Our school at a glance

Students

In December 2012, 529 students were enrolled at Pennant Hills Public School, 32% of students being from language backgrounds other than English (LBOTE).

Students were grouped into 21 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 a variety of 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 2012 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 2012

Literacy – NAPLAN Year 3

In Year 3 Literacy, the school performed above both regional and state averages with 74.2% of students achieving in the top two bands in Reading and 72.2% in Writing. 63.9% of students achieved in the top two bands in Spelling and 77.1% in Grammar and Punctuation, with Reading, Writing and Grammar and Punctuation being higher than the regional average and all areas significantly higher than the state average.

Numeracy – NAPLAN Year 3

In Year 3 Numeracy, the school performed above both regional and state averages with 70% of the students achieving in the top two bands.

Literacy – NAPLAN Year 5

In Year 5 Literacy, 59.3% of students achieved in the top two bands in Reading, 25% in Writing, 62.5% in Spelling and 54.7% in Grammar and Punctuation, with Reading and Spelling being higher than the regional average and all areas significantly above the state average.

Numeracy – NAPLAN Year 5

In Year 5 Numeracy, 50% of students achieved in the top two bands, significantly above the state average.
Principal’s message

2012 has been a very successful year for Pennant Hills Public School with students, teachers and parents working together in a positive and caring environment.

I congratulate all students on their excellent achievements, academically as well as in the creative arts, on the sporting field and in their behaviour as citizens of our school.

Our students’ academic performance is high with 2012 NAPLAN results indicating Literacy and Numeracy results are significantly above state means and close to if not higher than Northern Sydney Region means.

Our students have been supported throughout the year by committed and dedicated staff who set high expectations and willingly involve themselves in a variety of programs, both in and out of school hours. The staff are an outstanding team who have an exceptional knowledge and understanding of our students within and beyond classrooms.

The Parents and Citizens’ Association has given tirelessly of their time and expertise, for the benefit of the whole school community. In 2012, their efforts added value to our school environment through the purchase of seven interactive whiteboards, resulting in all classrooms now being interactive. Teaching programs have been developed to ensure this technology is used in innovative ways across the school, thus maximising quality teaching and learning opportunities for all students. The P & C’s additional financial support of our Reading Recovery and Learning Support programs has further enhanced learning opportunities for students identified with special needs.

Our many creative art programs have flourished thanks to the support of parents and staff, with our choirs, bands, String and Dance Groups going from strength to strength. Students have also enjoyed a variety of stimulating cultural and performance experiences. In December, we farewelled Ms Jeanne Hope, Stage Band conductor, and Mr Ian Baker, Concert Band 3 conductor, who have made significant contributions to the school’s band program and the development of children’s music skills over many years. Jeanne’s and Ian’s dedication and commitment will be sorely missed.

Opportunities have further been provided for all students in drama through class and assembly drama performances, public speaking and debating and Year 4 students participated in theatre sports with students from Pennant Hills High School.

The specialist programs of gymnastics, dance, Physical Education, Health and Personal Development and Indonesian continued throughout 2012, providing further skill development.

In the Environmental Education area, our students have continued to increase their awareness of environmental issues and they have participated in a variety of environmental days, in addition to gardening and beautification programs as featured on both school sites. All of our environmental programs and activities are supported by parents and in particular, by staff, with one notable staff member being Mrs Hilary McKimm, whose vision, commitment, passion and dedication to our school environment, teaching and learning outcomes, was recognised through the presentation in November of the Northern Sydney Regional Director’s Environmental Sustainability Education Award.

We owe much to the team of people who participate in the life of Pennant Hills Public School and who contribute to make our school a better place for our children. Thank you for your generosity.

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

School Captains and Vice Captains with Mrs Willis
P & C message

It is a privilege 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, the P&C purchased and installed seven interactive whiteboards. All classrooms across both sites are now equipped with an IWB.

We applied for and were granted $16,000.00 from the State Government under the Community Building Partnership Program. We used the money from this grant, together with P&C raised funds, to build a new kitchen in the school hall equipped with two ovens, a fridge, microwave and dishwasher. The kitchen has been an asset for school and social events throughout the year.

A 52 square metre storage shed was erected on the K-2 site and being such a large facility, the school and the P&C are able to share the storage space.

The P&C explored the use of technology and established a website. The website can be accessed via the school website or from the following address http://www.phps-pandc.org/. The school directory, which is published for the use of the school community at the beginning of each year, was published electronically for the first time and distributed via email.

The P & C hosted two sessions of the Interrelate program for all families in Years 3-6 covering topics ranging from birth to puberty. In addition, the P & C organised three cybersafety sessions attended by staff, parents and all children in Years 3-6. Each group attended a session appropriate to their needs to learn about the potential dangers associated with being online.

The canteen and uniform shop continued to provide a well utilised service to the school community, with the uniform shop this year introducing MYOB and credit card payments.

With the support of two grants from Bayer Australia, we were able to purchase a large shade tent which will be used at sports carnivals and the fete. We were also able to refurbish the pitch at the cricket nets.

This year, the P&C welcomed the String Group as a sub-committee of the P&C. The annual music camp was held this year for the first time at Vision Valley. The String Group and the four school bands continue to showcase their talents with many public performances.

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 and have installed a new irrigation system to ensure that the oval remains in top condition.

A new playground renovation committee was established to investigate and coordinate the renovation of the play equipment and surrounding areas on the K-2 and 3-6 sites. The 3-6 equipment has been inspected and repairs made in line with Australian safety requirements.

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 $58,000.00. In addition, we held Mother’s and Father’s Day stalls, community barbeques, fundraising via local businesses, family portrait photographic sittings and sold the entertainment book. We updated and published the P&C information booklet, welcomed new parents to the school with “Tea and Tissues”, a welcome to the school year afternoon tea and we enjoyed another fun family weekend at Belmont in October.

We are proud to be able to support the highly effective teaching and learning programs by providing the school with $40,000.00 additional funding which has allowed for further learning support and Reading Recovery tuition for our children.

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 representative’s message**

In 2012, the Student representative Council (SRC) has raised money for a variety of different organisations including Stewart House and World Vision, by running many different fundraising activities.

We had a Loud Shirt Day, with monies raised to assist children who have hearing difficulties. Throughout the year, we continued to raise money for our World Vision child, Sadam.

We liked running the meetings and listening to the variety of ideas that the class SRC representatives brought along to discuss.

It was great fun being Vice Captains and the leaders of the SRC which provided us with so many privileges and opportunities.

We would like to thank Mr Moran who helped us with our organization, and the SRC representatives who attended the meetings throughout the year.

Eleanor Lidbetter  and William Perrett
Vice Captains/SRC Leaders

**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 531. Earlier in the year, the school enrolment was 522, including 264 boys and 258 girls. Student enrolments have increased over the last three years.

**Student attendance profile**

The majority of students have a high rate of attendance. In 2012, the whole school average attendance of 96% was slightly lower than the previous year.

**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.

**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 40 staff members in 2012, 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>
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</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>17</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>RFF Computer Teacher</td>
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</tr>
<tr>
<td>RFF Music Teacher 0.6</td>
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</tr>
<tr>
<td>Teacher of ESL 0.6</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Indonesian 0.5</td>
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<tr>
<td>Learning and Support Teacher 0.5</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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 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 2011 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>62</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38</td>
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**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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>$288124.94</td>
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<tr>
<td>Tied funds</td>
<td>$84555.64</td>
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<tr>
<td>School &amp; community sources</td>
<td>$452888.25</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>$1020084.59</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>$135440.34</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
<td>$5127.18</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>$852428.53</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$167656.06</td>
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</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, grounds and building maintenance and refurbishment and asset replacement.

A full copy of the school’s 2012 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 2012**

**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, 2013 Kindergarten parent orientation and the Musical Evening;
- Stage 2 choir students performing at the Primary Proms Coorong Concert at the Sydney Town Hall;
- Stage 3 choir students performing at the ArtsNorth Primary Concert and the Argyle Concert at the Opera House;
- one of our Year 6 students performing a piano 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 Christmas Market and the school’s annual Music Camp; and
- five Northern Sydney Regional choir members and sixteen Stage 3 students chosen to perform at the 29th 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 Silver, Platinum, Gold and Silver awards respectively;
- the String Group performing in the Festival of Instrumental Music Acacia Concert in August;
- Concert Bands 1 and 2 performing in the North Shore Primary School Music Festival in September;
- band and String Group performances at school and local community events, including Recognition Assemblies and Presentation Day; and
- a residential band camp at Vision Valley attended by 150 students including choir members.

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, Mara and Pastance.

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.

Musical Evening

In October, 250 enthusiastic students showcased their talents in a variety of band, String Group, choir and individual item performances at our Musical Evening held in the school hall.

Sport

During 2012, students at Pennant Hills Public School have participated in a variety of sporting, health and fitness 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 enjoyment and 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 2012 for the second year running 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 two to the State Carnival; and

- Athletics – Seven students represented the school at the Sydney North Area Carnival, with one progressing to the State and National Athletics Carnival.

Individual Sporting Trials

- many students successfully competed at zone trials in their chosen sports; and

- students were selected for combined zone and area trials in hockey, 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, softball and Oztag, and in winter sports, soccer and netball;

- in the summer competition, the Boys’ Oztag team and in winter, the Netball B team, finished the season as premiers;

- PSSA Ball Games Carnival – two Stage 2 and one Stage 3 teams winning their events, with an overall Zone placing of 2nd; and

- two students received Beecroft PSSA Area Zone Awards for their representation in PSSA Zone and National Championships.

Premier’s Sporting Challenge

- Fourteen Year 2 – 6 classes participated, with all classes achieving the maximum participation Diamond Award, averaging more than 560 minutes of exercise per week over a ten week period;

- The Premier’s Sporting Challenge seeding grant was used for training and development of staff, the release of teachers to develop a scope and continuum for Fundamental Movement Skills and the facilitation of the Sporting Challenge.

- A Stage 3 staff member took responsibility for the organisation and running of the Sports Leadership Program which provided additional leadership opportunities for Stage 3 students in their coaching of K – 2 students at lunchtimes in the development of basic games and sports skills.

Personal Development, Health and Physical Education (PDHPE) programs

Our achievements in 2012 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 fundamental movement 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;

- implementation of Road Safety, Bike Education and Life Education programs K-6;

- Stage 2 students participated in a six week AFL Auskick program with enthusiasm and success;

- an inclusive ‘Sports Tabloid Day’, involving every student K-6, providing leadership opportunities for all Year 6 students; and

- continued teaching of the ‘Keeping Myself Healthy’ program across K-6 to raise awareness of the importance of a healthy, active lifestyle and good nutrition.

Zoe and Eleanor – 2012 Beecroft BAZA Award winners
Other

Competitions
In 2012, students in Years 3 – 6 participated in the International Competition and Assessments for School (ICAS) in Maths and English with the results as follows.

<table>
<thead>
<tr>
<th></th>
<th>Maths</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td>Credits</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>Distinctions</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>High Distinctions</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Mathematics Enrichment
Thirty two Year 6 students participated in five tests in the Australasian Problem Solving Mathematics Olympiad (APSMO) in 2012, with two students achieving a top 10% ranking and a further eight students placing in the top 25% nationwide.

Public Speaking and Debating
During 2012, students participated in a number of class, school and district activities to develop their skills in public speaking and debating.

K – 6 students presented impromptu and prepared speeches relating to writing text types and topics covered in stage units.

Following Year 3-6 class and stage competitions, grade winners competed against students from other schools in the Hills Network Public Speaking Competition with the Year 3 representative winning her section of the competition. Two Stage 3 students participated in the Multi-Cultural Public Speaking Competition this year, with one student achieving a highly commended award.

Students from Stage 3 represented the school in the Inter-School Debating Competition. The debating team spoke very confidently, presenting convincing arguments which enabled them to win four out of five debates. In addition, two students were chosen to attend the Northern Sydney Regional Debating Camp.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Reading – NAPLAN Year 3

In Year 3 in 2012, the average mark for Reading was 474.3 compared to 474.8 for the Statistically Similar Group (SSG) and 419.6 for the state.

74.2% of our students achieved in the top two bands compared to 72.1% of the SSG and 46.7% of State Department of Education and Communities (DEC). Girls performed better than boys in the top bands of Reading.
Writing – NAPLAN Year 3

In Year 3, the average mark for Writing was 451.2 compared to 454.2 for the SSG and 418.7 for the state. 72.2% of our students achieved in the top two bands compared to 75.2% of the SSG and 53.4% of State DEC. Girls performed better than boys in the top two bands of Writing.

Spelling – NAPLAN Year 3

In Year 3, the average mark for Spelling was 468.2 compared to 473.0 for the SSG and 422.9 for the state. 63.9% of our students achieved in the top two bands compared to 71.4% of the SSG and 47.9% of State DEC. Girls performed significantly better than boys in the top two bands.

Grammar and Punctuation – NAPLAN Year 3

In Year 3, the average mark for Grammar and Punctuation was 489.3 compared to 485.5 for the SSG and 426.0 for the state. 77.1% of our students achieved in the top two bands compared to 75.8% of the SSG and 51.9% of State DEC. There was no difference in the performance of boys and girls.

Numeracy – NAPLAN Year 3

In Year 3, the average mark for Numeracy was 470.0 compared to 449.2 for the SSG and 400.2 for the state. 70.0% of our students achieved in the top two bands compared to 61.1% for the SSG and 36.5% for State DEC. Girls performed better than boys.
Reading – NAPLAN Year 5

In Year 5 in 2012, the average mark for Reading was 543.8 compared to 538.8 for the Statistically Similar Group (SSG) and 492.4 for the state. 59.4% of our students achieved in the top two bands compared to 54.3% of the SSG and 31.8% of State DEC. Boys performed significantly better than girls.

Writing – NAPLAN Year 5

In Year 5, the average mark for Writing was 496.8 compared to 519.0 for the SSG and 479.8 for the state. 25.0% of our students achieved in the top two bands compared to 39.2% of the SSG and 20.7% of State DEC. Girls performed better than boys in the top two bands.

Spelling – NAPLAN Year 5

In Year 5, the average mark for Spelling was 538.6 compared to 545.1 for the SSG and 502.9 for the state. 62.5% of our students achieved in the top two bands compared to 62.2% of the SSG and 38.8% of State DEC. Girls performed better than boys in the top two bands.

Grammar and Punctuation – NAPLAN Year 5

In Year 5, the average mark for Grammar and Punctuation was 543.0 compared to 553.2 for the SSG and 496.5 for the state. 54.7% of our students achieved in the top two bands compared to 57.8% of the SSG and 32.5% of State DEC. There was very little difference in the performance of girls and boys.
Numeracy – NAPLAN Year 5

In Year 5, the average mark for Numeracy was 529.2 compared to 546.1 for the SSG and 493.6 for the state. 50.0% of our students achieved in the top two bands compared to 55.9% of the SSG and 29.2% of State DEC. Girls performed significantly better than boys in the top two bands of Numeracy.

Progress in reading

The average progress in NAPLAN Reading of matched students tracked from Year 3 2010 to Year 5 2012 was 79.6 compared to 77.9 for the Statistically Similar Group (SSG) and 79.2 for State DEC, with 66.1% 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 107.3 compared to 93.7 for the SSG and 95.4 for State DEC, with 66.1% of our students improving by one or more skill bands. There was very little difference between girls’ and boys’ growth.

In NAPLAN Grammar and Punctuation, the average progress for matched students was 69.2 compared to 88.1 for the SSG and 81.3 for State DEC, with 66.1% of our students improving by one or more skill bands. Girls’ growth was slightly higher than boys’.

Progress in numeracy

The average progress in NAPLAN Numeracy for matched students was 104.6 compared to 106.2 for the SSG and 98.2 for State DEC, with 63.8% of our students improving by one or more skill bands. Girls’ growth was higher than the boys’.

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 2012, 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 three students receiving awards for their efforts, including a Year 2 student taking 2nd place in the K – 2 section, a Year 4 student taking 1st place in the Year 3 – 4 section and a Year 5 student receiving a Highly Commended award for her entry in the Year 5 – 6 section.

In July, the school hosted a three day visit by sixteen students and two teachers from Tangerang Sman 1 Indonesia. The students and their teachers were billeted by school families with many opportunities to share their cultural experiences and the Indonesian language, as well as working in classrooms to complete a variety of activities.

Indonesian students assisting with Kindergarten Masterchef

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

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

The Learning Support Team (LST) met regularly throughout 2012 to coordinate programs to support the teaching and learning of children with diagnosed disabilities, learning, social and behavioural needs. At the beginning of Term 3, a Learning and Support Teacher (LaST) was appointed to the school for five days each fortnight to work with the school’s LST by providing direct assistance to students with additional learning and support needs and their teachers. This has involved assessment, planning, implementation, monitoring and evaluation of teaching programs for identified students in conjunction with their classroom teachers, in addition to professional advice, support and mentoring to class teachers and the leadership of relevant professional learning activities.

The LST also coordinated the integration of two students with disabilities who received state funding and the support of six students with identified low needs. 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.

Aboriginal education

The school has a small number of students who identify as Aboriginal people. Each Aboriginal student has a personal learning plan with a particular focus on literacy, numeracy and attendance 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. 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 (LBOTE).

This year, our English as a Second Language teacher (ESL) worked three days each week to provide 84 students, including four new arrivals, 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 successful Living in Australia and English Conversation courses led by regional Equity staff were attended by a number of interested parents in Terms 2 and 3, and in Term 4 our ESL Teacher ran a very successful language course for parents, which was well received as well as providing an opportunity for social interaction.

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.

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

Environmental Education

2012 has been another exciting year for Environmental Education at Pennant Hills PS.

In K – 2, we completed our third year working with Hornsby Council and their Ready Set Grow program. The aim of the program is to create sustainable school veggie gardens and to ensure that students, teachers, parents and the wider community enjoy the long term rewards of creating, planting, harvesting and eating from their own food garden. The program has allowed us to expand our veggie patch and to produce some amazing crops for many students, teachers and parents at school to enjoy. In 2013 we will again be part of the Ready Set Grow program and look forward to expanding the veggie patch further.

Working in the veggie patch

The amazing array of food we produced inspired our Kindergarten teachers and students to have a MasterChef cooking experience at which they made hamburgers and added produce from the veggie patch.

Our worm farm numbers have expanded and we now have two worm farms running. We have relocated our worm farms and they are working very productively. The Year 2 students who look after the farms weekly have been very keen and have learnt a lot. Our gardens are looking very healthy with the regular watering with our worm wee liquid.

Students in Years 3-6 have been involved in the first year of the Ready Set Grow program. Our focus has been to develop, maintain and expand the vegetable garden started in 2011. We have added an assortment of citrus trees to our garden, as well as the beginnings of a rosemary hedge and some lavender to attract bees. Our mint has been a prolific grower and we have relocated much of it to a new garden bed around the oak tree. Students learnt how to separate and transplant runners, ensuring that when planted all roots were covered with soil. Stage 2 germinated and planted bean seeds as part of a science unit on plants and they are looking forward to a plentiful crop.

This year has also seen a reduction in the amount of green waste going into garbage bins. We have established a very effective composting system. Three large bays take care of grass clippings, leaves and tree trimmings, whilst two compost bins, purchased through the Ready Set Grow program, take care of fruit and vegetable scraps. Stage 2 classes are now compost experts, having been responsible for adding a mix of fruit and vegetable scraps, brown leaves and water to the compost bins.

The Green Thumbs Stall has operated very successfully Wednesday mornings with the money from all sales being used to purchase more garden supplies. Throughout the year students, parents and teachers have enjoyed the harvest from a variety of vegetables, especially our silverbeet. Carrots were a big hit for fruit break.

Decorating the 3 – 6 site watertank
In 2013 we look forward to being able to recycle more school waste on our K-2 site in our new compost bin system.

We have taken part in several environmental education initiatives throughout the year to expand the students understanding that we can all contribute positively to our environment including Clean-Up Australia Schools Day, School Tree Planting Day, Nude Food Lunch Day and Green Day as well as many others.

Progress on 2012 targets

Target 1
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.

Our achievements include:
- in excess of 70% of Year 3 students achieving the top two bands, Bands 5 and 6 in NAPLAN Reading, Writing, and Grammar and Punctuation, higher than the region in each aspect;
- increases of 6.5% in Writing, 2.8% in Spelling and 5.1% in Grammar and Punctuation by Year 3 students in Band 6;
- increases of 4.1% in Reading and 3.8% Grammar and Punctuation by Year 5 students in Band 6;
- a 5.5% increase in Year 3 boys’ achievement in the top band of NAPLAN Spelling;
- a 12.1% increase in Year 3 girls’ achievement in the top band of NAPLAN Writing;
- a 12.4% increase in Year 5 boys’ achievement in the top band of NAPLAN Reading;
- an 8.3% increase in Year 5 boys’ achievement in the top band of NAPLAN Spelling;
- an 5.0% increase in Year 5 boys’ achievement in the top band of NAPLAN Grammar and Punctuation;
- an 3.8% increase in Year 5 girls’ achievement in the top band of NAPLAN Writing;
- 59.3% of Year 5 students achieving in the top two bands, Bands 7 and 8 in Reading and 62.5% in Spelling, higher than the region in both aspects;
- 66.1% of all Year 5 students, 66.7% of girls and 66.7% of LBOTE students achieved growth at a rate equal to or above one skill band in Reading, which was the same or higher than the region;
- 66.1% of all Year 5 students, 66.7% of girls, 65.4% of boys and 66.7% of LBOTE students achieved growth at a rate equal to or above one skill band in Spelling with the girls’ and LBOTE growth being higher than the region; and
- 355 students from K – 6 successfully completing the Premier’s Reading Challenge, with one student receiving a Platinum Award signifying seven consecutive years participation and 19 students receiving Gold, signifying four consecutive years’ participation.

Target 2
Increased knowledge and understanding to strengthen K – 6 numeracy programs and raise the numeracy achievement of all students to regional level and above.

Our achievements include:
- 70% of Year 3 students achieving Bands 5 and 6 in NAPLAN Numeracy, higher than the region;
- an increase of 5.2% in Numeracy by Year 3 students in Band 6;
- 63.8% of all Year 5 students, 63.6% of girls, 64.0% of boys and 70.6% of LBOTE students achieved growth at a rate equal to or above one skill band in Numeracy with the girls’ and LBOTE growth being higher than the region;
- a 6.7% increase in Year 3 boys’ achievement in the top band of NAPLAN Numeracy; and
- a 2.7% increase in Year 3 girls’ achievement in the top band of NAPLAN Numeracy.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of teaching and the key learning area of Personal development, Health and Physical Education (PDHPE).

Teaching

The survey tool, SchoolMap, developed by the Department of Education and Communities (DEC), was used to collect information from parents, students and staff about teaching.

Background

Twenty two teachers and 100 students in Years 3 to 6 (48 male, 52 female) completed the survey online and 103 families out of a total of 372 families in the school invited to participate completed surveys, with 25% completing the survey online and 75% completing the paper-based survey. The survey was undertaken to inform the school of staff, students’ and parents’ perceptions of teaching with a focus on provision of curriculum, teaching programs and activities, the purpose of learning, classroom management strategies, assessment and reporting practices.

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 staff, parents and students were in agreement that:

- students are provided with a relevant curriculum and that what they are asked to learn is important;
- teachers provide class activities that are appropriate to students’ interests, needs and abilities;
- classroom management strategies maximise student learning; and
- teachers keep records of students’ progress.

Ninety five per cent of staff and 93% of students responded that students talk to their teachers about what they are learning and why compared to 64% of parents who felt this was the case.

Ninety six per cent of staff and 91% of students responded that teachers’ assessment processes and strategies are understood by students and parents whilst only 74% of parents indicated this is the case.

Future directions

General perceptions of the standard of teaching were very positive, although parent responses in particular indicated that there were a number of areas where parents were unsure of how systems and processes work.

One clear priority for teaching practice is to keep the emphasis on clear and consistent assessment criteria and for teachers to ensure that the criteria are clearly and fully communicated to students and parents.

Personal Development, Health and Physical Education (PDHPE)

Background

In 2012, 24 staff, 160 students from Years 3 to 6, 220 students from Years K-2 and 99 out of the 372 families in the school invited to participate, completed surveys devised by the self-evaluation team about the key learning area of PDHPE. Responses were collated under Agree, Disagree and Neutral/Unsure.

Findings and conclusions

Student responses

Over 80% of students indicated that they enjoyed participating in gross motor, sport and fitness activities and also learning about different dance styles. 90% of students thought that their sporting skills were improving. 93% of students understood the importance of participating in sport and fitness and 95% considered themselves as fit and active. 93% of students thought that they were able to cooperate positively with their peers during sport and fitness lessons. 92% of students knew about the importance of healthy eating, while a lesser 70% of students stated that they understood how their bodies grow and areas for further development compared to 86% of parents.
Change. 77% stated that they knew how to keep themselves safe at home and school.

Students expressed their preference for being involved in a wide variety of sports rather than a limited range, and learning new skills and rules for new games. They also indicated their enjoyment of playing sports with their friends.

Some Stage 3 students stated they find it somewhat awkward and embarrassing learning about how their bodies grow and change.

K – 6 Tabloid Sport Day

Staff responses
All staff indicated that they were familiar with the skills, knowledge and values of the PDHPE syllabus and that our school has adequate programs, policies and procedures to support the PDHPE program. The majority also stated that they felt confident in teaching the PDHPE curriculum to our students. Staff indicated that our sporting equipment continually needs to be updated to ensure that we had adequate quantities, as well as variety for students. 92% of teachers indicated their belief that our PDHPE programs promote self-esteem, a sense of belonging and positive personal health decisions for students.

Thirty seven per cent of staff expressed their desire for additional professional development opportunities and support in the area of PDHPE. 22% of staff also felt that our school PDHPE Scope and Sequence needed review to show sequential development of skills from K-6.

Parent responses
Ninety eight percent of parents responded that PDHPE is an important subject for their child and 89% indicated that their child had developed new skills in Games, Sport, Dance and Gymnastics during the year. Ninety six per cent of parents responded that their child is developing a good understanding about the importance of personal health and safety and 95% responded that their child is gaining an understanding of positive relationships with others. A small number of parents felt that they would like more useful reports about their child’s progress in PDHPE.

A small number of parents also indicated that they would like to see a greater emphasis on sports and games within the school, with more team sports being offered.

Future directions
In addition to the purchase of resources to enhance teaching and learning, the school has developed a K-6 Scope & Sequence for the development of Fundamental Movement Skills. The school will continue to provide opportunities for staff to attend professional learning opportunities in PDHPE, including preparation for teaching, assessment and reporting in aspects of the National Curriculum.

Parent, student, and teacher satisfaction
In 2012 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 372 families in the school and completed by 61 families were as follows.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pennant Hills is an attractive and well-resourced school e.g. classrooms, library, computer room and grounds.</td>
<td>95%</td>
</tr>
<tr>
<td>2. Our school is connected to its community and welcomes parental involvement.</td>
<td>98%</td>
</tr>
<tr>
<td>3. The school offers a wide variety of specialist educational programs (Music, Dance, Language, Sport etc).</td>
<td>99%</td>
</tr>
<tr>
<td>4. The students are the school’s main concern.</td>
<td>98%</td>
</tr>
<tr>
<td>5. The school has supportive student welfare programs (Child Protection, reward systems, discipline and Anti-Bullying policies).</td>
<td>95%</td>
</tr>
<tr>
<td>6. Pennant Hills PS is a friendly school which is tolerant and accepting of all students.</td>
<td>96%</td>
</tr>
<tr>
<td>7. Pennant Hills PS has competent teachers who have high expectations of achievement.</td>
<td>92%</td>
</tr>
<tr>
<td>8. Teachers at this school provide a stimulating and challenging environment for my child.</td>
<td>93%</td>
</tr>
<tr>
<td>9. A focus on literacy and numeracy is maintained at the school.</td>
<td>92%</td>
</tr>
<tr>
<td>10. I feel the access to and quality of information I receive about my child’s educational progress and achievement is satisfactory. e.g. meetings, interviews with teachers, student reports.</td>
<td>82%</td>
</tr>
<tr>
<td>11. The school promotes a healthy lifestyle.</td>
<td>97%</td>
</tr>
<tr>
<td>12. The school promotes its uniform policy.</td>
<td>86%</td>
</tr>
<tr>
<td>13. 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>96%</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 aspects valued were:

- the staff – caring, friendly, hard-working, cohesive, dedicated, patient, committed, willingness to support out of school hour events;
- the community - community spirit and values;
- the school grounds, play areas and open spaces; and
- the principal - leadership, approachability, attitude, involvement, quick response to parents and feedback.

A variety of suggestions were made for improvements across all areas of the school and these are being considered in our planning for 2013 and beyond. In addition, 18% of parents indicated that they are not satisfied with the information provided in the current semester report format which is aligned to mandatory state and federal government requirements. A new reporting format will be required when the National Curriculum is implemented in 2014.

**Professional learning**

The focus for all teacher professional learning in 2012 has been on quality teaching with close alignment to school target areas. Total expenditure for professional learning for the year was $15762.00 including $2122.00 from school funds, with the average expenditure per teacher in 2012 being $525.40 which included course fees and teacher relief.

This year, the school supported five new scheme teachers and five additional teachers maintaining accreditation at Professional Competence through mentoring programs and facilitation of attendance at professional learning courses.

Thirty one teaching 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 involving training in quality writing...
programs, spelling strategies, quality teaching and numeracy, technology, Best Start Kindergarten Assessment, drama and literacy, career development, cyberbullying, Ian Lillico sessions on Boys’ Education, Curriculum Accommodations and Adjustments, Gifted and Talented Education, Information and Communication Technology, NAPLAN analysis, Visual Arts and Music. Ten staff participated in 20 hours after-school training in Autism led by our Learning and Support Teacher. In addition, all staff attended training in Cardio Pulmonary Resuscitation (CPR) and Juvenile Idiopathic Arthritis.

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.

2013 Targets to achieve this outcome include:
- increasing the percentage of students in the top two bands (proficiency bands) in Year 5 NAPLAN Reading from 59% to 60% or above;
- increasing the percentage of students in the top two bands in Year 3 NAPLAN Writing from 74% to 80% and in Year 5 from 25% to 40%;
- increasing the percentage of students in the top two bands in Year 3 NAPLAN Spelling from 64% to 70%;
- increasing the percentage of students in the top two bands in Year 5 NAPLAN Grammar and Punctuation from 55% to 60%;
- a 5% increase in Year 3 and Year 5 boys’ achievement in the top two bands in NAPLAN Writing and a 5% increase in Year 5 boys’ achievement 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 and NAPLAN results, Best Start and K – 6 student work samples to identify whole school and individual students’ needs; and
- systematic and explicit teaching of meta language terms, punctuation, editing and proofreading skills.

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.

2013 Targets to achieve this outcome include:
- increasing the percentage of students in the top two bands of Year 5 NAPLAN numeracy from 50% 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; and
- timetabling of grade/stage mathematics groups and programming of activities and explicit teaching covering stage outcomes and areas of identified difficulty.
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
Melissa Coventry, Classroom Teacher
Tracy Geary, Classroom Teacher
Robyn Gilchrist, Assistant Principal
Hilary McKimm, Reading Recovery Teacher
Penny Willis, 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:


Dance Spectacular – 2012

Class 2 Zebras

Kindergarten Puppies

Class 3/4P

Class 5/6C