2010 Annual School Report
Penrith South Public School

NSW Public Schools – Leading the way
MESSAGES

Principal’s Message
It has been a pleasure to be part of our journey this year in a school, which continues to demonstrate ‘opportunity, growth, success’ for its students.

A highly dedicated and experienced staff continue to deliver quality teaching and learning programs ensuring that the individual needs of all students are catered for. They encourage, care and challenge our students to be the best they can.

Additionally to the class teacher role, our teachers provide many extra curricula activities including public speaking, SRC, PSSA, band, dance, choir, visiting performances and excursions, discos, swimming, cross country and athletics carnivals, intensive swimming, Premier’s Reading Challenge, walkathons and student leadership.

This year has seen significant change at Penrith South with the construction of two outdoor learning areas, a new sports and cleaners’ storeroom and the refurbishment of sixteen classrooms. Technology has been a major focus with the purchase of additional interactive whiteboards, new computers and the establishment of a new computer network/server accessible across the whole school.

Throughout the year we have received the significant and generous support of a small but extremely hard working P & C. Their efforts are certainly appreciated by staff, students and the community.

I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Keith Brookes
Principal

P & C Message

The Penrith South Public School P & C Association is a collaboration of parents, teachers and citizens who together have a team approach and strong partnership, promoting a relationship and supporting the school within the community.

The school community are kept up to date and informed via the weekly P & C entries in the school newsletter, P & C notes and the community notice board.

This year the P & C have been proactive in their support in a number of ways. These include:

- Monthly P & C meetings providing a forum for the open communication of ideas and to plan successful fundraising and school activities.
- Purchasing two interactive whiteboards for two classrooms.
- Conducting profitable fundraising activities including: an Easter raffle, mothers’ day stall, grandparents’ day, election barbecues and cake stalls, Tessalar Bulbs and Sunblock Australia fundraiser.
- Parents and caregivers have provided assistance at school carnivals, special events and in class reading and maths programs.

The P & C Association are continually providing co-operation and support to enhance the learning experience and environment for the students and teachers at Penrith South Public School.

Dana Finn
P & C President
Student Representative’s Message

In 2010 we had a variety of experiences made available for the students in our school. We have been given many leadership opportunities including peer support, kindergarten buddies, representing our classmates on the Student Representative Council on a number of initiatives, school councillor roles and organising and leading many assemblies.

The councillors and captains have made many speeches at school events and represented our school at a civic reception for school leaders with the Mayor of Penrith. We have also learned about the qualities you need to be a good leader and have been given many opportunities to practise these.

We have had many important learning experiences. We have participated in P.S.S.A. sport, carnivals, dance and choir performances, school discos, writers’ festival, drama activities, gymnastics, Milo Cup, school band, author visit, Sports in Schools, Panthers on the prowl fitness, anti-bullying, African Drumming Performance, swimming school, and an amazing all day indigenous experience.

Year 6 have raised money for their farewell by organising a halloween stall and the Student Representative Council has lead many fundraising activities to support charities including the Leukaemia Foundation, Children’s Medical Research Institute, and Stewart House.

Our teachers have organised some interesting excursions for us. Year 5 and 6 spent three days in Canberra and Stage 2 went to Brewongle on a field trip. Years 1 and 2 visited Penrith Lakes and Kindergarten went to Fairfield City Farm.

2010 has been a very busy and fulfilling year for us.

By
Jessica Brown and Loni Moore.

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
Currently 345 students attend Penrith South Public School. There are 165 boys and 180 girls. Thirty-four of these students were enrolled in the school’s three support classes, comprising twenty-two boys and twelve girls. Ten percent of the school population is of non-English speaking background and eight percent of our students are Aboriginal or Torres Strait Islanders.

At the beginning of the 2010 school year thirty-three students enrolled into Kindergarten. During the year forty-three students enrolled from other schools and twenty-six students transferred from Penrith South Public School to other schools in NSW or interstate.

The school continues to promote itself in the community through the work of our Assistant Principals, P & C Association, school newsletter, information brochure and web page.
Student Attendance Profile
Attendance rates at Penrith South Public School are marginally below the state and regional average.

Management Of Non-Attendance
Class rolls are marked daily and recorded on computer with a period absence report generated each fortnight. Students whose attendance is causing concern are raised at stage and learning support team meetings. Following these meetings parents are contacted by phone by staff or letters are sent home from class teachers, executive and/or the Principal. Should these appropriate strategies not prove effective an attendance referral is made to the regional student welfare consultant for home school liaison support.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>2 13</td>
<td>2</td>
<td>26</td>
<td>26</td>
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<td>2 12</td>
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<td>31</td>
<td>27</td>
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<td>3/4 15</td>
<td>3</td>
<td>16</td>
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<td>3/4 16</td>
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<td>27</td>
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<tr>
<td>3/4 16</td>
<td>4</td>
<td>16</td>
<td>27</td>
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<tr>
<td>5/6 18</td>
<td>5</td>
<td>18</td>
<td>31</td>
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<td>5/6 18</td>
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<td>5/6 19</td>
<td>5</td>
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<td>5/6 17</td>
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<tr>
<td>5/6 17</td>
<td>6</td>
<td>12</td>
<td>31</td>
</tr>
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STAFF INFORMATION
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had 22.74 teaching positions allocated in 2010. This included 5 executive staff, 15.74 classroom teachers and 2.940 specialist support staff covering a range of programs including reading recovery, support teacher learning and release from face to face. The school has a very experienced staff most of whom have at least 10 years experience.

Penrith South has two regional teaching positions targeting learning assistance attached to its staffing. These staff work across many schools in the Penrith Valley and Blue Mountains.

The teaching staff were supported by a School Administrative Manager, two School Administrative Officers, three School Learning Support Officers and a part-time general assistant.
Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.44</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
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There are currently no staff members of indigenous background.

Staff Retention

During Term 1, two members of staff were transferred to other local schools due to a fall in enrolments. In Term 2 an additional teacher was appointed through merit selection due to an increase in enrolments.

There were three changes to our SASS staff due to transfers and a retirement.

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>96</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
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FINANCIAL SUMMARY

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

Date of financial summary: 30/11/2010

Income

- Balance brought forward 230,126.51
- Global Funds 211,157.25
- Tied Funds 48,215.64
- School & community sources 91,634.99
- Interest 10,751.49
- Trust receipts 9,917.60
- Canteen 0.00

Total income 371,676.97

Expenditure

- Teaching & learning
  - Key learning areas 10,900.45
  - Excursions 23,910.88
  - Extracurricular dissections 34,241.74
- Library 8,484.49
- Training & development 1,105.42
- Tied funds 41,708.80
- Casual relief teachers 49,929.51
- Administration & office 69,855.46
- School-operated canteen 0.00
- Utilities 48,556.49
- Maintenance 39,984.18
- Trust accounts 16,293.98
- Capital programs 72,383.52

Total expenditure 417,354.92

Balance carried forward 184,448.56

Priorities for 2011 include:

- the upgrade and renewal of resources in literacy and numeracy to support school targets in 2011;
- the purchase of resources to support stage units in HSIE;
- the purchase of 2 interactive whiteboards;
- investigating the cost of an electronic communication sign at the front of the school; and
- the continual improvement of the school grounds including the construction of a new COLA, establishment of new gardens, improvement to existing gardens and planting of new trees.

The school continues to manage funds held on behalf of the Learning Assistance Support Centre.
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**SCHOOL PERFORMANCE 2010**

**Achievements**

**Arts**

Students at Penrith South are provided with numerous opportunities to develop their artistic talents. Our successes in this area in 2010 include:

- twenty-nine students from our school choir performed at the Penrith Valley Performing Arts Festival. One of our senior students was invited to perform as a soloist;
- fifty-two students from our school performed at the Blue Mountains Nepean Dance Festival. The students performed two items, ‘Twenty-First Century Life’ and ‘Tribal Rhythm’; and
- twenty students performed in the school talent quest. Certificates were awarded for the best three acts, a highly commended and for participation.

**Sport**

- Seventy-nine percent of students in Years 3 to 6 participated in the annual swimming carnival with thirty-nine percent of those students demonstrating competency as swimmers. Students competed in competitive and novelty events with non-swimmers (61%) enjoying their novelty events. Twenty-two students represented the school at the Penrith District Swimming Carnival and one student represented the district at regional carnival.
- Forty-eight students represented the school at the Penrith District Cross Country Carnival. Three students represented at regional level.
- Twenty-one students represented the school at the Penrith District Athletics Carnival. Four students represented at Sydney West and two students represented Sydney West at the State Athletics Carnival.
- Students K-6 participated in the Sports in Schools program in Term 2 and the Panthers on the Prowl, Healthy Active Lifestyles program in Term 3.
- Twelve students from our support unit participated in the Combined Metropolitan Athletics Carnival for IO/IS students at Homebush Bay in Term 2. The students won the Small Schools March Past for the second year in a row as well as winning a number of medals and ribbons.
- Students participated in the Penrith Primary School Sports Association (PSSA) competition in netball, soccer, softball and cricket. Touch Football along with school sport was also offered.
- Fifty-eight mainstream and sixteen support students attended intensive learn to swim lessons during Term 4.

**Other**

**Harmony Day**

The Harmony Day theme for 2010 was “Express Yourself”.

- All students K-6 embarked on a set art and design task to help decorate the school hall. Early Stage 1 designed neck ties and caps. Stage 1 designed different flavoured cans of drink, packets of chips, burgers and flip flops. Stage 2 designed T-shirts, shorts, hats and sports cars. Stage 3 designed jewellery, skins for i-pods, mobile phones and Nintendo DS games machines. Class 3-6.4 designed sunglasses. The students were enthusiastic and their results were very bright and attractive.
Almost 100% of students and staff expressed their support for Harmony Day by dressing in orange clothes and eating orange food for recess on 24th March.

The Penrith South families expressed their support by donating over 500 items of non-perishable food. These items were donated to Penrith Community Kitchen. An increase from 2009 of 485 items and 2008 with 245 items.

On 28th April, as an expression of Police community spirit and thankfulness to the staff and students for their support of “Harmony Day”, the NSW Police Band visited the school. They shared their expertise with the beginners’ school band before entertaining the whole school with an outstanding performance.

**Literacy week and grandparents day**

Literacy and Numeracy Week is celebrated in NSW schools annually. Due to the extensive building and renovation work that was being conducted at the time it was decided by staff to integrate Literacy Week and Grandparents’ Day with Education Week.

The day’s activities included:

- open classrooms with parents and grandparents visiting classrooms during the morning session;
- a concert, with a literacy theme, featuring all classes K-6 and the school choir;
- a book fair in the library where many exceptional books were purchased; and
- parents and grandparents sharing recess with the students.

During 2010 the Federal Government provided funding for two projects under the BER program. This allowed for a number of improvements which have certainly enhanced the learning environment for our students. The projects completed were:

- refurbishment of sixteen classrooms;
- construction of two new outdoor learning areas; and
- construction of a new sports and cleaners’ storeroom.

The cost of these projects totalled $2,500,000.

**Academic Student Performance**

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

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

In 2010, 35 students in Year 3 and 43 students in Year 5 sat for the NAPLAN.
Literacy – NAPLAN Year 3

Year 3 students performed above state average in Reading and Spelling. Girls out performed boys in all areas of Literacy.

All Students
- Reading: 80% in top three bands (state 72%)
- Writing: 63% in top three bands (state 83%)
- Spelling: 81% in top three bands (state 70%)
- Grammar & Punctuation 63% in top three bands (State 73%)

Areas for improvement identified in the NAPLAN include narrative text writing, linking of ideas, inferential comprehension and punctuation.
Literacy – NAPLAN Year 5

Year 5 students performed below state average. Girls out performed boys in all areas of Literacy.

All Students
- Reading: 38% in top three bands (state 55%)
- Writing: 49% in top three bands (state 65%)
- Spelling: 46% in top three bands (state 63%)
- Grammar & Punctuation 46% in top three bands (State 57%)

Areas for improvement identified in the NAPLAN include identifying point of view, writer’s purpose, subject verb agreement and relative nouns.
NAPLAN Progress in Literacy - Average Growth

- Year 5 registered higher growth compared to the state in all areas of Literacy. There was a significant difference in Writing in particular. Year 5 achieved 93.4 points of growth compared to 66.5 (State).

- Aboriginal students achieved 232.7 points of growth compared to 66.5 (State).
Numeracy – NAPLAN Year 3

- Year 3 students performed below state average. Girls performed better than boys in most areas of Numeracy. There were 57% of students in the top three bands (state 60%).

- There was little difference between how students performed in the various strands of Numeracy.

- Areas for improvement identified in the NAPLAN include chance data, time, analog clocks, 3D space, interpreting calendars, addition of money and division.

Numeracy – NAPLAN Year 5

- Year 5 students performed below state average. Boys performed above state average in all areas of Numeracy. 52% of students were in the top three bands for Numeracy (state 57%).

- Boys outperformed girls in all strands of Numeracy.

- Areas for improvement identified in the NAPLAN include addition of money, time, analog clocks, 2D properties, 3D nets, fractions and decimals, volume and capacity.
NAPLAN Progress in Numeracy Year 5

Year 5 performed at the state average for growth.

| Percentage of students in bands: Year 5 numeracy |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 | 8 |
| Percentage in band | School average 2008 - 2010 | SSG average 2010 | State DET average 2010 |

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 2010

| Percentage of Year 3 students achieving at or above minimum standard |
|---|---|---|---|---|
| Reading | 83 | Writing | 79 | Spelling | 82 |
| Punctuation and grammar | 82 | Numeracy | 85 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 5 students achieving at or above minimum standard |
|---|---|---|---|---|
| Reading | 76 | Writing | 82 | Spelling | 81 |
| Punctuation and grammar | 73 | Numeracy | 74 |

SIGNIFICANT PROGRAMS AND INITIATIVES

Aboriginal Education

At Penrith South Public School our policies reflect the respect of our indigenous culture through continuing programs and performances. These programs and performances are designed to inform students about our rich Aboriginal history, culture and contemporary Aboriginal Australia. At official functions and assemblies our school leaders show respect for Aboriginal and Torres Strait Islander heritage and for the ongoing relationship we have with our traditional owners of the land through “An acknowledgement of country” at each event.

Personalised Learning Plans have been developed and continually updated for every Aboriginal student in the school. These learning plans, devised as part of the “Closing The Gap” Program, ensures that every Aboriginal student is provided with equal opportunity to succeed academically and achieve his or her outcomes. They provide opportunities for the teachers to
focus on the needs of our Aboriginal students and provide them with the educational resources and a positive environment in which to succeed.

Programs designed to inform students about Aboriginal history, culture and current Aboriginal Australia were integrated into units of work in the Human Society and Its Environment Key Learning Area.

In Term 3, NAIDOC Week was celebrated and we were privileged to have ‘The Indigenous Experience’ visit our school. This program was aimed at enhancing the success of indigenous people by promoting their culture and presenting a variety of performances and cultural experiences through art, dance, music, food and storytelling. Students were treated to a wide variety of experiences in all the workshops. They had the opportunity to eat emu, kangaroo and johnny cakes with golden syrup of course. They watched while a real Aboriginal weapon was carved and its use was explained and demonstrated. Then, it was time to paint their boomerangs and create fabulous indigenous designs that would look great in any art gallery. It was a very meaningful day to many of our indigenous students as discussions centred on totems, clans and tribes. It was also a great experience for our non-indigenous students as well, enabling them to realise how many indigenous students we have at Penrith South and what it means to those students.

Many students commented on what a great day they had and how they enjoyed learning about our indigenous culture. The Indigenous teachers commented on how well-behaved our students were and how much they learnt. It was a very special day for all and as a school we will endeavour to ensure that similar activities continue to be planned on a yearly basis.

Multicultural Education
The school has maintained a focus on multicultural education as a perspective, through the sub-strands of significant events and people, cultural diversity and roles and responsibilities. Lessons, programs and school practices also ensure a racism-free learning environment. This year we received staffing of one day per week to support a student under the new arrivals program.

One member of staff received Anti-Racism Contact Officer (ARCO) training during the year.

Respect and Responsibility
The core values of respect and responsibility are an integral part of the school’s culture and mission statement. These attributes are further supported by the school’s Student Welfare and Discipline Policy which ensures that core values, class and school rules and a charter of rights and responsibilities are clearly understood and implemented in a structured and fair manner. Modelling of expected behaviours and behaviour modification programs including anti-bullying and social skills programs further support this. The school also continues to recognise the achievements of its students through an extensive rewards system which is constantly reviewed.

Other Programs
Gifted and Talented
During the year the school also offered gifted and talented programs in drama, writing, and dance. These programs are popular amongst the students and ran for at least eight weeks.

During Term 2, the writing group attended the Sydney Writers’ Festival at the Joan Sutherland Performing Arts Centre. Some of the guest authors included Kate Forsyth, Belinda Murrell, Leigh Hobbs and Andy Griffiths. The success of this day can be gauged by the following response from one of the students:
‘At the Sydney Writers’ Festival there were five fantastic authors. My favourite author in particular was Leigh Hobbs. Lee Hobbs inspired me because he showed us how to draw magical pictures’.

Reading Recovery
During 2010 a current member of staff received training to become a reading recovery teacher. This training involved workshops, teaching behind a glass screen in front of their peers and regular meetings with their supervisor. This training provides opportunities for many teachers to gain background knowledge in this important process. Currently we have four teachers who have been trained in this program.
The Reading Recovery Program provides support for students who leave kindergarten with below expected reading levels. In 2010 the program operated five days per week with a maximum of four students receiving intensive tuition in reading. The purpose of this program is to bring students’ skill levels to regional benchmark standards.

During 2010 six students were successful in graduating from the program. This is a fabulous achievement for these students and the improved reading and writing skills that they have gained should benefit them substantially in the years to come.

The Reading Recovery teacher also continued to monitor students discontinued from Reading Recovery in previous years. Information from this monitoring process is shared with classroom teachers to further support student learning outcomes.

Support Teacher Learning
Our support teacher learning program provides support for students experiencing difficulties in learning in literacy and numeracy. The program operates five days per week. During 2010 all stages were catered for for all or part of the year. These groups were selected based on NAPLAN results and school benchmarking data. The programs developed supported the school’s targets with a particular focus on inferential comprehension.

Student Leadership
At Penrith South Public School each class, from Year 2 through to Year 6, selects two of their peers to represent them at regular S.R.C meetings. These meetings are chaired by the two school captains. The S.R.C provides an opportunity for students to express their opinions on school matters and to help organise special events for their school.

During 2010 the SRC decided to organise three fundraising events raising nearly $2000 to assist the following worthy charities:
Term 1 – Crazy Hair Day (The Leukaemia Foundation)
Term 3 – Jeans for Genes Day (Children’s Medical Research)
Term 4 – Blue Day – (Stewart House)

Each term the SRC also determined which activities would be offered as a reward on privilege day for their fellow students. In 2010 a variety of activities including a movie/munch and crunch session, art and craft activities, footy mufti and a sports activity were selected.

Premier’s Reading Challenge
189 students completed the 2010 Premier’s Reading Challenge (149 in the K-2 challenge and 40 in the Years 3 to 6 challenge). This was another outstanding increase of 42 students up from 147 in 2009 and 93 in 2008. Kindergarten, Year 1, Year 2 and Support Unit staff encouraged and assisted most of their students by completing the challenge in the classroom.

The school library supported the challenge both by promoting titles in the challenge and by continuing to purchase Premier’s Reading Challenge books. The library has an impressive collection of many of the Premier’s Reading Challenge titles.

Premier’s Sporting Challenge
Thirty-six students from Years 1-6 completed the Bronze level Premier’s Sporting Challenge in 2010. All three Support Classes completed the challenge along with two enthusiastic Stage 2 students. Class members contribute the time they spent doing physical activity at home and at school to the class effort. To achieve the Bronze level, ten weeks of physical activity was recorded. An average of thirty minutes of moderate to vigorous activity was required per day. Most students attended a “Come and Try – Disability Sports Fun Day” organised by The NSW College of Physical Education and The Sydney West School Sports Team. This also provided a wonderful opportunity for Penrith South Support Unit staff to develop their knowledge and skills in this specialised area.
PROGRESS ON 2010 TARGETS

Target 1 - To improve reading comprehension skills with a focus on inferential comprehension
Our achievements include:
- providing professional learning for staff to support quality teaching and learning programs;
- focusing on the explicit teaching of inferential comprehension;
- navigating the SMART data software in relation to student performance in inferential comprehension;
- developing student skills in completing NAPLAN assessments through explicit teaching and access to stimulus material;
- maximising Support Teacher Learning program focusing on the development of inferential comprehension to improve learning outcomes;
- exposing students to inferential reading tasks in a variety of formats including multiple choice;
- purchasing appropriate resources to support the development of inferential comprehension skills;
- analysing NAPLAN, Best Start and school-based data to drive teaching and learning programs K-6;
- establishing literacy groupings to cater for the individual needs of all students resulting in improvement in oral reading skills, literal and inferential comprehension;
- networking between K-6 teachers within the Jamison Learning Community;
- promoting student engagement in literacy activities including Grandparent’s Day (literacy focus), Premier’s Reading Challenge, oral reading competition, library borrowing program and independent personal reading;
- developing consistent and explicit assessment tasks to measure growth in Years 3 to 6; and
- benchmarking results indicate that 80.5% (Kindergarten), 74% (Year 1) and 69% (Year 2) students reached regional benchmarking standards.

Target 2 - To improve student outcomes in numeracy with a particular focus on number facts, measurement skills and space and geometry
Our achievements include:
- analysing NAPLAN, Best Start and school-based data to inform teaching and learning programs K-6;
- developing teacher expertise in the integration of technology within the classroom, including interactive whiteboards, with a particular emphasis on targeted areas;
- maximising Support Teacher Learning time to focus on the development of targeted areas within specific small groups;
- establishing mathematical groupings and allocating Support Teacher Learning time to target the individual needs of all students resulting in improved outcomes;
- purchasing appropriate resources to support the development of numeracy skills including Smartboards, Internet access and teachers’ resource material;
- promoting student engagement in numeracy activities including a home study program to encourage practise with number facts;
- modifying and implementing a planned program for developing automatic recall of number facts and counting following a K-6 scope and sequence; and
- developing student skills in completing NAPLAN assessments through explicit teaching and access to stimulus material;
- networking between K-6 teachers within the Jamison Learning Community;
- exposing students to mathematical tasks in a variety of formats including multiple choice;
- providing professional learning for staff to support quality teaching and learning programs in numeracy with a particular emphasis on the explicit teaching of number facts, measurement skills and space and geometry;
- piloting the Targeting Early Numeracy (TEN) program to improve learning outcomes;
benchmarking results indicate a 15% increase in performance in addition number facts to 10 (Years 1 and 2), a 14% increase in performance in subtraction facts to 10 (Years 1 and 2), a 12% increase in performance in addition facts to 20 (Years 3 to 6), a 15% increase in subtraction facts to 20 (Years 3 to 6), a 10% increase in addition facts to 100 (Years 3 to 6), a 8% increase in subtraction facts to 100 (Years 3 to 6) and an 18% increase in knowledge of multiplication facts.

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 2010 our school carried out evaluations of Enter text here

Educational and Management Practice
Planning
Background
Each year as part of our ongoing cycle of self-evaluation we evaluate one of the six areas of educational or management practice. In 2010 we chose the area of Planning. All staff, parents with students in K-1 as well as a random sample of parents with students in Years 2 to 6 were surveyed. Additional copies of the survey were also provided through the front office. This represented approximately one hundred and sixty-four families.

Findings and Conclusions
- The response to these surveys from the school community was very pleasing. An analysis of the data indicated support in all areas. The following statements were enthusiastically supported (90% - 100%) by parents.
  - The school is continually looking at ways to improve its planning processes and changes are made through yearly surveys, feedback at P & C, and grade evenings and interviews.
  - As a parent I support the planning processes of the school.
  - The educational needs of all students are met by the school's planning processes.
  - The purpose of school targets is to improve student learning.
  - The Annual School Report identifies the reasons for school targets.
  - The school's planning allows for a free flow of communication with students and parents.

Future Directions
The responses to the survey indicate strong community support for the school's planning processes. As a school we will endeavour to respond to emerging needs and ensure that a strong and positive communication process exists within the school community.

Curriculum
HSIE – Human Society and Its Environment
Background
During 2009 the school undertook a review of its scope and sequence of units for HSIE. These units were trialled and implemented during 2010. A committee of staff was provided with a budget to purchase resources to support the units. All staff, parents with students in K-2 as well as a random sample of parents with students in Years 3 to 6 were surveyed. Students from Years 2 to 6 also participated in the survey.

Findings and Conclusions
An analysis of the data from the survey demonstrated a positive community response to this area of the curriculum. The following
statements were enthusiastically supported (85% -100%) by parents.
- I know what HSIE is.
- I am well informed about the teaching of HSIE at my child’s school.
- Writing is an important subject for my child.
- My child likes learning about HSIE topics.
- My child has developed new knowledge and research skills in HSIE.
- HSIE excursions are important to the understanding of the topics taught in HSIE.

There is general agreement (80-100%) by students of the following statements:
- I know what HSIE is.
- I enjoy the topics taught in HSIE.
- I have learned new and interesting things in HSIE.
- I like going on excursions for HSIE.
- I show pride in my work.

Future Directions
Whilst the responses to the survey on HSIE have been very positive the school will need to continue to review its scope and sequence for this key learning area and to provide resources to support its teaching. With the introduction of interactive whiteboards to more classrooms this will enable technology to become a more integral part of this area. Two areas of focus will be the need to review how student progress in HSIE is reported and that students also understand how they are progressing.

Other Evaluations
Parent, Student and Teacher Satisfaction
In 2010, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented in the Planning and HSIE reviews outlined in this report. Responses have also been gleaned from community feedback during parent/teacher interviews, P & C Meetings and newsletter items. Whilst these responses are favourable, the school will continue to work hard in all areas.

PROFESSIONAL LEARNING
All teachers participated in professional learning activities in 2010. The average expenditure on teacher professional development per staff member for 2010 was five hundred and twenty-one dollars.

During the year, all staff participated in five staff development days. These days covered a range of activities including SMART data training, analysis of NAPLAN data and its implications for programming to meet school targets, child protection, risk assessment training, Targeting Early Numeracy (TEN), smartboard training, CPR, asthma, autism, transitioning to school, merit selection training and anaphylaxis training. Staff also participated in weekly professional learning sessions of a Monday afternoon as well as external activities including Best Start, ARCO training, increasing your school’s attendance, Redbank conference, Engaging Opportunities Forum, school promotions, connected classrooms and attendance at district and regional conferences.

SCHOOL DEVELOPMENT 2009 – 2011
Our school targets for 2010 are closely aligned with the three year plan that was developed in consultation with staff and parents.

TARGETS FOR 2011
Target 1
To improve reading comprehension skills with a focus on inferential comprehension

Strategies to achieve this target include:
- professional development which focuses on the explicit teaching of inferential comprehension;
- analysing NAPLAN through discussion and planning at stage and professional development meetings K-6;
- using a variety of text types including visual texts to systematically and explicitly teach comprehension strategies by:
  - locating information from one or more given sources to connect ideas (HERE)
  - identifying and interpreting main ideas (HIDDEN)
  - inferring and connecting ideas e.g. relationships between characters, character’s behaviour (HEAD)
implementing Best Start Program for Kindergarten and implementing the Early Literacy continuum for Early Stage 1 and Stage 1;
- developing consistent and explicit assessment tasks K-6 to measure growth in Years 3 to 6
- liaising with Jamison Learning Community to improve learning outcomes for students; and
- identifying and purchasing resources to support the explicit teaching of inferential skills.

Our success will be measured by:
- increasing the number of students achieving regional benchmarks in reading K-2;
- increasing the number of Year 3 students performing in Bands 5 and 6 by 10%;
- increasing the number of Year 5 students performing in Bands 7 and 8 by 10%;
- increasing knowledge and understanding by staff of NAPLAN data reflected in teaching and learning programs;
- purchasing and effectively using new resources and this being reflected in teaching and learning programs; and
- improving performance indicated through school assessment data and NAPLAN results.

Target 2
To improve persuasive writing skills with a focus on developing text structure
Strategies to achieve this target include:
- implementing the school writing policy K-6;
- increasing staff knowledge of available interactive writing programs;
- utilising SMART data to link teaching strategies to areas of difficulty for students;
- continuing Best Start Program for Kindergarten and implementing the Early Literacy continuum for Early Stage 1 and Stage 1;
- systematically and explicitly teaching
  - text structure and features of a variety of persuasive texts including the elaboration of ideas;
  - the use of paragraphs to focus on a single idea;
  - the effective use of connectives to link ideas and paragraphs;
  - accurate sentence punctuation in simple, compound and complex sentences;
  - the use of enriched vocabulary to engage the reader;
- increasing student self assessment of writing samples; and
- promoting the value of writing through the school’s writing competition.

Our success will be measured by:
- increasing the number of students who show growth in school benchmarking of the targeted text type by 10%;
- increasing the number of Year 3 boys achieving Bands 5 and 6 by 10%;
- increasing the number of Year 5 students achieving Bands 7 and 8 by 10%; and
- increasing the number of students showing improvement of more than one skill band from Year 3 to 5 by 80%.

Target 3
To improve student outcomes with a particular focus on number facts, measurement skills, space and geometry and working mathematically
Strategies to achieve this target include:
- analysing NAPLAN through discussion and planning at stage and professional development meetings K-6;
- continuing Best Start Program for Kindergarten, Numeracy continuum for Early Stage 1 and Stage 1, and TEN Program for Early Stage 1 and Stage 1;
- explicitly and systematically teaching area, the conversion of analogue to digital time, identifying 3D objects, volume, money, direction, multiplication, fractions and decimals, problem solving, chance, incorporating working mathematically;
- developing consistent and explicit assessment tasks K-6 to measure growth in number facts; and
- liaising with Jamison Learning Community to improve learning outcomes for students.

Our success will be measured by:
- increasing the number of Year 3 students achieving in Band 6 by 10%;
- increasing the number of Year 5 students performing in Bands 7 and 8 by 10%;
- improving results of students participating in the TEN program in Early Stage 1 and Stage 1;
increasing growth in number facts knowledge by ten percentage points in Stages 1, 2 and 3; and
achieving knowledge in understanding of reading and writing numbers to 20 and counting to 30 in ES1 and Stage 1 to ninety percent of students.

About This Report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find 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: