2008 Annual School Report
Penshurst West Public School

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

Students
Penshurst West students are motivated learners who share their learning journey with good friends in a well resourced and happy school.

Staff
The teachers and administration officers at Penshurst West are highly regarded professionals who work with parents and the community to offer the best education to our students. They have a range of talents and abilities that enable the students to have learning experiences that extend the standard curriculum. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2008 the school completed and officially opened the Technology Learning Centre.

Junior N won the “Screen It” student live action film national competition.
The chess team were the Australian national champions.
The choir, guitar group and recorder group performed for large audiences.
The school achieved gold status in the Premier’s Sporting Challenge.
Senior H entered the Push Cart Challenge while Stage 3 took part in the “Go Grains” challenge.

Student achievement in 2008

Literacy – NAPLAN Year 3
The average mark for literacy in Year 3 was 426.1 compared to the state 419.5 with 69% of students in the top three bands. 33% of students were in the top band for writing.

Numeracy – NAPLAN Year 3
The average mark for numeracy in Year 3 was 402 compared to the state average of 409.6 with 61% of students in the top three bands.

Literacy – NAPLAN Year 5
The average mark for literacy in Year 5 was 491 compared to the state mark of 497.4 with 58% of students in the top three bands.

Numeracy – NAPLAN Year 5
The average mark for numeracy in Year 5 was 480.9 compared to the state average of 489.1 with 38% of students in the top three bands.

Messages

Principal's message
2008 was a year of growth. Our school enrolments grew, our students grew in their learning and our facilities grew as we completed the Technology Learning Centre.

Students at Penshurst West now have the benefit of technology in all its forms supporting their learning. Our school community raised funds so that each stage has an interactive whiteboard. Each classroom has a digital projector and speakers. All classrooms have 3 or 4 Internet connected computers.

The new Technology Learning Centre has 31 computers so that each student has the opportunity to have their own computer. It has an interactive whiteboard and a video conferencing facility. Our incredible facility was built with money raised by our P&C and a Federal Government Grant. Technology is the key to student engagement and an important tool to make learning easier. Our students are hugely advantaged by the technology available to support their learning at Penshurst West.

Our library has been reorganised and our school is well resourced. Our teachers have attended a great deal of professional development in writing, reading and using technology. Parents have identified that we have an outstanding staff. Our students are highly motivated and demonstrate that Penshurst West really is 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
P&C message

Parental involvement in our school community continues to bring great benefit to students and staff alike. The retention of our volunteer staffed canteen, numerous smaller fund raising events such as film and disco nights, Mother’s and Father’s Day gift stalls and election day cake stalls and the like have ensured that our school has the means to undertake significant projects. These include the computer lab extension to the library as well as to supply books and specialist equipment to individual classrooms and stages.

I would, on my own and on the school community's behalf, like to thank those very special few parents who have donated considerable time and energy to the canteen, fund raising, uniform shop and general committee positions, as well as the school's staff, both teaching and administrative, who are no strangers to the activity of the P & C, and remain an integral part of this school’s consultative process.

Whilst many parents are prevented by circumstance from being involved in the planning and delivery of many of these projects, the general level of support and participation is both encouraging and welcome. As parents, we are obliged to care for our own children, but as citizens, we are also compelled to work together to ensure that all of our community is properly educated as we know that this not only benefits the child but in the longer term, our wider society.

Greg Briscoe-Hough
P&C President

School Council message

In 2008 our school has continued to go from strength to strength. Building on our previous 50th anniversary year we have seen the continued excellence of our school borne out in numerous achievements that are conveyed in this report.

I would like to reflect on the year gone and in particular the strength that is our school community.

On a perfect spring morning in October I had the great privilege to attend the opening of the computer lab. To the right of me students of our school watched, sang and listened intently - their behaviour and attention never faltering. Surrounding the students, our dedicated teaching and support staff, who bring excellence to our school and teach and support our students every day. On the microphone our principal revelled in the success of our school with a great deal owing to her zealous attainment of funds and her general passion for Penshurst West. I was surrounded by parents who each have brought energy and enthusiasm to the variety of tasks performed and monies raised.

This moment in the sun allowed me to reflect on the team that is our school community; the partnerships that exist and the hard work that sometimes goes unnoticed. It gives me pride to say that my children attend/attended this school.

2009 will bring more I am sure: more opportunities for our parents to become involved with our school and build lifelong friendships; more quality teaching from our enthusiastic teachers and more leadership from our tireless principal and her support and executive staff. Most importantly 2009 will build on the foundations and continue to be "A place where children love to learn."

Liz Moore
School Council President

Student representative's message

2008. What a year!

This year we have proudly participated in Technopush, Musical Festivals, Maths Olympiad, the 3-6 concert (featuring students’ talents and teachers’ imagination), Chess Internationals, PSSA seasons and sports carnivals (we even reached state level!).

We have also celebrated with the world for the Beijing 2008 Olympic Games by participating in games, producing flags from each class and most importantly, creating country names.

We’ve also proudly added to our school with a computer lab and ‘Smartboards’. We have improved our fitness with the Premier’s Sporting
Challenge, along with Stage 3 testing themselves at Point Wolstoncroft Camp.

In SRC, we have purchased claws to pick-up rubbish and have a patrol team to make sure the playground stays tidy. The SRC conducted a survey about new uniforms. We are all being Water Wizards, trying to save water.

Don’t forget the speaking spectacles on Public Speaking Night, marvellous mathematicians for Maths Olympiad and reading Remarkables for Book Week, ‘Fuel Your Mind’.

Coco: As School Captain I take pride in my great achievements including meeting new people, helping students and taking on such responsibility.

Trevor: As School Captain my highest achievement was working with the new kindergartens. I have developed communication with them, and I wish the very best for them next year!

What a Year!!!

Coco Finemore and Trevor Tan 2008 School Captains.

School Camp

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

Student enrolment in 2008 varied between 330-354 students. The school increased a class in July 2008.
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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1-2 U</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1-2 U</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>2 E</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>JUNIOR H</td>
<td>3</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>JUNIOR H</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>JUNIOR N</td>
<td>3</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>JUNIOR N</td>
<td>4</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>JUNIOR O</td>
<td>3</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>JUNIOR O</td>
<td>4</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>JUNIOR W</td>
<td>2</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>JUNIOR W</td>
<td>3</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>K F</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K M</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K-1B</td>
<td>K</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>K-1B</td>
<td>1</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>SENIOR F</td>
<td>5</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>SENIOR F</td>
<td>6</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>SENIOR H</td>
<td>5</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>SENIOR H</td>
<td>6</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>SENIOR R</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>SENIOR R</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed on a stage basis taking into account the different learning needs and learning styles of students. In July an extra Stage 2 teacher was appointed who worked with Stage 2 on extension and support programs.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>RFF/ part time teacher</td>
<td>1.046</td>
</tr>
<tr>
<td>Counsellor</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>17.806</td>
</tr>
</tbody>
</table>

Staff retention

In 2008 one Assistant Principal retired. The teacher librarian went to teach overseas and a new librarian was appointed on merit. Leave and unfilled vacancies were filled by temporary teachers. A new Assistant Principal was appointed to begin in 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was: 94.1%.

Teacher qualifications

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

Two staff members completed Teaching English to Speakers of Other Languages (TESOL) qualifications through distance education at Charles Sturt University.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th></th>
<th>Balance brought forward</th>
<th>Global funds</th>
<th>Tied funds</th>
<th>School &amp; community sources</th>
<th>Interest</th>
<th>Trust receipts</th>
<th>Canteen</th>
<th>Total income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>246 760.39</td>
<td>141 644.52</td>
<td>59 163.96</td>
<td>134 061.22</td>
<td>12 797.27</td>
<td>14 745.45</td>
<td>0.00</td>
<td>609 172.81</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th></th>
<th>Key learning areas</th>
<th>Excursions</th>
<th>Extracurricular dissections</th>
<th>Library</th>
<th>Training &amp; development</th>
<th>Casual relief teachers</th>
<th>Administration &amp; office</th>
<th>School-operated canteen</th>
<th>Utilities</th>
<th>Maintenance</th>
<th>Trust accounts</th>
<th>Capital programs</th>
<th>Total expenditure</th>
<th>Balance carried forward</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44 990.34</td>
<td>41 959.60</td>
<td>34 500.99</td>
<td>3 739.93</td>
<td>5 784.20</td>
<td>46 830.87</td>
<td>57 743.60</td>
<td>0.00</td>
<td>30 360.29</td>
<td>19 331.47</td>
<td>18 061.71</td>
<td>0.00</td>
<td>511 940.42</td>
<td>97 232.39</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

Achievements

Arts

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

- The Senior Choir, K-2 Choir and Year 2-6 Guitar Group performed at Westfield Hurstville during Education Week and also at the Hurstville Zone Music Festival.

- Junior N entered and won the Australian Centre for the Moving Image "Screen it" film awards for the best live action video. Their film “The Great Outback” was devised, filmed, acted and directed by students and featured the use of green screen technology.

- The Primary Recorder Group performed at Westfield Hurstville during Education Week and also at the Sydney Opera House as part of the Festival of Instrumental Music.

- Year 2 Beginner Recorder students performed at Westfield Hurstville during Education Week.

- The school Chess team won the Australian Schools Chess Teams competition defeating over 25 000 other students.

- Creative Arts groups continued to run for all classes throughout the year. Students had the opportunity to take part in choir, guitar, recorder, dance, arts, craft, video making, gardening and sewing.

- The Creative Arts Dance Group performed at school based events.

- All classes 3-6 performed at the primary concert, which had the theme “A Night at the Theatre”.

- All classes K-2 performed at the Infants concert, which took the audience on a trip around the world with drama, singing and dance.

- Students in Year 6 represented our school in the Create South workshops for Gifted and Talented.

- 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, Oztag, newcombe ball, basketball, touch football, AFL, soccer, netball and cricket.

The school junior and senior rugby league teams represented the St George District at the All School State Carnival and were also Premiers in the junior and senior Dragon Tag Gala Day.

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. 11 classes achieved Gold Level (average of 60 minutes per day of exercise per child). 2 classes achieved Silver Level (average of 45 minutes per day per child).

- Years 3-6 participated in karate lessons on a weekly basis for eight weeks.

- Year 2 were involved in the two-week intensive swimming scheme.

- K-2 continued to develop sporting skills through minor games and fitness activities.

- Year 3-6 school sport introduced a new skills based sports program which focused on developing and maintaining sporting skills required for game situations.

- Individual students also excelled and were selected for district and area competitions in touch football (2), netball (1), rugby league (2), cross country (3), athletics (3)

- 2 students were selected to represent the state in softball and swimming.

**Information and Communication Technology.**

In 2008 we have continued to install interactive whiteboards into our school and now have four boards across our school. As well as this we have continued to purchase projectors and have now installed one projector in each classroom. This has allowed teachers to utilise a variety of software products more effectively in the classroom to engage students in their learning.

With the installation of our new Windows server students and staff have been trained on how to log onto and use the new server effectively to save projects and assignments.

With the combination of Federal Government Funding and P&C fundraising we have built and opened our school Technology Learning Centre which is attached to our school library. This centre has received a Connected Learning Centre from the Department of Education which includes a Smartboard, projector and a video conferencing system. With additional funds our Technology Learning Centre has 30 new computers which have enabled computer technology to play a more specific role in our school teaching program. Five staff members have been trained using the new facilities and we are currently planning further training for staff in 2009.

Class Junior N participated in the National “Screen It 2008” student film competition. This is a very prestigious competition for student film and students from Penshurst West won the best “live action” film. Their movie “The Great Outback” was shown at the 3-6 concert. The students planned,
directed, filmed, and acted in it themselves. The film uses “green screen” technology so that student artwork was used as a backdrop. It is hoped that with the purchase of new computers capable of editing video, students will be more able to participate in such events in 2009.

**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)

54 students in Year 3 and 49 students in Year 5 sat the NAPLAN tests in Literacy and Numeracy.

**Literacy – NAPLAN Year 3**

Year 3 literacy results improved compared to previous years to a level just above the state and just under the regional means.

Year 3 writing and spelling were particular strengths where 33% of students were in the top band for writing and 30% in the top band for spelling.

In writing the school showed strengths in developing characters and settings in a narrative. Students were good at capturing the audience’s imagination and showed the correct narrative structure of an orientation, complication and resolution. Students were good at developing and elaborating on an idea.

There was room to improve the use of paragraphs and to write more complex sentences.

In reading students showed strengths in locating information that had a visual support and connecting information in a simple report.

There was room to improve identifying the key idea, connecting ideas and directly locating information in a text.

In grammar and punctuation students in Year 3 showed strengths in choosing the correct form of the verb, using full stops and adverbs.

There is room to improve paragraphs, prepositions, commas, capital letters, adverbs, verbs and direct speech.
Year 3 students showed strengths in length, whole numbers position, reading simple graphs, and 2D shapes.

There was room to improve in practical problems involving money, division, chance, the calendar, rounding and number. Space and measurement questions were less well answered than number questions.

Literacy – NAPLAN Year 5

Year 5 literacy results showed an improvement from the previous year but were still marginally below the state mean. Spelling and reading increased to above state level and writing decreased to below state and regional level.

Numeracy – NAPLAN Year 3

Numeracy scores in Year 3 improved compared to previous years, however, the scores are still minimally under state average.
Students showed strengths in synthesising and connecting ideas in reading. There was room for improvement in inferring from context clues, identifying the main idea and making inferences.

In writing the students showed strengths in developing a character and setting. There was room for improvement in attempting to engage the reader through the use of an interesting beginning. Students needed to develop and elaborate ideas through the use of more complex sentences. 31% of students did not use paragraphs. Punctuation and especially direct speech is an area for improvement.

There is room to improve grammar and punctuation especially in the use of “an” before a vowel, using the correct preposition, capital letters and speech marks.
Numeracy – NAPLAN Year 5

In Year 5 numeracy results decreased to just below state and regional means. Girls grew less than boys.

In numeracy areas of strength were patterns and algebra, 2D shapes, time, comparing angles, the word form of numbers and money problems.

There was room to improve fractions and decimals, 3D shapes, length, position, pie graphs and chance.

Green Screen used in film making.

Progress in literacy

88% 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 schools average growth was 87.5 which exceeded the state mean of 80. Girls’ growth was greater than the growth of boys. 55.3% of students exceeded or were equal to the state mean growth in literacy.

The school excelled in reading growth with the school at 102.5 compared to the state growth of 85.6. In reading girls grew more than boys. 76.8% of students had a mark above the 25th percentile. 65% of students grew more than the minimum growth measure.

In writing the school grew at 71.3 exceeding the state at 68.6. 39.5% of students were at or exceeded the minimum amount of growth. 84.4% of students were above the 25th percentile.
Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year 3-5</th>
<th>Year 4-6</th>
<th>Year 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.7</td>
<td>87.6</td>
<td>86.8</td>
</tr>
</tbody>
</table>

School | State

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year 3-5</th>
<th>Year 4-6</th>
<th>Year 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>102.2</td>
<td>94.3</td>
<td>92.5</td>
</tr>
</tbody>
</table>

School | State

Average progress in writing between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year 3-5</th>
<th>Year 4-6</th>
<th>Year 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.9</td>
<td>69.6</td>
<td>71.2</td>
</tr>
</tbody>
</table>

School | State

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.

Progress in numeracy

88% 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 student’s previously assessed levels.

In numeracy the school average growth was 72.6 compared to the state mean growth of 79.7. 69.8% of students were above the 25th percentile. 41.9% of students grew at or above the minimum amount of growth.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

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, 1 Assistant Principal, Learning Support Team Co-ordinator, the School Counsellor, the English as a Second Language Teacher (ESL) 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 KLA.
- 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, autism, epilepsy, physical disabilities) 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 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 support for students recovering from cancer treatment by consultation with parents, hospital staff and community health personnel to ensure full curriculum access.
- 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 be ongoing tracking of students with support needs at class, stage and school level.

At the beginning of 2009 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.

Student Welfare

This year we put a lot of training and development time and effort into looking at ways to increase the emotional resilience of our students, in order for them to be better ready to learn without distraction.

To this end, part of the first day of the year was spent considering the particular chemical, physiological and social differences between boys and girls, which lead to different learning styles. This was based on the work of child psychologist Steve Biddulph. These styles in turn have enormous ramifications for our teaching practice. We also spent some time looking at online resources developed in the UK which can be used to develop self esteem and personal awareness.
Three members of staff attended a full day workshop on restorative practices conducted by Mr Terry O’Conner. The information gained on this day was workshopped by staff on a school development day. This approach encourages children to confront difficult situations and develop resolutions to problems. Teachers and students are becoming familiar with its use and several difficult situations which may have resulted in a detention, have been resolved by students with the assistance of a teacher.

In the third term the Department of Education released a new document called “Leading the way in school and classroom practice.” This is a boys’ and girls’ education strategy support document, which highlights for teachers, strategies for dealing with the differences in different social, emotional and learning needs of boys and girls. Penshurst West was one of the first schools to dedicate time to “unpacking” and coming to terms with the new document.

The student welfare committee met to revise the current student welfare policy and this will be ongoing in 2009.

Aboriginal education

In 2008 the school marked the Prime Minister Kevin Rudd’s apology to Indigenous Australians through a special assembly. The students heard the true life story of one of our aboriginal parents who enthralled the students with his passion and enthusiasm.

Aboriginal Education at Penshurst West in 2008 has involved a study of the local area, the Dharawal culture located within Southern Sydney. Students gained an understanding of the importance of the sky, land and sea to the Dharawal people. They looked at the way in which the Dharawal people express their connection to these elements through songs, dances, story telling, painting and engravings. Students also enjoyed learning about the local words and their meanings. As students have gained a greater understanding of the history of their area, they have developed a greater respect for the Dharawal heritage.

Multicultural education

48% of students at Penshurst West are from a non-English speaking background. As a part of quality teaching, programs of cultural significance are embedded into class learning. This included studies of China as a part of the Olympics in 2008. 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) worked on a part-time basis with targeted students to improve English skills. There were a significant number of “new arrival” students who were funded for intensive English sessions.

Our school has an anti-racism contact teacher and cultural and linguistic diversity are valued.

Respect and responsibility

Each Monday morning students gather for our Values Assembly. At this time we acknowledge and pay our respect to our Aboriginal community and show our respect to our country by reciting the Pledge of Allegiance and singing the National Anthem.

During this 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. As essential elements in our school rules, Respect and Responsibility are highlighted as important qualities for Citizenship, both of school and our nation.

At Penshurst West students are taught respect and responsibility through:

- Treating each other with respect
- Looking after school and personal property
- Showing respect to all teachers and visitors
- Taking responsibility for their actions
- Caring for our school and local environment.

In 2008 students, led by the SRC, have:

- Monitored levels of waste throughout the school during the day and graphed results. Through study of this data students have devised plans to help minimise waste.
- Through participation in the school Gardening Club students have enhanced our grounds by planting numerous native species to improve the school environment.
- Participated in water monitoring and conservation programs to help save water.
Progress on 2008 targets

Our achievements include:

Target 1

*We will improve student welfare through improved strategies.*

- Staff professional learning and implementation of Restorative Practices used as way of resolving discipline issues.
- Staff professional learning and implementation of strategies to improve boys’ education.
- All staff and students beginning to use the language and structures of Restorative Practices to resolve discipline issues.
- Improved behaviour across the school measured by fewer incidences of students placed on detention.

Target 2

*We will improve student reading.*

- Reading Recovery teacher working with students most in need in Year 1.
- Improved ESL practices and coordinated approach to improving reading with ESL students.
- Staff professional learning on improving reading and purchase of appropriate resources.
- Use of Smart Data resources to target small groups of students with individual needs in reading. Individual targets for every child in Years 3-6.
- Increased reading aloud to students, use of levelled reading boxes and mapping students for reading growth.
- The school had a mean reading growth comparing Year 3 to Year 5 of 102.5 compared to the state at 85.6. 65% of students grew more than the minimum growth measure in the National Assessments.
- 68.5% of students in Year 3 with National Assessments in top three bands for reading.
- 55.2% of students in Year 5 with National Assessments in top three bands for reading.
- School based assessments showed a mean of 74% of students at Sound, High or Outstanding in Reading in Years 1-6.
- 93% of students in Year 3 and 98% of students in Year 5 above the national minimum benchmark.

Target 3

*We will improve student writing.*

- Term plan for writing text types clustered by purpose and grammar similarities.
- Introduction of North Coast Spelling assessments and program.
- Class emphasis on sentence structure and grammar.
- Uninterrupted writing sessions.
- 39% of students in Year 5 showing writing growth of more than 1 skill band in National Assessments.
- School growth of 71.3 as compared to the state at 68.6.
- 83% of students in Year 3 in the top three bands for writing.
- 63% of students in Year 5 in the top three bands for writing.
- 65% of students in Years 1-6, assessed by teachers at sound, high or outstanding level in writing.
- 93% of Year 3 students and 96% of Year 5 students are above the national benchmark in writing.

Target 4

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

- Quality of entries in Kids' Design Challenge-Technopush and Go Grains.
- Teachers consistently using projectors and interactive whiteboards.
- Class assessments of working mathematically and increased numeracy results in NAPLAN (national testing) results with 90% of students growing 1 skill band or more.
- 41.9% of students grew at or above the expected level of growth in numeracy in the National Assessments.
- Guitar and Recorder performances by Creative Arts groups.
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 2008 our school carried out evaluations of learning, Creative Arts and Information and Communication Technology (ICT).

Educational and management practice

In 2008 the school evaluated Learning.

Background

Parent comments about learning from the satisfaction survey were combined with “School Map” surveys by staff and stage 3 students.

Findings and conclusions

Parent comments were positive about the many opportunities for individualised learning at Penshurst West. They were positive about the strength of the teaching staff. Parents liked the way students were encouraged to try different things and the way the school encouraged a love of learning. They also identified that they liked the way the school catered for the learning needs of students from a non-English speaking background. The P&C identified that learning would be improved if the school was able to attract consistently good casual teachers.

Staff surveys were overwhelmingly positive about the opportunities for learning at Penshurst West. However, they identified that there was a need for students to have the opportunity to be guided in their learning by other adults, other than their class teacher. They also identified that there needs to be more opportunity for students to reflect on their learning and engage in student self reflection. Students need to have more opportunities to take responsibility for their own learning.

Students were overwhelmingly positive about their learning at Penshurst West. Students in Stage 3 identified that their parents needed more time to talk to their teachers. They also identified that they would like the opportunity to learn from people other than their class teacher.

Future directions

In 2009 students will be included in at least one parent/teacher interview so that students are able to demonstrate their learning to their parents. This will also give teachers the opportunity to feed back on student learning progress to both parents and students. There will be more use of the expertise of staff to cover a range of curriculum areas through a more flexible Creative Arts time, before school/lunchtime performance groups and the rotation of release from face to face (RFF) teachers as they teach in their areas of expertise.

Curriculum

In 2008 we evaluated Creative Arts.

Background

In 2008 a Creative Arts afternoon for Years 1-6 was continued. This allowed staff to teach across stages in their areas of expertise. K-2 choir, video editing, guitar, craft, art, dance, gardening and scrap booking were offered.

Findings and conclusions

Through staff surveys it was found that classes were not always having opportunities for the full range of dance, drama, music and visual arts. While the performance groups were excelling the other groups needed to rotate. Students clearly stated they like Creative Arts. Parents stated in a survey that they valued Creative Arts and many parents stated they wanted their child to have more opportunities to learn an instrument. Students requested more opportunities to try other Creative Arts options.

Future directions

There will be more opportunity for Creative Arts in 2009. In 2009 it is planned for Creative Arts groups to operate both before school and at lunch time. Performance groups such as guitar, recorder, choir and dance will be auditioned so that the best students can represent the school. Creative Arts will be taught on a stage basis with a rotation of teachers and strands so that expertise is spread across the stage. Teacher expertise in the Creative Arts will be utilised in RFF time. It is planned to include a keyboard group and a talented artists group as an extra curricular activity in 2009.
Other evaluations

Information and communication technologies
In 2009 we evaluated Information and Communication Technology (ICT).

Background.
The DET strategic plan lists “connected classrooms” as a priority in its state and regional plans. To help our school maximise ICT as a learning tool we needed to look at parent support and teacher professional learning needs.

Findings and conclusions
The 92 surveys that were returned only 4 parents identified that their children did not have a computer at home.

12% of parents did not have Internet access. 25% of students have access to their own computer.

80% of parents agreed that homework that incorporates technology is more motivating for their child.

75% felt that there was someone at home who could support their children with using technology at home.

45% of parents would like to attend a parent session on how they can help their child with technology at home.

Parents identified a concern that somehow using ICT would lessen the amount of time spent on “the basics”.

Students identified that they would like to see more computers in classrooms and Smartboards in every classroom. They are extremely positive about opportunities to use the new Technology Learning centre.

Teachers overwhelmingly identified the problems with keeping the computers working and the lack of a technology assistant permanently on staff. The computer co-directors were run off their feet trying to keep the 100 or so computers in the school consistently working. Technical support and the reliability of computers were identified as huge issues. New staff appointed to the school were identified as having the capacity to implement ICT into effective classroom practice.

Seventeen teaching staff were surveyed about their ICT professional learning needs through the Centre for learning Innovation “My Map” online tool. The results showed that staff had strengths in locating, reviewing and harnessing new and emerging technologies for classroom use. They were also good at setting challenges for students to develop student ICT abilities. There was room to improve staff use of the Internet to develop challenging learning tasks as well as getting all members of staff to assist others and to be more active in the development, maintenance and evaluation of school ICT policies, strategies and challenges. The following graph summarises staff ICT skills.

It was identified that staff need to develop skills to use ICT as an assessment tool to maximise benefits for students.
Future Directions

It is planned to use home computers as an important tool for home learning. The "Mathletics" program for home and school use has been purchased so that students can work to extend and practise the understandings they learn at school. For those students without a home computer connected to the Internet there will be extra lunch time access to the technology learning centre and adjustments made so that no child is disadvantaged. The basics will be more effectively taught where ICT is used as a learning tool maximising student engagement, motivation and ease of learning.

Use of the new video conferencing and active studio software will be priorities for staff development. Online learning will become a focus for professional development (eg Count Me In 123- for K-2). It is envisaged that staff will have more video conference professional learning opportunities.

Mathletics, That Quiz and Lexile quizzes will be done online by students.

Key staff members will begin to look into using Moodle to develop online learning quizzes.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Parent responses were again overwhelmingly positive with their responses presented below:

<table>
<thead>
<tr>
<th>Areas of strength</th>
<th>Areas for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fantastic and caring teachers</td>
<td>Forward planning</td>
</tr>
<tr>
<td>Communication and parent involvement improvement</td>
<td>Discipline and uniform</td>
</tr>
<tr>
<td>Major events- eg olympathoon, concerts</td>
<td>More outside of school hours activities</td>
</tr>
<tr>
<td>Individual learning opportunities</td>
<td>Rotation in Creative Arts</td>
</tr>
<tr>
<td>Changes in homework</td>
<td>Excursion organisation</td>
</tr>
<tr>
<td>The focus on students</td>
<td>Warning time with notes.</td>
</tr>
</tbody>
</table>

Parents were also surveyed about the school uniform. The results showed that they wanted an immediate change from the white shirt to a maroon and white shirt. A new shirt has been ordered and will be available from the beginning of 2009. A committee drawn from the school community will do a whole school uniform review in 2009.

Parents were surveyed about the timing of the end of year Presentation Assembly. Of those who responded to the survey 67 families voted in favour of a day presentation with 56 family votes for an evening presentation. 5 families were happy either way. From the results of this survey in 2008 a day time Presentation Assembly will be held and evaluated.

Stage 3 students were surveyed for their opinions about the school. The results are listed below:

<table>
<thead>
<tr>
<th>Areas of strength</th>
<th>Areas for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport and sporting programs</td>
<td>More sport equipment</td>
</tr>
<tr>
<td>Friendly teachers</td>
<td>More Creative Arts options</td>
</tr>
<tr>
<td>The Playground</td>
<td>More computers and Smart Boards- in every room</td>
</tr>
<tr>
<td>Friends</td>
<td>Playground equipment</td>
</tr>
<tr>
<td>The new Technology centre and Smartboards</td>
<td>Cleaner toilets</td>
</tr>
<tr>
<td>Creative Arts Groups</td>
<td>More science</td>
</tr>
</tbody>
</table>

One student wrote on a survey " the teachers are kind and caring. This school shows a lot of pride. I think the school is great so it doesn’t need improvements."
Professional learning

In 2008 staff development was prioritised against the school plan. The school supplemented the $11,039.60 received from the state government with $4612.93 from other sources. School development days and every second Wednesday were used for staff professional learning. Professional learning also took place at the stage level. The average expenditure per full time staff member was $945.00.

School development days for all teaching staff focused on:

<table>
<thead>
<tr>
<th>School Development Day</th>
<th>Professional Learning Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Child protection</td>
</tr>
<tr>
<td></td>
<td>Boys education</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Term 2</td>
<td>Restorative practices</td>
</tr>
<tr>
<td></td>
<td>Reading rubrics</td>
</tr>
<tr>
<td></td>
<td>ICT</td>
</tr>
<tr>
<td></td>
<td>Premier's sporting challenge</td>
</tr>
<tr>
<td></td>
<td>Technology and music</td>
</tr>
<tr>
<td>Term 3</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Boys education</td>
</tr>
<tr>
<td></td>
<td>Interactive writing</td>
</tr>
<tr>
<td></td>
<td>Scoping writing into HSIE/science and tech</td>
</tr>
<tr>
<td></td>
<td>Restorative practices</td>
</tr>
</tbody>
</table>

Key achievements in professional learning include:

- Whole staff training in cardio-pulmonary resuscitation (CPR).
- Two staff members attended computer coordinator days.
- Executive attended St George Executive Network conferences.
- ESL, librarian and STLA teachers attended their networks.
- One staff member continued to develop Kids’ Design Challenge materials and wrote for the KDC writing team.
- Whole staff professional learning in teaching students with learning difficulties.
- Whole staff professional learning in teaching students who are hearing impaired.
- Whole staff professional learning in teaching ESL students.
- One staff member attended visual arts professional learning.
- Five staff members went to Connected Classroom video conferencing and IWB professional learning.

- Staff went to other IWB training and the use of Smartboards and Active Studio.
- Whole staff professional learning in narrative writing.
- Whole staff professional learning in reading recovery.
- The school administrative staff attended conferences.

School development 2009 – 2011

Penshurst West students will grow in literacy and numeracy. They will experience quality teaching that incorporates technology to support learning while the staff has the opportunity to develop leadership skills through real projects aligned to the standards of professional accomplishment and professional leadership. The school will be safe, environmentally sustainable and offer new student support structures.

Targets for 2009

Target 1

*We will improve student literacy*

Students will show growth in grammar and punctuation in 2009.

Strategies to achieve this target include:

- Whole staff professional learning in grammar and punctuation
- Term focus for grammar
- ESL parallel programs in grammar and punctuation
- Purchase of appropriate resources.

Our success will be measured by:

- Student growth in grammar and punctuation as measured by class assessments showing 80% of students at sound or above. (presently 65%).
- 80% of students in top three bands for grammar and punctuation. (presently Yr 3-62%, Yr 5 51%).
- Schools growth in literacy will be 90 points (presently 87.5).
Target 2

**We will improve student numeracy**

Students will show growth in number in 2009

Strategies to achieve this target include:
- Staff professional learning in teaching number e.g. K-2 Count me in 123 on line and Unpacking the number problem, Bridging the Gap- number.
- Use of technology based programs as a tool to learn and assess number- eg Mathletics and That Quiz.
- Audit and purchase of new maths resources.

Our success will be measured by:
- Student growth in number as measured by class assessments showing 80% of students at sound or above. (Presently 63%)
- 80% of students in top three bands for number. (Presently Yr 3- 63%, Yr 5 -38%)
- School growth in Numeracy in the NAPLAN will be 80 points.( presently 72.6)

---

**Quality Teaching**

**Intended Outcomes:** 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 target include:
- Entry into Kids’ Design Challenge
- Rearrangement and extension of Creative Arts opportunities.
- K-6 Art show
- Rich assessment tasks
- Increased staff leadership

---

**A safe, supportive and environmentally friendly school**

**Intended Outcomes:** Student support programs will improve student engagement in a safe and environmentally pro-active school.

Strategies to achieve this target include:
- Implementation of restorative practices.
- Development of School Environmental Management Plan.
- Development of Emergency Response Plan

---

**Management Plan: school priority areas**

**Technology enhanced learning**

**Intended Outcomes:** Students will grow in all areas of the curriculum as technology is used to enhanced learning.

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

Strategies to achieve this target include:
- Class use of connected classroom and technology learning centre.
- Professional learning in IWB, Active Studio, and online learning.
- Online use of Mathletics and other online assessment tools.

---

Stage 1 at the Opera House in the rain.
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
Jacquie Williams - Assistant Principal (Rel)
Greg Briscoe-Hough- P&C President
Elizabeth Moore- School Council President
Julie Sando- School Administration Manager

School contact information
Penshurst West Public School
Cnr Scott St and Forest Rd MORTDALE
Phone: 9570 4602
Fax: 9580 6371
Email:
  Penshurstw-p.school@det.nsw.edu.au
Web:
  www.penshurstw-p.schools.nsw.edu.au
School code: 4051

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:

Australian Champion Chess Team
Penshurst West Concerts 2008
Penshurst West Public School - Where children love to learn.