School context statement
In December 2014, 527 students were enrolled at Pennant Hills Public School, 33.6% 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, recorder group, public speaking, debating and sport. In addition, numerous opportunities were provided for students’ participation in a variety of competitions.

Principal’s message
In July 2014, I was privileged to be appointed to the position of Principal of Pennant Hills Public School. It is with great pride that I write this Principal’s Report as the new principal of Pennant Hills PS. Our school has a deservedly outstanding reputation in the wider community which is a credit to the students, staff and parents. I believe it is the commitment of all sections of our school community, past and present, who collectively have helped to make Pennant Hills the excellent learning community it is.

In 2014, 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.

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

Our students’ academic performance is high, with 2014 NAPLAN results indicating Literacy and Numeracy results are significantly above state means.

Gymnastics, Dance, Physical Education, Health and Personal Development and Indonesian programs continued throughout 2014. Students participated in the Bounce Back program designed to foster resilience and strategies to cope with adverse social situations. In addition, students had the opportunity to participate in a variety of competitions, eisteddfods and enrichment activities. Talented athletes represented the school at zone, area and state carnivals and a number of students were selected as team members of NSW PSSA teams.

Excellence begins in the classroom where dedicated teachers and motivated and focused 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. They provide valuable services and resources to the school and much needed and appreciated assistance and support to all members of our school community. Our P&C Association has given tirelessly of their time and expertise for the benefit of the whole school community. In 2014, their efforts added value to our school environment through the provision of the first stage of Wi-Fi connectivity in the school, the purchase of 60 iPads and the additional financial support of our Reading Recovery and Learning Support programs which has further enhanced learning opportunities for students identified with special needs.

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.

Anita Corney
Principal
P & C

It is a wonderful opportunity to contribute to the annual report and share in the great achievements of the school community in 2014.

The year started with a commitment to make a significant financial contribution to the school’s technology program. With the purchase of iPad’s and the installation of WiFi, the P&C contributed $50,000 towards the technology needs of the school and a further $16,000 towards playground works. The fete exceeded expectations and represented the bulk of the P&C’s fundraising, while the schools building fund also made a significant contribution. The P&C continues to support the Reading Recovery and Learning Support programs with a $48,000 funding contribution. This commitment will continue in 2015.

The Canteen Committee focused on pilot testing and the subsequent implementation of the Flexischools on-line ordering system. Building on the great work of 2013, Ms Carolyn Harriss led the canteen to another profitable year, while introducing healthier, homemade menu options including daily specials and summer and winter offerings. After feedback from parents, new options have also been introduced at the K-2 canteen with popcorn bags, sultana boxes and frozen fruit now available.

Throughout the year, the Uniform Committee continued to monitor the quality of our uniforms and have addressed many issues with ongoing discussions with suppliers. Three separate operating manuals have been created covering all aspects in the running of the Uniform Shop. The Uniform Shop continued its generous contributions to the P&C this year with donations of $17,000.

Some 93 children were members of the Band Program in 2014. The Music Camp, brilliantly organised by Mark Ramsey and a fantastic team of parent volunteers, saw approximately 135 children from Band, Strings and Choir come together for a weekend of music at Vision Valley. The culmination of the weekend was the wonderful final concert held in the sound shell on the lawns of Vision Valley. All four bands performed at our school fete, various assemblies and Kindergarten Open Morning. Stage Band performed at the Pennant Hills Big Band Biennale and both CB1 and Stage Band performed at the Musical Evening at Pennant Hills High School. CB1 and Stage Band performed at a wonderful evening of music at Turramurra North Public School. Our Concert Bands competed in the North Shore Primary School Concert Band Festival. Most importantly, the children’s musical achievements of the past year have surpassed all expectation, and are developing into wonderful musicians who are a credit to themselves, their parents, tutors, and our school.

The String Ensemble had a positive year in 2014 with an enrolment of 19 students. Throughout 2014 the Ensemble also performed at recognition assemblies, the school fete, and the Music Program Orientation Evening, all under the direction of Mrs Naira Yusufova. Once again, our Senior Festival Ensemble, tutored by Laman Yusufova, enabled more proficient students to showcase their skills by performing at the Festival of Instrumental Music at the Sydney Opera House in June. This was a wonderful opportunity for our senior students and we look forward to graduating new students to the senior group this year.

The Gardens and Ground Committee wonderfully led by Ms Chris Laing have successfully worked alongside other school families and staff to trim shrubs and hedges, weed, plant, establish garden beds, renew edging and spread mulch and softfall all while tackling the vital maintenance of our school gardens. Thank you to Jim Cox, our wonderful general assistant, whose diligent work on our lawns is the essential ingredient in maintaining the beautiful appearance of our school.

Thank you to all those that volunteered their time during the year to assist the P&C in its various activities, without the support of the broader community it would not be possible for the P&C to provide the assistance to the school.
While farewelling Mrs Penny Willis and welcoming Mrs Anita Corney, the P&C would like to express great appreciation to the teaching and administration staff for the efforts and contribution to the school community by creating a wonderful environment for our children to learn and grow.

Jamie Davidson
On behalf of the 2014 P&C Committee

Student representatives’ message

This year we’ve been involved in fundraising for our World Vision child, Sadam. We have enjoyed sending letters, birthday presents and Christmas presents to Sadam. Each term we had a special day where each child fundraised money. Some of these days included the capture the flag competition, Crazy Hair Day, Sport Jersey Day and a mufti day. We also organised the annual talent quest which was a lot of fun. Being SRC presidents was a great opportunity and it was a great feeling to help raise money for Sadam to improve the quality of his life.

Greta Kraszula and Connor Hindmarch
SRC Presidents

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>Male</td>
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<td>254</td>
<td>256</td>
<td>264</td>
<td>267</td>
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<td>258</td>
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<td>256</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>K</td>
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<td>94.8</td>
<td>96.8</td>
<td>96.8</td>
<td>96.6</td>
<td>97.0</td>
</tr>
<tr>
<td>1</td>
<td>96.0</td>
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<td>96.3</td>
<td>95.1</td>
<td>96.8</td>
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<td>96.4</td>
<td>96.6</td>
<td>96.2</td>
<td>95.5</td>
<td>95.7</td>
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<tr>
<td>3</td>
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<td>94.7</td>
<td>97.5</td>
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<td>Total</td>
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<td>95.6</td>
<td>96.7</td>
<td>96.0</td>
<td>96.5</td>
<td>96.1</td>
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</table>

Management of non-attendance

Compulsory school attendance is a legislative requirement in NSW and is recorded and monitored at school each day. Any non-attendance at school requires parents to notify the school with either an absence note or a medical certificate. Regular non-attendance or habitual non-attendance may be referred to the Home-School Liaison Officer for further action.
Workforce 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 38 staff members in 2014, with nine teachers working part-time, including four classroom teachers and the ESL, Reading Recovery, Learning Support, Music and Indonesian teachers.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>17</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>RFF Technology Teacher</td>
<td>1</td>
</tr>
<tr>
<td>RFF Music Teacher 0.6</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL 0.8</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Indonesian 0.5</td>
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</tr>
<tr>
<td>School Counsellor 0.3</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8</td>
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<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Every teacher has either a degree or diploma and a number of our teachers have postgraduate qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce. We do not have any teachers who identify as Aboriginal or Torres Strait Islander.

Professional learning and teacher accreditation

We are fortunate at Pennant Hills to have such an enthusiastic and dynamic group of teachers with a broad range of experience and areas of expertise. All teaching staff meet the professional requirements for teaching in NSW public schools.

Professional learning and staff development have been priorities this year. All staff have participated in a range of activities including regular weekly stage, grade and whole school meetings as well as individual and team projects. Teachers attended leadership and technology conferences, and workshops in early literacy, reading, comprehension, writing, grammar, numeracy, technology, gifted and talented education, behavior management and learning support. A major focus of our professional learning has been workshops and courses on visual literacy and integrating technology into classroom practice and the implementation of the new English Curriculum.

Beginning Teachers

From 2014, all permanent beginning teachers, those on their first permanent appointment with the Department were provided with the equivalent of two hours per week release in their first year to support probation. This additional time was used to support new teachers to participate in professional development, prepare lessons, receive advice and guidance from more experienced teachers, and provide extra one-on-one time with students and talk to parents.

In 2014 Pennant Hills has had two teachers and two mentors participate in a number of professional learning experiences based around Strong Start, Great Teachers induction guide. Mentors and teachers will continue to develop skills and competencies in 2015 to ensure exemplary teaching practice is further developed.
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>30/11/2014</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
<td>148088.30</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>36265.44</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>914605.46</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>206935.75</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

Student outcomes in all classes are consistently high. Cross-grade numeracy testing, standardised tests and class assessments all indicate that our students are performing strongly. The ‘Best Start’ data shows our new Kindergarten children are coming to school well prepared to commence formal learning. The ‘Count Me in Too’ (CMIT) and ‘Counting On’ programs have had a positive impact on student number work skills and student engagement. PLAN data, Teacher observation, standardised reading, spelling, comprehension tests and reading benchmarking reveal that 78% of our students are reading at or beyond chronological age levels.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

NAPLAN Year 3 - Literacy

In Year 3 in 2014, the average mark for Reading was 465.7 compared to 416.3 for the Statistically Similar Group (SSG) and 423.3 for the state. 70% of our students achieved in the top two bands compared to 72.3 of the SSG and 49% of State Department of Education and Communities (DEC). Boys performed better than girls in the top bands of Reading.
two bands compared to 68% of the SSG and 48% of State DEC. Girls performed significantly better than boys in the top two bands of Writing.

In Year 3, the average mark for Spelling was 435.7 compared to 418.8 for the SSG and 423.9 for the state. 70.6% of our students achieved in the top two bands compared to 70.9% of the SSG and 47.2% of State DEC. Girls and boys performance was very similar in the top two bands.

In Year 3, the average mark for Grammar and Punctuation was 469.4 compared to 427.1 for the SSG and 436 for the state. 67.6% of our students achieved in the top two bands compared to 76.3% of the SSG and 54.5% of State DEC. Boys performed better than girls in the top two bands.

NAPLAN Year 3 - Numeracy
In Year 3, the average mark for Numeracy was 418.6 compared to 401.6 for the SSG and 407.9 for the state. 41.5% of our students achieved in the top two bands compared to 65.3% for the SSG and 42.4% for State DEC. Boys performance was significantly better than the girls.

NAPLAN Year 5 - Literacy
In Year 5 Literacy, 69.1% of students achieved in the top two bands in Reading 23.7% in Writing, 61.8% in Spelling and 72.7% in Grammar and Punctuation, with all areas significantly above the state average.

In Year 5 in 2014, the average mark for Reading was 569.2 compared to 549.3 for the Similar Schools Group (SSG) and 504.7 for the state. 69.1% of our students achieved in the top two bands compared to 58% of the SSG and 35.2% of State DEC. There was little difference in the performance of girls and boys.

In Year 5, the average mark for Writing was 496.9 compared to 505.6 for the SSG and 474.1 for the state. 23.7% of our students achieved in the top two bands compared to 31.8% of the SSG and 17.6% of State DEC. Girls performed significantly better than boys in the top two bands.

In Year 5, the average mark for Spelling was 552.3 compared to 542.6 for the SSG and 507.1 for the state. 61.8% of our students achieved in the top two bands compared to 62.1% of the SSG and 42.8% of State DEC. Girls performed better than boys in the top two bands.

In Year 5, the average mark for Grammar and Punctuation was 574.6 compared to 556.7 for the SSG and 512.4 for the state. 72.7% of our students achieved in the top two bands compared to 66.6% of the SSG and 44.5% of State DEC. Girls performed significantly better than boys in the top two bands.

In Year 5 Numeracy, 50% of students achieved in the top two bands, significantly above the state average.
In Year 5, the average mark for Numeracy was 542.4 compared to 536.6 for the SSG and 494.3 for the state. 50% of our students achieved in the top two bands compared to 50.7% of the SSG and 26.8% of State DEC. There was little difference in the performance of girls and boys.

Progress in Literacy
The average progress in NAPLAN Reading of matched students tracked from Year 3 2012 to Year 5 2014 was 95.4 compared to 77.2 for the Similar Schools Group (SSG) and 78.4 for State DEC, with 80.4% of our students improving by one or more skill bands. Girls’ growth was significantly higher than boys’.

The average progress in NAPLAN Writing for matched students was 50.0 compared to 52.4 for the SSG and 49.8 for the State with 56% of our students improving by one or more skill bands. Girls’ growth was significantly higher than boys’.

The average progress in NAPLAN Spelling for matched students was 91.5 compared to 75.2 for the SSG and 79.4 for State DEC, with 72 % 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 92.6 compared to 77.1 for the SSG and 78.2 for State DEC, with 72% of our students improving by one or more skill bands. Girls’ growth was significantly higher than boys’.

Progress in Numeracy
The average progress in NAPLAN Numeracy for matched students was 75.0 compared to 90.5 for the SSG and 88.8 for State DEC, with 43% of our students improving by one or more skill bands. Girls’ growth was higher than the boys’.

Other achievements
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 and for a local Retirement village;
- Stage 2 Weemala choir students performing at the school fete, Primary Proms Kakadu Concert at the Sydney Town Hall;
- Stage 3 Ramsay choir students performing at the school fete, ArtsNorth Primary Concert and the Bennelong Concert at the Opera House;
- stage choirs performing at a variety of school events and also at local and community venues including the Danish Church Christmas Market, Epping RSL “Choir of Angels” program and the school’s annual Music Camp; and
- Stage 3 students participated in the Northern Sydney Combined Schools Choir concerts in the Town Hall, NIDA, Opera House and in the Schools Spectacular.

Instrumental Music and Band
The school has an outstanding band and instrumental music program run by a very enthusiastic and supportive committee of parents and teachers. Under the committed coordination of the Band Committee (Mrs Rachael Moessis – Secretary) and The String Committee (Mrs Dayan McLeod -Coordinator) and the talent of our
conductors, Ms Catherine Fluke, Mr Peter Walmsley OAM and Mrs Naira Yusafova, with the support of tutors, over 120 children have experienced the opportunity to be part of the instrumental music and band program this year. Achievements this year include:

- The string group performing in the Festival of Instrumental Music Acacia Concert in July;
- Band and String Group performances at school and local community events, including Recognition Assemblies and Presentation Day;
- Concert Band 1 and Stage Band combining with Turramurra PS for their concert evening; and
- A residential camp held at Vision Valley in March attended by over 150 students including choir members.

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;
- school records broken at the Swimming and Athletics Carnivals;
- success and exemplary behaviour at all zone carnivals by individuals and teams;
- Swimming – six competitors progressed to the Sydney North Area Carnival;
- Cross Country – Beecroft Zone PSSA Champion School 2014 for the fourth consecutive year. The 8-9 Years, 10 Years, 11 years and Senior Boys’ teams were Age Champions with eight students progressing to the Sydney North Area Carnival and two to the State Carnival;
- Athletics – Six students represented the school at the Sydney North Area Carnival, with one also being the Beecroft Zone Senior Boys Champion. One student progressed to the State Athletics Carnival;
- Ball Games – Stage 3 students participated in the Beecroft Zone PSSA Ball Games Carnival, achieving second place overall.

**Sport**

During 2014, 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.
Individual Sporting Trials

- many students successfully competed at zone trials in their chosen sports;
- students were selected for combined zone and area trials in rugby union and league, football, touch and cricket, with two students gaining selection for Sydney North in State Carnivals; and
- One student representing N.S.W. in the National Girls Football Championships.

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 P.S.S.A. competition, the Soccer B team finished the season as premiers, while the Boy’s Oztag and Soccer A teams were runners-up;
- two students received Beecroft PSSA Area Zone Awards for their representation in PSSA Zone teams and at Sydney North, State and National Championships;
- a Stage 3 staff member took responsibility for the organisation of the Beecroft Zone Athletics Carnival.

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

Personal Development, Health and Physical Education (PDHPE) programs

Our achievements in 2014 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;
- opportunities for Stage 2/3 students to participate in hockey, tennis, Rugby League and cricket sports programs;
- 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;
- continued teaching of the ‘Keeping Myself Healthy’ and ‘Live Life Well’ programs across K-6 to raise awareness of the importance of a healthy, active lifestyle and good nutrition.

Mathematics Enrichment

Twenty-seven Year 6 students participated in the five tests comprising the Australasian Problem Solving Mathematics Olympiad (APSMO) in 2014, with three students achieving a top 10% ranking and a further nine students placing in the top 25%
nationwide. Twenty-three students placed in the top 50% overall.

**Significant programs and initiatives – policy and equity funding**

**Aboriginal education**

Pennant Hills Public School is committed to Aboriginal education and the improvement of outcomes by aboriginal students in literacy and numeracy. The Aboriginal Education policy is being implemented for all Aboriginal students K-6, and staff have engaged in professional development on this policy. Personalised Learning Plans (PLP) have continued to be a whole school focus. Teachers, LaST and SLSOs have contributed to working towards students individual PLP goals.

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.

**Multicultural education and anti-racism**

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.

**English language proficiency**

In 2014 33.6% (177) of the children in our school were from non-English-speaking backgrounds (NESB). Of these students 32 were targeted to be part of the English as Another Language or Dialect EAL/D, previously known as ESL program.

This year our EAL/D allocation was 4 days per week. The EAL/D teacher’s role is to target NESB students who require assistance in speaking, listening, reading and/or writing in English.

Students are targeted in several ways:

- Individuals with limited English proficiency are withdrawn regularly for beginning English activities.
- Students are withdrawn in small grade or level groups for intensive language activities.
- Team teaching in classrooms, with the EAL/D and classroom teacher jointly planning and presenting lessons in various KLAS, with the EAL/D teacher targeting NESB children.

This year there was a continued enrolment of Kindergarten children in need of support as they began to communicate and learn in the English...
speaking environment. The EAL/D teacher was also involved in the school’s literacy program and through this supported the EAL/D children.

A number of newly arrived students who began with little or no English have enrolled this year. They are working on learning English while maintaining their first language. During parent/teacher interviews we have utilised interpreters to assist parents in understanding their child’s progress. Classroom teachers have also been supported with information sheets regarding student backgrounds and previous schooling. Team teaching and resources have been available to teachers to assist with the management of EAL/D student needs during whole class lessons and activities.

The multicultural make up of our school has created a rich environment of shared cultures. In recognition of this we again enjoyed our cultural heritage with Harmony.

Learning and Support
All students at the school are provided with opportunities and individual learning support to reach their potential (within the limits of available resources) through the Learning Support Team (LST) Program. The team supports students identified with learning disabilities or difficulties, and those who are gifted and talented (GAT). Specific programs are designed for those students with specific needs. Such programs include:

- Reading Recovery
- Student learning assistance
- Counsellor services
- Individual Education Programs (IEPs)

The LST met regularly to discuss and prioritise referrals from teachers and parents, and schedule students into the program. An ongoing referral process from teachers and parents ensures that students’ needs were addressed over the year, and students rotate in and out of the program. In 2014, all staff participated in training and development to:

- ensure programs cater for student with learning disabilities or difficulties.
- differentiate the curriculum to more effectively meet the needs of all students.
- up-skill teachers in e-recording of learning and support adjustments.

In 2014 Pennant Hills received RAM funding for students with learning support needs. These funds enabled the school to engage students and their parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs. The employment of School Learning Support Officers increased the level of students’ participation and engagement in learning and significantly improved students’ learning outcomes. Funds were also used to improve professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students’ additional learning needs.

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

Other significant programs and initiatives

Reading Recovery
Reading Recovery (RR) is a research-based early intervention program to increase reading and writing success. Time in the program varies according to student learning pathways, for example; level of phonic knowledge, use of meaning cue, fluency, reading of punctuation, known sight words and the use of all these items on text.

Students identified as needing extra help in Year 1 received RR assistance and all successfully completed the program. All Year 2 have progressed from their exit level and their scores
are within the required limits set for RR monitoring. All Year 3 students have progressed from their exit level and their scores are within the required limits set for RR monitoring. All students were within the required levels for Spelling, word recognition and Reading.

**Technology**

Pennant Hills Public School has continued to integrate the effective use of technology into teaching and learning throughout 2014. There is a fully equipped computer lab, along with a minimum of three computers, and an Interactive Whiteboard in each classroom. Throughout the year, Pennant Hills staff and students had the opportunity to participate in a variety of technology programs. These ranged from Stage 3 students engaging in the use of various web 2.0 tools, including Edmodo, Wikispaces, Weebly, as well as participating in a self-directed iTunesU project. Stage 2 has focused upon quality research using the PC computers. Stage 1 created presentations and Early Stage 1 developed the skills needed to access a computer, open and close programs and process word documents.

A major focus area this year has been the extension of our network. With the assistance of the P&C this has taken place via the installation of wireless access points throughout a large portion of both campuses. This technology has allowed for the continued development of mobile technology programs utilising iPads and netbooks for students and teachers.

**Environmental education for sustainability**

2014 has again been an exciting and productive year for Environmental Education at Pennant Hills Public School.

This year, we have continued to engage students in a wide variety of environmental activities.

The K-2 Garden Club has successfully continued this year, running three times a term at second half of lunch. This is run by a number of keen and enthusiastic staff members. Each year group has the opportunity once a term to participate in a variety of supervised activities such as harvesting, planting, weeding, collecting worm wee from the worm farms and diluting this to be used to enhance our vegetable gardens, watering the gardens with water from our water tank and putting fresh compost onto the gardens. This has again proven to be a great success with a large number of students volunteering each session.

The K-2 compost bins have been run again by Year 1 students who are responsible for their maintenance. The students are able to look at the start and end product of a compost bin and how it is utilised in the vegetable garden. The food scraps are collected from the K-2 staff room and brown material is added, the Year 1 students are responsible for turning the compost bins to create aeration. The acronym of ADAM (aliveness, diversity, aeration and moisture) is discussed to help students understand how to keep a compost bin healthy.

In June, another project undertaken by the Year 1 students this year includes the planting for the Bird Haven in collaboration with the Hornsby Council Bushland Nursery. Each student was able to plant a number of small plants to encourage and provide shelter and food for small birds. Over the next few years we will be able to watch it grow to become a dense area of native shrubs, grasses and groundcover.

The kindergarten students have been responsible for maintaining and utilising their new ‘pizza garden’. This is located near our vegetable garden.
and is split into segments with different ingredients growing that would be used in a pizza. The kindergarten students have subsequently used ingredients from this in their ‘Masterchef’ program.

The Year 2 students were once again responsible for the worm farm and recycling. Each Wednesday buckets are placed on the K-2 playground and food for the worms is collected. Year 2 are very keen worm farmers and always make sure the correct food is placed in the buckets.

We have completed another successful 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. We have planted a number of fruit trees in our new orchard close to the veggie garden. In 2015, we look forward to continuing our partnership with Ready Set Grow and expanding the vegetable garden for sustainable use.

School planning and evaluation 2012—2014

School evaluation processes

NSW public school conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out an evaluation related to educational and management practice in the area of Student Learning.

Educational Practice- Student Learning

A survey, using the Survey Monkey tool, was used to collect information from students.

Background

A survey tool was devised by the school executive team to gather information in relation to student learning. PHPS was concurrently in the process of devising the 2015-2017 Strategic Plan and the data collected from this survey was used to inform the planning process and assist in formulating 2015-2017 strategic directions, processes, products and practices for the school. The survey focused on the drivers of student outcomes—Positive Learning Climate, Learning Strategies, Rigor, Expectations for Success, Positive Student/Teacher Relationships, Grit, Social/Emotional Outcomes. The survey was administered to 275 Yrs 3-6 students.

Findings and conclusions

Student responses to questions are as follows:

- How much do you participate in class? 84% responded that they participated in class “Quite a bit” or “A great amount”.
- How focussed are you on the activities in class? 86% responded that they were either “Quite focussed” or “Very focussed” in class.
- Before you start working on your schoolwork, how often do you think about the best way to do it? 58% responded “Frequently” or “Almost always”.

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Findings and conclusions

- In excess of 90% of students indicated that Spelling is an important subject, that their spelling has improved this year and that their teacher helps them with spelling if they ask. 78% of students indicated that they enjoy spelling.

- Staff indicated that spelling programs were differentiated to cater for the needs of all students. All staff felt that a whole-school program would engender continuity and consistency of approach for all students.

- In excess of 80% of parents responded that spelling is important, that their child has developed new spelling skills, that the spelling program has been satisfactory this year, that they are confident to assist their child with spelling at home and that their child has been given adequate assistance at school to assist them with spelling.

Future directions

In response to the findings above the school will:

- explore a variety of spelling programs with the view to developing a whole school approach.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

- in excess of 70% of Year 3 students achieving the top two bands, Bands 5 and 6 in NAPLAN Reading, higher than the state;
• a 19.3% increase in Year 3 boys’ achievement in the top band of NAPLAN Reading;

• 26.9% increase of all Year 5 students, 20.8% increase of girls, 32.2% increase of boys and 45% increase of LBOTE students achievement in the top band, Band 8, of NAPLAN Reading;

• a 6.2% increase in Year 5 boys’ achievement in the top band, Band 8, of NAPLAN Writing;

• 69.1% of Year 5 students achieving in the top two bands, Bands 7 and 8 in Reading, higher than the state;

• 80.4% of Year 5 students, 83.3% of girls, 76.2% of boys, and 92.9% of LBOTE students achieving growth at a rate equal to or above one skill band in Reading, with the average scaled growth being considerably higher than the state;

• 56.0% of all Year 5 students, 60% of girls, 50% boys and 50% of LBOTE students achieving growth at a rate equal to or above one skill band in Writing, with the girls’ average scaled growth being higher than the state;

• 72% of all Year 5 students, 70% of girls, 75% of boys and 71.4% of LBOTE students achieving growth at a rate equal to or above one skill band in Spelling with the girls’, boys’ and LBOTE average scaled growth being higher than the state; and

• 72% of all Year 5 students, 70% of girls and 75% of boys and 100% LBOTE achieving growth at a rate equal to or above one skill band in Grammar and Punctuation with the average scaled growth being higher than the state.

Strategies to achieve these outcomes in 2014:

• Continued implementation of the National Curriculum English syllabus with ongoing Teacher Professional Learning (TPL) 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, PLAN and K – 6 student work samples to identify whole school and individual students’ needs;

• systematic and explicit teaching of meta language terms, punctuation, editing and proofreading skills.

School priority 2

Numeracy

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

• 50% of all Year 5 students achieving the top two bands, Bands 7 and 8 in NAPLAN Numeracy, 5.6% higher than the state;

• a 26.7% increase in Year 5 LBOTE students’ achievement in the top band of NAPLAN Numeracy; and

• a 24.7% increase in Year 5 boys’ and 34.2% increase in LBOTE students achievement in the top band of NAPLAN Number, Patterns/Algebra.

Strategies to achieve these outcomes in 2014:

• Continued implementation of the National Curriculum Mathematics syllabus with ongoing Teacher Professional Learning (TPL) 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;

• TPL to increase staff knowledge,
understanding, teaching and assessment practices, leading to differentiated teaching/learning programs to cater for all identified needs;

- systematic and explicit teaching of mathematical meta language and working mathematically;
- continued updating of resources and teaching materials to support the teaching of Mathematics; and
- increased timetabling of grade/stage mathematics groups and programming of activities and explicit teaching covering stage outcomes and areas of identified difficulty.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, 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.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our school plan defines the steps our staff will take progressively towards achieving improved educational outcomes and welfare programs for all students. The community is welcome to view our 2015 - 2017 school plan on our website from May 2015. The school plan was developed in collaboration with members of the school community. Detailed analysis of student performance data in combination with a situation analysis led to the formation of the following directions.

Pennant Hills’ strategic direction is important to the immediate and long-term future of the school. The Strategic Plan is underpinned by the School’s vision and will help to guide the school in meeting the teaching and learning, and social challenges of the future.

**Our Vision is:**

Our vision at PHPS is to empower students to become independent life-long learners, who are actively engaged and motivated. Our design of learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At PHPS staff and parents work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever-changing world.

**School Strategic Directions:**

1. **Empowered Students**
2. **Expectations of Excellence**
3. **Engagement**
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.

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