

# 2020 Annual Report

## Pleasant Heights Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Pleasant Heights Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Pleasant Heights Public School

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## School vision

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

## School context

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

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

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

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

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

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

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Engaged Learners

#### Purpose

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

#### Improvement Measures

Increase in the percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN.

All students clearly articulating the learning intentions and success criteria of lessons.

Increased proportion of students demonstrating expected growth on the literacy and numeracy progressions.

All students actively involved in the development of learning goals based on feedback.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum

Implement a whole-school approach to regularly monitor and review students' learning goals.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives were not implemented this year. The quick set up and running of home learning activities became a major priority for all staff in Terms 1 and 2, with many fast changes and adaptations required. Staff were extremely effective in implementing these challenges and were able to provide students and their families with quality online learning, paper based learning and communication methods.</p> <p>As NAPLAN did not proceed due to COVID-19, no NAPLAN data was available for analysis. Internal school assessment data was utilised to measure student success with a modified school student report in Semester 1 and a more comprehensive student report in Semester 2.</p> <p>As NAPLAN did not proceed, all students in Years 2 to 6 were assessed through PAT and students in Years 3 and 5 completed the DoE Check-in Assessments.</p> <p>Curriculum planning and programming flowchart was developed to assist teachers with programming requirements.</p> <p>Master templates for all curriculum programming and organisation were developed and added to the shared Google Drive</p> <p>Positive feedback from students and families, as well as the high levels of student engagement and completion of work during home learning assisted in the evaluation of student learning outcomes. Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Curriculum' within the Learning domain</p>	\$6500

##### Process 2: Engagement

Create a future focused teaching and learning environment that engages and challenges students to think critically, problem solve, communicate and collaborate.

Evaluation	Funds Expended (Resources)
Due to COVID-19, many of the planned activities and initiatives were not	\$7500

## Progress towards achieving improvement measures

implemented this year. The quick set up and running of home learning activities became a major priority for all staff in Terms 1 and 2, with many fast changes and adaptations required. Staff were extremely effective in implementing these challenges and were able to provide students and their families with quality online learning, paper based learning and communication methods.

A team of three teachers had undertaken Spiral's of Inquiry training in February, but did not get an opportunity to train staff due to COVID -19 and the need for class teachers to be able to up skill in other areas to support our students learning from home.. This training will be deferred until 2021

### Process 3: Assessment

Students utilise assessment data and feedback to achieve academic growth.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives were not implemented this year. The quick set up and running of home learning activities became a major priority for all staff in Terms 1 and 2, with many fast changes and adaptations required. Staff were extremely effective in implementing these challenges and were able to provide students and their families with quality online learning, paper based learning and communication methods.</p> <p>There was a school / class focus on Literacy and Numeracy when students returned to onsite learning.</p>	

### Next Steps

All teachers are to undertake Spiral's of Inquiry training - a systematic process for investigating and improving learner outcomes; academic, social and wellbeing.

## **Strategic Direction 2**

Innovative Teaching

### **Purpose**

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

### **Improvement Measures**

All teachers develop proficiency in data analysis and collaboratively plan, program and assess to differentiate the curriculum and increase student growth.

All teachers implement Visible Learning and formative assessment strategies, which are embedded within teaching practice.

All teachers have Professional Development Plans that are aligned to the Australian Professional Standards for Teachers, school plan and personal goals.

All teachers demonstrate a commitment to a culture of collaboration, observation and feedback on professional practice.

### **Progress towards achieving improvement measures**

#### **Process 1: Visible Learning and Formative Assessment**

Embed a culture of utilising Visible Learning and formative assessment strategies through collaborative planning and professional dialogue.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>In Term 2, all four Assistant Principal's completed Corwin's Instructional Leadership Course - Creating Practice out of Theory.</p> <p>In Term 3 all teaching staff participated in a 2 hour Zoom session on Feedback delivered by John Hattie. Staff have a clearer understanding of what Feedback is and is not.</p> <p>Follow up work on Feedback did not occur due to COVID-19 restrictions. More work will need to be completed on Feedback in the 2021 - 2024 School Improvement Plan</p> <p>All teachers worked through the What Works Best document, with our AP/IL. Teachers were released in groups weekly for 7 weeks to work on this process with the IL, resulting in a deeper understanding of the process of High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment and Collaboration.</p>	\$10500

#### **Process 2: Data for Teaching**

Stage teams use qualitative and quantitative data to analyse and monitor student learning and implement changes in teaching practice.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
At the end of term 4, the Stage 3 AP upskilled all staff through a day's professional learning on Data Driven Instruction. Staff looked at the types and purpose of data.	\$1100

#### **Process 3: Quality Teaching Practice**

Staff use effective Learning Intentions and Success Criteria aligned to the curriculum to facilitate visible

## Progress towards achieving improvement measures

**Process 3:** learning and embed this within their daily practice.

Evaluation	Funds Expended (Resources)
<p>Again, COVID -19 impacted on this area. Learning Intentions and Success Criteria are being used in all classrooms. Internal school data shows that we have more work to do to consistently embed these processes in all classrooms.</p> <p>Staff continued to use learning intentions and success criteria for Literacy and Numeracy.</p>	

## Next Steps

All classes are using learning intentions and success criteria for some KLAs. We need to further embed these in additional KLAs.

A continued focus on data driven instruction and purposeful collaboration activities with the specific aim of improving student outcomes. Targeted professional learning that builds teacher and leader capacity to be implemented to support a cycle of continuous student and school improvement.

## Strategic Direction 3

### Positive Partnerships

#### Purpose

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

#### Improvement Measures

Increased capacity for teachers and students to assume leadership roles and responsibilities.

Increased community partnerships in consultative and collaborative decision making.

Increased proportion of students demonstrating an active engagement in their learning to connect, succeed and thrive.

#### Progress towards achieving improvement measures

##### Process 1: Leadership

Build staff capacity across the whole school through shared leadership and responsibilities. Students develop leadership skills through a variety of opportunities.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives have not been implemented this year.</p> <p>Two staff attended Peer Support training. The plan to establish vertical groups for Peer Support did not eventuate as we were unable to mix student cohorts in line with COVID -19 requirements. Also we were operating on split lunch and recess times, so staff were off class at different times.</p>	\$3000 Peer Support Training and Resources

##### Process 2: Learning Partnerships

The school community work together through consultation and communication to deepen positive partnerships across the school.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives have not been implemented this year.</p> <p>Whilst a large proportion of Semester 1 involved students being off site and completing home learning, teachers utilised regular check-ins and constant communication as a means for monitoring student welfare. The feedback from parents was positive and high percentages of students engaged in their home learning.</p> <p>Despite students learning from home, teachers worked hard to communicate through Seesaw, Google classrooms and email. Sound communication between Parent and Staff was achieved as both worked together for students as they were learning from home.</p>	\$5000

##### Process 3: Wellbeing

Student wellbeing and progress is evident for all students and is clearly communicated and celebrated within the school community.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Due to COVID-19, many of the planned activities and initiatives have not been implemented this year. Whilst a large proportion of Semester 1 involved students being off site and completing home learning, teachers utilised regular check-ins and constant communication as a means for monitoring student welfare.

The feedback from parents was positive and high percentages of students engaged in their home learning.

The installation of the play equipment in 2019 was a positive step, the equipment is well-utilised by students. The number of students accessing the playground is very high and student feedback is positive.

Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Wellbeing' within the Learning domain.

## Next Steps

Health guidelines did hinder the ability to build strong relationships with our families, within and across schools and in 2021 it needs to an emphasis.

Establish Peer Support Groups.

Keeping parents informed about the special programs we have on offer and keeping them informed with the impact that we are having in implementing our plan.

Regular updates in the newsletter about what children are learning and how they are learning would also support those partnerships.

Providing workshops to build learning partnerships with school and home about how we teach literacy and numeracy and how the families can support that at home.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2130	<p>Teachers met with families to create and monitor learning plans enhancing home school learning connections.</p> <p>Aboriginal resources were purchased for the school Library.</p> <p>Planned attendance at Reconciliation Walk and other activities did not occur due to their cancellation due to COVID-19</p>
<b>English language proficiency</b>	\$40430	<p>EAL/D teacher was employed 1.5 days per week to support students with English language needs to access the curriculum. The EAL/D teacher worked closely with the class teacher and the LaST providing small group, individual instruction and in class support.</p> <p>Time was given to EAL/D teacher for professional learning and followup.</p>
<b>Low level adjustment for disability</b>	\$75333	<p>The Learning Support Teacher worked closely with the Learning Support Team and class teachers to provide targeted students with additional support throughout the year.</p> <p>Additional funding was allocated to employ a School Learning Support Officer to provide targeted support to some students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.422	<p>This time was allocated to a staff member (AP K-2) to be off class to work with ES1 and S1 in a combination Instructional Leader / Learning support capacity.</p>
<b>Socio-economic background</b>	\$8461	<p>Socio-economic background funding has ensured that no student has been disadvantaged. This funding was used to provide access to all areas of the curriculum, eg specific programs that supported the curriculum -excursions, incursions, school camps and school uniforms.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	125	125	131	126
Girls	129	137	132	132

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	95.4	96.2	96.1
1	94.7	96	95.6	94
2	93.2	95.6	96.8	95
3	93.4	94.5	95.3	95.4
4	93.1	94.2	95.6	93.8
5	93	93	93.5	94.4
6	92.6	94.1	91.4	94.6
All Years	93.7	94.7	95	94.7

  

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
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

	<b>2020 Actual (\$)</b>
<b>Opening Balance</b>	286,989
<b>Revenue</b>	2,548,475
Appropriation	2,459,996
Grants and contributions	88,106
Investment income	274
Other revenue	100
<b>Expenses</b>	-2,503,608
Employee related	-2,250,469
Operating expenses	-253,139
<b>Surplus / deficit for the year</b>	44,868
<b>Closing Balance</b>	331,856

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

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	146,104
<b>Equity Total</b>	126,354
Equity - Aboriginal	2,130
Equity - Socio-economic	8,461
Equity - Language	40,430
Equity - Disability	75,333
<b>Base Total</b>	2,056,793
Base - Per Capita	63,253
Base - Location	0
Base - Other	1,993,541
<b>Other Total</b>	96,338
<b>Grand Total</b>	2,425,590

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](http://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

The School regularly uses the Tell Them From Me survey tool to elicits responses/feedback from students, parents and students to assist them with future student and school planning. In 2020, 99 students, 87 parents and 16 teachers responded to the Tell Them From Me survey .

### Students (Years 4 to 6)

- 92% of students state they have friends at school that they can trust and who encourage them to make positive choices
- 93% of students value their schooling and believe that it will have a strong bearing on their future
- 95% of students display positive behaviour at school
- 76% of students expect they will go to university
- 80% of students believe they have someone to turn to at school for encouragement and advice
- 67% of students are motivated and interested in learning
- 96% of students try hard to succeed in their learning
- 77% of students find classroom instruction is relevant to their everyday lives

### Parents

- 87% of parents believe the school's administrative staff are helpful
- 79% of parents believe their child's report and their child's progress is written in terms they understand.
- 78% of parents believe they are easily able to speak with their child's teacher
- 75% of parents believe they are well informed about school activities
- 75 % of parents feel welcome at school
- 80% of parents believe their child is encouraged to do their best
- 92% of parents would recommend the school to other parents
- 57% of parents believe parent activities are scheduled at times they can attend

### Teachers

- 72% of teachers believe school leaders have helped them to improve their teaching
- 70% of teachers believe school leaders have helped them to establish challenging and visible learning goals for students
- 78% of teachers believe school leaders have helped them create new learning opportunities for students
- 88% of teachers use formal assessments to help students set challenging goals
- 84% of teachers use data from formal assessments to determine if a concept should be taught in a different way
- 80% of teachers believe students are clear about what they are expected to learn
- 93% of teachers believe they set clear expectations for classroom behaviour
- 75% of teachers believe they provide quality feedback

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.