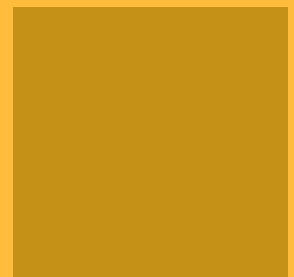
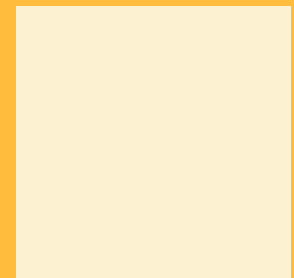


# Pleasant Heights Public School Annual School Report 2013



## School context



In 2013, Pleasant Heights had nine classes with a total enrolment of 204 students. This meant that the school gained an additional class from the eight it had in 2012.

### Principal's message

Pleasant Heights Public School, which was established in 1969, has a warm, caring and friendly atmosphere. It provides quality, public education to the communities of the Mt Pleasant and Mt Ousley areas. The school and the wider community have high expectations of students and value the school's high academic standards and the provision of a variety of opportunities. Many highly successful learning programs are planned and implemented by the dedicated teaching staff (both new and experienced) working in a team environment. The school has achieved that purpose to a high level, whilst providing a curriculum that is balanced and engaging to all students. The students also benefit from an extensive extra curricula program which provides further opportunities for all students.

Staff at Pleasant Heights PS are skilled and dedicated and enthusiastic practitioners. My sincere thanks to my amazing team of teachers, School Learning Support Officers and administration staff who all willingly take on many additional responsibilities to provide our students with an enriched curriculum. Without their commitment and dedication to our students and school, we would not be able to achieve all we do for "our" students.

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.

**Leonie Venables Dip Teach, B Ed, M Ed.**



### P & C

Thank you to our hard working P&C members for another magnificent year.

During the year, the P&C donated \$16500 for three new interactive white boards for three classrooms and 30 Surface RT's (hand held devices similar to iPads with keyboards).

The canteen volunteers worked tirelessly throughout the year, not only raising funds but also keeping the canteen open and providing tasty, healthy food for our students.

The uniform shop has also achieved a fantastic result, recycling pre loved uniforms and selling new sports tops and, shorts, trackpants, jackets, hats and backpacks.

I would like to express my thanks to all parents, grandparents and friends for their wonderful contributions to fundraising throughout the year. The Trivia Night, Back to Pleasant Heights Day, Bunnings BBQ and chocolate drive not only raised valuable funds for the school, but also provided wonderful social events for our school community.

Sincere thanks to all the parents, grandparents, extended families and friends who have given time to volunteer at the various school activities this year. Our school achieves great things for our students because of your commitment and dedication to our school.

**Caroline David P&C President**

## Student representative's message

The SRC supported various charities in 2013. The SRC held a Biggest Morning Tea fundraiser to help the Cancer Council in which they raised \$170. In addition the SRC co-ordinated the donation of school supplies to schools in the Solomon Islands, via Operation Boss Lift. The SRC also helped raise awareness of Autism through Light It Up Blue- Autism Awareness Day. Throughout the year, the SRC ran lunchtime activities for the students, including; gardening, origami, chess or board games and handball competitions.

**Mrs Ecroyd – SRC Coordinator**

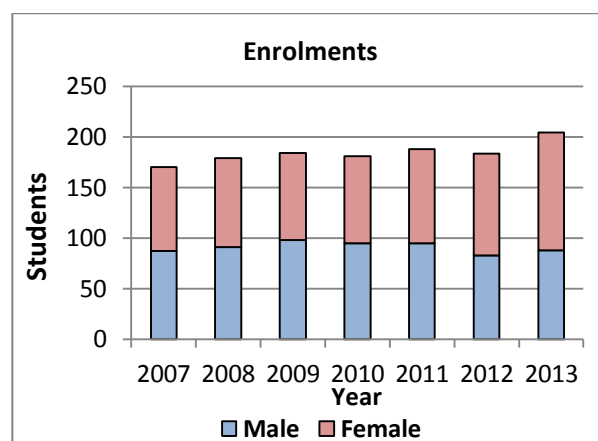
## Student information

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

## Student enrolment profile

Gender	2010	2011	2012	2013
Male	95	95	83	88
Female	86	93	100	116

Roll class	Year	Total in class	Total per year
KC	K	20	20
KG	K	21	21
1CR	1	22	22
1-2K	1	12	21
	2	9	21
2R	2	22	22
3N	3	25	25
3-4S	3	5	24
	4	19	24
5P	5	25	25
6C	6	23	23



## Student attendance profile

Year	2009	2010	2011	2012	2013
K	95.6	96.8	96.1	95.8	95.5
1	91.8	94.0	96.1	96.4	96.2
2	92.6	96.0	93.2	95.9	95.9
3	94.3	94.0	94.4	95.9	96.5
4	93.4	93.8	93.7	96.0	95.5
5	95.7	97.4	92.7	94.3	95.4
6	92.3	94.5	95.0	93.5	94.9

## Workforce information

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

### Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0.2
School Administrative & Support Staff	2.00
Total	

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There is one staff member of Aboriginal heritage at the school.



## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	60
NSW Institute of Teachers Accreditation	10

## 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:	30/11/2013
<b>Income</b>	<b>\$</b>
Balance brought forward	81074.45
Global funds	120542.73
Tied funds	81869.51
School & community sources	115345.03
Interest	3069.71
Trust receipts	6485.80
Canteen	0.00
Total income	408387.23
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	83955.10
Excursions	22882.64
Extracurricular dissections	22809.43
Library	3285.28
Training & development	3393.76
Tied funds	92729.38
Casual relief teachers	29990.21
Administration & office	31726.74
School-operated canteen	0.00
Utilities	27152.05
Maintenance	12316.08
Trust accounts	6719.83
Capital programs	16516.86
Total expenditure	353477.36
<b>Balance carried forward</b>	<b>54909.87</b>

Of the \$54909.87 carried forward only \$8193.54 is for general purposes as Tied and Trust, unpaid casual salaries, asset replacement and additional assets are included in the balance carried forward.

A full copy of the school's 2013 financial statement is tabled at the annual general

meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

Pleasant Heights school staff are committed to enriching the curriculum for our students and offer many additional programs and activities for them.

### Southern Stars

Southern Stars brings together more than 2,500 students from across Southern NSW open to all schools from the Department of Education, in an arena styled performance event.

The performance, an inspiring and energetic mix of dancers, vocalists, orchestras, bands, choirs and other outstanding young performers from across the region, is held annually at the WIN Entertainment Centre, Wollongong.

Students from Pleasant Heights alternate between dance and choir. Last year 30 students from Years 5 and 6 were part of the massed choir, while other individual students were part of the Illawarra dance and drama troupes.

Thank you to Mrs Carter for her coordination of this group.

### Illawarra Dance Festival

In June, 30 students from Infants performed in the Dance Festival at the Illawarra Performing Arts Centre in Wollongong. Their dance was based on the popular Lion King music. The students, Mrs Milgate, Ms Griffiths, Mrs Green and Ms Costello are to be congratulated on a wonderful performance.



## Music with the Conservatorium

We were again fortunate to have Mr Eric Dunan from the Wollongong Conservatorium of Music to tutor our three bands: a year 3 brass group, (where students experience learning a brass instrument) as well as a Training and an Advanced band. Our sincere thanks to Eric for his commitment to our students and school, he has instilled a love of music and performing in many of our students.



## Choir

Pleasant Heights had a talented choir, made up of Year 3 to Year 6 students. They auditioned, then attended lunch time rehearsals. A number of band students also attended the choir. The first half of the year was spent preparing for the 59<sup>th</sup> Wollongong Schools Music Festival. The choir members learned a variety of songs from around the world and by current and previous songwriters. Their chosen school songs were inspiring and multicultural. They were given many other opportunities to perform at school. Lunch time practices continued until the end of the year to learn new songs for other performances, such as 'Back to PHPS Day' and the Year 6 Farewell Assembly.

## Sport

In 2013, Pleasant Heights held 3 successful carnivals: in swimming, cross country and athletics. Students qualified to represent the school in these areas at Brokers District PSSA Carnivals, with up to 40 children representing at each carnival.



From District level, 11 children qualified and participated in the South Coast Regional Swimming Carnival, 5 children qualified and participated in the South Coast Regional Cross Country Carnival and 6 children qualified and participated in the South Coast Regional Athletics Carnival.



The school participated in workshops in Dragon Tag and AFL with support from the local sporting associations.

Gala Days were planned for Terms 2, 3 and 4, in Soccer, Netball, AFL and Dragon Tag for students in years 3-6. 95% of children accepted this opportunity to participate.

## Technology

Technology was an integral part of student's lives at PHPS in 2013.

The year began with the installation of nine Aruba Wireless Access points throughout the school, ensuring all rooms have full wireless connectivity. Three new multitouch interactive whiteboards were installed, two in our most recent demountables and one replacing our oldest interactive whiteboard which was then donated to Keira High School.

All students engaged with technology on a daily basis through instruction and active participation

using the interactive whiteboards. Students utilised the classroom computers and computer lab for a range of whole class, individual and small group activities. All classes also took advantage of our set of 30 iPads to bring into their classrooms and integrate into a wide range of curriculum areas. Further technology instruction was given as one area of this years RFF.

Discussion on how to further integrate technology into daily classroom use led to discussions on introducing a 1:1 device ratio in at least one classroom. Possible options that were investigated included school purchased devices, BYOD and BYOT. In Term 4, via a special Microsoft offer for schools, and with the assistance of our wonderful P&C, who purchased 30 of our 62 Microsoft Surface RT tablets. These were purchased for use by Stage 2 and 3 classes in 2014.

## Academic Achievements

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

### Reading – NAPLAN Year 3

97% of our students were at or above national minimum standards in reading.

82% of students were in the top three bands for reading (bands 4, 5 and 6)

### Numeracy – NAPLAN Year 3

93 % of our students were at or above national minimum standards in numeracy.

79 % of students were in the top three bands (bands 4, 5 and 6) for numeracy.

### Reading – NAPLAN Year 5

100% of our students were at or above national minimum standards in reading.

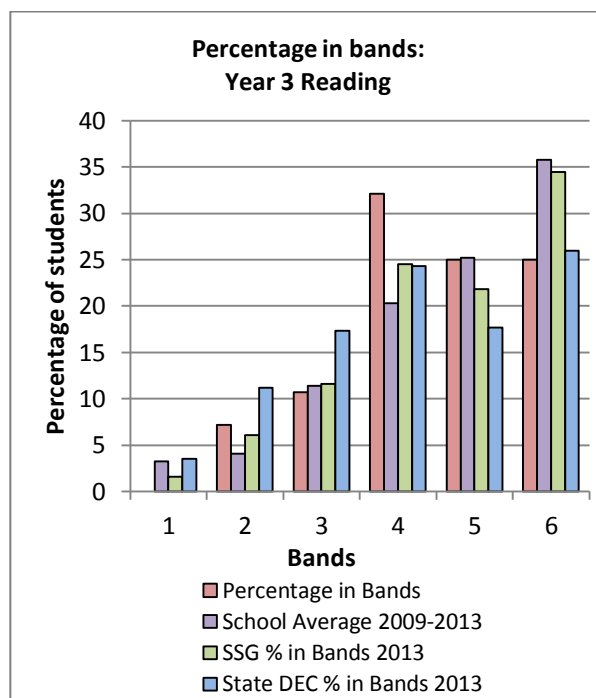
88% of students were in the top three bands (bands 4, 5 and 6) for reading.

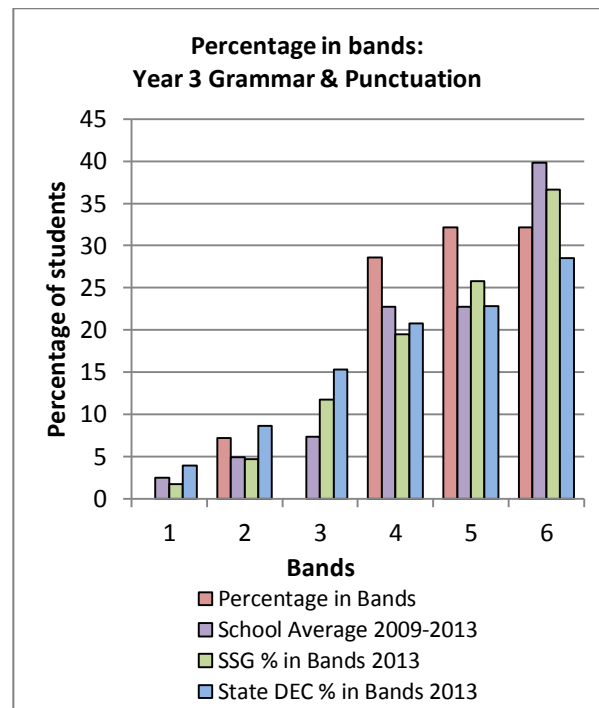
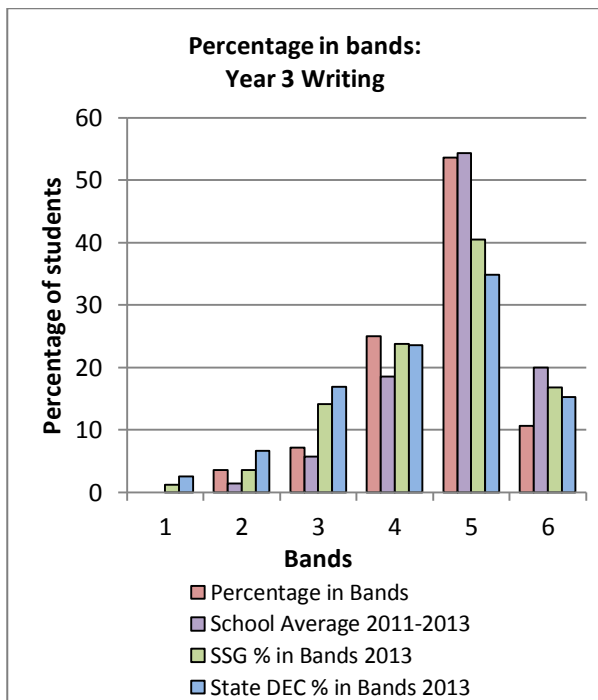
### Numeracy NAPLAN – Year 5

100% of our students were at or above national minimum standards in numeracy.

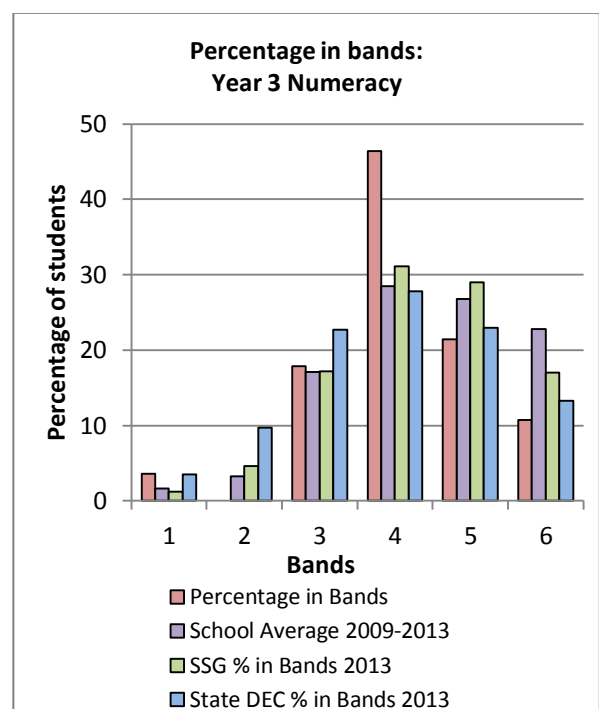
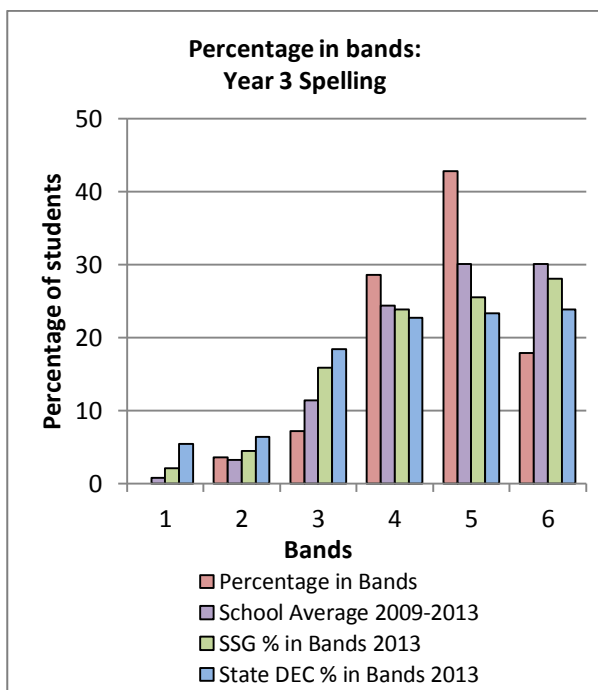
64% of students were in the top three bands (bands 4, 5 and 6) for numeracy.

### NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

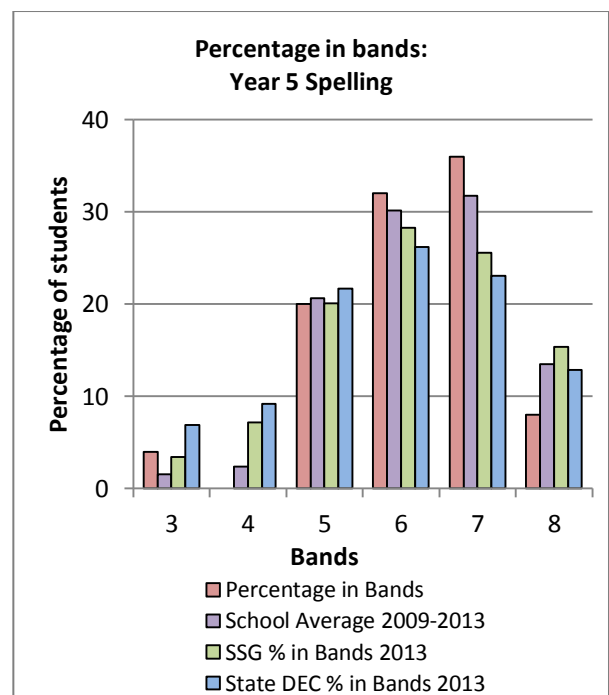
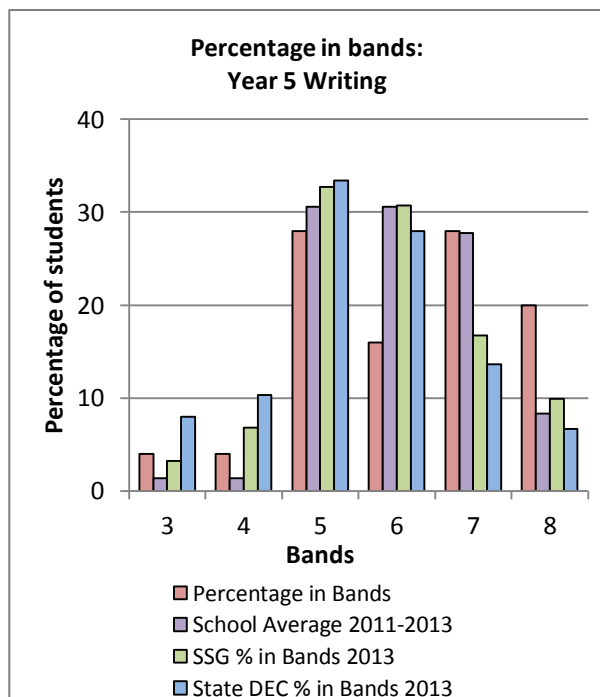
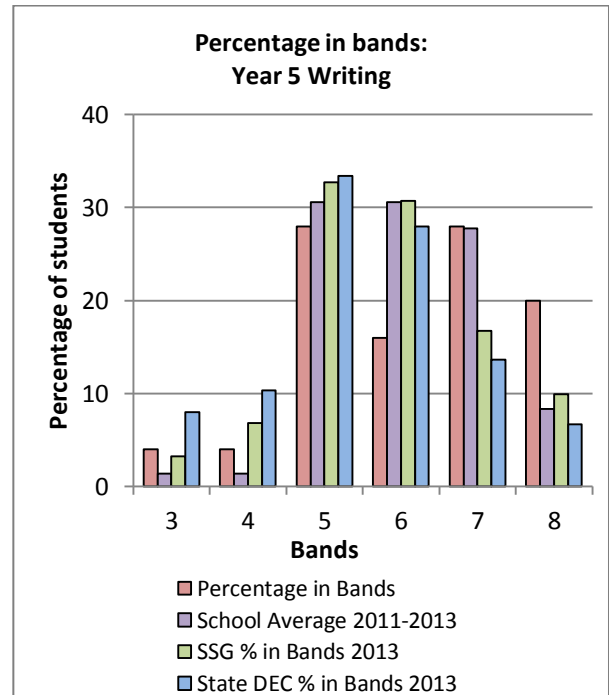
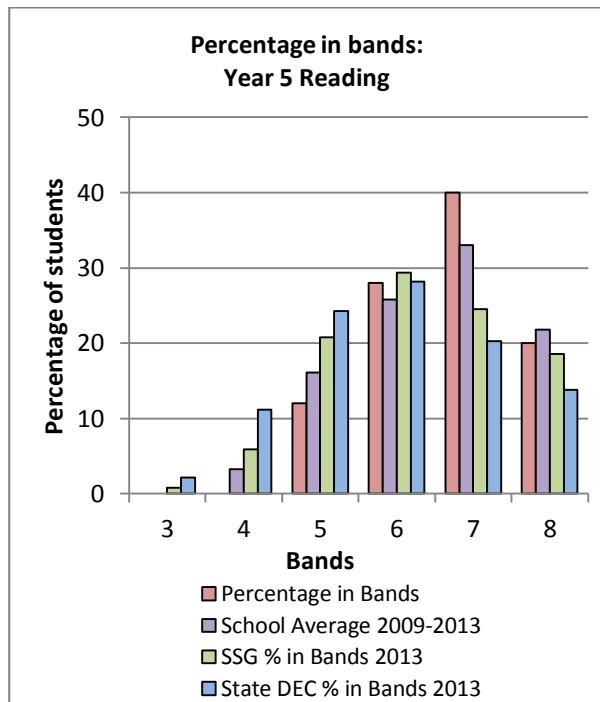




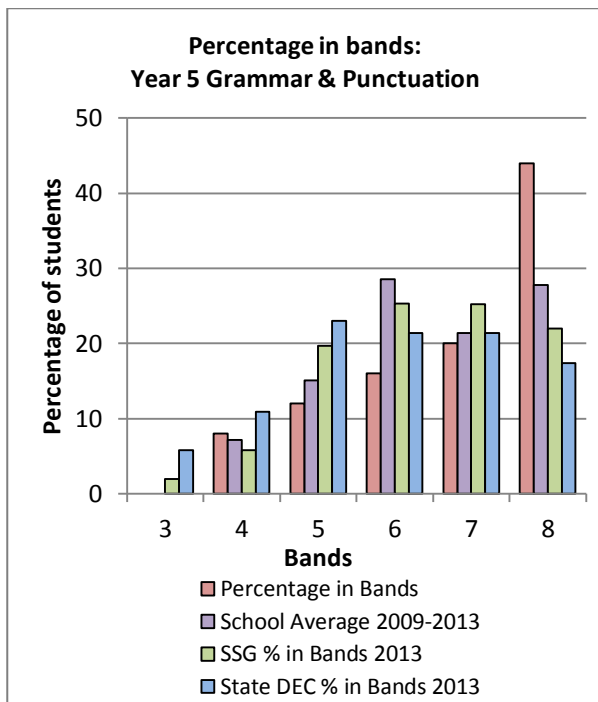
### NAPLAN Year 3 - Numeracy



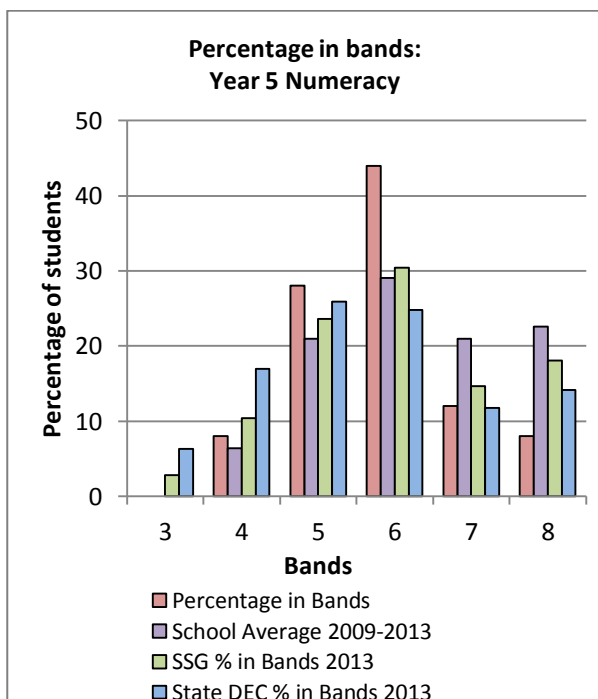
**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)







## NAPLAN Year 5 - Numeracy



## Significant programs and initiatives

### Aboriginal education

Our school is committed to promoting the educational achievements of all indigenous students and enhancing the knowledge and understanding about Aboriginal Australia to all students. In 2013, staff continued training in 'No Gaps, No Excuses', and completed module 3 of the program.

In order to increase the knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people, Aboriginal perspectives are incorporated into all teaching and learning programs. By taking a whole school approach, our school is growing in our understanding and respect for Aboriginal people, their culture and perspectives.

Acknowledgement of Country is an important part of all school assemblies. Personal Learning Plans (PLP) were devised and updated for all Aboriginal students in consultation with their family members.

During NAIDOC Week staff and students were involved in a variety of cultural awareness programs that celebrated Aboriginal identity and culture. The whole school enjoyed a visit from Clarence Slockee, one of our parents, who spoke about Aboriginal culture and demonstrated some Aboriginal artefacts, tools, weapons and instruments.





## Indigenous Artwork

As part of our “Back to PHPS’ day celebrating the opening of the Bicentennial Time Capsule which was sealed in the school grounds in 1988, the school established an Indigenous garden, which included the erection of 5 totem poles. A local Indigenous artist, Jasmin Sarin was invited to paint the totem poles. The artwork was inspired by our school values: ‘Respectful, Responsible, Safe and Fun’ in recognition of diversity, culture and equality. Landscaping around the garden is yet to be completed, and will be a school focus early in 2014.



## Multicultural education

### Harmony Day and Grandparent’s Day



On 21<sup>st</sup> March, all students from Pleasant Heights Public School were invited to wear something from their cultural heritage to celebrate Harmony Day. The students were also invited to create a Harmony Day Poster at home, which was displayed in the hall. Grandparents, parents and families were invited to the school to help acknowledge Harmony Day. Each class or Stage put on a short presentation. Harmony Day is celebrated around Australia in March each year. It’s a day where all Australians celebrate our cultural diversity. The Grandparents were also invited into classrooms and were given morning tea in our Music Room.



## Environmental Education Programs

### Stage 2 Vegetable Garden

During Term 1, Stage 2 students revived a tired looking garden in the school, cultivated it, fertilized it and planted a variety of fruit, vegetables and herbs as part of their Science Unit, ‘Plants in Action’. The students kept diaries, watered, weeded and maintained the garden. Towards the end of the term, each class participated in a fresh food preparation lesson using the cos lettuce and herbs from the garden. At the end of the term, the plants were harvested and the students took them home to share with their families.



## Clean-Up Australia Day



All students from Kindergarten to Year 6 participated in 'Clean-up Australia Day' on Friday 1st March. The students were asked to bring in garden gloves on the day. Each class was allocated an area within the school grounds to clean up. Teachers took the time to educate the children about cleaning and conserving our beautiful Australian Environment.

## Earth Hour

This initiative began in 2007. Promoted by the World Wildlife Fund (WWF) to inspire the world's population to show their support for climate change action. For their second time, Pleasant Heights joined hundreds of Australian Schools on Friday 22nd March to support the cause and Environmental Education. All week, students researched climate change and what we can do as a country to change it. Students brainstormed ways that PHPS could reduce the school's impact on the environment. The research culminated at the end of the week with taking action in the form of turning out classroom lights and turning off computers for one hour of the day. Pleasant Heights students and staff are working towards creating a more sustainable planet.

## Other School Programs and Activities

### Back to Pleasant Heights Day

Pleasant Heights Public School held their 'Back to PHPS Day' on Thursday 5th December 2013. This was a very special occasion for our school, celebrating 25 years since the 1988 time capsule was buried. On the 9th May 1988, the school community buried a time capsule as part of the

nationwide bicentennial celebrations. The suggested opening date was in 2013.



The 'Back to PHPS' committee of Mr Swan, Mrs Phipps, Mrs Worthington, Mrs Isedale, Mrs Appleby, Mrs Nicholls and Mrs Venables received advice from other schools to dig up the time capsule prior to any celebration. Other schools had dug their time capsule up only to find the contents had been destroyed. Luckily, thanks to the planning of the staff and community in 1988, our time capsule was in amazing condition – it took 48 hours, special machinery and a trip to the coalmine to open it! Thanks to the extended Swan family for digging the time capsule up for us.

On the 5th December, current students, staff and family joined special guests and visitors (some of whom were part of the 1988 celebrations) for a special assembly and an afternoon of family fun! Mr Vic Chapman (first Aboriginal Principal of NSW) did the 'Welcome to Country' and Mr Bruce McLeod (Assistant Principal 1988) shared what PHPS was like 25 years ago. Mrs Ruth Chapman and Mr David Gore assisted the current school captains in the cutting of the 'Back to PHPS' cake. Many other special guests were in attendance, including past P&C Presidents and staff of PHPS. Mr Allan Sillitoe, Mrs Mary Chapman and Mrs Rhonda Fisher (1988 PHPS staff) attended the special day, some making the trip all the way from Queensland. Our thanks also to Mrs Norma Hart (1988 year 2 teacher) who sent us a special message and photos.

The time capsule contents were on display in the hall for everyone to view; the 2013 choir, special interest dance group and advanced band performed, and we had a fun afternoon with our extended school community. Mr Swan had the video in the time capsule converted to DVD and the 2013 students performed the same songs

that the 1988 students did on their celebration. Thank you to Mrs Megan Maxwell who played 'Home Among The Gum Trees' on the piano, while the 2013 infants sang along with the 1988 students. The 2013 primary students performed a medley of songs with the words re-written by Mrs Nicholls to reflect our current school and the community.

The 'Back to PHPS Day' was a huge success – a positive reflection of the value the community has of our school. We have decided to place the time capsule back in the ground with current 2013 documents and student work samples being added to the original 1988 contents. The area where the time capsule was originally buried has changed over the years and is now the location of the Aboriginal Totem Poles. We plan to bury the time capsule in the same location, with a new plaque reflecting the 1988 celebrations but also highlighting the change in the Australian community and views towards the original inhabitants of the land, the Aboriginal people. Throughout 2014 the garden will be transformed to reflect Pleasant Heights' history and to celebrate its future.

Many thanks to all who made the 'Back to PHPS Day' such a memorable one!



## Excursions

### Stage 3 Canberra Excursion

To complement and enhance Stage 3 studies on Government and Democracy, an educational tour of Canberra was organised for Years 5 and 6. It provided our students with an opportunity to

gain a deeper insight into how our government works.

The Canberra excursion was held in Term 2, Week 6. It was a 3 day excursion beginning on Wednesday 5 June – Friday 7 June and students travelled there by coach. Highlights of the excursion were visits to the War Memorial, Parliament House, National Capital Exhibition and Electoral Education Centre.



### Stage 2 Science/HSIE Excursion

Wollongong in Term 2 as part of the Science and HSIE Units of work in Semester 1. Mr Swan and Mrs Nicholls accompanied the students on the bus and around the venues. The day began with a virtual tour of our galaxy in the Planetarium, followed by hands-on science experiments and a Bubble Show. The History Museum contained memorabilia and photos of our gorgeous Illawarra.



### Stage 1 Excursion

In December, Stage 1 travelled to Darling Harbour and spent the day exploring the Sealife Sydney Aquarium (previously known as the Sydney Aquarium) Students spent the day looking at the sea animals, listening to educational talks, and



watching fish feeding. They particularly enjoyed the touching pool, where students were able to view sea animals up close and even touch some of them.



### Early Stage 1 Excursion

In Term 4, Kindergarten travelled to Symbio Animal Park in Helensburgh. Miss Greig and Mrs Claridge were accompanied by Mrs Isedale, Mrs Dorrian and 3 parent volunteers. This was Kindergarten's first excursion, and coincided with the HSIE and Science units of work, 'Meeting Needs' and 'Staying Alive.' KG and KC took a tour around the park, fed the kangaroos and got up close to some mammals and reptiles including a possum, albino echidna, turtles, and a python in the Keeper Talks.



### Author Visit

On Friday 6th December, author Aleesah Darlison visited Pleasant Heights Public School. Aleesah kindly donated her time to talk with the K-3 children about writing, books and reading. The children enjoyed learning about Aleesah's inspiring writing ideas. Following the presentation, students were given the chance to

buy Aleesah's books and have them signed by the author herself!



### Book Week

On Wednesday 14th August, PHPS celebrated books and reading with our Book Week events. The day included the K-6 Book Week Dress-Up Parade and classroom book activities. Parents were invited to the school to enjoy a picnic lunch and the chance to purchase books from our Scholastic Book Fair. Through the sale of books at the Book Fair, PHPS families earned \$750 worth of books from Scholastic for the school.



### Premier's Reading Challenge (PRC)

Pleasant Heights Public School participated in the NSW Premier's Reading Challenge (PRC) again this year. 'The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a

challenge to each student to read more and to read more widely. The Premier's Reading Challenge (PRC) is available for all NSW students in Kindergarten-Year 9, in government, independent, Catholic and home schools'. In 2013 at Pleasant Heights Public School 176 students completed the Challenge.

### **Premier's Spelling Bee**

In 2013, over 131 000 students from schools across NSW took part in the Premier's Spelling Bee Competition. All our students from Years 3 to 6 took part in the competition. Each class was represented by four students who went on to the stage finals. Two students from each stage were selected to compete at the regional finals. Our school representatives were Jessica Morgan and Benjamin Soligo from Stage 2 and Siena Cuoco and Bora Sengul from Stage 3



### **University of NSW Competitions**

Students in Years 3 to 6 were given the opportunity to participate in the University of NSW Competitions in Spelling, Writing, Science, Computer Skills and Mathematics. We had 24 students participate in 2013.

### **CBCA Literary Lunch**

On Wednesday 7<sup>th</sup> August students from Pleasant Heights Public School attended the Illawarra-South Coast Children's Book Council of Australia (CBCA) annual Literary Lunch. Students from various primary schools in our local area attend a lunch and author/illustrator workshop. Eight PHPS library monitors attended the lunch and enjoyed meeting authors such as James Roy, Nathan Luff, Frances Watts, Pamela Freeman and Tania McCartney.

### **Education Week**

Education Week began in the week of, Monday 29 July and the theme was NSW Public Schools – Creating the Future by 'Celebrating Our Stories'. Our school's Open Day on Monday was a wonderful opportunity for parents/carers to visit classrooms and interact with students during the planned activities as we shared 'our stories'.

It was pleasing to see the number of parents/carers and family members who were able to join us during the day. The pleasure the students had from demonstrating and sharing their work illustrates the value and importance of the home/school relationship in building their confidence and success. Teachers greatly valued the opportunity to share the work they were doing with their students and appreciated the ongoing support and encouragement shown by community attendance and comments on the day.



### **Music Initiatives**

As well as Music with the Conservatorium Programs and choir, students at Pleasant Heights were involved in the following

#### **Music: Count us in**

In November, Pleasant Heights participated for their second time, in this Government supported initiative. It's Australia's biggest school initiative. It has run since 2007 and is all about celebrating the value of music education to students' development. Schools all over Australia sign up to learn, rehearse, then perform the same song, on the same day, at the same time. This year's song was entitled, 'Keep On' and was written by a



small group of high school students, singer songwriting mentor, Katie Noonan and composer, John Foreman. PHPS came together on the 31<sup>st</sup> October, at 12.30pm in the hall, to sing the song via live feed on the internet with hundreds of other schools and Program Ambassador, John Foreman. Our thanks to Mrs Nicholls whose passion for music and the gorgeous singing voices of the students resulted in a successful afternoon. Thank you to Mr Roberts for his technology skills in running the live feed.



#### **Adam Page – visiting Music Performer**

Stage 2 and 3 students were fortunate to witness the talents of Adam Page this year. Eric Dunan, the school's band and trumpet teacher, organized for Mr Page to visit our school, free of charge. The event was hosted in the newly refurbished 'Music Room'. Mr Page is a multi-instrumentalist who has been performing his looping show around the world since 2006. He was extremely talented and hilarious.

#### **Fruit and Veggie Month**



August was Fruit and Vegetable month at Pleasant Heights Public School! Students were encouraged to bring a healthy lunch box each day, full of fruit and veggies. Each week, a random day was selected for a lunch box check, with the healthiest lunch box from each class featuring in the newsletter that week.

To conclude the month long celebration, PHPS held a Fruit and Veggie Fiesta where staff and students dressed up as fruits and vegetables and we had a picnic on the PHPS lawn. What a fun month we had! Everyone embraced the occasion, with some great ideas on how to include fruits and vegetables in lunch boxes in creative ways.

#### **Anzac Day**



This year to commemorate the 98<sup>th</sup> anniversary since the ANZAC troops landed in Gallipoli, staff and students at Pleasant Heights held a special ceremony. Students had been learning about the spirit of the ANZACs in class, and the ceremony provided the perfect opportunity for students and staff to pay their respects to the men who fought and died for our country.

The school captains laid a wreath at the base of the Australian flag which flew at half mast for the day. The wreath was later placed at the Balgownie Cenotaph as a symbol of our school joining the wider community in paying our respects to the ANZAC diggers.

#### **Personalised Learning and Support Tool (PLASST) 2013 Trial**

During Term 3 our school, along with other public schools in the area, participated in the trial of the new Personalised Learning and Support Tool (PLASST) being developed by the Department of Education and Communities. This is an assessment tool used by classroom teachers to identify the specific learning and support needs of their students.

This trial was focused on the development of a sound and reliable online tool that, was used by teachers in collaboration with parents and carers to identify the strengths and educational needs of students with additional learning and support needs. This information is aimed to assist schools in planning and personalising learning and support for individual students who require adjustments in their day to day learning.

The trial involved teachers completing an online questionnaire about the educational needs of some of their students. Students themselves were not required to complete any additional work or be formally assessed as part of the trial and it is not intended that it would impact on students' education provisions.

### Life Education

During Term 1, students from Kindergarten to Year 6 participated in the Life Education program. This program is part of the school student welfare program and aims to provide health and drug education to all students. The focus of the Life Education program provides age appropriate knowledge, understandings, skills and strategies that enable students to:

- recognise the values and attitudes that may influence lifestyle choices and behaviours
- make informed healthy life choices
- act upon individual decisions.

Students K-6, visited the Life Education van and participated in lessons given by highly skilled educators. The Life Education program also provided follow up lessons that were delivered to students by individual classroom teachers. Staff and parents continue to support Life Education and student responses to the program were positive.



### Supporting Others

Through school and the SRC, students raise funds to support a number of charities each year. As part of being respectful and responsible (two of our PBS values) it is important that student's learn and understand that it is important to support others (who may need assistance). One such fundraiser in 2013 was for Can Too. Can Too is a charity for cancer research. It promotes a healthy lifestyle through fitness and an active lifestyle. In November, the students and staff of PHPS wore their favourite sports team colours and uniforms to support Can Too, while undertaking a variety of physical activities.



### School Swimming

In Term 4, 24 students from Years 2 to 5 participated in the Special Swimming Scheme at Western Suburbs Pool. Students attended ten 40 minute sessions over a period of two weeks. The developmental program involved instruction in water safety, water confidence, swimming skills



and stroke correction. The program is subsidised by the Department of Education and Communities School Sport Unit and is intended for non or developing swimmers, new arrivals to the country and those with special needs.

### Chinese Student Visit

During Term 3 on Thursday 8 August, our school hosted a visit from a group of 19 students and 2 teachers from a school in China. The students were from Wuhan Jiangnan Honglingjin Boarding Primary School. The school is located in Wuhan, which is the capital of Hubei Province in China with a population of approximately 4.5 million people. The students visiting our school were aged 11, 12 and 13 years.

The school group was in Wollongong for a study tour program at the UOW College, Wollongong University and whilst here, they resided with local host families for 10 nights, participating both in cultural and educational activities.

We were very fortunate to have the students visit Pleasant Heights and eagerly looked forward to the experience. During their day at our school the Chinese students worked with our students in classrooms, enjoyed activities with the senior students and participated in a K-6 Assembly where exchanged special gifts with our visitors.



### Pre-Service Teachers

During Term 4, our school hosted two Primary Education pre-service teachers. One pre-service teacher was mentored by Mr Swan on 3-4S, the other was mentored by Mrs Nicholls on 3N.

Throughout 2013, our school hosted Chinese and Japanese pre-service teachers. The pre-service

teachers visited every class, taking notes, making observations and comparisons with the Chinese and Japanese Education system. Pleasant Heights is committed to helping support and create quality educators for our future students.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

Increasing student achievement in Numeracy  
**2013 Targets to achieve this outcome include:**

- To reduce students in the middle bands of Year 3 Numeracy from 52% by increasing the numbers in the top two proficiency bands (bands 5 and 6) from 42% to 46%
- To reduce students in the middle bands of Year 5 Numeracy from 60% by increasing the numbers in the top two proficiency bands (bands 7 and 8) from 30% to 35%

#### Evidence of Progress in 2013:

- 82% Year 3 reading in top 3 bands. With 88% Year 5 in top 3 bands
- use digital resources and ICT to enhance teacher and student learning to support explicit teaching of Mathematics.
- Best Start assessment continued in 2013, where Kindergarten students were assessed on entry to school and tracked throughout the year. This tracking has extended to Stage One, where teachers continually assess their students and place them on the numeracy learning continuum
- Early Stage One and Stage One teachers have participated in professional learning

in the Targeted Early Numeracy (TEN) program. This intervention program supports students' foundational learning in numeracy.

#### **Strategies to achieve these in 2014:**

- Staff development and professional learning using the Mathematics K-10 syllabus.
- Best Start, Kindergarten Assessment drives teaching practice and a commitment to increase the usage of PLAN software in 2014.
- Training of new infants staff in Targeting Early Numeracy (TEN) program.
- Training of Primary staff in Taking Off With Numeracy (TOWN) program.

### **School priority 2**

#### **Outcome for 2012–2014**

Increasing student achievement in Literacy

#### **2013 Targets to achieve this outcome include:**

- To reduce students in the middle bands of Year 5 Grammar and Punctuation from 33% by increasing the numbers in the top two proficiency bands (bands 7 and 8) from 33% to 37%
- To reduce students in the middle bands of Year 5 Writing from 66% by increasing the numbers in the top two proficiency bands (bands 7 and 8) from 33% to 37%
- To reduce students in the middle bands of Year 3 Spelling from 52% by increasing the numbers in the top two proficiency bands (bands 5 and 6) from 47% to 51%

#### **Evidence of Progress in 2013:**

- Year 5 Grammar and Punctuation. Increased the numbers in the top two proficiency bands (bands 7 and 8) from 33% to 64%.

- Year 5 Writing. Increased the numbers in the top two proficiency bands (bands 7 and 8) from 33% to 48%.
- Year 3 Spelling. Increased the numbers in the top two proficiency bands (bands 5 and 6) from 47% to 60%.
- Introduction of the new English Syllabus in line with the new National Curriculum has been trialled across K – 6. All teachers have undergone extensive professional learning to facilitate the successful implementation of the new English syllabus in 2014.
- Best Start, Kindergarten Assessment drives teaching practice and a commitment to increase the usage of PLAN software in 2014.
- Public speaking and debating has commenced for interested students in Years 3-6

#### **Strategies to achieve these in 2014:**

- Purchase of additional resources for K – 6 to support guided reading and literacy programs in all classrooms.
- Talented students enriched through engaging and challenging learning experiences
- Literacy based units of work are designed, implemented and evaluated from Kindergarten to Year 6 in line with the new National Curriculum
- The literacy continuum continues to be utilised across K – 2 as a teaching and learning tool and to track students' progress and planning.
- Continue with Focus on Reading strategies K-6
- Continue the training of the Kindergarten teachers in L3 and continue this program with the Kindergarten students in 2014
- Continuation and expansion of Public Speaking and Debating.

### School priority 3

#### Outcome for 2012–2014

All students to participate in a planned Indigenous Education Program

#### 2013 Targets to achieve this outcome include:

- Establish a bush tucker garden and environmental learning circle to facilitate cultural awareness.

#### Evidence of Progress in 2013:

- Environmental Learning Circle - Outdoor Learning and Garden Area (OLGA) established with the assistance of parents
- Students participation in Aboriginal Cultural Performances presented by Aboriginal Parents and Community members.
- Worked with local Aboriginal artist to plan design and create Aboriginal totem poles to reflect our PBS values of Respectful, Responsible, Safety and Fun.

#### Strategies to achieve these in 2014:

- Further use of the OLGA for class and cultural awareness activities
- Continued student participation in Aboriginal Cultural Performances presented by Aboriginal Parents and Community members and local Aboriginal Elders.
- Continue to raise awareness through celebration of Naidoc Week
- Raising the profile of Aboriginal students within the school, through special roles within the school.
- All staff to complete No Gap No Excuses Training

### Professional learning

As a school, we recognise the importance of supporting continuous professional learning.

Training, led by the Executive team, has included staff development days, whole staff meetings, team meetings, mentoring, collaborative planning, program sharing, external courses and online learning. Staff embraced the wealth of training provided.

The school focus for Professional Learning for 2013 was in 4 areas

- The introduction of the new English syllabus (K-6)
- Focus on Reading (all teachers K-6)
- Ten (K-2)
- L3 (Kindergarten)

Significant professional learning was undertaken via Video Conferencing and during Staff Development activities, to prepare staff for the introduction of the syllabus in 2014.

Mrs Knobel (Assistant Principal Infants) was trained as a facilitator for Focus on Reading. All staff were then trained by Mrs Knobel. Training was extensive and took place each fortnight across the school year.

All infants staff took part in Targeting Early Numeracy (TEN) training. The program sets clear expectations against the Mathematics K-6 syllabus on what students should be achieving by the end of each school year.

Language, Literacy and Learning (L3). The L3 program provides explicit and personalised instruction to students in both small and large group activities based around reading and writing. Both Kindergarten teachers were trained in L3. They will continue this training in 2014.

#### Targeting Early Numeracy Program (TEN)

The Targeting Early Numeracy Program compliments the Kindergarten *Best Start* and *Count Me In Too* Programs. It sets clear expectations against the Mathematics K-6 syllabus on what students should be achieving by the end of each school year. The program was originally designed as an early intervention program to address problems with early numeracy difficulties. Due to the program's success, it was introduced to all students in the classes, to assist in extending their mathematical ability.

The TEN program focuses on counting as a problem solving process and is designed to increase the rate and proficiency of numeracy learning.

Students learn to identify numbers, count, skip, count forwards and backwards and use mental strategies for addition and subtraction. The

program motivates and encourages children to engage in mathematics by beginning all lessons with a short and explicit game that aims to develop a specific skill.

In the second semester 2013, Kindergarten, Year 1 and Year 2 classes were actively involved in the TEN program. A TEN facilitator worked closely with our K-2 staff in the classrooms to help instigate this program effectively. All K-2 teachers had the opportunity to demonstrate, observe, discuss, reflect and evaluate quality learning and teaching practices in the area of numeracy. A variety of resources were purchased to support teachers in the delivery of the program.

The implementation of the TEN program has been a success for both staff and students. Analysis of data reflected that all students made progress in the area of numeracy and reached expected learning outcomes. All students are able to use and apply a range of skills and strategies when solving mathematical problems.

The TEN program will continue in 2014.

## Focus on Reading 3-6

*Focus on Reading 3-6* is an innovative, intensive professional learning program for teachers to support the explicit teaching of key aspects of reading in the areas of comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning.

The outcome of this program is to equip students with the strategies needed to meet the changing demands of texts, as they move through the primary years of schooling.

The program emphasises the importance and use of:

- rich texts, particularly subject-based texts, multi-modal texts and the types of texts that interest and motivate learners
- rich talk of the kind that encourages students to 'show their thinking' through talk
- 'deliberate' teaching that begins with insightful assessment; involves planning for explicit instruction based on students' needs; supports and scaffolds students through modelled, guided and independent teaching; provides clear and

purposeful feedback and constant opportunities for student reflection.

Students learn about the 6 comprehension strategies that can assist them in improving their reading ability. They are:-

- Making Connections
- Visualising
- Questioning
- Monitoring
- Predicting
- Summarising

In 2013 all staff at Pleasant Heights Public School participated in the *Phase 1 Focus on Reading 3-6* professional learning modules. The modules engaged teachers in research evidence; enabled them to work collaboratively to examine, reflect on and refine current teaching practices; implement new understandings and practices in relation to the teaching of reading through in between session tasks. The ongoing, systematic reflection on classroom practices and the tracking of student progress were pivotal to the success of the program.

Through participation in the professional learning modules, teachers were able to further develop a deep understanding about:

- Integrating the explicit teaching of the six metacognitive comprehension strategies.
- The effective use of authentic texts.
- The significance of engaging students in rich talk to access deeper understanding of texts.
- Using assessment to plan for explicit instruction based on students' needs.
- Modelled, guided and independent teaching strategies.
- How to provide clear, purposeful feedback and opportunities for student reflection.
- Professional reading material and resources were purchased to support the implementation of the program.



## Language, Literacy and Learning ( L3 )

Throughout 2013, the current kindergarten teachers, Miss Greig and Mrs Claridge, were trained in the implementation of L3 – Language, Literacy and Learning. The L3 program provides explicit and personalised instruction to students in both small and large group activities based around reading and writing. L3 facilitates guided and independent activities and consistently provides class teachers with measurable results. This course was 12 half day sessions, and the program will continue to be implemented in the school in the year to follow, with teachers receiving 4 more training sessions throughout 2014.

## Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents overwhelmingly agree that Pleasant Heights school has quality, hard working and highly skilled teachers and that these teachers are approachable and friendly.
- Parents overwhelmingly agree that staff care for the children at the school and have high expectations for them
- Parents overwhelmingly agree that all staff (teaching and support) provide additional expertise beyond the classroom and willingly take on additional roles for the benefit of the children at the school
- The majority of students are in favour of the Positive Behaviour for Success Program and appreciate the rewards that the Program gives them.
- It is evident that the Positive Behaviour for Success Program is not well understood amongst the parents, and there needs to be more parent education about this program

- A small number of parents indicated that they believed there were too many rewards in the PBS program

## Program evaluations

### Positive Behaviour for Success (PBS)



### Background

The Positive Behaviour for Success (PBS) program continues to flourish and grow. Now in its third year at PHPS, the purpose of the PBS program is to teach social skills by recognising and rewarding appropriate behaviour in each child and identifying behaviours that need to change for a child to be socially successful.

### Findings and conclusions

Our data continually shows that the program is indeed having a positive effect upon our students behaviour, their social skills and upon the school as a whole.

- There is a reduction of students making inappropriate decisions, this is evidenced by the small numbers of students being placed on detention.
- Individual and whole school rewards are accessible to all students and provide a great incentive for students to display PHPS school values.
- Rewards such as wristbands, extra play time, key rings and attending the Mad Hatters Tea Party.
- These rewards are a key component to the success of the program and one that has seen the support of the our parent community with P&C funding our PBS Major Prize draws and the Mad Hatter's Tea Parties. Both of these rewards are

held twice a term and much anticipated and enjoyed by students.



### Future directions

The PBS program will continue to be an integral part of school life for students, families and staff of Pleasant Heights Public School.

### Performing Arts

This year, the students from Pleasant Heights Public School have been involved in a wide variety of creative and performing arts activities.

- Students in K were taught basic music concepts and appreciation by their teachers.
- Students from Years 1 and 2 were involved in a dance group, and performed at the Illawarra Dance Festival. Some of our senior students assisted with the training of this group along with Mrs Green, Ms Griffiths, Mrs Milgate and Mrs Robson.
- A senior dance (stage 2 and 3) troupe was trained by Ms Griffiths and this group performed at assemblies and special days.
- All students in Year 3 were part of a weekly brass group. These students were taught by Mr Eric Dunan from the Wollongong Conservatorium. The brass appreciation group gave the students the opportunity to perform and experience an instrument, before committing to a band.

- Students in year 4- 6 were able to be part of the Training or Advanced Bands. Mr Dunan was also the tutor for both these bands. Throughout the year, both bands were given the opportunity to play at assemblies and special occasions like the Back to Pleasant Heights day in November.
- Students from Years 3 to 6 were able to be part of the choir. The choir also had the opportunity to perform at a variety of school occasions and the Illawarra Choral Festival. The choir were tutored by Mrs Nicholls, Mrs Robson and accompanied by Mrs Milgate on the piano.
- Several students were part of the choir and the band. Some students also belonged to the senior dance troupe
- All students in Stage 2 and 3 had the opportunity to be involved in Southern Stars. In 2013 PHPS Southern Stars students were involved in dance and singing. Mrs Carter trained and coordinated this group in 2013.

### Conclusions

For a small school, Pleasant Heights provides many performing arts opportunities. African drumming will also be added as an option in 2014

### 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.

Caroline David - P&C President

Daliya Phipps - Assistant Principal

Karen Knobel - Assistant Principal

David Roberts – Teacher

Lyn Nicholls – Teacher

Leonie Claridge – Teacher

Benjamin Swan - Teacher

Anastasia King - Teacher

Annabel Ecroyd - Librarian

Janelle Appleby – School Administrative Manager

Gail Isedale – School Learning Support Officer

Lee Venables – Principal

### **School contact information**

Pleasant Heights Public School

3 Alvan Parade, Mt Pleasant.

Ph: 02 42846962

Fax: 02 42844079

Email: [pleasantht-p.school@det.nsw.edu.au](mailto:pleasantht-p.school@det.nsw.edu.au)

Web:

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

School Code: 4357

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

### **Gallery**



**3N & 3/4S visited the zoo**



**Infant's playtime**



**Kindergarten Fitness**



**K-2 Picnic Day**



**Drive In Movies**



**Big Buddies and Little Buddies**





**KC and KG had a visit from the fire brigade**



**I'm proud of my work**



**On your marks!**



**We are all learners!**



**Raising money for Autism**



**Our uniforms**



