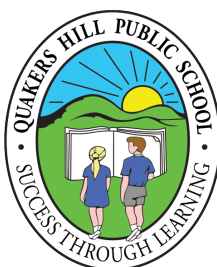


# Quakers Hill Public School

## Annual Report



2018



2918

## Introduction

The Annual Report for **2018** 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.

Mr Bert Lo Campo

Principal

## School contact details

Quakers Hill Public School

Medlow Drive

Quakers Hill, 2763

[www.quakershil-p.schools.nsw.edu.au](http://www.quakershil-p.schools.nsw.edu.au)

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

9626 9284

## Message from the Principal

I am once again 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. As a staff and community we are committed to ensuring that each child's emotional intelligence and resilience are also catered for to ensure they have opportunities to connect, succeed and thrive. 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 – Excellence in Learning, Excellence in Teaching and Excellence in Leading. These directions 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. 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 teacher's work tirelessly to ensure that this trend continues and that students are set high expectations and are provided with quality teaching embedded in all classrooms through a differentiated curriculum.

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.

In 2019 the remaining few classrooms will be transformed into Future Focused Learning Environments. Coding and computational thinking, STEAM units and Film Making will remain a key focus.

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

#### School Excellence Framework

##### The focus is on students

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 maintains an enrolment of approximately 1052 (79% NESB) students set on large grounds and 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 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 future focused education. In partnership with the school community, Quakers Hill Public school is well in to its journey to transform classroom learning environments into future focused 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 and make new assumptions about what we do in our schools in order to truly embed 21 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated :

**Excellence in Learning** – Following an exhaustive, critically evaluative process, the school's leadership team has compiled significant evidence to support our appraisal of Sustaining and Growing across the Learning Domain of the School Excellence Framework. We are Excelling against the Learning Culture Element, as evidenced in The Whole Child, The Teaching and Learning Cycle and Educational Leadership. All three of these evidence sets show the whole school's culture of high performance in learning and achievement for all students, while The Whole Child demonstrates our exemplary practice around transitions and continuity of learning and attendance. The focus of The Whole Child evidence set is on student wellbeing practices, and the evidence contained within support our Page 1 of 3 Printed on: 10 October, 2018 judgement of Sustaining and Growing across the Wellbeing Element. As all educators are aware, wellbeing underpins all aspects of a student's ability to learn. As such, The Whole Child evidence set goes on to support judgements around Curriculum, Assessment, Reporting and Student Performance Measures.

**Excellence in Teaching** – Our overarching judgement of Sustaining and Growing across the Teaching Domain has come as a result of our deep analysis of our evidence, with five of our six Evidence Sets explicitly discussing Elements and Themes within the Domain. Our judgement of Sustaining and Growing in the Effective Classroom Practice Element came as a result of challenging collegial conversations around what the evidence showed us. The Teaching and Learning Cycle provided evidence of Excellence, particularly around lesson planning and explicit teaching practices. However, The Whole Child provides evidence and analysis of our classroom management systems through Positive Behaviour for Learning, and Visible Learning is discussed in both The Whole Child and Expertise and Innovation which links directly to student Feedback that indicate a judgement of Sustaining and Growing. These factors, triangulated with the statement of excellence and our own collected evidence and analysis lead to our final judgement of Sustaining and Growing.

**Excellence in Leading** – Under the Educational Leadership Element of the Leadership Domain, a thorough analysis of our evidence supports our on-balanced judgement of Excelling. Our high level instructional leadership practices are showcased in the evidence sets of Professional Development, Expertise and Innovation and Educational Leadership. The school's high expectations culture permeates all evidence sets as it does all facets of our school, but is explicitly demonstrated in the professional learning communities established under Professional Development, Expertise and Innovation and Educational Leadership. Performance management and development practices are discussed at length in Evidence Set 3: Professional Development, with our need to develop the recognition of high performing teachers through the accreditation process holding us back from achieving Excellence in this Theme. Our exceptional Community Engagement processes outlined in Evidence Set 6 finalises the picture developed in this Element and allows us to make our final determination of Excelling.

Our self-assessment and the external validation 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

### Excellence in Learning

#### Purpose

To enable students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Clear and consistent data patterns that reflect an upward trend in the number of positive rewards issued to all students and a downward trend in the number of negative behaviour incidents recorded.	PBL Team released for TFI and Tier 2 training = \$5,400  PBL Data analysis – \$1800	The progress towards achievement measures included PBL data collected and analysed which led to an action plans being implemented based on schools needs. The PBL Team complete the Tiered Field Inventory and the new PBL strategy devised and incorporating student engagement data. Staff were trained and updated at weekly communication meetings about the PBL focus.  Our Year 6 Emotional Intelligence/ Resilience Group formed to support student wellbeing in Stage 3.
All students, as indicated through LST referrals and NCCD, receive support through Individual Education Programs and Personalised Learning Pathways.	Transition Support Program – \$6,750 (equity funding)	By all measures, all individual student needs were catered for across the school through targeted group and individual interventions. Staff check new class Tracking Data sheets for information about student needs socially, academically and emotionally. Students requiring transition support were identified and programs implemented to support individual needs. Positive links with the High School Teachers ensures our students had opportunities to make connections with High Schools.
Increased staff confidence and capacity around assessing using consistent evidence based judgements as evidenced by staff survey data.	Progressions funding training \$900  Grammar and Punctuation Assessment 3–6 = \$2650  Review of assessment data– 2 staff = \$900	Staff survey provided teachers an opportunity to reflect on CTJ (beliefs, confidence and practices). Professional learning provided opportunities for staff to engage in specific and guided professional learning in CTJ.

## Strategic Direction 2

### Excellence in Leading

#### Purpose

To develop leadership capacity at all levels to foster a school-wide culture of high expectations and a shared sense of responsibility for whole school improvement.

#### 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 support the school's educational priorities through school partnerships	BLC Programs as per BLC Plan / Contextual Programs  Data Collection regarding parent interest groups  Each stage designs and plans community event  Little Library  Carols @ Quakers Community Event	School based initiatives are supported by a representative cross section of the school community. Educational and community partnerships have been maintained and continue to increase with a magnificent turnout from our community at the first annual Carols at Quakers event.
All cultural groups are represented in a wide range of school-based initiatives.	PPP run by Wesley Mission  iPad feedback stations set up in office. Stations made available for use at all community events.  Speech/Occupational Therapy community information sessions  \$29 970 dedicated to Aboriginal Education programs such as Liven Deadly program, PLP's for ATSI students, Aboriginal Homework centre and the establishment of the Aboriginal Choir and Dance group ..... Name .	Survey data (TTFM and school based) indicate high levels of parental support of the schools education priorities. Parents are actively engaged in school events including Diwali, Naidoc Day, Education Week, Father's Day Breakfast and Principals Assemblies throughout the year.  Parent sessions in speech have seen an increase in participation showing a need and desire within our community to develop skills in assisting students in language development.
Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH Program and distributed leadership model.		REACH Program was replaced with the Practice Changing Practice program which senior executive completed in preparation for 2019.
Increased leadership capacity of current executive through the BLC REACH Program, growth coaching, growth mindset and Franklin Covey and programs	Coaching Program \$24 900	Executive team participated in the Growth Coaching Program. The leadership team developed skills in coaching in order to best support their staff and build teacher capacity through the PDP program.

### Strategic Direction 3

#### Excellence in Teaching

#### Purpose

To ensure that teachers demonstrate responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching.

#### 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	\$11 700 allocated to Teacher professional Learning (TPL) in English and Maths.	While we continued to see improvements in NAPLAN results , we continue to work towards achieving improved measures. Continued TPL in writing and targeted areas in maths will continue to be a focus.
Increase number of students achieving in the top three bands in literacy and numeracy based on NAPLAN Data	\$6 750 allocated to Teacher professional Learning (TPL) in English and Maths.	There has been a significant improvement in students achieving in the top three bands in both literacy and numeracy.
Representation of Aboriginal and ESL students in top three skill bands matches that of the school population.	\$11 700 allocated to Teacher professional Learning (TPL) in English and Maths.	EALD students are equally represented as part of the whole school population. The number of students completing NAPLAN assessments has made meaningful comparisons to the whole school cohort.
Tell Them From Me data reflects increased student engagement on previous years.		Programs implemented throughout the schools – Coding, STEAM, student/teacher feedback, parent participation, extra curricula activities, excursions, incursions, PBL have proven to support student learning and participation.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Jie Pittman cultural program \$5,000 –  Aboriginal Education Initiatives \$29 970	School programs reflect Aboriginal perspectives embedded across the curriculum. Increase in staff capacity PLPs
<b>English language proficiency</b>	SLSO \$3,714  – \$ 29 677	Funding supported the specific needs of students from culturally diverse backgrounds through the delivery of a differentiated curriculum.
<b>Low level adjustment for disability</b>	SLSO \$2665 FTE 0.351 Speech Therapy \$6000 Occupational Therapy \$6000  – \$72 326	This funding allowed SLSO's to support students with additional learning needs in class. Targeted programs including OT, Speech, Multi Lit in class support and the Morning Reading Program, Rip It Up Reading are implemented to enhance student learning outcomes.
<b>Socio-economic background</b>	\$ \$38 084	This funding allowed SLSO's to support students with additional learning needs in class.
<b>Support for beginning teachers</b>	\$149 491	Beginning Teacher Funding was utilised to support individual needs through additional release time for teachers to work with mentors and/or assistant Principals to enhance their pedagogical practices. Funding was also utilised to support ECT in TPL vital to their development as capable, and professional teachers.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	450	463	483	522
Girls	410	447	483	499

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	95.1	94.2	95.9
1	94	94.1	93.5	94.2
2	94.2	94.7	93.3	94.1
3	94.9	93.6	93.2	94.7
4	94.8	94.2	94.9	94
5	95.4	95.1	94.8	94.5
6	94.4	92.9	93.8	93.8
All Years	94.5	94.3	94	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and notes are sent home and phone calls made where necessary. If students have attended at less than 80%, the Learning Support Team work with families and the HSLO to improve attendance. 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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	38.94
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1.6
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	6.07

\*Full Time Equivalent

In 2018, 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 2018, all staff at Quakers Hill Public School participated in professional learning funded by a grant of \$53 984

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 which are part of their Personal Development Plans. Staff identify and complete training that was relevant to their personal goals. 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 and participated in the Maths Building Blocks professional learning. Similarly, all staff completed The school's continued push to develop future focused educators which 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. Staff participated in the 21CLD professional learning. This course provides a rationale for the need to develop 21st century skills among our students. It presents the key 21st century skills of; collaboration, knowledge construction, self-regulation, problem-solving and innovation, information and communications technology (ICT) for learning, skilled communication. It explores what learning looks like in the 21st century and how innovative teaching practices can support student learning to develop these skills.

#### Early Career Teachers

In 2018, Quakers Hill PS had 16 staff who were classified as Early Career Teachers. The \$149 491 to support permanent beginning teachers to adjust to their role. This was enabled through 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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	520,877
<b>Revenue</b>	8,447,130
Appropriation	7,936,405
Sale of Goods and Services	45,929
Grants and Contributions	455,849
Gain and Loss	0
Other Revenue	0
Investment Income	8,947
<b>Expenses</b>	-8,048,451
Recurrent Expenses	-8,048,451
Employee Related	-7,029,626
Operating Expenses	-1,018,825
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	398,679
<b>Balance Carried Forward</b>	919,557

Financial management processes and governance structures to meet financial policy requirements include:

- \* setting up financial guidelines in accordance with policy and recommendations of auditors
- \* ensure staff implement policy and practices implemented by the school
- \* establish a finance committee that meets weekly to discuss, monitor and make recommendations
- \* planning and adjusting the budget
- \* controlling and monitoring revenue and expenses within the planned budget
- \* providing adequate training for staff to fulfil their duties

### Financial summary equity funding

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

	2018 Approved SBA (\$)
<b>Base Total</b>	6,258,641
Base Per Capita	186,795
Base Location	0
Other Base	6,071,847
<b>Equity Total</b>	732,268
Equity Aboriginal	29,970
Equity Socio economic	38,084
Equity Language	487,774
Equity Disability	176,439
<b>Targeted Total</b>	122,776
<b>Other Total</b>	361,972
<b>Grand Total</b>	7,475,657

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

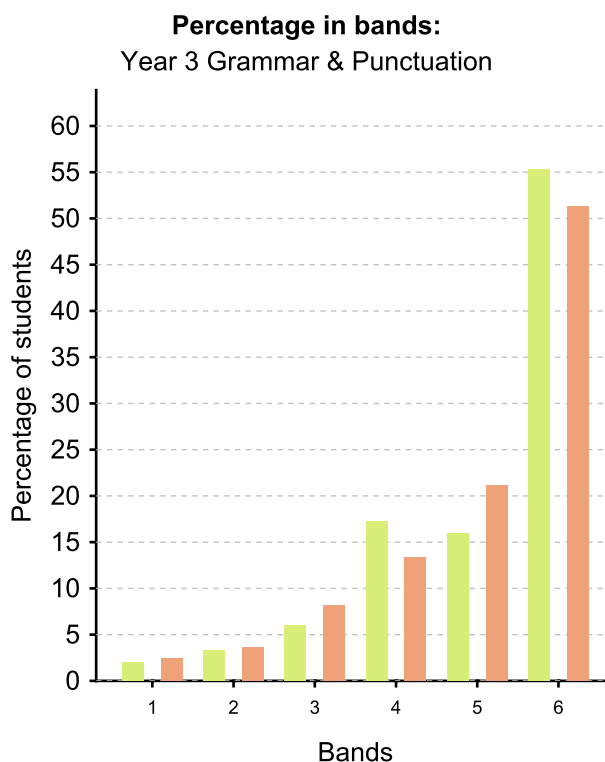
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

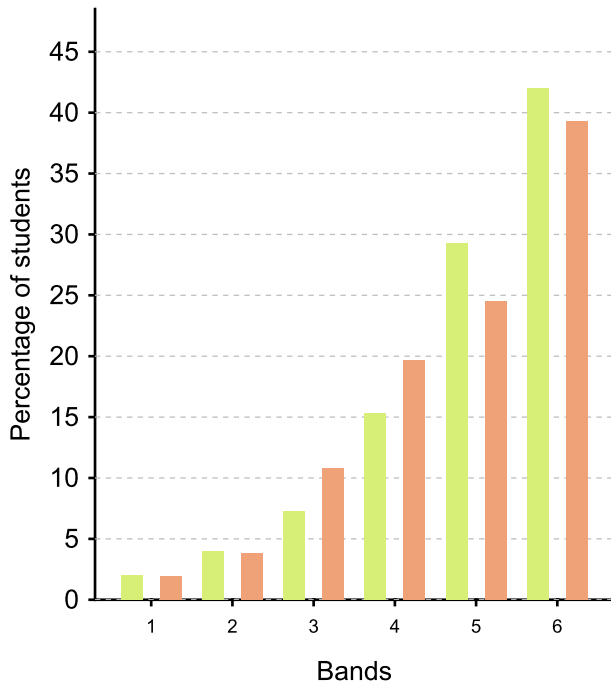
In all four literacy assessments, our school had significantly less students below National Minimum Standards and significantly more achieving proficiency compared to state averages in both Year 3 and Year 5. In Year 3, we had far more students achieving in the

top bands in all assessments (71.3% proficiency in reading, 59.3% proficiency in writing, 76% proficiency in spelling and 71.3% proficiency in grammar and punctuation). This trend was even more exaggerated in Year 5, with more students achieving in the top bands compared to state by factors of 59% proficiency in reading, 36% proficiency in writing, 73% proficiency in spelling and 58% proficiency 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.



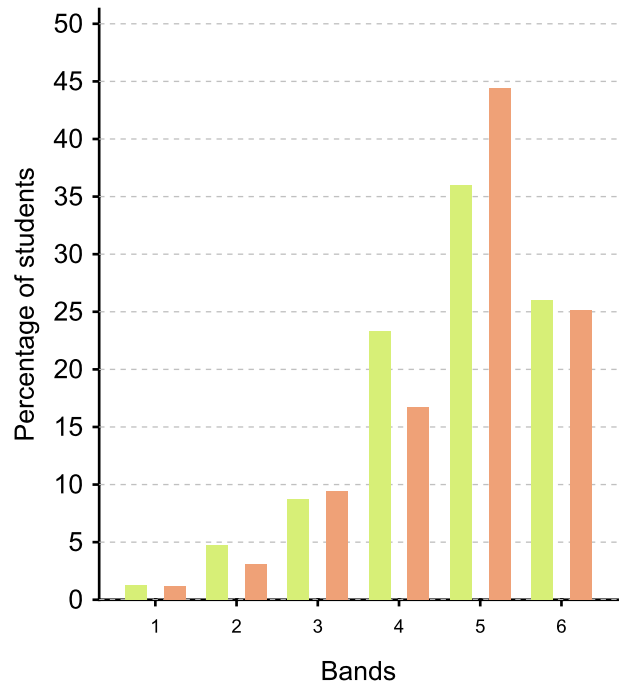
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Reading



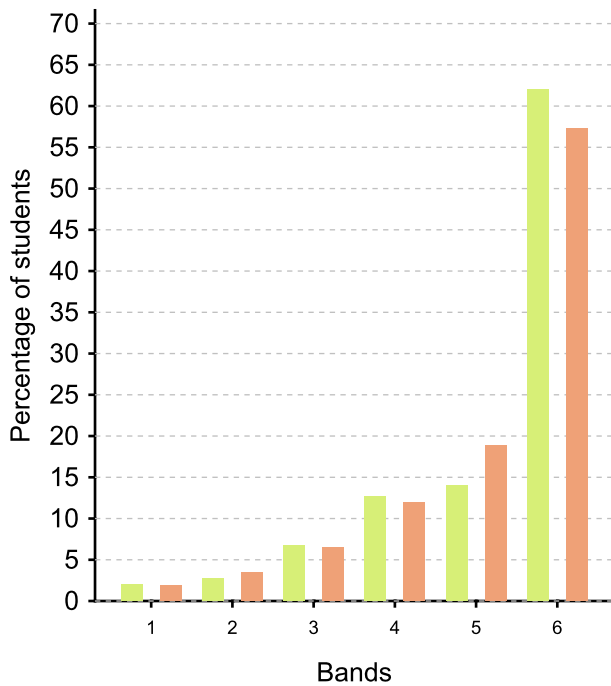
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



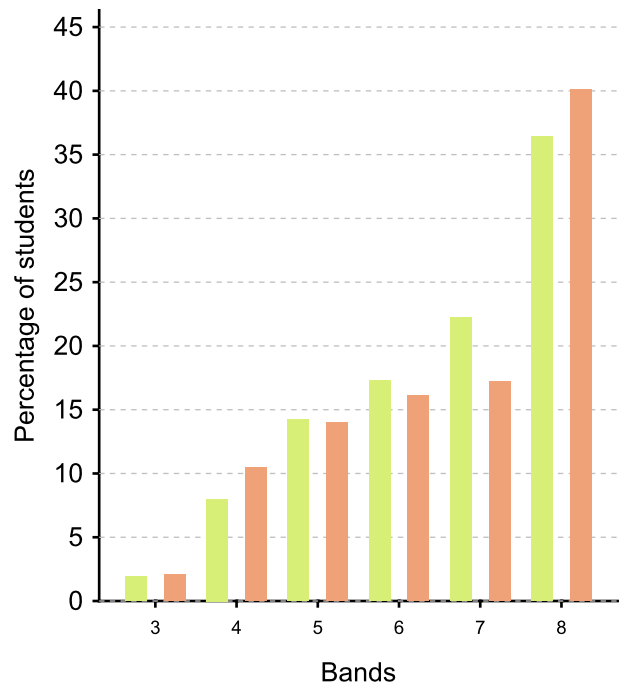
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling



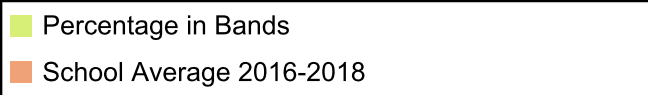
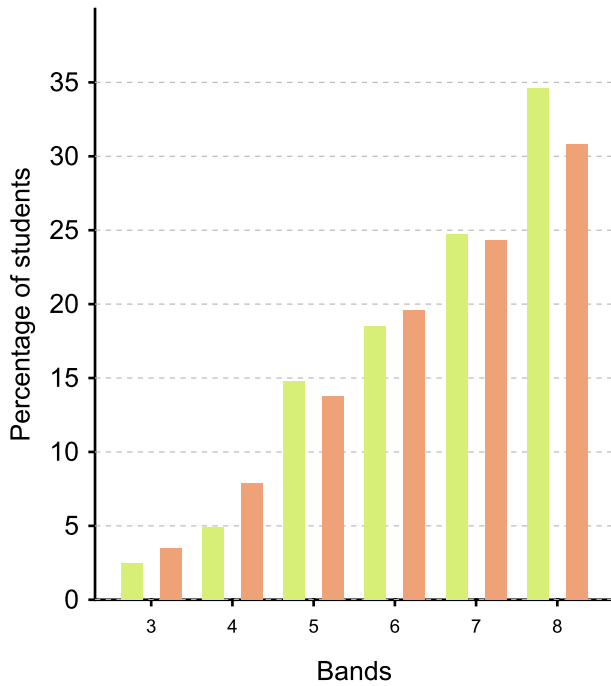
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation

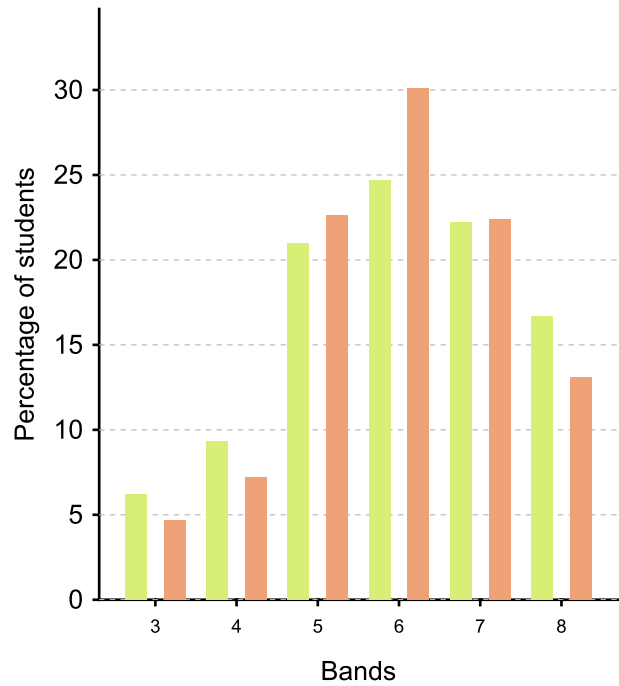


Percentage in Bands  
School Average 2016-2018

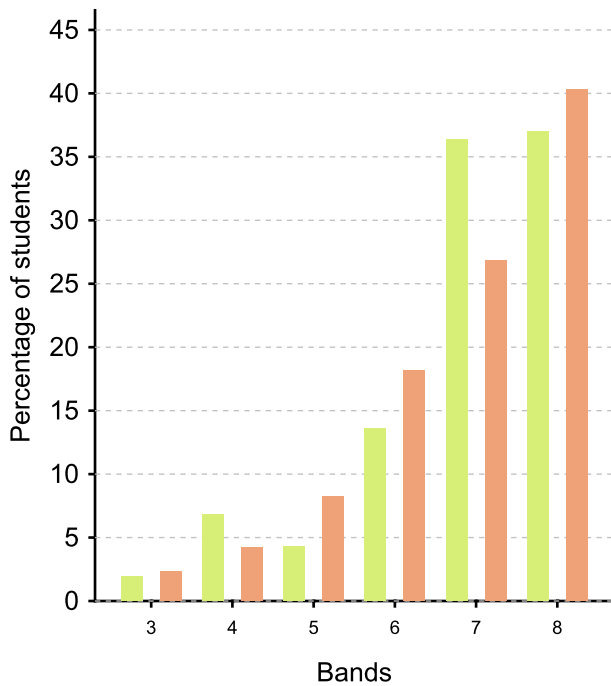
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



In numeracy, our school once again performed at a high standard. The percentage of students achieving proficiency was also of a high standard, with 18% more achieving at this level when compared to state averages in Year 3 and 28% in Year 5. In year 5, 72.12% of students achieved greater than expected level of growth. 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. Our data indicates that we still have 28% more students in the top 2 bands than the state average.



and numeracy were achieved this year in our school context. .

## 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.

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.

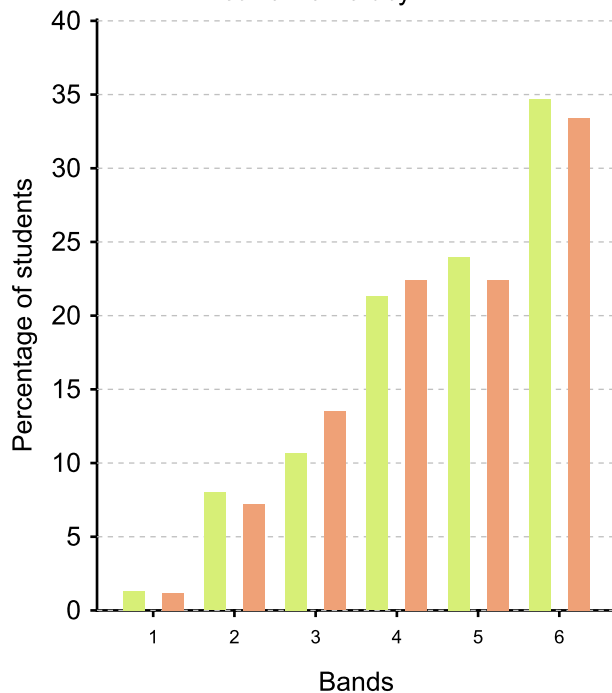
## Policy requirements

### 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:

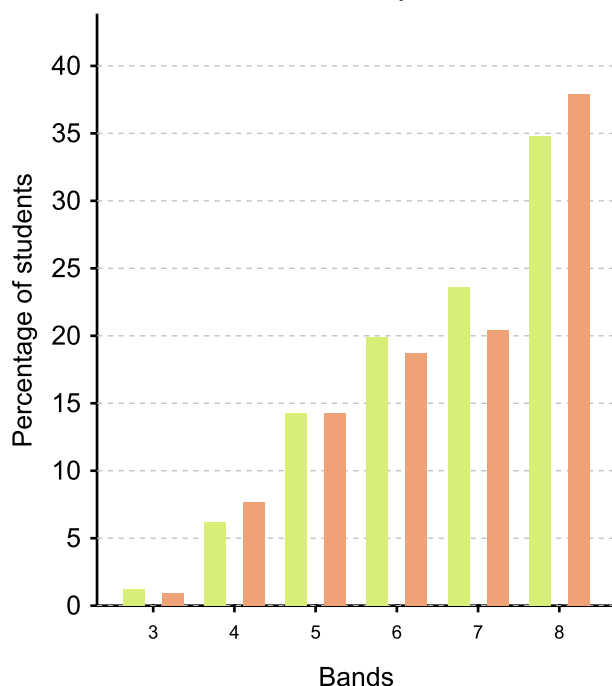
\* Quakers Hill PS has continued to engage the services of an Aboriginal mentor who, in consultation and collaboration with school staff, implemented the "Liven' Deadly" cultural program with Aboriginal and Torres Strait Islander students to connect them to their culture through yarning circles, stories, dance, music and more. A dedicated NAIDOC week celebrations with learning experiences and celebrations of Aboriginal and Torres Strait Islander culture was implemented through Liven Deadly and our own Aboriginal Choir and Dance

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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

Group led by Mrs Cole and Mrs Hoskins (parent volunteer). The NAIDOC assembly was coordinated and chaired by students.

\* School Learning Support Officers supported Aboriginal and Torres Strait Islander students in class in line with their Personalised Learning Pathway goals.

\* A weekly Aboriginal homework tutoring centre was initiated to support students K–6.

\* 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 term.

\* An Aboriginal community group, led by Mrs Cole and Mrs Hoskins and local Aboriginal community members, held weekly sessions with all Aboriginal students to teach them traditional dances, songs and language. The Yabun Indigenous Choir and Mirribi Dance Group met weekly to learn cultural songs and dances. Both groups performed at our school's NAIDOC Day, Sorry Day ceremony at Blacktown Showground, Education Week Open Day Performing Arts Assembly, Westpoint Education Week Showcase, QHPS Creative and Performing Arts concert "Allegro" and the Kindy Transition 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.

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. Diwali, the Hindu festival of lights, was celebrated in Term 3 with a special assembly and dances. Staff members 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. As a result, these strategies are strengthening parent and community engagement in school activities.

### **Other school programs**

### **Debating**

Students from Stage 3 have once again excelled within the Blacktown District and Premier's Debating Competitions. 16 students from Year 5 and 6 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 inter-zone champions. Well done to all and a special thank you to our supporting teachers, Stephanie Bowman, Pippa Hansell and Michael Stewart.

### **Sydney West Touch Football**

Quakers Hill entered 5 teams into the Sydney West Touch Football Gala Day consisting of students from the PSSA Rugby League and League Tag teams. The boys and girls who took part on the day, represented their school with pride as they participated in a number of games demonstrating their skills, enthusiasm and stamina. The day would not have been as successful as it was without the help of parents who acted as coaches, referees and cheer squad. Thank you to all who took part and to Stephanie Bowman for her continued support and dedication.

### **Dance Groups**

The senior dance group at Quakers Hill Public School consists of girls from years 5 and 6. Students were led, guided, coordinated and inspired through each rehearsal over the past year. They have shown great commitment, a real passion for dance and worked really hard to be ready for performances at the CAPA and Kindy Transition concerts. The senior dance girls are an outstanding team and have thoroughly enjoyed dancing with each other this year. A special mention to Miss Kenny and Miss Brehony for their commitment over the year.

### **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. 2018 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;

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!

### **Bollywood Dance Group**

Recognised for its East-meets-West style of choreography and led by teachers Mrs Ul Haque and Mrs Stewart, the school's Bollywood Dance Group wrapped up its fourth year running. Inspired by Indian cultural dance and Western vibes, it was vibrant with colour and energy. The girls in the group showed commitment, passion and formed a strong dynamic as a result of dancing together. The group performed at numerous events including The Blacktown Performing Arts Festival, Education Week, NAIDOC Day and the annual CAPA Concert.

### **STEAM Symposium**

Science, Technology, Engineering, Arts and Mathematics (STEAM) units of work are taught school wide at Quakers Hill Public School, as teachers ensure they equip students with the necessary skills and knowledge to be successful in this technology driven society. The school digital technologies scope and sequence combined with STEAM units of work teach students to think critically, collaboratively and creatively through project-based learning. These essential skills and projects that students had been working on throughout the year were showcased through the inaugural STEAM Symposium. All classes were represented at the STEAM Symposium, with a number of students from each class sharing their expertise and innovative designs with the community. This event celebrated the success of our students and teachers, and also provided parents with a deeper understanding of the types of skills that are being developed through STEAM; helping them to encourage similar skill development at home. This event was a huge success with over 100 community members attending on the day and sharing their positive feedback. All students were provided with the opportunity to visit the STEAM Symposium with their class and learn about the projects their peers in other classes and grades had been working on.

### **Drumming Group**

We had another successful year for the drumming group at Quakers Hill Public School, with a range of new and experienced members joining this year's drumming group. The students dedicated their time to rehearsing during lunchtimes in preparation for the CAPA concert at the end of term three. This group has allowed students to develop their drumming skills and experiment with different drumming techniques on the schools djembes. Miss Hoogstraten is proud of the students efforts and all the hard work they put into the drumming group this year.

### **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 2018 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.

Our program continued into Term 4 as a morning reading program. This occurred due to the positive feedback from participating students and parents and also the willingness of staff to continue encouraging our students to read for enjoyment. We look forward to continuing these sessions in 2019.

### **Reading Recovery**

Reading Recovery is part of Quakers Hill Public Schools 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 for approximately 6 months and is supplementary to the ongoing literacy activities in the classroom.

### **Band**

Our two school bands have performed at school assemblies throughout the year and at the Term 3 whole school CAPA concert. The Senior Band, comprising of 17 students from Years 4–6, have entertained audiences at the Blacktown Festival of Performing Arts in August, during Open Day and our Junior and Senior Bands combined to perform with great skill, confidence and enjoyment for our Celebration of Excellence. Mrs Jenny Mackinnon has encouraged our Junior Band (10 students Years 3–6) this year whilst Mrs Wendy Poole continues to guide the Senior Band. We have been very excited and proud to observe the enthusiasm of our new band members learning alongside our more experienced musicians who share their interest and love of music.

### **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 2019.

### Parliament

Our Quakers Hill School Parliament sittings have been led by the students this year in a highly competent manner. There has been a significant increase in the involvement of all the backbenchers concerning relevant and quality questions being brought to the attention of the Parliament. The Ministers and Shadow Ministers (prefects) have developed their abilities to prepare concise speeches on recent events in their portfolios and also, to respond quickly and constructively to questions. Decisions around the playground, sporting equipment, coding, classroom resources and many other topics were made and passed on to the Senate (Principal). Our Hansard reporters have worked tirelessly to accurately record the minutes at each sitting. The Parliament Caf   was run successfully by the Ministers and Shadow Ministers (school captains, vice-captains and prefects) during Open Day for the whole school community. It has been exciting to observe the maturity and involvement of the Year 6 students in our School Parliament.

### Positive Behaviour for Learning

After consulting with students, staff and our school community, it was evident that Positive Behaviour for Learning (PBL) needed to be refreshed. A dedicated committee of staff members including classroom teachers, support teachers and executives worked along side the regional PBL Assistant Principal to establish a revised behaviour matrix. To date, the PBL committee has successfully implemented the following adjustments to support a positive, happy and safe playground:– **Sit and eat** –student remain seated until they have finished eating and place rubbish in the bin before playing.– **Bin rubbish**– if you see rubbish, pick it up and put it in the bin.– **Right Place, Right time** – defining out of bounds areas during lunch and recess and adjustments to supervision during these times.– **Tub it** – lunch boxes and unneeded equipment and clothing stored during play timeIn the New Year, the arrival and departure policy and procedure will be adjusted along with whole-school award and consequence procedures.As a school, we are continuing to implement a culture of *Safe, Responsible, Proud Learners*.

### Public Speaking

2018 was a wonderfully memorable year in Public Speaking. Led by Mrs Stewart who worked closely with five extremely dedicated and talented student representatives who went above and beyond to write, prepare and present well-articulated speeches on a range of topics. QHPS was represented at the

Multicultural Perspectives and the Blacktown Learning Communities Public Speaking competitions over the year and won in both competitions, even going through to the Multicultural Perspectives Regional Finals held in Lewisham. Many congratulations to Francesca Martinez, Liam Balintec, Abinash Janarthanan, Ronit Pramod and Krishna Narayanan on their outstanding accomplishments.

### Stage 3 Community Events

During Term 3, Stage 3 ran a targeted High School transition information session for members of our school community. This session was tailored to parent questions regarding any concerns they had about their children making the transition to high school in the coming years. Two alumni students attended, giving advice to both students and parents about things to consider and alleviating concerns. The feedback on this session was entirely positive and we look forward to hosting a similar session in the future.

Term 4 saw Stage 3 hold the annual Mini Fete, hosted entirely by the students to raise funds for the Year 6 farewell school gift. The Year 5 and 6 students worked in teams to design, construct and run stalls for students and the community to participate in. From nail polish and face painting to soccer shoot-outs and sponge throws, the students hosted a range of activities that ran throughout the middle session of the day. As a result of our wonderful communities support, we were able to raise a significant amount of funds and purchase a wonderful parting gift for the school.

### Community Events ES1

This year our Kindergarten community events were Mathemagic and the Kindergarten Concert. In Term 2 parents were invited to participate in engaging and exciting maths games with their children. Parents saw how maths is taught to students through constructive, hands-on tasks. The parents enjoyed challenging their children to win the maths games. In Term 4 each class performed in a concert for parents to showcase their wonderful singing abilities. All of Kindergarten rehearsed and performed 'Santa Claus is Coming to Town' and 'Count on Me' by Bruno Mars. It was a wonderful event that was thoroughly enjoyed by all!

### Buddy Program

This year our new Kindergarten students were paired up with a Year 6 buddy to assist with the transition into school. Each week in Term 1 and fortnightly in Term 2 students participated in buddy time and completed activities together. Some of the activities included using technology, creating craft, playing boardgames, drawing, using sports equipment and peer reading. The Kindergarten students eagerly anticipated spending time with their buddies each week and having an older student in the school to look up to.

### Sporting Schools

In Term 2 funding was utilised to provide Kindergarten and Year 1 the opportunity to participate in soccer clinics provided by the Western Sydney Wanderers.

Students participated in a range of fun and engaging games and developed their knowledge of the game. Kindy and Year 1 were provided with grass roots development and fundamental movement skills and had fun at the same time!

Throughout Terms 3 and 4, K–6 students experienced Gymnastrix. It's gymnastics, with a twist. Students were expertly directed in how to use and adapt their bodies and understand the true capabilities of what they can achieve physically. Students were given educational quizzes, provided teamwork opportunities and built strength in their bodies and their confidence. Gymnastrix was a fun and engaging experience for all students at Quakers Hill.

### **2018 PSSA AFL PREMIERS!**

The Junior PSSA team had a wonderful season in 2018, with the majority of players experiencing their first game of Aussie Rules! They enjoyed learning the rules, understanding how to play and developing their skills to be a successful team. Each student had fun and improved with each and every game.

It has been a few years in the making but in 2018, the Senior AFL team finally won the PSSA premiership. A group of the Year 6 students have been a part of the team since they were in Year 3 and all their hard work and commitment finally paid off! A huge congratulations to the senior team and while it will be sad to see some of the team leave for high school, it is great to know they left after getting their well deserved win.