

2020 Annual Report

Pennant Hills Public School



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Introduction

The Annual Report for 2020 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 vision

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 576 students. Physical facilities include air-conditioned classrooms with interactive whiteboards, 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 MacqLit & MiniLit, 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

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)
All staff set 'Success Criteria' for students in their lessons across all Key Learning Areas. Students are aware of their individual goals with their overall learning. Students are able to identify what they are learning and what they need to do to be successful. This is best evidenced in the teaching of Mathematics where there has been a large focus this year.	Professional Learning sessions involving all staff.

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)
Students and staff were surveyed on their thoughts of 'Wellbeing' at PHPS in preparation for it being a focus in the next school plan. Unfortunately, with Covid-19 this year not enough was achieved with this initiative. It is still a school priority.	Professional Learning sessions involving all staff.

Next Steps

The school will focus now on ensuring Learning Intentions and Success Criteria are embedded in all Key Learning Areas to allow students to know their next steps in the learning journey.

Wellbeing as a whole will be a large focus in the 2021-2024 Strategic Improvement Plan (SIP). We will focus on a consistent approach for both sites, evaluate the current award's structure and ensure we are meeting the new policy. We will be inviting the parent and student bodies to contribute their thoughts to have a unified direction.

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)
<p>This year all staff received a lot of professional learning in the area of Mathematics from the school's Senior Executive and School Services. As a result of this professional learning all staff have indicated that they are more confident with their ability to teach Mathematics. All staff regularly use assessment techniques to inform their planning and teaching. These assessment opportunities are embedded in to their teaching and learning programs. This allows them to cater for individual needs.</p> <p>This improved knowledge of assessment techniques has also transferred to their teaching of English. Staff regularly collaborate with colleagues to ensure that they are upskilling their knowledge. All staff have clear goals for each student's learning journey as a result of utilising effective assessment techniques.</p>	Professional Learning sessions.

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)
<p>All staff have engaged in professional learning over the year that has seen all staff develop their knowledge of syllabi documents, scope and sequences, teaching and learning programs that include differentiation for students, assessment opportunities in the effective teaching of Mathematics.</p> <p>Throughout the year all staff have participated in professional readings and dialogue on reading in preparation for our 2021 school improvement areas.</p>	<p>Literacy and Numeracy support = \$73,848 (Teacher time and resources)</p> <p>Professional Learning = \$33,442 (Casual cost, professional learning costs etc)</p>

Next Steps

Numeracy will continue to be a focus in the 2021-2024 SIP and the school will be participating in the NSW DoE's Primary Mathematics Specialist Teacher Initiative throughout 2021 and 2022. The school is very excited about this opportunity as it will build upon the professional learning and whole school changes that have already taken place at our school. This initiative focuses on evidence based best practice which can only assist our staff to improve student outcomes.

The primary focus of the 2021-2024 SIP will be reading. Our focus will be developing staff based on research based best

practice. The school will also be looking for a consistent approach across the school for the teaching of reading.

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)
Covid-19 provided a unique opportunity where the home-school partnerships had to strengthen to support student learning. During this period of time nearly 100% of families engaged in the online learning. We also found with our parent-teacher interviews that both parents were able to attend the meeting to discuss their child's learning. The downside of Covid-19 meant that as a school we were not able to hold our planned information sessions relating to learning for parents to attend. This has had a negative impact on our ability to connect with parents and carers.	

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

Evaluation	Funds Expended (Resources)
This year our formation of Action Groups has provided staff with leadership opportunities across the school. We have leaders for Mathematics, Reading, Wellbeing, Digital Technology and STEM groups which work in teams to upskill staff to improve practice to improve student outcomes. Each person in the group has been responsible for taking their learning back to the stage team and upskilling members of that team. In essence, every staff member is leading in some way which is seeing staff value their role in the school's quest for improvement.	Professional learning sessions.

Next Steps

Covid-19 severely impacted the school's ability to meet its goals of providing face to face information sessions for families. These plans will carry over in to the new SIP so that we can show parents how best to support their child's learning at home across the Key Learning Areas using evidenced-based best practice methods.

Our leadership pathways will continue to be utilised in the SIP to ensure all staff see themselves as leaders and have that opportunity to lead. This pathway will allow staff to improve their practice and that of their colleagues at a range of levels.

Key Initiatives	Resources (annual)	Impact achieved this year
Literacy and numeracy	\$73,848.00	<p>The MacqLit program has been well-run and much needed literacy support has been prioritised for many of the most needy students. The LST created a positive space for support at the 3-6 site; implemented an evidence-based program and undertaken additional assessment and classroom support, to respond to needs across stage 2 and 3. Outcomes for students in the MacqLit are assessed and monitored closely. All are making measurable progress in decoding skills and fluency. Several students have been referred off the program, having attained skills commensurate with their age expectations.</p> <p>LaST has developed significant skills, learning support understanding and competencies beyond the delivery of the MacqLit program and has the capacity to support students and teachers with greater understanding of reasonable adjustments especially in the areas of assessment, assistive tech, explicit literacy and numeracy instruction etc.</p>
Professional learning	\$33,442.00	All staff were released from their teaching duties to participate in whole school and stage professional development relating to our school direction and focus of mathematics.
Aboriginal background loading	\$3,507.00	The purchase of SLSO support was successful in supporting Aboriginal students accessing the curriculum and achieving their outcomes.
English language proficiency	\$161,107.00	<p>The allocation of EAL/D resources at the Beginning and Emerging phases 5 days per week have been very successful in meeting student outcomes. It has been primarily team teaching and demonstration lessons in Stage 1, teaching teachers how to program and differentiate for EAL/D students through explicit teaching in all KLA's. Teachers are becoming more familiar with the EAL/D Learning Progressions and how to utilise them as a tracking tool to measure EAL/D students English language proficiency. EAL/D programming, differentiation and reporting back to parents about EAL/D student concerns is beginning to occur for the first time.</p> <p>The allocation of EAL/D resources at the Developing and Consolidating phases 2 days per week have not been as successful in meeting student outcomes. There has been little team teaching or demonstration lessons in Stage 2 and 3 classes, it has been primarily small group withdrawal. Students have seen growth in this area.</p>
Low level adjustment for disability	\$106,046.00	Learning & Support processes have been managed and outcomes for students have

<p>Low level adjustment for disability</p>	<p>\$106,046.00</p>	<p>been improved with the increase to LaST time. A negative is the fact that the expanding LaST workload, including programming for interventions and completion of access requests etc often demanded a fulltime commitment and significant additional work after hours.</p> <p>The MacqLit program has been well-run and much needed literacy support has been prioritised for many of the most needy students. The LST created a positive space for support at the 3-6 site; implemented an evidence-based program and undertaken additional assessment and classroom support, to respond to needs across stage 2 and 3. Outcomes for students in the MacqLit are assessed and monitored closely. All are making measurable progress in decoding skills and fluency. Several students have been referred off the program, having attained skills commensurate with their age expectations.</p> <p>LaST has developed significant skills, learning support understanding and competencies beyond the delivery of the MacqLit program and has the capacity to support students and teachers with greater understanding of reasonable adjustments especially in the areas of assessment, assistive tech, explicit literacy and numeracy instruction etc.</p> <p>All funded students have been better supported, such that behavioural outbursts are relatively rare and able to be managed effectively, often because SLSO support is there as a back up to the teaching staff.</p> <p>Anecdotally, it has been observed that students with funding and additional support are coping better over time, which can be attributed to the supportive relationships and additional care they have received.</p> <p>School based data shows that these identified students are achieving their planned outcomes.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$100,305.00</p>	<p>Our funding was well utilised this year to allow staff to participate in whole day planning sessions with their stage colleagues. As the school had a large focus on Mathematics all staff were released for professional learning opportunities throughout the year. The school has definitely improved its teaching of mathematics as evidenced by greater student engagement.</p> <p>The funding was also successful utilised to purchase teacher time to allow the Deputy Principal and Assistant Principals to support all teachers through the Instructional Leader model. All staff valued and benefited from the support they received to develop and improve their practice.</p>

Socio-economic background	\$7,274.00	Funds were used to engage SLSO to support these students in the classroom to access the curriculum and achieve their goals. Funds were also used to ensure that these students participated in all possible extra-curricular activities.
Support for beginning teachers	\$47,818.00	All beginning teachers benefitted from their opportunities to work with peers and colleagues as they begin their profession. All beginning staff felt supported during the program. The funds were used to pay enrolment fees and engage staff to allow them to be released from their teaching duties to engage in targeted professional learning.
Targeted student support for refugees and new arrivals	\$19,160.00	SLSO were engaged to work with the identified student. The funds were also used to support the family purchase uniforms, resources and offset any school relating expenses.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	262	272	283	288
Girls	274	272	282	286

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	94.4	95.4	96.7
1	96.2	96.4	93.7	96.6
2	95.8	95.5	95.1	96.4
3	97.2	95.8	95.4	96.2
4	95.8	95.4	95.1	96.5
5	95.7	96	95.4	96
6	93.5	93.2	94.6	94.6
All Years	95.9	95.2	95	96.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	20.83
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	575,854
Revenue	5,234,827
Appropriation	4,867,890
Sale of Goods and Services	25,637
Grants and contributions	338,727
Investment income	1,955
Other revenue	619
Expenses	-5,637,484
Employee related	-4,637,776
Operating expenses	-999,708
Surplus / deficit for the year	-402,657
Closing Balance	173,197

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.

	2020 Approved SBA (\$)
Targeted Total	181,671
Equity Total	277,934
Equity - Aboriginal	3,507
Equity - Socio-economic	7,274
Equity - Language	161,107
Equity - Disability	106,046
Base Total	3,966,473
Base - Per Capita	135,885
Base - Location	0
Base - Other	3,830,588
Other Total	271,955
Grand Total	4,698,033

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, 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.

- * 17 respondents participated in the survey
- * Parents feel welcome scored 6.2
- * Parents are informed scored 5.4
- * Parents support learning at home scored 6.6
- * School supports learning scored 6.3
- * School supports positive behaviour scored 6.9
- * Safety at school scored 7.4

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:

- * 227 students participated in the survey (years 4-6)
- * 75% of students with a positive sense of belonging
- * 91% of students with positive relationships
- * 93% of students that value schooling outcomes
- * 93% of students with positive behaviour at school
- * 75% of students who are interested and motivated
- * 89% 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.