2010 Annual School Report
Pennant Hills Public School

NSW Public Schools – Leading the way
Principal’s message

2010 has been another exciting year, with staff, parents and the wider school community working together to provide a rich set of opportunities for students to engage in, leading to achievement in a variety of academic, sporting, creative and student welfare programs and activities.

Excellence in academic outcomes, sporting success across a range of sports, performances at the Yamaha Music Festival, Galston Eisteddfod and at school events by our four bands and String Group, choir performances at the Opera House and Town Hall, wonderful performances by our Year 2 and Stage 3 Dance Groups at The Hills Spectacular and Curtain Call Eisteddfod and the involvement of every child in the school in our Dance Spectacular in September, have characterised the year. Our Kinderlinks program has once again been very well received, welcoming new families and ensuring the smooth transition of Kindergarten children into our school.

Students have worked hard throughout the year meeting high expectations, and their efforts and achievements have been rewarded through the presentation of mini-merts, weekly assembly merit awards and Principal’s Awards together with achievement certificates, trophies and medallions presented at Recognition Assemblies held at the end of each term and at our annual Presentation Day.

2010 also marked the beginning of the erection of our new hall, COLA and toilet block on the Trebor Road K – 2 site, funded as a result of the Federal Government’s Building the Education Revolution (BER) economic stimulus initiative. We look forward to being able to use these wonderful facilities from the beginning of the 2011 school year. We are indebted to the Pennant Hills Baptist Church, which for many years has allowed the school the use of their hall, enabling us to run assemblies and a number of activities, performances and events which we would not otherwise have been able to do.

Our P&C Association has continued to be a wonderful support to students and staff in 2010 through their fundraising efforts and the input of their Band Committee, Canteen and Uniform Shop which have provided highly valued services to our school, the Fundraising Committee and the Parents and Social Committee which have coordinated a variety of events, and the Grounds Committee which has further enhanced our school grounds through regular working bees. Throughout the year, parents and carers have been extremely generous in the giving of their time to support a number of school events in addition to volunteering to assist in a variety of school programs and activities.

A particular highlight of 2010 was the establishment of a number of gardens and improvement of environmental areas on the K – 2 site under the supervision of teacher Hilary McKimm, with the wonderful support and interest of community member, Mrs Chris Laing. In line with the school’s ongoing commitment to environmental sustainability, children and staff participated in a number of activities which developed the children’s knowledge and understandings of their important role in sustaining our environment, as well as beautifying the school grounds.

Throughout 2010, our dedicated, caring and professional teaching staff have demonstrated their commitment to the education of every student in the school, providing them with many opportunities to both develop and challenge themselves. I thank them all for their willingness to “walk the extra mile”, from their involvement in out of school hours’ student activities and professional learning to the countless hours spent on programming, lesson preparation and student progress reports. Our Administrative and
Support staff are extremely hard working and they have provided valued support and assistance to all school personnel and I am also very appreciative of the support and assistance they have given me.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Penny Willis

P & C message

It is a privilege to be able to present the P&C’s annual report and to be able to highlight the wonderful work our parents have been involved in, in conjunction with the school staff. We strongly believe in parents working in partnership with the school to support and enhance the wonderful teaching and learning programs, as well as the extra-curricular opportunities, offered to our children.

The year began with all executive positions being filled by new volunteers, due to the three year tenure policy. Thus, a new executive team has taken the reins and continues the excellent work begun by the previous dedicated team.

2010 saw the long awaited irrigation and re-turfing of the oval on the 3 – 6 site take place, paid for by the P & C. Prior to 2010, the P&C had been successful in applying for a Community Water Grant from the Federal Government. Two water tanks which hold a total of 140 000 litres were installed and they now irrigate the beautiful new green oval.

Following much consultation with the school community and teaching staff, the P&C voted to change the hat offered as part of the school uniform, to one that meets the Department’s Sunsmart policy. The new hat will be phased in over the next three years.

The school band program has continued to thrive under the leadership of Ms Michelle Jericevich. There have been numerous performances in which all four bands have participated, both at school and at various locations outside of school. This year, we farewell Ms Melissa Hoile who has been the conductor of our CB1 and CB2 bands for the last three years. We thank her for all the work she has done and the encouragement she has given to our children in making band such a positive musical experience.

The canteen and uniform shops continue to be efficiently run and provide a high quality service to the school community.

The Gardens and Grounds committee, together with many parent volunteers, have greatly improved the landscaping around the school at weekend working bees. They have worked closely with the Year 2 Green Thumbs school program to help re-create the beautiful space that is the Bicentennial Garden.

To support the school curriculum, we organised a personal development program to be run for parents and their children who were in Stages 2 and 3. This program was conducted by Interrelate and was well attended and very well received.

Encouraging community spirit and fellowship is an integral part of our fundraising and social activities:

This year our fete exceeded all expectations financially and as a successful community event. In addition, we held Mother’s and Father’s Day stalls, family portrait photos, community barbeques, fundraising via local businesses, published a School Directory, welcomed new parents to the school with “Tea and Tissues” morning tea and welcome picnic and we enjoyed another fun family weekend away in October.

We are proud to be able to support the highly effective teaching and learning programs by providing the school with additional funding. This allows for further learning support for our children and supporting school promotion programs. In 2011, we look forward to providing funding for the purchase of items for our new
school hall as well as providing the school with more interactive whiteboards.

The P&C would like to acknowledge the great work done by the staff at Pennant Hills, led by Mrs Penny Willis. We are very fortunate to be able to send our children to a school with such a dedicated teaching staff, who show genuine care and concern for the well being of each child as well as providing them with an excellent academic program.

Sarah Allen, President

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**Student representatives’ message**

In 2010, the Student Representative Council [SRC] has raised a lot of money for World Vision and other charities such as UNICEF and CanTeen. The SRC has done a number of different fundraising events for these charities. We have given some money to our new world vision sponsor child Sadam Rametela, raising over $900 this year. We have also raised $1360 for CanTeen and $135 for UNICEF Day for Change.

We have really enjoyed being SRC presidents and Vice Captains this year. It has been a privilege to occupy these roles. It was great to be able to send money and gifts to our sponsor children Lem Lem and then Sadam. We were able to send birthday and Christmas cards to them across the world. We have learnt a lot about leadership.

A big thank you to Mrs Jenni Lainson, our SRC Coordinator and to all the SRC representatives for all their contributions to the SRC meetings and the school.

Jessica Lazarou and William Carmichael

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>261</td>
<td>263</td>
<td>252</td>
<td>252</td>
<td>254</td>
</tr>
<tr>
<td>Female</td>
<td>225</td>
<td>245</td>
<td>247</td>
<td>243</td>
<td>247</td>
</tr>
</tbody>
</table>

The current school enrolment is 505. Earlier in the year, the school enrolment was 501, including 254 boys and 247 girls. Student enrolment over the last four years has remained stable.

**Student attendance profile**

The majority of students have a high rate of attendance. In 2010, the school’s average attendance of 95.6% was similar to previous years and was higher than the state average of 94.4% and slightly lower than the regional average of 96%.

**Management of non-attendance**

In cases where a child will be absent from school for five days or more due to commitments such as family vacations, families are now requested to apply for an Exemption from Attendance at School.

Daily marking of class rolls provides accurate records of student attendance. All absences are closely monitored, with unexplained or unjustified partial and whole day absences being followed up through means of telephone calls, letters or meetings with parents. In cases of continued unsatisfactory attendance, the Principal makes a referral to the Home School Liaison Officer who works with the school and the parents to develop and implement an attendance plan.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K Ducks</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K Kittens</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K Possums</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K Bears</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 Panthers</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 Tigers</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 Zebras</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2 Penguins</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2 Seals</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 Whales</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3I</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

Structure of classes

The school uses the educational practice of placing students in classes according to age. In 2010, there were 20 classes including one composite class.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Our school had 39 staff members in 2010, including five classroom teachers working part-time and the Reading Recovery, Learning Support, Music and Indonesian teachers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Non-teaching Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>RFF Computer Teacher</td>
<td>1</td>
</tr>
<tr>
<td>RFF Music Teacher (3 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Indonesian (2.5 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Learning Support Teacher (2 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL (4 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor (3 days per fortnight)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officers</td>
<td>4</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

No staff members are identified as being of indigenous background.

Staff retention

Pennant Hills Public School enjoys a high level of staff retention. Following merit selection processes, a newly appointed Music Teacher commenced duty from the beginning of the 2010 school year. In addition, two temporary teachers were engaged for classroom and learning support teaching purposes.

The proportion of staff retained from 2009 was approximately 95%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>78</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>193 350.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>248 851.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>92 170.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>367 454.28</td>
</tr>
<tr>
<td>Interest</td>
<td>9 697.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>47 343.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>958 866.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>105 406.62</td>
</tr>
<tr>
<td>Excursions</td>
<td>63 072.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>210 737.32</td>
</tr>
<tr>
<td>Library</td>
<td>4 028.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8 438.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>130 326.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>58 310.15</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>62 949.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>37 338.32</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36 989.32</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>34 321.06</td>
</tr>
<tr>
<td>Capital programs</td>
<td>89 358.53</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>841 276.92</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>117 589.92</td>
</tr>
</tbody>
</table>

An additional amount of $19822.00 was spent on Teacher Professional Learning in 2010 and is included in the tied funds total.

The balance carried forward includes committed funds for casual teacher relief and School Learning Support Officers for the latter part of the year, goods on order, grounds and building maintenance, asset replacement and provision for the purchase of items and equipment for our new school hall.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

The school has continued to offer an outstanding performing and creative arts program for all children, which is well supported by our very involved and interested parent community.

Choirs

The school has a number of enthusiastic, well trained choirs. Their achievements this year include:

- the Year 2 Singers performing at the school fete, 2011 Kindergarten parent orientation, Musical Evening and at Recognition Assemblies;
- thirty choir students performing in Pennant Hills High School’s Wizard of Oz production in March;
- Stage 3 choir students performing at the Primary Schools Waratah Choral Concert and ArtsNorth Primary Concert at the Opera House;
- Stage 2 choir students performing at the Primary Proms Kakadu Concert at the Sydney Town Hall;
- two hundred and fifty enthusiastic students showcasing their talents at the musical evening in June; and
- stage choirs performing at a variety of school events and also at local and community venues such as the Pennant Hills Shopping Centre, the Danish Church fete and The Epping Club.
Instrumental Music and Bands

We have an outstanding band and instrumental music program run by a very enthusiastic and supportive committee of parents and teachers. Under the committed coordination of Ms Michele Jericevich (Bands) and Mrs Amanda Clifford (String Group) and the talent of our conductors, Ms Jeanne Hope, Ms Melissa Hoile, Mrs Naira Yusofova and Mr Ian Baker with the support of tutors, over 150 children have experienced the opportunity to be a part of our instrumental music and band program this year.

Achievements this year include:

- participation of the Stage Band and Concert Bands 1, 2 and 3 in the Yamaha Music Festival resulting in Gold, Gold, Silver and Bronze awards respectively;
- participation of the Stage Band and Concert Bands 1, 2 and 3 in the Galston Eisteddfod resulting in second place, two Highly Commended Awards and third place respectively;
- band and String Group performances at school and local community events, including Recognition Assemblies and Presentation Day;
- a residential band camp at Vision Valley attended by 120 students; and
- the Stage Band performing at the Big Band Biennale featuring John Morrison at Pennant Hills High School and at the Swing for Pink Breast Cancer Network Australia fundraiser in November.

Dance

All students K – 6 attend weekly dance lessons taught in a team teaching situation with classroom teachers by a highly talented dance instructor. Highlights in 2010 include:

- every student participating in the school’s Dance Spectacular at the Hills Centre in September;
- Year 2 dance group awarded 1st place and Stage 3 dance troupe a Highly Commended Award in their respective sections of the Hills Spectacular Dance Festival;
- Stage 3 dance troupe awarded 1st place and Year 2 dance group awarded 2nd place in Curtain Call Eisteddfod held in mid-September; and
- selected students participating in the 2010 Junior State Dance Camp.

Classroom Music

All students participate in performance opportunities in class and compose and create music for performance to peers and to the local community with Year 2 students beginning recorder lessons to prepare them for our instrumental programs.

This year, all students had the opportunity to prepare for and participate in two Musica Viva concerts, The World According to James and Jacana.

Talented students are provided with opportunities to further develop their skills and all students are encouraged to participate in class activities to assist them to develop confidence in their ability.

Sport

During 2010, students at Pennant Hills Public School have experienced and participated in a variety of sporting and personal development activities. All experiences have been planned to supplement the content requirements of the NSW Department of Education and Training School Personal Development Health & Physical Education (PDHPE) syllabus documents and designed to satisfy the needs of all learners.

Our list of achievements includes:
Sports Carnivals
- four well-organised school sports carnivals held in swimming, cross-country, athletics and ball games, all characterised by high participation levels and an emphasis on personal best;
- a number of school records broken at the Athletics Carnival;
- success and exemplary behaviour at all zone carnivals by individuals and teams;
- Swimming – six competitors progressed to the Sydney North Area Carnival;
- Cross Country – Junior Girls’ Age Champions at 2010 Zone Carnival with six students progressing to the area carnival; and
- Athletics – three competitors representing the school at the Sydney North Area Carnival.

Individual Sporting Trials
- many children were nominated to compete at zone trials for their chosen sports and were successful; and
- competitors were selected for area trials in cricket, Rugby Union, touch football and netball and baseball.

Primary Schools Sports Association (PSSA)
- successful participation by Stage 3 students in the PSSA competition in summer sports including softball and Austag and winter sports including soccer and netball.
- in the summer competition, boys’ AusTag teams finished as joint premiers; and
- Stage 2 students participated in a four week AFL Auskick program with much enthusiasm and success.

State Knockout Competitions
- enthusiastic participation in the State Knockout Competitions for cricket and netball with the teams progressing to the second and third rounds respectively.

Gala Days
- successful participation of two senior teams at the Beecroft Zone Austag Gala Day and Milo Cup Cricket Gala Day;
- Stage 3 students participated at Paul Wade Cup Soccer Gala Day; and
- Stage 2 students participated in the Year 3 and Year 4 Zone Soccer Gala Day.

Premier’s Sporting Challenge
- thirteen Year 2 – 6 classes, an increase of 7 compared to 2009, participated in 2010;
- all classes in Years 3 – 6 achieved the maximum participation Diamond Award by averaging more than 560 minutes of exercise per week over a ten week period;
- the Premier’s Sporting Challenge grant used to purchase new equipment for the K – 2 children;
- twenty four students participated in the “Learning to Lead” leadership program as part of the promotion and expansion of the Premier’s Sporting Challenge. This included the hosting of an associated event for the Pennant Hills Community of Schools; and
- introduction of the “Sports Leadership Program” which provided Stage 3 students with the opportunity to coach K – 2 students in the development of basic games and sports skills. Details of the organisation and future directions of this program were presented to other schools at network level.

Other
School Personal Development Health & Physical Education (PDHPE) programs
Our achievements in 2010 include:
- implementation of a whole school PDHPE scope and continuum covering all areas of
the syllabus, accompanied by units of work and lessons;

- the continued teaching of the ‘Interpersonal Relationships’ program across K – 6 to combat bullying, build self esteem and develop positive relationships;

- implementation of regular fitness sessions, which included cross-country and athletics training, boot camp, ball games and related skills and skipping;

- introduction of the “Moving Bodies” gymnastics program for Years 2 to 6 and participation in swimming school for Year 2 and 3 students; and

- students’ participation in free sporting clinics and in-school visits from Cricket Australia, NSW AFL, Paul Wade Soccer, Australian Rugby Union and the Bledisloe Cup and international netballer, Susan Pratley.

**Competitions**

In 2010, students in Years 3 – 6 participated in the International Competition and Assessments for School (ICAS) in English and Mathematics with the results as follows.

<table>
<thead>
<tr>
<th>Participation</th>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>Credits</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Distinctions</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>High Distinctions</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

- Fourteen Year 6 students participated in five tests in the Australasian Problem Solving Mathematical Olympiad (APSMO) in 2010 with one student achieving in the top 10% and seven students achieving in the top 25%.

**Public Speaking and Debating**

During 2010, the students have continued to develop their skills in talking and listening, participating in a variety of class, school and district activities. Every child has had the opportunity to develop their public speaking skills at assemblies when their class has led the assembly and presented items and plays. K – 6 students have presented impromptu and prepared speeches relating to writing text types and topics covered in stage units.

Following Year 3 – 6 class and stage competitions, grade winners competed against students from other schools in the Hills Network Public Speaking Competition and two students competed in the Multicultural Speaking Competition held in June.

Students in Stage 3 participated in an inter-class debating competition as well as fielding two teams in the Hills Network Debating Competition. Both teams spoke very confidently, presenting convincing arguments which enabled them to win three out of five debates. In addition, four students were chosen to attend the Northern Sydney Regional Debating Camp.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

In Year 3, the average reading mark was 467.2 compared to 466.5 for the Statistically Similar Group (SSG) and 414.3 for the state. 71.5% of our students achieved in the top two bands compared to 69% of the SSG and 43.5% of the state. Boys performed better than girls in the top bands of reading.
In Year 3, the average writing mark was 445.5 compared to 458.6 for the SSG and 422.6 for the state. 61.9% of our students achieved in the top two bands compared to 74.1% of the SSG and 51.4% of the state. Girls performed better than boys in the top two bands of Writing.

In Year 3, the average grammar and punctuation mark was 476.3 compared to 472.4 for the SSG and 416.3 for the state. 71.4% of our students achieved in the top two bands compared to 73.5% of the SSG and 49.5% of the state. Girls performed better than boys in the top two bands.

In Year 3, the average spelling mark was 436.5 compared to 456.3 for the SSG and 408.3 for the state. 60.3% of our students achieved in the top two bands compared to 65.6% of the SSG and 42.9% of the state. Girls performed marginally better than boys in the top two bands.

In Year 3, the average numeracy mark was 428.4 compared to 445.5 for the SSG and 396.1 for the state. 54% of our students achieved in the top two bands compared to 59.3% for the SSG and 35.1% for the state.
In Year 5, the average reading mark was 553.2 compared to 543.1 for the Statistically Similar Group (SSG) and 489.0 for the state. 61.9% of our students achieved in the top two bands compared to 56.6% of the SSG and 30.4% of the state. Girls performed better than boys in all areas of literacy.

In Year 5, the average spelling mark was 547.7 compared to 541.3 for the SSG and 498.2 for the state. 59.6% of our students achieved in the top two bands compared to 58.3% of the SSG and 34.7% of the state.

In Year 5, the average grammar and punctuation mark was 573.5 compared to 562.6 for the SSG and 504.8 for the state. 69.1% of our students achieved in the top two bands compared to 67% of the SSG and 42% of the state.
In Year 5, the average numeracy mark was 556.0 compared to 551.2 for the SSG and 494.1 for the state. 56.6% of our students achieved in the top two bands compared to 57.4% of the SSG and 29.5% of the state. Boys performed better than girls in the top two bands of Numeracy.

Progress in literacy

The average progress in reading of matched students tracked from Year 3 2008 to Year 5 2010 was 83.6 compared to 89.3 for the Statistically Similar Group (SSG) and 83.4 for the state, with a significant improvement compared to 2008 for both boys and girls, with 62.5% of our students improving by one or more skill bands.

In Writing, the average progress for matched students was 74.1 compared to 72.5 for the SSG and 66.8 for the state, with 70% of our students improving by one or more skill bands.

The average progress in spelling for matched students was 94.4 compared to 99.8 for the SSG and 84.5 for the state, with 71.3% of our students improving by one or more skill bands.

In grammar and punctuation, the average progress for matched students was 84.0 compared to 102.9 for the SSG and 95.7 for the state, with 60% of our students improving by one or more skill bands.

Girls’ growth was higher than boys’ in all areas apart from grammar and punctuation.

Progress in numeracy

The average progress in numeracy for matched students was 92.6 compared to 99.8 for the SSG and 89.3 for the state, with 69.6% of our students improving by one or more skill bands. Girls’ growth was slightly higher than the boys’.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

It is important to note that students who are exempt from testing are included in the total number of students not meeting minimum standards. Students who are eligible for exemption include students with significant disabilities and students who have less than 12 months educational experience in English.
**Significant programs and initiatives**

**Languages Other than English (LOTE) – Indonesian**

A specialist teacher of Indonesian has successfully taught Indonesian to all students K – 6 for the past twelve years. In 2010, all students were involved in an Indonesian class for thirty minutes each week.

In May, a delegation from the Singapore Ministry for Education visited our school to gain insights into the teaching of Indonesian, as well as the professional development training of our teachers.

Year 1 to 6 students participated in the annual NSW Indonesian Competition with three students receiving awards for their efforts, including a Year 1 student taking second place in the K – 2 section, a Year 4 student receiving a Highly Commended Award in the Years 3 – 4 section and a Year 6 student taking second place in the Years 5 – 6 section.

Indonesian Independence Day was celebrated in September with students having the opportunity to wear the colours of Indonesia and participate in activities on the day, as well as to sample a variety of Indonesian foods prepared by our school canteen.

**Support for Student Learning**

The school provides a number of programs to support students with special needs.

The Learning Support Team (LST) met regularly throughout 2010 to coordinate programs to support the teaching and learning of children with diagnosed disabilities, learning, social and behavioural needs.

The LST also coordinated the integration of seven students with disabilities who received state funding to enable the employment of School Learning Support Officers to support classroom teachers in the implementation of individualised academic and social programs to assist children to fully access the curriculum.

A P & C funded support teacher worked across the school for two days each week assisting students in small groups. This program allowed for targeted support and included reading, writing, spelling and numeracy groups in a team teaching and withdrawal capacity.

This year the Reading Recovery program identified eight Year 1 students at risk. The students involved worked with the Reading Recovery teacher for thirty minutes each day over an average period of fifteen weeks and progressed between six and seventeen reading recovery levels by the end of their participation in the program, bringing them in line with their peers.

**Aboriginal education**

Aboriginal perspectives are an integral part of curriculum programming across the school. Students are engaged in Human Society and Its Environment (HSIE) units of work each semester which contain contemporary and historical perspectives of Aboriginal land, people and culture.

In June, to celebrate NAIDOC Week, students were able to purchase respect bands and also to attend an Aboriginal performance.

Our school acknowledges the local Aboriginal inhabitants of the land at assemblies and whole school events.

**Multicultural education**

Pennant Hills Public School has a varied multicultural community with 32% of students from language backgrounds other than English.

This year, our English as a Second Language teacher (ESL) worked four days each week to provide identified students with additional English language support. Regional funding of one day per week enabled the school to provide additional support for newly arrived students in Terms 3 and 4 as part of the New Arrivals Program.

Multicultural education influences all areas of the curriculum and the school encourages all students to identify with and be proud of their individual cultural heritage. Tolerance, understanding and acceptance of diversity are actively encouraged and taught, with additional support being provided by our Anti-Racism Contact Officer.

The teaching of Human Society and Its Environment units of work and related topics in English and Creative Arts which strongly reflect the values and appreciation of multicultural Australia, together with each class’s study of a different country throughout March, have further
developed students’ understandings, knowledge and respect for people from different backgrounds and for the contribution which all people make to Australia. Students and staff participated in Multicultural Day in March incorporating Harmony Day. We were very fortunate to view performances by Korean drummers and an Indonesian dancer.

In Term 3, the school hosted a series of conversation workshops for parents, developed and led by the Northern Sydney Region Community Information Officer, which supported parents in further developing their English speaking skills and their understanding about the education of their children.

Respect and responsibility

The school rules and values, the NSW Government’s *Core Rules for Schools* and the DET’s *Values in NSW Public Schools* underpin every area of school life at Pennant Hills Public School.

Students were taught respect and responsibility through a variety of specific programs and incidental teaching opportunities throughout the year. The student welfare program included the teaching of restorative practices, social skills, values, anti-bullying strategies, student leadership, child protection and drug education.

Respect and responsibility were fostered through opportunities such as:

- the Student Representative Council which met regularly and allowed student representatives from Years 2 to 6 to express their ideas and concerns;
- students from Years 3 to 5 voting for school leaders through an open and democratic process;
- school assemblies, including Anzac Day and Remembrance Day, led by student leaders;
- the National Anthem and School Song being sung proudly at school assemblies; and
- students receiving recognition for their achievement and behaviour through Recognition Assemblies held each term, weekly merit and Principal’s Awards and at our Presentation Day Assembly in December.

Our students had many opportunities throughout the year to contribute to the wider community through donations to Stewart House, Guide Dogs NSW/ACT, UNICEF Day for Change, World Vision, CanTeen and the Parramatta Mission Christmas Appeal.

**Connected learning**

In 2010, the school invested global funds to purchase a number of desktop and laptop units to upgrade our technical resources to prepare for migration to remote service management through the Northern Sydney Region.

The school also purchased four interactive whiteboards (IWBs) for installation in classrooms, taking the total number in the school to thirteen, eleven being in classrooms and one each in the library and the computer room, where children have a minimum 40 minute lesson each week.

Teachers have participated in training in the use of IWBs and continue to further develop their knowledge and to seek additional video conferencing opportunities to enhance student learning.

**Other programs**

**Environmental Education**

Late in 2009, the school applied for a $2500.00 grant from the Environmental Trust Eco Schools Program to assist in the establishment of the Year 2 Green Thumbs gardening project. The project is designed to develop students’ knowledge, understandings and skills in relation to environmental education and their responsibility for its sustainability. Our school was fortunate to be one of sixty to receive funding.

The aim of our project was for Year 2 children to be involved in the planting and raising of seedlings which would then be transplanted by them during 2010 into the Bicentennial Garden on the K-2 site. It is the long term vision that this
area will make an exciting outdoor learning area on the K-2 site.

Throughout the year, the teachers and students of Year 2, together with Chris Laing, Grounds Committee leader, and a group of dedicated Year 2 parents, have worked tirelessly to transform an overgrown area of our school, the Bicentennial Garden, into an exciting outdoor learning area.

The Green Thumbs project has also included the establishment of a worm farm, with Year 2 students taking responsibility for the collection of scraps at recess and feeding the worms which now provide compost and fertiliser for our gardens.

The teaching of sustainability has been a focus at Pennant Hills Public School throughout 2010. The Year of Learning for Sustainability inspired us as a whole school to have Environmental focus days which included Schools Clean Up Day, Earth Hour, Walk Safely to School Day, World Oceans Day and National Tree Day. During 2011, the environment committee aims to continue to develop awareness, knowledge and understanding of the environment in addition to the establishment of a fruit and vegie garden on the Year 3 – 6 site following a successful submission to Northern Sydney Health for a $1000.00 grant by two Year 5 students.

Values Education

Our school, in conjunction with Pennant Hills High School, Thornleigh West and West Pennant Hills Public Schools, has been part of the Values Education Action Research Project 2010. The aim of the project has been to assess through action research the impact of Values Education on our school culture.

As part of the project, our school aimed to:

- establish a common values language between staff, students and parents;
- enhance student understanding of the school’s five core values (respect, responsibility, care, participation and fairness) through the explicit teaching of relevant integrated classroom and whole school programs; and
- assist student progress from knowing and understanding to enacting the core values.

Staff participated in values education professional development with students, staff and parents later completing surveys relating to the five core values. Staff developed a stage focus for the explicit teaching of values in existing programs and the Green Thumbs Project and Sports Leadership Program included an emphasis on values education. Year 6 students were also given the opportunity to participate in a values Digital Photography Course in association with Pennant Hills High School.

Analysis of the surveys revealed that the school’s core values are closely aligned with that of the local community. The project also achieved a number of outcomes including:

- increased awareness of values relating to environmental responsibilities; and
- student ownership of the Sports Leadership Program.

Further development of the integration of the explicit teaching of values in teaching programs will continue next year.

Progress on 2010 targets

Target 1

To continue to raise the literacy achievement of all students to regional level or above and address the imbalance between boys’ and girls’ achievement

Our achievements include:

- increases of 18% in Reading, 6% in Writing and 14% in Grammar and Punctuation in Year 3 boys’ achievement in Band 6, the top band of NAPLAN;
- an increase of 16% in Grammar and Punctuation in Band 6, the top band of
NAPLAN, by Year 3 language background other than English students (LBOTE);

- increases of 24% in Reading, 6% in Writing, 8% in Spelling and 12% in Grammar and Punctuation in Year 5 girls’ achievement in Band 8, the top band of NAPLAN;

- an increase of 8% in Grammar and Punctuation in Year 5 boys’ achievement in Bands 7 and 8, the top two bands of NAPLAN;

- an increase of 11% in Spelling and 28% in Grammar and Punctuation in Bands 7 and 8, the top two bands of NAPLAN, by Year 5 LBOTE students;

- 95.8% of Year 5 LBOTE students achieving growth at a rate equal to or above one skill band in Spelling;

- staff participating in a variety of professional learning activities and courses to further develop their knowledge and enhance explicit teaching of all literacy areas; and

- 349 students from K – 6 successfully completed the Premier’s Reading Challenge, with 15 students achieving a Gold certificate, signifying four consecutive years’ participation.

Target 2

To continue to raise the numeracy achievement of all students to regional level or above and address the imbalance between boys’ and girls’ achievement

Our achievements include:

- an increase of 10% in Numeracy in Band 6, the top band of NAPLAN, by Year 3 language background other than English students (LBOTE);

- increases of 4% in Numeracy in Year 5 boys’ achievement in Band 8, the top band of NAPLAN;

- an increase of 6% in Numeracy in Band 8, the top band of NAPLAN, by Year 5 LBOTE students; and

- 69.6% of Year 5 students and 87.5% of Year 5 LBOTE students achieving growth at a rate equal to or above one skill band in numeracy.

Target 3

To continue to support the learning of every student through effective student welfare programs and activities

Our achievements include:

- the implementation of Restorative Practice throughout the school involving all members of the school community, which has led to students having a better understanding of the consequences of their behaviour and its effects on others;

- observation, mediation and teacher records indicating that students are valuing positive relationships, communicating more effectively and are accepting responsibility for their decisions; and

- implementation of Stage 3 students’ participation in the leadership of a lunchtime K – 2 sport and fitness program which has led to improved games skills and fitness levels.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010, our school carried out evaluations of Leadership and Science and Technology.

Educational and management practice

Leadership

The school has adopted a cyclical approach to the evaluation of the six areas of education and management practices to ensure that it operates at a highly efficient level. This year, the focus was on Leadership.

Surveys were completed by staff, parents and students. The survey tool SchoolMap, developed by the Department of Education and Training (DET), was used to collect information in this area.

Background

Twenty eight teachers, 299 students in Years 2 to 6 (151 boys and 148 girls) and 91 families out of a total of 355 families participated.

The survey was undertaken to inform the school of staff, students’ and parents’ perceptions of school leadership with a focus on leaders’
enhancement of the quality of the school, relationship building within the school community, accountability for student learning outcomes and valuing and promoting equity. The survey also sought information on perceptions of leaders’ implementation of change and commitment to school improvement. Community involvement in school decision making, opportunities for all stakeholders to take leadership roles in the school, motivation of others and reflective practice were other focus areas.

Responses were collated under almost always usually, sometimes and rarely. In the analysis of data, almost always and usually were combined.

Findings and conclusions

Over 85% of parents, students and staff responded that school leaders:

- understand the school and get the best from staff and students;
- value the contributions of individuals and groups;
- treat everyone fairly;
- are always looking for ways to improve what the school does;
- involve all groups in decision making; and
- encourage all stakeholders to take leadership roles in the school.

Over 80% of staff and parents responded that school leaders:

- accept responsibility for the quality of student learning outcomes;
- introduce changes that are good for the students; and
- inspire and motivate learners.

Students indicated this to a lesser extent.

Ninety three per cent of staff indicated that school leaders discuss ways to improve learning compared to 66% of parents and 63% of students.

Ninety per cent of staff indicated that school leaders are open to new ideas compared to 75% of parents and 77% of students.

There was negligible difference overall between the responses of boys and girls.

Future directions

The school will continue to work in partnership to promote leadership roles for students, staff and parents through various forums and committees and we will continue to listen to the voices within our community, and communicate openly with students, staff and the parent body.

Curriculum

Background

In 2010, 27 staff, 335 students from Year 2 to 6 and 90 out of the 355 families in the school invited to participate, completed surveys devised by the self-evaluation team about the key learning area of Science and Technology.

Responses were collated under Strongly Agree, Agree, Disagree and Strongly Disagree. In the analysis of data, Strongly Agree and Agree were combined.

Findings and conclusions

Student responses

In excess of 90% of students indicated that they enjoy science, that they do well at school, that Science and Technology is important to them, that they like doing experiments, that they like designing and making, that they like to work with others in group work in Science, that they enjoy working with computers to improve their learning, that they are a confident user of computers and that their typing skills are improving.

79% of students indicated that they like doing research and that they regularly use a computer at home for educational purposes. 72% of students responded that Technology (computers) is their favourite subject at school. 58% of students responded that Science is their favourite subject at school.

In general, student’s favourite activities in Science and Technology were Kahootz, Typequick, Science Day and conducting classroom experiments.

Staff responses

All staff indicated that Science and Technology is an important subject area, that their students enjoy participating in Science and Technology, that their students have developed their skills in using technology this year, that syllabus
outcomes are the basis of their assessment of their students, that they use the computer to enhance their teaching preparation and that they have a computer and internet access at home.

96% of staff responded that their students have developed skills in Science and Technology this year, that they feel confident to teach Science and Technology, that their students have improved their ability to investigate and to design and make projects, and that their students use computers on a regular basis in the classroom as part of the teachers’ teaching/learning program.

89% of staff indicated that their students have improved in their ability to research science topics, that they inform parents about student achievement on a regular basis and that they regularly use a range of technologies in classroom activities. 67% of teachers believed that the school has adequate resources to teach Science and Technology. 56% of teachers responded that they need a lot of Professional Development to develop their IT skills.

Parent responses

In excess of 90% of parents responded that Science and Technology is an important key learning area, that their child enjoys participating in Science and Technology lessons, that their child enjoys using computers, has access to computers at home and use these computers at home to assist in his/her learning. 87% of children use the internet at home. In excess of 85% of parents indicated that their child has developed skills in Science in Technology this year and that the school is well equipped to teach Information Technology. 55% of parents indicated that the school is well equipped to teach Science.

57% and 61% of parents responded that they are informed about their child’s progress in Science and Information Technology respectively. 65% of parents indicated that their child has improved in his/her ability to research science topics.

Future directions

In addition to the continued purchase of resources to enhance teaching and learning, the school will continue to provide opportunities for staff to attend professional learning workshops and courses in Science and Technology, in particular in the use of interactive whiteboards which are highly valued by all members of the school community.

Parent, student and teacher satisfaction

In 2010, the school sought the opinions of parents, students and teachers about the school through surveys, P & C meetings and incidental feedback. Students had a number of opportunities to provide suggestions and feedback through the completion of surveys and the SRC. Staff feedback was gathered through means of surveys and discussion at staff and stage meetings.

All surveys completed by parents, staff and students indicated a high level of satisfaction with the school’s programs, activities, policies and procedures.

The results of the most recent survey sent home to all 358 families in the school and completed by 101 families were as follows.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pennant Hills Public School (PHPS) is an attractive and well-resourced school e.g. classrooms, library and grounds.</td>
<td>94%</td>
</tr>
<tr>
<td>2. The school is connected to its community and welcomes parental involvement.</td>
<td>100%</td>
</tr>
<tr>
<td>3. Parents are encouraged to contact the school to discuss concerns relating to their child.</td>
<td>97%</td>
</tr>
<tr>
<td>4. The school is a friendly environment that is tolerant and accepting of all students.</td>
<td>99%</td>
</tr>
<tr>
<td>5. The students are the school’s main concern.</td>
<td>96%</td>
</tr>
<tr>
<td>6. The school has supportive welfare programs.</td>
<td>93%</td>
</tr>
<tr>
<td>7. The school offers challenging programs for its students.</td>
<td>87%</td>
</tr>
<tr>
<td>8. The school maintains a focus on literacy and numeracy.</td>
<td>91%</td>
</tr>
<tr>
<td>9. The school teaches and promotes core values.</td>
<td>97%</td>
</tr>
<tr>
<td>10. PHPS has competent teachers who set high standards of achievement.</td>
<td>96%</td>
</tr>
<tr>
<td>11. A wide range of extracurricular programs e.g. sport, music, dance, languages, debating is offered.</td>
<td>98%</td>
</tr>
<tr>
<td>12. There is good student access to computers and strong technology programs and resources.</td>
<td>91%</td>
</tr>
<tr>
<td>13. The school promotes a healthy lifestyle.</td>
<td>96%</td>
</tr>
<tr>
<td>14. Fair discipline exists within the school.</td>
<td>97%</td>
</tr>
<tr>
<td>15. The school promotes its uniform policy.</td>
<td>87%</td>
</tr>
</tbody>
</table>
A total of 299 students in Years 2 – 6 also completed a short school satisfaction survey, with the results printed below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I really like to go to school each day.</td>
<td>85%</td>
</tr>
<tr>
<td>2. My teachers treat me fairly.</td>
<td>92%</td>
</tr>
<tr>
<td>3. I get on well with the students in my class.</td>
<td>93%</td>
</tr>
<tr>
<td>4. My teachers listen to what I say.</td>
<td>96%</td>
</tr>
<tr>
<td>5. I am not worried about coming to school.</td>
<td>90%</td>
</tr>
<tr>
<td>6. I am a success as a student.</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Professional learning**

The focus for all teacher professional learning in 2010 has been quality teaching and has been closely aligned to school target areas. Total expenditure for professional learning for the year was $23900.00 with the average expenditure per teacher in 2010 being $824.00 which included course fees and teacher relief.

All staff participated in School Development Day activities on the first day of Terms 1, 2 and 3 and on the last two days of Term 4. In-school development included fortnightly professional development meetings in addition to stage planning time. This year, teachers participated in professional learning activities and workshops both in and out of school hours in the areas of Autism, Beginning Teachers, Best Start Kindergarten Assessment, career development, Down Syndrome, Gifted and Talented Education, leadership, Information and Communication Technology, language development, literacy and numeracy, Quality Teaching, Restorative Practice, sign language, Transition to School programs, Visual Arts and writing. In addition, all staff attended training in Cardio Pulmonary Resuscitation (CPR).

**School development 2009 – 2011**

Schools develop three year strategic management plans which set out the school directions and targets which encompass priorities in relation to professional learning and resourcing to improve student outcomes.

**Targets for 2011**

**Target 1**

*To increase our knowledge and understanding to strengthen K–6 literacy programs and raise the literacy achievement of all students to regional level or above*

Strategies to achieve this target include:

- Teacher Professional Learning (TPL) to deepen teacher knowledge, understanding and skills in relation to the teaching and learning of all areas of literacy;
- TPL to enhance analysis of in-school assessment, NAPLAN and Best Start data to enable teachers to effectively use diagnostic information to improve student performance in all areas of literacy; and
- explicit teaching of strategies which encourage students to monitor and enhance their writing and use of spelling and grammar and punctuation e.g. VCOP (Vocabulary, Connectives, Openers, Punctuation), Big Writing and goal setting.

Our success will be measured by:

- enhanced student engagement reported by teachers as evidenced in student work samples;
- a 5% increase in students’ achievement in the top two bands in all areas of NAPLAN literacy;
- a 5% increase in the percentage of boys achieving in the top two bands in all areas of NAPLAN literacy; and
- 80% of Year 5 students achieving growth at a rate equal to or above one skill band in each area of NAPLAN literacy.
Target 2

To increase our knowledge and understanding to strengthen K–6 numeracy programs, enhance girls’ learning outcomes and raise the numeracy achievements of all students to regional level or above

Strategies to achieve this target include:

- Teacher Professional Learning (TPL) to deepen teacher knowledge, understanding and skills in relation to the teaching and learning of all areas of numeracy;
- TPL to enhance analysis of in-school assessment, NAPLAN and Best Start data to enable teachers to effectively use diagnostic information to improve student performance in numeracy; and
- timetabling of grade/stage mathematics groups and programming of activities and explicit teaching in areas of difficulty as identified in NAPLAN and Best Start data and school based tests.

Our success will be measured by:

- a 5% increase in the percentage of girls achieving in the top two bands in all areas of NAPLAN numeracy; and
- 80% of Year 5 students achieving growth at a rate equal to or above one skill band in each area of NAPLAN numeracy.

Target 3

To broaden the means of communication between the school, parents and the wider community and strengthen the parent/caregiver partnership in the school

Strategies to achieve this target include:

- updating of the school website with incorporation of the school newsletter, excursion notes and term calendars;
- provision of term overviews and information evenings for parents on curriculum information, school programs and policies to increase their knowledge and understanding of how they can assist their children’s learning at home and at school; and
- use of the website to promote our school and its programs and activities.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Matthew Barr, Classroom Teacher
Mrs Christine Boxwell, Parent Representative
Mrs Jeanette Cox, Classroom Teacher
Ms Tracy Geary, Classroom Teacher
Mrs Hilary McKimm, Teacher
Mrs Anne McLaren, Classroom Teacher
Mrs Penny Willis, Principal

School contact information

Pennant Hills Public School
Weemala Road, Pennant Hills NSW 2120
Ph: 9484 1134
Fax: 9875 2333
Email: pennanthil-p.school@det.nsw.edu.au
Web: www.pennanthil-p.schools.nsw.edu.au
School Code: 2857

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: