

## Penshurst West Public School

### 2019 Annual Report

# Penshurst West Public School

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## Introduction

The Annual Report for 2019 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.

### School contact details

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## 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

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	Excelling
LEARNING: Curriculum	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

All teachers providing differentiated instruction based on formative and summative assessment and feedback.

By 2020, all students will be mapped and tracked through the Learning Progressions.

Increased proportion of students in the top two NAPLAN bands with particular emphasis to Writing.

Deepened knowledge of the role of feedback and its potential impact on learning.

### Progress towards achieving improvement measures

#### Process 1: *Effective Partnerships in Learning*

Seven Steps to Writing Success. Draw on evidence to instruct staff and implement quality differentiated instruction with a focus on Literacy.

Teaching and Learning Program is dynamic, show evidence of revision based on Feedback.

Learning Plans and Goal setting occur between Teacher and Student and include Parents.

Evaluation	Funds Expended (Resources)
<p>Aspiring leaders were provided with opportunities to enhance staff practice placing emphasis on quality differentiated instruction focusing on literacy. Seven Steps Coaches were released off class to implement writing strategies to classes, allowing staff to observe the high quality practice in correlation with evidence based instruction. As a result staff have increased their capacity to implement Seven Steps of Writing within their teaching and learning programs through harnessing the effective partnerships between all stakeholders. Students engaged in goal setting for literacy and numeracy within classes, which was shared with parents and caregivers. From analysis of NAPLAN data and student work samples, students increased their literacy capacity through the implications of Sevens Steps resulting in students attaining the skills, processes and strategies to be successful in their learning, increasing student motivation.</p> <p><i>Yr 3 NAPLAN Result – Writing average 408.6 rising to 430.6 decrease the gap between the school and state..</i></p> <p><i>Yr 3 Writing NAPLAN results – 64.7% in the top 2 bands. State average was 62.2%.</i></p> <p>From review of the revised NESA programming standards, PWPS has now developed scope and sequences across all stages that comply with NESA standards. Staff will now program and plan sequences of learning using scope and sequences in-line with NESA requirements and updated syllabus documents.</p>	

#### Process 2: *Future focused Learning*

## Progress towards achieving improvement measures

### Process 2:

Strategically plan for physical spaces and resources enabling access to flexible, collaborative and innovative learning environments. Diverse learning needs and abilities are addressed through a variety of interactive experiences.

Evaluation	Funds Expended (Resources)
The new development within Penshurst West PS has been strategically designed to incorporate physical spaces and resources enabling access to flexible collaborative and innovative learning environments. In 2020 these milestones will be implemented and the strategies that were gathered from the Future Focused Conference will be incorporated into practice.	

### Process 3: *Data collection and analysis*

Collection and Analysis of Data including, L3, Plan2, NAPLAN, Best Start & ACER assessments

Student Progress is continually tracked against Learning Progressions

Evaluation	Funds Expended (Resources)
2 staff have completed the second year of L3 training and 2 staff completed 1st year training. Effective teaching practice has transformed the learning environment within the classroom. Student performance shows significant growth in reading standard and great improvement in vocabulary.  Essential Assessment in Mathematics has allowed staff in years 3–6 accurate collection and analysis of data .	

### Process 4: *Visible Learning*

Staff shared understanding in reaching common learning dispositions to foster high expectations and focused learning and teaching,

Evaluation	Funds Expended (Resources)
As a result of activities implemented throughout 2019, staff have begun to develop collective efficacy around common learning dispositions that foster high expectations and focused teaching and learning strategies. The analysis of practice showed that staff are using learning intentions and success criteria within their practice and that staff are reflecting on effectiveness of current feedback implications. Staff walk throughs' have developed a platform for practices to be discussed openly through stage meetings allowing each stage to perform improvements that specifically align to their classroom needs. Executives will bring analysed data to the Executive Visible Learning professional development in mid-term 1 2020 to plan for future progress.	Course Fees

## Next Steps

The school will work through the Visible Learning module. Developing Visible Learners to enhance student capabilities.

As the new build comes on line for school use we will develop a term based Transition Strategy to determine key interventions tailored to the school needs and context and access timely and quality professional learning that supports teachers as they transition into new learning environments.

## 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).

#### Improvement Measures

Engagement of Student Wellbeing Officer.

Students working through mediation to achieve a resolution to minor issues in the playground.

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.

Healthy Canteen Guidelines in operation at school and supported through nutritional programs for the students.

Increased proportion of students report a sense of belonging, expectations for success and advocacy at school.

#### Progress towards achieving improvement measures

##### Process 1: *Community Engagement*

Engage community through Rapport Platform to increase community support by providing constant insight into the school day. PWPS aims to be a community HUB that encourages shared voices and participation.

Evaluation	Funds Expended (Resources)
<p>Community engagement has increased due to the number of parents instantly accessing information via the Rapport Platform/ School Facebook page. In 2019, we had a minimum of 75% engagement across the school compared to 37% when information was provided by newsletter only. Grade based pages provided specific information that was relevant to individual stages to ensure parents were given instant access to excursions, upcoming events and fundraising activities. Parents have used this platform to share their thoughts and opinions and ask questions via the comment section.</p> <p>P&amp;C fundraising events have provided a wealth of opportunities for parents to actively engage with each other and have raised a significant amount of funds for the school.</p>	

##### Process 2: *Wellbeing Project*

A Planned approach to Wellbeing incorporating Student Wellbeing Officer (SWO) engaged throughout the week to support programs, and school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success for all, with an emphasis on our most complex and vulnerable students.

Evaluation	Funds Expended (Resources)
<p>The Student Wellbeing Officer has implemented a range of programs to support the wellbeing of students throughout the school. The Wellbeing Officer's caseload consisted of 76 students who participated in individual and group sessions to improve their social skills. The majority of students have</p>	

## Progress towards achieving improvement measures

shown an improvement in their social development within the classroom and playground.

Staff have completed professional learning sessions to improve their understanding of the Wellbeing Framework and completed surveys to determine current practices and areas for future improvement. Participation in the Life Skills Program increased staff awareness of wellbeing practices and enabled staff with practical techniques to employ in the classroom. R U Ok? Day promoted many important conversations about mental health and provided useful strategies for staff and students to enhance their wellbeing.

We established a Parent Support Group for parents and carers of students with autism within the school. Two meetings were held this year and were well attended. Parents were able to network at the meetings and gained valuable information from the guest speakers and through sharing their personal experiences.

The Lunch Bunch program has been implemented by the Student Wellbeing Officer, S.L.S.O.s and teaching staff to promote positive interactions for students who struggle with social skills on the playground. We have been able to increase Lunch Bunch from 2 days to 4 days a week in Term 4 to cater for the increasing number of students who require development of their social skills.

The Student Wellbeing Officer attended Peer Mediation Training in 2019 and will train a group of stage 3 students to implement this program in 2020.

### Process 3: *Healthy Canteen Policy/Guidelines*

Raise awareness of nutrition through PDHPE lessons supporting our Healthy Canteen.

Involve students in the menu construction and provision of fresh produce to the canteen.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The Healthy Canteen Menu was added to the school website for ease of access by parents and carers.</p> <p>The canteen introduced a number of initiatives to promote healthy eating. This resulted in increased sales of healthy food and students making better food choices.</p> <p>Our school had our canteen menu assessed by the NSW Healthy School Canteen Menu Check Service and became a healthy school on 26th March 2019.</p> <p>Staff have included the Health &amp; Nutrition BLM books into their teaching &amp; learning units during stage planning days. Some staff have started to develop units of work in accordance to the new PDHPE syllabus based on healthy habits &amp; nutrition. All staff will implement the new PDHPE syllabus and teach content based on health, wellbeing and nutrition in 2020.</p>	Healthy Canteen Menu

## Next Steps

To further enhance community engagement with the school, specific programs to build opportunities for additional community members to engage.

Implement Smiling Minds Wellbeing program across the school to develop more positive student outcomes such as optimism (for teachers and students), social-emotional competence and reduced anxiety for teachers.

## 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.

#### Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school. (DOE 2018–2020)

Consistent staff engagement results in professional learning opportunities.

Principal Leadership Credential process begun by all staff who commenced the Professional Learning.

100% of staff supported in attaining and maintaining Proficient teacher accreditation. Staff provided the opportunity to seek higher levels of accreditation.

#### Progress towards achieving improvement measures

##### Process 1: *Student Leadership Development*

Peer Mediation teaches students to resolve low-level conflicts using their peers as mediators. Mediation opens up communication channels allowing the disagreeing students to discuss their problems and come to a resolution with the guidance of the mediators.

Evaluation	Funds Expended (Resources)
<p>Penshurst West Public School strives to train and enhance the leadership potential of its students and staff.</p> <p>Through the introduction of research-based educational programs, aspiring leaders have been supported to undertake training to lead and train staff in implementing these programs with students. They have been provided with additional time off class to model, support and engage both students and staff in the programs. Randomised walk-through classroom visits resulted in executive staff observing 100% of classroom teachers using learning intentions and success criteria. Students interviewed have responded by demonstrating that they use success criteria to ensure that they are meeting their identified learning goals. This reinforces that teachers are modelling the importance of LISC as part of developing effective visible learners.</p> <p>Students in Stage 3 have implemented and completed a yearlong project to improve the surrounds of our school with the support of staff. They complete formal application processes to apply for and maintain leadership positions within the school with specific responsibilities for their elected role. The Student Representative Council has been newly revamped with whole classes being encouraged to participate more actively with the SRC. This is evident from 75% improvement in behaviour in 2019 than 2018 and through the Tell Them From Me survey where engagement has increased by xx%.. A staff member has been trained to introduce a peer mediation program. This will be implemented with students in 2020.</p> <p>As a result of these opportunities, students have demonstrated increased engagement within the school with incidences of negative behaviour</p>	

## Progress towards achieving improvement measures

decreasing from the previous year.

### Process 2: *Leadership*

Capacity Development Programs.

Staff Leadership Development

Principal Credential Undertaken by Executive and interested Aspiring teachers

Evaluation	Funds Expended (Resources)
<p>Penshurst West Public School aims to advance the leadership capacities of all members of staff.</p> <p>In line with Professional Development Plans, the Principal and executive staff have provided opportunities for aspiring leaders to train and develop the leadership of their fellow peers in implementing the Seven Steps for Writing Success program and Visible Learning strategies. These members of staff have driven these programs by providing professional learning, modelled teaching and by collecting and analysing work samples. This has resulted in inspired teaching and learning programs and increased results in writing with xx students in Stage 3 in 2019 achieving sound and above compared to students in Stage 3 in 2018. 64.7% of students in Year 3 achieved the top 2 bands for writing compared with the state average of 62.2%. Students have demonstrated an increase in their work habits through understanding their success criteria in order to achieve their learning goals. This has been supported through video evidence at the beginning of implementing visible learning strategies and at the completion of 2019 with two more years of training ahead.</p> <p>Committees have been established and led by teachers with an interest and/or expertise in particular learning or extra-curricular areas. By distributing staff leadership roles, these teachers have established new, engaging, well-organised and inspiring opportunities for staff and students.</p> <p>All members of the executive team have participated in the Principal Credentials professional learning. They have completed 2 modules according to the specific needs of the school community which has resulted in executive staff using their knowledge of specific Department of Education policies and procedures.</p>	

### Process 3: *Professional Teaching Standards*

Early Career teachers supported in attaining Accreditation at Proficient and maintaining their accreditation levels.

Mentoring provided through identified mentoring program and QTSS funded support.

Evaluation	Funds Expended (Resources)
<p>Ongoing Mentoring programs have been delivered throughout 2019 in the form of Seven Steps to Writing Success, Teaching Early Numeracy, and general support of early career teachers. This has seen substantial improvement in the quality of work by students in all grades and enhanced understanding of teaching.</p>	<p>Staff Expertise released from classroom to model, demonstrate, observe and support teaching practice.</p>

## Next Steps

Support all staff in the Etams process of maintaining Proficiency including the monitoring and entering of non registered hours.

Executive and Aspiring executive to engage with 3 Rivers 4 Learning professional Development.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funding  <b>Funding Sources:</b> • Aboriginal background loading (\$5 159.00)	<p>All students at the school present on the day of the incursion participated in the Activities. Students were able to describe the environment and experience some of the traditions of Aboriginal people through the virtual world improving their understanding.</p> <p>The school utilised some of the Equity funding to ensure the Students had the same uniform as all students and were able to attend excursions and the Stage 3 Canberra and Snow Excursion.</p>
<b>English language proficiency</b>	Staffing 2 teachers – 1 teacher \$64030 (3 days) 1 teacher \$21700  SLSO \$20300  Resources \$1270  <b>Funding Sources:</b> • English language proficiency (\$107 300.00)	<p>Through the targeted support provided by our EaLD teachers and SLSO's, of the 22 students identified as Beginning, 87% have moved to the Consolidating level.</p> <p>85.7% of students previously identified at Consolidating have significantly improved and are either in the Developing level or will reach that level with the next assessments of their capability.</p> <p>Support has also been provided to teachers on addressing the need of students and differentiation of the curriculum to support students with their language. development.</p>
<b>Low level adjustment for disability</b>	Staffing  4 days Teacher \$85363  SLSO \$33131  <b>Funding Sources:</b> • Low level adjustment for disability (\$118 524.00)	<p>Extensive support has been provided within the classroom to support teachers to cater for the needs of students. This has been present for 2 students who have shared enrolment with an SSP and a variety of OOHC students. SLSO's have worked across the school to support 16 students who do not currently receive Integration Funding.</p> <p>The Learning Support team met, discussed and actioned programs for 62 students across the school. This involved school counsellor, external organisations, therapies delivered within the school, preparation and submission of funding applications.</p> <p>Across the school staff were supported with developing and implementing 142 Individual Education programs to differentiate and adjust to the learning needs of students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Professional Learning of facilitators, Purchase of TEN resources for maintaining classroom kits and supporting engagement with the wider community.  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$48 449.00)	<p>The QTSS has effectively supported the professional development of teachers throughout the year with ongoing mentoring in targeted school programs and Individual Teacher PDP's</p> <p>7 Steps to Writing success saw extensive mentoring and demonstration lessons to Stage 2 teachers in the first 6 months. NAPLAN results for Writing in year 3 showed a significant improvement with the schools 2nd highest results in the past 5 years. Within the school writing samples also showed dramatic improvement.</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Professional Learning of facilitators, Purchase of TEN resources for maintaining classroom kits and supporting engagement with the wider community.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$48 449.00)</li> </ul>	<p>TEN – The program has continued the growth of students in Early Numeracy. Teachers are effectively supporting student learning with results in NAPLAN year 3 2019 rising to 53% of students in the top 2 bands compared with 35% the previous year. The 2019 students have been receiving TEN consistently in their schooling. School based assessments and PAT Math standardised tests have shown this same growth.</p>
<p><b>Socio-economic background</b></p>	<p>AllSalt Speech Therapy, Amber Huckel OT SLSO \$5000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$8 960.00)</li> <li>• Socio-economic background (\$12 967.00)</li> <li>• Socio-economic background (\$5 000.00)</li> </ul>	<p>Speech therapy was conducted from Week 5 Term 1 – to Week 10 Term 2. Twenty three students in K–2 were assessed and participated in either individual or small group therapy sessions. The programs were continued with SLSO support.</p> <p>Occupational Therapy was conducted between week 5 Term 2 and week 10 Term 3. 24 students were identified and participated in therapy in small groups or individually depending on the need of the individual students.</p> <p>The school supported several families ensuring access to curriculum and extra curricular programs.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$19 080.00)</li> </ul>	<p>Our EaLD teacher was engaged for an additional day a week to meet the needs of funded NAP students. Those students have moved through the program and are successfully engaging in the classroom program and with their teachers and peers.</p> <p>Funding for NAP is not ongoing but delivered to meet the needs of the individual students through a structured application.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	150	156	156	158
Girls	129	123	125	136

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	94.3	94.6	94
1	95.8	97.2	96	94
2	95	94.1	97.1	93.4
3	94.7	95	95.2	94.8
4	96.7	94	94.7	94
5	96.3	94.5	95.2	94
6	93.6	94.7	92.2	93.8
All Years	95.4	94.7	94.9	94
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
Assistant Principal(s)	4
Classroom Teacher(s)	11.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	5.62

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	174,596
<b>Revenue</b>	3,414,434
Appropriation	3,174,425
Sale of Goods and Services	-1,182
Grants and contributions	237,206
Investment income	2,534
Other revenue	1,450
<b>Expenses</b>	-3,418,609
Employee related	-3,024,652
Operating expenses	-393,957
<b>Surplus / deficit for the year</b>	-4,174

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	625,120
<b>Equity Total</b>	263,678
Equity - Aboriginal	5,159
Equity - Socio-economic	32,696
Equity - Language	107,300
Equity - Disability	118,524
<b>Base Total</b>	2,049,199
Base - Per Capita	66,740
Base - Location	0
Base - Other	1,982,459
<b>Other Total</b>	181,828
<b>Grand Total</b>	3,119,825

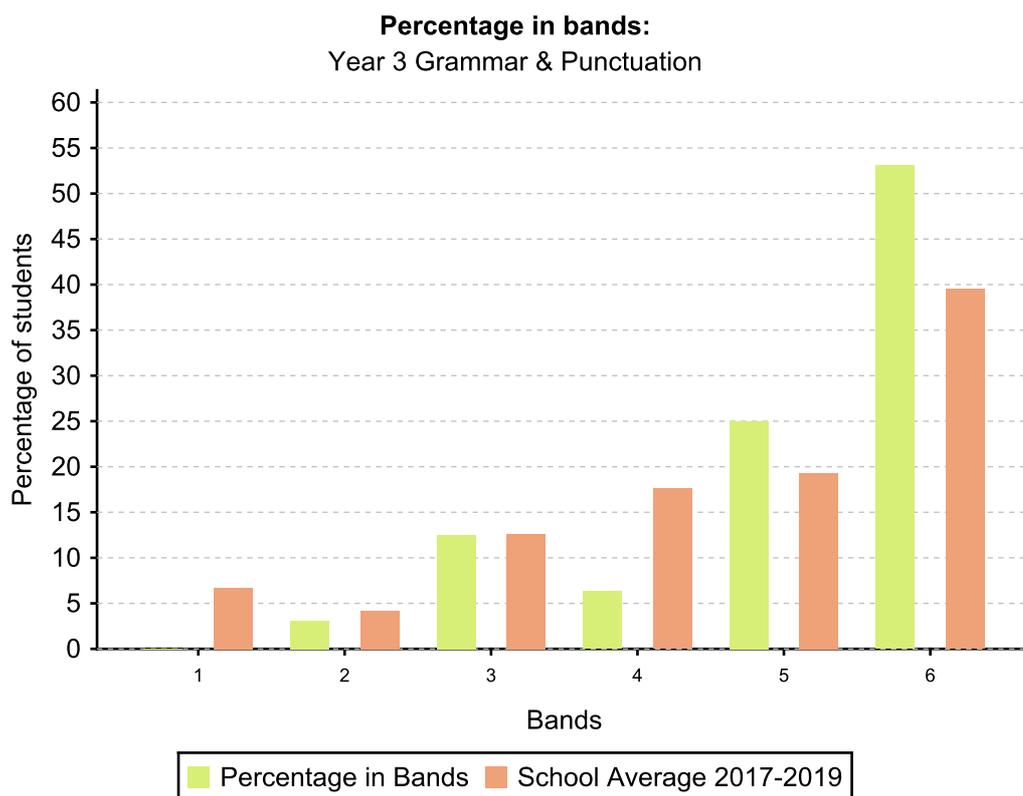
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## School performance - NAPLAN

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.

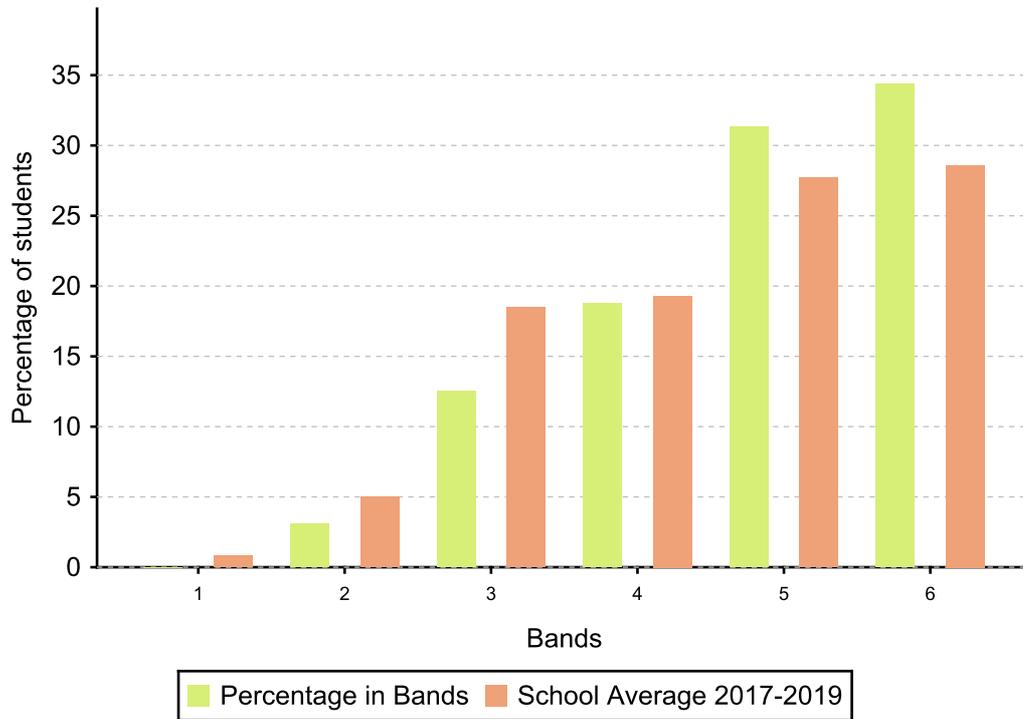
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



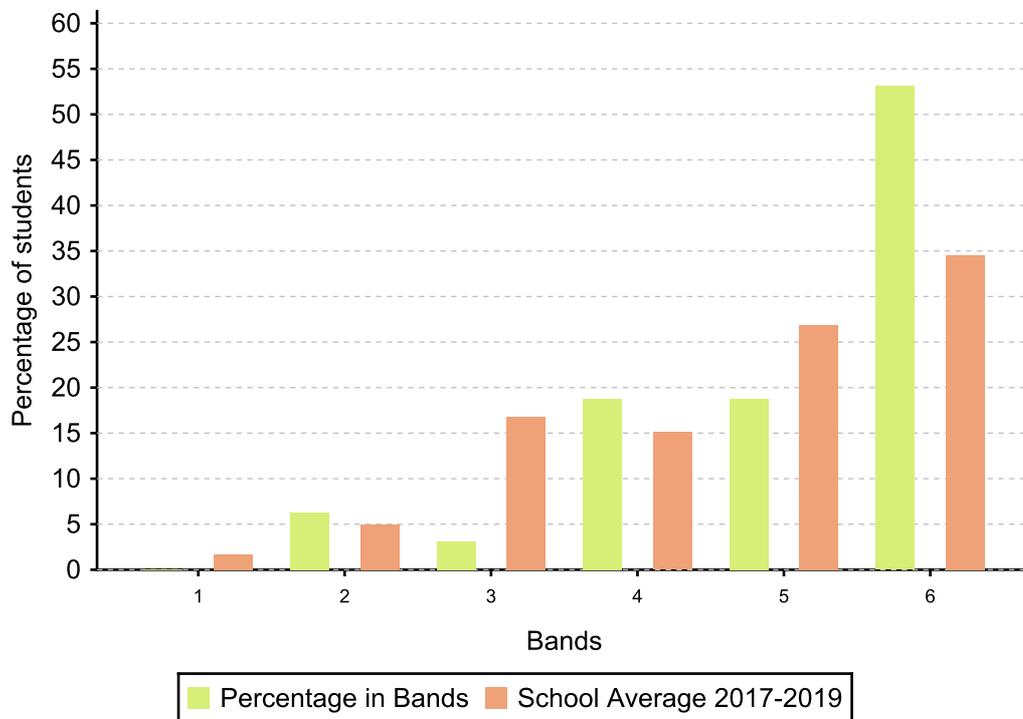
Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	12.5	6.3	25.0	53.1
School avg -2019	6.7	4.2	12.6	17.6	19.3	39.5

**Percentage in bands:**  
Year 3 Reading



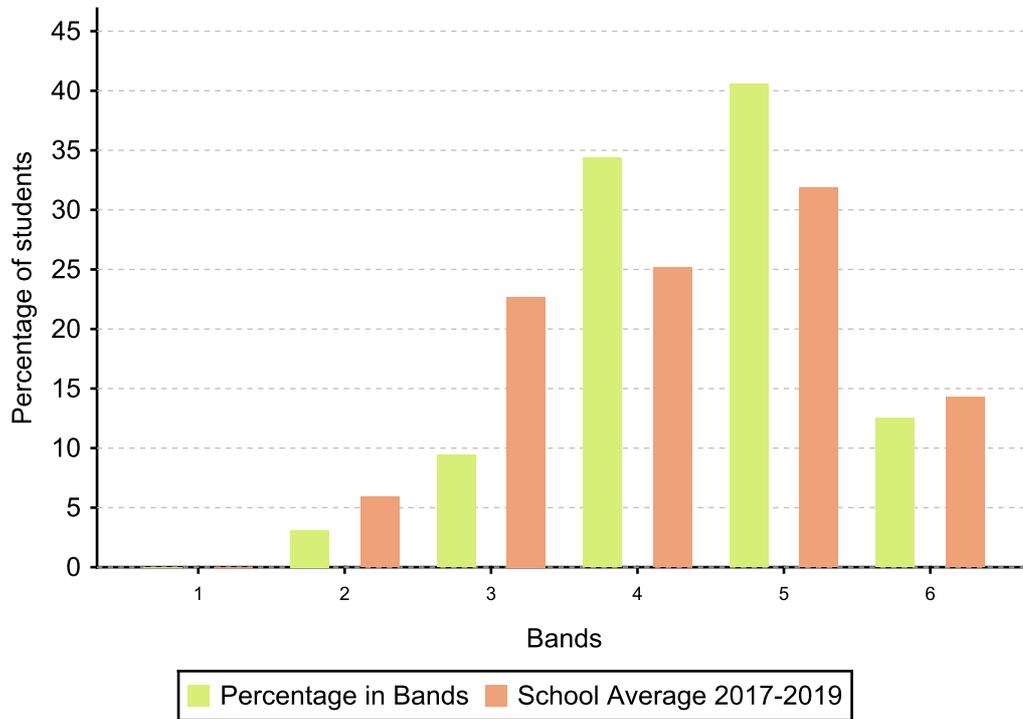
Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	12.5	18.8	31.3	34.4
School avg -2019	0.8	5	18.5	19.3	27.7	28.6

**Percentage in bands:**  
Year 3 Spelling



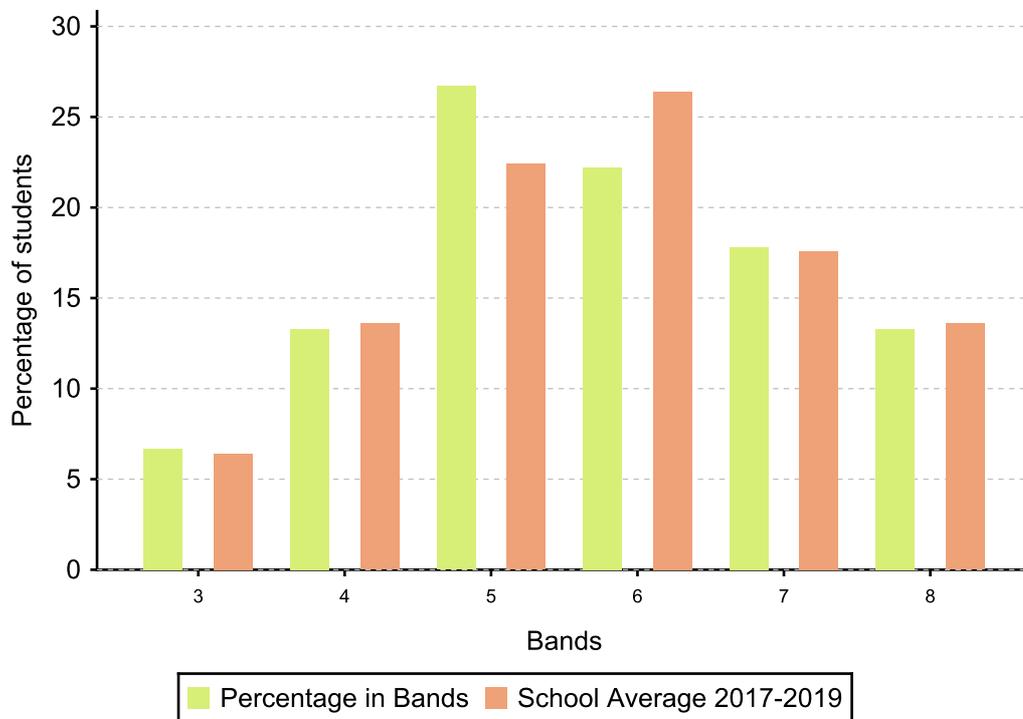
Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	3.1	18.8	18.8	53.1
School avg -2019	1.7	5	16.8	15.1	26.9	34.5

**Percentage in bands:**  
Year 3 Writing



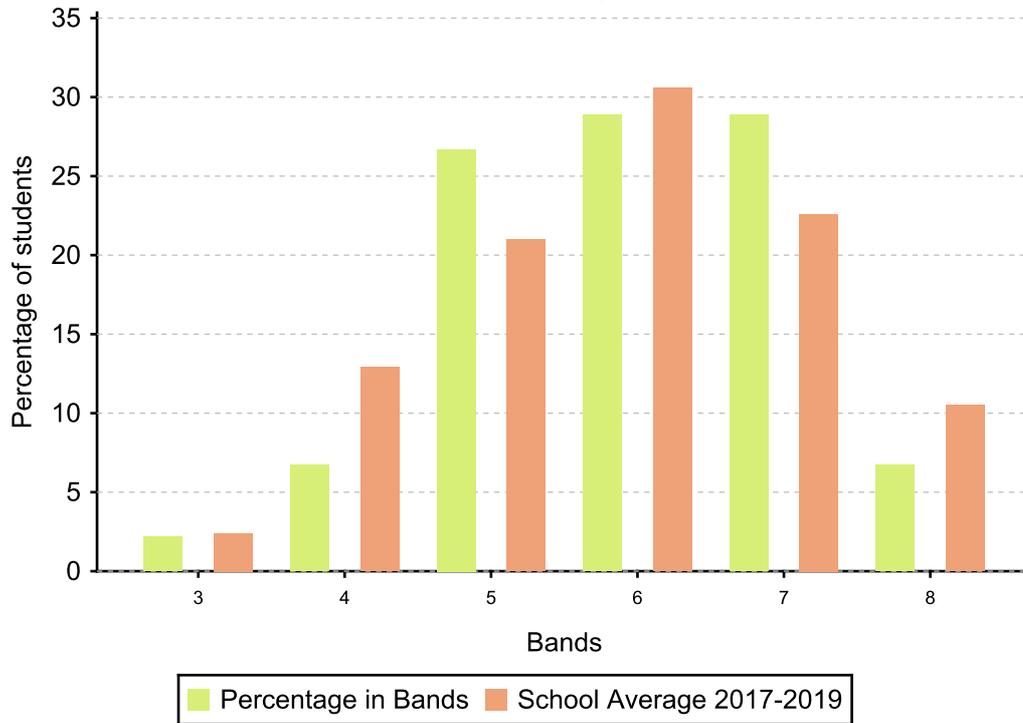
Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	9.4	34.4	40.6	12.5
School avg -2019	0	5.9	22.7	25.2	31.9	14.3

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



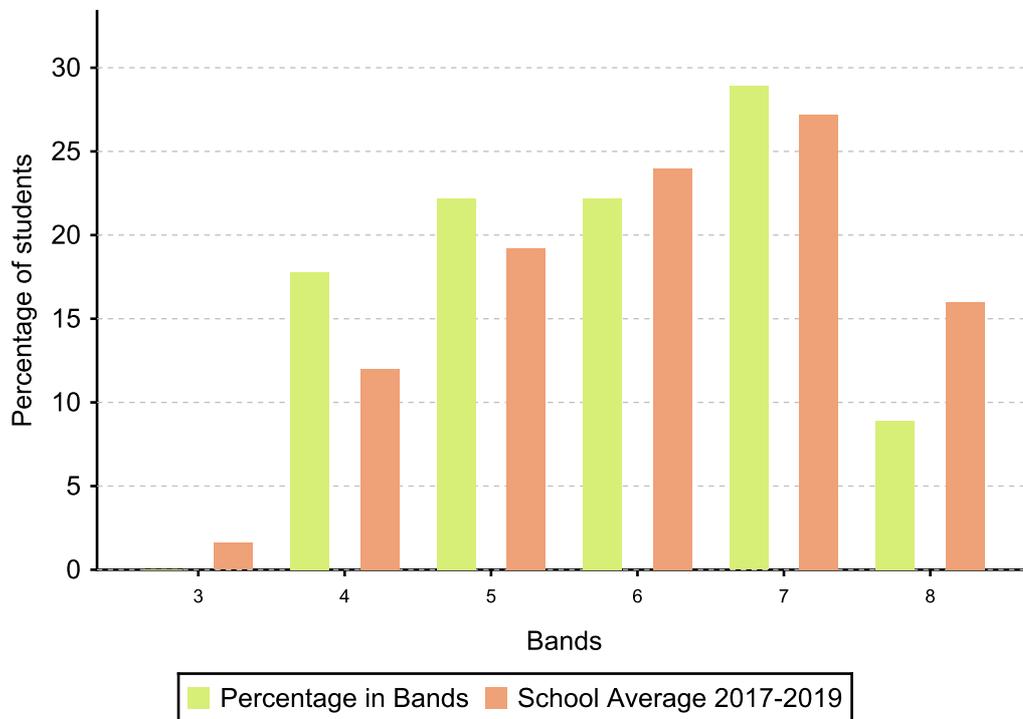
Band	3	4	5	6	7	8
Percentage of students	6.7	13.3	26.7	22.2	17.8	13.3
School avg -2019	6.4	13.6	22.4	26.4	17.6	13.6

**Percentage in bands:  
Year 5 Reading**



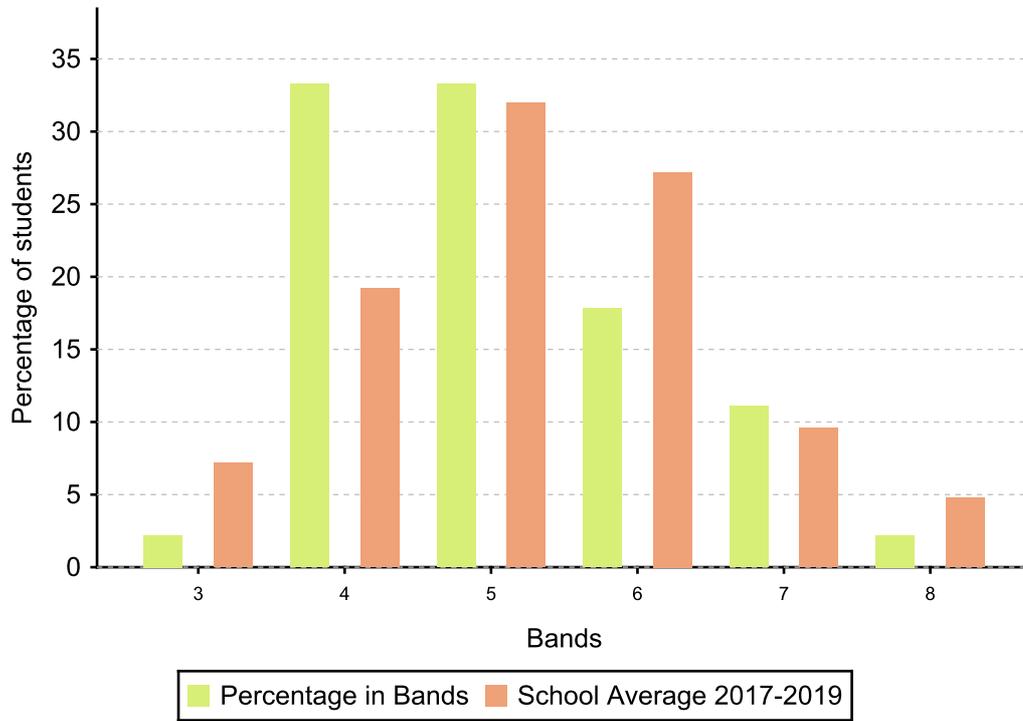
Band	3	4	5	6	7	8
Percentage of students	2.2	6.7	26.7	28.9	28.9	6.7
School avg -2019	2.4	12.9	21	30.6	22.6	10.5

**Percentage in bands:  
Year 5 Spelling**



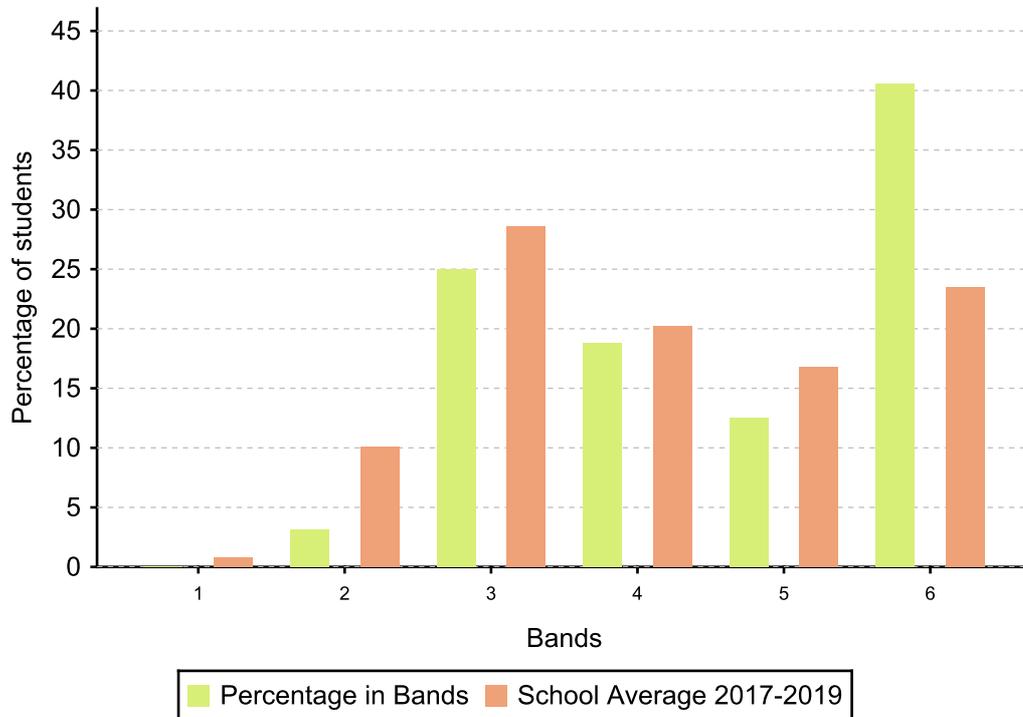
Band	3	4	5	6	7	8
Percentage of students	0.0	17.8	22.2	22.2	28.9	8.9
School avg -2019	1.6	12	19.2	24	27.2	16

**Percentage in bands:**  
Year 5 Writing



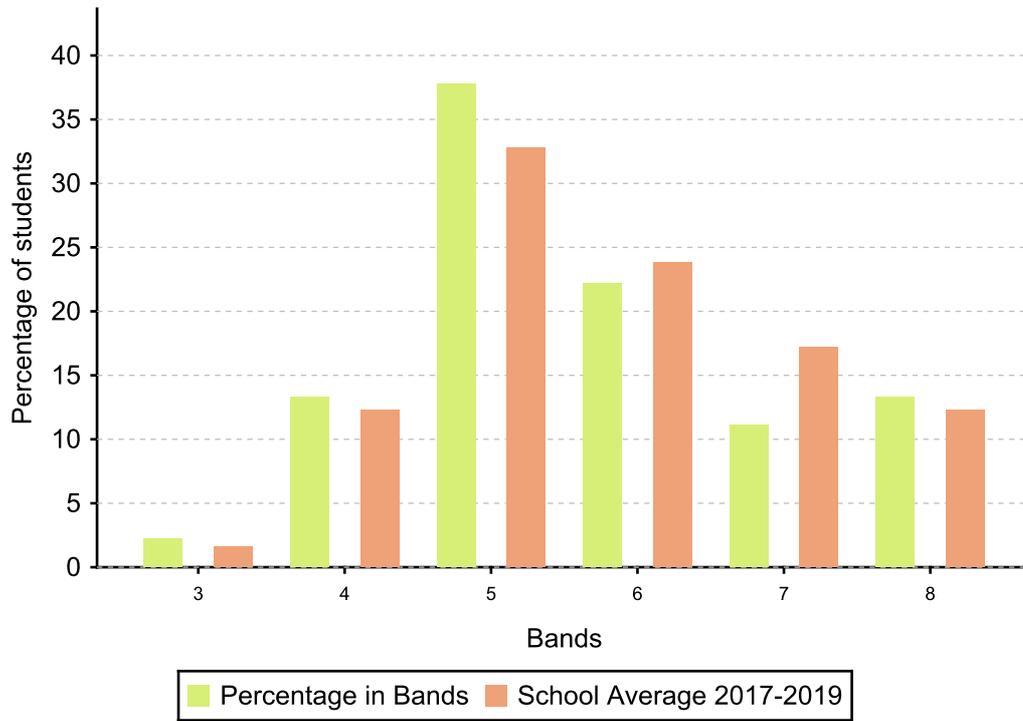
Band	3	4	5	6	7	8
Percentage of students	2.2	33.3	33.3	17.8	11.1	2.2
School avg -2019	7.2	19.2	32	27.2	9.6	4.8

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	25.0	18.8	12.5	40.6
School avg -2019	0.8	10.1	28.6	20.2	16.8	23.5

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.2	13.3	37.8	22.2	11.1	13.3
School avg -2019	1.6	12.3	32.8	23.8	17.2	12.3

## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me Survey – Parents

In 2019, 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.

Parents continue to Overwhelmingly feel that communication through Facebook with the use of closed stage pages 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 extra curricular programs conducted in 2019, the organisations have been booked for 2020. These included Got Game Gymnastics, Jellybeans Music K–2, and Footsteps Dance K–4 Parents and students thoroughly liked the extra-curricular programs that were offered. K–2 had a 98.5% uptake of the programs. Stage 2 had an uptake of 84%. Stage 3 in gymnastics had 92% engagement which improved on the previous year. Students that did not engage in the extra curricular programs, 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. Parents generally found that the reporting of student assessment was satisfactory.

Taking on the 2018 feedback, a meet the teacher session was presented in week 4 of first term. The exchange of information meeting was conducted later in Term 1 where the parents and teachers met 1:1. Goal setting also took place. This will be repeated as the preferred program for 2020.

The school scored well on the survey improving considerably on the State averages. Parents feel welcome 7.5 (compared to State at 7.4). Parents are informed 7.1 (6.6), School Supports Learning 7.7 (7.3), School Supports Positive Behaviour 8.2 (7.7) Safety at School 7.2 (7.4), and is an inclusive school 7.8 (6.7)

The Greatest change occurred for safety at school which significantly decreased when the trend data is compared across the years. However considering the new building and access to the school being greatly reduced, safety has been compromised for students and staff when moving between the upper and lower area of the school. Significant protocols have been put in action to protect all. The Classroom building program will be completed in April 2020 but additional works will continue until July 2020.

### 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. Notably all aspects of the teacher survey were lower in 2019 than any survey of the past 5 years. In considering the reasons behind this one major aspect has impacted on each of the focus areas, the new building. 7 classes have been held in Demountable classrooms which has significantly changed the teaching practices. Further, other areas of the school have been lost reducing the storage and learning spaces. In 2020 the new building will come online and allow for collaborative learning and greatly enhance teaching pedagogy.

One aspect that did grow positively was Leadership. The rating reached its highest rating in 5 years and rose from 7.0 in 2018 to 7.5 in 2019.

### Tell Them From Me Survey – Student

The survey was conducted with Year 5 and 6 and with some Year 4 students. 77 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 Peshurst West Public School an emphasis in our school Strategic Directions particularly addresses this aspect. Sense of Belonging at 85% compared to 81% for the state and was slightly higher for girls than boys.

Students' positive relationships at school are related to their academic achievement and well-being. This rating rose to 91%, a further increase of 4% on 2018 results and higher than state average of 85%

Each of the other measures of Social Emotional outcomes were up on the previous year. Values School outcomes 96%, Positive Behaviour at School 71% to state at 63%, Interest and motivation 78%, Effort 92%

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 8.6/10 which increased further on the 2018 result.

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 were consistent or rose from 2018 and were consistently higher than the State Averages for each Driver.

The other aspects identified were Advocacy 8.2, Student Teacher Relationship 8.7, and Expectations 9.0.

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. 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 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.