2009 Annual School Report
Pennant Hills Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In December 2009, 496 students were enrolled at Pennant Hills Public School, 35% of students being from language backgrounds other than English. Students were grouped into 19 classes and were provided with a variety of class programs in addition to a wide range of extracurricular programs including Indonesian, choir, dance, band, string group, public speaking and debating and sport in addition to opportunities for participation in eisteddfods and other competitions.

Staff
Our staff is highly committed and hard working as is reflected in their care of students and in their contributions to teaching and learning programs and extra-curricular activities.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
A significant number of programs have been developed to ensure that we are addressing the collective and individual needs of our students, whilst at the same time continuing to challenge them to achieve their personal best. Key programs in 2009 have been Reading Recovery, student welfare programs including social skills and anti-bullying, English as a Second Language, transition to high school, instrumental groups, choir, dance, Indonesian, debating, library, a variety of sports and the learning support program.

Student achievement in 2009

Overall Literacy – NAPLAN Year 3
In Year 3 literacy, the school performed above both regional and state averages with 79% of the students achieving in the top two bands.

Numeracy – NAPLAN Year 3
In Year 3 numeracy, the school performed above both regional and state averages with 61% of the students achieving in the top two bands.

Overall Literacy – NAPLAN Year 5
In Year 5 literacy, the school performed above both regional and state averages with 62% of the students achieving in the top two bands.

Numeracy – NAPLAN Year 5
In Year 5 numeracy, the school performed above both regional and state averages with 66% of the students achieving in the top two bands.

Messages

Principal's message
2009 has been another busy and productive year for Pennant Hills Public School and its community. We are very fortunate at Pennant Hills Public School in so many ways. Our students are diverse in their talents and it is a delight to work with motivated students who enjoy the many experiences and opportunities offered.
I thank all teaching, administrative and support staff for their work in classrooms, across the school and in a multitude of extra-curricular activities and for their ongoing commitment to provide quality education for every one of our students.
Our P & C has continued to provide invaluable support in 2009, working in strong partnership with the school to enhance the educational opportunities available to our students. Together with the contributions of all parents and carers, we have demonstrated to the wider community that our school is a friendly, supportive and caring environment in every sense.
This year, the school was one of three recipients in the Northern Sydney Region to be presented with the 2009 Director-General’s School Achievement Award for Outstanding Performing Arts programs. The award recognises the excellent choir, instrumental, dance and performance opportunities provided, led and supported by dedicated staff, parents, conductors, tutors and dance teachers.
I am particularly pleased that the award has been announced before Mrs Elizabeth Yager’s retirement at the end of this year, as she has made a very significant contribution to the development of performing arts in all areas of music in the last nineteen years.
The school community was delighted to be informed in late August that funding to the value of $3,100,000.00 had been approved for the erection of a hall, COLA and toilet block on our K – 2 site as part of Round 3 of the Federal Government’s Building the Education Revolution program. We look forward to the completion and opening of these wonderful facilities by March 2011.
Pennant Hills Public School continues to set itself targets for improvement. Teachers and support staff will continue to work in partnership with parents and carers to achieve our goals. This report is an overview of what we have achieved and what we will strive to achieve in the near future.
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

Throughout the 2009 school year, the Parents and Citizens Association of Pennant Hills Public School has worked to support the already outstanding teaching and learning programs of the school. Our parent community is highly committed to this support with an awareness that our efforts not only provide funds to the school but also input into the direction of the school through regular meetings, membership of the self-evaluation committee and positions on panels for the employment of staff.

We are proud to have provided funds to support teaching and learning programs at the school. These programs allow our children opportunities for success that are beyond the normal programming of schools, giving our children the ability to grow and excel in their individual areas of need and ability.

The P&C’s successful application for a $50,000.00 Australian Government grant to support the school’s outstanding resources in the form of provision of water tanks and plumbing for oval irrigation at the 3-6 site will enable work on this program to commence in 2010. During 2010 we will also support the school in the construction of our new hall, a facility that will be an asset to our children’s learning.

Fundraising and community activities have also been a focus throughout the year. The P&C’s commitment to maintaining community spirit and providing activities for parents and families has seen us organise a welcome barbeque for new parents, a trivia night, a weekend away, evenings for parents and our annual fete. These activities could not operate without the goodwill of many of our parents who provide support to ensure that these events are fun for the whole community.

We believe that by coming together we can help to provide an atmosphere of protection and support for our children that is not as evident in other schools.

On behalf of the parent body of the school, I thank Mrs Penny Willis and all of the staff of Pennant Hills Public School for the opportunities given to us to be involved in the school through assistance in classes, the canteen, support of excursions, performances and assemblies and regular P&C reports. These activities, plus the constant communication provided by the teachers and through term overviews and weekly newsletters give us insight into the management of the school that we would not otherwise have.

We trust and support you in guiding our children to become the adults of the future and thank the school and staff for the commitment that you put into these activities.

Dean White, P & C President

Student representatives’ message

In 2009, the Student Representative Council (SRC) organised many events and fundraisers. Some of these included cake stalls, mufti days and the end of year talent quest raising money for World Vision. In addition we donated $210 to UNICEF Day for Change and sold bandannas for CanTeen, raising $1200.

We have both really enjoyed being leaders this year. We have learnt a lot about leadership and being good role models to others. It has been a great privilege and a fantastic experience.

Thank you to Mrs Jenni Lainson, our SRC Coordinator, and to all other SRC representatives for all their contributions and efforts this year.

Emma Hather and Greg Beech

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

The current school enrolment is 496. Earlier in the year, the school enrolment was 495, including 252 boys and 243 girls. Student enrolment over the last five years has remained stable.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>261</td>
<td>261</td>
<td>263</td>
<td>252</td>
<td>252</td>
</tr>
<tr>
<td>Female</td>
<td>223</td>
<td>225</td>
<td>245</td>
<td>247</td>
<td>243</td>
</tr>
</tbody>
</table>

Student attendance profile

The majority of students have a high rate of attendance. In 2009, the school’s average attendance of 96.1% was similar to previous years and was higher than the state average of 92.1% and the regional average of 94.7%.

Management of non-attendance

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 formulate 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1 Panthers</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 Tigers</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 Zebras</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2 Penguins</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2 Seals</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2 Whales</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5B</td>
<td>4</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>4/5B</td>
<td>5</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4I</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>K Ducks</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K Kittens</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K Possums</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

The school uses the educational practice of placing students in classes according to age. In 2009, there were 19 classes including three composite classes.

Staff information

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

Staff establishment

The staff consists of five executive staff including the non-teaching Principal. Three Assistant Principals teach classes and there are sixteen classroom teachers and a full-time library teacher. A fourth Assistant Principal teaches the Reading Recovery program in addition to working with students identified as having learning difficulties and those requiring extension. The Release from Face to Face (RFF) positions provide computer and music components of the curriculum. The ESL teacher is appointed three days per week to support students whose first language is not English.

No staff members are identified as being of indigenous background.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>RFF Teachers (Computers and Music)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Indonesian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
</tr>
</tbody>
</table>

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>84%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>148 180.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>187 699.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83 695.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>296 720.17</td>
</tr>
<tr>
<td>Interest</td>
<td>8 656.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32 769.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>757 722.49</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 94 556.46  |
| Excursions                | 59 499.21  |
| Extracurricular dissections| 136 258.51 |
| Library                   | 1 913.56   |
| Training & development    | 3 919.18   |
| Tied funds                | 88 356.89  |
| Casual relief teachers    | 52 237.19  |
| Administration & office   | 36 969.61  |
| School-operated canteen   | 0.00       |
| Utilities                 | 23 355.00  |
| Maintenance               | 19 835.85  |
| Trust accounts            | 30 734.97  |
| Capital programs          | 16 735.82  |
| **Total expenditure**     | 564 372.25 |
| **Balance carried forward**| 193 350.24|

An additional amount of $10966.00 was spent on Teacher Professional Learning in 2009 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 the amount of $50,000.00, being the Commonwealth Water grant received in 2008 which together with additional P & C funds, will cover the cost of installation of water tanks, oval remediation and irrigation works on the 3 – 6 site in 2010.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

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:

- Stage 3 choir performing at the Primary Schools Endeavour Choral Concert and Arts North Primary Concert at the Opera House;
- Stage 2 choir performing at the Primary Proms Coorong Concert at the Hills Centre;
- one hundred and seventy talented students showcasing their talents at the musical evening in July;
- two students selected from a total of 800 children to be in a group of seven soloists in the Primary ArtsNorth Choral Festival;
- sixteen Stage 3 students participating in the World Masters Games Opening Ceremony Public Schools’ choir in October;
- stage choirs performing at a variety of school events and also at local and community venues such as the Pennant Hills Shopping Centre and The Epping Club; and
- Fifteen Stage 3 students chosen to perform at the 26th Schools Spectacular at the Entertainment Centre.

Instrumental Music and Bands
Our school has an outstanding band and instrumental music program run by a very enthusiastic and supportive committee of parents and teachers. Achievements this year include:

- participation of Stage Band and Concert Bands 1, 2 and 3 in the Galston Eisteddfod and the Yamaha Music Festival resulting in Silver, Bronze and Merit awards, as well as performing at school and local community events, including recognition assemblies and Presentation Day;
- a residential band camp at Vision Valley attended by 101 students;
• Concert Band 1 performing at the ArtsNorth Secondary Festival in July;
• two students chosen to participate in the State Music Camp; and
• the String Group forming part of the two hundred strong Combined Public Schools String Ensemble at the Opera House in the Mimosa Festival of Instrumental Music held in June.

Practising at Band Camp in April

Dance
All students K – 6 attend weekly dance lessons taught in a team teaching situation with classroom teachers by a highly talented dance instructor. This year a Year 2 dance group was formed in addition to the Stage 3 dance troupe. Highlights in 2009 include:

• Year 2 dance group awarded 1st place and Stage 3 dance troupe 3rd place in their respective sections of the Baulkham Hills Shire Dance Festival;
• Year 2 dance group awarded 1st place in the Junior Primary School section of the Hills Dance Spectacular Eisteddfod and the Stage 3 dance troupe awarded 2nd place in the Senior Primary School section; and
• selected students offered placements in the 2009 K – 4 State Dance Day and 2009 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. 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. This year, all students had the opportunity to prepare for and participate in two Musica Viva concerts.

Sport
Our sporting achievements have included:

• four well-organised school sports carnivals – swimming, cross-country, athletics and ball games, all characterised by high participation levels;
• numerous school records broken at the swimming and athletics carnivals;
• success at all zone carnivals by individuals and teams;
• swimming – 11 year boy and senior boy champions at the zone carnival. Six competitors participated in the area carnival with one student progressing to the state carnival;
• cross-country – 12 year girls’ team champions at zone carnival with five students competing in the area carnival and one progressing to the state carnival;
• athletics – nine competitors representing the school at the zone carnival with two competitors in the area carnival and one progressing to the state carnival; and
• six primary classes participated in the Premier's Sporting Challenge achieving five gold and one diamond award.

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 AFL.

Primary Schools Sports Association (PSSA)
• successful participation by Stage 3 students in the PSSA competition;
• in the summer competition, boys' AusTag team finished undefeated as premiers; and
• Stage 2 students participated in an eight week AFL Auskick program with much enthusiasm and success.

Gala Days
• successful participation of four senior teams at the Austag Gala Day with Stage
3 boys making semi-finals and Stage 3 girls being grand finalists;

- active participation in the AFL Paul Kelly Cup by Stage 3 students;
- senior boys participated in the Paul Wade Soccer Cup; and
- twenty one Stage 3 students participated in the Cricket Milo Cup.

Other School Personal Development Health & Physical Education (PDHPE) programs

During 2009, students at Pennant Hills Public School have experienced and participated in a variety of activities. Our achievements in 2009 include:

- 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 skills and skipping;
- continuation of the TriSkills program for Years 2 to 6 and swimming school for Year 2 and 3 students;
- sporting clinics and in-school visits from Cricket Australia, NSW AFL and Paul Wade Soccer; and
- twelve students participated in the Premier’s Sporting Challenge Sport Leadership Learning to Lead trial program.

Competitions

In 2009, students in Years 3 – 6 participated in the International Competition and Assessments for School (ICAS) in English and Mathematics.

The results were as follows:

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Credits</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Distinctions</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>High Distinctions</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Nineteen Year 6 students participated in five tests in the Australasian Problem Solving Mathematical Olympiad (APSMO) in 2009 with 5 students achieving in the top 25%.

This year, 383 students from K – 6 successfully completed the Premier’s Reading Challenge, with 13 students achieving a Gold certificate, signifying four consecutive years’ participation.

Public Speaking and Debating

During 2009, the students have continued to develop their skills in talking and listening. Students have participated in a variety of public speaking and debating activities and four Stage 3 students attended the Northern Sydney Regional Debating Camp.

In K-2, students presented impromptu and prepared speeches related to writing text types and dealing with topics covered in stage units.

All students in 3-6 classes participated in The Hills Network Public Speaking competition. Initial competitions were held in each class, then across each grade. Grade winners then competed against students from schools in The Hills Network with one Year 3 student receiving a Highly Commended award for his speech. Students also competed in the Multicultural Perspectives Public Speaking Competition, presenting both impromptu and prepared speeches with one student taking second place. Our representatives in both competitions spoke well and were a credit to the school.

Students in Stage 3 participated in an interclass debating competition. This competition culminated with our participation in The Hills Network Debating competition. Our team spoke very confidently, presenting convincing arguments which enabled them to win each of the four debates.

12 year girls’ cross country team champions
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 the 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 492.4 compared to 474.9 for the Like School Group (LSG) and 423.7 for the state. 74.6% of our students achieved in the top two bands compared to 70.5% of the LSG and 48% of the state. Girls performed better than boys in all areas of literacy.

In Year 3, the average Writing mark was 460.1 compared to 458.8 for the LSG and 423.5 for the state. 71.6% of our students achieved in the top two bands compared to 73.1% of the LSG and 52.1% of the state.

In Year 3, the average Spelling mark was 472.6 compared to 465.9 for the LSG and 423.9 for the state. 68.7% of our students achieved in the top two bands compared to 72% of the LSG and 50.8% of the state.

LBOTE (Language background other than English) students demonstrated a 23% improvement in Spelling compared to 2008.
In Year 3, the average Grammar and Punctuation mark was 478.6 compared to 473.8 for the LSG and 426.7 for the state. 83.6% of our students achieved in the top two bands compared to 76.2% of the LSG and 52.7% of the state.

Numeracy – NAPLAN Year 3

In Year 3, the average Numeracy mark was 442.0 compared to 452.2 for the LSG and 405.8 for the state. 61.2% of our students achieved in the top two bands compared to 65% for the LSG and 40.2% for the state.

In Year 5, the average Reading mark was 551.3 compared to 550.7 for the Like School Group (LSG) and 503.2 for the state. 69.5% of our students achieved in the top two bands compared to 63.7% of the LSG and 40% of the state.

In Year 5, the average Writing mark was 535.4 compared to 531.4 for the LSG and 491.6 for the state. 54.2% of our students achieved in the top two bands compared to 49.2% of the LSG and 27.2% of the state.
In Year 5, the average Spelling mark was 539.2 compared to 549.1 for the LSG and 503.0 for the state. 59.3% of our students achieved in the top two bands compared to 60.9% of the LSG and 37.1% of the state.

**Numeracy – NAPLAN Year 5**

In Year 5, the average Numeracy mark was 557.1 compared to 562.3 for the LSG and 502.9 for the state. 66.1% of our students achieved in the top two bands compared to 64.5% of the LSG and 34.5% of the state.

In Year 5, the average Grammar and Punctuation mark was 558.4 compared to 561.8 for the LSG and 508.0 for the state. 61% of our students achieved in the top two bands compared to 67.7% of the LSG and 39.6% of the state.

**Progress in literacy**

The average progress of the 82% of students tracked from Year 3 2007 to Year 5 2009 was a significant improvement compared to 2008 for both boys and girls with 51% of students improving by one or more skill bands.

In Writing, the average progress for matched students was a very significant improvement compared to the previous four years, in particular for boys. 65.4% of students improved by one or more skill bands.
Progress in numeracy
The average progress for matched students was excellent indicating a very significant improvement compared to previous years. Boys’ growth was higher than girls’ in all domains. 80.4% of students improved by one or more skill bands.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.6</td>
<td>73.1</td>
<td>126.7</td>
</tr>
<tr>
<td>LSG</td>
<td>87.9</td>
<td>84.4</td>
<td>107.9</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

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 and 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 and 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>
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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 eleven years. In 2009, students were involved in an Indonesian class for thirty minutes each week.

Year 2 - 6 students participated in the annual NSW Indonesian Competition with a Year 2 student taking first place in the K – 2 section, a Year 4 student taking first place in the Stage 2 section and a Year 6 student taking first place in the Stage 3 section. Another Year 6 student received a Highly Commended award for her entry.

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 sample a variety of Indonesian foods prepared by our school canteen.

Support for Student Learning
The school has a number of programs which are designed to support students with special needs.

The Learning Support Team (LST) met regularly in 2009 to coordinate programs to support the teaching and learning of children with diagnosed disabilities and/or social and behavioural needs. The LST also coordinated the integration of six students with disabilities who received state funding. This enabled the employment of School Learning Support Officers to support classroom teachers to implement individualised programs to assist the children to fully access the curriculum.

A P & C funded support teacher worked across the school assisting students in small groups. This program allowed for targeted support and included reading, writing, spelling and numeracy groups.

This year, the Reading Recovery Program identified twelve Year 1 students at risk. Students involved progressed between 5 and 21 reading recovery levels by the end of their participation in the program, bringing them in line with their peers.

Aboriginal education
Aboriginal perspectives have been taught across all key learning areas this year. These have included art and craft activities, stories of the dreamtime and the study of traditional and modern day beliefs of the Aboriginal culture and
the effects society has had on influencing the changes. This year, our school had the opportunity to participate in several video conferences highlighting aboriginal culture.

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 35% of students from language backgrounds other than English.

This year, our English as a Second Language teacher (ESL) worked three days each week to provide identified students with additional English language support. Additional regional funding of one day each week enabled the school to provide additional support for newly arrived students 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.

A session held in May for Korean parents led by the region’s Community Liaison Officer and the ESL Teacher provided parents with information to assist them to understand school programs and policies and how they can support their children’s learning at home and at school.

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, have further developed students’ understandings, knowledge and respect for the contribution which all people make to Australia.

The annual fete, held in May, was a further opportunity for the whole school community to celebrate our cultural diversity and to sample food from a variety of cultural communities.

Respect and responsibility

Pennant Hills Public School’s school rules reflect the Core Rules for NSW Government Schools. The rules, Be a learner, Be respectful, Be responsible, Be kind and Be fair, are displayed in classrooms and throughout the school in both written and pictorial form. Lessons relating to the school rules and associated values were taught across the school at the beginning of the school year. In addition children were given regular reminders throughout the year.

The school has a zero tolerance to bullying as detailed in our Anti-Bullying policy which has been reinforced throughout the year through class lessons, assembly reminders and peer mediation.

Senior students, in their roles as members of the Student Leadership Team and as House Captains, have undertaken a number of responsibilities throughout the year including leading weekly and recognition assemblies, participation in fundraising activities and working with buddies. Our Year 5 students also participated in leadership training in preparation for 2010 leadership elections.

Our students have had many opportunities throughout 2009 to contribute to the wider community through donations to Stewart House, Victorian bushfire victims, UNICEF Day for Change, World Vision and CanTeen. All classes participated in the Parramatta Mission Christmas Appeal this year donating a variety of toys, gifts and foodstuffs, and also coloured pictures for Sydney Basket Brigade hampers to brighten the Christmas of those less fortunate.

Progress on 2009 targets

Target 1

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 4% in Overall Literacy, 18% in Spelling, 12% in Grammar and Punctuation and 1% in Writing in Year 3 students’ achievement in the top two bands of NAPLAN;
- increases of 3% in Overall Literacy, 17% in Reading, 6% in Grammar and Punctuation and 1% in Writing in Year 5 students’ achievement in the top two bands of NAPLAN;
• a 4% increase in the percentage of Year 3 boys achieving in the top two bands of Reading, 5% in Spelling and 3% in Grammar and Punctuation;
• a 9% increase in the percentage of Year 5 boys achieving in the top two bands of Reading and 1% in Grammar and Punctuation;
• increases in the top two bands in all areas of literacy for both Year 3 and Year 5 girls, in particular in Spelling and Grammar and Punctuation;
• Year 5 boys’ growth was higher than girls’ in all areas of Literacy;
• explicit teaching in each strand of literacy to further develop students’ skills in oral language, grammar, spelling, reading and writing;
• 383 students completing the 2009 Premier’s Reading Challenge, a 247% increase compared to participation in 2008; and
• all students K – 6 participating in grade spelling bees, leading to two students from Stages 2 and 3 representing the school at the regional finals of the Premier’s Spelling Bee.

Target 2
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:
• increases of 31% in Numeracy, 38% in Number, Patterns and Algebra and 35% in Measurement, Data, Space and Geometry in Year 5 girls’ achievement in the top two bands of NAPLAN; and
• 80.4% of Year 5 students achieving growth at a rate equal to or above one skill band in Numeracy.

Target 3
To enhance digital educational resources for learning and teaching leading to increase student confidence and ability in using IT and associated technologies across key learning areas

Our achievements include:
• auditing staff needs and facilitating staff sharing of knowledge and expertise and attendance at ICT workshops to further develop skills and confidence;
• participation in video conferencing opportunities with other schools in the areas of Science and Aboriginal Education;
• evaluation of software suitable for all key learning areas and purchase of relevant software, in particular to support the literacy areas of spelling and grammar; and
• the purchase of additional digital cameras and two interactive whiteboards.

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 2009 our school carried out evaluations of School Management and Writing.

Educational and management practice
Management
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 Management. 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 two teachers, 295 students in Years 3 to 6 (149 boys and 146 girls) and 110 families (covering 154 children) out of a total of 350 families in the school invited to participate, completed surveys providing responses to best practice statements relating to school improvement performance, major and minor changes to school programs, monitoring and evaluation of programs, student and staff welfare, teacher professional development, school organisation, financial management and communication.

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

Findings and conclusions
There was high agreement from staff, parents and students that:
- continuous school improvement is promoted by the school's plans, policies, programs and practices;
- students’ interests, needs and abilities determine the curriculum and school organisation;
- school staff are valued and supported;
- the school is well organised;
- resources are effectively managed; and
– a range of strategies are employed to ensure effective communication.

All staff responded that the school continually makes minor changes to its programs to improve what it does compared to 76% of parents and 66% of students.

All staff responded that the school makes major changes from time to time to improve what it does compared to 50% of parents and 41% of students.

All staff responded that the school regularly measures the success of its programs compared to 74% of parents and 73% of students.

In excess of 92% of staff and parents responded that the school cares about the students and the discipline is fair compared to 79% of students.

All staff responded that teachers undertake extra training to improve their classroom teaching compared to 83% of parents and 82% of students. A number of parents did not respond to this question.

The percentages of boys’ and girls’ responses were very similar to all questions apart from the question relating to the school caring about students and discipline being fair in which 86% of girls agreed compared to 72% of boys.

Future directions
Responses indicated that there is a need for improved communication in relation to both major and minor change, evaluation of programs and teacher professional learning. In addition, there is a need to evaluate the school’s student welfare policy in relation to care of students and fair discipline in view of the difference in responses from boys and girls.

Curriculum
Background
Twenty two staff, 283 students from Year 2 to 6 and 110 out of 350 families invited to participate, completed surveys devised by the self-evaluation team about the English key learning area Writing strand.

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

Findings and conclusions
In excess of 90% of students indicated that Writing is an important subject, that their writing and handwriting have improved this year and that their teacher helps them with Writing if they ask.

Over 80% of students responded that their spelling and word processing skills have improved this year, that they know about different text types and that their teacher tells them why they are doing writing tasks.

77% of students indicated that they enjoy writing but only 59% indicated that they enjoy writing at home.

In general, girls’ responses were more positive than boys, in particular in Years 2, 3, 4 and 5.

Staff responses
All staff indicated that Writing is an important subject, that they tell their students the purpose of their writing, that they teach writing every day with their teaching/learning program covering all text types and that their students’ writing, spelling and handwriting have improved this year. In addition, all staff responded that their teaching of writing has improved this year, that they use the English syllabus and support documents to plan, program and implement the teaching of writing and that they are provided with sufficient professional learning opportunities to improve their knowledge of writing teaching practices and content.

95% of staff responded that their students’ word processing skills have improved this year and that they enjoy teaching writing.

83% of staff indicated that they follow the school’s scope and sequence for text types in their planning and programming for the teaching of writing.

Parent responses
In excess of 80% of parents responded that Writing is an important subject, that their child has developed new writing skills, that the spelling program has been satisfactory this year, that their child enjoys writing, that they are confident to assist their child with writing at home and that their child has been given adequate assistance at school to assist them to write a range of text types appropriate to their stage.

67% of parents responded that the school had kept them informed about the teaching of writing, 74% indicated that they had been provided with useful reports about their child’s progress in writing, 63% indicated that they were satisfied with the frequency of reporting about writing and 57% responded that they understood how writing is taught.

Future directions
In addition to providing term overviews and explanations at Parent/Teacher information nights which detail the writing text types being taught, the school will provide parents with an outline of the structure of each text type and will also hold a
writing focus day for all children in Term 1, 2010 to which parents will be invited to attend.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents through surveys, P & C meetings and incidental feedback about a range of topics, school programs and activities including school newsletters, formal parent/teacher interview formats and open days. Students had a number of opportunities to provide suggestions and feedback though the completion of surveys and the SRC. Staff feedback was gathered through means of surveys and discussion at staff and stage meetings.

Surveys conducted in 2009 as part of the school’s self-evaluation process indicate a high level of satisfaction with the school and are detailed elsewhere in this report. The survey findings have been taken into account in determining the school’s future programs, activities, policies and procedures.

The school also undertook a student survey (Years 2 to 6 involving 302 students) on the Quality of School Life. The results were very positive.

Overall, the majority of our students indicated that they:

have high levels of general satisfaction, are happy and like coming to and being at school (90%), are satisfied with their achievement and feel successful as students (92%), have good relationships with their teachers who take an interest in them, listen, help them and are fair (92%), feel that their schooling is relevant to their future (94%), and are positively, socially integrated (87%).

75% of students indicated in the adventure related questions that they enjoy what they do in class, that learning is fun and interesting and that they are excited about the work they do.

An average of 14% of students indicated that they feel unhappy, lonely, worried, upset or restless at times.

Responses this year were very similar to those given in 2008.

The school will continue to evaluate its programs and activities in order to further develop students’ satisfaction with adventure and social interaction and assist those in need of support.

Professional learning

The focus for all professional learning in 2009 has again been quality teaching and has been closely aligned to school target areas. Total expenditure for professional learning for the year was $14885.00 with the average expenditure per teacher in 2009 being $620.00 which included course fees and teacher relief.

All staff participated in Staff Development Day activities on the first day of the school term in Terms 1, 2 and 3 and the last two days of Term 4. In-school staff 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 literacy and numeracy, Best Start Kindergarten Assessment, Information and Communication Technology, Connected Communities, Quality Teaching, Boys’ and Girls’ Education Strategy, Gifted and Talented Education, leadership, transition to school programs, career development, Beginning Teachers, Restorative Justice and student welfare. In addition, all school staff attended information sessions and training in Cardio Pulmonary Resuscitation (CPR), First Aid, Asthma and Anaphylaxis.

School development 2009 – 2011

The school has a School Plan which details our short and long term strategic goals to assist every child to achieve their potential. The agreed goals are based on analyses of student performance data, evaluations, consultations within the school community as well as regional and Department of Education and Training requirements.

The following targets and strategies are fully detailed in our 2010 School Plan, a copy of which is available from the school office.

Targets for 2010

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

Strategies to achieve this target include:

- analysis of in-school assessment data and of SMART items (School Measurement, Assessment and Reporting Toolkit) and NAPLAN results to identify and monitor whole school and individual student’s needs;
- provision for professional learning opportunities for staff in all areas of literacy;
- explicit teaching in each strand of literacy to further develop students’ skills in oral language, grammar, spelling, reading and writing; and
• K – 6 writing workshop day in Term 1, 2010 involving all members of the school community and visiting authors.

Our success will be measured by:
• evidence of the explicit teaching of literacy strategies featured in teaching/learning programs;
• 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 literacy; and
• 80% of Year 5 students achieving growth at a rate equal to or above one skill band in each area of literacy.

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

Strategies to achieve this target include:
• analysis of in-school assessment data and of SMART items and NAPLAN results to identify whole school and individual student's needs;
• programming of activities and explicit teaching of identified areas of difficulty as identified by NAPLAN and school-based tests;
• provision for staff to participate in professional learning opportunities in all areas of numeracy; and
• timetabling of grade/stage mathematics groups.

Our success will be measured by:
• a 5% increase in the percentage of girls achieving in the top two bands in all areas of numeracy;
• 80% of Year 5 students achieving growth at a rate equal to or above one skill band in each area of numeracy.

Target 3
To continue to support the learning of every student through effective student welfare programs and activities

Strategies to achieve this target include:
• explicit teaching and reminders of school and class rules and teaching of anti-bullying lessons and strategies;
• whole school participation in training, understanding and implementation of Restorative Practices;
• Stage 3 students’ participation in leadership of lunchtime K – 2 sport and fitness activities which promote K – 6 partnership; and
• implementation of daily Fruit and Veg break.

Our success will be measured by:
• students understanding the consequences of their behaviour and its effects on others as evidenced in mediation and discussion;
• students valuing positive relationships, participating cooperatively, communicating effectively and accepting responsibility for their decisions as evidenced by observation, mediation and teacher records;
• increased development of students’ leadership skills and ability to organise and run appropriate activities; and
• increased development of K – 2 students’ games and sports skills.

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.

Mrs Christine Boxwell, Parent Representative
Ms Tracy Geary, Classroom Teacher
Mrs Robyn Gilchrist, Assistant Principal
Mrs Melissa Griffith, Assistant Principal
Mrs Jenni Lainson, Assistant Principal
Mr Jack Moran, Assistant Principal
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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: http://www.schools.nsw.edu.au/asr