Pleasant Heights Public School

Annual Report

2016

4357

Introduction

The Annual Report for **2016** is provided to the community of Pleasant Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Leonie Venables

Principal

School contact details

Pleasant Heights Public School

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Message from the Principal

I am very proud to lead the Pleasant Heights School community – the students, staff and wider community. I am proud of the achievements of our students and those who work here, and the work they do to support our school and improve our student outcomes.

Our students benefit from a team of highly skilled, hard working, motivated, committed and dedicated teachers, support and administration staff, who together with our community, have high expectations of our students. Staff provide a quality education for all students at our school. Staff are involved in regular professional development, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all students at our school. Teacher's pride themselves in providing "excellent lessons, every day, to every student". Our students grow so quickly and school life seems to pass with speed. It is therefore important that every day is used productively.

At Pleasant Heights, we not only teach all Key Learning Areas, we also enrich our curriculum with many extra curricular opportunities, such as SRC, choir, band, dance, African drumming, public speaking and Robotics. My sincere thanks to our staff who willingly support a wide range of extra curricular activities for the benefit of our students.

We are a proud public school, with an exceptional P&C who work hard for the students at the school. We have a wonderful school community who actively assist our students and school.

Pleasant Heights is an excellent place for our students to learn together and grow together as we strive to provide an education that supports and allows all students in our care to succeed and thrive.

This document provides a summary of our years work

School background

School vision statement

Pleasant Heights Public School is committed to developing students to their full intellectual and social potential and to be literate, caring and effective world citizens. We will achieve this through:

- delivering quality education that fosters high expectations
- challenging and engaging programs
- a focus on student achievement
- a strong focus on literacy and numeracy
- opportunities to develop creativity and confidence
- inspiring students to value respect and responsibility in a safe and fun learning environment
- partnerships between school, families and community
- developing life–long learners who take responsibility for their learning

School context

Pleasant Heights Public School has an enrolment of 260 students and is located in a unique natural environment that embraces the Illawarra escarpment.

The school offers and promotes a dynamic learning environment which is characterised by high parental/community expectations and a culture that values and maintains excellent student achievement.

A broad curriculum that includes a commitment to technology, performing arts and student welfare is valued by the school community. Pleasant Heights Public School is a Positive Behaviour for Success school. This focus supports school development, student welfare, learning, leadership and planning in a context of universal principles that guide consideration for the needs of all students, staff and parents.

Priorities for 2015 and beyond include quality literacy and numeracy programs for all students, building teacher capacity, and enhanced learning through technology as the foundation of life–long learning.

The school has seen a significant increase in student enrolment over the past four years. Staff consists of dedicated and experienced teachers and support staff, and teachers in their early stages of career. There is a whole school focus using the NSW Quality Teaching Framework to provide a broad curriculum, that caters for all learners and promotes engagement in an environment that is well supported by the school community.

Parents, teachers, staff and members of the wider community value and acknowledge the outstanding academic success and results consistently achieved by students at the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning, our focus has been on assessment and reporting and keeping parents up to date with their child's learning progression. We achieve this through student reports that contain detailed information about individual student achievement and areas for growth. This information also provides the basis for discussion with parents. Parents have an understanding of what their children are learning and how to assist and support them in their learning. This year we have introduced a focus on Visible Learning and Formative Assessment Practices to drive continual student

improvement and success. Student learning goals are clear and explicit, with student's reflecting on their role as a learner. PLAN data is regularly updated across the school ensuring that teachers are tracking student achievement and making learning relevant and responsive. A future direction for the school in 2017 is to undertake an Action Learning Project evaluating Visible Learning.

In the area of Learning, we are Sustaining and Growing.

Teaching

In the domain of teaching, our focus has been on Effective Classroom Practice and Collaborative Practice. We achieved this through the use of a Literacy and Numeracy Leader working in classrooms from Years 2 to 5, to plan individual instruction in collaboration with classroom teachers in order to achieve academic growth of students. This resulted in building teacher capacity to identify the Literacy and Numeracy learning needs of students through the analysis of PLAN and NAPLAN data, the Literacy and Numeracy Continuum and syllabus documents. Shared expectations and targets for improvements were achieved. Classroom observations and support by the Literacy and Numeracy leader ensured the delivery of a differentiated curriculum.

In the area of Teaching, we are mainly Sustaining and Growing.

Leading

In the domain of Leading, our school has focused on resources. We understand that creative and innovative ways of using school resources can help maximise student learning. We investigated the use of teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. One classroom was redesigned as a flexible learning space, with the future goal of extending flexible learning spaces in 2017 to other classrooms. Feedback from students and parents with regards to flexible learning spaces was positive. The use of technology is an integral part of classroom practice. In 2016 our BYOD program was extended to include Years 3–6. A teacher mentor, was utilised to collaboratively plan and demonstrate quality lessons with devices. As a result, there was an increase of teacher confidence with the use of technology within the classroom.

In the area of Leading we are mainly Delivering, with some Sustaining and Growing.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

Strategic Direction 1

Student Learning and Engagement

Purpose

To ensure that all students are engaged through innovative and relevant curriculum that inspires them to achieve and learn in the 21st Century. A modern learning environment with planned explicit and systematic learning activities will ensure students achieve their social and academic potential.

Overall summary of progress

To support student learning and engagement, one Assistant Principal was released from class to work as a Literacy and Numeracy Leader across five classes, focusing on Writing and mental computation in Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased proportion of students achieving their social and academic potential • NAPLAN data shows an increase in growth in reading, writing and numeracy annually, and when measured against the state and school three year trend data. • greater than 90% of student feedback shows their satisfaction with their learning and achievement • all student learning in literacy and numeracy is tracked against expected benchmarks using PLAN	• 37% in top band for Reading for Year 3 compared to 28% for state • 34% in the top band for Year 3 Spelling compared to 27% for state • 28% in the top band for Year 3 Writing compared to 16% for state • 40% in the top band for Year 3 Grammar compared to 34% for state • 18% in the top band for Year 5 Reading, compared to 15% for state • 24% in the top band for Year 5 Spelling compared to 15 % for state • Year 3 and Year 5 achieved above state average in NAPLAN • Positive results from student surveys indicate satisfaction with their learning environment and teaching and learning activities. Students were using the Numeracy Continuum for tracking their own learning. • Most students using the language of Growth Mindset • Staff are confident using the PLAN data to track student data and determine student future learning needs. • Students achieved well, with most achieving their intended cluster. Students who did not are supported through classroom differentiation and LaST support.	Literacy and Numeracy Leader Training and Development budget
Student engagement in innovative and relevant curriculum in modern learning environments with planned explicit and systematic learning activities • all staff implementing 21st century learning strategies in their teaching • increase in parent feedback showing the success of the schools educational programs • increase in student feedback showing their satisfaction with their learning and achievement	• All teachers report they are using ICT in the classroom • Due to the success of the Bring Your Own Device (BYOD) program in Stage 2 (Years 3 –4) the program was extended to include Stage 3. BYOD now operates for Years 3–6 • The school has 60 Ipads that are used in K–2 classes. • All teachers involved in BYOD received additional 1:1 training to assist them with classroom application • The majority of parents report greater understanding of the use of classroom IPads • The majority of Years 3– 6 students are effectively using IPads	BYOD support for teachers using BYOD in the classroom Additional time for ICT coordinator to assist with trouble shooting

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student engagement in innovative and relevant curriculum in modern learning environments with planned explicit and systematic learning activities • all staff implementing 21st century learning strategies in their teaching • increase in parent feedback showing the success of the schools educational programs • increase in student feedback showing their satisfaction with their learning and achievement	• The majority of students report they find the use of IPads motivating • Data walls or Bump It Up Walls visible in most classrooms. • Staffroom displays K–6 Literacy and Numeracy Data Walls.	

Next Steps

Pleasant Heights Public School's classrooms have students and teachers working together in an environment that sets high and explicit expectations. In 2017, the next steps are:

- Continue and expand Data Walls K–6
- Evaluate the use of ICT resources in the school
- Update the BYOD policy
- Team teaching / peer observations to support teacher development
- Sharing BYOD strategies to improve student engagement and teaching and learning
- Continue to build teacher capacity to ensure all teachers are effectively using ICT in their classrooms
- Purchase additional equipment to ensure our Wi Fi consistently works well
- Continue with Robotics program, and introduce Coding to the school with Scope IT
- Robotics to support 21st Century learning of Computer Science.
- Students to design, construct, operate and apply skills in information processing using robots
- Continue the use of Primary Connections Units

Strategic Direction 2

Professional Practice

Purpose

To embrace professional leadership and learning opportunities that maximise teacher quality. This will ensure an environment that will provide innovative teaching and learning programs which create independent learners, achieving excellence and success.

Overall summary of progress

To maximise teacher quality, through ongoing targeted professional learning that was aligned to the school Plan. The development of Professional Development Plans for all teachers which aligned to school, system and personal priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff engage in professional learning and leadership opportunities that maximise teacher quality • all staff develop their Individual Professional Learning Plans to improve practice • all staff demonstrate responsibility for their professional learning • all teachers have Professional Learning Plans focusing on attainment of professional goals reflecting the Australian Professional Standards for teachers by the end of 2017	• All teaching staff completed their Performance Development Plans (PDP)in conjunction with their supervisor. PDP have specific goals. • All staff were expected to participate in and contribute to Professional Learning. • Professional Learning was aligned to the School Plan • Staff professional Learning occurred in stages, teams and whole staff • There was a major focus on implementing Visible Learning and Formative Assessment • An Assistant Principal (AP) was released from class to work as a Literacy and Numeracy Leader, assisting students and developing teachers • Peer observations occurred with some peer coaching • Professional Learning on K–10 Geography syllabus occurred	Executive Class teachers
Leaders provide an environment for improved professional learning and quality teaching • the school has a detailed and documented induction and development program • all teachers have a set of documented goals related to performance and development and ways of measuring progress towards them • the school has an agreed process for regularly reviewing progress towards these goals	• Supervisors supported the implementation of an Induction Program for a beginning teacher, to develop their skills • PDPs supported teacher professional development and ongoing improvement of student outcomes • All teachers have goals that align with school, system and personal goals • Regular feedback and reflection helped teachers adjust their PDP so that it met their professional learning needs throughout the year	Supervisors Class teachers

Next Steps

The next steps to ensure growth include:

- All staff to develop new PDPs
- Complete "Writing in the Middle Years" professional learning
- Continued focus on Visible Learning strategies, On Alert Learning, Bump it Up strategies, Learning Goals & Success Criteria, Growth Mindset and Learning Intentions

- Professional Learning on Quality Teaching Model to refocus and support professional learning on assessment practice and pedagogy to improve student outcomes
- Professional Learning using Quality Teacher Framework resources on lesson study to improve classroom practice in teaching Geography
- Evaluate teaching through self reflection in the classroom using videos of own practice

Pleasant Heights Public School 4357 (2016)

Strategic Direction 3

Positive Partnerships

Purpose

To build and sustain a culture of excellence by maximising student opportunity through active partnerships between students, staff, and parents/carers. High expectations are fostered by an equitable and inclusive school culture, supported by positive and authentic relationships.

Overall summary of progress

Further building a culture of excellence by maximising student opportunity through meaningful and active partnerships between students staff and parents

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is a culture where success is valued and a strong social conscience is developed • increase in students showing positive behaviour for effective learning • increase in students participating in curricula and extra–curricula programs and experiences • increase in the development of personalised/individual learning plans	• PBS practices continued to be used across the school • SENTRAL data program being used to write student reports and for tracking student behaviour • Tracking in SENTRAL shows further reduction in student negative behaviours • Bush Fire Policy reviewed and updated • Homework policy evaluated •	School staff
Parents and community are engaged in positive and meaningful partnerships with the school • parents have access to a range of information, communication and feedback opportunities • parents and community given the opportunity to participate in decision making and planning • increase in parent feedback showing satisfaction with the schools' educational programs, the learning environment and their connection with the school • positive, productive and meaningful partnerships are formed with at least two external organisations	• BYOD parent workshops held • Multilit and Rocket Reading parent workshops held • Twice yearly parent teacher meetings held • Twice yearly student reports sent home to parents • Weekly newsletter and school website provide parents with up to date school information • Parents participated in "Tell them from Me" surveys, Information from the surveys has provided valuable information for future school planning • Survey results are positive – the majority of parents feel they are well informed by the school and are welcome at school. They feel their children are safe and that the school is an inclusive school • parents involved in decision making and planning through parent teacher meetings, P&C, canteen and budgeting • Pleasant Heights school is involved in meaningful partnerships with Wollongong University, Wollongong Conservatorium	School Staff

Next Steps

The next steps to ensure the growth of a positive partnership include:

• Introduction and implementation of the new PBS values – Respectful, Responsible, Resilient, Reflective
• Introduction and implementation of new student award system
• Parent workshops on Multilit and Rocket Reading with the focus to inform end engage parents and community

members in the importance of Literacy
- Parent workshops on BYOD
- Parent workshops and newsletter article on Visible Learning, Formative Assessment and Growth Mindset
- Parent Workshops on Reading Eggs and Mathletics
- Kindergarten Expo for new parents
- K–6 Meet the teachers and parent teacher meetings
- Continuation of Band Program with Wollongong Conservatorium
- Continuation of partnership with Wollongong University, mentoring pre service teachers
- Celebration of special days and activities – Grandparents Day, Harmony Day, Easter Picnic, Dance Festival Choral Festival, Southern Stars
- Continuation of chaplain support
- Three way parent/student/teacher interviews to be introduced
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Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Four Aboriginal students completed NAPLAN in 2016. Students in Year 5 achieved expected growth. Students in Year 3, achieved proficiency in most areas. All Aboriginal students have Personalised Learning Pathways which enabled the class teacher and Learning and Support Teacher (LaST)to focus on specific learning goals.	$1,876
English language proficiency	EALD students were supported in class, individually or in small groups by an EALD teacher, LaST , Literacy and Numeracy Leader and an SLSO. The support was targeted to support the differentiated strategies needed to support and maximise success.	$35,397
Low level adjustment for disability	Students requiring low level adjustment for disability were supported through the LaST and SLSO time. Some funding was used to part fund the Literacy and Numeracy Leader, to work with students and teachers.	$51,557
Quality Teaching, Successful Students (QTSS)	In 2016, QTSS funding was used in conjunction with other funding to release one Assistant Principal to work as a Literacy and Numeracy Leader across five classes and also to provide the other Assistant Principals additional time to collaborate with their teams.	$19,807
Socio–economic background	Some funding was used to provide SLSO time to support the educational needs of students from low socio– economic backgrounds. Other funding was used to enable students to access the curriculum eg attend excursions.	$7,492

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	88	97	112	123
Girls	116	124	130	137

Pleasant Heights School currently has an enrolment of 260. Numbers at the school have been steadily growing over the past few years. This year represents the 10th year of student growth.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	96.6	96.5	96.3
1	96.2	94.7	94.9	94.5
2	95.9	96.2	92.2	95.1
3	96.5	95.8	95.4	93.6
4	95.5	96.4	91.7	94.7
5	95.4	94.9	95.2	93.8
6	94.9	95.8	93.4	93.5
All Years	95.7	95.7	94.3	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Pleasant Heights is proactive in managing student non attendance. Together, with the Home School Liaison Officer (HSLO) students are identified whose attendance is a concern. These students are monitored closely through:

- Regular reports to HSLO
- Regular communication with parents – phone and letter

- Meetings with school staff, HSLO, parents and other agencies

Class sizes

Class	Total
KC	21
KK	21
1K	22
1N	21
2ER	25
2/3S	22
3C	25
4O	27
4/5S	23
5P	25
6R	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.96
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.09

*Full Time Equivalent

We have no teachers at Pleasant Heights who identify as Aboriginal or Torres strait Islanders

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	40
Postgraduate degree	60

Professional learning and teacher accreditation

The staff of Pleasant Heights are committed to ongoing professional learning to continually improve their practice, they understand that this is the most important thing they can do to improve student success. This year we introduced a focus on Visible Learning and Formative Assessment to inform teaching and drive continual student improvement and success. Professional learning included individual support for teachers for a BYOD classroom, L3, Literacy and Numeracy Continuum, Peer Coaching training, On Alert Learning, Bump It Up walls, Growth Mindset, Performance Development Plans, Anaphylaxis, and CPR.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	$
Balance brought forward	**80 033.40**
Global funds	168 802.28
Tied funds	213 022.29
School & community sources	124 466.70
Interest	2 194.90
Trust receipts	6 475.59
Canteen	0.00
Total income	594 995.16
Expenditure	
Teaching & learning	
Key learning areas	74 629.77
Excursions	31 006.91
Extracurricular dissections	26 188.71
Library	4 805.58
Training & development	2 513.97
Tied funds	159 856.61
Short term relief	32 164.81
Administration & office	33 250.74
School-operated canteen	0.00
Utilities	18 023.47
Maintenance	19 173.00
Trust accounts	5 763.24
Capital programs	18 981.35
Total expenditure	426 358.16
Balance carried forward	**168 637.00**

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 **Actual** ($)
Opening Balance	0.00
Revenue	173 542.63
(2a) Appropriation	164 436.32
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	9 013.69
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	92.62
Expenses	-104 441.43
Recurrent Expenses	-104 441.43
(3a) Employee Related	-67 845.42
(3b) Operating Expenses	-36 596.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	69 101.20
Balance Carried Forward	69 101.20

	2016 **Actual** ($)
Base Total	1 809 115.10
Base Per Capita	13 120.66
Base Location	0.00
Other Base	1 795 994.44
Equity Total	96 322.32
Equity Aboriginal	1 875.55
Equity Socio economic	7 492.48
Equity Language	35 396.94
Equity Disability	51 557.35
Targeted Total	106 480.00
Other Total	11 889.88
Grand Total	2 023 807.30

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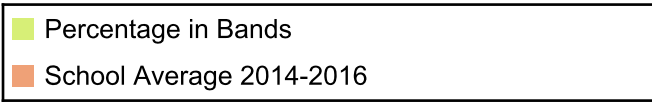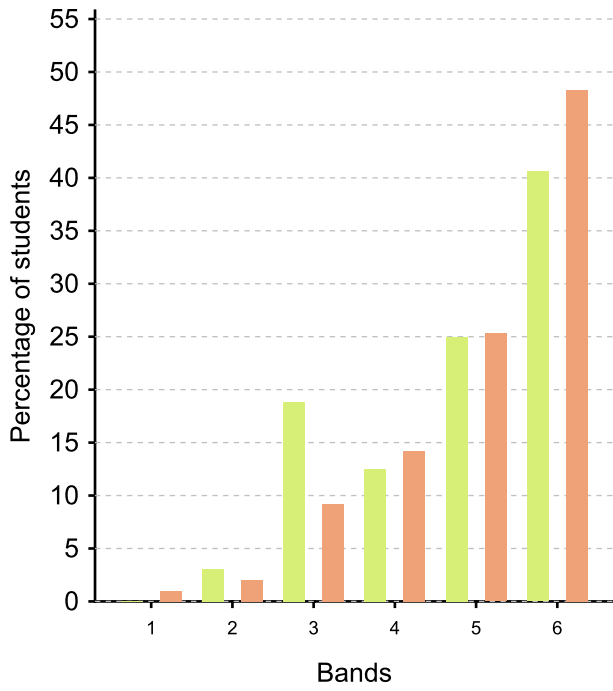
School performance

NAPLAN

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

In 2016, Years 3 and 5 students at Pleasant Heights achieved above state level in all areas of Literacy – Reading Writing, Spelling and Grammar and Pronunciation.
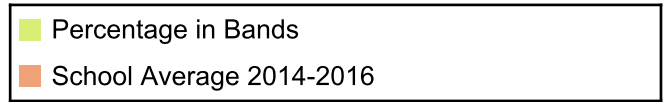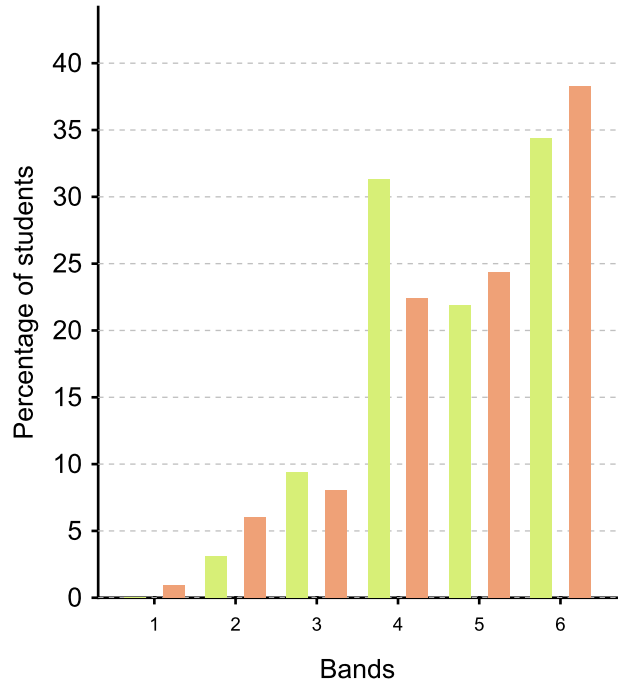
In Year 3, 64% of students at Pleasant Heights achieved in the top two bands for Literacy, compared to the state average of 53.5%.

In Year 5, 38% of students at Pleasant Heights achieved in the top two bands for Literacy, compared to the state average of 27%.
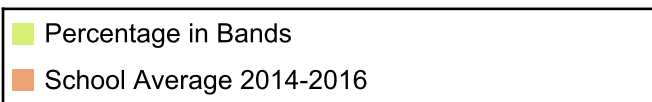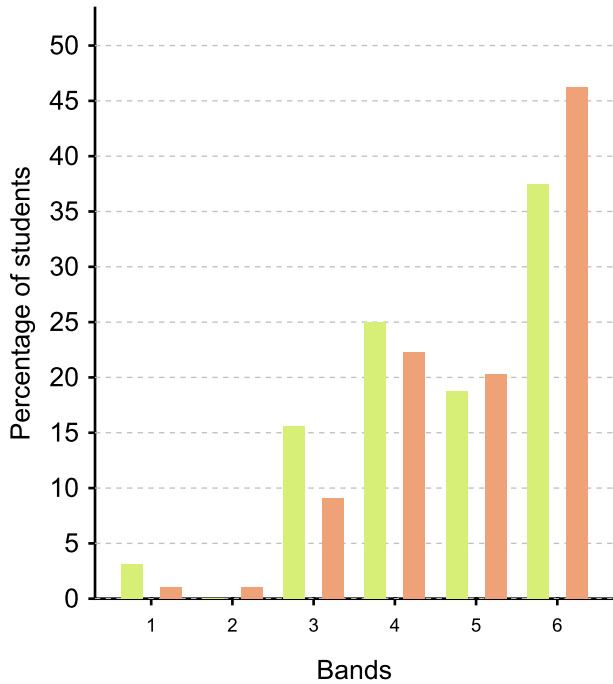
There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Balance carried forward is intended to cover casual salaries for temporary teachers, sick leave and School Learning Support Officers. A total of $25,087.13 was spent on Training and Development – $2,131.97 shown in Training and Development with an additional $22,955.16 expended in other areas.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage of students vs Bands (1–6)

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 3 Spelling

Percentage of students vs Bands (1–6)

Legend:
- Percentage in Bands
- School Average 2014-2016

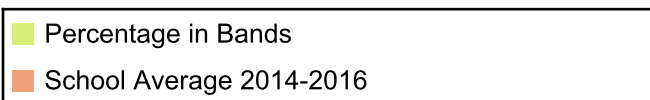## Percentage in bands:
Year 3 Reading

Percentage of students vs Bands (1–6)

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 3 Writing

Percentage of students vs Bands (1–6)

Legend:
- Percentage in Bands
- School Average 2014-2016
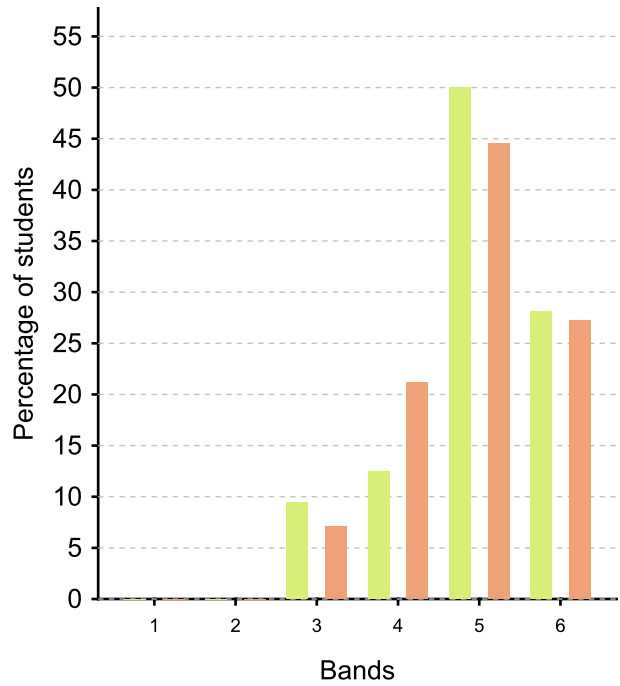
Percentage in bands:
Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2014-2016
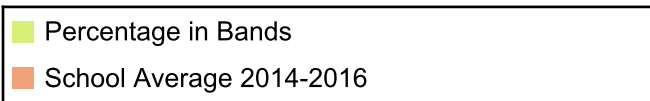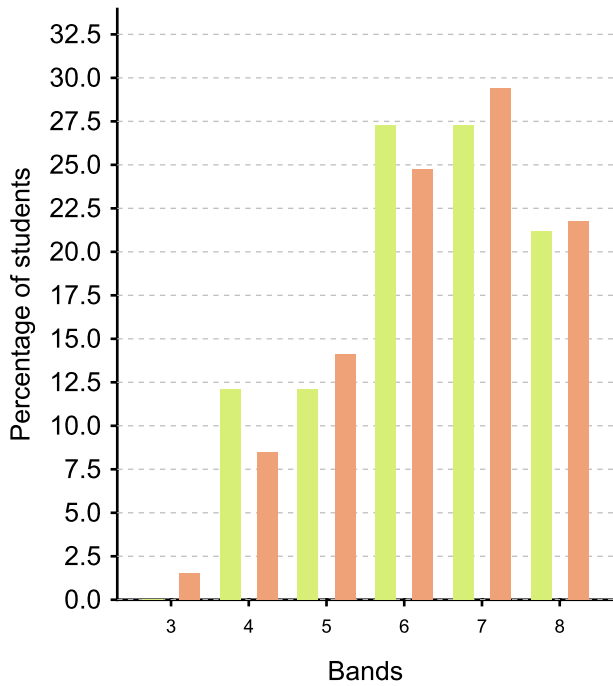
Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2014-2016
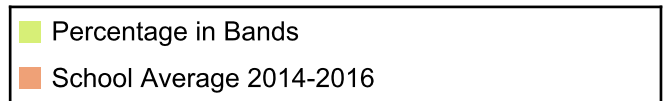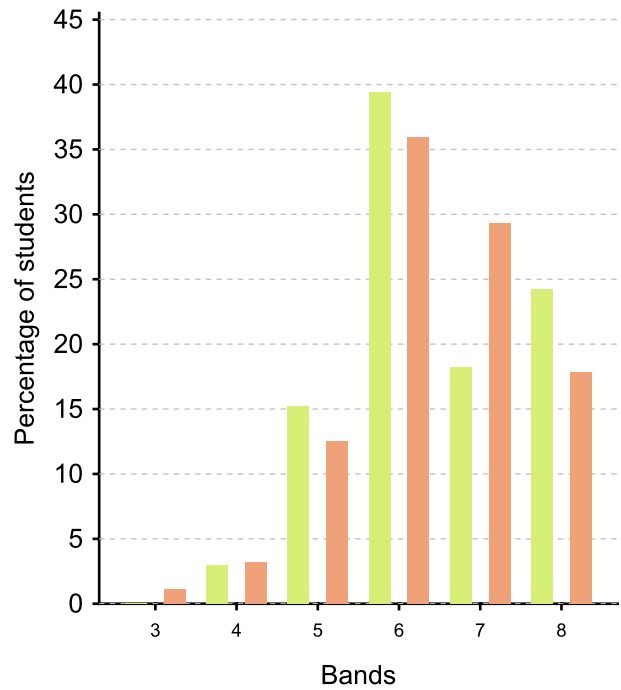
Percentage in bands:
Year 5 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016
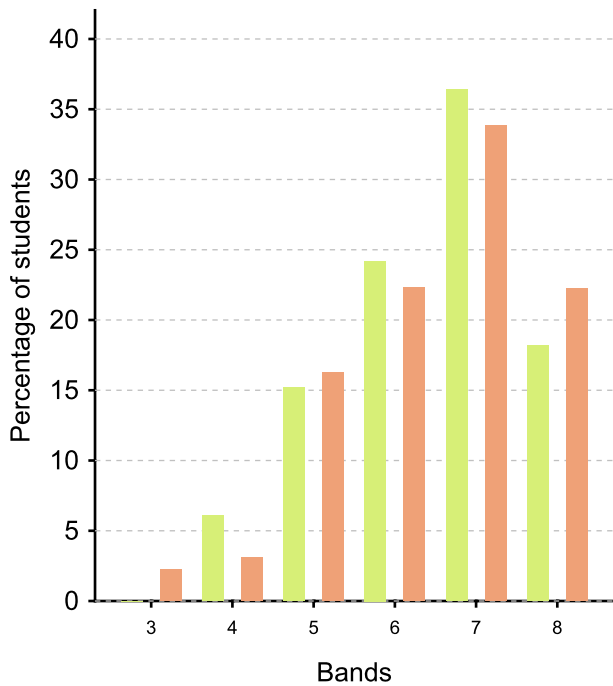
Percentage in bands:
Year 5 Writing

Legend:
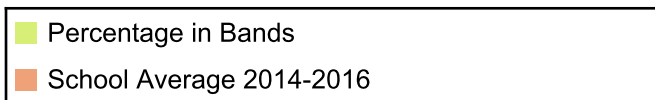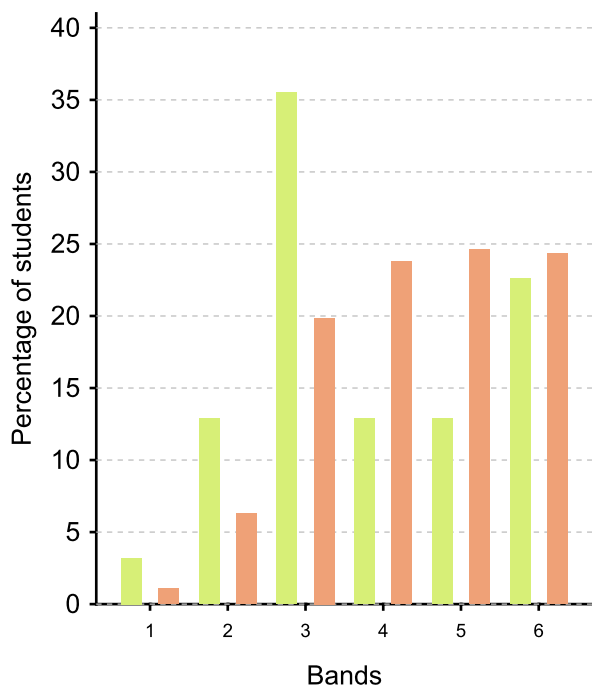- Percentage in Bands
- School Average 2014-2016
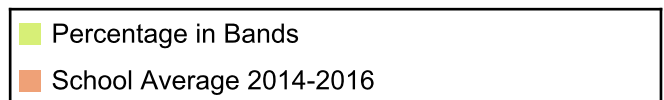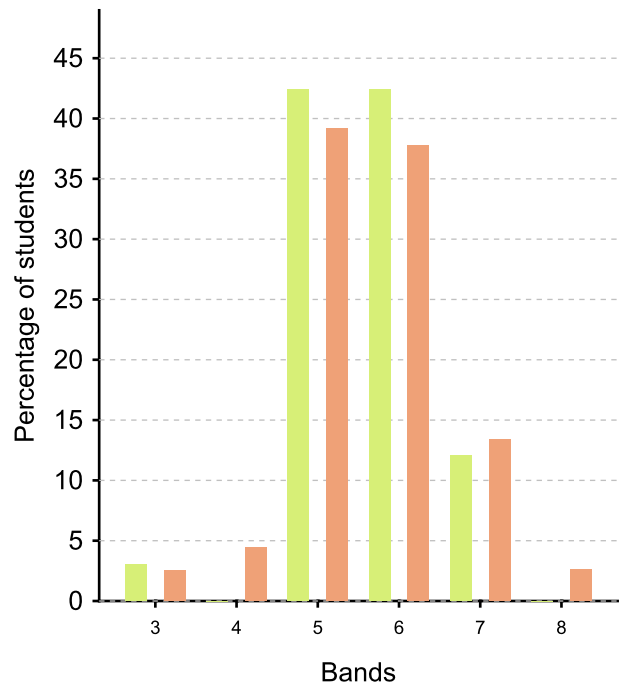
In 2016, Years 3 and 5 students at Pleasant Heights achieved above state level in Numeracy.

In Year 3, 35 % of students at Pleasant Heights achieved in the top two bands for Numeracy, compared to the state average of 39%. Girls achieved 47% in top two bands.

In Year 5, 36% of students at Pleasant Heights achieved in the top two bands for Numeracy, compared to the state average of 31%.

Percentage in bands:
Year 3 Numeracy

Legend:
- ■ Percentage in Bands
- ■ School Average 2014-2016

Percentage in bands:
Year 5 Numeracy

Legend:
- ■ Percentage in Bands
- ■ School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link http://www.myschool.edu.au

and insert the school name in the Find a school and select GO to access the school data.

In Year 3, 100% of Aboriginal students achieved in the top two bands for Reading and Grammar & Pronunciation. In Writing and Spelling, 50% performed in the top two bands. In Numeracy, 50% performed in the top two bands with 100% achieving in the top two bands for Data, Measurement, Space and Geometry.

In Year 5, 50% of Aboriginal students achieved in the top two bands for Reading, with 100% in the top two bands for Grammar & Pronunciation. In Numeracy, 50% achieved in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2016, 98 students from years 4 – 6, 18 staff and 100 parents completed the "Tell Them From Me" surveys. Participation was voluntary.

Student results

71% of girls and 72% of boys were interested and motivated. The NSW government norm for girls is 83% for girls and 73% for boys.

100% of girls and 97% of boys had positive behaviour . The NSW government norm for girls is 91% for girls and 75% for boys.

72% of girls and 82% of boys had a positive sense of belonging . The NSW government norm for girls is 81% for girls and 81% for boys.

86% of girls and 75% of boys participated in extra curricular activities. The NSW government norm for girls is 66% for girls and 44% for boys.

67% of girls and 69% of boys participated in school sport activities. The NSW government norm for girls is 82% for girls and 84% for boys.

Parent results

76% of parents felt welcome at school, and 70% felt they were well informed.

63% of parents felt they supported learning at home, and 75% of parents felt that teachers supported their child's learning.
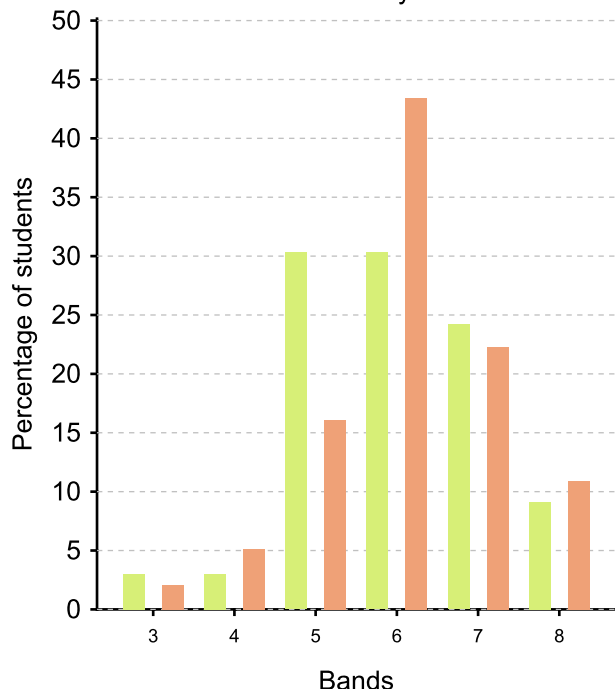
95% of parents felt the school website was a useful type of communication.

Teacher Results

86% of teachers believe they provide clear feedback that assists students to achieve their goals.

81% of teachers talk to other teachers about strategies that increase student engagement.

82% of teachers use two or more strategies in most class periods.

Policy requirements

Aboriginal education

Pleasant Heights is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait children so that they excel and achieve in every aspect of their education. In 2016, six students identified as Aboriginal.

Pleasant Heights promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student educational opportunities are well rounded. The school also promotes the inclusion of Aboriginal perspectives in the following ways:

- Acknowledging the traditional custodians of the land in all assemblies and special occasions
- Integration of Aboriginal perspectives in all Key Learning Areas, so all students can develop knowledge and understanding of Australia's first people
- Nominating Aboriginal students for Aboriginal awards
- Celebrating NAIDOC week with visiting Aboriginal performers

Multicultural and anti-racism education

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racism. Pleasant Heights PS prides itself on the promotion of racial harmony. Each year students are taught lessons that encourage the celebration of multiculturalism as well as having Aboriginal perspectives embedded in them.

The role of the Anti–Racism Contact Officer (ARCO) in our school is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role, involves promoting the values of respect and the understanding of cultural diversity. Our Positive Behaviour for Success (PBS) values of being Respectful, Responsible and Safe, help to support a respectful school. Students, teachers and parents are doing an excellent job of working together in harmony.