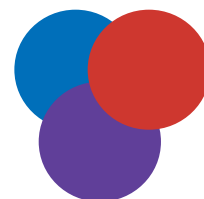


# Quakers Hill Public School Annual Report



2015



## Introduction

The Annual Report for 2015 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.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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 '**safe, responsible, proud, learners**', encapsulates 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) are catered for. Our banner statement is the school's reason for being; it is our ethos, our mantra.

Quakers Hill 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. We as a staff and a community 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 the 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. The teachers work tirelessly to ensure that this trend continues and that children are provided with high expectations and quality teaching embedded in all classrooms through a differentiated curriculum.

At our annual self-assessment and annual 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 Public School in 2015: In 2015, 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 and across all measures. Our Year 3 and Year 5 results in reading and numeracy were exceptional, with Quakers Hill Public School receiving 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;

- All staff participated in the Accelerated Literacy program to support the implementation of the Australian Curriculum and quality teaching strategies in the classroom.
- All staff 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.
- 15 classrooms (with an additional 4-6 classrooms planned for 2016) transformed into Future Focused Learning Environments following submissions including philosophy, mudmap, floor plan and the link to increased student achievement as a result of the transformed learning space
- Stage 3 students involved in Galileo Coding Project, Stage 3 staff presented at vivid festival

- Coding and computational thinking a key focus for 2016 and beyond with a dedicated coding space commencing Term 2. Resources purchased to teach coding with different resources to nurture different capacities for students K-6 and ensure skill progression for all students.

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.

**Bert Lo Campo – Principal**



## School background

### School vision statement

INNOVATION-EXCELLENCE-SUCCESS

IMAGINE-BELIEVE-CREATE

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 850 (69% 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, 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 in to its journey to transform classroom learning environments in to 21<sup>st</sup> Century learning environments based strongly on Professor Stephen Heppell's research.

Our teachers have always been challenging the status quo 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 school.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

#### School Excellence Framework Domain: Learning

Key Achievements	Impact
<b>LST database created</b>	All assessment information on every child available for staff to help plan personalised learning for students. Assists in the IEP process and to meet diverse needs of students.
<b>NCCD successfully completed and processes in place for year- long data collection and monitoring</b>	100% of eligible students' data entered. Accurate data on student need assists in resource allocation, staff placement and program implementation to improve educational outcomes for all.
<b>Revised IEP process and format</b>	100% of staff upskilled on new processes and can competently complete new format
<b>All students with disabilities as identified through the DDA categories of disability have individual education plans (approx. 257 school-wide), created in consultation with parents and reviewed 5 weekly</b>	100% of students with disabilities and/or special learning needs identified and supported to improve through meaningful collaboration with parent, teacher and executive. Staff can document and easily monitor student need, track progress and celebrate success. Parents/carers now meaningfully involved and key partners in decision making process for educational decisions that best meet their child's needs.
<b>Electronic LST files scanned to server</b>	100% of LST information (excluding confidential All information accessible to staff- records secured and cannot be misplaced. Staff can access from any school PC
<b>New LST procedures and referral form designed and implemented</b>	Referral forms are electronic and can be tracked
<b>Social skills lessons designed and implemented across stage 2</b>	100% of Stage 2 students taught explicit social skills. Improvement in behaviour data for Stage 2 as measured through behaviour incidences logged on Sentral.
<b>'Got It' program implemented- A NSW Health/DEC early intervention program which promotes positive home school partnerships resulting in improved behaviour for targeted students and improved parenting skills for families. EOI submitted and was successful. Implemented Terms 3 and 4 2015</b>	Provides intensive support for families, students and staff to promote positive behaviour. Students have displayed improved behaviour across all school settings. Key staff Shadowed the program and QHPS will implement a similar program Terms 2-4 2016, drawing on strategies but customised to suit our community's needs.
<b>Speech Therapist employed</b>	100% of students with speech needs supported K-2 through a three tiered approach including, team teaching, TPL, withdrawal groups and comprehensive case management. Early intervention focus. Targeted students 3-6 supported through withdrawal groups. Parents upskilled through parent workshops.
<b>Occupational Therapist employed</b>	100% of students with OT needs supported K-2 through a three tiered approach including, team teaching, TPL, withdrawal groups and comprehensive case management. Early intervention focus. Targeted students 3-6 supported through withdrawal groups. Parents upskilled through parent workshops.

### School Excellence Framework Domain: Teaching

Key Achievements	Impact
All staff upskilled in History Syllabus	100% of staff upskilled. Students receive quality history teaching in line with new syllabus.
Revised Induction Program for staff	100% of new staff received comprehensive induction
All staff upskilled in science Syllabus	100% of staff upskilled. Students receive quality science teaching in line with new syllabus.
Stage 3 students participation in Genius Hour (Quakers Time). All staff received TPL on Genius Hour to create their own projects.	100% of students in Stage 3 participated and each created meaningful projects. 100% of staff upskilled
All staff upskilled in STEAM	100% of staff upskilled. Staff can confidently create STEAM units of work.
Participation in Galileo Program with intel- including presentation at Vivid festival	Stage 3 students participated in Galileo project. 100% of Stage 3 students taught computational thinking and coding skills
Visible Learning	100% of staff upskilled in elements of Visible Learning. Students can articulate some elements of visible learning.

### School Excellence Framework Domain: Leading

Key Achievements	Impact
Staff participated in BLC Aspiring Leaders program ( as mentors and as mentees)	Leadership capacity built Succession planning strategy Networking with other schools 100% of participants planned and completed a School Improvement Challenge (SIC)
Parenting Programs and Workshops run in partnership with Wesley Mission and CLO	100% of community invited to participate. 100+ parents participated in one or more workshop.
Playgroup (Little Library)	100% of community invited to participate. 100+ parents and toddlers participated in one or more session. Parents and children met QHPS staff and interacted with them informally leading to more collaborative partnerships.
Transition to school program including community expo night	Pre K students attended 15 transition students, introducing them to QHPS systems and structures leading to a more settled start to Kinder at the start of 2016. 80+ parents attended the expo
Staff Trained in Seven dimensions of community engagement- all stages created up community plans	100% of staff upskilled. 100% of staff created community plans. Stages held community events throughout the year based on community needs
Coffee mornings	100% of community invited to participate. 100+ parents and participated in one or more session. Parents and family members met QHPS staff and interacted with them informally leading to more collaborative partnerships.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



## 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

Our continued school-wide focus on personalised learning and extending this culture school-wide has enabled us to achieve significant progress in this strategic direction ensuring all students' individual needs are addressed meaningfully and respectfully. There have been significant impact in student achievement and growth as a result of revised Learning and Support Processes. It has also resulted in more open and productive relationships between teachers and families as student needs are identified, addressed and supported through a collaborative partnership with a range of new documents to support this process.

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives, including significant investment in teacher professional learning in this arena and a revised Aboriginal Education Team. This is having a positive impact on the culture of the school, as well as contributing to stronger involvement of Aboriginal Elders and the AECG.T

Student attendance continues to be a school-wide focus with school systems and processes designed to improve attendance and increase communication with families regarding the importance of attending school every day. With the introduction of extended leave applications to replace exemptions for family holidays, this has highlighted the importance of education for families of the impact of students having extended absences from school. This will continue to be a focus area for improvement in 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students eligible of receiving support through IEPs and PLPs – as indicated through LST referrals & NCCD data .	<ul style="list-style-type: none"><li>All students receiving support through IEPs as indicated through LST referrals and NCCD data</li><li>PLP processes being revised for 2016 new implementation</li><li>Students identified as having targeted or intensive needs, strategically supported by SLSOs and support staff</li></ul>	\$40 629 Socio-Economic Background funding  \$29000 integration funding  \$71054 RAM flexible funding
Decrease student partial attendance rates and continual improvement of attendance	<ul style="list-style-type: none"><li>Applications for extended leave due to family holidays carefully considered and all families contacted.</li><li>Attendance rates decreased as these absences are now counted for statistical purposes.</li><li>Attendance Action Plan formalised in conjunction with Aboriginal Student Liaison Officer and Home School Liaison Officer.</li><li>Parent education and communication strategy regarding the importance of student attendance.</li></ul>	\$0
Increase of students meaningfully connecting	<ul style="list-style-type: none"><li>Got It introduced for K- 2 students</li><li>Wellbeing programs (including GOT IT!) introduced</li></ul>	\$5000 TPL

with student wellbeing programs across the school.	underneath PBL banner <ul style="list-style-type: none"> <li>PBL systems and structures continue to be embedded school-wide</li> </ul>	\$2000 PBL GOT-IT Grant from NSW Health of 15 days Teacher Release
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## Next steps

- Continue to build on the improved Learning and Support processes and strengthen the support for Aboriginal and Torres Strait Islander Students through a revised Personalised Learning Pathway process.
- Through the Aboriginal Education Team, embed high quality practices for Aboriginal students including a targeted learning centre, increased capacity of staff to embedding Aboriginal 8 ways of learning into all programming, and extend the links with the Aboriginal Education Consultative Group (AECG) and service providers for Aboriginal and Torres Strait Islander students and families.
- Build on the early intervention approach in classrooms and implement customised K-2 behaviour support program for targeted students.
- Continue to employ Speech Therapist and Occupational therapist with a focus on community partnerships for sustained student improvement across both school and home settings.

## 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

Visible Learning and its elements of Success Criteria, Learning Intentions, Effect Size and the use of effective feedback continue to be a professional learning focus in 2015 to achieve this strategic direction, based on the research of Professor John Hattie.

Staff continue to deepen their understanding of the new Science and History syllabuses. Staff from within the school and across our learning community are leading and supporting others through an effective implementation strategy.

Teachers have been trained in three important literacy and numeracy initiatives – Targeting Early Numeracy, Taking Off With Numeracy and Accelerated Literacy. These initiatives are having a significant impact on student learning.

The school continues to track and support all students through Individual Education Plans and teachers are exposed to a wide variety of literacy and numeracy strategies through targeted Professional Learning in order to match interventions to student need as supported through detailed Individual Education Plans.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN	<ul style="list-style-type: none"><li>All new staff trained in Accelerated Literacy</li><li>Existing staff received top- up training in Accelerated Literacy</li><li>Stage 3 and Stage 2 staff trained in TOWN</li><li>Stage 1 and Early Stage 1 staff trained in TEN</li><li>All staff trained in Rip It Up Reading</li><li>SLSOs trained in Rip It Up Reading and implementing program in classes</li><li>Students performing below NMS and those with negative value added growth have comprehensive support funnelled through LST and documented in IEPs.</li></ul> <p>Students in Year 5 demonstrated positive value added growth in the following aspects of NAPLAN:</p> <ul style="list-style-type: none"><li>Reading- 98%</li><li>Writing- 94.4 %</li><li>Spelling- 95.3%</li><li>Grammar- 88%</li><li>Numeracy- 96.3%</li></ul>	\$10000 TPL \$16934 English Language Proficiency Funds \$3000 Beginning Teacher Funds
Increase number of students achieving in the top three bands in literacy based on 2014 NAPLAN Data	<ul style="list-style-type: none"><li>All new staff trained in Accelerated Literacy</li><li>Existing staff received top up training in Accelerated Literacy</li><li>All staff trained in Rip It Up Reading</li><li>Students performing below NMS and those with negative value added growth have comprehensive support funnelled through LST and documented in IEPs.</li></ul>	As Above

	<p>Students in Years 3 and 5 demonstrated an increase of achievement in the top three bands in literacy based on 2014 NAPLAN data</p> <ul style="list-style-type: none"> <li>• Year 3 - 10% increase</li> <li>• Year 5 - 0% increase</li> </ul>	
Representation of Aboriginal and ESL students in top three skill bands matches that of the school population	<ul style="list-style-type: none"> <li>• Value-added growth has increased dramatically for 90% of Aboriginal students with some students experiencing a 200 point growth across all aspects of NAPLAN.</li> <li>• All Aboriginal students have active PLPs to support their learning through targeted strategies matched to their needs, developed in consultation with student, family and teacher. These plans are evaluated, revised and updated every 5 weeks.</li> <li>• PLP processes being revised for 2016 new implementation</li> <li>• ESL students in top three skills bands matches (and in many aspects exceeds) that of the school population</li> </ul>	<p>As Above</p> <p>As Above</p>
Increase number of students achieving in the top three bands in mathematics based on 2014 NAPLAN Data	<ul style="list-style-type: none"> <li>• Stage 3 and Stage 2 staff trained in TOWN</li> <li>• Stage 1 and Early Stage 1 staff trained in TEN</li> <li>• Students performing below NMS and those with negative value added growth have comprehensive support funnelled through LST and documented in IEPs.</li> </ul> <p>Students in Years 3 and 5 demonstrated an increase of achievement in the top three bands in mathematics based on 2014 NAPLAN data</p> <ul style="list-style-type: none"> <li>• Year 3 -2% decrease</li> <li>• Year 5 - 9% increase</li> </ul>	As Above

## Next steps

- Continue to engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.
- Continue to build on the improved Learning and Support processes and strengthen the support for Aboriginal and Torres Strait Islander Students through a revised Personalised Learning Pathway process.
- Increased focus on Visible Learning, with targeted Teacher Professional Learning to increase teacher capacity in the elements of Success Criteria, Learning Intentions, Effect Size and the use of effective feedback.
- Teachers inserviced on STEAM (Science, Technology, English, Art and Mathematics) and units created for every stage.
- Provide Growth Coaching opportunities for Executive staff to promote outstanding collaboration, observation and professional sharing of evidence based teaching focussed on impact and growth.





## 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

Staff were engaged in Professional Learning regarding the seven dimensions of community engagement with each stage creating and implementing multi-faceted community plans which focused on leading two (or more) stage events that would engage community members

The school employed a Community Liaison Officer 1 day/week for the entirety of the 2015 school year to boost community engagement.

In collaboration with Wesley Mission Family Centre, the following parent engagement courses were implemented successfully:

- Tuning into Kids
- Positive Parenting Program (Triple P)
- Adult Computer classes
- Adult self-defence classes.

Classroom teachers and staff with executive positions participated in the Blacktown Learning Community REACH! Aspiring Leaders program as participants and mentors.

The school's communication strategy was enhanced to reach as many members of the school community through active and meaningful use of the following:

- School App
- Facebook Page
- Electronic Sign
- Twitter
- School website
- Notes
- Newsletters
- Online surveys
- Phone calls
- Face to face communication

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
5% increase in number of parents actively engaged in and support the school's educational priorities through school partnerships  5% increase of community / parents	<ul style="list-style-type: none"><li>• Parenting Programs and Workshops run in partnership with Wesley Mission and CLO: 100+ parents participated in one or more workshop.</li><li>• Playgroup (Little Library): 100+ parents and toddlers participated in one or more session. Parents and children met QHPS staff and interacted with them informally leading to more collaborative partnerships.</li><li>• Transition to school program including community expo night: Pre K students attended</li></ul>	CLO funded 1 day/week \$ 3000 community funds \$ 2000 teacher release to support workshops

collaborating to promote home/ school partnerships and improve student learning outcomes	<p>15 transition students, introducing them to QHPS systems and structures leading to a more settled start to Kinder at the start of 2016. 80+ parents attended the expo</p> <ul style="list-style-type: none"> <li>• Staff Trained in Seven dimensions of community engagement- all stages created community plans: 100% of staff upskilled. 100% of staff created community plans. Stages held community events throughout the year based on community needs/</li> <li>• Coffee mornings: 100% of community invited to participate. 100+ parents and participated in one or more session. Parents and family members met QHPS staff and interacted with them informally leading to more collaborative partnerships.</li> <li>• Diwali celebrations held in Term 4- engaged a large number of culturally diverse families that were previously not collaborating with the school.</li> </ul>	
Increase number of external agencies to support teaching and learning and families.	<ul style="list-style-type: none"> <li>• Parenting Programs and Workshops run in partnership with Wesley Mission and CLO: 100+ parents participated in one or more workshop.</li> <li>• Occupational Therapist and Speech Therapist upskilled community through parent workshops.</li> <li>• Dental screening for students as arranged through NSW Health</li> </ul>	<p>\$ 7000 Literacy and Numeracy Funds (Speech Therapist)</p> <p>\$7000 RAM Socio funds (Occupational Therapist)</p>

## Next steps

Transition continues to be a key focus for 2016. Following the success of our extended transition program in 2015 culminating in a community expo, a similar program will be rolled out in 2016.

The school will continue to employ a Community Liaison Officer 1 day/week for the entirety of the 2016 school year to boost community engagement.

Community plans will be evaluated, revised and implemented in an updated format for 2016.

In collaboration with Wesley Mission Family Centre, the following parent engagement courses will be implemented in 2016:

- Tuning into Kids
- Positive Parenting Program (Triple P)
- Adult Computer Classes
- Adult Literacy Classes
- Adult Fitness (Aerobics and Zumba)
- Adult self-defence classes.

Classroom teachers and staff with executive positions participated in the Blacktown Learning Community REACH! Aspiring Leaders program as participants and mentors.

2016 School fundraiser to engage all members of the school community through a multicultural theme based on the 2016 Olympics including an international food fair to engage all cultural groups.

Aboriginal community to be more meaningfully engaged through parent representation on Aboriginal Education Team

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b> TPL for staff Student focus groups (art, dance, cultural awareness)	Key staff upskilled in creating units of work that incorporate Aboriginal perspectives (through a continuum of TPL) Staff created revised PLP processes Staff worked alongside Aboriginal mentor to find greater understanding of Aboriginal culture Staff facilitated Aboriginal dance group	\$22000
<b>English language proficiency funding</b> Purchase of Rip it Up Reading program and TPL for staff training SLSOs to implement program	100% of staff trained in Rip It Up Reading SLSOs implementing program with targeted students	\$16934
<b>Targeted students support for refugees and new arrivals</b> N/A	N/A	0
<b>Socio-economic funding</b> Additional teacher employed to support staff and students in classes Release for key staff to collate LST data Occupational Therapist employed	Targeted students receiving additional in-class support Staff receiving additional TPL based on their needs. LST data collation system revised and staff upskilled. All staff received TPL from OT and all teachers K-2 received team teaching and mentoring opportunities from OT. Targeted students received support through withdrawal programs.	\$40629
<b>Low level adjustment for disability funding</b> SLSOs employed to support targeted students with complex needs	Targeted students receiving support from SLSOs in classes	\$100054
<b>Support for beginning teachers</b> Additional Weekly RFF with mentors Stand-down days to cover key concepts	All ECTs receiving support through weekly RFF with mentors and stand down days to cover key concepts.	\$84689
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Other, including Early Action for Success</b> Norta Norta Tutors employed for eligible students	100% of eligible students receiving tutoring and additional in-class support to improve their literacy and numeracy skills (Improvement in BM from Level 2- Level 15)	\$2768

Literacy and Numeracy Programs TEN TOWN AL	100% of new staff trained and implementing AL 100% of K-2 teachers trained and implementing TEN 100% of 3-6 teachers trained and implementing TOWN	\$41733
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## Mandatory and optional reporting requirements

### Student information

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

#### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	368	344	343	366	393	413	450
Female	317	305	320	308	343	397	410

#### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.5	94.7	95.8	95.0	94.9	93.7
	1	94.3	94.6	93.8	96.0	94.4	94.0
	2	94.2	93.2	94.6	96.1	95.4	94.2
	3	95.2	95.1	93.2	95.6	96.8	94.9
	4	95.2	95.1	94.9	95.3	95.6	94.8
	5	95.9	94.8	94.9	96.0	95.6	95.4
	6	95.2	94.1	94.7	95.6	93.8	94.4
	Total	95.1	94.5	94.6	95.7	95.2	94.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

#### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	28.0
Primary Part-Time Teacher	1.4
Primary Teacher Executive Release	1.0
Primary Teacher RFF	1.512
Teacher of Reading Recovery	0.92
Learning and Support Teacher	1.2
Teacher Librarian	1.4
Teacher of ESL	4.2
School Counsellor	1.0
School Administrative & Support Staff	5.172
<b>Total</b>	<b>52.804</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was 1 staff permanent staff member of Aboriginal or Torres Strait Islander descent employed at Quakers Hill Public School during 2015. **Teacher qualifications**

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	22%

### Professional learning and teacher accreditation

In 2015 all staff at Quakers Hill Public School participated in professional learning funded by a grant of \$31090.44

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.

Staff continue to deepen their understanding of the new Science and History syllabuses through professional learning. Staff from within the school and across our learning community are leading and supporting others through an effective implementation strategy.

All teachers have continued to train and update their skills in the Accelerated Literacy pedagogy and balanced mathematics sessions.

Teachers also engaged in professional learning centred around meeting student needs. This involved training in speech therapy, learning and support team processes and managing challenging behaviour.

The introduction of the Science and History syllabuses as part of the Australian curriculum saw staff take part in registered courses to support their implementation.

## Financial information

### Financial summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	327956.97
Global funds	444780.25
Tied funds	342632.90
School & community sources	268531.40
Interest	10376.41
Trust receipts	51483.15
Canteen	0.00
<b>Total income</b>	<b>1445761.08</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	120263.08
Excursions	84847.09
Extracurricular dissections	45819.59
Library	6045.46
Training & development	2381.77
Tied funds	320930.34
Casual relief teachers	115265.98
Administration & office	115551.89
School-operated canteen	0.00
Utilities	64800.13
Maintenance	86808.21
Trust accounts	79612.33
Capital programs	0.00
<b>Total expenditure</b>	<b>1042325.87</b>
<b>Balance carried forward</b>	<b>403435.21</b>

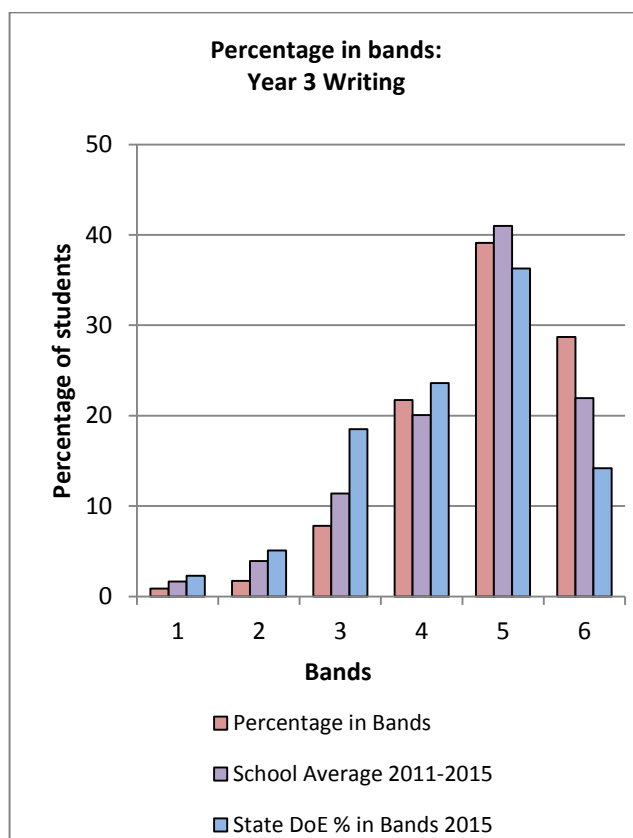
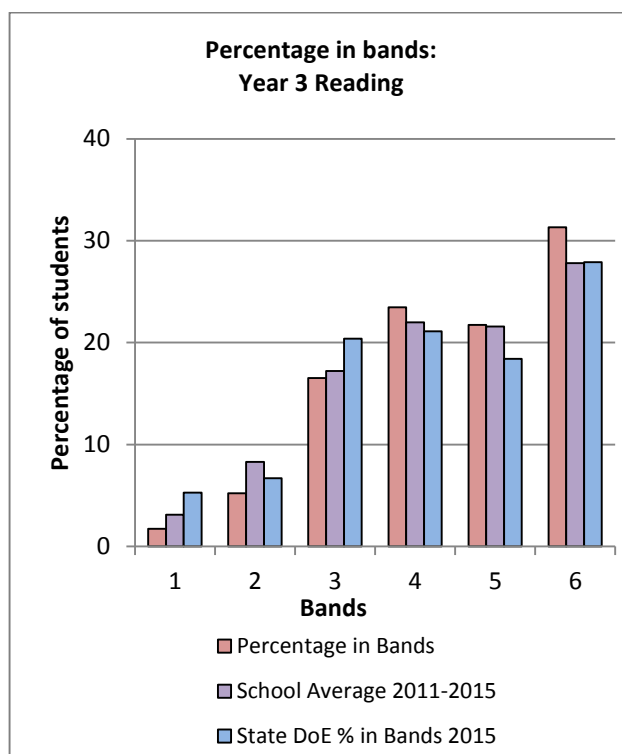
## School performance

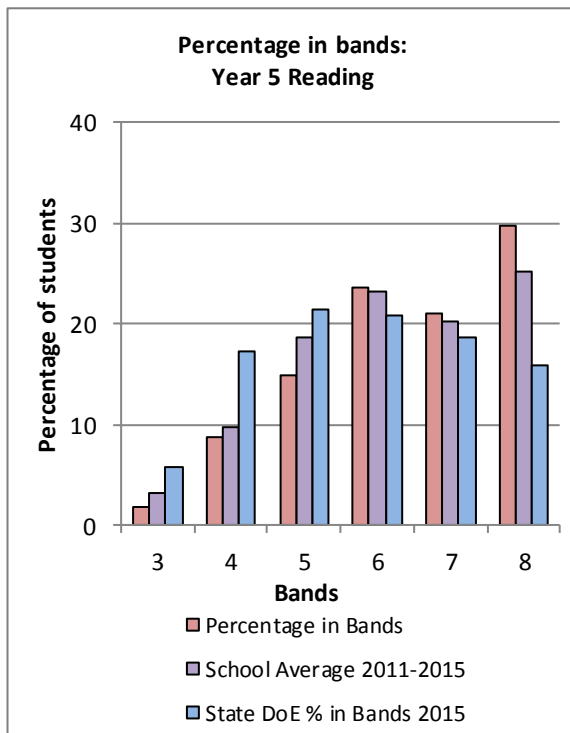
### NAPLAN

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.

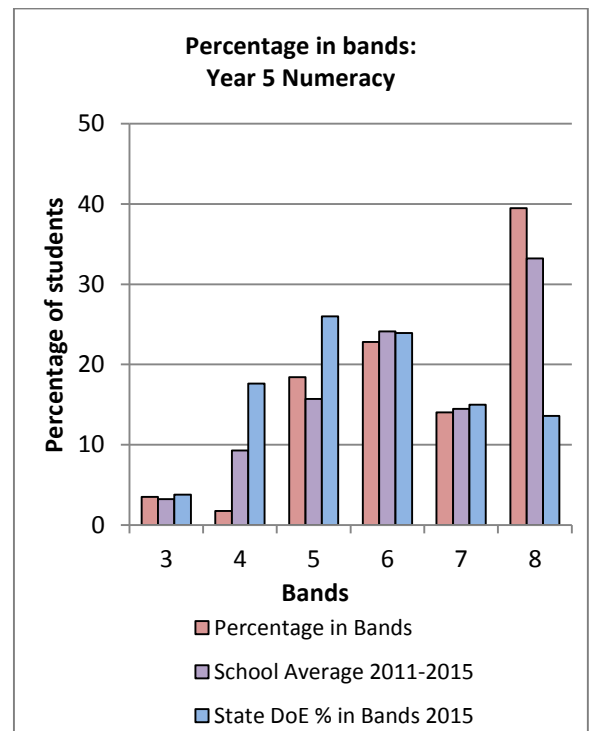
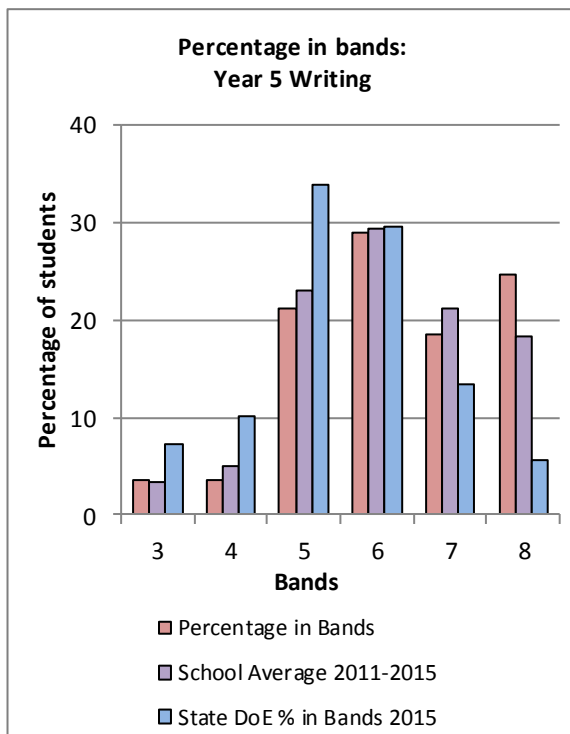
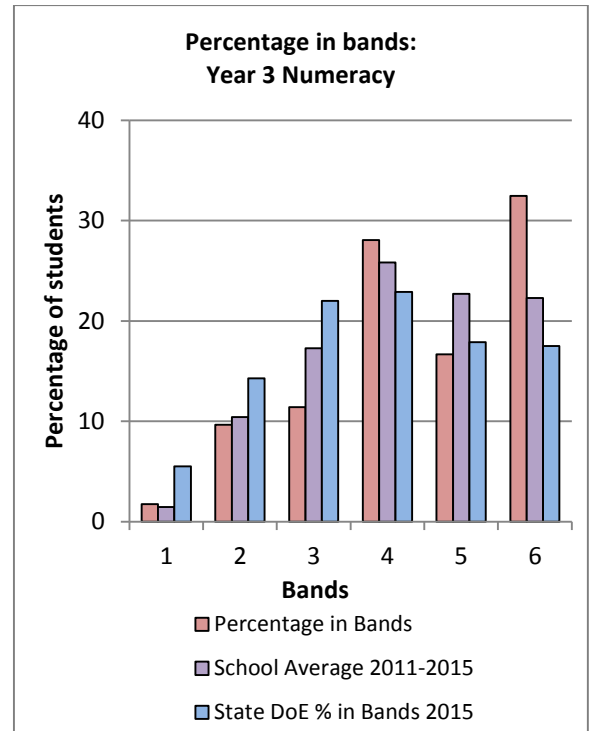
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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





## NAPLAN - Numeracy



In 2015, over 96% of students achieved at or above national minimum standards in reading, writing, spelling and grammar and punctuation.

Trend data indicated that 2015 was Quakers Hill PS' best ever result in Year 3 and Year 5 reading and writing.

Trend data indicates our best ever result in Year 3 and Year 5 numeracy.

Students in Year 5 demonstrated positive value added growth in the following aspects of NAPLAN:

- Reading- 98%
- Writing- 94.4 %
- Spelling- 95.3%
- Grammar- 88%
- Numeracy- 96.3%

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, Quakers Hill Public School sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

Parents strongly agreed with the following statements:

- I feel welcome when I visit the school.
- I can easily speak with my child's teachers.
- I am well informed about school activities.
- Teachers listen to concerns I have.
- I can easily speak with the school principal.
- Written information from the school is in clear, plain language.
- Parent activities are scheduled at times when I can attend.
- The school's administrative staff are helpful when I have a question or problem.

## Policy requirements

### Aboriginal education

Quakers Hill Public School received Aboriginal background funding in 2015.

Quakers Hill PS 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 and immersed in Aboriginal culture. Activities and resulting impact included:

- Quakers Hill PS has engaged the services of an Aboriginal mentor who, in consultation with school staff, is implementing a program to ensure every child and every teacher has increased understanding of Aboriginal people, traditions and cultural perspectives.
- Staff are also being mentored to create units of work across the curriculum that embed Aboriginal perspectives and the 8 ways of learning methodology authentically for all students.
- Dedicated week of learning experiences and celebration for NAIDOC.
- Eligible students received tutoring, facilitated through Norta Norta
- All Aboriginal students have active PLPs to support their learning through targeted

strategies matched to their needs, developed in consultation with student, family and teacher. These plans are evaluated, revised and updated every 5 weeks.

- Aboriginal Dance Group performed at NAIDOC Day Assembly, and Quakers Hill PS CAPA Extravaganza.

The plan was driven by the Aboriginal Education Team supervised by Mrs Davis.

### Multicultural Education and Anti-racism

Multicultural Education and Anti-racism in line with the School plan, the 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 Dance Group and Bollywood Dance Group provided an opportunity for all students to become immersed in cultural activities. Parents and Teachers coached the Bollywood Dance group.

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

Diwali, the Hindu festival of lights, was celebrated in Term 3 with a special assembly, dances and Indian food stalls.

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 2015, 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

### School performance 2015

Quakers Hill Public School has a strong commitment to providing students with opportunities to participate in a variety of experiences.

### 2015 Sports Comments

Quakers Hill enjoyed another year of great achievements in sport. 24 students were selected to represent Blacktown PSSA in sporting teams. In summer PSSA, our school was successful in being declared joint premiers in the junior cricket- the grandfinal night was cancelled due to extreme weather. The senior girls' softball team and the junior boys' tee ball teams were semi-finalists. In winter PSSA, the Senior A, Senior B and Junior B Netball teams, Senior and Junior NRL League Tag teams and Senior Football Teams were all semi-finalists. In swimming, Quakers Hill finished 6<sup>th</sup> in the Blacktown Zone. One student was selected in Blacktown Zone team to attend the Sydney West Carnival.

In athletics, Quakers Hill finished 8<sup>th</sup> in the Blacktown Zone. Six students were selected in the Blacktown Zone Team. One student represented Sydney West at the NSW PSSA carnival. In cross country, Quakers Hill finished 2<sup>nd</sup> in the Blacktown Zone with 5 students later competing at the Sydney West carnival.

Quakers Hill competed in Greg Alexander Cup in Mod League finalist in the B Division of the Blacktown Competition.

## 2015 House Captains and Vice Captains

### Babbilla

*Captain* Jai Atkinson Lakshya Shankar Ganesh  
*Vice Captain* Adrian Dalpadodo Stephanie Out

### Derriwong

*Captain* Cio Win Madison Brealey  
*Vice Captain* Jordan Thompson Briarna Hukui

### Kerribee

*Captain* Simon Concepcion Celine Amadi  
*Vice Captain* Lachlan Shea Chloe Haithwaite

### Warrimoo

*Captain* Lachlan Attack Makayla Dare  
*Vice Captain* Mitchell Franks Jenna-Lee Roberts

## Blacktown PSSA reps

*Swimming* Mustansir Bandukwala, Kaiden Hatchett, Shayna Fernando, Kate Ha, Hannah Johnston, Calvin Kusnadi, Ashleigh Out, Savina Liyamage, Dyuthi Nair, Emily Wu

*Netball* Hayley O'Connor

*Football* Yohann D'Souza, Hayley O'Connor, Erika Ukkonen

*Cross Country* Tricia Spicer, Erika Ukkonen, Ankita Prasad, Tai Win, Zac Seckold

*Athletics* Tai Win, Cio Win, Jordan Thompson, Akaash Chandra, Imogen Gilchrist, Sophie Tran

*Rugby League* Jeremiah Tito

*Tennis* Brooklyn Williams, Paaras Singh

## Sydney West Representatives

*Tennis* Brooklyn Williams, Paaras Singh

*Athletics* Sophie Tran

## Sports Champions

### Swimming

Junior Girl	Shayna Fernando
Junior Boy	Kaiden Hatchett
11 Years Girls	Vrunda Patel
11 Years Boys	Aaron Taylor
Senior Girl	Stephanie Out
Senior Boy	Aaron Taylor

### Athletics

Junior Girl	Trisha Spicer
Junior Boy	Yohann D'Souza
11 Years Girls	Imogen Gilchrist
11 Years Boys	Marcus Seckold
Senior Girl	Chevonne Gilchrist
Senior Boy	Tai Win

**Sports Representative 2015** Brooklyn Williams

### **School Swimming and Water Safety Program**

December 2015 saw 177 students from Year 2 to Year 6 attend the Department of Education and Communities School Swimming Scheme at the Mount Druitt Swimming Centre.

Swim Scheme is an intensive 10-day program that develops water confidence and provides students with basic skills in water safety and survival.

Qualified swimming instructors first assessed all students and then graded them into an appropriate swimming group. The 45 minute lessons followed a prescribed program; including water safety skills, correct breathing techniques and practise of different swimming strokes.

At the end of the two-week program all swimming groups were re-tested on water safety, freestyle swimming distance and their ability at swimming other strokes. A special certificate was awarded to each student showing their progress and achievement upon completion of the program.

**Mr William Dorrell- Swim Scheme Coordinator**



### **Environmental Education**

In 2015, Quakers Hill Public School has made the effort to be more sustainable in our everyday lives. Learning about environmental sustainability is not only vital for students to learn about; but it is embedded throughout the New Australian Curriculum. Quakers Hill Public School has ensured we are ready for this change by starting some new environmental projects.

It is important for students to learn how to take care of their environment. By learning this skill at an early age, it will ensure the children of our future will have a happy and safe place to live. For this reason, our school has started a variety of projects to give our students hands-on outdoor learning experiences.

This has allowed for a Gardening Club the opportunity to construct, maintain and enjoy class vegetable gardens. A gardening club has been established to give all students opportunity to engage in Environmental Education. This experience has taught them how fragile our environment is, gives them problem solving skills and educates them how to care for their environment.

A brand new worm farm and tumble compost was also installed in 2015. This has reduced our school's waste output, as Crunch 'n' Sip fruit and veggie scraps are now 'recycled' in both areas, providing our crops with rich fertiliser and soil for gardens around the school.

Our school has also participated in Clean Up Australia Day and National Tree Day (a bird attracting native garden was established) to further reinforce our school sustainability message. Furthermore, EnviroMentors incursions have also been held to educate students about the benefits of using worm farms and how to conserve water.

Quakers Hill Public School will continue to lead the way in sustainability education in 2016. We aim to expand our environmental projects; with the installation of more garden beds and constructing a greenhouse. This will provide teachers ways of planning innovative lessons, and most of all allow our students to have fun outdoors!

**Mr William Dorrell- Environmental Coordinator**



### **Reading Recovery**

Reading Recovery is part of Quakers Hill Public School's operating system. This program in an early literacy intervention program is designed to assist those students in Year 1 who are not meeting grade expectations. Individualised instruction is provided by specialist trained teachers on a daily basis until they reach an acceptable instructional reading level in line with their peers in class. The student must also

demonstrate the ability to utilise the skills that they have learned in Reading Recovery independently before they can successfully discontinue the program. The program is supplementary to the ongoing literacy activities in the classroom.

**Mrs Sarah Gummerson & Mrs Sharon Hodges – Reading Recovery Teachers**

#### **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.

Quakers Hill Public School began a modified version of this reading program in Term 4 of 2015 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 Multi lit program to identified students. Nineteen students from Year 2 to Year 4 are currently participating in the MultiLit Peer tutoring program.

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 increase confidence for all students.

**Mr Chris Lambert- Deputy Principal**

**Mrs Maryanne Cole- Learning and Support Teacher**

#### **Public Speaking**

This year, the public speaking program at Quakers Hill Public School has continued to thrive and our students have demonstrated excellence in all competitions. Quakers Hill had four students from Stage 2 and Stage 3 complete in the Blacktown Learning Community Public Speaking Competition at The Meadows Public School. All students spoke brilliantly and are to be commended. Congratulations to Hayley O'Connor who spoke with maturity and passion, winning her the Year 5 division for our school.

Quakers Hill had four students representing the school in the Multicultural Perspectives Public Speaking competition. Two students from Stage 2 and two students from Stage 3 were chosen to compete against other students in the local finals at Winston Hills public school, with three of the students receiving highly commended.

**Mrs Kristine Belista & Miss Emma Vumbaca – Public Speaking Coordinators**

#### **Operation Art**

Four talented artists Baanipreet Sushil, Aiden Hodgekiss, Ankita Pramod and Janice Zhu were selected to represent our school in Operation Art. These students aimed to make the environment that young children spend in hospital just a little bit brighter and also provide a moment of distraction from what can sometimes be a sad and distressing time. Their artworks were displayed in the Newington Armory Gallery, Sydney Olympic Park.

**Mrs Kristine Belista- Operation Art Co-ordinator**

#### **Stage 1, Junior and Senior Dance Groups**

The Stage One Dance Group was awarded a commended at the Hawkesbury Eisteddfod in August. They also performed at the Kindergarten Concert and at Open Day at the school.

The Years 3 and 4 students in the Junior Dance group participated in a number of performances both in school and at Westpoint Shopping Centre, showcasing the talent of the Blacktown area. This provided a valuable and rewarding extra-curricular opportunity for the students. Their dedication, commitment and enthusiasm have been exemplary throughout the year.

The 2015 Senior Dance group was comprised of 28 very talented performers from Years 5 and 6. The group performed a modern jazz/hip hop routine to 'Do what you wanna do' by DJ Earworm. The routine was choreographed by Miss Kladal and Mrs Weatherburn. In Term 4 the Senior Dance group performed at the CAPA showcase 'Vivacity' at Quakers Hill High School. 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.

**Mrs Karyn McDonald- Stage 1 Dance Group Teacher**

**Mrs Kristine Belista- Junior Dance Teacher**

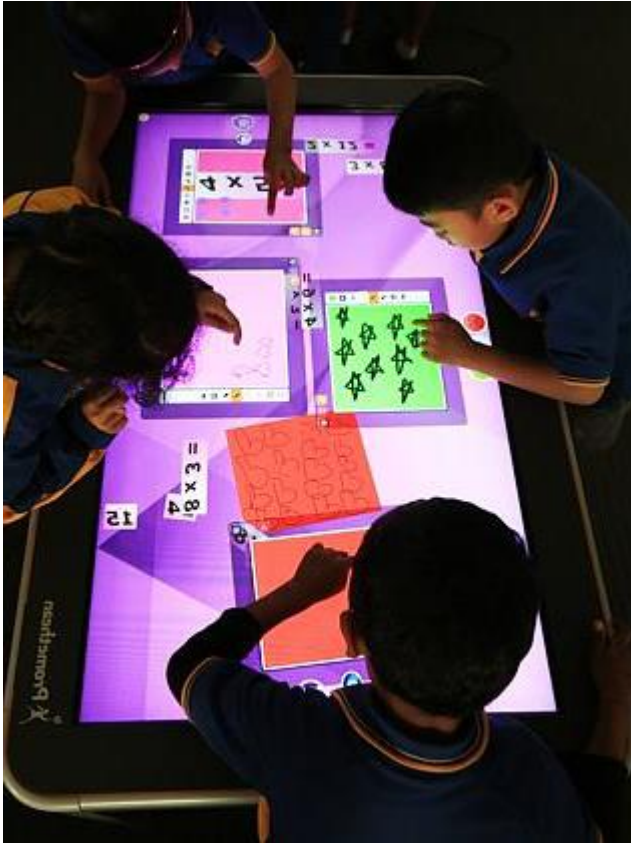
**Mrs Alicia Amodeo and Mrs Laura Weatherburn- Senior Dance Teachers**



### **Photoshop Club**

This year, Stage 3 had an opportunity to join a Photoshop group led by Mrs Belista. Every Tuesday, students were able to use their computer skills to edit and manipulate images using the Adobe Photoshop software. Extra- Curricular activities not only provide important social opportunities, but they are an ideal way for students to improve their skills and develop self-confidence by exploring new interests.

#### **Mrs Kristine Belista- Photoshop Club Teacher**



### **Junior and Senior Drama**

On Monday November 2, the junior and senior drama groups and the opportunity classes participated in the 3rd Annual QHPS Drama Night attended by over 100 parents.

Drama gives students a safe and challenging opportunity to develop key speaking and expressive language skills that entertain, inform and persuade.

The junior drama group performed a play called "Once Upon Achoo" directed by Mrs Gummerson. The senior drama group performed "The Dream", a Shakespeare play which was adapted for Primary School and directed by Mr Abbey. The opportunity classes 5H and 6S produced, casted and directed short scenes from the Shakespearian plays "The Tempest and Hamlet" with guidance from Mrs Simmons and Mrs Poole.

The night was a huge success as we raised a lot of money for our school and left every audience member entertained. A huge well done to all the performers and teachers for the many hours of practice and preparation given throughout this year to deliver plays that informed, entertained and persuaded audiences (Australian English Curriculum outcomes). Thank you to the parents for supporting us.

Our drama students were also thrilled to watch the Bell Shakespeare International actors (pictured with some of our Year 6 Dream performance actors) in "Just Macbeth" in our school hall before a 215 student audience on Wednesday 21<sup>st</sup> October.

#### **Senior Drama Group students and Mr Abbey- Drama Co-ordinator**

### **Little Library**

Little Library has been very successful this year. 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 have joined the big kids at the Easter Hat and Book Character Parades. This year we sadly said goodbye to Mrs Droscher and Mrs Price, and welcomed Mrs Pearce and Miss Basmajian to the Little Library team. We look forward to continuing these sessions in 2016.

#### **Mrs Johnston, Mrs Pearce and Miss Basmajian- Little Library Co-ordinators**



### **Coffee Mornings**

Coffee mornings occur each term. This is where various staff, community organisations and parents come together in an informal atmosphere. It is an opportunity to meet each other and ask questions



about things that are happening in our school and in our local area.

We will continue to hold various informal get-togethers in 2015.

**Mrs Helen Davis- Deputy Principal**

### **Learning and Support**

The Quakers Hill Learning Support Team has been prominent in supporting and enhancing student learning throughout the 2015 school year. Our school recognises the importance of seeing students as individuals with differing learning needs and continues to support students on all levels of the continuum.

The Learning Support Team meets to discuss and prioritise referrals, focusing on addressing the needs of students by working collaboratively with classroom teachers, parents and specialist personnel. This ensures that effective implementation strategies are in place and that appropriate available resources are utilised. The team considers the type and level of support required by each student to best meet their academic, social and emotional needs. Ongoing monitoring and collection of appropriate relevant data is a critical aspect of the implementation of adjustments and accommodations specific to students needs. Working together as an effective team has ensured student learning needs are extensively catered for and learning outcomes are improved.

**Mrs Maryanne Cole and Mr Andrew Cooper- Learning and Support Teachers**

### **Getting On Track On Time! (GOT IT!)**

In 2015, during terms three and four, Quakers Hill PS participated in the GOT IT! Program. This program is a targeted early intervention driven by NSW Health in collaboration with the Department of Education under the NSW Governments 'Keep Them Safe' initiative. GOT IT! is a schools based program for students in Early Stage One and Stage One with emerging behaviour difficulties.

During Term Three a questionnaire package was completed by parents and teachers for all students from Early Stage One and Stage One. Upon scoring this questionnaire and liaising with staff at the school, the GOT IT! Team were able to prioritise eight families who would benefit from taking part in the program during term four.

The program consisted of one two-hour session per week for ten weeks broken into an interactive group followed by separate parent and student groups. Group sessions gave families the opportunity to be

part of a fun and supportive group to improve child behaviour and family relationships and help parents deal with difficult behaviours. During group time students learnt to be more emotionally resilient, to solve problems in acceptable ways and develop social skills. The parent group gave parents valuable support and practical help to deal with current family issues, while recognising parent strengths and fostering use of their own resources.

As part of our whole school support for the implementation of this program, all staff members participated in Professional Learning Sessions on Emotion Coaching. This training provided our teaching staff with skills to build on positive strategies already in place and to enhance the school's own capacity to identify and manage problems over the longer term helping all students get the most out of the opportunities available to them.

**Got It Support Team- Mr Chris Lambert, Mrs Helen Davis, Mrs Maryanne Cole, Mrs Lorraine Byrne, Miss Sheree Vidler, Mrs Nicky Mayo**

### **Positive Behaviour for Learning**

Positive Behaviour for Learning (PBL) is where we encourage our students to strive to be safe, responsible, proud learners. These are our school expectations. PBL aims to ensure that all students and staff share the same language to discuss behaviour and have the same expectations for behaviour at Quakers Hill Public School. Staff and students have a clear understanding of the school expectations and take pride in demonstrating these expectations every day. Staff actively promote displays of positive behaviour through our school reward system. The school celebrates positive behaviour by having PBL reward days each term.

**Mr Toby Hynes – PBL Coordinator**

### **Parliament**

This year Quakers Hill Public School successfully ran a school parliament. Two parties – Quakers Gold and Hills Blue – were formed by the school captains, vice captains and prefects. They ran election campaigns at the beginning of the year and successfully operated as a ruling government and opposition party. Stage 3 students attended fortnightly parliament sessions, raising important issues and forming committees to effect real change as leaders within the school. We look forward to continuing parliament next year.

**Mrs Robyn Simmons and Mrs Courtney Johnston- Parliament Co-ordinators**

**Publishing Crew**

This year at Quakers Hill Public School, students in Stage 3 have had the opportunity to participate in Publishing Crew. Students were responsible for interviewing teachers and students on current school events and turning this news into an article for the school's newsletter. Students have covered events such as Backyard League, Premier's debating and Enviromentors workshop for stage 2.

**Miss Emma Vumbaca- Publishing Crew Coordinator**

**Blacktown Learning Community (BLC) Sharing**

In Term 3, approximately 25 students from Quakers Hill Public School were selected to participate in a Sharing Course. These students had been nominated by their stage teachers for displaying talent in a particular area- from art 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 three popular Sharing courses run by teachers at Quakers Hill Public School- Miss Shameen Masud ran a Bollywood dance class, Mrs Kristine Belista engaged students with a keen interest in Photoshop techniques, and anew to QHPS this year, Miss Lauren Abela kicked goals with her Soccer Skills course.

**Mrs Sarah Gummerson- BLC Sharing Coordinator**