

2022 Annual Report

Pennant Hills Public School



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Introduction

The Annual Report for 2022 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

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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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: 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

Per capita: \$20,000.00

Literacy and numeracy intervention: \$48,266.82

Literacy and numeracy: \$27,906.67

English language proficiency: \$167,927.52

Aboriginal background: \$4,450.32

QTSS release: \$111,933.05

Integration funding support: \$196,534.00

Summary of progress

Reading

The Reading Action Group focused on Professional Learning for staff and purchasing of resources to support the implementation of the new K-2 English syllabus. Most of the professional learning was done online as a whole staff, to ensure consistency across the school in current practices. The sessions that all staff engaged in included the curriculum reform and effective reading modules. English programs were adjusted based on the professional learning and the structure and activities during literacy sessions were altered based on staff learning. Resources were purchased to support the programs, including decodeable texts for use in class, decodeable readers to support reading at home, quality literature to support units of work and short reads for our 3-6 students. Teaching staff regularly updated PLAN2 data in the areas of phonological awareness and fluency, moving from scheduled PL sessions being dedicated to the input of data to consistent practice during stage meetings over the year. This meant that a consistent collection of data was being carried out. Stage planning days were assigned for staff to; reflect on the professional learning undertaken, adapt programs based on the newly acquired knowledge and ensure that syllabus requirements are met and modifying DoE provided units of work to suit our context. This was undertaken throughout the course of the 2022.

Staff feel well-resourced and well-equipped to deliver new K-2 English syllabus requirements and support the students in their class to meet their learning outcomes. Dedicating significant funds to the purchasing of resources and human resources to enable stage planning days made this possible.

The initiatives we were unable to focus on included explicit teaching and direct instruction. The barrier to this was simply time and not wanting to have too many focus areas.

As all staff have been engaged in the same professional learning, the concepts driven in the roll out of the K-2 English syllabus and the pedagogy behind it are known to all staff K-6, therefore staff are adopting current practices even without the 3-6 syllabus being available. We have seen an increase in average NAPLAN scores in Reading this year, which we contribute to the significant focus on professional learning and resources, both physical and human. There has been a crucial shift in teaching practice from a whole language approach to teaching reading to a phonics-based approach and this is reflected in teaching programs, created resources and staff conversations during professional learning sessions and informal contexts.

In 2023 we will have a school wide focus on explicit teaching and direct instruction as well as scheduling regular data discussions to occur in both stage meetings and executive meetings to ensure a 'where to next' approach is adopted throughout the school. Utilise support staff (APCI, DP, LaST) and their knowledge to support a greater classroom impact on student reading.

Mathematics

In 2022, staff continued to improve their understanding of best pedagogy in Mathematics. Through Professional Learning, number talks were introduced to the whole school. All teachers planned, trialled and implemented number talks in their programs. Due to the impact of Covid 19 we were unable to allocate time for staff to trial and analyse the use of Interview for Student Reasoning (IfSR) as an assessment tool. This time will be allocated in 2023. We have seen a shift in teacher understanding regarding the benefits of incorporating rich tasks and dialogical practice within their daily Mathematics lessons.

In 2023 we will provide time for stage teams to plan units of work that incorporate differentiation and formative assessment opportunities. Resources will continue to be purchased to support Mathematics.

Support Programs

The Support Programs delivered in 2022 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. Throughout 2022 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 in 2023.

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
NAPLAN TOP 2 BANDS - READING <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in reading of 78.9%. 	<ul style="list-style-type: none"> 79.52% of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the lower-bound target.
NAPLAN TOP 2 BANDS - NUMERACY <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in numeracy of 73.1%. 	<ul style="list-style-type: none"> 64.20% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
EXPECTED GROWTH - READING <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 of 73.3% 	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
EXPECTED GROWTH - NUMERACY <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be improving towards the school's lower bound system-negotiated target of 74.0%. 	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

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

Low level adjustment for disability: \$108,464.39

Professional learning: \$35,629.22

Summary of progress

Wellbeing & Attendance

Throughout 2022 there were a number of initiatives which the Wellbeing Team addressed. Firstly, existing wellbeing policies and initiatives at Pennant Hills Public School were reviewed with target areas for improvement identified. Data from various sources, including Tell Them From Me Surveys, and previous student and parent focus groups, as well as parent and staff surveys was collated and analysed to identify further areas needing to be targeted. From this analysis, 3 school values were identified - 'Respect, Responsibility and Aspire'. To align with these new school values, new Personal Development lessons were collaboratively written by each stage to be implemented for the start of 2023 to promote consistent language K-6 and instill these new values within our school culture. A new behaviour system for both positive and negative incidences was drafted with staff providing feedback to adapt these as needed. Additionally, staff have been led through a number of Professional Learning sessions to ensure thorough understanding of logging all negative incidences on Sentral. Existing playground procedures were documented and areas highlighted needing review for the incoming behaviour system for 2023.

Connections were established with local Aboriginal elders and advice was sought. From these meetings, a school totem was decided upon - a Brushtail possum - having significance in our local area. A competition was then held for students to design our new totem with a winning design chosen in December of 2022.

There were many aspects which we did well, since the constraints of COVID had been lifted. We were able to connect with a local Aboriginal Elder through guidance from our local AECG and school executive team. We established this relationship to guide our new visions for behaviour systems and wellbeing initiatives. Additionally, the development of new Personal Development programs to match our new school values was made possible by the Wellbeing Action Group and all stage teams having ownership over the content and resources they chose to include.

Ideally, we would have liked to have drafted a new school wellbeing policy, however, this has been delayed because of the COVID restraints from the past 2-3 years.

By the end of 2022, all staff had knowledge in logging incidences regarding student wellbeing onto Sentral.

Additionally, all key stakeholders - students, staff and parents - had contributed to the formation of the new school values and associated systems, and were therefore able to clearly see that their opinions and perspectives had been considered in the new deliberation.

We have many things on our agenda to achieve in 2023. Firstly, implementing the new behaviour systems - both positive and negative - and communicating this to all stakeholders by the beginning of Term 2. Secondly, consolidating our relationship with our local AECG and local Aboriginal Elders to help embed our new vision into the aesthetics of the school. Lastly, to draft and publish and updated PHPS Wellbeing Policy to align with the new school value system.

Engagement through Digital Technologies/STEM

Throughout 2022 all staff continued to embed Digital Technologies across their teaching and learning programs. Most staff have looked to embed this practice across a range of Key Learning Areas to support student learning. TTFM data should students were more engaged with their learning.

Due to staffing issues, we were unable to progress STEM as much as we had initially planned. This will be a focus in 2023.

In 2023 we plan to engage a permanent staff member with skills and experience in this area to support this area of development.

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
WELLBEING <ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) increases to be moving towards the lower bound system-negotiated target of 91.5%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 85.08% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
ATTENDANCE <ul style="list-style-type: none">• Improvement in the percentage of students attending school more than 90% of the time to moving towards the system-negotiated lower bound target of 92.7%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 25.09%. This data has been impacted by the public health orders in place at the time of harvesting.
STUDENT ENGAGEMENT AND TECHNOLOGY <ul style="list-style-type: none">• Improvement in the percentage of teachers embedding Digital Technologies/STEM pedagogical practice in to Science & Technology, Mathematics, and HSIE programs.• Improvement in the percentage of students reporting higher levels of student engagement to 90%.	<ul style="list-style-type: none">• Analysis of teaching and learning programs indicates 100% of teachers embed Digital Technologies/STEM pedagogical practice into Science & Technology, Mathematics, and HSIE programs.• Analysis of student survey data indicates 64% of students reporting higher levels of student engagement.

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 parents 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

Refugee Student Support: \$687.68

Socio-economic background: \$8,778.51

Summary of progress

An informed community

In 2022 the school focused on improving its ability to inform the community about the strategic directions, priorities and achievements of the school. These included monthly P&C meetings and a NAPLAN information night. Due to the public health orders in place during 2022 some of our planned activities were only able to be delivered in the second half of the year. While attendance numbers had decreased compared to pre-COVID levels, the feedback from the parent body demonstrated a greater understanding of where the school was positioned in regard to school and student achievement as evidenced by NAPLAN results and they had an increased understanding of the professional learning that staff undertook on a weekly basis focused on improving student outcomes.

In 2023 we will deliver additional parent forums/information sessions on reading, mathematics and well-being and as well as regular updates through existing communication channels.

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
INFORMED PARENTS <ul style="list-style-type: none">• Improvement in the school mean from Tell Them From Me Survey data for parents indicating that they are well-informed by the school to be moving towards 8.0.	<ul style="list-style-type: none">• Analysis of Tell Them from Me Parent data indicates a school mean of 5.8 indicating that they are well-informed by the school.
WELCOMING SCHOOL <ul style="list-style-type: none">• Improvement in the school mean from Tell Them From Me Survey data for parents indicating that they feel welcome at the school to be moving towards 8.0.	<ul style="list-style-type: none">• Analysis of Tell Them from Me Parent data indicates a school mean of 6.7 indicating that they feel welcome at the school.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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"> • An informed community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: to sustain relationships with culturally and linguistically diverse parents.</p>
<p>Integration funding support</p> <p>\$196,534.00</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"> • Evidenced-based practice - Systematic and explicit mathematical instruction <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students 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>\$8,778.51</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</p>

<p>Socio-economic background</p> <p>\$8,778.51</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • An informed community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$4,450.32</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"> • 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"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process with authentic conversations taking place. Teaching of Aboriginal Culture and History embedded into teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$167,927.52</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 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff

<p>English language proficiency</p> <p>\$167,927.52</p>	<ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be: professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analyse writing samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$108,464.39</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"> • Wellbeing & Attendance <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 needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: 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. an increase in the number of year 3 and 5 students achieving in the top 2 NAPLAN bands for reading and numeracy.</p> <p>After evaluation, the next steps to support our students 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>\$35,629.22</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 including:</p> <ul style="list-style-type: none"> • 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"> • professional learning around mathematics and reading and the well being framework. • implementation of the new K-2 syllabus in English and mathematics.

<p>Professional learning</p> <p>\$35,629.22</p>	<ul style="list-style-type: none"> • releasing staff to undertake collaborative planning. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and mathematics, resulting in improved internal and external student results. increased capacity of teachers to implement the new K-2 curriculum.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan. personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$27,906.67</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. This led to improved student results in NAPLAN reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$111,933.05</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"> • Evidenced-based practice - Systematic and explicit mathematical instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: 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</p>

<p>QTSS release</p> <p>\$111,933.05</p>	<p>teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum. to release a teacher to work shoulder to shoulder with staff to improve the delivery of mathematics across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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"> • 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"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. 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 internal school data.</p> <p>After evaluation, the next steps to support our students will be: to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.</p>
<p>COVID ILSP</p> <p>\$29,107.00</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 2022.</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"> • 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 and numeracy • providing intensive small group tuition for identified students • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$29,107.00</p>	<p>the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	283	288	298	302
Girls	282	286	291	279

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	96.7	95.8	91.0
1	93.7	96.6	95.4	91.8
2	95.1	96.4	95.0	89.6
3	95.4	96.2	95.9	92.3
4	95.1	96.5	94.9	91.2
5	95.4	96.0	94.9	89.0
6	94.6	94.6	94.7	89.5
All Years	95.0	96.2	95.2	90.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	22.02
Literacy and Numeracy Intervent	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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	205,196
Revenue	6,335,568
Appropriation	5,383,509
Sale of Goods and Services	44,150
Grants and contributions	902,411
Investment income	5,193
Other revenue	306
Expenses	-5,667,088
Employee related	-4,936,975
Operating expenses	-730,113
Surplus / deficit for the year	668,480
Closing Balance	873,676

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.

	2022 SBAR Adjustments (\$)
Targeted Total	197,222
Equity Total	289,621
Equity - Aboriginal	4,450
Equity - Socio-economic	8,779
Equity - Language	167,928
Equity - Disability	108,464
Base Total	4,253,456
Base - Per Capita	148,828
Base - Location	0
Base - Other	4,104,628
Other Total	400,044
Grand Total	5,140,342

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 2022, the school sought the opinions of parents, students and teachers about the school.

Parents

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.

- * 71 respondents participated in the survey
- * Parents feel welcome scored 6.7
- * Parents are informed scored 5.8
- * Parents support learning at home scored 6.0
- * School supports learning scored 6.4
- * School supports positive behaviour scored 7.6
- * Safety at school scored 6.6

Students

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:

- * 237 students participated in the survey (years 4-6)
- * 72% of students with a positive sense of belonging
- * 87% of students with positive relationships
- * 90% of students that value schooling outcomes
- * 87% of students with positive behaviour at school
- * 64% of students who are interested and motivated
- * 88% of students apply effort to their learning

Teachers

Teachers participated in the Focus on Learning survey.

Their responses are presented below:

- * 25 respondents participated in the survey
- * Leadership scored 6.5
- * Collaboration scored 8.1
- * Learning Culture scored 7.7
- * Data Informs Practice scored 7.3

* Teaching Strategies scored 7.9

* Technology scored 6.5

* Inclusive school scored 8.5

* 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.