential impact on learning.		

## Next Steps

All teachers will continue to use and increase the use of the Learning Progressions, expanding their use across additional areas within Literacy and Numeracy. All teachers will complete the Learning Progressions for all students in agreed progressions for writing and Number.

All students in Kindergarten 2019 will be entered in Best Start 2 using ALAN.



## Strategic Direction 2

### Constructively Engaging Community Partnerships for Student Academic and Wellbeing

#### Purpose

Parents and the broader community play a vital role in supporting successful learning outcomes for our children. The research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. The school recognises that parent involvement in school has an important social and community function but it is only the engagement of parents in learning that most likely results in a positive difference to learning outcomes. Parental partnerships and that of the wider community make the greatest difference in student achievement when there is strong engagement that flows into the home. (A. Harris & J. Goodall, 2008).

#### Overall summary of progress

Membership of the stage based pages has grown to cover 78% of families with the Public Page increasing from 137 followers to over 522 at the close of term. The Pages are being viewed in 7 different languages and the public page reaches regular viewers around the world. As a communication device this has greatly enhanced our ability to communicate effectively but has also engaged with our families weekly if not daily.

The program has been very successful in building the relationship with Students and Parents. The program has effectively supported students within the classroom developing resilience, social skills and providing an outlet for students who simply wanted to talk.

The Canteen has worked hard in light of the schools Healthy Canteen policy and has recreated its menu. The students and community are very aware that the menu is a healthy one and offers a wide variety. The canteen has also seen a resurgence in its use by the students which is positive.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engagement of Student Wellbeing Officer.  Students working through mediation to achieve a resolution to minor issues in the playground.	<ul style="list-style-type: none"> <li>School Based (\$7000.00)</li> <li>Funding from DOE (\$7000)</li> <li>School and Community (\$7000 to employ chaplaincy program (Student Wellbeing Officer)</li> </ul>	The School engaged a Student Wellbeing officer through the Chaplaincy program. In 2018, the program built positive rapport across the community, worked with individuals and small groups in developing resilience and supported students in class and the playground with Social Skills programs.
All staff familiar with Wellbeing Framework and use the tool to gauge student wellbeing.  All students are able to identify at least one advocate in the school who will support them.		This is a project to be implemented in 2019, incorporating the NSW DOE Wellbeing framework and the Australian Framework.
Healthy Canteen Guidelines in operation at school and supported through nutritional programs for the students.	Teaching Resources  \$500	The Canteen has worked hard in light of the schools Healthy Canteen policy and has recreated its menu. The students and community are very aware that the menu is a healthy one and offers a wide variety. The canteen has also seen a resurgence in its use by the students which is positive. Classes have supported this program with a focus on Health and Nutrition through the PDHPE lessons. The school purchased Blackline Master teaching resources to compliment the lessons.
Increased proportion of students report a sense of belonging, expectations for success and advocacy at school.		Tell Them From Me Survey indicated a significant improvement in student Wellbeing. This could be attributed in part to the Student Wellbeing Officer and the work of the Learning Support Team,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students report a sense of belonging, expectations for success and advocacy at school.		including the School Counsellor.

## Next Steps

Staff will engage further with the wellbeing framework and ensure it is being addressed within classroom programs and through Visible Learning. Mediation training will commence in 2019 Term 2 for identified students from Year 5 and 6 with full playground implementation in Term 3. Feedback will be sought from the mentors as well as data collected on how many contacts were made.

Class based cooking programs will be facilitated to support health and nutrition.



## Strategic Direction 3

### Advancement of Inspired Leadership

#### Purpose

Leadership is about the art of motivating, influencing and organising individuals with the goal that they cooperate to accomplish the objectives of a group. It is important for students to encounter leadership opportunities during school, to develop the ability of building connections with others, characterising personalities and accomplishing assignments. The role of parents and educators is critical in assisting with the development of leadership attitudes and skills in all. Student outcomes are higher when teachers report that their school leaders are leading and participating in teacher learning and development. (Robinson, Hohepa, & Lloyd. 2009) One of the core functions of leadership is to lead and manage change initiatives in schools for the intentional purpose of improving teaching practice and student achievement. Developing a team of teachers, students and parents to lead initiatives is critical for success.

#### Overall summary of progress

In 2018, three key project areas supported the implementation of Strategic Direction 3: Advancement of Inspired Leadership.

**Student Leadership Development.** In 2018, the SRC was developed as a student parliament and run by the school student leaders. In this way issues relevant to the students of the school were given a voice and acted upon by the student leaders.

School Chaplaincy program known within the school as a Wellbeing Officer was established and Arelda, quickly built a rapport with the students working within the playground and the classroom. The students have shown signs of building resilience, and continue to engage in programs established through this program.

The Peer Support Program was led by the 2018 Year 6 students and was highly successful. The theme of friendships was popular as the students developed and presented lessons in line with the Peer Support Foundation program.

As a result of these programs the students resilience, leadership and engagement with school all contributed to improved learning.

#### Leadership

Our school staff have taken on additional leadership duties to enhance capacity. The Executive enrolled in the Principal Credential to complete the units. Staff have taken on additional roles in leading curriculum and teaching initiatives to support peers and enhance student learning outcomes. This program has been very successful in supporting and developing staff teaching and learning practices. As a result all staff are effectively implementing the Seven Steps to Writing Success. TEN, TOWN and Focus on Reading are also being supported with demonstration lessons and teacher observations.

#### Professional Teaching Standards

Professional Learning has been provided to beginning teachers to engage with these programs. Opportunities were accepted to attend the Beginning Teachers conference. As a result the teachers involved have made good progress with preparing for accreditation. 1One teacher gained their accreditation and two permanent staff members completed their maintenance.

The teaching staff who have been with the Department of Education prior to 2004 all attained their Accreditation in 2018 at Proficient. Staff who commenced after 2004 already held Accreditation at Proficient but have been in the maintenance mode. This aspect saw two staff complete their maintenance, recognising the professional learning that they had undertaken over the past 5 years.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school. (DOE 2018–	\$7000–Chaplaincy \$2500 Peer Support	School Chaplaincy program known within the school as a Wellbeing Officer was established and quickly built a rapport with the students working within the playground and the classroom. The

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
2020)		<p>students have shown signs of building resilience, and continue to engage in programs established through this program.</p> <p>The Peer Support Program was led by the 2018 Year 6 students and was highly successful. The theme of friendships was popular as the students developed and presented lessons in line with the Peer Support Foundation program.</p> <p>As a result of these programs the students resilience, leadership and engagement with school all contributed to improved learning.</p>
Consistent staff engagement results in professional learning opportunities.	\$34000	<p>Penshurst West Public School staff engaged extensively with professional Development opportunities provided with in school, by DOE providers and external providers. For L3 there were 2 staff who commenced the training and 2 staff who completed their 2nd year training. All staff were trained in Seven Steps to Writing success . Additional training in TEN and TOWN ensured new staff were implementing the programs and using Evidence based teaching strategies.</p>
Principal Leadership Credential process begun by all staff who commenced the Professional Learning.		<p>Two AP's and the Principal commenced the Credential program. 3 units were completed with each unit being chosen based on the need for knowledge in given areas. This resulted in greater understanding of the role and capability to deal with situations.</p>
100% of staff supported in attaining and maintaining Proficient teacher accreditation. Staff provided the opportunity to seek higher levels of accreditation.		<p>Penshurst West Staff have all achieved accreditation at Proficiency. The majority are at the beginning of the maintenance period however 3 staff completed their maintenance period successfully in 2018.</p> <p>Staff have been made aware of the additional levels within accreditation but there has not been interest at present in pursuing highly accomplished.</p>

## Next Steps

Implementing effective Performance and Development processes to support the development of a high performing teaching staff as measured against the Australian Professional Standards.

Strengthening students sense of belonging to PWPS through the innovative classroom building project. Students will travel through the process as the physical environments of the school change, and become the knowledge base and owners of future learning environments.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Coordination of performance for all students  Financial assistance <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 3490.00)</li> <li>• Aboriginal background loading (\$3 490.00)</li> </ul>	All ATSI families engaged in the development and monitoring of Aboriginal PDP's.  Aboriginal education perspectives continued to be integrated in all Key Learning Areas in 2018. Raising student awareness of Aboriginal culture, arts, history and contemporary Aboriginality is a focus for all students.  This year, all students participated in a full day incursion by the Aboriginal performance group known as Koomurri Group.  Funding support allowed ATSI students to participate and engage in school incursions, excursions and camp.  As a result 1 student in year 4 was nominated and received a Department of Education Award for her engagement and participation in school.
<b>English language proficiency</b>	Staff and Flexible funding to support EALD students  0.4 Staffing allocation,  NAP funded 1 day a week <ul style="list-style-type: none"> <li>• English language proficiency (\$ 88000.00)</li> <li>• English language proficiency (\$88 000.00)</li> </ul>	In 2018 the school had three English as an Additional Language or Dialect (EALD) teachers who shared the role. The allocation for EALD was 0.4 with flexible funding which was utilised to engage an additional EALD teacher. Funding from the New Arrivals Program (NAP) allowed for a teacher 1 day a week to support these students. All teachers worked collaboratively with the classroom teachers through team teaching and working with small groups, to support students still learning and mastering English.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$ 83240.00)</li> <li>• Low level adjustment for disability (\$ 33151.00)</li> <li>• School funding (\$ 20000.00)</li> <li>• Low level adjustment for disability (\$83 240.00)</li> <li>• Low level adjustment for disability (\$33 151.00)</li> <li>• School funding (\$20 000.00)</li> </ul>	Considerable expenditure was provided to fund students who needed extensive support to maintain the mainstream classroom environment. Additional funding was sort from other sources as well. As a result the identified students and their families were happy with the progress that was made academically and particularly socially. Student Suspension although up on previous years was able to be minimised as a result of the assistance provided in the classroom and playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$ 48204.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$48 204.00)</li> </ul>	This program was very successful providing quality guidance and mentoring in a number of curriculum areas. As a result noticeable improvement was made in the academic performance of our students and could be measured through standardised assessments and teacher judgement.
<b>Socio–economic background</b>	Staffing and financial  Socio–economic background (\$ 31350.00)  <ul style="list-style-type: none"> <li>• Socio–economic background (\$31 350.00)</li> </ul>	As a result of the speech and OT programs additional resources have been created and early intervention has successfully identified and supported students in K–2 with these aspects. Pre and post assessments conducted by therapists have been provided to the school and parents.
<b>Support for beginning teachers</b>	Beginning Teacher Support	Strong support systems and processes are in

<p><b>Support for beginning teachers</b></p>	<p>Funding</p> <p><b>\$6,893.00</b></p>	<p>place for early career and beginning teachers at Penshurst West Public School. In 2018 the School received funding to support 1 Early Career Teacher. Early career teachers are invited (and encouraged) to attend induction sessions throughout the year facilitated by The Principal and staff as well as attend external professional learning opportunities throughout the year. Beginning Teacher programs and plans are negotiated with the beginning teacher, reflect assistance by supervisors, mentors and induction programs and are clearly outlined and monitored as part of the PDP process with clear links to the accreditation process and the APSTs (Australian Professional Standards for Teachers).</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Beginning Teacher Support Funding</p> <p><b>\$6,893.00</b></p>	<p>In 2018 the school received funding to support students who had newly arrived to Australia. These students had minimal English and needed assistance in developing survival language. The school employed a teacher for one day per week to develop the language skills of these students.</p> <p>They will in 2019 become part of the schools EaLD program to continue their language proficiency development.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	157	150	156	156
Girls	136	129	123	125

Penshurst West Public School has maintained its enrolment numbers in 2018. There have been many students leave and replaced this year. Primarily student families relocated interstate or moved to the South Western Suburbs to purchase family homes. Local houses have started to see redevelopment into duplexes and town houses which could lead to increased enrolments for the school in future years. The first of Three Special needs classes commenced with an enrolment of four students.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	95.7	94.3	94.6
1	93.5	95.8	97.2	96
2	94.8	95	94.1	97.1
3	94.8	94.7	95	95.2
4	94.2	96.7	94	94.7
5	93.9	96.3	94.5	95.2
6	92.8	93.6	94.7	92.2
All Years	93.9	95.4	94.7	94.9
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

School attendance has remained fairly consistent over the past 3 years and continues to be higher than that of the state average. The School will continue to monitor

and follow up on leave discrepancies using the Department of Education Policy.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.43
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	3.62

\*Full Time Equivalent

Penshurst West Public School has no Aboriginal teachers who currently work at the school in a permanent or casual capacity.

### 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	35

### Professional learning and teacher accreditation

In 2018, PWPS' Professional Learning Model continued to enhance our evidence based culture and focus on continuous improvement in teaching and learning. Throughout the year, all staff participated in professional Learning which supports effective differentiation in numeracy teaching through TEN and TOWN. With a particular focus on embedding the principles of formative assessment into our practice. K-2 teachers were actively involved in embedding the pedagogy of Targeting Early Numeracy (TEN) into their practice and teachers in Years 3-6 implemented TOWN for Numeracy. Two teachers completed the 1st year of L3 training while one teacher completed the final year. This means that most staff in K-2 have L3 and TEN training with the remainder commencing L3 in 2019.

Additional whole school targeted Professional Learning was delivered in Writing using the Seven Steps to Writing Success approach. The School utilised a staff based coach to deliver professional learning, mentor and demonstrate the techniques.

During the year, staff also had other opportunities to engage in professional development. These included but were not limited to: Using the learning progressions; CPR, anaphylaxis, child protection and Code of Conduct Using Data with Confidence; Peer Support Training; MAPA Training Teacher Efficacy, new syllabus professional learning in Science and Technology and PDHPE.

The total expenditure for professional learning was \$38721 which included \$17209 from Professional Learning and an additional \$13000 from school budget. An additional \$8512 literacy and numeracy funding was utilised to support K–2 teachers to access L3 training and was further supplemented from the School budget.

## 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>	91,640
<b>Revenue</b>	2,809,978
Appropriation	2,646,035
Sale of Goods and Services	-50
Grants and Contributions	160,899
Gain and Loss	0
Other Revenue	100
Investment Income	2,994
<b>Expenses</b>	-2,727,022
Recurrent Expenses	-2,727,022
Employee Related	-2,384,095
Operating Expenses	-342,927
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	82,956
<b>Balance Carried Forward</b>	174,596

Penshurst West Public School follows the policy requirements for the Department of Education. A small

committee oversees the development of the school budget. This is presented to the P&C at the monthly meetings. Regular updates throughout the year are provided to the P&C of the schools position using The Schools Management Reporting system. Ongoing tracking of the budget using the Forecasting Tool and School Funds Availability Report take place monthly.

2018 funds available increased due to a the establishment of an autism class. Substantial investment by the school and community in resources including robotics, computers, and levelled readers was a feature of purchases.

The Funds rolled over to 2019 financial year were held to ensure the meeting of any financial commitment by the school, To purchase new iPad for the aging collection upgrading to teacher classroom computers and the office furniture to improve security and efficiency. Automatic gates to secure the school site were installed in 2018.

### 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>	1,996,930
Base Per Capita	53,950
Base Location	0
Other Base	1,942,980
<b>Equity Total</b>	239,278
Equity Aboriginal	3,483
Equity Socio economic	31,351
Equity Language	88,002
Equity Disability	116,441
<b>Targeted Total</b>	106,506
<b>Other Total</b>	95,532
<b>Grand Total</b>	2,438,246

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.

Our NAPLAN results significantly reflect the cohort of students in any particular year and the percentages seem high compared with the state however it should be noted that high percentages in smaller schools is representative of 2–3 students. As a school we provide significant support to these students to gain the best individual outcomes.

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.

In Language Conventions, Spelling and Writing the percentages of students doing well is high but it is in the trend graphs where comparison to the state can be seen that the real success of the school can be measured and seen.

Reading for year 5 also performed well with less students in the bottom two bands, however we also saw less students reach the top two bands.

Year 3 NAPLAN for Reading saw excellent results with 60% of the cohort being placed in the top two bands. This is ten percent more students than the Similar Schools Group or the Average of the State. The Strong performance was repeated in Spelling with 63% in the top two bands, Language Conventions with 53% and Writing at 42%. There were no students in Band 1 for Reading or Language Conventions.

#### Percentage in Bands:

##### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	9.3	2.3	14.0	20.9	11.6	41.9
School avg 2016-2018	6.6	5	12.4	24	18.2	33.9

#### Percentage in Bands:

##### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	2.3	2.3	14.0	18.6	34.9	27.9
School avg 2016-2018	2.5	5	19.8	14.9	27.3	30.6

#### Percentage in Bands:

##### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	9.3	14.0	16.3	30.2	30.2
School avg 2016-2018	0.8	6.6	19	19	25.6	28.9

#### Percentage in Bands:

##### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	30.2	20.9	37.2	4.7
School avg 2016-2018	0.8	5.8	21.5	22.3	33.9	15.7

#### Percentage in Bands:

##### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	7.7	20.5	38.5	20.5	12.8
School avg 2016-2018	5.8	15	20.8	24.2	20	14.2

#### Percentage in Bands:

##### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	12.8	25.6	30.8	20.5	10.3
School avg 2016-2018	3.4	14.3	16.8	27.7	21.8	16

#### Percentage in Bands:

##### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	12.8	12.8	28.2	28.2	17.9
School avg 2016-2018	5	7.5	17.5	24.2	27.5	18.3

#### Percentage in Bands:

##### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	12.8	5.1	38.5	28.2	10.3	5.1
School avg 2016-2018	8.3	9.2	31.7	36.7	8.3	5.8

In Year Five Numeracy, our students performed at the levels we had expected for the cohort. The percentage of students in the top two bands was 1% below the State average but 2% above the similar schools grouping. Students in the bottom two bands increased on 2017 numbers but were also better than the State percentage in those bands.

In Year Three, the results were strong with 16% of

students in the top band and a further 18% in band 5. There is also concern for the lower bands as although there are no students from our school in the lowest band, 20% of students were placed in band 2 which is twice the percentage of the Similar Schools Group.

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	20.9	25.6	18.6	18.6	16.3
School avg 2016-2018	1.7	13.2	28.1	20.7	17.4	19

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	2.6	13.2	36.8	18.4	18.4	10.5
School avg 2016-2018	4.3	13.7	24.8	20.5	19.7	17.1

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.>

Data from the 2018 NAPLAN shows that 39.26% of Year 3 and 5 from Peshurst West Public School, for Literacy and Numeracy achieved in the top 2 bands. This is a rise from 37.72% in 2017. However it should be noted that, as previously stated, Year 3 achieved 60% in the top two bands for Reading.



## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me Survey – Parents

In 2018, Peshurst West Public School conducted several surveys during the year to gauge parent opinion of the programs the school were offering, the teaching and learning, classroom setting, behaviour and expectations at school and communication about student progress and general school information.

Overwhelmingly parents felt that communication through Facebook with the introduction of closed stage

pages had greatly enhanced engagement with their children's classes and had further achieved the goal of promoting the school and keeping the community informed. Following feedback from parents and teachers regarding the consistency and organisation of one organisation, different extra curricular programs were engaged in 2018. These included Jellybeans Music K–6, and Footsteps Dance K–2. Parents and students thoroughly liked the extra-curricular programs that were offered. K–2 had a 95% uptake of the programs. Stage 2 had an uptake of 70% while Stage 3 only had 58% involvement with the other 42% choosing not to be involved. These students participated in a stage based dance program with the class teachers ensuring all students were exposed to the outcomes of the syllabus for Creative Arts. In 2019, Gymnastics will be offered K–6 in Term 1 whilst Jellybeans Music will only be offered to the K–2 students. An expression of interest will be extended to students in years 5/6 before the booking is confirmed for Footsteps Dance. Parents generally found that the reporting of student assessment was satisfactory.

Taking on the 2017 feedback, an exchange of information was conducted early in Term 1 where the parents and teachers met 1:1. Goal setting also took place. Again although welcomed and recognised as valuable, the timing was considered to be too early and that all stakeholders would prefer a Meet the Teacher with the Exchange of Information later in the term.

The school scored well on the survey improving considerable on the State averages. Parents feel welcome 7.9 (compared to State at 7.4). Parents are informed 7.4 (6.6), School Supports Learning 8.0 (7.3), School Supports Positive Behaviour 8.6 (7.7) Safety at School 8.3 (7.4), and is an inclusive school 7.8 (6.7)

### Tell Them From Me Survey – Staff

Peshurst West Public School Staff completed the Tell Them From Me survey toward the end of the school year.

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals. The teachers rated themselves at 7.8 compared with the State average of 7.5. Visible learning is a particular focus for our teachers at Peshurst West over the next three years as we delve into John Hattie's work.
2. planned learning opportunities which involve an intentional transfer of skills and knowledge. The teachers rated themselves at 8.1 compared with the State average of 7.
3. quality feedback that guides students' effort and attention. We were consistent with the state in feedback at 7.3 and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills,

unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours). Our teachers rated themselves at 8.0 compared with 7.8 for the state average.

Furthermore Survey results from the teachers revealed:

- 72% of staff agree or strongly agree that School leaders in Penshurst West public school are leading improvement and change.
- 82% of staff agree or strongly agree that School leaders clearly communicate their strategic vision and values for our school.

### **Tell Them From Me Survey – Student**

The survey was conducted with Year 5 and 6 and with some Year 4 students. 109 students responded.

The survey's framework on student engagement includes measures of social, institutional, and intellectual engagement. Sense of belonging is a key component of social engagement, situated alongside participation in sports and extra-curricular activities and making positive friendships at school. Students' sense of belonging at school is related to their academic achievement and well-being. Within Penshurst West Public School an emphasis in our school Strategic Directions particularly addresses this aspect. Sense of Belonging rose 26% on the previous years rating and is the highest since starting the surveys in 2016.

Students' positive relationships at school are related to their academic achievement and well-being. This rating rose to 92%, 20% higher than the same measure in the previous year. Each of the other measures of Social Emotional outcomes were upon the previous year. Values School outcomes 92%, Positive Behaviour at School 94% Interest and motivation 66%, Effort 93%

The survey measures Social and Emotional Outcomes and it measures Drivers of Student Outcomes. For this aspect Effective Learning Time, Relevance and Rigor, Advocacy, Relationships and Expectations all give an indication of how the school is performing.

Instructional relevance refers to whether classroom instruction is purposeful and meaningful to students' everyday lives. Both motivation and achievement are enhanced when students find value and meaning in their coursework (Brophy, 1999). For Relevance the Students scored the school at 8.2/10

The students rated Effective Learning Time as 8.6/10. This pertains to teachers' use of classroom time, such as whether classes are well organised and important concepts are taught well. Teachers that deliver quality instruction are aware of, understand, and actively pursue goals. These goals are concerned directly or indirectly with student learning.

High-yield (Rigor) teaching strategies refer to teaching practices that have positive effects on student learning. These strategies, largely based on research findings summarised by Hattie (2009), include practices associated with setting visible and challenging goals, the pacing and structure of classroom lessons, quality

feedback, and meta-cognitive strategies. In this aspect the students collective score was 8.6/10

In all cases, the scores rose from 2017 and were consistently higher than the State Averages for each Driver.

The other aspects identified were Advocacy 8.0, Student Teacher Relationship 8.6, and Expectations 8.8.

In every school there is a level of bullying and our school is no different. Bullying is when a person tries to hurt another person, and does it more than once. It can be physical, verbal, or social, and can also take place over the internet with emails or text messages. The bully is usually in a position of real or perceived power over the person being bullied. Power imbalance is viewed as a characteristic that distinguishes bullying from other similar forms of conflict (Juvonen & Graham, 2014). 35% of respondents indicated that they had been a victim of bullying. This was consistent with the state averages, however there is concern that the Year 6 students reported a much higher level. The school has an Anti-bullying policy and utilises the strategies provided. The Bullying that was indicated related extensively to cyber bullying through Social Media. There is a need for school and parental action to support students and try to prevent this from happening. It should also be noted that most Social Media have age limits above that of primary school students.



## **Policy requirements**

### **Aboriginal education**

Aboriginal education perspectives continued to be integrated in all Key Learning Areas in 2018. Raising student awareness of Aboriginal culture, arts, history and contemporary Aboriginality is a focus for all students.

This year, all students participated in a full day incursion by the Aboriginal performance group known as Koomurri Group. This was a great opportunity for our students to learn about the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation. Students were involved in learning about and participating in:

\* **Aboriginal Artefacts**

- \* Aboriginal Song and Dance
- \* Traditional Indigenous Games
- \* Aboriginal Didgeridoo and Storytelling
- \* Aboriginal Face Painting

The impact of this incursion was immense and it served as the basis for many follow-up lessons and discussions. All trans-disciplinary units of work that were taught this year linked authentic Aboriginal perspectives where possible.



### Multicultural and anti-racism education

With over 34 different cultural backgrounds, Penshurst West Public School has a diverse student population. In 2018 the school had three English as an Additional Language or Dialect (EALD) teachers who shared the role. The allocation for EALD was 0.4 with flexible funding which was utilised to engage an additional EALD teacher. Funding from the New Arrivals Program (NAP) allowed for a teacher one day a week to support these students. All teachers worked collaboratively with the classroom teachers through team teaching and working with small groups, to support students still learning and mastering English. We value the range and diversity of the cultural backgrounds that make up our school and the local community. To foster support and an understanding of all our students: one of our staff members is trained as an Anti-Racism Contact Officer. The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The appropriate procedure will be used to resolve the complaint. Throughout the year classroom teachers discuss with their students important national days to foster world knowledge and tolerance. All students and staff participated in the theme Growing Together in Harmony. This positive message emphasised the values of Respect and Inclusiveness. The student went through a variety of activities and one of which was an artwork signifying the Respect and Inclusiveness in our school of all cultures.