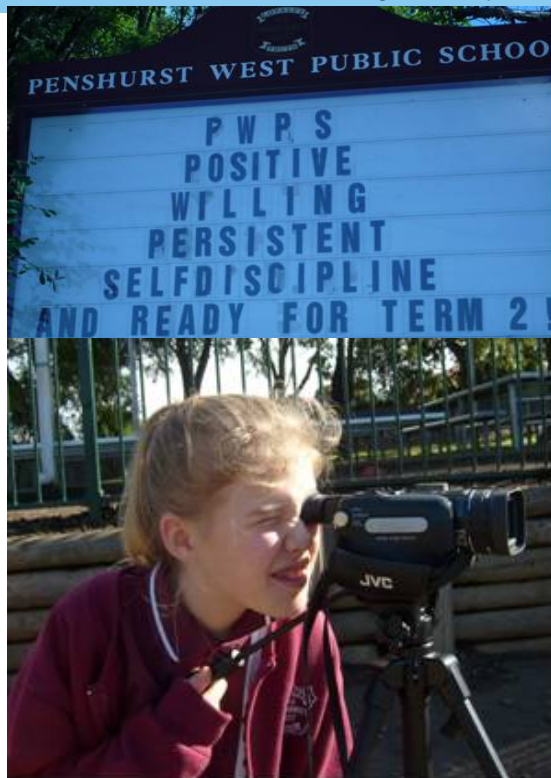


2009 Annual School Report Penshurst West Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

Penshurst West students are happy, motivated and attend their school where they love to learn.

Staff

The teachers and support staff at Penshurst West are highly regarded by the community for their professionalism, expertise and genuine care for students. They have a range of talents and abilities that allow the school to offer quality teaching and a wide range of extracurricular activities. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school increased the number of Creative Arts groups to include: three dance groups; two choirs; Kapahaka; guitar; visual arts; recorder, and keyboard.

There was an Art Show and two concerts involving every child in the school.

Interactive white boards are now available in all permanent classrooms.

Year 5 & 6 students competed in the KDC Go-Grains Challenge with SF winning the best pitch and SH winning the overall best advertising campaign.

Student achievement in 2009

Literacy – NAPLAN Year 3

The average mark for literacy in Year 3 was 420.4 compared to the state 424.6 with 79% of students in the top three bands compared to 77% in the state.

Numeracy – NAPLAN Year 3

The average mark for numeracy in Year 3 was 397.1 compared to the state 406.1 with 74% of students in the top three bands.

Literacy – NAPLAN Year 5

The average mark for literacy in Year 5 was 480.6 compared to the state mark of 500.4 with 55% of students in the top three bands.

Numeracy – NAPLAN Year 5

The average mark for numeracy in Year 5 was 482 compared to the state average of 502.8 with 53% of students in the top three bands.

Messages

Principal's message

2009 was a year when our school focussed on improvement. Our NAPLAN results showed that growth for students between Year 3 and Year 5 in literacy and numeracy were well above the state and district level. We improved the number of Sport and Creative Arts options. Teachers focussed on improving student results and improving student behaviour. This report outlines our success in all of these areas.

This year saw the beginning of the planning for our new classrooms. All permanent classrooms now have interactive whiteboards, a range of student computers and our teachers are at the forefront of using technology as an important tool for learning. Our technology learning centre is in constant use and our students are hugely advantaged as they prove they are confident users of computers.

Our new school uniform is well supported by students and their families. Our students take pride in their appearance and our new team sport shirts make our school stand out. This pride in appearance is reflected in the good behaviour shown on excursions or when representing our school. Penshurst West continues to be a place "where children love to learn".

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.

Merrilyn Jenkins

Principal



P&C message

The School's P&C will see a number of the 'old guard' moving on as their children leave for secondary school. As is often the case, the number of parents involved in looking after the school remains too few, and this can be attributed to how well the school is managed by the teaching and professional staff, as well as how lucky we are to have a degree of autonomous funding, through dedicated parental and student operation of Sam's Canteen, and the resulting investment in technology and other learning resources that this affords. As I mentioned to the incoming kindergarten parents, the P&C provides an opportunity for you to help direct and protect the interests of our children. Reforms in the types of foods that we serve at the canteen, as well as smart, sun safe and 'laundry' friendly uniforms, are all the result of parental interest and involvement.

Whilst the school continues to run well and the relationship between the parents, citizens and staff of the school is admirable, the continuation of this happy situation should not be taken for granted and relies on the development of goodwill as part of both ongoing planning and relationship building. The P&C should be a pre-emptive, rather than reactive body, and I would again invite all parents and community members to come along and help us to ensure that the P&C remains an active, future focussed, planning group.

Greg Briscoe-Hough
P&C President
Penshurst West 2009



School Council message

On a warm sunny morning back in 2001 our family began a unique and special relationship. This relationship was to forge friendships, to inspire learning, to develop communities and finally to shape what will become young men and women. I talk here of the day we commenced our oldest son in Kindergarten at Penshurst West Public School and I write this on the eve that my youngest son is finishing Year 6.

Nine years on and we are at the point of farewelling what we now call "our school". Our two sons have journeyed from Kindergarten to year 6 in an environment which has stimulated them, nurtured them, taught them and demanded of them inclusion, politeness and generosity. Apart from our family life Penshurst West Public School has been the single largest influence on our sons.

To inform some of you considering our school for your own children and to remind those of you who are fortunate enough to attend PWPS, some of the highlights over the last nine years as relayed by my sons are:

- Infants end of year concerts – we hold "Elvis fond in our hearts".
- The year 2004 and 2008 Scott's Brush Olympics with chocolate medals!
- School Camps to Point Wollstonecroft "The best Camp ever"
- Canberra and Ski trips
- Inaugural and ongoing Premiers Reading Challenge
- Push Cart Challenge
- Public Speaking Competitions
- The 50th Anniversary Celebrations and digging up the time capsule
- School Discos "Glow" disco and "Valentines"
- Mothers' day stalls
- Debating
- Crazy Hair and Themed Mufti Days
- All the PSSA sports – a fond memory of Mrs Furey learning about AFL!
- The erection of the shade shelter
- The successful application for and installation of air conditioning to all classrooms
- The hugely successful fund raising and funding of the Technology Lab
- The use and integration of connected classrooms
- Year 6 fun days
- Athletics carnivals with all the parents and teachers

- And unanimously and finally “the best playground/field in all of Sydney”

The entire list above has required one thing and that is EFFORT. Teachers, staff, parents, friends and the local community have put in a huge degree of EFFORT to make Penshurst West the school my sons loved to go to.

EFFORT to help
 EFFORT to fundraise
 EFFORT to BBQ
 EFFORT to bake cakes
 EFFORT to read in classes
 EFFORT to help out at carnivals
 EFFORT to go on excursions
 EFFORT to be present at events
 EFFORTS to ensure our children have fun and learn
 EFFORT to develop as teaching and executive staff
 EFFORT in classrooms, sewing, maths help etc
 EFFORT to believe in what can be done at a small local primary school

This list is endless.

As you reflect on our school or consider it for your child's future I sincerely hope you will look at what Penshurst West can do for your child. Additionally I hope you will acknowledge the superior effort by the staff led aptly by Merrilyn Jenkins, the Parents and Citizens Association and every single parent/helper who has put effort in to this wonderful school.

For our family's wonderful experience over nine years I say a humble thank you and wish this wonderful community continued success in turning out outstanding children who love to learn.

Liz Moore
President, School Council
Penshurst West 2009

Student representative's message

Our school, Penshurst West, participated in a wide range of activities and events in 2009.

The senior classes, SH, SW, SC, and SF all went to a two night, three day excursion to Canberra. We travelled to old Parliament House and New Parliament House. We were all lucky enough to see our Prime Minister, Kevin Rudd in a debate with former opposition leader, Malcolm Turnbull.

This year in remembrance of Sam Nakkan we held an assembly to name our canteen after him. A professional artist drew a caricature of Sam and we placed it on top of the canteen window. We

also wrote a little message to Sam on how much we remember him and the teachers put all the messages together to create a book that we gave to Mr and Mrs Nakkan.

In term two SH and SC participated in the KDC Techno Push Challenge. SH and SC worked extremely hard on their carts, and then raced them at Eastern Creek Raceway. Unfortunately both classes didn't win an award, but had fun trying.

In term three, eight students from Year 6 travelled to South Hurstville RSL to learn about poverty around the world. Four of those eight students participated in the eight hour challenge, where they gave up, furniture and food. These girls raised an excellent amount of money.

This year our school started Athletics. This is a fun maths website that encourages children to have fun whilst learning.

We also held a spelling bee in the hall for the whole school and a Year 6 maths bee at Peakhurst High School.

We also held a public speaking competition. Everyone participated and the finalists from each class competed against each other in the hall.

The SRC came up with the idea of raising money for the CanTeen Cancer Council by selling Bandanas. We sold them in the mornings before school and during recess. We raised a great amount of money!

SC, SH, SF and SW learned about why grains are so important to our daily diets. We also learned about advertising and how to sell our product. The classes travelled to Macquarie University to pitch our campaigns. SF won the best pitch and SH won overall best campaign. These classes were lucky enough to meet Justine Schofield from Master Chef.

WHAT A BRILLIANT YEAR!

Matt: Well where do I start? My time being School Captain has been brilliant. I have had a fun time helping and listening to each child at Penshurst West. I loved helping with the teachers and getting the chance to go on special excursions. I am going to miss everyone when I leave but I wish all the best to the future leaders and thank you for the great seven years that I have had!

Georgia: Throughout my time here at Penshurst West I have grown greatly, not only in maths, English and science but physically and mentally too. Being elected School Captain was one of the best experiences of my school years. Listening

and learning about my peers and teachers has been great fun. I am now ready for high school and it is all thanks to this school. I would like to congratulate the new leaders of our school and wish them all the best next year! This school is going to stay in my heart and I will remember it forever!

Georgia Phillips and Matthew Zunic
School Captains.

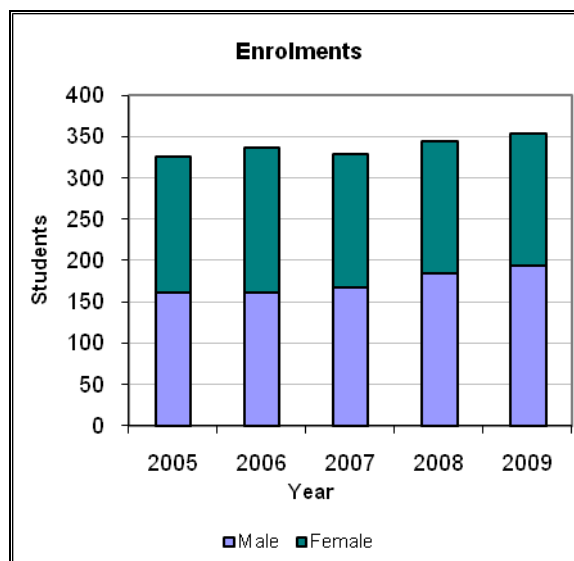
School context

Student information

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

Student enrolment profile

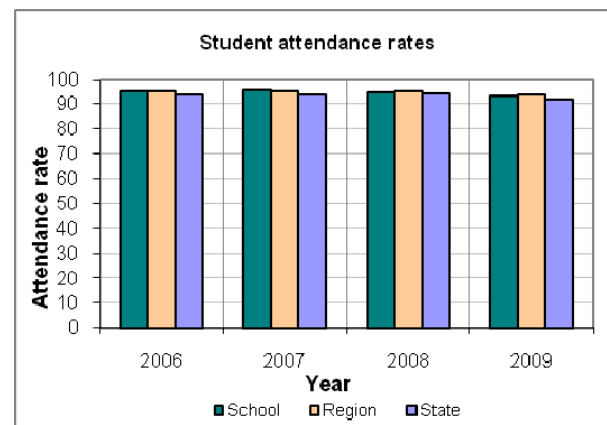
The school enrolment varied between 349 and 364 students. 52% are from culturally and linguistically diverse backgrounds.



Student attendance profile

Student attendance percentage by year.

	Year	2006	2007	2008	2009
School	K				94.9
	1				93.7
	2				90.7
	3				91.5
	4				94.1
	5				92.9
	6				93.7
	Total	95.1	95.9	94.5	93.1
Region	K				95.4
	1				94.9
	2				95.1
	3				95.2
	4				95.1
	5				95.3
	6				94.5
	Total	95.0	95.0	95.2	93.7
State	K				94.3
	1				93.7
	2				94.0
	3				94.1
	4				94.0
	5				94.0
	6				93.6
	Total	94.0	94.0	94.1	92.1



Management of non-attendance

Parents are required to send a note, email or SMS to the school if a student is absent. Absences that are not justified are followed up by a letter requesting a justifiable reason. Students who are consistently late to school are also followed up by either SMS or letter. Referrals are made to the Home School Liaison Officer where students are consistently absent without a valid reason.

Structure of classes

Classes were formed on a stage basis taking into account the different learning needs and learning styles of students. This year there was a 4/5/6 multi-age class formed for those students who needed differentiation and extension in their learning. Not all talented students were placed in this class.



Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
1 F	1	21	21
1 W	1	21	21
2 B	2	26	26
2 W	2	25	25
JUNIOR E	3	18	31
JUNIOR E	4	13	31
JUNIOR H	3	15	31
JUNIOR H	4	16	31
JUNIOR N	3	15	31
JUNIOR N	4	16	31
K M	K	19	19
K S	K	17	17
K1-O	1	4	20
K1-O	K	16	20
SENIOR C	5	14	29
SENIOR C	6	15	29
SENIOR F	5	14	29
SENIOR F	6	15	29
SENIOR H	4	9	31
SENIOR H	5	13	31
SENIOR H	6	9	31
SENIOR W	5	16	28
SENIOR W	6	12	28



Staff information

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	70
Postgraduate	30

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	11
Teacher of Reading Recovery	.42
Support Teacher Learning Assistance	.3
Teacher Librarian	.4
Teacher of ESL	1.2
Counsellor	.25
School Administrative & Support Staff (SASS)	2.922
Total	20.49

There are no indigenous members of the school workforce.

Financial summary

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

Date of financial summary: 30/11/2009

Income \$

Balance brought forward	97 232.39
Global funds	184 243.76
Tied funds	78 082.42
School & community sources	116 625.26
Interest	3 843.60
Trust receipts	19 242.15
Canteen	0.00
Total income	499 269.58

Expenditure

Teaching & learning	
Key learning areas	70 131.76
Excursions	48 929.52
Extracurricular dissections	27 388.46
Library	4 181.54
Training & development	16 083.85
Tied funds	91 580.14
Casual relief teachers	58 835.59
Administration & office	45 231.69

School-operated canteen	0.00
Utilities	28 709.07
Maintenance	28 601.24
Trust accounts	16 145.56
Capital programs	0.00
Total expenditure	435 818.42
Balance carried forward	63 451.16

The school purchased a new colour photocopier for \$17,799.54 and this is to be paid for in December 2009. Casual salaries of \$10,148 are to be paid in December 09 from tied funds for integration support. There is \$1558 in unpaid casual salaries to be paid in December 09.

The school has \$10,852.85 in uncommitted funds carried forward to 2010. The school will be applying for reimbursement of casual salaries due to extended staff illness and excess utilities expenditure due to increases in the cost of electricity.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



School performance 2009

The Penshurst West community values extracurricular activities in Sport and the Arts.

Achievements

Arts

This year students had the opportunity to participate in the following Arts activities:

- Whole school Art Show exhibiting student artworks based on famous artists.
- The Senior Choir and K-2 Choir, performed at the Hurstville Zone Music Festival.

- The guitar group (Acoustic Kids), keyboard group, senior and junior dance groups performed at the Hurstville Zone Music Festival. The guitar group went on to be recorded by 2NBC community radio and were interviewed on air about playing the guitar.
- The school chess team won the Southern Metropolitan Schools' Chess Teams competition.
- Creative Arts groups ran before or after school offering opportunities in dance, choir, keyboards, guitar, recorder or visual arts.
- Exceptional artworks by students from the visual arts group were chosen to be displayed as a part of the Sydney Region "Not just a Brush" exhibition At the Hazlehurst Gallery.



- All classes K-2 performed at the Infants concert, which took the audience on a trip with Alice in Wonderland on a trip to visit movies of the past. All classes 3-6 performed at the primary concert.
- A Maori and Pacific Communities Kapahaka group was founded and performed at the Presentation Assembly. The 45 students in the group sang and performed. The boys performed the Haka. Students from all cultures from across the school and the community met every

Friday afternoon to learn Maori language, culture and performance skills.

- Students in Year 6 represented our school in the Create South workshops for Gifted and Talented.
- One class took part in Primary Playday as a drama experience and performed for an audience of other schools.
- The Mobile Music Express bus provided after school lessons in piano and guitar.

Sport



This year Penshurst West participated in a number of sporting and physical activities. Our school has successfully offered a number of sporting opportunities including tennis, softball, t-ball, oz tag, newcombe ball, basketball, touch football, AFL, soccer, netball, rugby league and cricket.

Highlights of the sporting program include:

- Our successful swimming, cross country and athletics carnivals where a number of children went on to represent our school at district and area level.
- Premier's Sporting Challenge where all children in the school were encouraged to increase their daily physical activity time.
- Year 2 were involved in the two-week intensive swimming scheme.
- Year 3-6 school sport program continued to develop and maintain sporting skills required for sporting games.
- Individual students also excelled and were selected for district and area competitions in touch football (2), netball (2), cross country (2), athletics (6) and swimming (3)
- 1 student qualified for state in athletics.



Softball runners up

- Junior Mixed Oz Tag Team were Premiers at Dragon Tag Gala Day.
- Senior Boys Oz Tag, Boys T-Ball and Senior Girls Netball were Premiers in the Georges River PSSA.

Academic

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

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

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

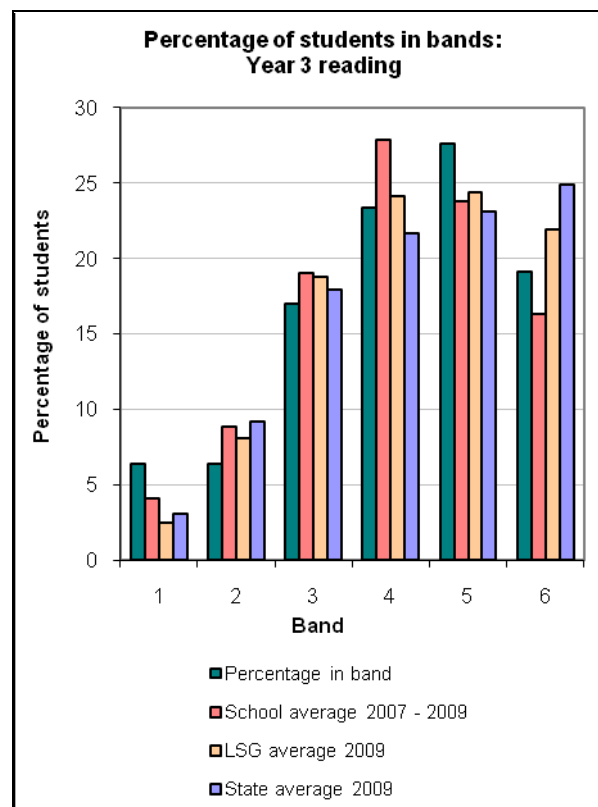
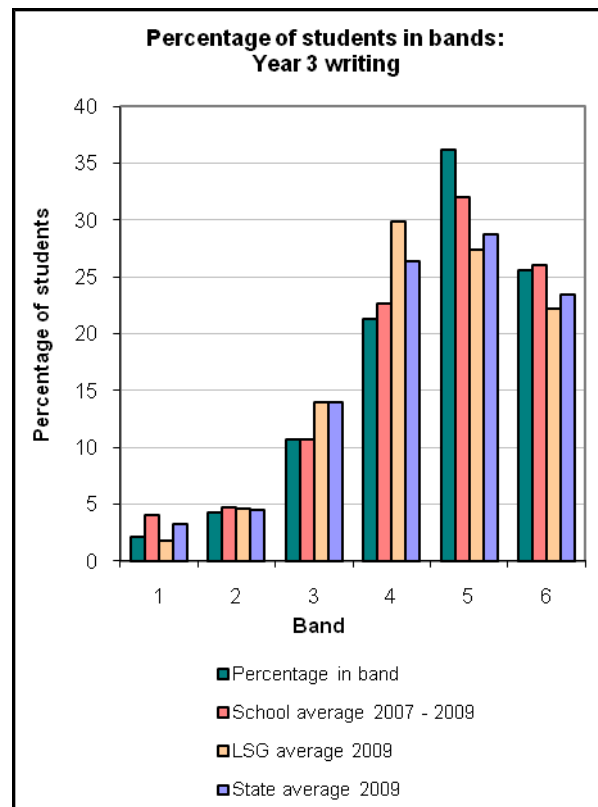
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

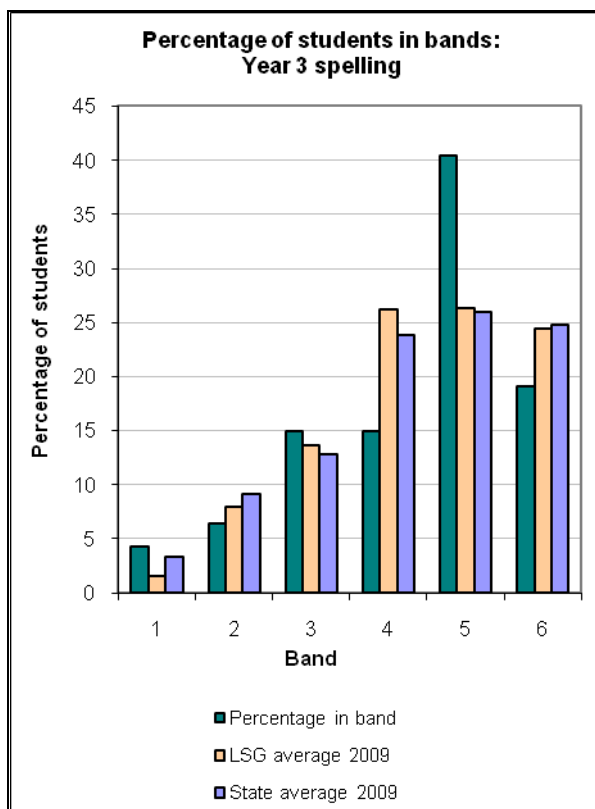
Year 3 literacy results show that literacy is almost at the state mean and just below the regional mean.

In reading there was room to improve locating information, identifying a postscript and interpreting character motivation. Students were strong at locating information directly from a simple text.

Year 3 writing and spelling were particular strengths where 62% of students were in the top two bands for writing and 59% in the top two bands for spelling. Boys' literacy was stronger than the result for girls' literacy.



In writing strengths were in developing a character and setting along with imaginative ideas. In writing there is room to improve in paragraphs and sentence structure.

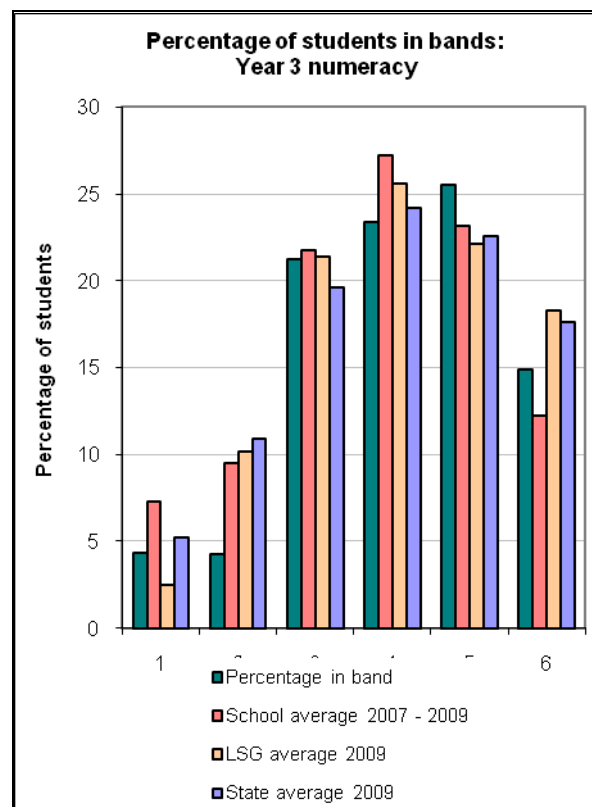
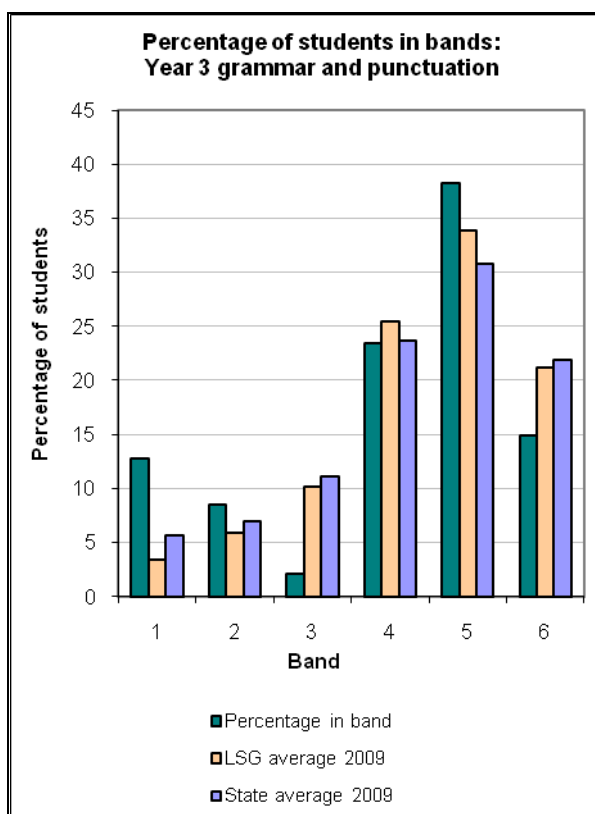


There is generally room to improve grammar and punctuation with improvement needed in questions, use of the correct tense and forms of verbs. Strengths were in the use of pronouns and using uppercase letters for proper nouns.



Numeracy – NAPLAN Year 3

Numeracy in Year 3 is marginally below the state mean with boys performing better in numeracy than the girls. Number patterns and algebra were slightly stronger than measurement, data, space and geometry.

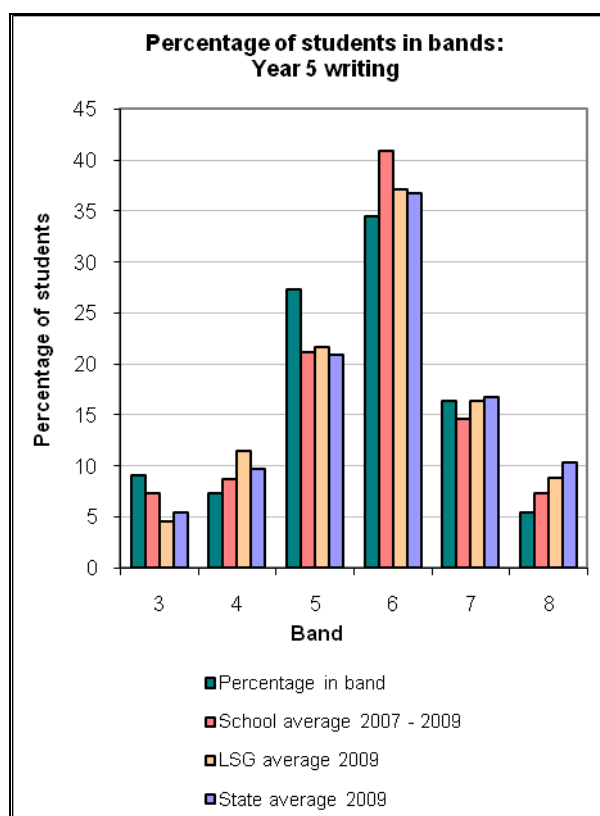


Year 3 students showed strengths in measuring length, reading the time and use of the calendar. There was room to improve in chance, fractions and decimals, 2D shapes and telling the time on the quarter hour.

Literacy – NAPLAN Year 5

In Year 5 literacy there is room to improve as the results are below the state mean.

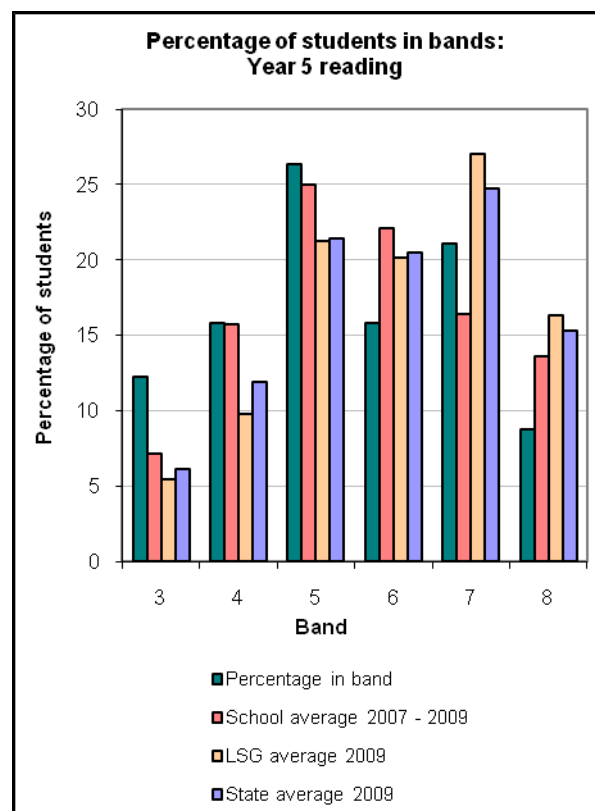
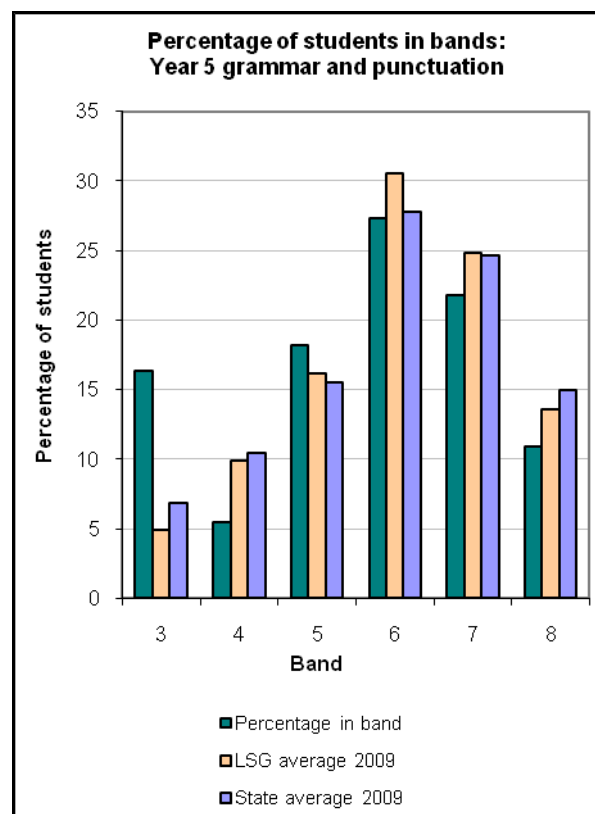
Year 5 girls were at the state mean while the results for boys were lower than the state mean. Writing is a real strength with mean results above the state and regional mean with boys achieving better results in writing than the girls. In grammar and punctuation 16.4% of students were below the minimum standard.

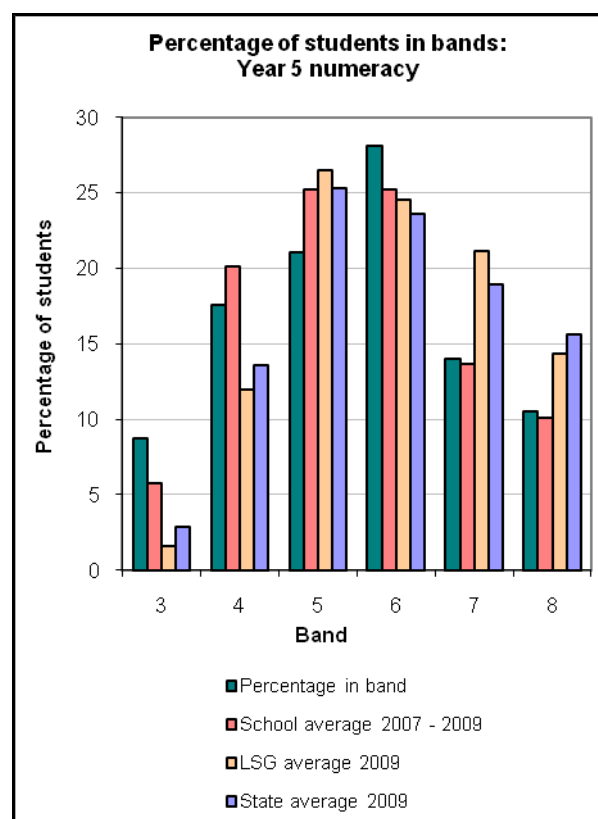
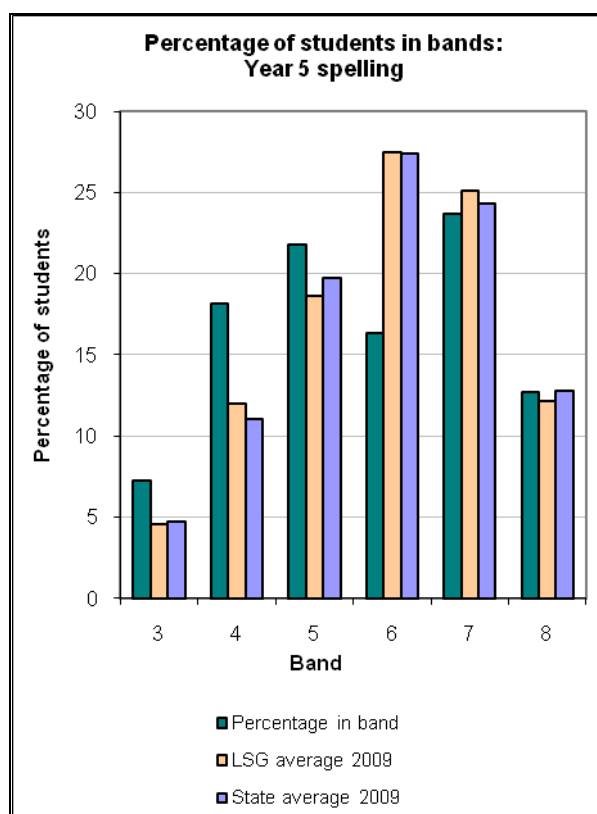


There is strength in spelling while reading, grammar and punctuation need improvement.

In reading students need to improve in identifying the main idea and effect, connecting information and ideas, interpreting pronoun references and identifying the meaning of a sub heading. There was strength in locating information directly stated in a text.

In writing there were strengths in imaginative ideas, however, there is room to improve in paragraphs, structure and sentence level features.





Numeracy – NAPLAN Year 5

Numeracy is just below the state mean. Boys' results are above the state mean while girls' results are below the state mean in numeracy. Number patterns and algebra are marginally stronger than measurement, data, space and geometry.

Strengths in numeracy include addition and subtraction of two digit numbers, telling the time and using a calendar. There is room to improve reading a time table, flipping 2D shapes, word problems, thinking mathematically, interpreting a balance scale, calculating elapsed time and calculating the area of a rectangle.



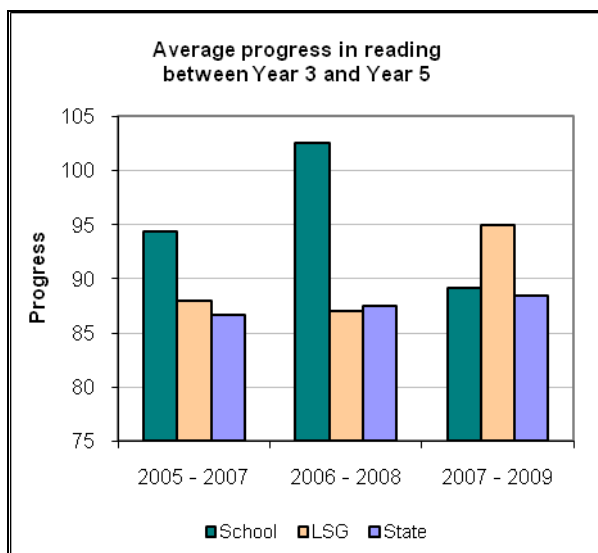
Progress in literacy

Penshurst West showed extremely strong growth in all areas of literacy exceeding the state on all measures.

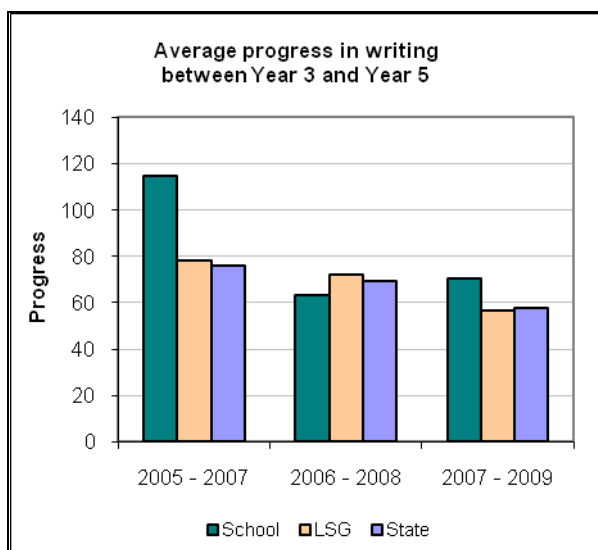
67% of students' results in Year 5 can be matched to their previous results in Year 3. Growth is an important measure as it shows how the school "value adds" to students' previously assessed levels.

In literacy the school's average growth was 83 which exceeded the state mean of 77.6. There was no significant difference between the growth of girls or boys in literacy. 60% of students exceeded or were equal to the state mean growth in literacy.

Reading growth was above the state with the school at 89 compared to the state growth of 87. In reading, girls grew more than boys. 80.5% of students had a mark above the 25th percentile. 58.5% of students grew more than the minimum growth measure.

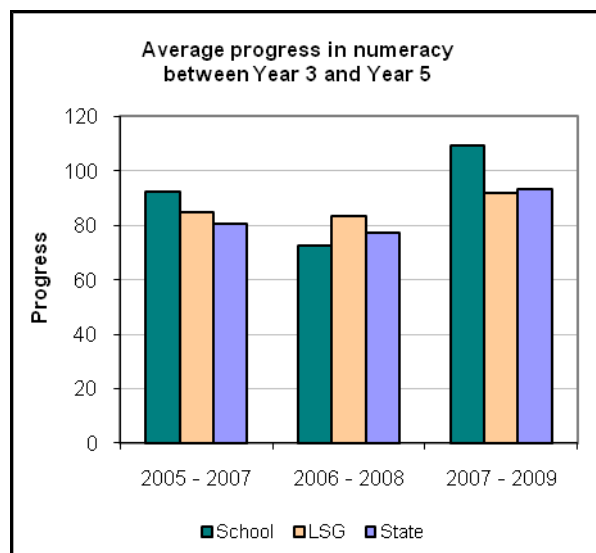


In writing the school grew at 70.4 exceeding the state at 60.2. 57.1% of students were at or exceeded the minimum amount of growth. 73.8% of students were above the 25th percentile. Boys grew more than girls in writing.



Progress in numeracy

Penshurst West showed extremely strong growth in numeracy exceeding the state on all measures. 72% of students' results in Year 5 can be matched to their previous results in Year 3. Growth is an important measure as it shows how the school "value adds" to students 'previously assessed levels.



In numeracy the school average growth was 109.1 compared to the state mean growth of 95.3. 75.6% of students were above the 25th percentile. 70.7% of students grew at or above the minimum amount of growth. This is an excellent result showing that support and intervention programs are making a real difference for our students.



Minimum standards

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	94
Writing	98
Spelling	96
Punctuation and grammar	87
Numeracy	89

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	88
Writing	91
Spelling	93
Punctuation and grammar	84
Numeracy	91

Significant programs and initiatives

Aboriginal education

In the course of 2009 all staff attended a half day training and development session. This session included an introduction to the Department of Education and Training Aboriginal Education Policy, a review of a wealth of resources presented by Dr Rhonda Craven and Mr James Wilson-Miller and a preview and discussion of the Sydney Region produced 'Dharawal Resource Kit – Sharing Culture' DVD.

The Dharawal Resource Kit includes interviews and Dreaming shared by Elders and people with local knowledge of the Dharawal Nation focusing on the Gweagal clan. Sections include Elders Welcome, Local Creation Story, Local Sites, Local Toolmaking and Bush resources.



We also commemorated Sorry Day with a special assembly and a fantastic day of activities, prepared by James-Wilson Miller, which included a sand painting master class by a guest artist and the painting of a giant boomerang. The boomerang is now on permanent display in our hall.

We were very proud that one of our aboriginal students received a "Deadly Kids Doing Well" award, presented at a ceremony at the Carriage Works Theatre. These awards are an initiative developed by the Department of Education and Training to celebrate the achievements of Aboriginal students across the 228 schools in the Sydney Region. The event aims to recognise the many Aboriginal students in the Region that are doing well and achieving improved results.



Multicultural education

54% of students at Penshurst West are from a non-English speaking background (an increase of 6% from 2008). As part of quality teaching, programs of cultural significance are embedded into class learning. Celebrations and religious holidays were studied as a part of the Human Society and its Environment key learning area.



This year three teachers of English as a Second Language (ESL) (6 teaching days) and a Maori and Pacific Communities' School Learning Support Officer worked on a part-time basis with targeted students to improve English skills. There were a significant number of "new arrival" students who received intensive English sessions.

A morning tea to welcome the Maori and Pacific Communities to our school was well attended. Initiatives of this group were the formation of the 'Kapa Haka' performance group which is run with the support of the parent community. A weekly Maori and Pacific Communities supported Playgroup meets in the school hall on Wednesdays. A 'Bollywood' inspired Indian dance group, taught by a parent with the assistance of staff, performed at the K-2 end of year concert. Our school has an anti-racism contact teacher and cultural and linguistic diversity is highly valued.



Maori students with Maori learning support officer

Respect and responsibility

This year has been a very productive and successful year for the students of Penshurst West. It has seen a focus on providing student leadership opportunities, reinforcing our school values amongst the student body and supporting our community.

Our student leaders have been involved in hosting formal assemblies and preparing and presenting at formal occasions such as ANZAC Day and Remembrance Day Services.

Through participation in our Monday morning values assembly students have gained a greater

knowledge and understanding of the values that are important not only to them as students of Penshurst West but also to them as young Australian citizens. During our weekly values assembly students who have earned merit awards during the previous week are presented with their certificates. Teachers announce the Value of the Week and one child who, during the previous weeks, has stood out as a role model is presented with the Values Bear for the ensuing week.

Contributing to the wider community is an important role played by the SRC that reinforces amongst the student body our core value of care. The school has supported the following causes during 2009:

- Jump Rope For Heart
- Red Nose Day
- Bandanna Day
- World Vision
- Stewart House.

Caring for our environment and the importance of understanding our global responsibilities is an important feature of school programs. With support from Energy Australia and students from a neighbouring high school senior students participated in a program focussing on developing an understanding of climate change and the development of an energy efficiency plan. As a result students are much more aware of the importance of energy saving practices and we look forward next year to a significant reduction in our power usage.

Students with Disabilities

Background

Students who require additional support are identified by class teachers and referred to the Learning Support Team. This team consists of the Principal, 2 Assistant Principals, Learning Support Team Co-ordinator, the School Counsellor, and the Support Teacher Learning Assistance (STLA). The Learning Support Team prioritises referrals, devises strategies to overcome issues at school level before referring to specialist departmental personnel and outside agencies when necessary.

Findings & Conclusions

The following support structures for students with disabilities are in place at our school:

- Specific programs co-ordinated by the STLA & ESL teachers to address the needs of identified students in literacy. These programs are carried out in collaboration with the class teacher.

- Individual and in-class support programs implemented by school learning support officers to assist students with behaviour modification and specific learning tasks across all KLAS.
- Specialist support in the form of Itinerant Support Teacher Integration and Itinerant Teachers Behaviour to provide strategies to assist class teachers, to manage the learning and social well-being of students with specific disabilities (O.D.D, Aspergers and Autism) and those with learning difficulties.
- Specialised Reading Support Classes outside school but within school hours. Follow up programs for these students are then carried out back at school when they have completed their program.
- Reading Recovery program with Trained Teacher for students identified in Year One with reading difficulties.
- Specialist support by the District Support Teacher Learning Assistance, District Support Teacher Hearing Impairment, District Support Teacher Behaviour, District ED Outreach Teacher and the District Assistant Principal Learning Assistance.
- An organised referral system through the school nurse to the Community Health Service for intensive intervention in the form of speech therapy, occupational therapy, respite care etc. Referrals for students with Occupational Therapy and Speech Pathology needs were made through the Enhanced Care program and Learning Links.
- Ongoing teacher professional learning and development courses.

Future Directions

An inclusive school culture will be maintained through constant monitoring of targeted students by the Learning Support Team.

There will continue to be ongoing tracking of students with support needs at class, stage and school level.

At the end of 2009 teachers will transition those students on individual learning plans on to their next teacher, if it is known, otherwise students will be transitioned to their next teacher first day back at school 2010.

At the beginning of 2010 staff will reflect upon current structures that have been used to target specific students in terms of specialist support, to see if these need to be modified or changed in

any way to best suit needs of the students and staff.



AFL runners up

Information and Communication Technology.

2009 has seen the continuation of the installation of interactive whiteboards into classrooms. A further five boards have been installed bringing the total to eleven throughout the school. It is anticipated that further interactive boards will be installed in 2010 as the school continues to make interactive whiteboards available to all classrooms.

The Technology Centre has been a valuable addition to the school's teaching and learning resources. To ensure equity of access every class has been timetabled in for a minimum of 2x45 minute weekly sessions resulting in 1:1 computer access for every student for at least 1½ hours every week. Further access to the school network is available from computers in every classroom.

Improved student access to computers has enabled the school to launch two new initiatives. 2009 has seen the school-wide introduction of Mathletics and Ziptales which are on-line Maths and English teaching and learning resources. The Lexile reading program has also benefitted with students having improved access to the associated on-line activities.

Class Senior H was involved in the state-wide "Jeopardy" competition which involved the use of the video conferencing facilities in the Technology Centre. The competition was conducted entirely on-line with Penshurst West mastering the technology to reach the Final. Professional development on the use of interactive whiteboards was able to be undertaken on site with the course being delivered to staff via the conferencing facilities.

The school has begun the process of developing a new website using the Schools Website Services as supplied by DET. The website is to be further developed as greater functionality of the service is made available to schools. The school newsletter, permission notes and calendar dates are now available from the website. SMSpresso is also used to communicate with the school community.



Student Welfare

The wellbeing of the students is always at the heart of everything we do at Penshurst West Public School. To this end our programmes and policies are under constant review. We are always looking for the most effective way to care for the development of the whole child.

This year was no exception. We have made a commitment to introducing *Restorative Justice* throughout the school. In 2008 three executive staff members were trained in *Restorative Justice* and began to use it in their dealings with children particularly in instances where a conflict needed to be resolved. During that year the Assistant Principal made two presentations to the staff about the background and processes involved in *Restorative Justice*.

In 2009 we further committed to becoming a *Restorative Justice* school, firstly by sending two more staff members to attend a course and secondly by booking Mr Terry O'Connell, who is a world authority on these practices, to run a whole day of training for staff on the second last day of the year. This training will be further supported by

another whole day of training for parents and children early in 2010.

A student welfare policy has been reviewed in the course of 2009 and ratified by the school council. The policy now reflects practices that are in keeping with restorative justice.

Students are becoming very good at naming what they see as a problem, and explaining it to the person or people who they feel are perpetrators. They always start by asking the question "what happened". Many of the children are able to conduct these sessions now without teacher intervention. The teacher often only observes while the students go through a series of steps to find a satisfactory resolution.

This system has major advantages for parents as well as teachers and there will be a major campaign to encourage parents to attend the training in 2010.

Two staff members also attended an excellent one-day seminar about bullying, again by a world leader in this field Mr Ian Lillico. Again the contents of this course will be communicated to the teachers, in this case on the last day of the school year. The Assistant Principal gained some excellent resources while at this course for helping with parenting particularly in the area of building children's resilience. These will be distribute in the course of 2010. In the meantime a visit to www.boysforward.com is highly recommended.



Senior netball winners

Progress on 2009 targets

Target 1



We will improve student literacy

Students will show growth in grammar and punctuation.

Our achievements include:

- Student results in grammar and punctuation as measured by class assessments 65% at sound or above which is the same as in 2008. Year 6 had 73% of students at sound or above and Year 5 had only 53%.
- Mean student growth in NAPLAN literacy for Year 5 was 83 compared to the state of 77.3
- 76% of students in Year 3 were in the top three bands for grammar and punctuation as compared to 62% in 2008. 60% of students in Year 5 were in the top three bands for grammar and punctuation as compared to 51% in 2008.
- 73.7% of students in Year 5 were above the 25th percentile in literacy.

Target 2

We will improve student numeracy

Students will show growth in number in 2009.

Our achievements include:

- Mean student growth in Year 5 NAPLAN was 109.1 compared to the state at 95.3 and 2008 72.6. This is a huge improvement.
- Class assessments show 76% of students at sound or above in Mathematics. (see results in Mathematics evaluation.)

- 79% of Year 3 students and 63% of Year 5 students were in the top 3 bands for Numeracy in the NAPLAN assessments. (2008- Year 5 -38%, Year 3 -63%)
- In Mathematics there was an average improvement between first attempt and final attempt of 46%. There were 5684 "star improvers" from our school and 5 students were identified as "top concept masters" averaging 99% of concepts mastered.
- In the University of NSW Mathematics competition 3 students received High Distinctions, 10 Distinctions and 13 Credits which is our best result ever.

School Priority Areas:

Technology enhanced learning:

- The connected classroom is in constant use.
- Video conferencing has begun.
- Interactive whiteboards are now in all permanent classrooms and one demountable.
- Technology use has been identified by the community as a school strength.



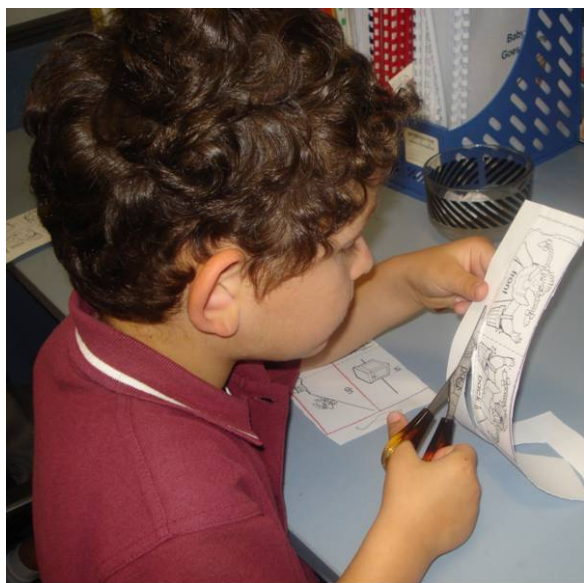
Making pushcarts

Quality teaching

- Senior H and Senior C took part in the Techno Pushcart Challenge making and racing “pushcarts”.
- All Stage 3 classes took part in the “Go Grains” challenge with Senior H winning the best “overall campaign and Senior F winning the best pitch.
- There were increased Creative Arts opportunities and more options available for students to perform.
- There was a K-6 Art show exhibiting student talent in the visual arts.
- Students in stage 2 worked with digital cameras and video making.

A safe supportive and friendly school.

- A new student behaviour and support policy was developed and the anti bullying policy was revised.
- A school emergency and response plan was developed and implemented.
- Senior W took part in the “Watch our Watts” program to encourage environmentally sound practices in electricity consumption.



Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture and mathematics.

Educational and management practice

In 2009 we evaluated School Culture using the “School Map” evaluations.

Background

Parents, senior students and staff were surveyed about aspects of our school culture.

Findings and conclusions

Students were overwhelmingly positive about our school. They were most positive that the school encourages students to learn and that they were proud of their school. They felt that the school appreciated having them as a student. It is noted that students were concerned that students did not always support what was happening at school and they were unsure if the school really knew about parents and the community it serves.

Staff were extremely positive about the school. They believe that staff understand and respond to the school community. They noted that the school encourages students to do their best and they are proud of their school. Staff believe the curriculum caters for the needs of students and that the school makes changes to continually improve what it does. The survey showed that not all staff support everything that the school does and that there is room to improve the staff sense of ownership of the school.

Parents were overwhelmingly proud of their child's school and that the school encourages everyone to learn. They note that the school is constantly trying to find ways to improve what it does and that leaders have a positive influence on the school. Surveyed parents show that there is room to improve the way the school makes changes to what it does and there is room for more parents to support what the school does.

Future directions

In 2010 the school will move towards engaging more parents with various programs and activities at the school. There will be more communication around important changes that happen. Staff will be encouraged to be more visible of their support for various school initiatives and the Student Council will be invited to take an important role in including all students in decision making and getting support for school changes and programs.

Curriculum

In 2009 we evaluated mathematics.

Background:

Numeracy was identified as a target with particular emphasis on number. In 2009 we introduced the online Mathletics program to support learning in number and mathematics. We surveyed parents about Mathletics and Maths homework. Staff assessed mathematics teaching and learning using a rubric.

Findings and conclusions:

88 parent surveys were returned. 98% of those parents surveyed wanted Mathletics to continue and are able to assist their child at home. Parents were overwhelmingly positive about the Mathletics program. 3% did not have the Internet at home. Parents requested that some homework on paper be also provided. It is important to note that when doing Mathletics students should have a work book or paper next to them so they can write their working down and then enter the answer into the program. 5% of those parents surveyed felt their child was not making good progress in maths. In general parents felt Mathletics was enjoyable, motivating and provided good results. Parents felt the program improved self confidence with maths while also improving computer skills.

Teachers feel that the school staff have a commitment to making numeracy a priority. The role of the school numeracy team needs to be strengthened and that the numeracy team needs to lead teachers in sharing assessment information across stages. The numeracy team purchased over \$6000 worth of new maths resources in 2009 to make sure classes had the materials they need to effectively teach maths. Training and development was provided to teachers based on perceived need. There is room for more professional learning in maths and teachers in Kindergarten to Year 2 undertook the "Count me in too" on line training. Syllabus implementation was seen as a strength. Teachers plan and cater for the needs of all students through a varied range of teaching and learning activities. There is room to improve support for those students who are experiencing significant difficulties in maths.

An examination of student mathematics results show:

Year	% at sound or above in November
1	81%
2	83%
3	78%
4	72%
5	60%
6	81%

These results show a need to work with Year 5 students who have learning difficulties in mathematics.

In **number** class assessments showed the following percentages at sound or above.

Stage	% at sound or above
ES 1	84%
Stage1 (yrs 1-2)	72%
Stage 2 (Yrs3-4)	68%
Stage 3 (Yrs5-6)	69%

This showed that as number concepts become more difficult, as students progress through the curriculum, less students are achieving at the expected level.



Future Directions

While maths programming and planning have improved there is still room to improve students' results in maths. A maths/numeracy team needs to lead staff professional learning in how best to cater for those students who are experiencing difficulty. Identified Year 5 students need to have a specific remedial program. Students can be identified by NAPLAN or class results and specific remedial programs need to be developed.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents' responses were overwhelmingly positive.

Areas of strength	For improvement
Caring teachers	Shade
Extra activities in Creative Arts	Sport in K-2
Computers, Interactive whiteboards and the technology centre.	Parking of cars in Scott St
The new uniform	Provision of a term plan
Parent involvement	P&C only in evenings
Sporting choices	Soap in the toilets

One parent wrote "Love that 'village' feel to the school, friendly staff and the facelift/new facilities. Keep it up!"

Staff were surveyed about the school.

Areas of strength	For improvement
Staff collegial support and flexibility	Communication and changes in routine
Technology across the school	ESL provision and consistency.
Air conditioning	Concerts- K-6
Facilities and workspaces	Consistency in discipline
Extracurricular activities	assemblies

Stage 3 students were surveyed about the school.

Areas of strength	For improvement
Friends	Upgrade the toilets
Teachers	Repaint basketball court lines
Extra activities	More shade and trees
Playground	Keep computers fixed
Computers and Interactive Whiteboards	Water tanks and a veggie garden

One child wrote "It gives you a good education and it gives kids a chance to show off their talent."

Years 3-6 were surveyed about bullying and bystander behaviour. Most students stated they would support the bullied person and get a teacher. One child wrote "I would get a teacher so the bully would get in trouble and maybe not do it again. If someone had already gone to get one I'd support the person being bullied." Students are encouraged to stand up for their friends and to report teasing or bullying.

Professional learning

Good teaching comes from keeping teachers up to date and informed of best practice. This comes through good professional learning opportunities.

In 2009 the school supplemented the \$11 844.80 received from the state government with \$16 038.85 from other sources. Professional learning also took place at the stage level. The average expenditure per staff member was \$1394.

This year on school development days staff were trained in:

Numeracy; Narrative writing; Digital education; Using the connected classroom; Aboriginal Education Policy and practice; Grammar and punctuation; Using NAPLAN results; Making Art; Welfare; Video editing; Quality teaching; Anti-racism; Count me in too; Restorative Practices and Child protection

The whole staff were also trained in Emergency Care, behaviour management, Athletics, OH&S plans, Epilepsy training, Count me in too, reading, drug and alcohol avoidance education.

Individual teachers attended training in : Kindergarten a Good First Year, Bridging the gap- Literacy, Bridging the Gap- numeracy, Interactive Whiteboard Training, Smartboard User groups, Kids Design Challenge, Reading Matters, Computer co-ordinator training, Reading Recovery training, ESL, Executive and Librarian networks.



School development 2009 – 2011

Targets for 2010

Target 1

We will improve student literacy

Students will show growth in writing.

Strategies to achieve this target include:

- Staff professional learning in writing at the sentence level and using technology to improve writing.
- Class needs identified through NAPLAN analysis.
- Talking and listening programs as a basis for improving writing.
- Targeted writing improvement in ESL and STLA programs.

Our success will be measured by:

- Student growth in writing in the NAPLAN with >80% in top three bands (2009- Yr 5-56%, Yr3-83%)
- Mean student growth in Year 5 NAPLAN writing of 80 as compared to 2009 -70.4.
- 80% of students having more than the minimum NAPLAN growth in writing as compared to 57% in 2009.
- Class assessments showing 80% of students at sound or above in writing.



Target 2

We will improve student numeracy

Students will show growth in measurement.

Strategies to achieve this target include:

- Staff professional learning in teaching measurement.
- NAPLAN data used to program and plan in measurement.
- Maths groups in class to allow for extension and remediation.

- Home learning using Mathletics closely monitored by staff.
- Use of technology in classrooms to support maths learning.

Our success will be measured by:

- 80% of students at sound or above in class assessments of measurement.
- 80% of students in the top three bands for measurement, data, space and geometry in the NAPLAN. (2009 – Yr3-72%, Year 5-57%)
- 80% of student growing above the minimum growth in NAPLAN numeracy. (2009 70.4%)



School Priority Areas

Technology enhanced learning

Students will grow in all areas of the curriculum as technology is used to enhance learning.

We will improve student outcomes through innovation in the use of interactive technologies for learning and teacher professional development.

Strategies to achieve this include:

- Interactive whiteboards in all classrooms.
- More use of the video conferencing facility.
- Staff training in use of smart software.
- Staff use of Smartdata to inform programming.

- Increased use of digital media, video making and digital cameras.
- Increased use of Internet based home learning.

Quality Teaching

Students will show improved outcomes as quality teaching is used to improve student learning.

We will improve quality teaching through improved teaching strategies that emphasise intellectual quality, significance and student engagement.

Strategies to achieve this include:

- Classes taking part in the Kids' Design Challenge.
- Increased Creative Arts opportunities.
- Maori and Pacific Communities initiative including supported playgroup, Maori School Learning Support Officer and Kapa-Haka performance group. These initiatives increase student engagement.
- Increased music learning in classrooms.
- Implementation of Aboriginal Education Policy and improved classroom learning opportunities for all students about Aboriginal culture. Identified personal learning plans for all aboriginal students.
- Increased leadership opportunities for staff.



Regional Spelling Champion.

A safe, supportive and environmentally friendly school

Student support programs will improve student engagement in a safe environmentally friendly school.

Strategies to achieve this include:

- Extended staff training and implementation of Restorative Practices.
- Implementation of new welfare and anti-bullying policy.
- Increased use of restorative circles to resolve student conflict.
- Installation of water tanks and sustainable garden around new buildings.
- Increased environmental education opportunities.

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.

Merrilyn Jenkins - Principal

Janette Hancock - Assistant Principal

Peter Nolan - Assistant Principal

Geraldine O'Brien - Assistant Principal

Julie Sando - School Administration Manager

Greg Briscoe-Hough - P&C President

Elizabeth Moore - School Council President

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

<http://www.schools.nsw.edu.au/asr>

