Pennant Hills Public School
Annual School Report

2011
Our school at a glance

Students
In December 2011, 511 students were enrolled at Pennant Hills Public School, 32% of students being from language backgrounds other than English (LBOTE).

Students were grouped into 20 classes and were provided with a variety of class programs as well as a wide range of extracurricular programs including Indonesian, choir, dance, band, string group, public speaking, debating and sport. In addition, numerous opportunities were provided for students’ participation in eisteddfods and other competitions.

Staff
Our staff is highly committed and hard working, as 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 2011 have been Reading Recovery, student welfare programs including student leadership, social skills, restorative practice 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 2011

Literacy – NAPLAN Year 3
In Year 3 literacy, the school performed above both regional and state averages with 70.8% of students achieving in the top two bands in Reading and 78.4% in Writing. 63.1% of students achieved in the top two bands in Spelling and 66% in Grammar and Punctuation, significantly above the state average and slightly less than the regional average.

Numeracy – NAPLAN Year 3
In Year 3 numeracy, the school performed above both regional and state averages with 76.9% of the students achieving in the top two bands.

Literacy – NAPLAN Year 5
In Year 5 literacy, 54% of students achieved in the top two bands in Reading, 39% in Writing, 53% in Spelling and 71% in Grammar and Punctuation, all significantly above the state average.

Numeracy – NAPLAN Year 5
In Year 5 numeracy, 45% of students achieved in the top two bands, significantly above the state average.

Messages

Principal’s message
In 2011, staff, parents and the wider community have continued to work in partnership to provide a variety of academic, sporting, creative, environmental and student welfare programs and activities to cater for the needs of every student to ensure enrichment of their learning, with the result that Pennant Hills Public School has enjoyed an exciting and productive year with a number of highlights.

2011 could be described as a “year of firsts”.
Early in the school year, I was presented with the keys to our brand new hall, the first one in the school’s 86 year history, funded as a result of the Federal Government’s Building the Education Revolution program. The hall was officially opened in June and has proved to be an asset, with it and the adjacent COLA being used throughout the year for many school assemblies, sport programs, in-school band and String Group performances, the bi-annual Art Show and Celebration of Performing Arts in addition to our Welcome to School afternoon tea and Mother’s and Father’s Day celebrations.

Our Zone Cross Country team took first place in the Beecroft PSSA Zone competition, an exciting and significant achievement for the 40 students who participated, in view of the fact that more than nineteen years have passed since the school last achieved such a distinction.
In the performing arts sphere, the bands competed superbly at the Yamaha Music Festival with Concert Band 3 being awarded Silver, Stage Band Gold and our Concert Bands 1 and 2 both being awarded Diamond, a spectacular result never before achieved in the school’s history. Our dance groups, String Group and choirs had many opportunities for performance and competition, with a number of students performing solo items at various regional events.

Excellence begins in the classroom where dedicated teachers and motivated and focussed students create a powerful quality teaching and learning environment. Our teaching and support staff are a talented, industrious, creative and hard-working group of professionals who demonstrate a genuine commitment to our students and a high level of support and caring to them and their families. I thank all staff for their generosity in giving so freely of their time to ensure that our students experience a breadth and depth of challenges and opportunities in a safe, caring and creative environment in which they can develop, mature and enjoy success.

Our school is very fortunate to have wonderfully supportive parents who demonstrate a genuine concern for the progress of their children and share our school aims and philosophy. Throughout 2011, together with our tirelessly working P & C Association, they have provided valuable services and resources to the school and much needed and appreciated assistance and support to all members of our school community.

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 highlight the wonderful work in which our parents have been involved, 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.

This year a new Information Booklet was written to assist new families and Kindergarten families understand the role and responsibilities of the P&C in the life of the school. The booklet, which will be updated annually, was distributed to all families with Kindergarten children in 2012 and will be given to new families enrolling at the school.

This year the P & C explored its role in school promotion. A number of suggestions will be implemented in conjunction with the 2012 fete. This year a document bag and a shopping bag were produced featuring the school name and logo. The information booklet is being distributed in the document bag and the shopping bags are for sale through the uniform shop.

The school band program has continued to thrive under the leadership of Ms Michele Jericevich. There have been numerous performances in which all four bands have participated, both at school and at various locations outside of school. Two of our bands, CB1 and CB2 received the Diamond award at the Yamaha Band Festival, the highest award possible, a unique distinction. Stage Band received a Gold Award and CB3 received a Silver Award, an excellent result for a band which had only been playing for six months. This year we welcomed Mr Peter Walmsley OAM as our new Band Director. Mr Walmsley conducts CB1 and CB2 and brings a wealth of experience to our band program. He has had 30 years’ experience as a trumpet player with the Sydney Symphony orchestra and has been involved in conducting bands for many years.

The canteen and uniform shops continue to be efficiently run and provide a high quality service to the school community. In response to parent requests, a new polar fleece has been introduced as part of the uniform for winter. In conjunction with the Live Life Well@ School program, the
The school canteen has run a successful Fresh Fruit and Vegie program and will introduce new fruits and vegies into the everyday menu.

The Gardens and Grounds committee, together with parent volunteers, have greatly improved the landscaping around the school at weekend working bees. They are implementing a care program for the oval which was re-turfed last year, to ensure that it remains in top condition.

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, raising $45,800. In addition, we held Mother’s and Father’s Day stalls, community barbeques, fundraising via local businesses, published a School Directory, catered for the school bi-annual Art Show, welcomed new parents to the school with “Tea and Tissues” morning tea and a welcome afternoon tea and we enjoyed another fun family weekend in Belmont 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 enhancement of school promotion programs. In 2012, we look forward to providing funding for the kitchen for our new school hall as well as providing the school with more interactive whiteboards and covered walkways at the K-2 site.

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 dedicated teaching and support staff, who show genuine care and concern for the wellbeing of each child as well as providing them with an excellent academic program.

Sarah Allen, P & C President

Student representatives’ message

In 2011, the Student Representative Council (SRC) raised a lot of money for various organisations including World Vision, UNICEF and Stewart House by running a variety of fundraising activities which involved the whole school. A Celebrity Day was held to raise money for our World Vision child, Saddam. In addition, Stewart House dolphins with an LED light were sold to raise funds for Stewart House.

We have had so much fun being the SRC Presidents and Vice Captains of the school and it has given us so many privileges and opportunities. We now have a passion for helping children in other countries who are less fortunate than we are.

A big thank you to Mr Jack Moran, our SRC Coordinator, for assisting us with our fundraising activities and to the SRC representatives who have attended the meetings throughout the year.

Isla Hill and William Abbott

Mrs Willis with School Captains and Vice Captains

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 511. Earlier in the year, the school enrolment was 508, including 257 boys and 252 girls. Student enrolment over the last five years has remained stable.

Student attendance profile

The majority of students have a high rate of attendance. In 2011, the grade averages and whole school average attendance of 96.7% were slightly higher than the previous three years and were higher than the 2011 regional average of 95.8% and the state average of 94.3%.
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 develop and implement an attendance plan. 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.

Our Computer Room is very well resourced with 33 computers and an interactive whiteboard.

Year 6 Fun Day, involving every student in the school, raised funds for the purchase of glass cases for the Australian flag and house flags which will be displayed in the school hall and for aluminium seating for the 3 – 6 site.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total per class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K Bears</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K Monkeys</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K Puppies</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 Frogs</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 Hippos</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 Panthers</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 Tigers</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2 Penguins</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2 Seals</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2 Turtles</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3/4G</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3I</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4G</td>
<td>4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6A</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6A</td>
<td>6</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>
Structure of classes

The school uses the educational practice of placing students in classes according to age. In 2011, there were 20 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.

Our school had 39 staff members in 2011, with eleven teachers working part-time including six classroom teachers and the ESL, 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 Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>RFF Computer Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery 0.5</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL 0.8</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Music 0.6</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Indonesian 0.5</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance 0.4</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor 0.3</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</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 continues to enjoy a high level of staff retention. Following merit selection processes, a new staff member was appointed to replace a staff member who was promoted to an Assistant Principal position at another school and another staff member accepted a classroom teacher position in another staffing area. In addition, three temporary teachers were engaged for classroom and learning support teaching purposes. The proportion of staff retained from 2010 was approximately 90%.

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>74</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>117589.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>218185.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>107164.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>374872.56</td>
</tr>
<tr>
<td>Interest</td>
<td>9896.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>49088.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>876797.92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>113693.72</td>
</tr>
<tr>
<td>Excursions</td>
<td>64045.93</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>166487.90</td>
</tr>
<tr>
<td>Library</td>
<td>3555.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>13919.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>111471.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>49500.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48229.10</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>56277.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>32574.74</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>44580.41</td>
</tr>
<tr>
<td>Capital programs</td>
<td>24339.30</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>728675.60</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>148122.32</td>
</tr>
</tbody>
</table>

The balance carried forward includes committed funds for casual relief and School Learning Support Officers for the latter part of the year, goods on order and payment for three interactive whiteboards and 19 computers, grounds and building maintenance and asset replacement.

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the Parents and Citizens Association in March. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

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, Education Week Open Night and the Musical Evening;
- Stage 2 choir students performing at the Primary Proms Daintree Concert at the Sydney Town Hall;
- Stage 3 choir students performing at the Hills Festival at the Hills Centre and at the ArtsNorth Primary Concert at the Opera House;
- one of our Year 6 students performing a solo at the Arts North Concert;
- 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 as well as participating for the first time in the school's annual Music Camp; and
- five Northern Sydney Regional choir members and sixteen Stage 3 students chosen to perform at the 28th Schools Spectacular at the Entertainment Centre.

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 Dayan McLeod (String Group) and the talent of our conductors, Ms Jeanne Hope, Mrs Naira Yusofova, Mr Ian Baker and Mr Peter Walmsley OAM 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 in June resulting in Gold, Diamond, Diamond and Silver awards respectively;
- the String Group performing in the Festival of Instrumental Music Banksia Concert;
- band and String Group performances at school and local community events, including Recognition Assemblies and Presentation Day;
- a residential band camp at Galston Crusaders attended by 150 students including choir members;
- the Stage Band performing at the Hills Festival in June; and
- the Trombone Trio, comprising three Year 6 students, performing a solo item at the Primary Proms Daintree Concert in September.

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 2011 include:

- Year 2 dance group and Stage 3 dance troupe performing in the Sydney North Dance Festival in May,
- Stage 3 dance troupe awarded second place and the Year 2 dance group awarded Highly Commended in their respective sections of the Hills Spectacular Dance Festival; and
- selected students participating in the 2011 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. Year 2 students began recorder lessons to prepare them for our instrumental programs and Year 3 students continued to develop their skills in playing recorders.

This year, all students had the opportunity to prepare for and participate in two Musica Viva concerts, Zeeko and Tigramuna.
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.

Celebration of Performing Arts

In November, 245 enthusiastic students showcased their talents in a variety of band, String Group, choir, dance and individual item performances at our Celebration of Performing Arts Evening, held for the first time in our new school hall.

Art Show

The school's bi-annual Art Show was opened by artist, Andrew Smith, on Friday evening 9 September 2011. Our new school hall was a wonderful venue, with a piece of every child’s artwork on display, demonstrating the creativity and talent of our students in addition to the variety of techniques, media and colour used by the students to complete their masterpieces. Over 170 families visited the Art Show on Saturday 10 September to view the children’s work.

Sport

During 2011, 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 achievements include:

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 – Champion School 2011 in the Beecroft Zone Cross Country Carnival. The 10 years Girls’, Junior Girls’ and Junior Boys’ teams were Age Champions with five students progressing to the Sydney North Area Carnival; and
- Athletics – Four students represented the school at the Sydney North Area Carnival, with one progressing to the State Athletics Carnival.

Individual Sporting Trials

- many children successfully competed at zone trials in their chosen sports; and
- competitors were selected for area trials in softball, touch football and netball, with two students gaining selection for Sydney North in State Carnivals.

Primary Schools Sports Association (PSSA)

- successful participation by Stage 3 students in the PSSA competition in summer sports including softball and Oztag and winter sports including soccer and netball;
- in the summer competition, the boys’ Oztag teams finished as premiers and in winter, the netball team were runners-up; and
- Stage 2 students participated in a six week AFL Auskick program with 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 League Tag Gala Day and Milo Cup Cricket Gala Day; and
- Stage 3 students participated in the invitational Paul Wade Cup Soccer Gala Day.

Premier’s Sporting Challenge

- thirteen Year 2 – 6 classes participated;
- many classes 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 seeding grant was used to purchase new equipment, for training and development of staff and the successful running of Stage 2 and Stage 3 Gala Days in association with students from Pennant Hills High School; and

• continuation 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.

Personal Development, Health and Physical Education (PDHPE) programs

Our achievements in 2011 include:

• 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, endurance and skills, ball games and skipping;

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

• implementation of road safety, Bike Education and Life Education programs K-6.

Competitions

In 2011, students in Years 3 – 6 participated in the International Competition and Assessments for School (ICAS) in Science and Spelling with the results as follows.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Science</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>Distinctions</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>High Distinctions</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Enrichment

Thirty two Year 6 students participated in five tests in the Australasian Problem Solving Mathematical Olympiad (APSMO) in 2011, with five students achieving a top 10% ranking and a further thirteen students placing in the top 25% nationwide. The overall team score also achieved a place in the top 25% of schools nationwide.

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

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

In Year 3, the average mark for Reading was 483.1 compared to 473.1 for the Statistically Similar Group (SSG) and 415.6 for the state. 70.8% of our students achieved in the top two bands compared to 69.3% of the SSG and 42.8% of State Department of Education and Communities (DEC). Girls performed better than boys in the top bands of Reading.
In Year 3 in 2011, the average mark for Writing was 455.6 compared to 457.4 for the SSG and 422.4 for the state. 78.4% of our students achieved in the top two bands compared to 77.4% of the SSG and 56.5% of State DEC. Girls performed marginally better than boys in the top two bands.

In Year 3, the average mark for Grammar and Punctuation was 485.7 compared to 484.7 for the SSG and 422.9 for the state. 66.1% of our students achieved in the top two bands compared to 72.0% of the SSG and 46.2% of State DEC. Girls performed significantly better than boys in the top two bands.

In Year 3, the average mark for Spelling was 446.6 compared to 465.5 for the SSG and 422.9 for the state. 63.1% of our students achieved in the top two bands compared to 71.7% of the SSG and 47.9% of State DEC. Girls performed significantly better than boys in the top two bands.

In Year 3, the average mark for Numeracy was 462.0 compared to 448.7 for the SSG and 400.9 for the state. 76.9% of our students achieved in the top two bands compared to 61.2% for the
SSG and 36.4% for State DEC. Boys performed marginally better than girls in the top bands.

**Literacy – NAPLAN Year 5**

In Year 5, the average mark for Reading was 533.8 compared to 543.4 for the Statistically Similar Group (SSG) and 489.0 for the state. 54.8% of our students achieved in the top two bands compared to 58.2% of the SSG and 31.8% of State DEC. Girls performed better than boys in all areas of Literacy.

In Year 5, the average mark for Writing was 517.3 compared to 525.8 for the SSG and 486.6 for the state. 38.7% of our students achieved in the top two bands compared to 45.1% of the SSG and 24.1% of State DEC.

In Year 5, the average mark for Spelling was 527.9 compared to 540.3 for the SSG and 493.7 for the state. 53.3% of our students achieved in the top two bands compared to 58.7% of the SSG and 33.3% of State DEC.

In Year 5, the average mark for Grammar and Punctuation was 567.0 compared to 556.4 for the SSG and 500.7 for the state. 70.9% of our students achieved in the top two bands.
compared to 63.9% of the SSG and 37.4% of State DEC.

**Numeracy – NAPLAN Year 5**

In Year 5, the average mark for Numeracy was 534.9 compared to 553.2 for the SSG and 495.9 for the state. 45.1% of our students achieved in the top two bands compared to 55.2% of the SSG and 27.2% of State DEC. Girls performed marginally better than boys in the top two bands of Numeracy.

**Progress in literacy**

The average progress in NAPLAN Reading of matched students tracked from Year 3 2009 to Year 5 2011 was 50.5 compared to 78.1 for the Statistically Similar Group (SSG) and 74.0 for State DEC, with 50% of our students improving by one or more skill bands. Girls’ growth was slightly higher than boys’.

The average progress in NAPLAN Spelling for matched students was 58.3 compared to 75.8 for the SSG and 75.4 for State DEC, with 53.3% of our students improving by one or more skill bands. Boys’ growth was significantly higher than girls’.

In NAPLAN Grammar and Punctuation, the average progress for matched students was 87.8 compared to 90.9 for the SSG and 82.7 for State DEC, with 71.7% of our students improving by one or more skill bands. Girls’ growth was slightly higher than boys’.

Average progress for Writing 2009 – 2011 is not available due to the change in the Writing scale from Narrative to Persuasive.

**Progress in numeracy**

The average progress in NAPLAN Numeracy for matched students was 102.3 compared to 107.8 for the SSG and 95.8 for State DEC, with 60% of our students improving by one or more skill bands. Girls’ growth was significantly 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>Subject</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</td>
<td>97.0</td>
<td>98.5</td>
<td>97.0</td>
<td>98.5</td>
<td>98.5</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Subject</th>
<th>Reading</th>
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<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td>96.8</td>
<td>98.4</td>
<td>98.4</td>
<td>98.4</td>
<td>96.8</td>
</tr>
</tbody>
</table>
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 thirteen years. In 2011, all students were involved in a thirty minute Indonesian lesson each week for the duration of the 35 week program.

Year 1 to 6 students participated in the annual NSW Indonesian Competition with four students receiving awards for their efforts, including two Year 2 students taking first and second place in the K – 2 section and two Year 6 students taking first and second places in the Years 5 – 6 section.

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

In November, a delegation from Indonesia visited our school to gain insights into the teaching of Indonesian, as well as the professional development training of our teachers.

Winners of the 2011 NSW Indonesian Competition with Mrs Lagaida

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 2011 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 eight students with disabilities who received state funding. This enabled 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 up to twenty reading recovery levels by the end of their participation in the program, bringing them in line with their peers.

In addition, our school participated in the Literacy Lessons (L2) pilot, a new intervention program designed for Year 2 students most at risk in learning to read and write, the program’s goal being to reduce the number of students requiring long term intervention in Year 3 and beyond.

Aboriginal Education

The school has a small number of students who identify as Aboriginal people. Each Aboriginal student has a personal learning plan developed and reviewed in consultation with parents. Volunteer tutors from the Early Support Aboriginal Literacy Project have worked with our students on a regular basis each week which has been beneficial to the students and appreciated by the school.

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, students were able to purchase respect bands in recognition of NAIDOC Week.

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 through in-class support, team-teaching or small withdrawal groups. In addition, the ESL teacher provided valuable assistance to newly arrived children’s parents through organisation of meetings with interpreters to discuss student progress and needs and to provide explanations of our school programs and activities. The very successful Positive Parenting Program led by regional office staff was attended by a number of interested parents in May.

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 staff member who has been trained to deal specifically with any incidents of a racist nature. Our programs in school values ensure that there is little call for this service.

Participation in Harmony Day and 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 people from different backgrounds and for the contribution which all people make to Australia.

**Other programs**

**Live Life Well**

This year, our school participated in the *Live Life Well @ School* program. Our aim was to encourage students to be more active more often, as well as to focus on healthy eating habits.

To facilitate this, we developed a plan for the school based on the Health Promoting School Framework (curriculum, culture and community). The successful plan was awarded a $2000.00 grant from NSW Health.

To implement our plan, the school had a renewed focus on PDHPE programs with the aim being to improve the quality of teaching in physical education and nutrition education. Initiatives included the Crunch and Sip program, encouraging students to have a mid-morning fruit and vegie break and to have water in the classroom and newsletter snippets for parents regarding healthy eating and lifestyle. The school canteen hosted Fruit and Vegie month in November to promote healthy snacking and provided students with the opportunity to sample different fruits. Class gardens raised awareness of the “grow your own” experience, in addition to providing students and their families with delicious fresh produce.

We have revitalised playground game markings to encourage active play during recess and lunch breaks. We believe that providing children with the correct messages and experiences during their primary years will set them up for making the right personal health choices in later life.

**Environmental Education**

During 2011, the school has continued its focus on further developing students’ awareness, knowledge and understanding of the environment.

The successful application for a $1,100 Coles Landcare Grant to help Year 2 2011 establish a native bush tucker garden allowed the purchase of bush tucker seeds, seedlings, garden equipment and plant description labels for the native plants being reintroduced to the Bicentennial Garden on the K – 2 site. Midgen Berry, Lomandra Longifolia, Kangaroo Grass and Native Ginger, which our research revealed were native to our area, have since been planted and they have thrived in their new environment.

Year 2 continues to look after the worm farm which is also thriving and producing nutrients for our Bicentennial Garden.

Hornsby Council invited us to become one of the schools in the area to be part of their Ready Set Grow program aimed at encouraging and supporting the creation of sustainable school fruit
and vegetable gardens where concepts such as composting, consumption and recycling can be introduced. Kindergarten created a luscious and highly productive vegie garden during Terms 2 and 3 and enjoyed watering, weeding and eating the delights that they grew in their own vegie patch.

Other positive contributions to our environment have involved two new initiatives being trialled, the Mobile Phone Muster and the Hornsby Council Battery Recycling program. Both of these programs were very successful and will continue in 2012.

Paper recycling continued to grow at the school with Year 6 classes taking on the role of recycling duties on the 3-6 site and Year 2 continuing the tradition of recycling duties at K-2. All classes are more aware of the need to ensure that lights are turned off as they leave their classrooms to conserve resources.

Following the dedicated effort of Year 5 students in 2010, our school received a Northern Sydney Health Promoting School Seeding Grant valued at $1000 for the purpose of establishing a vegetable garden on the 3-6 site. At the start of the 2011 school year, six classes built their planter boxes and planted a variety of vegetables and herbs. Students have diligently cared for their plants and have been rewarded with a bountiful harvest. Many have experienced new taste sensations and been pleasantly surprised. They have also used knowledge gained in their establishment and maintenance of home vegie patches.

**Progress on 2011 targets**

**Target 1**

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

Our achievements include:

- increases of 12% in Reading, 11% in Spelling and 11% in Grammar and Punctuation by Year 3 LBOTE students in Bands 5 and 6, the top two bands of NAPLAN;
- 79% of all Year 3 students, 81% of girls, 76% of boys and 83% of LBOTE students achieved Bands 5 and 6 in NAPLAN Writing;
- 71.1% of all Year 5 students, 74.2% of girls, 69% of boys and 77.8% of LBOTE students achieved growth at a rate equal to or above one skill band in Grammar and Punctuation which was higher than the region;
- staff participating in a variety of professional learning activities and courses to further develop their knowledge and enhance their teaching practice in all areas of literacy; and
- 353 students from K – 6 successfully completing the Premier’s Reading Challenge, with 13 students achieving a Gold Certificate, signifying four consecutive years’ participation.

**Target 2**

**To increase our knowledge and understandings to strengthen K-6 numeracy programs, enhance girls’ learning outcomes and raise the numeracy achievements of all students to regional level and above.**

Our achievements include:

- a 20% increase in Year 3 students’ achievement in Band 6, the top band of NAPLAN numeracy, a significant improvement compared to 2009 and 2010;
- a 23% increase in Year 3 girls’ achievement in the top band of NAPLAN numeracy;
- a 15% increase in Year 3 boys’ achievement in the top band of NAPLAN numeracy;
- a 22% increase in Year 3 LBOTE students’ achievement in the top band of NAPLAN numeracy; and
- 60% of all Year 5 students, 71% of girls, 48.3% of boys and 72.2% of LBOTE students achieved growth at a rate equal to or above one skill band in each area of 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

Our achievements include:

- the successful updating of the school website with incorporation of the weekly newsletter, excursion notes, term calendars, photo albums of school events in addition to the provision of a variety of information relating to school programs, activities and policies;

- numerous opportunities for parents to provide feedback in response to surveys relating to the anti-bullying policy, parent satisfaction, key learning areas and extracurricular activities; and

- continued enthusiastic parent and caregiver involvement, attendance and support of a variety of class and whole school activities including Mother’s Day afternoon tea and Father’s Day breakfast which were very well attended.

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 2011, our school carried out evaluations of Planning and Human Society and its Environment.

Educational and management practice

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 Planning.

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

Background

Seventeen teachers, 212 students in Years 3 to 6 (120 boys and 92 girls) and 69 families out of a total of 359 families in the school participated. The survey was undertaken to inform the school of staff, students’ and parents’ perceptions of school planning with a focus on the school’s purpose or mission, planning to address emerging needs, the identification of school priorities and targets and effect on student learning outcomes and understanding of the processes for allocating resources.

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 90% of parents, students and staff responded that:

- the focus of school priorities and targets is improving student learning outcomes; and

- the school implements a comprehensive management plan.

Over 90% of parents and staff responded that:

- the school purpose or mission statement is responsive to changing needs and guides school activity; and

- school priorities and targets to improve school performance are identified through planned evaluation.

Students indicated this to a lesser extent.

One hundred per cent of staff indicated that school planning documents are developed with the support of staff, students and parents compared to 75% of parents and 74% of students.

One hundred per cent of staff indicated that the school’s planning processes are responsive to emerging needs compared to 84% of parents and 82% of students.

One hundred per cent of staff indicated that the processes to allocate resources are open and understood compared to 80% of parents and 58% of students.

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

Future directions

The responses from parents to the survey on planning were, in the main, very positive. The school will continue to work in partnership with parents, students and staff, and in addition to the current use of weekly newsletters, information
letters, school website and reports to P & C and SRC meetings, will investigate other means of involving parents in school planning and decision making and communicating the processes for allocation of resources.

**Curriculum**

**Background**

In 2011, 16 staff, 250 students from Years 3 to 6 and 70 out of the 359 families in the school invited to participate, completed surveys devised by the self-evaluation team about the key learning area of Human Society and its Environment (HSIE).

Responses were collated under Agree, Disagree and Neutral/Unsure.

**Findings and conclusions**

**Student responses**

Over 80% of students indicated that they enjoyed learning about their world and also about themselves and others. 75% of students expressed interest in their environment, whilst a smaller percentage, 60%, enjoyed learning about their heritage.

Students expressed their preference for being involved in working in small groups in HSIE. They indicated their enjoyment in learning about the past, in particular the history of Pennant Hills and the influence of the Gold Rush on Australia’s development. They also indicated their enjoyment of activities where they gained an appreciation of how systems work, such as government, and how people affect the environment.

Students stated that their favourite activities in HSIE included participating in related excursions, special days e.g. Gold Day, and having the opportunity to develop their own brochures and devise PowerPoint presentations.

**Staff responses**

All staff expressed the opinion that their classes have a positive attitude to HSIE lessons and associated activities. Staff indicated their satisfaction with the level of resources available for them to achieve syllabus requirements with their students. 85% of staff members indicated that they regularly use a range of technologies in classroom activities. All staff communicate student achievement through parent/teacher interviews and progress reports.

85% of staff indicated that their students had improved in their ability to apply knowledge acquired in a variety of ways and agreed that their students use a variety of skills including examining, describing, exploring and identifying to achieve the syllabus outcomes in HSIE.

**Parent responses**

In excess of 90% of parents responded that HSIE is an important subject for their child and that their child had developed new knowledge and skills in HSIE. Eighty nine per cent of parents responded that their child enjoyed learning about topics in HSIE, 83% responded that they are informed about their child’s progress in HSIE through reports and interviews and 79% of parents responded that they are informed about the teaching of HSIE through information sessions and written term overviews.

A small number of parents indicated that they were unsure in answer to some of the questions.

Several parents commented that they would appreciate more detailed information on their child’s progress in semester reports.

**Future directions**

In addition to the purchase of resources to enhance teaching and learning, the school will continue to provide opportunities for staff to attend professional learning opportunities in HSIE, including the use of interactive technology and preparation for teaching, assessment and reporting in aspects of the National Curriculum.

**Parent, student, and teacher satisfaction**

In 2011, 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 359 families in the school and completed by 67 families were as follows.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel welcome in the school.</td>
<td>99%</td>
</tr>
<tr>
<td>2. I feel the school takes my concerns seriously.</td>
<td>100%</td>
</tr>
<tr>
<td>3. The variety of specialist educational programs offered (Music, Language, Dance, Sport) is sufficient.</td>
<td>94%</td>
</tr>
<tr>
<td>4. I feel the access to and quality of information I receive about my child’s educational progress and achievement e.g. meetings, interviews with teachers, student reports is satisfactory.</td>
<td>88%</td>
</tr>
<tr>
<td>5. Teachers at this school provide a stimulating and challenging environment for my child.</td>
<td>99%</td>
</tr>
<tr>
<td>6. Teachers care if my child is not doing as well as he/she can and they can access appropriate resources to help.</td>
<td>84%</td>
</tr>
<tr>
<td>7. I am satisfied with the emphasis on basic reading, writing and mathematical skills.</td>
<td>93%</td>
</tr>
<tr>
<td>8. The school is always looking for ways to improve what it does.</td>
<td>90%</td>
</tr>
<tr>
<td>9. The school regularly praises and rewards students.</td>
<td>100%</td>
</tr>
<tr>
<td>10. I am happy with the quality of learning resources available for my child.</td>
<td>90%</td>
</tr>
<tr>
<td>11. My child is learning to take responsibility for his or her own actions.</td>
<td>99%</td>
</tr>
<tr>
<td>12. I am happy with the discipline in the school.</td>
<td>97%</td>
</tr>
<tr>
<td>13. I receive adequate notice of school events.</td>
<td>99%</td>
</tr>
<tr>
<td>14. I am satisfied with the safety of my child at school.</td>
<td>100%</td>
</tr>
<tr>
<td>15. I feel the opportunity for me to be involved in decisions affecting my child’s education at Pennant Hills PS is adequate.</td>
<td>87%</td>
</tr>
<tr>
<td>16. I access the school website to remain informed of programs/activities and events at the school.</td>
<td>60%</td>
</tr>
<tr>
<td>17. I am pleased with the external appearance of the school and its grounds.</td>
<td>97%</td>
</tr>
<tr>
<td>18. I am happy with the internal appearance of the school.</td>
<td>94%</td>
</tr>
<tr>
<td>19. I am satisfied with the information I receive about the school in “The Pennant”, on the website, information letters and the Annual School Report.</td>
<td>100%</td>
</tr>
<tr>
<td>20. I am happy with the opportunities to participate as a parent in the school community.</td>
<td>96%</td>
</tr>
<tr>
<td>21. I feel communication about school events and activities is good.</td>
<td>97%</td>
</tr>
</tbody>
</table>

Parents were also requested to indicate three things they value about our school and three things they would like to see improved.

The most popular inclusions were: the teachers (nurturing, caring, dedicated, committed, approachable, going the extra mile), the community (caring, sense of belonging), the wide variety of learning programs and opportunities available, the school grounds and the principal (visibility, dedication, commitment, hard-working, sensitive to the community). A variety of suggestions were made for improvements across all areas of the school and these are being considered in our planning for 2012 and beyond.

**Professional learning**

The focus for all teacher professional learning in 2011 has been on quality teaching with close alignment to school target areas. Total expenditure for professional learning for the year was $29,730.00 including $13,919.42 from school funds, with the average expenditure per teacher in 2011 being $991.00 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, training in the marking of persuasive text, Best Start Kindergarten Assessment, career development, cyberbullying, grief, mental health, Down Syndrome, Curriculum Accommodations and Adjustments, Gifted and Talented Education, Information and Communication Technology, NAPLAN analysis, Visual Arts and Music. In addition, all staff attended training in Cardio Pulmonary Resuscitation (CPR), Emergency Care, Anaphylaxis and Asthma management.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased knowledge and understanding to strengthen K – 6 literacy programs, enhance boys’ learning outcomes and raise the literacy achievement of all students to regional level and above

2012 Targets to achieve this outcome include:

- increasing the percentage of students in the top two bands (proficiency bands) in Year 5 NAPLAN Reading from 55% to 60%;
- increasing the percentage of students in the top two bands in Year 3 NAPLAN Writing from 79% to 80% and in Year 5 from 39% to 44%;
- increasing the percentage of students in the top two bands in Year 3 NAPLAN Spelling from 63% to 70% and in Year 5 from 53% to 58%;
- increasing the percentage of students in the top two bands in Year 3 NAPLAN Grammar and Punctuation from 66% to 71% and in Year 5 from 71% to 73%;
- a 5% increase in Year 3 and Year 5 boys’ achievement in the top two bands in NAPLAN Spelling and in Grammar and Punctuation; and
- 80% of Year 5 students achieving growth at a rate equal to or above one skill band in all areas of literacy.

Strategies to achieve these targets include:

- Teacher Professional Learning (TPL) at school and regional level to increase staff knowledge, understanding, teaching and assessment practices leading to differentiated teaching/learning programs to cater for all identified needs;
- staff analysis of SMART items, NAPLAN results, Best Start and K – 6 student work samples to identify whole school and individual students’ needs; and
- systematic and explicit teaching of phonics, word families and meanings, spelling rules and spelling strategies to encourage students to monitor and enhance their writing and use of spelling, grammar and punctuation.

School priority 2

Outcome for 2012–2014

Increased knowledge and understanding to strengthen K – 6 numeracy programs and raise the numeracy achievement of all students to regional level and above

2012 Targets to achieve this outcome include:

- increasing the percentage of students in the top two bands of Year 5 NAPLAN numeracy from 45% to 55%; and
- 80% of Year 5 students achieving growth at a rate equal to or above one skill band in each area of NAPLAN numeracy.

Strategies to achieve these targets include:

- TPL at school and regional level to increase staff knowledge, understanding, teaching and assessment practices leading to differentiated teaching/learning programs to cater for all identified needs;
- staff analysis of SMART/NAPLAN results and student work samples to identify whole school and individual students’ needs;
- timetabling of grade/stage mathematics groups and programming of activities and explicit teaching covering stage outcomes and areas of difficulty as identified in NAPLAN, Best Start and school based assessment tasks; and
- Stage 3 teaching/learning programs including agreed Community of Schools numeracy aspects of multiplication and division, place value, identification of decimals in expanded form, conversion of units of measurement and reading time.
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.

Mark Bryant  Classroom Teacher
Tracy Geary  Classroom Teacher
Jenni Lainson  Assistant Principal
Hilary McKimm  Reading Recovery/L2 Teacher
Jack Moran  Assistant Principal
Penny Willis  Principal
Alison Wilson  Parent Representative

School contact information

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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: