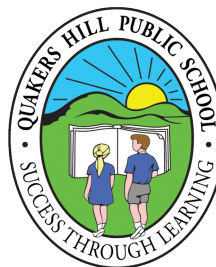


Quakers Hill Public School

Annual Report



2017



2918

Introduction

The Annual Report for 2017 is provided to the community of Quakers Hill Public School as an account of the school's operations and achievements throughout the year.

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

Bert Lo Campo

Principal

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Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students delivered by our exceptional teaching staff. Quakers Hill Public School is a dynamic and caring learning community, which has been catering for families living in the school's drawing area since 1914. The school's banner statement 'innovation—excellence—success', and expectations of 'safe, responsible, proud, learners', encapsulate what this outstanding place of learning is all about and is reflected in the many programs and activities offered by the school, ensuring that every aspect of school life (academic, social, sporting, leadership and performing arts) is catered for. Our banner statement is the school's reason for being; it is our ethos, our mantra.

Quakers Hill Public School not only serves to improve student learning outcomes and academic success, which is a given and evident through all external assessment results, but this beautiful school is also about providing for the well-being of the whole child. As a staff and a community we are committed to ensuring that each child's emotional intelligence and resilience are also catered for. What this means for our students is that when things don't always go according to plan, our students have the emotional resilience to bounce back and continue to be the happy, altruistic individuals that they are. It means that our kiddies are able to face life's challenges with strength of character and a positive outlook. We are committed to ensuring that our students enjoy coming to school and that they enjoy learning.

Our school's success is underpinned by three strategic directions that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at our school. Quakers Hill Public School enjoys tremendous support from our parents and the local community. By all assessment measures and benchmarks, the students of Quakers Hill consistently perform at and above state average as indicated through NAPLAN results, university testing, school based assessment and the learning continuums. Our teachers work tirelessly to ensure that this trend continues and that children are set high expectations and are provided with quality teaching embedded in all classrooms through a differentiated curriculum.

At our annual self-assessment and milestone monitoring meeting, staff, the executive of the Parents' and Citizens' Association and student leaders analysed evidence and identified the following key features of our achievements for Quakers Hill Public School in 2017: In 2017, our Years 3 and 5 students sat for the NAPLAN. Our school results were simply outstanding with students achieving above average growth in both Literacy and Numeracy across all measures. Our Year 3 and Year 5 results in reading and numeracy were exceptional, with all students achieving above National Minimum Standards, and with Quakers Hill Public School continually achieving above state. This indicates that our targeted early intervention strategies that are provided to our students in literacy and numeracy continue to have a significant impact.

The staff at Quakers Hill Public School is committed to a process of continuous improvement and self-evaluation to meet the ever changing needs of the school, the community and its students so that as a school we continue to remain at the cutting edge of education and learning. This is an expectation we have and place on ourselves to continually challenge current practices for the betterment of our students. At Quakers Hill Public School, staff participated in the Accelerated Literacy program to support the implementation of the Australian Curriculum and quality teaching strategies in the classroom. All staff have been trained in elements of Visible Learning, embedding the ideals of learning intentions, success criteria and student feedback in each and every classroom. The Positive Behaviour for Learning (PBL) program continues to improve school-wide processes for student wellbeing and quality learning in all classrooms. This promoted student enthusiasm in the program and encouraged a vibrant school learning culture. School parliament provides our Stage 3 students with relevant, purposeful leadership opportunities through formal structures and process.

In 2018 the remaining few classrooms will be transformed into Future Focused Learning Environments following teacher submissions which include a pedagogical philosophy, functional floor plan and the link to increased student achievement as a result of the transformed learning space. SIMULA (named after the first coding language) became Quakers Hill PS dedicated Maker Space and was constructed and fitted with state of the art facilities and resources and launched in Term 3. Coding and computational thinking remain a key focus for 2018.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

All parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed. As students 'progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

At Quakers Hill Public school, we believe that by working closely with our community (and as a Blacktown Learning Community), in a strategic and purposeful way, that we can as teachers imagine the possibilities, believe in the possibilities and create the possibilities for our students. In this way we can inspire confident, creative, innovative students who are critical in their thinking, engaged in their learning and responsible citizens.

School context

Quakers Hill Public School is situated in the Blacktown School Education area. Quakers Hill Public School maintains an enrolment of approximately 910 (69% NESB) students and set on large grounds, surrounded by several other schools both public and private. The school has two opportunity classes (Year 5 and Year 6). Many of our parents are both working, necessitating the need for before and after school care. Literacy and numeracy continue to be the school's focus. School based assessment and external assessment (NAPLAN and University tests) indicate that the school consistently performs extremely well, compared to region and state in literacy and numeracy, matching and or exceeding state and regional results in both Year 3 and Year 5. This includes our Year 5 students without the OC cohort.

The school is at the forefront of 21 century education, having participated in the Quality Teaching 21 and the Connected Communities 21 projects. In partnership with the school community, Quakers Hill Public school is well into its journey to transform classroom learning environments in to 21st Century learning environments based strongly on Professor Stephen Heppell's research.

Our teachers have been challenging the status quo over the past few years and our classrooms are a testament to this philosophy. The school's website lists the changes we have made when thinking about future focused learning. We have been challenging old assumptions about what we do in our schools in order to truly embed future focused learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Our school was recognised as excelling in a number of elements under all three domains. Student performance measures, wellbeing and our school's learning culture demonstrated exemplary practices in line with the School Excellence Framework. Under the Teaching domain, teachers' learning and development and effective classroom practice were recognised as being of the highest standard. The Leadership domain highlighted our school's excellent practices around community engagement, resourcing and upholding a high expectations culture. The self-assessment also indicated areas for our further growth including our transition programs, data analysis practices and the role of instructional leadership in the school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Creating a Holistic Learning Environment

Purpose

To ensure excellence in teaching so that every child is supported to develop and maximise their educational potential across all domains (social, emotional, academic).

Overall summary of progress

Speech and Occupational Therapy programs underpinned our school's push for student equity in all aspect of learning. This resulted in all students having an improved ability to access the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students eligible of receiving support through IEPs and PLPs – as indicated through LST referrals & NCCD data	TPL funds to release staff for targeted capacity building SLSOs funded through ELP, Low SES, FF and IFS	By all measures, all individual student needs were catered for across the school through the group of targeted group and individual interventions.
Decrease student partial attendance rates and continual improvement of attendance	\$7000/term for Speech and OT (each) TPL funds to release staff for targeted capacity building SLSOs funded through ELP, Low SES, FF and IFS	School attendance rates improved, however partial attendance rates continue to be an area for development.
Increase of students meaningfully connecting with student wellbeing programs across the school.	\$7000/term for Speech and OT (each) TPL funds to release staff for targeted capacity building SLSOs funded through ELP, Low SES, FF and IFS	Data indicates growth in engagement levels of students across the school. This pertains to both student wellbeing programs and beyond.

Next Steps

Workflows outlined in Strategic Direction 1 will be more closely linked to the School Excellence Framework, with a focus on student learning being at the core of all associated practices. All staff will be involved in a planned approach to student wellbeing, recognising a need to rejuvenate the schools PBL program. All staff will be involved in supporting student transitions to ensure continuity of learning year-on-year. Teachers will also develop their capacity to apply consistent formative and summative assessment practices. This will involve teacher professional learning around consistent teacher judgement and the development for a new instructional leadership role, targeting the successful facilitation of curriculum across the school.

Strategic Direction 2

Future Focused Educational Practices

Purpose

To develop a culture where staff continually challenge their learning and strive for innovation and 21 century practices promoting excellence through great teaching and inspired learning. In this way improving student learning outcomes.

Overall summary of progress

Coding, STEAM, Visible Learning and Focus on Reading initiatives across the school developed teacher capacity and classroom efficacy. This resulted in improved student learning outcomes in all areas

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN	\$22,424 allocated to Teacher Professional learning around Focus on Reading and the ongoing implementation of Accelerated Literacy.	While we continued to see improvements in NAPLAN results from previous years, we are still working towards achieving this improvement measure. Continued TPL in various targeted areas will continue to be a focus.
Increase number of students achieving in the top three bands in literacy based on 2014/2015 NAPLAN Data	\$22,424 allocated to Teacher Professional learning around Focus on Reading and the ongoing implementation of Accelerated Literacy.	There has been a significant improvement in students achieving in the top three bands of both literacy and numeracy.
Representation of Aboriginal and ESL students in top three skill bands matches that of the school population	<p>\$22,424 allocated to Teacher Professional learning around Focus on Reading and the ongoing implementation of Accelerated Literacy.</p> <p>\$26,030 dedicated to Aboriginal Education programs such as the Liven Deadly program, construction and implementation of individual PLPs for ATSI students and the Aboriginal Tutoring Centre.</p>	EaLD students are equally represented as a function of the whole school population. The numbers of students completing NAPLAN assessments has made meaningful comparisons to the whole school cohort challenging. Aboriginal Education continues to be a focus of the school moving forward.

Next Steps

Workflows outlined in Strategic Direction 2 will be more closely linked to the School Excellence Framework, with a focus on teacher capacity being at the core of all associated practices. All teaching staff and school leaders will demonstrate and share expertise and innovation in educational practices. This will incorporate the school's ongoing push towards embedding STEAM elements in teaching and learning program, as well developing future focused educational practices through participation in Microsoft's 21CLD program. Teachers will also be working to identify, understand and implement effective classroom practice with a heavy focus on sustaining Visible Learning practices in the school and making them an integral part of all classrooms across the school. Teachers and school leaders will also engage in, evaluate and share meaningful professional learning experiences. After a three year push around literacy, teachers will spend 2018 focusing on their capacity to teach numeracy through participation in Mathematics Building Blocks for Numeracy and the further development of the school's Mathematics Scope and Sequence.

Strategic Direction 3

Leadership and community excellence

Purpose

To develop a shared vision around leadership and community excellence as a school community, and as part of the Blacktown Learning Community, for the provision relevant and purposeful educational practices

Overall summary of progress

Beginning teachers and aspiring leaders were supported and community partnership fostered through Strategic Direction 3. This resulted in a more dynamic and cohesive school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships	CLO funded by DoE BT funds. Outdoor area funded by community partnerships funding.	Survey data indicates high levels of parental support of the school's education priorities. Parents are actively engaged in school events, though the school will continue to work to develop meaningful partnerships with our community.
Minority cultural groups are represented in a wider range of school based initiatives.	CLO funded by DoE BT funds. Outdoor area funded by community partnerships funding.	School based initiatives are supported by a representative cross section of the school community.
Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH Program	REACH! approx. \$700 per participant. Mentoring program funded through Beginning Teachers funds.	Two more participants completed the REACH! Aspiring leaders program in 2017. Stage coordinators were appointed and developed leadership capacity through organic workplace experiences, supported by existing executive staff members.

Next Steps

Workflows outlined in Strategic Direction 3 will be more closely linked to the School Excellence Framework, with a focus on school and community leadership being at the core of all associated practices. Executive staff will access ongoing mentoring and leadership skill development through participation in the Coaching Accreditation Program. Teaching staff will participate in professional learning to develop their leadership capacity with Dan Haesler's 'Growth Mindsets' and targeted teachers involvement in the Blacktown Learning Communities "Reach Aspiring Leaders" program. The community will also be provided with engagement programs which provide both leadership and feedback opportunities. Little Library, Wesley Mission's Triple P Parenting program and Adult computing classes will form just some of the initiatives developed to support our school community and better connect our parent body with the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing– SLSOs (in class support and tutoring centre) TPL–\$2000 Bush Tucker Garden– \$ 2000	Raised educational outcomes of Aboriginal students Increase in attendance and engagement of students Relationships established between families and staff Parent surveys
English language proficiency	Staffing– SLSOs	School based data % staff implementing LST processes More effective resource model to support EAL/D EAL/D network resources IEPS Rip It Up data
Low level adjustment for disability	Staffing– SL SO Speech \$18 000 (3 terms @ \$6000 per term) OT \$12 000 (2 terms @ \$6000 per term, P & C pay for other 2 terms). Speech Packs \$2000 OT Packs \$2000	Student data LST, welfare, engagement, academic, IEP, PLP data and progress Speech and OT data (pre and post screening, tracking) and resources
Quality Teaching, Successful Students (QTSS)	0.67 FTE	PDPS Increase in staff capacity in targeted areas Year in Review Staff surveys
Socio–economic background	Student Assistance –\$8000 Staffing– SL SO	Student data LST, welfare, engagement, academic, IEP, PLP data and progress
Support for beginning teachers	Two ECT days weekly Standdown days as per 2016	BT Journals PDPs
Targeted student support for refugees and new arrivals	0.2 FTE	Student progress on PLAN and IEPS Teacher networking and resource creation
Norta Norta	\$300/wk for 9 weeks	Student Data LST, welfare, academic, PLP progress
Literacy and Numeracy	Focus on Reading 2 Training– \$10 000 FOR 2 Folders \$6500 Quakers Literacy TPL \$2500 Visible Learning TPL \$3424	% of staff trained & implementing programs Lesson observations School based data

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	413	450	463	483
Girls	397	410	447	483

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	93.7	95.1	94.2
1	94.4	94	94.1	93.5
2	95.4	94.2	94.7	93.3
3	96.8	94.9	93.6	93.2
4	95.6	94.8	94.2	94.9
5	95.6	95.4	95.1	94.8
6	93.8	94.4	92.9	93.8
All Years	95.2	94.5	94.3	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and notes are sent home where necessary.

If students have attended at less than 80%, the Learning Support Team work with families to improve attendance. If attendance continues to be a concern, a referral is made to the Home School Liaison Officer.

Under the new policy, parents are required to seek extended leave for their child(ren). This is appropriate where students may be travelling overseas for extended times notifiable in advance. Extended leave for up to 100 days can be approved by the Principal

and cannot be granted retrospectively. Extended leave greater than 100 days requires the approval of the Director.

The best policy that Quakers Hill Public School employs in order to maintain our high attendance rates is to continue to provide an engaging learning environment that caters to the diverse needs of all learners, making our school a fantastic place for all students to attend.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	35.91
Teacher of Reading Recovery	1
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher of ESL	3.8
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

In 2017, Quakers Hill Public School had two staff members who identify as Aboriginal/Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	24

Professional learning and teacher accreditation

In 2017 all staff at Quakers Hill Public School

participated in professional learning funded by a grant of \$ 45,673. All staff participate in regular professional learning activities that focus on improving student outcomes. In addition to regular team and staff meetings, teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, structured observation lessons, team teaching and individualised professional learning plans. Individual staff identified and completed training that were relevant to their personal goals set out in their Personal Develop Plan. All staff continued to deepen their understanding of the school's model for Visible Learning with a continued focus on Learning Intentions and Success Criteria, quality feedback and exploring the model of learning. All teachers have continued to train and update their skills in the Accelerated Literacy pedagogy and balanced mathematics sessions including the school's updated mathematics assessment processes. Similarly, all staff completed Focus on Reading 2 training, aimed at developing their capacity to deliver quality literacy sessions. The school's continued push to develop future focused educators ensured a broad range of professional learning for staff around coding, computational thinking and problem solving, as well as the use of online collaboration tools such as One Note.

Early Career Teachers

In 2017, Quakers Hill PS had 13 staff who were classified as Early Career Teachers. The \$118,528 to support permanent beginning teachers to adjust to their role. This was enabled via a multi-faceted approach including a comprehensive induction process, the allocation of mentors, additional RFF each week and stand-down days to focus on school and DoE priority areas and the facilitation and co-ordination of internal and external collegial networks to ensure teachers were provided with guidance and support to navigate key transition points. Teachers also engaged in the Blacktown Learning Community Early Career Teacher professional learning opportunities.

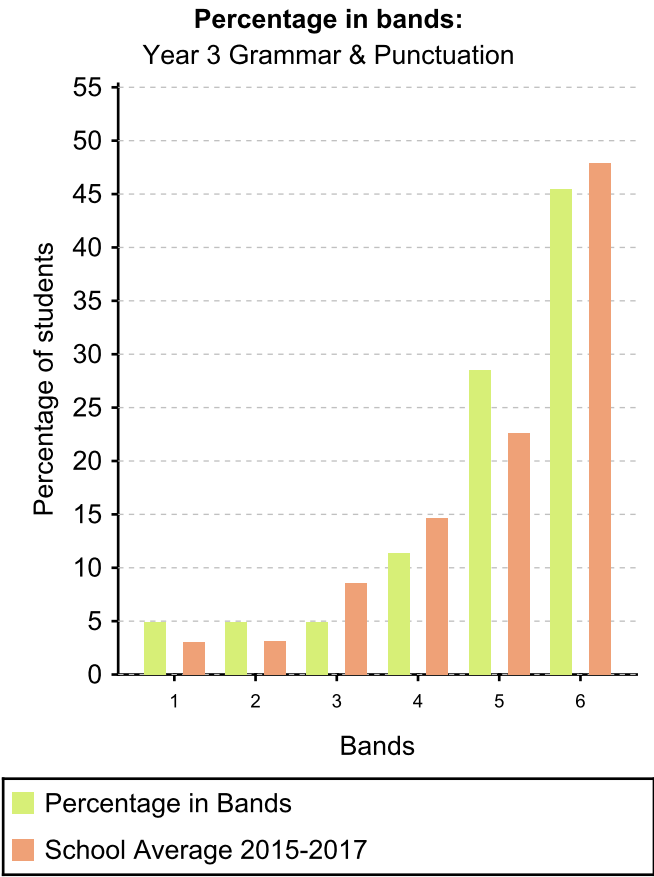
School performance

NAPLAN

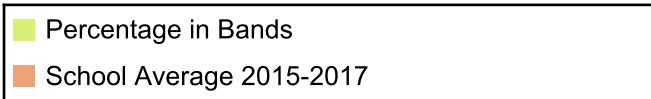
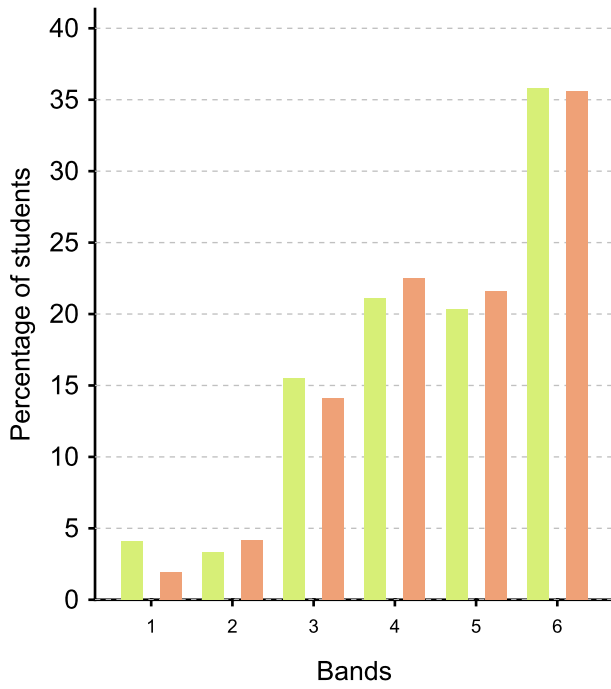
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 3 students were reported on a scale from Band 1 to Band 6, while Year 5 students were reported against a Band 3 to Band 8 scale.

In all four literacy assessments, our school had significantly less students below National Minimum Standards and significantly more achieving proficiency compared to state averages in both Year 3 and Year 5. In Year 3, we had far more students achieving in the top band in all assessments (6.6% in reading, 8% in writing, 25.4% in spelling and 9.7% in grammar and punctuation). This trend was even more exaggerated in

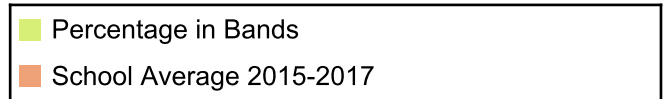
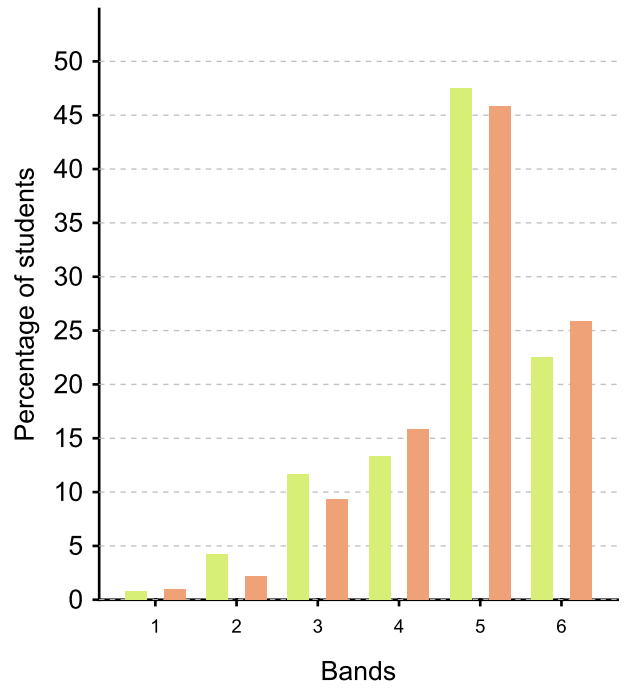
Year 5, with more students achieving in the top band compared to state by factors of 17.1% in reading, 8% in writing, 24.6% in spelling and 19.5% in grammar and punctuation. The Premier's priorities of increasing the proportion of students in the top two bands by 8% in reading and writing were achieved this year in our school context. In Year 3, our percentage of students in the top two bands of reading and writing increased by 10% and 20.1% respectively. In Year 5, our percentage of students in the top two bands of reading and writing increased by 21% and 7.8% respectively.



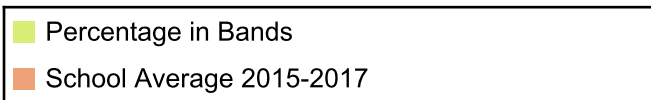
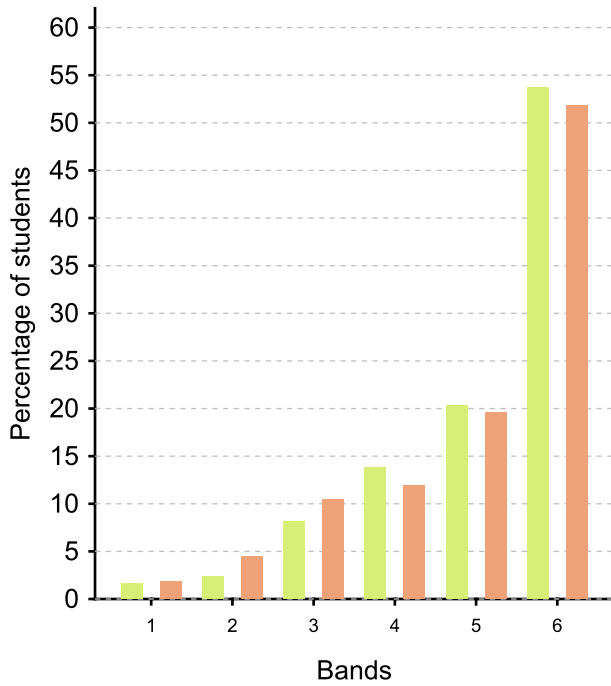
Percentage in bands:
Year 3 Reading



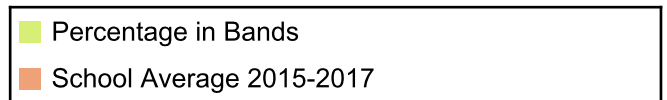
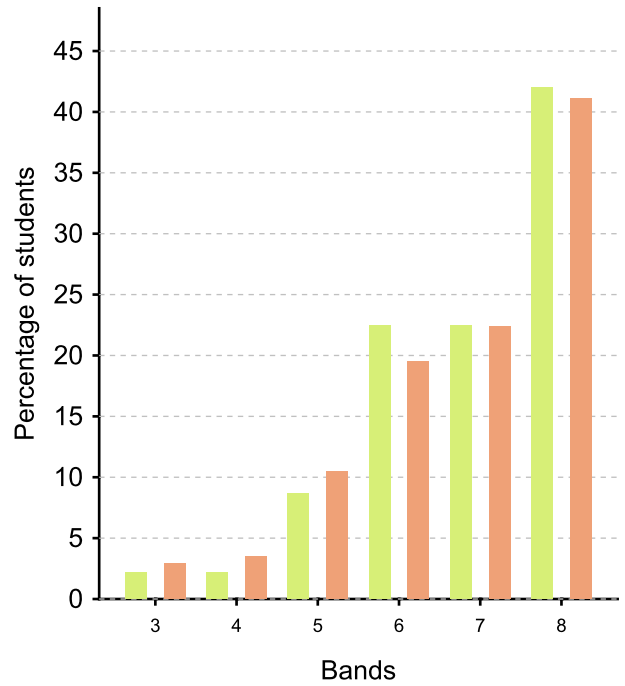
Percentage in bands:
Year 3 Writing



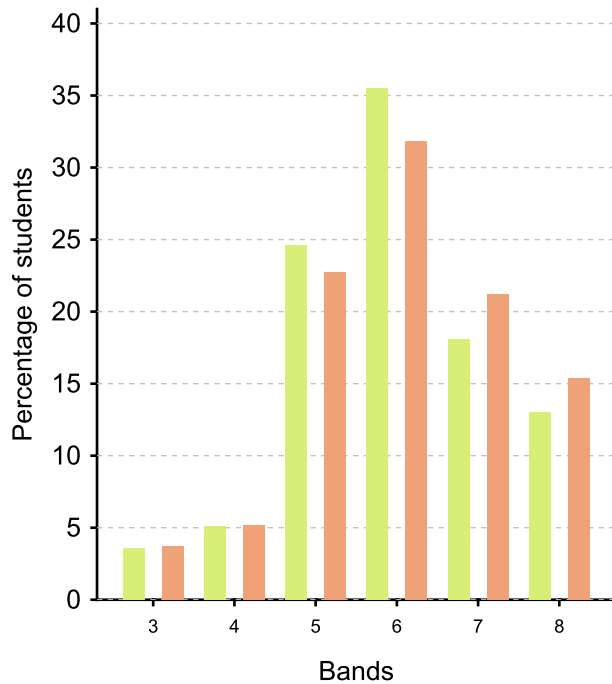
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Spelling

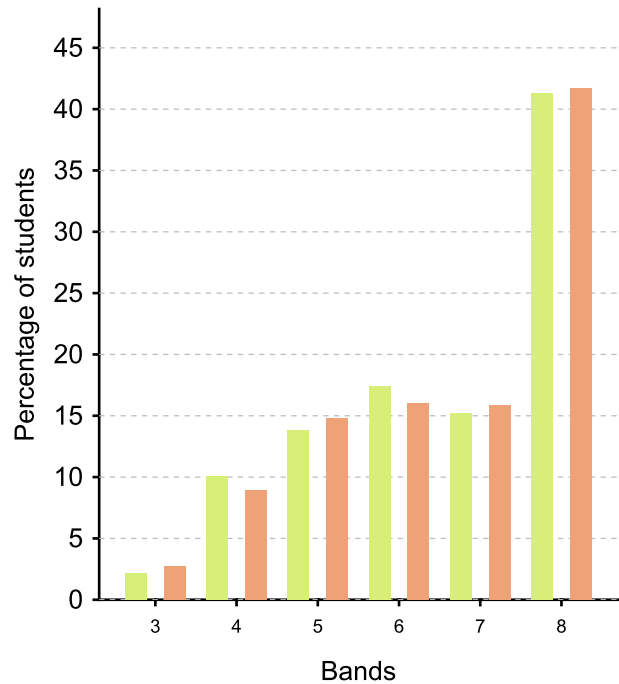


Percentage in bands:
Year 5 Writing



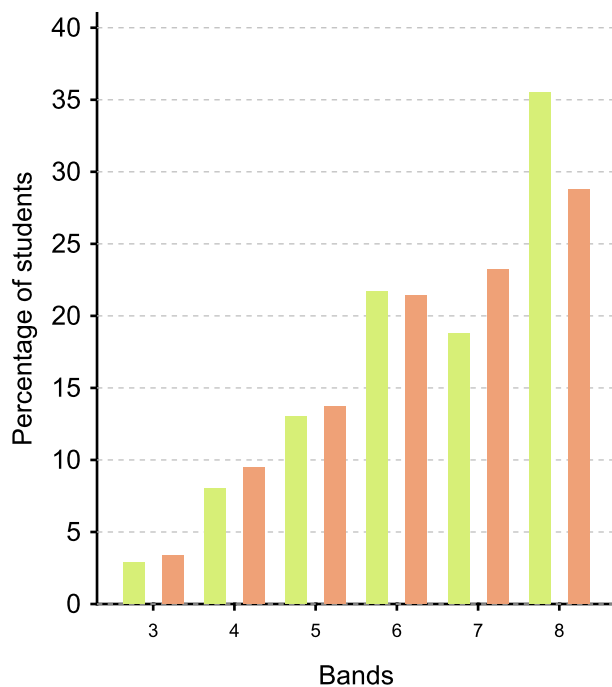
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

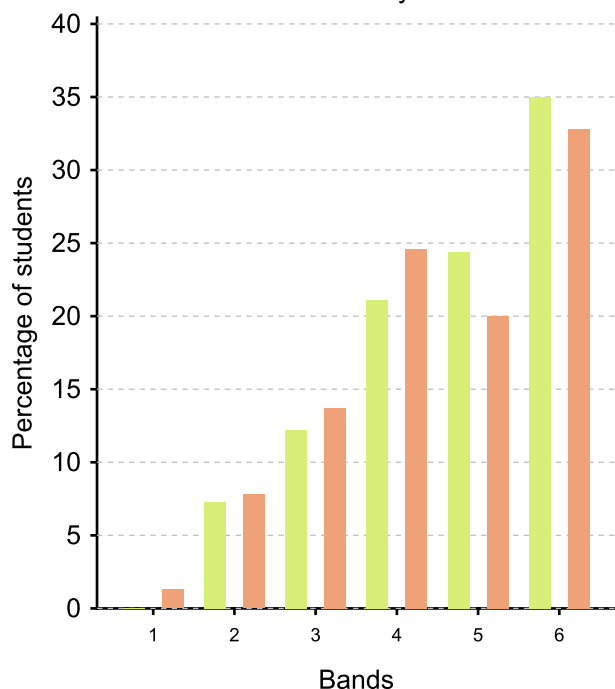
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

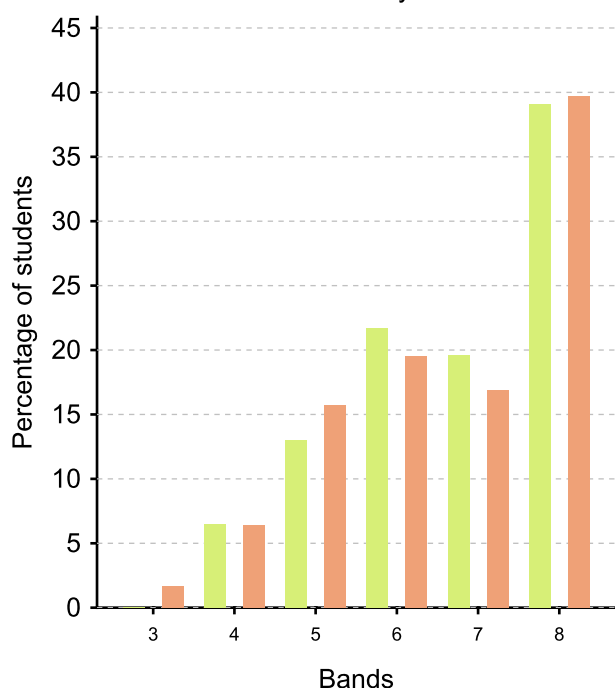
In numeracy, our school once again performed at a high standard. We were able to achieve our school goal of not having a single student below National Minimum Standards in either Year 3 or Year 5. The percentage of students achieving proficiency was also of a high standard, with 16% more achieving at this level when compared to state averages in Year 3 and 23% in Year 5. Our school had 12% more students in the top band of Numeracy in Year 3 and 25.7% in Year 5, further demonstrating our success against external assessment measures. The Premier's priorities of increasing the proportion of students in the top two bands by 8% in numeracy were achieved this year in our school context. In Year 3, our percentage of students in the top two bands increased by 18%. We did not achieve the level of growth targeted in the Premier's priorities for Year 5 students, with only 2% growth on 2016 figures, but the data indicates that we are still have 26% more students in the top 2 bands than the state average.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The Premier's priorities of increasing the proportion of

students in the top two bands by 8% in reading, writing and numeracy were achieved this year in our school context. In Year 3, our percentage of students in the top two bands of reading and writing increased by 10% and 20.1% respectively. In Year 5, our percentage of students in the top two bands of reading and writing increased by 21% and 15.8% respectively. Our numeracy data reflected an 18% increase of students in the top 2 bands in Year 3. We did not achieve the level of growth targeted in the Premier's priorities for Year 5 students, with only 2% growth on 2016 figures, but the data indicates that we are still have 26% more students achieving in the top 2 bands compared to the state average.

Parent/caregiver, student, teacher satisfaction

Staff, students and parents completed satisfaction surveys as part of the annual Tell Them From Me survey. This information was cross-referenced against that collected as part of our consultation process for the impending 2018–2020 school plan. The results of the parent surveys indicated parents felt particularly welcome in the school, that they can easily speak with their child's teachers and that information from the school is in clear, plain language. Parents also responded positively to the statement that their child was consistently encouraged to their best work and that their child feels safe at school. There was a strong indication from the data that parents felt that our school supports and encourages positive behaviour and that we help our students develop positive friendships. Parents identified a need for greater support in transitioning their child into high school; something that will be included in our 2018–2020 school plan.

Student survey data was incredibly pleasing, with students overwhelmingly responding that they feel accepted and valued by their peers and by others at our school. Students also indicated that they are interested and motivated in their learning, that they try hard to succeed in their learning and that they find classroom instruction relevant to their everyday lives.

Teacher survey data indicates that they feel supported and encouraged by the leadership of the school. They set high expectations for student learning closely monitor the progress of all the individual students in their class. Teachers use two or more teaching strategies during each work period to improve the quality of instruction that students are receiving and they feel as though students have regular opportunities to use a wide range of technology to enhance their learning experience.

Policy requirements

Aboriginal education

Quakers Hill Public School believes that Aboriginal Education needs to be meaningfully embedded throughout all curriculum content and all school processes to fully benefit the school community. This

way the entire school community is exposed to and immersed in Aboriginal culture. Activities and resulting impact included:

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- Quakers Hill PS has engaged the services of an Aboriginal mentor who, in consultation and collaboration with school staff, implemented the "Liven' Deadly" cultural program with Aboriginal and Torres Strait Islander students to connect them to their culture through yarning circles, stories, dance, music and more.
- Staff were mentored to create units of work across the curriculum that embed the eight-way framework of Aboriginal pedagogy authentically for all students.
- Students attended the Aboriginal Commemorative ANZAC service at the War Memorial and laid a wreath.
- Students attended a Rap-4-Change workshop which mentored them to make positive choices in all aspects of their life through the use of music and rhythm.
- School Learning Support Officers supported Aboriginal and Torres Strait Islander students in class in line with their Personalised Learning Pathway goals.
- A weekly Aboriginal tutoring centre was initiated to support students.
- Dedicated NAIDOC week celebrations with learning experiences and celebrations of Aboriginal and Torres Strait Islander culture. The NAIDOC assembly was coordinated and chaired by students.
- All Aboriginal and Torres Strait Islander students have active Personalised Learning Pathways to support their learning through targeted strategies matched to their needs. These goals have been developed in consultation with the student, their family and teacher. These plans are evaluated, revised and updated every 5 weeks.
- An Aboriginal community group, lead by local Aboriginal community members, held weekly sessions with all Aboriginal students to teach them traditional dances, songs and language. The group performed at the opening ceremony for NAIDOC Day and at the Quakers Hill Public School Creative and Performing Arts Concert.
- The Quakers Hill Public School Aboriginal Education Team attended regular Nurragingy AECG meetings, collaborating with staff from local schools as well as other external organisations and agencies to promote and support Aboriginal Education.

Multicultural and anti-racism education

In line with the school plan, Quakers Hill Public School has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism

education into their teaching and learning programs. The school's diverse range of extra-curricular activities, including Aboriginal and Bollywood Dance Groups, provided an opportunity for all students to become immersed in cultural activities. Harmony Day was held in Term 2 and was celebrated through a range of in class and whole school activities including a school performance and assembly where students showcased their 'Harmony Hands' (created by each student, with their own strategies for cultural inclusivity written on each finger). Diwali, the Hindu festival of lights, was celebrated in Term 4 with a special assembly, dances and Indian food stalls. Every staff member dressed in traditional Indian cultural dress. A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included; employment of a Community Liaison Officer (CLO) one day per week in 2017, increased use of interpreters, an LED screen to display weekly highlights at the front of the school and a partnership with Wesley Mission family centre. As a result, these strategies are strengthening parent and community engagement in school activities. The Anti-Racism Contact Officer (ARCO) collaborated with parents/carers, teachers and students during the year to build understanding of cultural diversity and Anti-racism initiatives in the school community.

Other school programs

Community Events

Across the school we take great pride in bringing the community in to our wonderful place of learning, forming meaningful and lasting partnerships with students and their families. In Term 1, Early Stage One held parent information sessions on fostering and encouraging speech and language at home. This information session aimed to give parents techniques and strategies to help their child at home and complemented the 'Take Home Speech Kit' program. Parents were given the opportunity to use games, books and technology devices which facilitate language and communication and ask staff questions. These sessions were very successful with high levels of parental involvement and interest.

Stage 1 parents joined their children in literacy learning in an open-classroom event in Term 2. This event enabled parents to become active participants in their children's learning, as they were invited to fully engage in the planned activities. It also provided parents an insight into how key foundational literacy concepts are taught at school. On Tuesday 27th June, Stage 2 held their community event, a time themed concert called *It's Showtime!* It was wonderful to see an audience of over 120 family and friends attend the event. Each class choreographed their own item that was based on the theme, "*Time*". There were a range of singing, dancing and drama performances on the day. The concert promoted Quakers Hill Public School's family-friendly atmosphere and provided opportunities for all students to showcase their talents and perform on stage.

During Term 2, Stage 3 teachers ran a parent workshop that focused on understanding and implementing the skill of coding to manoeuvre a drone. Parents enjoyed a basic skills session followed by an opportunity to test their understanding with the drones. This is merely one of the many ways technology and coding is utilised in our school.

In Term 4, Kindergarten held an end of year concert for parents, family members and friends to attend. Classes presented items as well as a whole stage finale which was enjoyed by all. To showcase student achievement in STEAM, Stage 1 also held a Science Fair to enable parents, families and community members to view student work and interact with the students about the projects they have created in their study of *Living World* and *Physical World* Science and Technology concepts. Over three days in Term 4, Stage 2 opened their doors and invited family and friends into their classrooms for a Science fair called *Building STEAM!* The students showcased a variety of STEAM (Science, Technology, Engineering, Arts & Mathematics) and coding projects, that they had been working collaboratively on throughout Semester 2. The Science fair developed the community's understanding of learning programs and expected learning outcomes. It also encouraged family members and friends to come to the school for positive reasons, with students sharing their learning, achievements and successes. The Stage 3 Talent Quest provided an opportunity for the broader Quakers Hill community to engage with the many creative talents our students have. After many weeks of rehearsing students presented a variety of performances from poetry readings to singing and dancing, comedy acts and skits. Parents were encouraged to be part of the judging and students were rewarded for their bravery and entertainment. It was a lovely way to farewell our amazing Year 6 students.

Little Library

Twice a term, staff from Quakers Hill Public School invite our parents and pre-schoolers to join us in Little Library sessions. Each session runs along similar lines to a playgroup where the children are engaged in themed activities that involve: storytelling, singing, fine motor, science and art and craft activities. We have had visits from the Easter Bunny and Santa's helpers and the children have even joined the big kids at the Easter Hat and Book Character Parades. We look forward to continuing these sessions and welcoming new pre-schoolers in 2018.

Reading Recovery

Reading Recovery is part of Quakers Hill Public School's operating system. This program is an early literacy intervention program designed to assist those students in Year 1 who are not meeting grade expectations. Individualised instruction is provided by specialist teachers on a daily basis until they reach an acceptable instructional reading level with their peers in class and the ability to utilise the skills that they have learned in Reading Recovery independently. The program is supplementary to the ongoing literacy activities in the classroom. Instruction is tailored to

and is provided until students reach an acceptable instructional reading level in line with their peers. The Reading Recovery teachers and the classroom teachers keep in regular contact to help support students both during their lesson series, and once they have successfully completed the program.

Public Speaking

Quakers Hill Public School has a very active and successful Public Speaking program as part of the co-curricular life of the school. Not only does this wonderful program provide an opportunity to further gifted and talented students in English but it also helps to develop and foster relationships with our network of schools. At the beginning of the year Stage 2 and Stage 3 students participated in the Premier's Multicultural Perspectives Public Speaking Competition. The local finals were held at our school and Liam Balintec successfully won the Stage 2 division of the competition and proceeded on to the regional finals. This year Quakers Hill Public School entered our public speakers in the Hills District Public Speaking competition for the first time. We were successful in having a student from each stage progress onto the grand finals held at Toongabbie Public School. Quakers Hill also had four students from Stage 2 and Stage 3 compete in the Blacktown Learning Community Public Speaking Competition. All students spoke brilliantly and are to be commended.

Star Tech

This year, Stage 2 and Stage 3 students had the opportunity to join the Star Tech group led by Mrs Byrne and Miss Bowman. Every Thursday, students would meet at lunch times to further develop their skills in different technology areas such as coding and robotics. Students had the opportunity to work with friends to brainstorm ideas and have fun learning new skills. During this year the following areas were explored;

- WeDo 2.0 (project tasks) – Students had the opportunities to build their creation and code it to race other team mates.
- Mindstorms Ev3 (project tasks) – Students had to develop their Mindstorm, then program it to achieve goals.
- Edison Robots – Students were able to block code the Edisons and move it around a course.
- Cublets – Students were able to use the Cublets to snap together to create robotics without any programming. Students needed to use their computational skills and work together to create a robot that was functional.
- A variety of coding websites such as Code Hour, Scratch junior and Minecraft – Students had the opportunities to create and code their own educational game, share them with other students through Edmodo and present it with their peers.
- A variety of coding apps such as Swift playground and Tynker – Students had the opportunities to begin exploring the swift computer language through completing the tasks on the app.
- App development – students began to explore code tasks to create a simple app.

- 3D printing –students began to explore using the 3D printer. They learnt the program and its properties as well as the process of printing in 3D.

Star Tech provided students with authentic learning challenges that fostered curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These attributes are necessary when using and developing solutions to make sense of complex ideas and relationships in all areas of learning.

Sharing

SHARING is an initiative by the Blacktown Learning Community (BLC), which provides opportunities for students to extend themselves in an area of interest. This year 20 schools from across the BLC participated and there were 36 courses held across 17 schools in the Blacktown area. In Term 2, approximately 45 students from Quakers Hill Public School were selected to participate in a SHARING course. These students had been nominated by their teachers for displaying talent or interest in a particular area– from creative arts through to technology and sport. Students were able to spend the day developing their skills in an area of interest with other like-minded children. There were also six sharing courses run by teachers at Quakers Hill Public School this year; 'STEM City' run by Mrs Jovic, 'Cel Animation Painting' run by Mr Stewart, 'Martial Arts' run by Mrs Gallagher, 'Basketball Skills' run by Mrs Stuart and two cake decorating courses run by Mrs Stojanovic.

Drama

Year 6 students worked throughout the year to learn about the art of acting, working towards our showcase evening in Term 4. Various one-act plays were performed on the night, as well as a large production where Shakespeare and Star Wars combined to form an Elizabethan Sci-Fi sensation! Every student had a role in one of the three plays and rehearsed consistently to ensure that they could work to the best of their ability on the night.

Chess

In 2017, fourteen students represented Quakers Hill Public at chess competitions. Eight students competed in the Interschool Chess Challenge local heats. Quakers Hill placed third and progressed to the semi-finals. While our school did not proceed to the finals, one student, Sayum Rupasinghe, finished 1st overall in the competition. Two female teams entered into the New South Wales Girls Team Chess Challenge. In this competition, the girls competed in five rounds against teams from other public and private schools in New South Wales. All students who represented Quakers Hill Public School showed excellent sportsmanship. They demonstrated an excellent knowledge of the game and wonderful logical thinking.

Debating

Students from Stage 3 have once again excelled within the Blacktown District and Premier's Debating

demonstrated commitment by regularly attending team meetings and developing their skills in the structure and etiquette of debating. They formed arguments, provided evidence and examples and persuaded their audiences to rally to their side. An extra special congratulations must go to the Quakers Hill Blue team that took part in the Premier's Debating Competition and were the winners of their zone.

Operation Art and Art Club

This year Quakers Hill participated in the annual Operation Art Exhibition an initiative of The Children's Hospital at Westmead in association with the New South Wales Department of Education. An entry from each stage was submitted to compliment the theme 'Cheerful and Uplifting'. The Operation Art program provides a forum for schools and students to demonstrate their Visual Art achievements through exhibitions at the Armory Gallery, Sydney Olympic Park and the Art Gallery of New South Wales. Congratulations to all students who students that took part.

Quakers Hill Public School started Art Club this year made up of eight Stage 3 students and was run by Mr Stewart and Miss Hansell. Students have been introduced to a variety of artists and techniques and been given the opportunity to show off their artistic flare by regularly attending art lessons during lunchtime. The Art Club showcased their creations by making decorations for whole school events, such as NAIDOC Day.

Primary School Sports Association (PSSA)

Quakers Hill Public School are heavily involved in a range of sports throughout each year and 2017 was no different. These sports are delivered by our experienced teachers through weekly Physical Education lessons, school gala teams and regular competition. Teachers lead, coach and train a range of PSSA teams throughout the year. These include AFL, Softball, Tee-ball and Cricket in the Summer (Term 1 and 4). Unfortunately, the Summer competition was heavily effected by weather and we were unable to complete the season. We hope next year is luckier with the weather! Our Winter (Term 2 and 3) sports include League Tag, Rugby League, Football and Netball. We had a number of teams make the semi finals but unfortunately no teams became 2017 premiers. Better luck next year!

Sporting Schools

Quakers Hill Public School successfully applied for and received Sporting Schools Grants in 2017 which were used to engage external companies to support in the learning of students during Physical Education lessons. This year, Stage 1 experienced AFL and were taught the fundamental movement skill of kicking, while playing a range of fun and engaging games. Kindergarten to Year 6 experienced weekly gymnastics lessons for the duration of Term 4. Gymnastics is a great way for students to learn more about the capabilities of their body and how to use it effectively.

Learning gross motor skills is valued at Quakers Hill Public School to ensure life-long learning through physical education.

Football (Soccer)

This year, junior and senior students represented Quakers Hill Public School in various football competitions. In Term 2, two of our senior students were chosen to compete in the girls and boys Blacktown representative teams where they represented our school with delight and a positive attitude. During the Winter PSSA season, both the Junior and Senior teams competed extremely well and made it through to the semi-finals. Each time the students took the field they played to the best of their ability and represented our school with pride. In Term 3, our senior team competed in the Knockout Cup and the Western Sydney Wanderers (WSW) School Cup, where they demonstrated the great sportsmanship and team work they had built across the year. Early Stage 1 and Year 1 students were given the opportunity to participate in a WSW football clinic at school. This program aimed to engage all students through football and provide them with a positive football experience. In Week 7 of Term 4, the senior team was lucky enough to play a trial match against the Girls State Team at the State Soccer Centre in order to prepare them for the Pacific School Games. What a great 2017 of football for Quakers Hill Public School!

Basketball

Two boys teams and one girls team represented Quakers Hill Public School at the Norwest School Basketball Challenge. It was a hugely successful day with 1 boys team and the girls team making the semi finals. All participants enjoyed a day that challenged them and improved their skills. Quakers Hill Public School also hosted a basketball sharing day that saw students from many schools within the Blacktown Learning Community come and develop their skills to take back to their own school. There are several budding basketball players within the community. Our school captain, Zachary Abran, developed a lunch time basketball skills program that ran through Term 4. This lovely, student driven initiative gave students across the school a chance to develop their basketball skills amongst their peers in a fun and supportive environment.

Cricket

Cricket 2017 at Quakers Hill Public School began with player visits to conduct Leadership and Cricket workshops for all students in Term 1, with WBBL Sydney Sixers players and former student and current Australian u/19 Captain Param Uppal.

The Senior Boys cricket team progressed to the State knockout Quarter finals. The Senior Girls A and Boys A teams both won the Milo Cup Blacktown District finals with our B and C teams also making the semi finals. The Girls team finished 12th whilst the Boys team won the Sydney West Milo Cup, defeating Giraween Public School and Kellyville Ridge Public

School in the finals. From there, the team competed at the state championships where they lost the final, just one win shy of being back-to-back Milo Cup State champions. Two of the Senior Boys team, Nikhil Thokala and Xavier Nath, were selected in the Sydney West team to play in the State Championships at Orange from the 20th to the 23rd November. The Junior Milo Cup was played in Term 3 with 6 teams representing our school at this fun, non-competitive gala day.

Dance Groups

Quakers Hill Public School ran a wide variety of dance programs in 2017 including junior, senior, Stage 1, boys, Bollywood and Ballroom dancing. The Senior Dance group, coordinated by Mrs Amodeo and Mrs Weatherburn, consisted of 20 very talented performers from Years 5 and 6. The group performed a modern jazz routine to 'Gimme Some Lovin' by Human Nature, which was choreographed by teachers at Quakers Hill High School and performed at the Quakers Hill High School "*That Moment When*" Creative and Performing Arts showcase evenings. The group also enjoyed a number of in-school performances at school assemblies and performance evenings. The talent and commitment of the dancers was evident throughout the year.

The Boys Dance Group was made up of 15 boys from Stage 1 through to Stage 3. Practice was held weekly during lunchtime to rehearse the dance item *Men in Black*; A Hip-Hop inspired dance, choreographed and coordinated by Mrs Jovic and Miss Hansell. The group performed in the end of year CAPA concert. It was an enjoyable experience for all involved.

Bollywood dance continued to entertain and excite in its third year running at the school. The group had its biggest year yet with performances for Education Week, Diwali Day and the annual school CAPA concert. The dance group also represented Quakers Hill Public School at the Blacktown Festival of Performing Arts. Organised by Mrs Ul-Haque and Mrs Stewart, the group comprised 22 dedicated and talented girls across Stage 2 who committed to weekly lunch practices over the course of the year.

This year's Junior Dance Group really shone with an extensive dance item inspired by Australian music artist, Sia. The team of girls from Stage 2 committed themselves each week to learning and practising the modern dance piece. The group, organised by Mrs Stewart and Mrs Ul-Haque performed at various events including Education Week, Westpoint Shopping Centre and the annual school performing arts concert.

Band

Our two school bands have performed at school assemblies throughout the year and the end of year CAPA concert. The Senior Band, comprising of 16 students from Years 4–6, have entertained audiences at the Blacktown Festival of Performing Arts in August, during Open Day, at the Kindy Transition Concert and our combined Junior and Senior Band performed

exceptionally for our Celebration of Excellence. Mrs Jenny Mackinnon has guided our Junior Band (9 students in Years 3–6) this year whilst Mrs Wendy Poole continues to conduct the Senior Band. It is inspiring to observe the growth in our young musicians as they develop both their skills and self-confidence whilst our more experienced band members support our newer members. We look forward to another exciting year ahead.

Crescendo

Each year, Quakers Hill Public School holds an end of year Creative and Performing Arts concert to showcase the students' wonderful talent. *Crescendo* was a huge success in which thirteen different groups performed at the matinee and evening concert for 450 parent and community members. Their performances displayed precision and enthusiasm to the delight of many families, friends and visitors. These students have been practicing with their teachers weekly from the beginning of the year and have had multiple opportunities to perform at both school and community events. The money raised from the concert will go towards providing educational resources for Creative Arts.

Drumming Group

Many eager Year 4 and Year 5 students auditioned to be a part of the drumming group at Quakers Hill Public School, with 16 new and experienced students selected to be a part of the popular drumming group, rehearsing during lunchtimes. This group has allowed students to develop their drumming skills and experiment with different drumming techniques on the schools djembes. The teachers are proud of the students efforts and all the hard work they put into the drumming group this year.

Parliament

Our School Parliament has been run effortlessly this year with most aspects now student directed with little teacher instruction. Prefects (Ministers and Shadow Ministers) learnt to prepare and present speeches of various recent events and topics. Question time flowed well with many students involved and asking relevant questions. Topics included coding, technology within the school, gardening, playground opportunities (especially in regards to playground equipment) and use of Simula. Many decisions were made through Parliament such as the year 6 gift to the school and a student-lead lunch time basketball program. Whilst visiting Parliament House this year, it was obvious that our students had a thorough understanding of the process involved with the House of Representatives and our guides made positive comments of their knowledge.

Choir

The Stage 2 and 3 Choir had the wonderful opportunity to travel to different schools to rehearse and meet with other students involved in the Blacktown Festival of Performing Arts. They took part in regular rehearsals at school and had to memorise a range of songs from

different genres. They later showcased these spectacular songs at the Blacktown Festival of Performing Arts. In addition to this, the Stage 2 and 3 Choir also gave great performances at the Principal's Assembly in Term 3. They also performed at other important school events such as *Crescendo*. The school choir has had a fabulous 2017 and we are very pleased with their dedication and effort this year!

The Stage 1 choir, coordinated by Mr Stewart and Mrs Jovic, had a fantastic year. Students attended weekly practice where they learnt 2 songs throughout the year; 'How far I'll Go' from Moana and 'You're Never Fully Dressed Without A Smile' from Annie. Students performed in the CAPA assembly, at Westpoint Shopping Center in Blacktown during Education Week and at the end of year CAPA performance night. We all enjoyed singing together and sharing a lot of smiles!

MultiLit Peer Tutoring Program

MultiLit is an intensive one-on-one intervention program for students who are behind in their reading. It assists students to acquire the skills needed to become functional readers. The program is tailored specifically to the needs of each individual student. This most effective program incorporates intensive, systematic and explicit instruction in phonics, sight word recognition and supported book reading. The program is supervised by teachers four mornings a week and at the end of each session a breakfast is provided. The program requires all the students, both readers and tutors, to show punctuality as well as a commitment to the program and each other. This program benefits the readers but also cultivates leadership in the senior students and increased confidence for all students.

Quakers Hill Public School ran a modified version of this reading program in Terms 2 and 3 of 2017 as a literacy support program for students identified through the Learning Support Team as requiring additional individualised literacy instruction. The Learning and Support Team trained peer tutors in Years 5 and 6 to implement and monitor the MultiLit program to identified students. Twenty eight students from Year 2 to Year 4 participated in the MultiLit Peer tutoring program. We look forward to continuing these sessions in 2018.

Environment Education

Quakers Hill Public School offers students the extra-curricular activity of Environmental Education. This is carried out in a K–6 lunch-time group lead by Mr Dorrell called '*The QHPS Enviro Rangers!*'

Teaching students environmental aspects is vital – not only is it part of the NSW Teaching Curriculum, but it also encourages students to think sustainably in their everyday lives, ensuring they have a safe and happy world in which to live in the future.

2017 has been a busy year for the Enviro Rangers. We have:

- Propagated thousands of seedling (natives, vegetables, herbs, fruits and flowers) in the school's greenhouse to sell to the school

community to raise funds, and plant around the school grounds;

- Established new gardens around the school;
- Established water-wise gardening methods;
- Learnt how to attract native animals and beneficial insects through researching and planting different species of plants;
- Developed a Recycled Bottle Green Wall. This is a self-watering vertical garden that is made entirely from re-used plastic bottles.

It is hoped through engaging students in Environmental Education at an early age, that it will inspire them to take care of their environment to ensure it is sustainable for the future!