Our School

Pymble Public School was established in 1953 and at the end of 2014 had an enrolment of 651 students across 26 classes. Approximately 29% of our students are from a non-English speaking background and represent a wide variety of cultural groups. The school is set in a quiet, leafy residential location and features include beautifully landscaped playgrounds and covered learning outdoor areas.

The school offers a variety of support programs. In addition to our two day a week English as a Language and/or Dialect other than English (EAL/D) teacher, we have a Support Teacher Learning Assistance and a teacher-librarian.

The school provides opportunities for students to participate in a large variety of sporting and performing arts pursuits in addition to our academic programs. The school choirs, dance group and bands actively participate in events within and external to our school. Extra-curricular activities are also available in areas such as chess, debating, public speaking, drama, dance and band. Pymble PS also has a pool on site. All students K-6 participate in accredited swimming lessons during Terms 1 and 4 of the school year.

Pymble PS has a strong school community in which parents value education and are very supportive of the school and its programs. The school has an active and supportive Parents & Citizens Association which contributes significant funds towards the school’s resources and activities.

The school has close links with neighbouring schools particularly, Turramurra North, St Ives Park, St Ives and St Ives North public schools. PPS actively pursues innovative, engaging and creative pedagogy and learning environments in order to prepare students for the challenges of an ever changing global context.

Staff

Staffing has remained relatively stable in 2014. This year we welcomed to the staff Miss Amy Murphy, Miss Phillipa Hall and Miss Katrina Hann, who worked as temporary teachers. Following the retirement of Mrs Sandra Foster at the end of 2013, the position of Deputy Principal was filled by Mrs Ruth White. Throughout the year there were 3 merit selection panels formed to fill vacancies at the school. As a result of our mentoring program across the school, two teachers gained their permanency and one gained promotion at PPS – Mrs Kaitlin Richards and Miss Phillipa Hall as classroom teachers and Mrs Ruth White as Deputy Principal.

Mrs Aileen Woof and Mrs Linda Neal supported the learning programs through English as an Additional Language or Dialect (EAL/D) and Support Teacher Learning (STL).

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

Student achievement in 2014

Literacy – NAPLAN Year 3

The average mark for Year 3 Pymble students in:
- reading was 481 compared to the State average of 416.3;
- writing was 455.8 compared to the State average of 401.5;
- spelling was 466.9 compared to the State average of 418.8 and
- grammar and punctuation was 500.9 compared to the State average of 427.1.

Numeracy – NAPLAN Year 3

The average mark for Year 3 Pymble students in Numeracy was 456.9 compared to 456.9 for the State.

Literacy – NAPLAN Year 5

The average mark for Year 5 Pymble students in:
- reading was 575.1 compared to the State average of 497.3;
- writing was 531.4 compared to the State average of 467.1;
- spelling it was 567.6 compared to the State average of 502.7 and
- grammar and punctuation was 601.6 compared to the State average of 504.7.

Numeracy – NAPLAN Year 5

The average mark for Year 5 Pymble students in Numeracy was 572.1 compared to 488.5 for the State.

Principal’s Message

‘Learn to Live’

Pymble Public School prides itself on being an educational centre of excellence for learning and provides its students with a wide range of rich learning experiences and opportunities. The school enjoys the strong support of an actively involved parent community.

At PPS highly dedicated, quality teachers strive to effectively engage all students in innovative, rich learning tasks. The school’s high quality teaching and learning programs aim to prepare students for the challenges of an ever changing global context. The 21st Century learning skills of creativity, collaboration, critical thinking and communication are taught through innovative and engaging programs across K-6. There is a strong focus on learning for both students and teachers. Teachers have continued this year to engage in extensive targeted professional learning aligned to the School Plan.

The inclusion of a 21st Century Action Learning project in late 2014 has provided teachers with enhanced knowledge and understanding of effective 21st Century pedagogy. The school has also enlisted the support of an academic partner as part of this project; ensuring that teachers are engaging in current educational research and practices.

The continued academic excellence and high standard of extra-curricular activities at PPS is highlighted throughout this report. The school’s strength, however, is also evident in its positive, caring and supportive whole school community. PPS has engaged, happy, caring and proud students who value learning and their school community.

The success and opportunities provided to our students has been achieved through the professionalism and strength of our teachers and the quality teaching practices delivered daily within the classroom.

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.

Bruno Diodati

Relieving Principal

P & C and/or School Council Message

2014 was another fantastic year at Pymble Public School. The commitment of the amazing staff coupled with our truly dynamic and enthusiastic school community means our school is capable of extraordinary things.

And while this does translate into a list of admirable achievements, more importantly it means that our school community is a special place. The support and comfort offered to families undergoing challenges, the generous and plentiful offers to ‘lend a hand’ when asked and the commitment to doing all that we can to further the educational and emotional development of our children means PPS is an exceptional place to learn and grow.

In 2014, we fare well ed a much loved Principal after a magnificent 9 years of service to the school. Peter Lee moved Pymble Public forward in a big way. He always strove for excellence, never accepting anything less that the best from the children and all involved in the school. For Peter, it was always about the children. I would like to again formally thank Peter for his tremendous contribution to the school.

In Term 4, we were delighted to welcome a new captain. In 10 short weeks, Mr Bruno Diodati completely immersed himself in life at Pymble Public School. Mr Diodati brings phenomenal expertise and experience to PPS which I believe will ensure our school has a ticket on the 21st Century learning jet plane. Thank you Bruno for all your hard work and dedication to date.
The appointment of Ruth White as Deputy Principal in 2014 was another highlight of 2014. Ruth’s appointment as Deputy Principal was a great highlight of the year. She does a terrific job of ensuring everything in the school happens seamlessly. Thank you Ruth for your efforts. You are truly appreciated.

The main role of a P&C is to provide support to our parents and school. We have a dedicated P&C Parent Liaison person who ensures relevant information and support is provided to our parents including those going through challenging times. In 2014, we added an ESL Liaison person to our P&C committee to ensure that the non-English speaking members of our school community have a voice. The P&C also organised a Parent Seminar in 2014 on ‘Building Resilience in Children’. It is hoped that parent seminars will form a regular part of the P&C calendar in 2015. Thank you Jasmin Buchanan and Syssy Huber for your great work in these roles in 2014.

I would also like to thank Kate Walker for heading up our Safety Committee in 2014. Together with Evan Watson and Liz Purdue, Kate worked closely with the school to target road safety around our school. Thanks Kate for your commitment to this role.

Ensuring the grounds and facilities at PPS are in top condition also forms part of the P&C’s focus. Our 2014 team of Venessa O’Connell and Shelly Acland-Goben organised a fabulous working bee and kept a close eye on our outdoor areas. In 2014, we formed a partnership with Hornsby TAFE for construction of 4 outdoor covered learning shade tables which were officially unveiled in November. These make a fantastic addition to our grounds. Thank you Shelly and Venessa – together you ladies are a force!

Our dedicated P&C Social and Fundraising Convenor does a terrific job of building community spirit and morale whilst raising funds to support our school. In 2014, Louise Talbot organised the inaugural Icebreaker, a ‘Spooky’ disco for our kids and a fabulous ‘adults’ Bush Dance. Substantial funds were raised from these efforts which allows P&C to provide resources and support to our school. Thanks Louise for your hard work.

In 2014, over 170 children participated in the band program which is managed and run by the P&C. The P&C Band Convenor, with the help of a committee, runs four separate bands, organises band camp for all the children, books band competitions and performances and manages tutors, conductors and music. It is an extraordinary undertaking. A huge thank you to Sally Seymour and her amazing team for providing our kids with an opportunity to be part of something so wonderful.

The school canteen is also managed and run by the P&C with the assistance of a Canteen Convenor and a Canteen Committee. The committee meets regularly to oversee the management of the canteen. At the end of 2014, we decided to part ways with our ordering system, Schools24. The P&C has engaged Flexischools to be our online ordering system from 2015. At the end of 2014, we also farewelled our wonderful Canteen Manager and Assistant Manager, Lou Milligan and Mandy Wilson. Thank you ladies for feeding our children and running a tight ship over the last three years. Thank you also to Alex Warwar, Kissane Gray, Fiona Murphy, Ruth Yourn and Linda Henderson for the work on the canteen in 2014.

But the P&C’s work doesn’t stop there. There is a very large band of dedicated P&C specialists that look after so many other aspects of our school life from behind the scenes. Whether it is policy, overseeing the uniform shop, running the second hand uniform shop, chess, print materials, finance, media liaison or our highly strategic Executive Committee – your gusto and professionalism is much appreciated. Thank you very much Moy McConnell, Ros Howe, Kissane Gray, Kate Watson, Zannie Abbott, Evan Watson, Marc Skjellerup, Louise Cunningham, Fiona Murphy, Liz Purdue, Emma Press for your efforts.

At the end of 2014, a few members of the P&C left us or stepped down from their roles. Evan Watson, Andrew Longhurst, Liz Purdue, Kate Watson, Louise Talbot, Emma Press, Fiona Murphy and Louise Cunningham. Thank you all very much for your time, efforts and commitment.

In closing, I would like to thank the parent community for their ongoing support. The P&C is here to serve the school community and to constantly find ways to provide support to our school community. As a P&C, we have taken this mandate very seriously. Throughout 2014, we have worked together to support the staff, school events and do what we can to make this school a
better place. Whether it is the grounds, the casserole club, our financial health, our media profile, our social events – I am so very proud of what we have achieved together.

Alex Merton-McCann
P&C President

Student Representative Message

Thank you so much for giving us the opportunity to be your school captains in 2014. It has been an enormous privilege, which we will never forget. We would like to share with you three key lessons that we learnt at PPS.

• Lesson 1: Try new things.
• Lesson 2: Never give up.
• Lesson 3: Live life to the max.

Also, we can’t forget the three biggest memories that we have from our time here.

• The teachers,
• The diversity of opportunities,
• Friendships we have made.

PPS has been the ultimate taste tester for life and has taught us all to have ambitious dreams. This school has been an incredible asset to our lives. We have tried so many new things and experienced a wide range of opportunities. Going back remembering the fun and exciting attributes of Pymble, brings a smile to our faces.

Where would we be without the exceptional group of teachers we have at Pymble Public? All of the teachers at this school have made a significant contribution to our enjoyment and learning in their own way.

Every single teacher at Pymble has taught us something that we will be able to use one day.

We would like to thank all the teachers for showing us that you can do, and become, anything if you work hard for it.

We are quite positive that there is no other primary school that offers so many wonderful opportunities, like PPS does. We’ve been lucky enough to represent the school in sport and the arts at various levels, from local to zone to state. Through this we have made many friends from other schools we have competed against and have been to many places that we have never been before. What other school gives you the chance to sing at the Opera House one day, travel around Sydney performing your sick skipping tricks the next, and finishing it all off with a Surf School?

But without a doubt, the best part about being at Pymble Public for 7 years are the friendships we have made. Whilst we have made friends with kids in all grades, it will be hardest to say goodbye to our Year 6 colleagues. We’ve become a close knit group of people who support each other and celebrate our achievements as a group and as individuals. However, the best part about friendship is that you can take it with you anywhere you go.

We wish all of you the best luck for the future and Year 6 an awesome time at high school. Thank you for the honour and privilege of being school captains of Pymble Public in 2014.

Claire Ovens and Max Hirst
School Captains 2014
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>263</td>
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Student attendance profile

Management of non-attendance is undertaken by the Home School Liaison Officer. As the above graph shows Pymble Public School’s attendance data is high and exceeds all regional and state averages.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KD</td>
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<tr>
<td>6R</td>
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</tr>
<tr>
<td>6V</td>
<td>6</td>
<td>24</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of EAL/D</td>
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</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

### 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>94%</td>
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<tr>
<td>Postgraduate</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

All school teaching, office, support and general assistant staff participated in regular professional development this year. This included weekly workshops, CPR resuscitation and other health related training. Staff attended school development days, which included internal and external professional learning activities. Staff also participated in a combined community of schools staff development day and training with our Academic partner Dr Kristy Goodwin. The two staff development days at the end of the year were invaluable in planning for 2015 and ensured that the start of the year was smooth, along with the effective implementation of the 21st Century Action Learning Project.

### Beginning Teachers

In 2014 beginning teachers at PPS participated in the St Ives New Scheme Teacher network, which supported their teaching and learning programs as well as their accreditation and maintenance requirements. Funding for beginning teachers under the Department’s ‘Great Teaching, Inspired Learning’ initiative provided beginning teachers with valuable planning time. Further, this funding enabled supervising teachers to observe, team-teach and provide valuable feedback on teaching practices to beginning teachers.

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>124669.83</td>
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<tr>
<td>School &amp; community sources</td>
<td>506471.28</td>
</tr>
<tr>
<td>Interest</td>
<td>6916.30</td>
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<tr>
<td>Trust receipts</td>
<td>108139.72</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1322078.06</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>119786.33</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
Achievements

Performing Arts

As well as extensive Choral Music, Dance, Drama and Band programs, we are actively involved in the promotion of the Performing Arts within the class setting. All K-2 classes present an assembly item during the year. Every child from Year 3-6 is involved in the Choral Music program once per week. Debating is taught in The Senior School and in 2014 we entered a team in the Premier’s Debating Challenge where they reached the semi-finals. In August each year, every child in years 5 and 6 prepares and presents a speech for the Pymble Public Speaking Competition. The winning speaker is sent to the State Parliament Public Speaking Competition which is held in Parliament House.

Drama

Our school ran a drama club that was open to all students from Years 3-6. The junior drama group was run during Wednesday lunchtime and anyone who wished to attend was welcome. Rehearsals consisted of playing drama games and acting out scripts in small groups. Auditions were held for the senior drama group and those who were successful were cast in an original play based on the drought in Australia. The students were successful in auditioning for the Arts North Drama Festival held at NIDA and enjoyed performing in front of a large audience. The senior drama group also performed at our school’s "Night of Stars" concert where they were able to showcase their hard work and commitment to the PPS community.

School Band Program

Our School offers a four-tiered band system consisting of Junior, Concert, Performance Ensemble and Jazz Band. The bands performed at The Ryde East Music Festival, The Children’s Festival of Music and Pymble Public School’s Open Day. In 2014, the Bands competed at the NSW Band Championships where they all scored gold awards. A highlight of the band year was band camp, which was attended by all band children at Narmaroo Conference Centre. Late in 2014, the Concert and Jazz Bands enjoyed a tour which included playing at The Landings and in Darling Harbour. They were congratulated at every stop.

Choral Music

2014 was again a huge year for Choral music at Pymble. The Year 3 choir performed at the Sydney Town Hall as part of the state Primary Proms program. The Year 4 choir performed at The Concourse as part of the massed choir for the Children’s Festival of Music. The Year 5 choir performed at the Sydney Opera House in the Arts North Festival and the Year 6 choir performed at the Sydney Opera House as part of the massed choir in the State Festival of Choral Music. The vocal ensemble performed at the Sydney Town Hall and also made a recording with Jay Laga’aia for the ABC. Sixteen fortunate children also had the opportunity to be part of The Schools Spectacular in November. All choirs performed at our own Night of Stars.

Dance

Our school runs a variety of dance opportunities from K-6. As part of the physical education program, students from K-2, participate in a 10 week Dance 2B Fit programme that culminates with a dance extravaganza performance. Students from Years 3-6 can audition to be selected for a number of dance groups. This year, the dance program expanded to create a Year 3 girls dance group, a Year 4 girls dance group, Year 3-6 boys dance group and a girls Year 5/6 dance group. Students attended a morning dance class
held before school as well as lunchtime rehearsals.

The senior dance group’s performance was titled "Bolero". They were successful in their audition for the Sydney North Dance Festival and performed several times at Glen Street Theatre. They also were successful in an audition to perform at The Festival of Children’s Music, held at Willoughby Town Hall, Chatswood. All 4 dance groups performed at our school’s “Night of Stars” concert. The Year 3 girls group performed a contemporary dance titled “Moodswings”. The Year 4 girls dance group performed a jazz dance titled “Think” and the boys group performed a dance titled “Happy”. The senior dance group also performed at “Night of Stars” and at open day during Education week. All dance groups work hard to perfect their technique, strength, flexibility and dance quality.

**Public Speaking**

All students from Years 5 and 6 participated in the annual school public speaking competition. It consisted of three rounds at the class, grade and stage level. Students were required to prepare and present a structured 3-minute speech. The 12 students who advanced to stage level had to prepare and present an impromptu speech. The topic the students were given was ‘puzzled.’

The overall winner attended the Premier’s Public Speaking Competition held at Parliament House.

**Debating**

In 2014, the selected students from Year 6 competed in the Premier’s Debating Competition. This competition is against local schools in the Ku-ring-gai area. In teams of 4, students travelled to neighbouring schools to debate impromptu topics. Over the course of the year, students developed public speaking, team building, communication and critical thinking skills. It was a rewarding experience for all students involved.

**Art Show**

Every second year in Term 4, an art show is held which showcases children’s talents in the practical arts. All children K-6 had 2 pieces of art displayed over 2 nights. This event involved Year 6 children displaying important social & monetary skills and the community supporting the school through their attendance & purchase of their child’s art for a nominal fee.

**Sport**

All students from K – 6 participate in a wide range of activities designed to promote sporting interests, fitness and develop an appreciation of a healthy lifestyle.

In 2014, the number of children participating in touch football increased from 4 to 6 senior teams.

Our school continues to have children participate in netball, football, cricket, modball & touch football in the PSSA run competitions. A strong, school sport program run by professionals and staff is offered to children not involved in PSSA. In term 1, all children K–6 (as well as the community) supported the PSSA’s initiative in pink day for breast cancer. This resulted in funds being raised for breast cancer research, but also proved to be a fun event for the whole school. Kindergarten children participate in a gross motor program and Years 1 and 2 had a weekly sport time.

The annual K-6 athletics carnival is eagerly looked forward to, where all children K-6 participate in a day of athletic activities.

Our pool is used for class lessons in stroke correction and the Swim & Survive program. It is also incorporated into the school sport program. Our school was the champion school in our zone for athletics.

One child reached the national carnival in cross-country. Two children were named age champions at the zone athletics carnival. Four children attended the state athletics carnival and achieved personal bests in their events. One child was a member of the Sydney North softball team, which won the state title.

The Pymble Power Pumpers demonstrated a variety of skipping skills to a number of local schools, who were motivated to fund raise for the Heart Foundation. Our ‘Jump Off Day’ saw an enthusiastic afternoon of rope turning & cooperation.
Environmental Sustainability

For environmental sustainability a group of students maintain the schools vegetable garden. They planted a variety of vegetables, and enjoyed cooking and eating the produce. The whole school is involved with the composting system also in the schools garden. Students are encouraged to dispose of their food scraps into special composting bins in the playground, which is then distributed into the garden’s composting bins. The compost is eventually used back on the schools gardens.

School Performance

Academic achievements

2014 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.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access school NAPLAN data.

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

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.9</td>
<td>0.9</td>
<td>3.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.2</td>
<td>0.7</td>
<td>4.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>0.5</td>
<td>1.5</td>
<td>5.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
</tr>
</tbody>
</table>

In the 2014 NAPLAN for Reading, 79.3% of our Year 3 students scored in the top 2 skill bands (bands 5 and 6) as compared with the state average of 46%.

NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>1.0</td>
<td>12.4</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.2</td>
<td>0.4</td>
<td>8.4</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>0.2</td>
<td>2.6</td>
<td>8.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>12.6</td>
<td>20.7</td>
</tr>
</tbody>
</table>
In the 2014 NAPLAN for Numeracy, 67.9% of our Year 3 students scored in the top 2 skill bands (bands 5 and 6) as compared with the state average of 38%.

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

In the 2014 NAPLAN for Reading, 50% of our Year 5 students scored in the top 2 skill bands (bands 7 and 8) as compared with the state average of 31%. Further, 67.2% of our Year 5 students achieved greater than or equal to expected growth in Reading as compared with 61.4% in 2013.

NAPLAN Year 5 - Numeracy

In the 2014 NAPLAN for Numeracy, 67.9% of our Year 5 students scored in the top 2 skill bands (bands 7 and 8) as compared with the state average of 27%. Further, 81.5% of our Year 5 students achieved greater than or equal to expected growth in Numeracy as compared with 77.6% in 2013.
expected growth in Numeracy as compared with 73.2% in 2013.

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Significant programs and initiatives – policy

Aboriginal education

Aboriginal perspectives are integrated into all Human Society and Its Environment themes and units. Aboriginal perspectives are also incorporated into special days and school occasions. The school also incorporates ‘Welcome to Country’ into assemblies.

Multicultural education and anti-racism

Students from non-English speaking backgrounds comprise 29% of the school population. Multicultural perspectives are included in HSIE units of study.

Harmony Day 2014

To raise awareness of multicultural diversity within the community all students from Years K-6 celebrated ‘Harmony Day’ on 21 March 2014. Throughout the day students participated in various activities to promote inclusiveness, respect and a sense of belonging. These activities included; cultural trivia, games from other countries, creating a whole school painting and carefully connecting a whole school paper chain.

Although the students greatly enjoyed the fun activities and a day wearing orange mufti, the message of belonging and inclusiveness really shone through. The students understood and appreciated that even though we are all different, we are all the same.

Respect and Responsibility

The values of respect and responsibility have been a long-term focus of the PPS Student Wellbeing Policy. The approach taken at PPS has placed a clear focus on respect and responsibility in the school community.

Elements of respect and responsibility are:

- the consistent use of good manners;
- presenting yourself with pride;
- students taking responsibility for maintaining an orderly classroom and a clean playground;
- students using an appropriate manner of speech when speaking to peers, parent helpers, visitors and teachers;
- appropriate behaviour on the sporting field; and
- assisting those less fortunate than ourselves.

English language proficiency

The school has an allocation of a teacher 2 days per week as part of its English language proficiency funding. The school employs an English as an Additional Language or Dialect (EAL/D) teacher with this funding. The school’s
EAL/D program provides additional language support to newly arrived students to Australia and those students whose first language is not English. The Department’s EAL/D guidelines can be accessed at:


Interpreter services were also available for parents from non-English speaking backgrounds, when they needed to discuss matters concerning their child at school.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of school plan priorities and targets
- Analysis of school based and external assessment data
- Teacher, student and parent surveys

2014 Targets

Outcomes for 2014

- Australian Curriculum Mathematics
- Assessment and Reporting
- Programming and Planning
- 21st Century Fluencies

**Target 1: Australian Curriculum Mathematics**

All students achieving a level of growth comparable to the state in Numeracy. Current three year average is 91.5% whereas state growth is 89.7%.

Strategies to achieve this target include:

- Professional learning in the area of authentic learning practices;
- Implementation of the school designed number curriculum; and
- Focusing on the content variations of the old and new syllabuses to become familiar with the content.

Our success will be measured by:

- Improvement on the three year growth average from 91.5% to 95.4%.

Our achievements include:

- Significant increase in the average growth of students equal to or above expected growth.
- All staff participated in a rigorous familiarisation process.
- A K-6 scope and sequence of Mathematic content was developed for implementation in 2015.
- Staff developed units of work that reflected best practice and included differentiation opportunities for all students.

**Target 2: Assessment and Reporting**

Assessment For, Of and As:

All three forms of assessment will be incorporated into student reporting practices.

Strategies to achieve this target include:

- Design processes for assessment that provide consistency across the school;
- Identify assessment practices for each of the three forms of assessment; and
- Implement 3 way parent teacher interviews for years 5 and 6, including students in the assessment process.

Our success will be measured by:

- Consistent teacher judgment practices applied across both grades and the school; and
- Reporting practices in English will reflect the 5 objectives and convey real information to parents.
Our achievements include:
- A program of a regular meeting timetable for all grades, throughout the year to collaboratively analyses data and allocate grades became inherent practice as part of assessment and reporting practices.
- Staff development in the understanding how to effective communication the achievement in all 5 objectives occurred.
- Stage 3 three way interviews were conducted in term 1

Target 3: Programming and Planning

Conceptual; Programming of Science and HSIE

Strategies to achieve this target include
- Designing concentric models of concept development; and
- Designing a scope and sequence that embeds concepts as the starting point as opposed to content or topics.

Our success will be measured by:
- Staff implementing a newly designed scope and sequence;
- Concepts introduced in early stage 1 will be developed to a deeper level in stage 3; and
- Students will be engaged in a deeper understanding of units studied.

Our achievements include:
- The English Scope and Sequence outlining themes, concepts and comprehension focuses for each term was implemented.
- Conceptual units of work were designed following the learning design process were developed, implemented and reviewed.
- The Quality Teaching elements of deep knowledge, deep understanding and higher order thinking became an increased focus when developing units of work increasing the intellectual quality of unit developed.

Target 4: Implementing 21st Century Learning Fluencies.

Including all 7 fluencies into teaching and learning practices.

Strategies to achieve this target include:
- Integrate creativity, imagination and problem solving into the curriculum;
- Varying the technology used in the classroom;
- Involving, accessing and implementing advice from our academic partnerships;
- Training in the use of 21st Century learning tools for literacy lessons;
- Including creativity and feedback structures in lessons; and
- Developing global citizenship relationships.

Our success will be measured by:
- Growth of the higher achieving students will be greater to or equal than the state average;
- Increased creativity embedded in students writing; and
- Develop a cross-cultural relationship with a regional NSW school.

Our achievements include:
- Whilst a cross-cultural relationship with a regional NSW school has not yet been established, improved community of schools relationships have been fostered with increased collaboration. Activities include: the establishment of a combined community of schools SDD in term 3. The inaugural SDD was conducted and collaboratively organised at Pymble PS, field visits to Turramurra North PS occurred and regular Community of school Principal Network meetings were held.
- A 21st Century Action Learning Project was established which included an academic partnership, teacher Professional Learning and one to one iPads purchased for Stage 3. The current laptop program was also redirected to Stage 2. All 3-6 staff participated in teacher professional learning with our academic partner.
- Field visits to Turramurra North and Northern Beaches Christian School were conducted and involved all Stage 3 staff, Principal, Deputy Principal and the Technology Coordinator. Staff benefited from observing best practice in open and innovative learning opportunities and the use of 21st Century learning pedagogies.
Parent/caregiver, student, and
teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. 70% of parents provide responses to surveys about teaching and learning, 21st Century learning and student wellbeing.

Some of their responses are presented below.

90% of parents, 82% of students and 87.5% of teachers would almost always and/or usually recommend Pymble Public School to other parents, students and teachers.

93% of parents indicated that their child/ren ‘like’ attending school each day. 70.5% of students and 96% of teachers indicated that they ‘like’ coming to school/work each day.

2015 - 2017 Targets

In line with Departmental reforms, a new 5P (purpose, people, processes, products, practices) planning process was rolled out to schools. The new 3 year School Plan includes 3 strategic directions. These strategic directions were broken down into nine major initiatives and projects. Milestones in these projects will be reviewed at the end of each school term. Progress will be tracked and achievements recognised against the analysis of school data collected and an effective evaluation process.

Strategic Directions:

1. Quality learning experiences and rich learning tasks enhance our students learning and prepare them for their ever changing global context.
2. High quality teaching and learning programs, teaching pedagogy and leadership provides the basis for rich learning tasks and enhanced student learning.

Major Initiatives and projects:

1. Engaging learners at Pymble Public School
2. Differentiation and GATS
3. Student welfare social and emotional learning project
4. Assessment and reporting
5. 21st Century Learning action learning project
6. Curriculum Implementation
7. Transition to LMBR
8. Community of schools network
9. PPS Community Communication

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
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.

Bruno Diodati  R/Principal
Ruth White  Deputy Principal
Robyn Herbert  Assistant Principal
Denise Kelly  Assistant Principal
Lucinda Holbrook  Assistant Principal
Lauren Radcliff  R/Assistant Principal

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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: