

2021 Annual Report

Pennant Hills Public School



2857

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Pennant Hills Public School

Ramsay & Weemala Rds

Pennant Hills, 2120

www.pennanthil-p.schools.nsw.edu.au

pennanthil-p.school@det.nsw.edu.au

9484 1134

School vision

Our vision at Pennant Hills Public School is to empower students to become independent lifelong learners, who are actively engaged and motivated with their learning and the school. Our design of teaching and learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At Pennant Hills Public School staff, parents and carers 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.

School context

Pennant Hills PS, established in 1925 and situated on two sites 500 metres apart, currently has an enrolment of 589 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. It is characterised by the wonderful support of parents, carers 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 MiniLit and MultiLit, 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, carers 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 and dance instruction, gardening club, and Student Representative Council.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed practice for systematic and explicit teaching of reading
- Evidenced-based practice - Systematic and explicit mathematical instruction
- Support Programs

Resources allocated to this strategic direction

Beginning teacher support: \$59,380.00
Literacy and numeracy: \$27,406.67
Professional learning: \$69,300.00
QTSS release: \$106,399.98
Socio-economic background: \$9,730.99
English language proficiency: \$170,739.91
COVID ILSP: \$36,383.26
Low level adjustment for disability: \$107,686.96
Literacy and numeracy intervention: \$47,089.56
Refugee Student Support: \$763.05
School support allocation (principal support): \$10,146.42
Integration funding support: \$207,629.00
New Arrivals Program: \$6,660.00
Aboriginal background: \$2,630.58

Summary of progress

ANALYSIS: The evidence showed that the formation of Action Groups ensured that there were leadership opportunities across the school to harness and utilise the strengths of individual teachers. These groups were formed early in Term 1 with structures and processes set up to ensure that we had success. All stages are represented on each team. Action Group leaders are self-nominated staff members with leadership potential or currently in a leadership role. All staff are aware of school targets and how their Action Group is working towards meeting them. Shared responsibility for implementation of Action Group Improvement Plans within stage meetings. We have found this to be an extremely effective way to develop a distributive leadership model with real staff buy in to the Strategic Improvement Plan, with a focus on improving student outcomes and developing teacher capacity. One barrier has been the forced lockdown due to COVID which has slightly delayed our implementation of our plans. Improvement in teacher programming is reflecting in the professional learning they have undertaken. Check-in data for reading is above the Statistically Similar Schools Group (SSSG) and for expected growth in NAPLAN reading we have exceeded our target for 2021. The Mathematics team participated in Professional Learning as part of the Primary Mathematics Specialist Teacher Initiative (PMSTI) and all staff have indicated an improved confidence in the delivery of Mathematics. The NAPLAN data revealed that Expected Growth had increased to 66% of students. The Support Programs delivered this year have catered for all identified students based on internal and external data. Students, parents and teachers report greater access to support for identified students. Plan2 data shows all students progressing on the continuum.

IMPLICATIONS: To move towards achieving our progress measure we need to utilise the Action Group processes and drill down into the data to identify specific areas for focus eg spelling. The Primary Mathematics Specialist Teacher Initiative (PMSTI) program has been significantly impacted by Covid-19 and as a result many of the activities that had envisaged taking place in 2021 will now need to take place in 2022. Throughout 2021 our Support Programs initiative was a great success based on feedback from teachers, parents, students and their data. To continue to improve in this area we will look to engage specific staff (Teacher or SLSO) to target the needs of the identified students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top two bands to be improving towards the school's lower bound system-negotiated target in reading of 79%. • Improvement in the percentage of students achieving in the top two bands to be improving towards the school's lower bound system-negotiated target in numeracy of 73.1%. 	<ul style="list-style-type: none"> • NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 2%. • NAPLAN scores indicate an decrease in the percentage of students in the top two skill bands for numeracy of 2.5%.
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN reading to be improving towards the school's lower bound system-negotiated target in reading of 73.3% • Improvement in the percentage of students achieving expected growth in NAPLAN reading to be improving towards the school's lower bound system-negotiated target in numeracy of 74%. 	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading is 75% which exceeds our lower bound target. • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 67.5% which is an increase of 15% since NAPLAN 2019.

Strategic Direction 2: Wellbeing and Engagement

Purpose

In order to improve student wellbeing we will develop a whole school approach to well being that caters for all students and their needs to allow them to succeed as learners and better engage with the school and their learning journey.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing & Attendance
- Engagement through Digital Technologies/STEM

Resources allocated to this strategic direction

School support allocation (principal support): \$6,850.00

Literacy and numeracy: \$5,500.00

English language proficiency: \$6,200.00

Professional learning: \$2,200.00

Summary of progress

Analysis

Throughout 2021 feedback was sought from the entire school community in regards to the school's Wellbeing Policy and areas for improvement. Parents, students and staff all had the opportunity to participate in focus groups and surveys to share their thoughts. Overwhelmingly the community is very supportive of the work of the school to look in to this area with the view to strengthen it to improve outcomes for the students. The school has analysed the data and began looking at what works best in other schools to build a framework that suits the context and needs of students at Pennant Hills Public School. Our Attendance data throughout 2021 was excellent and we continue to inform the community about regular attendance at school.

Due to Covid-19 we saw all staff improve their knowledge and ability to utilise Digital Technologies to support student engagement and learning. All staff received support from colleagues and professional learning courses that were provided online from the NSW Department of Education and were successful implementing this into their teaching and learning programs. The impact was evidenced in our Check In data that showed an improvement when compared to our Similar Statistical School Groups for Reading and Numeracy in Years 4 and 6.

Implications

To move towards achieving our progress measure we need to continue researching successful schools and use what works well for them and look to utilise those practices in to our new Wellbeing Policy. We will also consult with local Indigenous elders to incorporate local language and supports in to this framework we are developing. Community consultation will continue to ensure the new framework is representative of the entire community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Improvement in the percentage of students to be moving towards the lower bound system-generated target of 91.5% as evidenced in TTFM (advocacy, belonging and expectations).	• System generated data indicates that the school's Attendance has increased to 88.8% which is below the lower bound target of 91.5%.
• Improvement in the percentage of students attending school more than 90% of the time to be moving towards	• System generated data indicates that students attending school more than 90% of the time has increased to 95% which is above the lower bound target of 92.7%.

<p>the system-negotiated lower bound target of 92.7%.</p>	
<ul style="list-style-type: none"> • Improvement in the percentage of teachers embedding Digital Technologies/STEM pedagogical practice in to Science & Technology and Mathematics programs. • Improvement in the percentage of students reporting higher levels of student engagement to 90%. 	<ul style="list-style-type: none"> • 100% of staff have embedded Digital Technologies in their teaching and learning programs for Mathematics at different stages throughout the year. 70% of staff have indicated that they have embedded Digital Technologies as part of their HSIE program with 50% of staff indicated that they did so for Science and Technology. • Tell The From Me data showed a decline in student engagement from 75% in 2020 to 68% in 2021.

Strategic Direction 3: Parent and carer partnerships

Purpose

In order to improve parent and carer relationships with the school we will develop systematic processes that allow the school to regularly update and inform parent and carers on all school matters.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- An informed community

Resources allocated to this strategic direction

Summary of progress

Analysis

There was certainly improvement in the level of written communication to the school's community from the school. Due to Covid-19 we were required to constantly update the community of matters relating to Covid-19 and school. The lock down period also allowed parents greater access to their child's learning through online learning. All staff were required to communicate with their class and this has assisted the community in being well-informed. The downside to Covid-19 was the school's inability to invite parents onsite for professional learning opportunities involving the curriculum.

Implications

We will holding parent information sessions throughout 2022 that were originally planned for 2021. There will be an added focus on delivering curriculum based professional learning for parents. Written communication will continue to be relevant to community needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Improve the school mean of parents that indicate that they are well-informed by the school to 7.0 in Tell Them From Me data.	• Tell them From Me data showed an increase from 5.4 in 2020 to 6.1 in 2021.
• Improve the school mean of parents who feel welcome at the school to 7.0 in Tell Them From Me data.	• Tell Them From Me data showed an increase from 6.2 in 2020 to 7.0 in 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Engage an SLSO to support identified students. <p>The allocation of this funding has resulted in: an SLSO being able to support the students in their classroom learning environment. Parents have reported increased levels of confidence and academic progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to fund additionally staff to support their academic development and wellbeing.</p>
<p>New Arrivals Program</p> <p>\$6,660.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Pennant Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in: 100% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$207,629.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pennant Hills Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student</p>

<p>Integration funding support</p> <p>\$207,629.00</p>	<p>learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. NAPLAN results in Average Scaled Growth and At or Above Expected Growth show that the school outperformed its Similar Statistical School Group (SSSG) in Reading for Year 5.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$9,730.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pennant Hills Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs • Data informed practice for systematic and explicit teaching of reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement in-class support to identified students with additional needs <p>The allocation of this funding has resulted in: Year 3 NAPLAN Reading above both state and SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$2,630.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pennant Hills Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: all Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic to support the students.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging with the wider Aboriginal community to develop Wellbeing programs to support these students.</p>
<p>English language proficiency</p> <p>\$176,939.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pennant Hills Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$176,939.91</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs • Wellbeing & Attendance • Engagement through Digital Technologies/STEM <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Student progress showing high growth on the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$107,686.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Pennant Hills Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit and MacLit to increase learning outcomes <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$96,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Pennant Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$96,500.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data informed practice for systematic and explicit teaching of reading • Evidenced-based practice - Systematic and explicit mathematical instruction • Engagement through Digital Technologies/STEM • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging staff to allow a staff member to participate in the NSW Department of Education's Primary Mathematics Specialist Teacher Initiative. • engage casual teachers to allow staff to attend professional learning opportunities. • engaging staff to allow staff members to work collaboratively to participate in targeted Reading professional learning. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of mathematics and reading, resulting in improved internal student assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Beginning teacher support</p> <p>\$59,380.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Pennant Hills Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice for systematic and explicit teaching of reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging staff to allow beginning teachers to work collaboratively with their identified mentor. • engaging staff to allow beginning teachers to attend Network Meetings to work with peers and build their network of teachers. <p>The allocation of this funding has resulted in: beginning teachers successfully catering for students' needs and improving their practice and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support these teachers through the school's mentoring program to allow these teachers to better support their students.</p>
<p>School support allocation (principal support)</p> <p>\$30,772.42</p>	<p>School support allocation funding is provided to support the principal at Pennant Hills Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing & Attendance • Support Programs • Engagement through Digital Technologies/STEM • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage teachers to allow these programs to be created, developed and delivered across the school.

<p>School support allocation (principal support)</p> <p>\$30,772.42</p>	<p>The allocation of this funding has resulted in: programs being created and ready for implementation in 2020.</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate the delivery of these programs into classroom teaching and learning activities to improve student engagement and wellbeing.</p>
<p>Literacy and numeracy</p> <p>\$32,906.67</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pennant Hills Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice for systematic and explicit teaching of reading • Evidenced-based practice - Systematic and explicit mathematical instruction • Wellbeing & Attendance • Support Programs • Engagement through Digital Technologies/STEM <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading and mathematical assessments, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$106,399.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pennant Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice for systematic and explicit teaching of reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide executive staff with additional time off class to lead</p>

<p>QTSS release</p> <p>\$106,399.98</p>	<p>improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Pennant Hills Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$36,383.26</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support Programs • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals, as evidenced in PLAN2 data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	272	283	288	298
Girls	272	282	286	291

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	95.4	96.7	95.8
1	96.4	93.7	96.6	95.4
2	95.5	95.1	96.4	95
3	95.8	95.4	96.2	95.9
4	95.4	95.1	96.5	94.9
5	96	95.4	96	94.9
6	93.2	94.6	94.6	94.7
All Years	95.2	95	96.2	95.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	22
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	173,197
Revenue	5,506,059
Appropriation	5,223,002
Sale of Goods and Services	13,982
Grants and contributions	268,237
Investment income	337
Other revenue	500
Expenses	-5,384,260
Employee related	-4,884,818
Operating expenses	-499,442
Surplus / deficit for the year	121,798
Closing Balance	294,995

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.

	2021 SBAR Adjustments (\$)
Targeted Total	208,392
Equity Total	296,988
Equity - Aboriginal	2,631
Equity - Socio-economic	9,731
Equity - Language	176,940
Equity - Disability	107,687
Base Total	4,144,902
Base - Per Capita	141,501
Base - Location	0
Base - Other	4,003,401
Other Total	333,896
Grand Total	4,984,178

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.

Parent/caregiver, student, teacher satisfaction

In 2021, 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.

- * 35 respondents participated in the survey
- * Parents feel welcome scored 6.7
- * Parents are informed scored 6.1
- * Parents support learning at home scored 6.1
- * School supports learning scored 6.8
- * School supports positive behaviour scored 7.3
- * 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:

- * 226 students participated in the survey (years 4-6)
- * 77% of students with a positive sense of belonging
- * 89% of students with positive relationships
- * 90% of students that value schooling outcomes
- * 98% of students with positive behaviour at school
- * 68% of students who are interested and motivated
- * 87% of students apply effort to their learning

Teachers participated in the Focus on Learning survey.

Their responses are presented below:

- * 30 respondents participated in the survey
- * Leadership scored 7.0
- * Collaboration scored 7.9
- * Learning Culture scored 7.8
- * Data Informs Practice scored 7.6
- * Teaching Strategies scored 7.9
- * Technology scored 6.8
- * Inclusive school scored 8.3

* Parent Involvement scored 7.0

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.