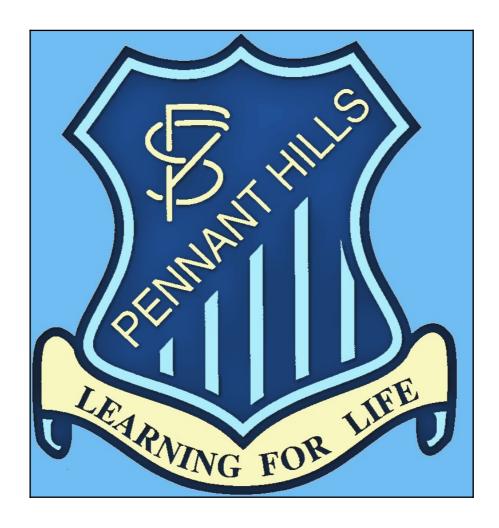# Pennant Hills Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Pennant Hills Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

VISION

Our vision at PHPS is to empower students to become independent lifelong learners, who are actively engaged and motivated. Our design of learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At PHPS staff and parents work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever–changing world.

MISSION

We will achieve this by:

- Student–centred, differentiated learning programs providing opportunities for problem–solving, communication, collaboration, critical thinking, creativity and self–reflection.
- Providing challenging and stimulating opportunities to develop divergent and flexible thinkers.
- Developing a growth mindset whereby students take charge over their own success and are enthusiastic, hardworking, persistent learners.
- Developing digital fluency skills for students to create, demonstrate and share their skills and knowledge.
- Maintaining a strong focus on quality literacy and numeracy programs which underpin success in all areas of learning.
- Highly effective, motivated teachers committed to professional learning and pedagogy based on current educational research, working collaboratively to improve student outcomes.
- Providing a safe, caring learning environment which encourages students to be resilient, confident and tolerant.
- Engaging the community in our shared vision.

School context

Pennant Hills PS, established in 1925 and situated on two sites 500 metres apart, currently has an enrolment of 562 students. Physical facilities include air–conditioned classrooms with interactive whiteboards, a new school hall, canteen, Uniform Shop, Computer room, library and Before and After School Care Centre located on the Trebor Road campus. Our school is a welcoming, friendly, safe, nurturing and challenging learning environment, characterised by the wonderful support of parents and our diverse local community which works in partnership with our committed, professional, and caring staff to provide for the total education of every child in 'Learning for Life', our school motto.

Our school community promotes at all times the values of responsibility, respect, kindness, fairness and being a learner. The school has a high reputation in the community for excellence in academic, sport and creative arts programs. The school's comprehensive sport program provides opportunities for participation in the Premier's Sporting Challenge, Primary School Sports Association competition in netball, softball, Oztag and soccer and a variety of school–based sport experiences. PHPS offers performance opportunities in music, choir, instrumental and dance, which resulted in the NSW Director–General of Education's School Achievement Award for Outstanding Performing Arts Programs. Additional programs include Reading Recovery, literacy and numeracy learning support funded by the Parents' and Citizens' Association, EAL/D and environmental education. Our Learning and Support Team works in partnership with parents and outside agencies to develop and implement programs to cater for students with special needs. Student learning is further enhanced through the teaching of technology integration, public speaking and debating, specialist music instruction, gardening club, Student Representative Council.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

AGENTS OF LEARNING

Purpose

Engage students as deliberate and active agents in their own learning, develop an understanding of themselves as learners and expand their ability to self–regulate their learning. Establish a culture of critical thinking and creativity to develop deep and lasting understandings. Develop strong character qualities that will enable them to connect, succeed, thrive and contribute positively throughout life.

Improvement Measures

• 100% of teaching/learning programs show evidence of learning intentions and success criteria.

• 5% increase in percentage of students achieving in the top 2 literacy and numeracy NAPLAN bands.

Progress towards achieving improvement measures

Process 1: • **'VISIBLE LEARNING FOR FUTURES FOCUSED LEARNERS'**: Develop student ownership of learning through goal setting, ability to articulate what they have learned and where to next, consistent engagement in self reflection. Develop student skills in communication, collaboration, creativity, critical thinking and citizenship. Establish a culture of critical and creative thinking.

Evaluation	Funds Expended (Resources)
Staff this year have continued to implement their 2018 learning on Visible Learning. All classrooms display visual cues which encourage students to take greater ownership of their learning. Teachers work with students to set their individual learning goals for a range of Key Learning Areas. The language used by teachers in the classroom reflects learning goals and success criteria. All teaching and learning programs contain opportunities for students to develop their skills in communication, collaboration, citizenship, critical and creative thinking across all Key Learning Areas. Included in the teaching and learning programs is the learning intentions for most lessons and the success criteria.	Professional Learning sessions

Process 2: • **'WELLBEING'**: Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
This year the school has participated in several programs and made investments to support student wellbeing. • Overhauled the school's Learning and Support team referral process to streamline our processes, improve the effectiveness of the Learning and Support Team and better engage parents when supporting individual students. • Sensory toys have been purchased to assist students with their individual needs. • As a school we celebrated the National Day of Action – Bullying. This day was led by our student leaders and was a benefit to all students at our school. • All staff received professional development on the Zones of Regulation. All staff implement this program for their class to assist those identified students. • The school's scope and sequence for PDHPE has been completed to reflect the new syllabus. • Outdoor Education has improved at school to benefit the wellbeing of our students. All staff participated in professional learning in this area. • Lots of Socks Day – Down Syndrome NSW	$500 for Sensory toys. $400 for National Day of Action – Bullying Professional Learning sessions. Outdoor Learning Professional Learning – $3000

Strategic Direction 2

CULTURE OF LEARNING

Purpose

Develop a school culture that facilitates and supports teachers in proactively developing and refining their skills and fostering students as deliberate and active agents in their own learning. Establish a common language of teaching and learning based on research–based practices of Visible Learning and Formative Assessment.

Improvement Measures

• 100% of teaching/learning programs show evidence of learning intentions and success criteria.

• 5% increase in percentage of students achieving in the top 2 literacy and numeracy NAPLAN bands.

Progress towards achieving improvement measures

Process 1: **'ASSESSMENT FOR LEARNING'**:Implement formative assessment practices based on evidence–based research of Dylan Wiliam– learning intentions and success criteria, eliciting evidence of learners' achievement, feedback, activating students as instructional resources for one another, activating students as owners of their own learning.

Evaluation	Funds Expended (Resources)
A successful Professional Learning program was developed in–house, with the support of School Services, to look at Formative Assessment techniques and Learning Intentions to highlight the focus of each lesson. As a result the following took place: • Regular discussions in stage meetings as all staff are working towards consistently embedding formative assessment techniques – referring to our formative assessment strategy checklist. Teachers are becoming more aware of the techniques they are already using and areas to develop in the future. • As a school we are building an awareness and working towards developing instructional resources for each staff member. We are also working on improving classroom culture, and on a consistent goal setting approach for students to take ownership. • Programs are annotated to reflect student learning and notes for future planning.	Professional Learning sessions Stage Meetings

Process 2: **'RAISING THE BAR IN LITERACY/NUMERACY'**: Develop teacher expertise in leveraging data to improve student outcomes. Enhance teacher skills in content areas targeted on an annual basis. Focus on higher achieving students for differentiation of learning.

Evaluation	Funds Expended (Resources)
Some classes have adopted a more inclusive differentiated approach to maths. The school has plans to move away from ability based Maths groups across the school by mid–2020. 2019 has seen the school plan professional learning support and purchase resources for 2020. This includes professional development at a school and individual level and the purchasing of resources to support teaching and learning programs. The school's Learning and Support Team (LST) are supporting staff in their understanding of student literacy and numeracy needs. The LST are providing individual professional learning and advice to staff.	$15 000 – Maths kits $20 000 – Casual teacher costs to allow staff to participate in professional learning.

Strategic Direction 3

PARTNERS IN LEARNING

Purpose

Strengthen family and community engagement by building effective communication, connecting learning at home and at school, participating and collaborating beyond the school. Develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

Improvement Measures

• 10% increase in number of parents participating in high quality, needs–based information sessions held on topics relevant to parents.

• 10% increase in number of staff acting as leaders in a variety of settings.

Progress towards achieving improvement measures

Process 1: • **PARTNERS IN LEARNING**: Strategies to strengthen parent engagement and knowledge of how to support the learning of their child.

Evaluation	Funds Expended (Resources)
As a school we obtained feedback from the community through surveys, held information sessions and provided updates in newsletters and directly to the P&C to inform the school community about opportunities for parent/community engagement. All projects are successful in promoting school,parent and community engagement. Projects included; • Parent cafes for new families and EAL/D families to introduce them into the school provide an opportunity for them to ask any questions in a more informal setting. • Parent information session on NAPLAN results. • Parent information session on the school's plans for Mathematics. • Introduction of the SZapp to be able to inform more of the parent body due its features. • P&C information talk on 'Preparing for High School' – offered before a P&C meeting (liaised with PHHS Principal)	• Parent survey of website • Parent survey of 123 Magic • SZapp ($2500)

Process 2: • **LEADERSHIP LEARNING'**: Establish opportunities to develop effective instructional leadership and leadership sustainability through purposeful systems and practices.

Evaluation	Funds Expended (Resources)
2019 was a year of significant change for Pennant Hills Public School. The school had a new Principal appointed at the end of 2018 and a new Deputy Principal at the beginning of 2019. Due to the amount of change 2019 was a year for all staff to get to know each other, for the school's executive to determine potential Instructional Leaders and for staff to completely understand the role of an Instructional Leader. Throughout 2019 we were able to identify potential leaders and staff were able to highlight their strengths that may be utilised by the school to improve and foster leadership opportunities. At the end of 2019 we created three Focus Groups, led by staff, to assist the school in achieving its Strategic Directions in 2020.	Professional Learning sessions

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,718	Money was used to support Aboriginal students in class through SLSO time.
English language proficiency	$146,654	The allocation was effectively used to support all EAL/D students through purchasing staff. These staff supported the students through in–class and withdrawal support to ensure each student had access to the curriculum.
Low level adjustment for disability	$103,693	The allocation was effectively utilised to support all students identified by the Learning and Support team. The allocation allowed the school to purchase staff time for more in–class support, professional development for identified staff to be trained on MiniLit and MultiLit programs and the purchasing of resources to support student growth and development.
Quality Teaching, Successful Students (QTSS)	$96,791	The allocation was utilised to allow staff to be off class to support staff in their professional development. All staff benefited from the allocation as they were able to view other lessons to improve their practice.
Socio–economic background	$5,458	The allocation was utilised to purchase SLSO time to support identified students with in–class support.
Support for beginning teachers	$28,260	At Pennant Hills PS we have an excellent program to support our beginning teachers. Each beginning teacher has a mentor at school to support them. They are also supported to join a Beginning Teacher Network. Beginning teachers are also given time off class to observe experienced professionals to develop their own practice.
Targeted student support for refugees and new arrivals	$29,515 for New Arrivals Program $9,580 Refugee Funding Support	The funding was utilised to support New Arrivals with EAL/D and SLSO time to ensure access to the curriculum and a person with whom they could ask questions in a one on one situation. Targeted Refugee support was used to support the student financially so they could attend all school excursions and camp, as well as purchasing resources for them for school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	268	262	272	283
Girls	296	274	272	282

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.8	96.5	94.4	95.4
1	95.2	96.2	96.4	93.7
2	95.8	95.8	95.5	95.1
3	95	97.2	95.8	95.4
4	95	95.8	95.4	95.1
5	93.4	95.7	96	95.4
6	93.5	93.5	93.2	94.6
All Years	94.7	95.9	95.2	95
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	4.46

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	590,696
Revenue	5,187,610
Appropriation	4,655,277
Sale of Goods and Services	16,933
Grants and contributions	507,921
Investment income	5,375
Other revenue	2,104
Expenses	-5,202,452
Employee related	-4,271,201
Operating expenses	-931,250
Surplus / deficit for the year	-14,842

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	79,569
Equity Total	258,524
Equity - Aboriginal	2,718
Equity - Socio-economic	5,458
Equity - Language	146,654
Equity - Disability	103,693
Base Total	3,851,800
Base - Per Capita	127,643
Base - Location	0
Base - Other	3,724,156
Other Total	294,406
Grand Total	4,484,298

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school. Parents participated in the Partners in Learning survey. The Partners in Learning parent survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten–point scale. The scores for the Likert–format questions have been converted to a ten–point scale, then averaged. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

Their responses are presented below.

* 65 respondents participated in the survey

* Parents feel welcome scored 7.6

* Parents are informed scored 6.3

* Parents support learning at home scored 5.9

* School supports learning scored 6.7

* School supports positive behaviour scored 7.9

 * Safety at school scored 7.5

Students in years 4–6 participated in the Tell Them From Me survey. The Tell Them From Me survey includes nine measures of students engagement categorised as social, institutional and intellectual engagement.

Survey results are as follows:

* 182 students participated in the survey (years 4–6)

* 74% of students with a positive sense of belonging

* 87% of students with positive relationships

* 93% of students that value schooling outcomes

* 94% of students with positive behaviour at school

* 72% of students who are interested and motivated

* 85% of students apply effort to their learning

Teachers participated in the Focus on Learning survey.

Their responses are presented below:

* 27 respondents participated in the survey

* Leadership scored 7.1

* Collaboration scored 8.0

* Learning Culture scored 8.1

* Data Informs Practice scored 7.8

* Teaching Strategies scored 8.0

* Technology scored 6.6

* Inclusive school scored 8.5

* Parent Involvement scored 7.4

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.