2009 Annual School Report
Pitt Town Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Pitt Town offers a quality, comprehensive education in a caring environment.

The students at Pitt Town benefit from a small school atmosphere while having access to the extensive resources offered by the NSW Department of Education and Training.

Our students demonstrate positive values relating to education, self and others. We value honesty, loyalty and friendship and encourage all students to strive for success.

We encourage the participation of parents through P&C and School Council and by assisting with the provision of students’ learning experiences within and beyond the classroom, building strong school-home partnerships that support student learning.

Our staff are extremely professional and dynamic with high expectations. We are committed to providing quality educational programs to support each child to reach their full potential.

During 2009 the school has enjoyed tremendous support from the P&C and local community organisations.

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 its areas for development.

Michael Miller

P&C message

The Pitt Town P&C has continued to provide outstanding support to the school during 2009.

The school canteen runs three days per week thanks to the organisation of the P&C and the generous donation of time by parent volunteers. The canteen provides nutritious lunches for the students and regularly holds special lunch days. Profits from the canteen are used to provide funding for the school library. During 2009 the canteen was able to contribute $2000 to the library.

During 2009 the P&C organised a disco and film night for the students. They also subsidised the cost of the Life Education Program, provided classroom resources to support our children's education and donated book prizes for the School Presentation Night to recognise the successes of our children.

Louise Roeder
P&C President

Student representative's message

2009 was a very successful year for the students at Pitt Town PS.

Stage 3 students went on camp to the Great Aussie Bush Camp, while Stage 2 went on camp to Long Neck Lagoon.

We had the chance to be involved in the Hawkesbury Leadership Camp, and contribute to the efficient running of the school.

Year 6 raised enough money to purchase shade facilities for the new Year 6 area.

Caelah Stanley & Mia Turnbull-Walsh
2009 Student Leaders
School context

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

Student enrolment profile
Pitt Town PS has continued to maintain steady enrolments with an equal gender distribution of students.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>74</td>
<td>76</td>
<td>69</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>63</td>
<td>68</td>
<td>65</td>
<td>68</td>
</tr>
</tbody>
</table>

Management of non-attendance
Students are expected to bring a note explaining their absence when they return to school. If an absence is not explained the school contacts the parents.

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

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

The following table outlines the classes formed in 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
Due to the nature of our enrolments five of the six classes formed this year were multi-age classes. These classes were formed after considering the learning needs and social groups formed by the students.

The teaching staff collaborated to ensure consistency of learning outcomes on each class.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.552</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.606</td>
</tr>
<tr>
<td>Total</td>
<td>9.621</td>
</tr>
</tbody>
</table>

The staff at Pitt Town comprise a dynamic, enthusiastic and experienced group of teachers and support staff.

There are no indigenous staff members.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>58 445.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>118 343.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57 206.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>48 488.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3 039.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16 075.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>301 596.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24 204.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>21 375.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>3 246.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 836.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42 153.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>54 626.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>17 337.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>16 780.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12 745.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 542.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 753.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>211 597.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>89 999.00</td>
</tr>
</tbody>
</table>

The school retains a substantial amount of money held in trust for the Sir Charles Kingsford-Smith scholarships. This enables two students in Year 6 who will attend Windsor HS in Year 7 to receive a scholarship to help with the purchase of uniforms and books at the start of Year 7. At the end of 2009, the amount held in trust for this scholarship exceeds $25000.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts
In 2009 students from Pitt Town PS performed dances at community events and at the shopping centre in Windsor as part of Education Week activities.

One student was successful in being selected for the NSW Junior Singers.

Pitt Town PS entered the Hawkesbury Show Art exhibition. Students from Kindergarten to Year 6 had their outstanding work recognised.

All students participated in quality programs in the Arts, which were supplemented by school visits including Oz Opera.

One Year 6 student was also successful in gaining a place at Newtown Performing Arts HS.

Sport
Pitt Town PS students participated in weekly sport and fitness programs run by the staff.

The students were also able to experience a wide range of sports delivered through the Active After Schools Community Program. The students were able to receive instruction in Tae Kwon Do, Athletics, Gymnastics, Circus Skills and Dance.

Some Year 6 students were also able to participate in the Western Wave Riders Day at Manly Beach.

Year 3-6 students were also able to participate in the Pitt Town Gala Day against the other Hawkesbury Small Schools in tee ball and newcombe.

All students participated in the Premier’s Sporting Challenge, and the school achieved a silver level.

The school also ran its four annual sports carnivals, swimming in Term 1, Cross Country in Term 2, Athletics in Term 3 and Ball Games in Term 4. Students went on to represent the school at the Small Schools carnivals, at District and Regional level in swimming, cross country and athletics.

Students were also selected to try out for Hawkesbury District teams. These students performed extremely well gaining selection in District and Regional teams.

Other
Two Stage 2 students and two Stage 3 students represented the school at the local finals of the Multicultural Public Speaking Competition. One Year 6 student was successful at being selected to compete at the Regional Final.

Students from Year 3-6 competed in the Pitt Town Spelling Bee. Two students from Stage 2 and two from Stage 3 then represented the school at Regional level in the Premier’s Spelling Bee.

Pitt Town students entered the Premier’s Reading Challenge, with over 20 students completing the challenge.

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

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

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

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

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](image)

Legend:
- Percentage in band
- School average 2007 - 2009
- LSG average 2009
- State average 2009
Minimum standards

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

All students at Pitt Town PS learn about Aboriginal Australia through the integration of an Aboriginal perspective in all Key Learning Areas.

Pitt Town PS remains a committed member of the Dare to Lead Coalition. During 2009 students celebrated NAIDOC, and attended Aboriginal education sessions at Brewongle EEC.

Staff were trained in the DET Aboriginal Education Policy.

**Multicultural education**

A multicultural perspective is embedded in all Key Learning Areas at Pitt Town PS.

The students study a variety of cultures through the school HSIE program.

In 2009 the students also participated in the Multicultural Public Speaking Competition, researching and presenting information on a variety of issues.

**Respect and responsibility**

Respect of self, others and property is taught and expected at Pitt Town PS. This expectation is applied to all students, staff and community members.

The students also learn to take and accept responsibility for themselves and their actions.

The school has a comprehensive student welfare program that provides a framework for respect and responsibility.

Student leaders also attend the Hawkesbury Leadership Camp in order to develop their talents in this area.

**Information and Communication Technologies**

The school is well resourced, with an Interactive Whiteboard, and a minimum of 5 desktop computers in each learning area. Students also have access to two dedicated notebook pods.

Students also access a wide range of devices to support their learning, such as scanners, video and still cameras.

In 2009 the students were involved in the Digital Storytelling Competition where they compiled multimedia narratives. The students received commendation for their entries.

**Progress on 2009 targets**

**Target 1**

**Increased student achievement in spelling.**

- An increase in the three year average percentage (2006-2008 compared to 2007-2009) of students achieving proficiency levels in NAPLAN literacy.
- A decrease in the three year average percentage (2006-2008 compared to 2007-2009) of students achieving basic levels in NAPLAN literacy.

Our achievements include:

- The development of benchmark statements for achievement in spelling
- A three year average (2007-2009) of 29.33% of Year 3 students placing in the proficiency range of NAPLAN, compared to 22.66% for the previous three year average.
- Growth in NAPLAN Writing results, from Year 3 to Year 5, above State average for the second consecutive year.

**Target 2**

**Increased student achievement in numeracy.**

- An increase in the three year average percentage (2006-2008 compared to 2007-2009) of students achieving proficiency levels in NAPLAN numeracy.
- A decrease in the three year average percentage (2006-2008 compared to 2007-2009) of students achieving basic levels in NAPLAN numeracy.

Our achievements include:

- A three year average (2007-2009) of 30% of Year 3 students placing in the proficiency range of NAPLAN, compared to 16% for the previous three year average.
- A three year average (2007-2009) of 15.33% of Year 3 students placing in the basic range of NAPLAN, compared to 17.33% for the previous three year average.
- A decrease of nearly 8% of Year 5 students placing in the basic range of NAPLAN for 2007-2009, compared to 2006-2008.
Key evaluations

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

Educational and management practice

Teaching and Learning

Background

School Map surveys were sent home to all 120 families in the school to determine parental perception of teaching and learning at Pitt Town PS.

These surveys were also distributed last year, allowing the school to gauge the effectiveness of the actions taken following last year’s surveys.

Parents were asked to respond to these surveys, and reminders were sent home. Following these reminders 34 surveys were returned, a response rate of 28.33%.

Findings and conclusions

The returned surveys indicated a continued positive perception of teaching and learning at Pitt Town PS.

The surveys indicate that parents believe that their children’s classrooms are interesting places to learn, and that what the children are asked to learn is important.

Parents also believe that the teachers at Pitt Town PS provide interesting activities that are appropriate to the children’s needs and abilities, and that the school expects students to learn to the best of their abilities.

In last year’s surveys 38% of respondents indicated that children only sometimes talk to the teachers about what they are learning and why. This has increased to 54% of respondents

In the last year’s learning survey 40% of responses indicated that students sometimes or rarely look at samples of their own work over time to see how they have improved. This perception remains unchanged in this year’s survey.

Similarly, last year 24% of responses stated that teachers sometimes or rarely talked to parents about their children’s learning, and this perception has grown slightly this year, in spite of parent information sessions and extra opportunities for formal parent-teacher interviews.

Future directions

Overall the surveys indicate strong community support for the teaching and learning practices at Pitt Town PS.

There still exists a perception that the communication of student achievement can be improved. This will be addressed further at P&C meetings and through school newsletters.

Curriculum

Spelling

Background

Following the analysis of external assessment results and school assessment data the area of spelling was identified as a focus area in the school literacy program and a survey was sent home to gauge community perception toward the teaching of spelling at Pitt Town PS in 2008. This survey was again repeated in 2009 to determine changes in perception.

Findings and conclusions

100% of respondents indicated that they believe that their children have shown growth in spelling.

97% of respondents indicated that they believed their child is developing the ability to spell previously unseen words and that they are satisfied with the level of spelling that is being taught.

Of concern is that in 2008 29% of responses indicated that parents believed they were sometimes or rarely well informed about the teaching of spelling or were provided with useful information about the progress of their child in spelling. Despite newsletter articles, additional opportunities for parent-teacher interviews and parent information sessions this perception has only decreased by 3%, but 96% of respondents indicate that they understand how and why spelling is taught.

Future directions

Individual questionnaires will be given to identify areas that parents feel that they are not being informed of. Further information will be distributed in newsletters and at P&C meetings.
Parent, student, and teacher satisfaction

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

Their responses are presented below.

Surveys conducted by the school indicate a very high degree of satisfaction with Pitt Town PS from all sections of the school community.

The school staff are seen to be caring and concerned with the well being of the students.

Parents have indicated that they feel a part of a cohesive and supportive community.

Students are proud of their school, and see it as a safe place to learn.

Professional learning

All staff have been involved in a comprehensive teacher professional learning program.

This program has included School Development Days at the commencement of Terms 1, 2 and 3 and at the end of Term 4. Professional development is an integral part of weekly staff meetings utilising the expertise of the staff, DET personnel and external agencies.

The professional learning program has included individual, small and large group programs run at school, outside school and has utilised video conferences. Staff have refined their skills in integrating technology as a teaching tool, and developed enhanced teaching strategies for the implementation of Literacy and Numeracy.

This included intensive training with a Literacy and Numeracy Leader. During terms 1 and 2 one staff member was seconded to work with district schools in this role, and returned to the school in second semester.

The average amount spent on teacher professional development in 2009 was $900.

School development 2009 – 2011

The school has developed its strategic plan for the three year period, 2009-2011. This plan identifies the following priority areas.

- Improved student achievement in Literacy and Numeracy.
- Maintain high quality student welfare programs.
- Maintain high rate of student attendance.
- Implement Aboriginal Education and Training Policy.
- Maintain quality teaching in all areas.
- Integrate the quality use of technology in all areas of student learning.

Targets for 2010

Target 1

Improved student achievement in Literacy

- Improved student achievement of learning outcomes in Spelling
- Improved student achievement of learning outcomes in Reading

Strategies to achieve this target include:

- Revise quality teaching framework in staff professional learning sessions
- Develop school statements describing the implementation of the quality teaching framework in Literacy and Numeracy
- Increased teacher expertise in analysis of school based and external assessments to inform teaching
- Establish peer mentoring between staff to monitor implementation of Quality Teaching dimensions

Our success will be measured by:

2008-2010 average percentage of students achieving

- bands 5 and 6 in Year 3 NAPLAN results exceed 14.67% for Literacy
- bands 7 and 8 in Year 5 NAPLAN results exceed 5.16% for Literacy

2007-2009 average percentage of students achieving

- bands 1 and 2 in Year 3 NAPLAN results are less than 12.5% for Literacy
- bands 3 and 4 in Year 5 NAPLAN results are less than 13.17% for Literacy
**Target 2**

**Improved student achievement in Numeracy**
- Improved student achievement of learning outcomes in Number

Strategies to achieve this target include:
- Develop benchmark statements to describe minimum levels of expected student achievement for each grade
- Establish a student tracking database to monitor student achievement of benchmarks
- Train Stage 1 teachers in Best Start Assessment
- All staff analyse SMART data

Our success will be measured by:
- 2008-2010 average percentage of students achieving bands 5 and 6 in Year 3 NAPLAN results exceed 15% for Numeracy
- bands 7 and 8 in Year 5 NAPLAN results exceed 6.83% for Numeracy
- 2008-2010 average percentage of students achieving bands 1 and 2 in Year 3 NAPLAN results are less than 7.66% for Numeracy
- bands 3 and 4 in Year 5 NAPLAN results are less than 18% for Numeracy

**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.

Michael Miller - Principal
Stewart Gaffey - Assistant Principal
Louise Roeder - P&C President
Bronwyn Dearing - School Administrative Manager

**School contact information**

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Web: www.pitttown-p.schools.nsw.edu.au
School Code: 2884

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