

Pleasant Heights Public School Annual Report



2018



4357

Introduction

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

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Principal

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School background

School vision statement

Pleasant Heights Public School provides outstanding educational opportunities, with high expectations and excellence for all students. Our students are valued and nurtured to become confident life-long learners and critical thinkers in an engaging, collaborative and creative learning community.

School context

Pleasant Heights Public School has an enrollment of 266 students and is located in a unique natural environment that embraces the Illawarra escarpment.

The school provides all students with high quality education that promotes equity and excellence. Students are motivated to become successful learners, confident and creative individuals and active and informed citizens.

A broad curriculum that focuses on literacy and numeracy and includes a commitment to technology, performing arts and sporting opportunities, is valued by the school community. Pleasant Heights Public School has a comprehensive, integrated whole school approach to student wellbeing, learning and leadership.

Priorities for 2018 and beyond include quality literacy and numeracy programs for all students, Visible Learning, formative assessment, building teacher capacity, collegiality and future focused learning. Effective feedback and data driven decision making are regarded as the key to success.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

In the domain of learning, our focus is to create a powerful learning culture that inspires students to be successful, independent learners.

Learning Culture – Sustaining and Growing. There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Wellbeing – Delivering– The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students reach their potential. Students, staff and community recognise that student wellbeing and engagement are important conditions for learning. Well developed and evidence – based approaches, programs and assessment processes identify, regularly monitor and review student learning needs. Expectations of behaviour are co developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Curriculum – Delivering – The schools curriculum and evidence based teaching practices provide a high expectation framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs

describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment – Delivering – Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Reporting – Sustaining and Growing – The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Schools provide parent/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss progress.

Student Performance Measures – Sustaining and Growing – At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching

In the domain of Teaching, we are embedding a whole school collaborative approach to quality teaching where learning is focused, evidence based and differentiated to meet the needs of students.

Effective Classroom Practice – Sustaining and Growing – Teachers collaborate across stages to share curriculum knowledge, data, feedback, and other information about student progress and achievement to inform the development of evidence based programs and lessons which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school wide positive approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Data Skills and Use – Delivering – Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (NAPLAN, ICAS, PAT) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Professional standards – Delivering – Teachers use the Australian Professional Standards to measure themselves and reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Learning and Development – Delivering – Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups and stages. This includes negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, to beginning teachers are mentored. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

Leading

In the domain of leading, we are building and sustaining positive partnerships through community engagement, leadership development and student wellbeing

Educational Leadership – Delivering – The leadership team ensures that implementation of syllabuses and associated

assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

School Planning, implementation and reporting – Delivering –The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

School Resources –Sustaining and Growing – The Leadership team allocates non educational administrative tasks to appropriate non teaching staff. All staff use technology available to streamline the administrative practices of the school. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Management Practices and Processes – Sustaining and Growing –The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team analyses responses to school community satisfaction measures.

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

Engaged Learners

Purpose

To create a powerful learning culture that inspires students to be successful, independent learners.

Overall summary of progress

There has been a continued focus on engaged learners. All students have access to a quality differentiated curriculum. Our NAPLAN results are always above state average, however, this year we have also achieved an improvement in student growth. All staff are using Learning Intentions and Success Criteria, however, this is not yet embedded with our students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| Increase in the percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN. | | There has been an increase in students at or above expected growth this year in all subject areas Grammar and Punctuation • 2018 – 69% compared to 50% in 2017 Reading • 2018 – 83% compared to 47.1% in 2017 Spelling • 2018 62.1% compared to 55.9% in 2017 Writing • 2018– 71.4% compared to 58.8% in 2017 Numeracy • 2018 – 71% compared to 41.2% in 2017 |
| All students clearly articulating the learning intentions and success criteria of lessons. | | All teachers are using learning intentions and success criteria, however, survey results indicate that not all students are able to clearly articulate these. We will need to do additional work embedding these in 2019 |
| Increased proportion of students demonstrating expected growth on the literacy and numeracy progressions. | | As with our NAPLAN results, there has been an increase in students achieving expected growth. We have completed some professional learning on the progressions, but need to undertake more training in this area. |
| All students actively involved in the development of learning goals based on feedback. | | Survey results indicate that 100% of students are not yet involved in establishing goals based on feedback. Work will continue in this area |

Next Steps

- school audit on how learning intentions and success criteria are being written, differentiated and used in school
- further staff training in what a good LISC looks like
- are LISC being used effectively in Maths and Writing
- further professional learning on the progressions

Strategic Direction 2

Innovative Teaching

Purpose

To embed a whole school collaborative approach to quality teaching where learning is focused, evidence based and differentiated to meet the needs of students.

Overall summary of progress

A whole school focus on Visible Learning has continued. Student learning data was analysed and used to inform future learning goals. Staff met regularly in stage teams to collaboratively interrogate data and plan differentiated lessons.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| All teachers develop proficiency in data analysis and collaboratively plan, program and assess to differentiate the curriculum and increase student growth. | \$45,000 QTSS Funding, and additional support | In 2018, all teachers have taken part in a three weekly cycle of collaborative planning. Staff meet with their stage supervisor, interrogating data, analysing writing samples and planning differentiated lessons and assessments. Staff are given an additional release time of 2 hrs, every three weeks for collaborative planning. There has been a substantial increase in students achieving at or above expected growth in NAPLAN this year in all subject areas this year. |
| All teachers implement Visible Learning and formative assessment strategies, which are embedded within teaching practice. | \$12,700 | Pleasant Heights staff have been undertaking training in Visible Learning strategies since 2016. This year we have completed three days of Corwin Training. Training was completed in conjunction with Wollongong Public school. As part of the Teacher's Bookclub, all teachers have studied and discussed Visible Learning in Mathematics |
| All teachers have Professional Development Plans that are aligned to the Australian Professional Standards for Teachers, school plan and personal goals. | \$1500 | All teachers have PDPs. These have been developed in conjunction with the stage supervisor. Each PDP includes a Visible Learning Goal, a specific stage goal and a persona goal. The PDP goals are monitored throughout the year. |
| All teachers demonstrate a commitment to a culture of collaboration, observation and feedback on professional practice. | \$5000 | In 2018, all teachers have taken part in scheduled observations. Additional time has been allocated for staff to support this practice. |

Next Steps

- schedule regular times for observations and feedback
- attend Corwin training "Building and Developing Visible Learners
- New teachers bookclub – "10 Mindframes for Visible Learning

Strategic Direction 3

Positive Partnerships

Purpose

To build and sustain positive partnerships through community engagement, leadership development and student wellbeing.

Overall summary of progress

Building strong and respectful partnerships with our families and our community supports quality teaching and maximises student learning. Parents are encouraged and welcomed at our school. Pleasant Heights School continued to be an active member of the Keira COS and had a meaningful partnership with Wollongong University and The Wollongong Conservatorium of Music.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| Increased capacity for teachers and students to assume leadership roles and responsibilities. | | Student Leadership team <ul style="list-style-type: none">• leads all assemblies and special days• took on various leadership positions throughout the school• attended Grip Leadership conference Executive Team <ul style="list-style-type: none">• two AP participated in the NSW PPA Principal's Credential Program• led Visible Learning across the school Teachers <ul style="list-style-type: none">• gain valuable experience leading and coordinating various school initiatives and programs |
| Increased community partnerships in consultative and collaborative decision making. | | Positive partnerships exist at PHPS school <ul style="list-style-type: none">• 86% of students had parents attend parent teacher meetings• 81% of students had the opportunity to lead the student lead conferences with their parents• 95% parents regularly attended Kindergarten playgroup and orientation sessions• LaST teacher trained parent volunteers in Multilit and Rocket Reading |
| Increased proportion of students demonstrating an active engagement in their learning to connect, succeed and thrive. | | There are a number of things which confirm students are engaged in their learning and are connecting, succeeding and thriving <ul style="list-style-type: none">• reduction in behaviour incidents• reduction in playground incidents• increase in student growth• increase in students who can articulate where they are, and where they need to go next with their learning. |

Next Steps

- staff to complete Wellbeing check on line
- staff to explore Wellbeing Framework and identify strengths and weaknesses
- Develop a school Wellbeing Framework
- Launch the Wellbeing Framework with the community

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | Equity Funding • Aboriginal Background • \$3512 | Funds continue to support the writing of PLPs and NAIDOC week celebrations. All Aboriginal students at Pleasant Heights are making excellent academic progress |
| English language proficiency | Equity Funding • English Language Proficiency • \$32002 | Funds continue to support one on one EALD students and small group of EALD student with teaching intervention, as well as support professional development of all staff. |
| Low level adjustment for disability | Equity Funding • Low Level Adjustment for Disability • \$52057 | Funds were used to provide additional SLSO time as well as providing professional development in Visible Learning Strategies. Funds also used to support Stage teams collaborative planning. |
| Quality Teaching, Successful Students (QTSS) | Staffing • QTSS Release • \$47168 | Funding enabled the school leadership team to work with their teams on a 3 weekly collaborative planning cycle – to use data and inform teaching practices in their stages as well as provide informal mentoring and coaching. Some time also provided for team teaching and observations. |
| Socio-economic background | Equity Funding • Socio-Economic Background • \$7307 | Students in need are supported financially to provide equal access to all school activities and resources. Supported activities included: incursions , excursions and school camp participation, as well as school uniforms. Additional teacher and SLSO time is purchased to provide additional classroom support. All year 6 students attended the In2Uni program to encourage aspirational goals. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 112 | 123 | 125 | 125 |
| Girls | 130 | 137 | 129 | 137 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 96.5 | 96.3 | 96.2 | 95.4 |
| 1 | 94.9 | 94.5 | 94.7 | 96 |
| 2 | 92.2 | 95.1 | 93.2 | 95.6 |
| 3 | 95.4 | 93.6 | 93.4 | 94.5 |
| 4 | 91.7 | 94.7 | 93.1 | 94.2 |
| 5 | 95.2 | 93.8 | 93 | 93 |
| 6 | 93.4 | 93.5 | 92.6 | 94.1 |
| All Years | 94.3 | 94.5 | 93.7 | 94.7 |
| 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

Pleasant Heights is proactive in managing student non attendance. Staff regularly monitor students attendance through SENTRAL data. Students of concern are discussed with the Home School Liaison Officer (HSLO). Students are monitored closely through:

- regular monitoring of student attendance by the Executive team
- regular communication with parents– phone calls, face to face meeting and letters
- referral to HSLO as needed
- meetings with school staff, HSLO, parents and other agencies as needed

Class sizes

| Class | Total |
|--------|-------|
| BLUE | 21 |
| YELLOW | 21 |
| WHITE | 25 |
| PINK | 24 |
| ORANGE | 25 |
| LILAC | 24 |
| PURPLE | 25 |
| GREEN | 25 |
| AQUA | 25 |
| LIME | 24 |
| RED | 24 |

Structure of classes

This year we have has two kindergarten classes, three stage 1 classes (Years 1 and 2), three stage 2 classes (years 3 and 4) and three stage three classes. This has enabled collaboration and joint programming amongst staff.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 9.39 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 20 |

Professional learning and teacher accreditation

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

This year we continued with a focus on Visible Learning and Formative Assessment to inform teaching and drive continual student improvement and success. Professional learning included targeted support for teachers to support their Professional Development Plans as well as Visible Learning, L3, Progressions, Maths, Growth Mindset, Anaphylaxis, Child Protection and CPR.

Two Assistant Principals are completing the Primary Principal's Credentials (through the Primary Principal's association) and one staff member is working towards achieving Highly Accredited Teacher.

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 | 107,533 |
| Revenue | 2,593,412 |
| Appropriation | 2,370,545 |
| Sale of Goods and Services | 290 |
| Grants and Contributions | 220,451 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,127 |
| Expenses | -2,430,988 |
| Recurrent Expenses | -2,430,988 |
| Employee Related | -2,091,355 |
| Operating Expenses | -339,633 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 162,424 |
| Balance Carried Forward | 269,957 |

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

In 2018, the school upgraded the phone system, installing phones in all classrooms and offices. Plans have been completed for stages 1,2 and 3 of our playground equipment. Installation of stage 1 and stage will occur in 2019.

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 | 1,951,061 |
| Base Per Capita | 49,116 |
| Base Location | 0 |
| Other Base | 1,901,945 |
| Equity Total | 111,845 |
| Equity Aboriginal | 3,512 |
| Equity Socio economic | 7,361 |
| Equity Language | 32,002 |
| Equity Disability | 68,970 |
| Targeted Total | 181,124 |
| Other Total | 46,362 |
| Grand Total | 2,290,392 |

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.

The schools percentage of students in the top two bands for NAPLAN Literacy and Numeracy Years 3 and Years 5 were above state in all areas, and above like schools in most areas

Grammar and Punctuation

- Year 3 – School 79%, state 34.1%

- Year 5 – School 48.4%, state 32.9%

Numeracy

- Year 3 – School 64.3%, state 29.6%
- Year 5 – School 34.4%, state 23.3%

Reading

- Year 3 – School 76.2%, state 48.7%
- Year 5 – School 61.8%, state 34.4%

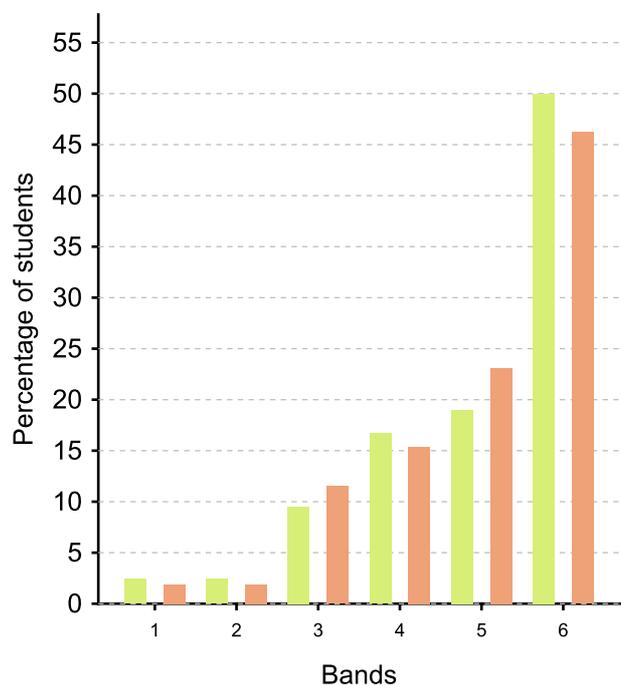
Spelling

- Year 3 – School 76.2%, state 41.1%
- Year 5 – School 39.4%, state 35.2%

Writing

- Year 3 – School 78.6%, state 43.3%
- Year 5 – School 25.0%, state 14.5%

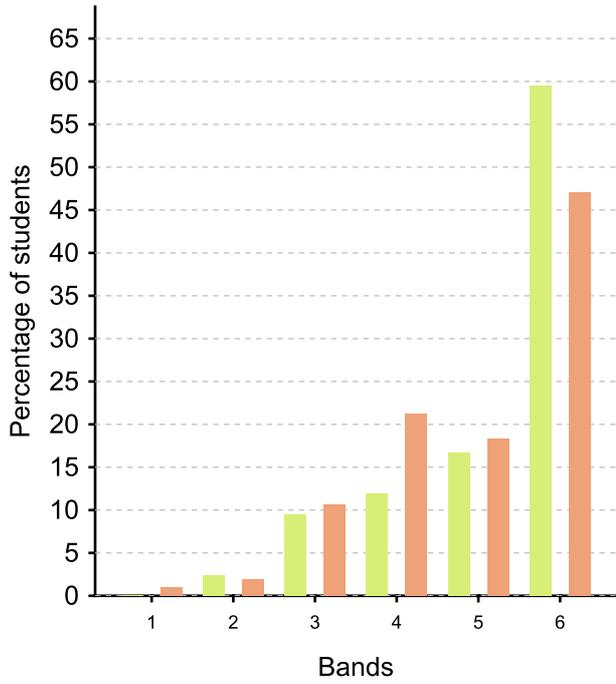
Percentage in bands:
Year 3 Grammar & Punctuation



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.4 | 2.4 | 9.5 | 16.7 | 19.0 | 50.0 |
| School avg 2016-2018 | 1.9 | 1.9 | 11.5 | 15.4 | 23.1 | 46.2 |

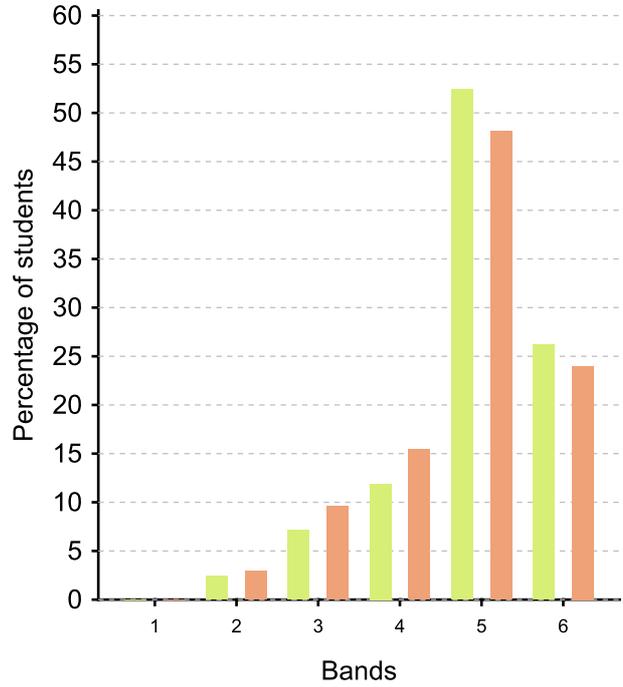
**Percentage in bands:
Year 3 Reading**



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 2.4 | 9.5 | 11.9 | 16.7 | 59.5 |
| School avg 2016-2018 | 1 | 1.9 | 10.6 | 21.2 | 18.3 | 47.1 |

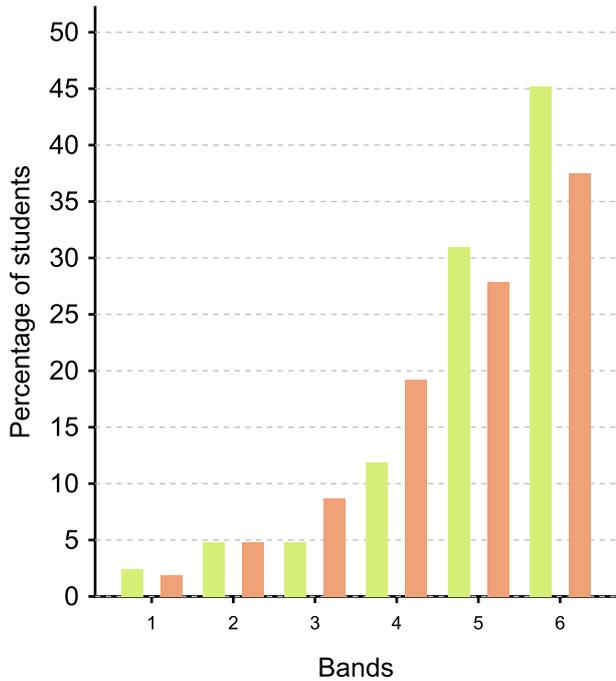
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 2.4 | 4.8 | 4.8 | 11.9 | 31.0 | 45.2 |
| School avg 2016-2018 | 1.9 | 4.8 | 8.7 | 19.2 | 27.9 | 37.5 |

**Percentage in bands:
Year 3 Writing**

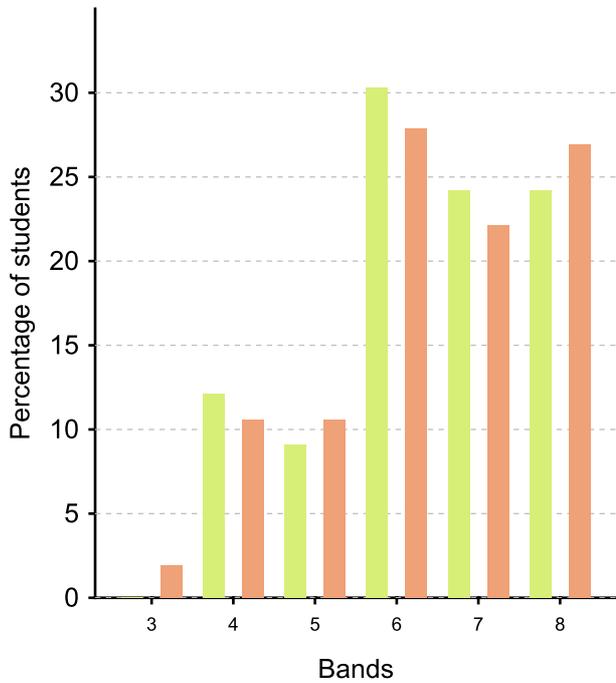


| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 2.4 | 7.1 | 11.9 | 52.4 | 26.2 |
| School avg 2016-2018 | 0 | 2.9 | 9.6 | 15.4 | 48.1 | 24 |

**Percentage in bands:
Year 3 Spelling**



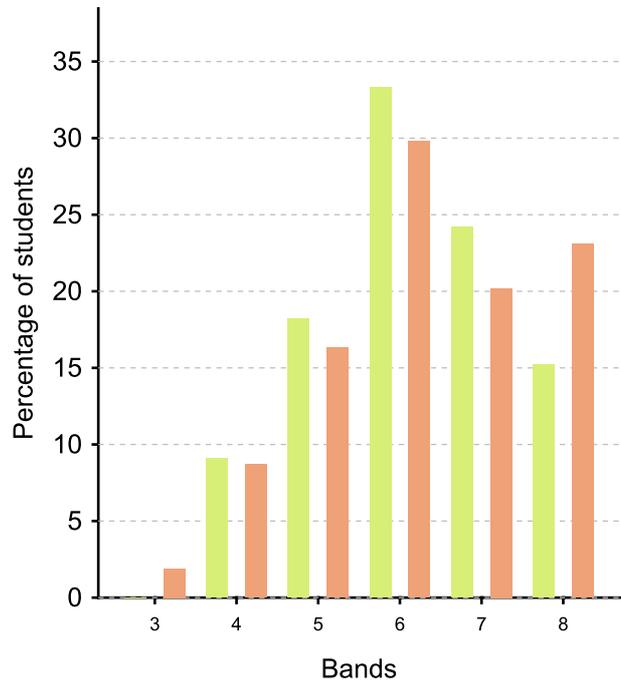
Percentage in bands:
Year 5 Grammar & Punctuation



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 12.1 | 9.1 | 30.3 | 24.2 | 24.2 |
| School avg 2016-2018 | 1.9 | 10.6 | 10.6 | 27.9 | 22.1 | 26.9 |

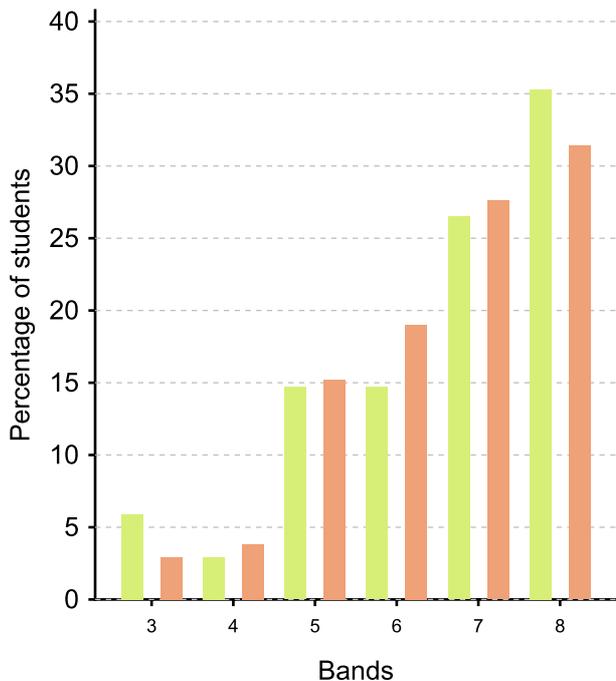
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 5.9 | 2.9 | 14.7 | 14.7 | 26.5 | 35.3 |
| School avg 2016-2018 | 2.9 | 3.8 | 15.2 | 19 | 27.6 | 31.4 |

Percentage in bands:
Year 5 Spelling

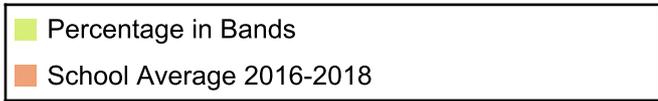
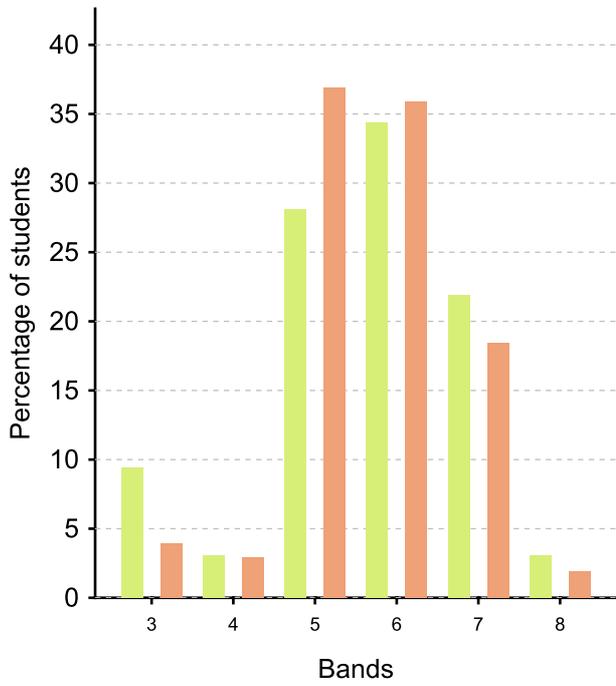


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 9.1 | 18.2 | 33.3 | 24.2 | 15.2 |
| School avg 2016-2018 | 1.9 | 8.7 | 16.3 | 29.8 | 20.2 | 23.1 |

Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



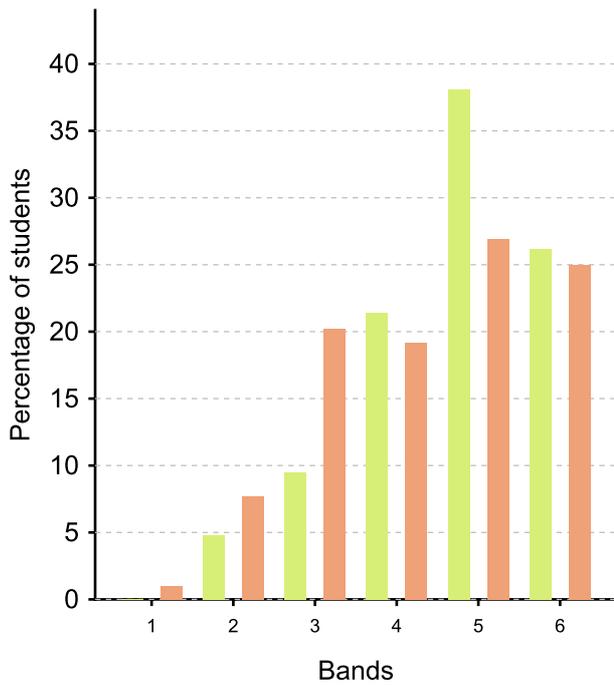
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 9.4 | 3.1 | 28.1 | 34.4 | 21.9 | 3.1 |
| School avg 2016-2018 | 3.9 | 2.9 | 36.9 | 35.9 | 18.4 | 1.9 |

As with Literacy, results for NAPLAN were above state average.

Numeracy

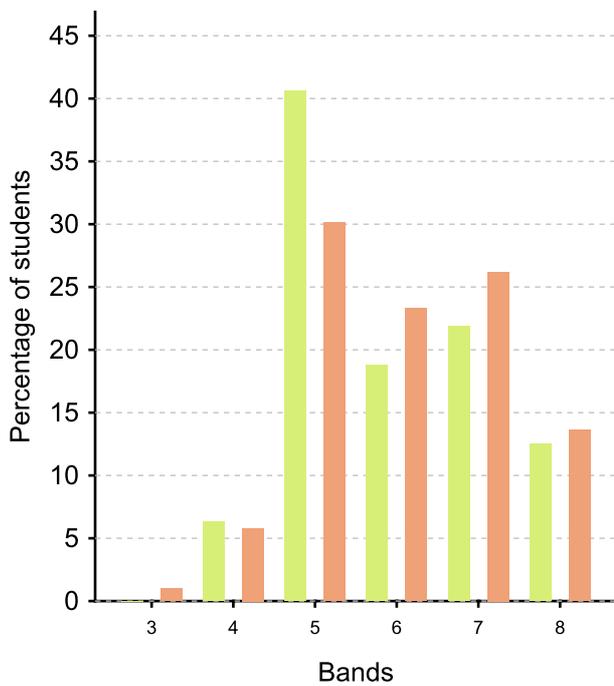
- Year 3 – School 64.3%, state 29.6%
- Year 5 – School 34.4%, state 23.3%

Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 4.8 | 9.5 | 21.4 | 38.1 | 26.2 |
| School avg 2016-2018 | 1 | 7.7 | 20.2 | 19.2 | 26.9 | 25 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 6.3 | 40.6 | 18.8 | 21.9 | 12.5 |
| School avg 2016-2018 | 1 | 5.8 | 30.1 | 23.3 | 26.2 | 13.6 |

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, we had no Aboriginal students completing NAPLAN

Parent/caregiver, student, teacher satisfaction

Pleasant Heights PS take part in the Tell Them From Me Surveys, biannually. The following survey results are from 2018 survey. Overall, there has been a positive increase from the 2016 data.

Partners in Learning Parent Survey Results

- 77% of parents feel they are welcome at school, compared to the state norm of 74%
- 62% of parents feel they are informed by the school, compared to the state norm of 66%
- 62% of parents feel they support learning at home, compared to state norm of 63%
- 77% of parents feel school supports learning, compared to state norm of 73%
- 86% of parents feel school supports positive behaviour, compared to state norm of 77%
- 75% of parents feel their child is safe at school, compared to state norm of 74%
- 70% of parents feel PHPS is an exclusive school, compared to a state norm of 67%

Student Outcomes and School Climate (years 4, 5 and 6)

- 74% of students participate in school sport. NSW Government norm is 83%
- 73% of students participate in extracurricular activities, compared to norm of 55%
- 81% of students have a positive sense of belonging, this equals the state norm
- 93% of students experience positive relationships at school, the state norm is 85%
- 95% of students have positive behaviour at school, state norm 83%
- 89% of students try hard at school, but only 69% reported they are interested in their learning. This is down on the state of 78%.

Focus on Learning Teacher Survey Results

- 80% of teachers believe they collaborate with other teachers, compared to a state norm of 78%
- 79% of teachers provide a positive learning culture, compared to state norm of 80%
- 78% of teachers believe that data informs their practice, this is the same as the state norm
- 78% of teachers believe that they use a variety of teaching strategies, state norm 79%
- 66% of teachers confidently use technology, state

norm 67% of teachers

- 69% of teachers believe that the school leadership team supports their teaching, compared to state norm of 71%
- 85% of teachers believe they provide an inclusive school, state norm 82%
- 73% of teachers believe they involve parents in their children learning, state norm 68%

Policy requirements

Aboriginal education

In 2018, Pleasant Heights PS received \$3512 to support Aboriginal Education in the school. The funds were put towards releasing staff to meet with parents to write Personalised Learning Plans for our Aboriginal students as well as supporting an NAIDOC week celebrations.

Multicultural and anti-racism education

In 2018, the promotion of racial harmony and anti racism principles in all areas of school life remains a priority. Students are taught what racism is and that we all have a responsibility to ensure racism is not tolerated in our society. Acceptance and tolerance of all cultures is promoted and practised in all areas of school life with great success.