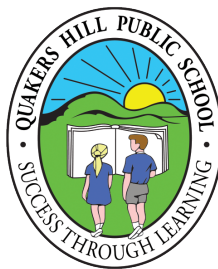


Quakers Hill Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Quakers Hill Public School** as an account of the school's operations and achievements throughout the year.

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

Bert Lo Campo

Principal

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Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students delivered by our exceptional teaching staff. Quakers Hill Public School is a dynamic and caring learning community, which has been catering for families living in the school's drawing area since 1914. The school's banner statement 'innovation—excellence—success', and expectations '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) are catered for. Our banner statement is the school's reason for being; it is our ethos, our mantra.

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

Our school's success is underpinned by three strategic directions that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at 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 Hill Public School in 2016: In 2016, 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 all students achieving above National Minimum Standards, and with Quakers Hill Public School continually achieving above state. This indicates that our targeted early intervention strategies that are provided to our students in literacy and numeracy continue to have a significant impact.

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

19 classrooms (with an additional 6–8 classrooms planned for 2017) were transformed into Future Focused Learning Environments following teacher submissions which included philosophy, mudmap, floor plan and the link to increased student achievement as a result of the transformed learning space. Simula (named after the first coding language) became Quakers Hill PS dedicated coding space and was constructed and fitted with state of the art facilities and resources and launched in Term 3. Coding and computational thinking remain a key focus for 2017. 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

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

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

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

Learning

Learning Culture – level of attainment: Excelling

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Wellbeing – level of attainment: Sustaining and Growing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural

expectations and creates a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community. Key projects undertaken during 2016 include the HAPPY playground program, Assisting Children's Emotions and the revised school pastoral care policy.

Curriculum and Learning – level of attainment: Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting – level of attainment: Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance, including in relation to external NAPLAN data and school-based progress along the Literacy and Numeracy continuums. All staff have analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

Student Performance Measures – level of attainment: Excelling

The school: – achieves excellent value-added results, and most of our students achieve at high levels of performance on external performance measures. Performance for equity groups within a school is comparable to the performance of all students in the school.

Teaching

Effective Classroom Practice – level of attainment: Delivering

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Data Skills and Use – level of attainment: Delivering

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

Collaborative Practice – level of attainment: Sustaining and Growing

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Learning and Development – level of attainment: Sustaining and Growing

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards – level of attainment: Excelling

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs. Teachers actively share their learning from targeted professional development aligned to the school's strategic directions (including through whole-school Stages of Excellence sharing sessions). There is a particular focus on building teachers' understanding of effective evidence-based teaching strategies in literacy and numeracy, including Accelerated Literacy as a key driver. Teachers are actively engaged in planning their own professional development to improve their own performance and achievement of the school's strategic directions (through self-reflection, peer critique and formal review of Performance Development Plans).

Professional Standards – level of attainment: Excelling

Our teaching staff at Quakers Hill PS demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

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

Leading

Leadership – level of attainment: Excelling

Leadership development is central to school capacity building with all staff involved in the distributed leadership of teams aligned to strategic directions, based on areas of interest and professional expertise. The school solicits and addresses feedback on school performance. The school has established productive relationships with external agencies including Wesley Mission and Went West to improve educational opportunities for students. The school community actively supports the school's strategic directions and practices to achieve educational priorities, through positive engagement with parent workshops and strategic P&C funding contributions.

School Planning, Implementation and Reporting – level of attainment: Excelling

The School Vision, School Values, School Plan and its Strategic Directions, and annual planning of key milestones are all collaboratively developed by school leadership team with parents, staff and students. Key milestones are data-driven and evidence-based, grounded in current educational literature and research. The school plan aligns to local and system priorities and articulates a commitment to equity and high expectations for learning for each student. Clear processes (led by project-specific 'action teams'), with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, the school plan's strategic directions.

School Resources –level of attainment: Excelling

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Management Practices and Processes –level of attainment: Sustaining and Growing

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Streamlined, flexible processes exist to deliver services and information. Accountability practices are tied to school development and include open reporting to the community. Staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students (through the School Parliament) and the school community (through the P&C) to provide constructive feedback on school practices and procedures.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Creating a Holistic Learning Environment

Purpose

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

Overall summary of progress

During 2016 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 targeted programs that have strategically built teacher capacity.

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 revised procedures including Personalised Learning Pathway documentation designed to nurture students cultural, academic and social needs. 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.

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.

The Peer Tutoring initiative proved to be extremely successful during Terms 2 and 3 with other 100 students participating as tutors or tutees. All tutees demonstrated significant progress in reading (particularly fluency) as a result of their involvement in the program.

Following on from GOT IT! in 2015, this year the Assisting Children's Emotions (ACE) program was implemented in partnership with Wesley Mission onsite at Quakers Hill PS. Our school counsellor, Learning and Support Teacher and SLSO supported parents of students from K-2 to support positive behaviour both at home or at school.

The Quakers Hill PS pastoral care policy was revised in line with the Department of Education's Wellbeing Framework, this is a continued focus for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students eligible of receiving support through IEPs and PLPs – as indicated through LST referrals & NCCD data	All eligible students receiving support aligned to three tiered framework. All support documented in IEPs and/or PLPs with teacher, parent and executive signature. Plans reviewed minimum twice per term. A wider range of intervention programs implemented to support students including Rip it Up, Peer Tutoring, Social Skills lunch group.	\$85 443 Low Level Adjustment for Disability RAM funding \$33 124 Low Socio-Economic Background RAM funding \$21 118 English Language Proficiency RAM funding
Decrease student partial attendance rates and continual improvement of attendance	Regular meetings with HSLO Attendance Meetings with parents Kindergarten transition program focussed on educating families about the importance of regular attendance Teachers supported to contact families when students away for two consecutive days	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease student partial attendance rates and continual improvement of attendance	Attendance promoted and monitored by teachers to discourage early leavers/late arrivals Applications for extended leave due to family holidays carefully considered and all families contacted.	
Increase of students meaningfully connecting with student wellbeing programs across the school.	Wellbeing Framework and related practices embedded and evident across school practice through revised pastoral care policy. Partnership with Wesley Mission to provide 'wraparound' services to support student and family wellbeing. Wellbeing programs (including ACE) embedded within PBL banner PBL systems and structures continue to be embedded school-wide	\$5000 TPL \$2000 PBL

Next Steps

- Online learning Modules for various needs presented to staff from all stages to build expertise within all stages
- OT packs to be extended for all students K–4.
- Work alongside staff from support classes and specialist settings to provide and receive TPL, shadow opportunities and specialist TPL to further sustain capacity.
- Continue ACE Program in Term 3 2017, investigate Wesley Mission partnership so Family support workers can support, shadow the program to further sustain progress and to offer 'wraparound' support to families.
- Revisit Pastoral Care Policy with staff so clear understanding of new content is conveyed.
- Consider Pastoral Care Policy as topic for ECT Stand down day and TPL sessions for all staff to go through scenarios
- Peer Tutoring Program to continue to be implemented
- Rip it Up Reading Program to continue to be implemented
- Rip it Up Reading Program–Teacher Feedback sessions regarding interventions to find out how students in their class are progressing.
- Rip it Up Reading Program–Parent Information Sessions regarding the interventions
- Rip it Up Reading Program–Optional Take Home packs for students receiving the interventions.



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, especially the elements of Success Criteria, Learning Intentions, Effect Size continue to be a professional learning focus in 2016 to achieve this strategic direction, based on the research of Professor John Hattie. Staff from Strategic Direction Team 2 collaborated to create a Quakers Hill PS model of learning to be launched in 2017.

All staff participated in 15 hours of professional learning after school for the Focus on Reading program.

Staff continue to deepen their understanding of the new History and Geography 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. Accelerated Literacy continues to be a focus with executive staff training in how to effectively lead teams to improve implementation with fidelity of this pedagogy. 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. 2016 saw the introduction and schoolwide implementation of a rigorous mathematics assessment schedule.

All staff participated in professional learning in STEAM (Science Technology Engineering Arts Mathematics) led by Strategic Direction Two team, resulting in all stages creating, implementing and evaluating STEAM units of work.

Coding and computational thinking was a major focus, with a coding scope and sequence created in Term 2. Simula, the school's coding room was launched in Term 4 with over \$50 000 of resources to support student learning in this arena.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN	Increase in literacy educational .	\$10 000 TPL
	Increase in reading levels. Increased staff capacity through TPL in FOR, AL, VL, STEAM.	\$21 118 English Language Proficiency RAM funding
	TPL for all staff in explicit literacy and comprehension strategies – Focus on Reading.	\$3 000 Beginning Teacher funding
	All new staff trained in Accelerated Literacy	\$24 667 Literacy and Numeracy funding
	Existing staff received top– up training in Accelerated Literacy	
	Executive staff received training in how to support Accelerated Literacy implementation.	
	Stage 3 and Stage 2 staff trained in TOWN	
	Stage 1 and Early Stage 1 staff trained in TEN	
	All staff trained in Rip It Up Reading	
	SLSOs trained in Rip It Up Reading and	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN	<p>implementing program in classes</p> <p>Students performing below NMS and those with negative value added growth have comprehensive support funnelled through LST and documented in IEPs.</p> <p>Students in Year 5 demonstrated positive value added growth in the following aspects of NAPLAN:• Reading– 98%• Writing– 94.4 %• Spelling– 95.3%• Grammar–</p>	
Increase number of students achieving in the top three bands in literacy based on 2014/2015 NAPLAN Data	<p>Increased staff capacity through TPL in FOR, AL, VL, STEAM.</p> <p>TPL for all staff in explicit literacy and comprehension strategies – Focus on Reading.</p> <p>All new staff trained in Accelerated Literacy</p> <p>Existing staff received top– up training in Accelerated Literacy</p> <p>Executive staff received training in how to support Accelerated Literacy implementation.</p> <p>All staff trained in Rip It Up Reading.</p> <p>SLSOs trained in Rip It Up Reading and implementing program in classes</p> <p>Students performing below NMS and those with negative value added growth have comprehensive support funnelled through LST and documented in IEPs.</p> <p>Students in Years 3 and 5 demonstrated an increase of achievement in the top three bands in literacy based on 2015 NAPLAN data</p> <p>Year 3 10% increase</p> <p>Year 5 0% increase</p>	As Above
Representation of Aboriginal and ESL students in top three skill bands matches that of the school population	<p>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.</p> <p>These plans are evaluated, revised and updated every 5 weeks.</p> <p>PLP processes being revised for 2016 new implementation</p> <p>ESL students in top three skills bands matches (and in many aspects exceeds) that of the school population</p> <p>Please see Key Initiatives Table for detailed information.</p>	As Above

Next Steps

- Demonstration lessons using Simula (QHPS coding room).
- QTSS time used to support implementation of coding scope and sequence in classes
- TPL on coding scope and sequence
- Parent workshops in Simula
- QHPS Model for Visible Learning implemented school-wide
- Parent workshop on VL
- Continued TPL for staff on VL including effective feedback.
- Articulate QH Literacy model to community through focus groups
- Continue to embed AL, FOR, L3 pedagogies and strategies school-wide
- Focus on Reading 2 TPL implemented



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 2016 school year to boost community engagement.

A partnership with Wesley Mission was forged with family support workers based at Quakers Hill PS in a small classroom, in order to provide holistic support for families and students. 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
- Assisting Children's Emotions (ACE)
- Parenting with the Brain in Mind

Quakers Hill PS implemented a distributed leadership model with these unique systems and structures implemented and evaluated—3 team approach aligned to Strategic Directions and School Excellence Framework. Five classroom teachers and three executive staff participated in the Blacktown Learning Community REACH! Aspiring Leaders program as participants and mentors.

Seven members of the executive team participated in two day Growth Coaching professional learning.

History and Geography units were created by each stage, implemented and evaluated.

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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships	<p>Parenting Programs and Workshops run in partnership with Wesley Mission and CLO: 100+ parents participated in one or more workshop.</p> <p>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.</p> <p>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</p> <p>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</p> <p>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.</p>	<p>\$3 000 community funds</p> <p>\$2 000 teacher release to support workshops</p>
Minority cultural groups are represented in a wider range of school based initiatives.	<p>Community Liaison Officer (CLO) employed 1 day per week to engage all cultural groups.</p> <p>Diwali celebrations held in term 4– engaged a large number of culturally diverse families that were previously not collaborating with the school.</p>	CLO funded 1 day/week for 4 terms
Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH Program	<p>.Leadership observations for all exec, stage co–ordinator and aspiring leaders.</p> <p>QHPS Influence– Whole school mentoring model developed and implemented.</p> <p>Distributed leadership systems and structures evaluated school–wide.</p> <p>Seven members of the executive team participated in two day Growth Coaching professional learning.</p> <p>Five classroom teachers and three executive staff participated in the Blacktown Learning Community REACH! Aspiring Leaders program as participants and mentors.</p>	<p>Systems leadership grant funds REACH!\$430 per participant</p> <p>\$5000 TPL for growth coaching for 7 staff</p>

Next Steps

- Commence team to support teachers working towards Highly Accomplished and/or Lead Accreditation
- Evaluate History and Geography Units.
- Match all teachers up with a mentor.
- Locate a like–minded school within the BLC and match staff up with an interschool buddy.
- Leadership observations for all exec, stage co–ordinator and aspiring leaders.

- QHPS Influence – Whole school mentoring model developed and finalised.
- Distributed Leadership systems and structures evaluated school-wide.
- Review of QTSS interventions and related data to decide whether to proceed with a similar model in 2017.
- Intensive growth coaching (4 day course) for Senior Executive.
- Continued participation in 2017 REACH Aspiring Leaders Program.
- Continue Little Library monthly. Mentor new staff to take on the roles as facilitators.
- Continue to run Wesley Mission to provide family support worker to join little library to offer support to families.
- Wesley Mission to run 'Spreading your Wings' attachment program for pre-K children and families in collaboration with QHPS staff onsite.
- Create Pre-K handbook with activities for families to complete at home and tips for child development including school readiness to distribute to families.
- Wesley mission to base their staff (Youth Worker, Financial Counsellor, Family Support Worker and a Multicultural Liaison Officer) at the school to run a range of programs in collaboration with QHPS staff onsite.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Tutoring centre for targeted students on Mondays.</p> <p>PLPs for all Aboriginal students</p> <p>Revised PLP guidelines</p> <p>PLP TPL for all staff</p> <p>Partnership with Wentwest to provide holistic support for families including speech therapy, hearing screening, community expo.</p> <p>NAIDOC events</p> <p>Rap for Change workshops for all Aboriginal students.</p> <p>Partnership with Quakers Hill HS enabling students to attend cultural excursions and activities offsite</p> <p>Aboriginal performance group performed at Cabramatta west PS during Education Week.</p> <p>Stage 3 Aboriginal students attended the ANZAC Aboriginal Commemorative Service at the War Memorial</p> <p>SLSOs supported targeted students in class.</p>	\$17 000
English language proficiency	<p>Rip it Up Reading– intervention program for targeted students</p> <p>2 days teacher release for training in EAL/D</p> <p>SLSOs supported targeted students in class.</p>	\$21 118
Low level adjustment for disability	SLSOs supported targeted students in class.	\$85 443
Quality Teaching, Successful Students (QTSS)	Staff capacity building through demonstration lessons, classroom observations, team teaching. Data driven approach customised to students in each stage based on need.	0.67 FTE
Socio–economic background	SLSOs supported targeted students in class.	\$33 124
Support for beginning teachers	<p>ECTs receive additional time off class per week with a mentor</p> <p>ECTs work with mentor based on their collaboratively developed ECT and PDP plans</p> <p>ECTs receive standdown days to have sustained periods of TPL on a variety of vital topics including programming, report writing, personalised learning, assessment etc</p> <p>ECTs attend PL both within and beyond the school targeted to their individual needs.</p>	\$57 000
Targeted student support for refugees and new arrivals	<p>Additional staff employed to support targeted students in classes</p> <p>EAL/D network with Metella Rd PS</p>	0.2 FTE

Norta Norta	SLSOs supported targeted students in class.	\$2 390
Literacy and Numeracy	Focus on Reading Training for whole staff Focus on Reading Training 2 for 4 facilitators Focus on Reading folders for all staff	\$24 667



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	393	413	450	463
Girls	343	397	410	447

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	94.9	93.7	95.1
1	96	94.4	94	94.1
2	96.1	95.4	94.2	94.7
3	95.6	96.8	94.9	93.6
4	95.3	95.6	94.8	94.2
5	96	95.6	95.4	95.1
6	95.6	93.8	94.4	92.9
All Years	95.7	95.2	94.5	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

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

If students have attended at less than 80%, the Learning Support Team work with families to improve attendance. If attendance continues to be a concern, a referral is made to the home school liaison officer.

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

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

Class sizes

Class	Total
K RED	22
K PURPLE	20
K ORANGE	21
K GREEN	22
K YELLOW	22
K BLUE	21
1-2C	24
1H	23
1B	22
1AJ	22
1S	24
1-2D	25
1M	23
2P	25
2N	24
2H	25
2R	22
3A	31
3-4HM	30
3S	30
3-4B	30
3P	30
3C	30
4L	29
4D	31
4V	30
5DR	31
5-6S	32
5-6B	33
5S	30
5M	31
6W	31
6P	30
6H	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.05
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

in 2016 Quakers Hill Public School had one staff member that identified as being Aboriginal.

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	22

Professional learning and teacher accreditation

In 2016 all staff at Quakers Hill Public School participated in professional learning funded by a grant of \$ 43412.52. 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 continued to deepen their understanding of the school's model for Visible Learning with a specific focus on Learning Intentions and Success Criteria through structured 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 including the school's updated mathematics assessment processes. 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 Geography syllabus as part of the Australian curriculum saw staff take part in registered courses to support their implementation.

Early Career Teachers

In 2016, Quakers Hill PS had 6 staff who were classified as Early Career Teachers. In 2016, Quakers Hill Public School utilised \$40990 to support permanent beginning teachers to adjust to their role. This was enabled via a multi-faceted approach including a comprehensive induction process, the allocation of mentors, additional RFF each week and standdown 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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	403 435.21
Global funds	526 749.44
Tied funds	329 341.64
School & community sources	372 353.74
Interest	6 012.34
Trust receipts	80 031.10
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	152 941.17
Excursions	27 137.05
Extracurricular dissections	78 596.48
Library	5 815.57
Training & development	60 537.32
Tied funds	302 115.60
Short term relief	91 234.92
Administration & office	120 125.23
School-operated canteen	0.00
Utilities	47 770.76
Maintenance	60 453.31
Trust accounts	105 262.08
Capital programs	153 571.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from <1 December 2015> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	689 881.51
(2a) Appropriation	596 023.53
(2b) Sale of Goods and Services	7 904.45
(2c) Grants and Contributions	84 609.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 343.75
Expenses	-362 268.41
Recurrent Expenses	-345 732.41
(3a) Employee Related	-158 909.88
(3b) Operating Expenses	-186 822.53
Capital Expenses	-16 536.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-16 536.00
SURPLUS / DEFICIT FOR THE YEAR	327 613.10
Balance Carried Forward	327 613.10

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	5 431 790.28
Base Per Capita	46 359.81
Base Location	0.00
Other Base	5 385 430.47
Equity Total	570 366.42
Equity Aboriginal	18 235.93
Equity Socio economic	33 124.64
Equity Language	347 584.79
Equity Disability	171 421.06
Targeted Total	36 670.87
Other Total	190 403.42
Grand Total	6 229 230.99

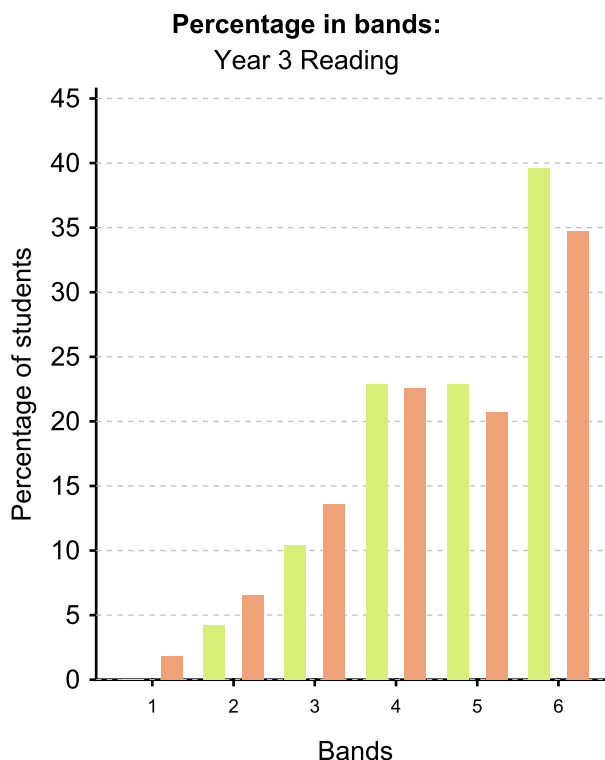
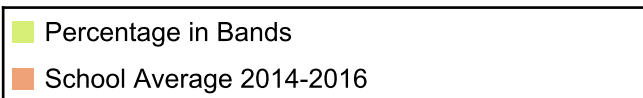
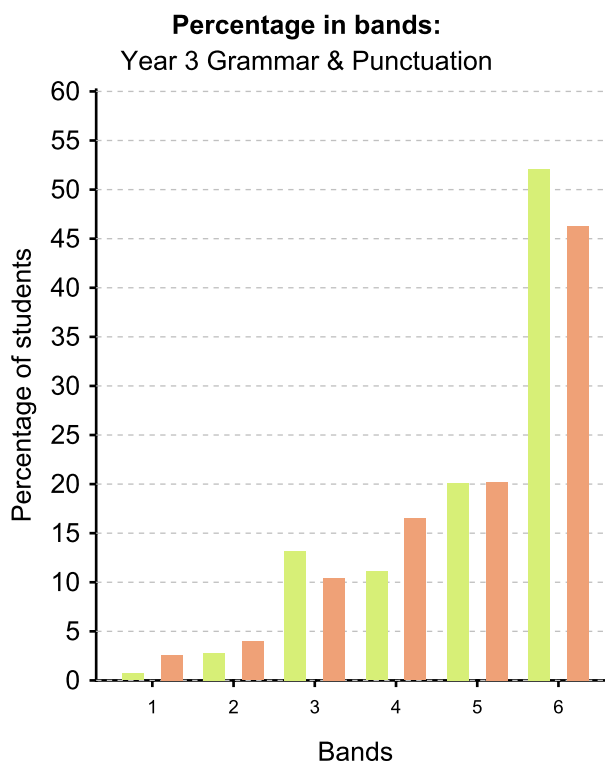
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

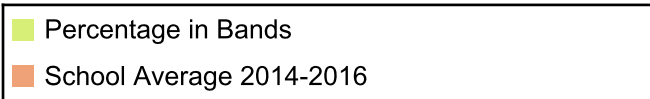
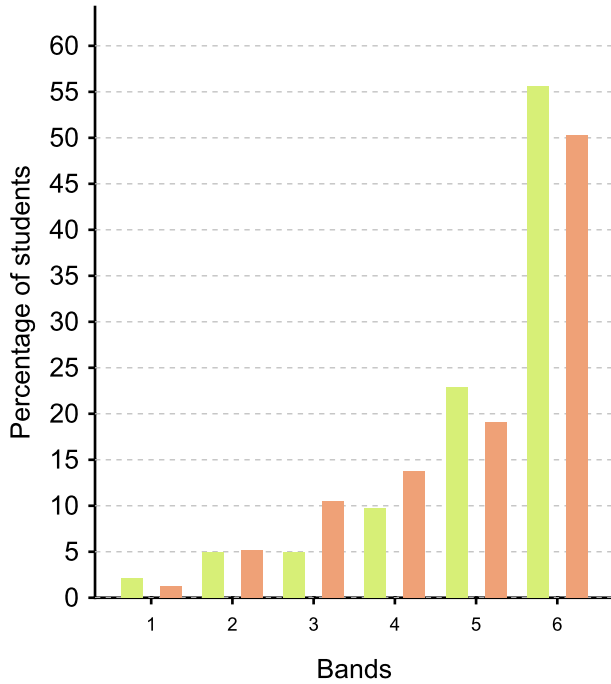
NAPLAN

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.

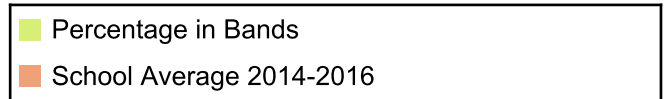
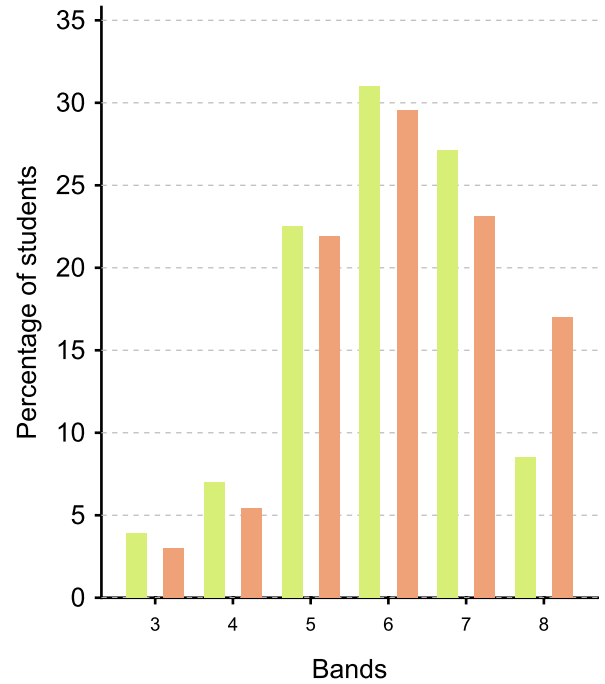
In 2016, over 95% of students achieved at or above national minimum standards in reading, writing, spelling and grammar and punctuation. Trend data indicated that 2016 was Quakers Hill PS' best ever result in Year 3 reading with no students in band 1.



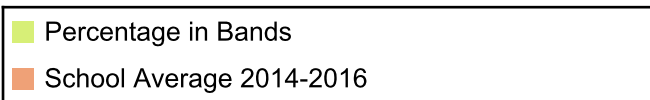
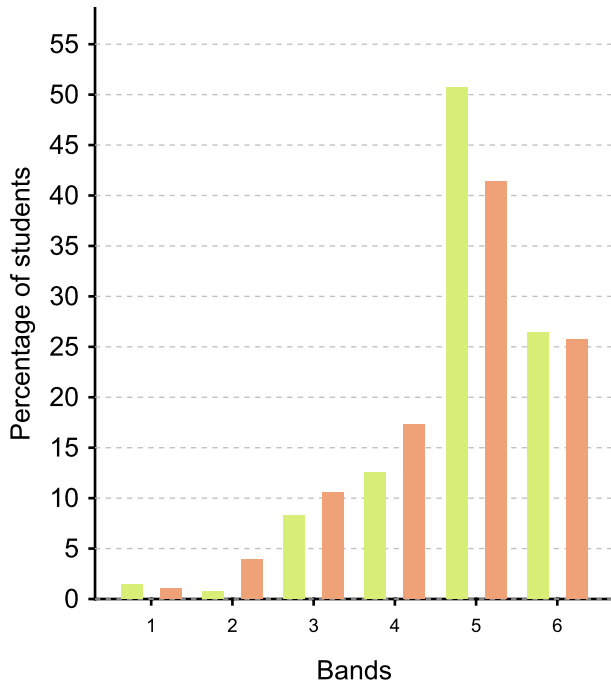
Percentage in bands:
Year 3 Spelling



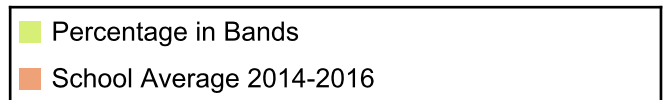
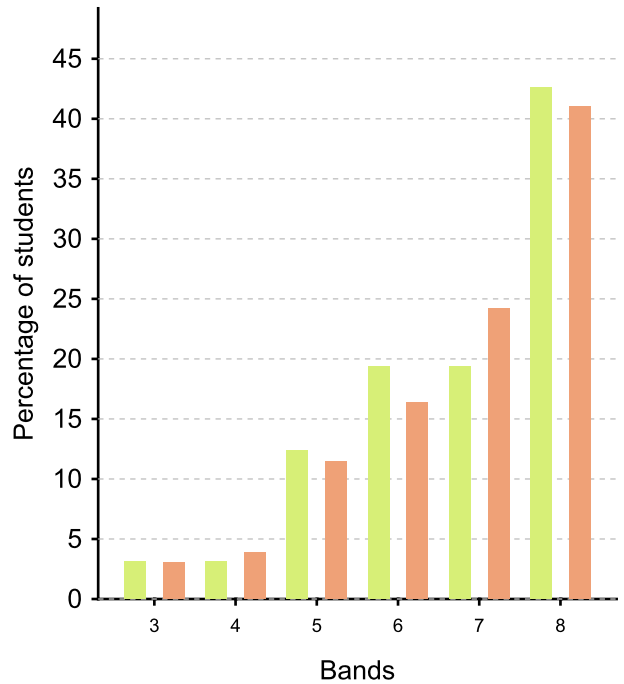
Percentage in bands:
Year 5 Writing



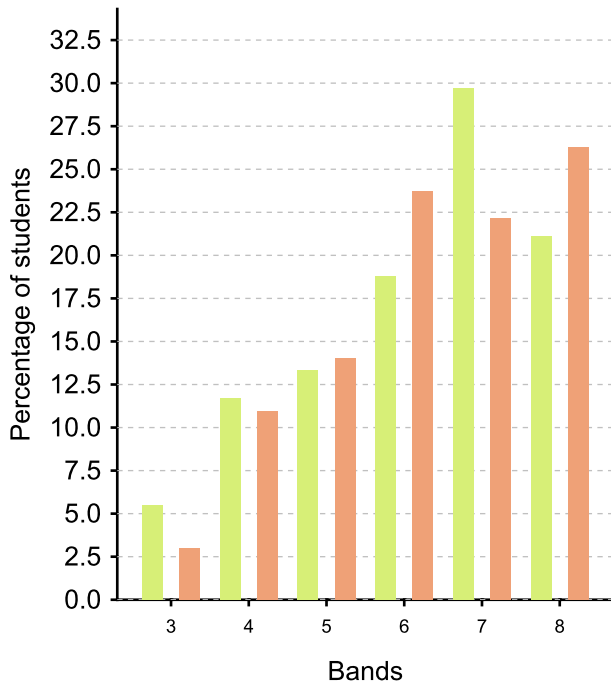
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling

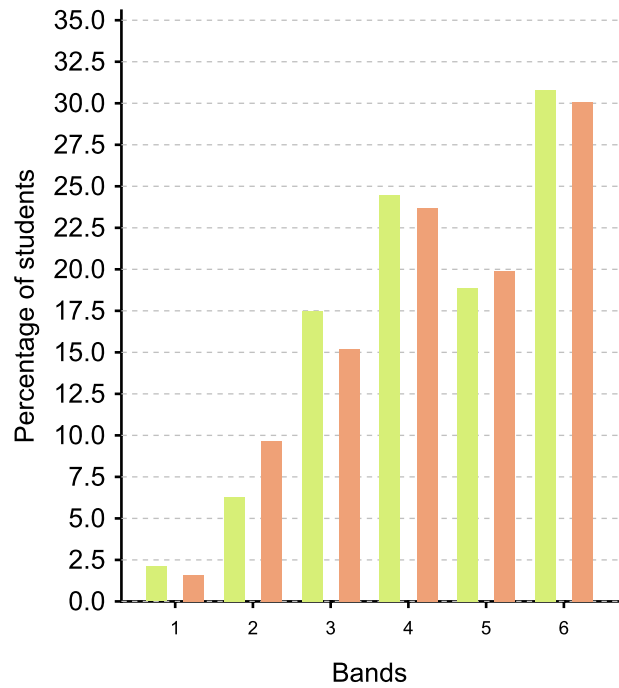


Percentage in bands:
Year 5 Reading



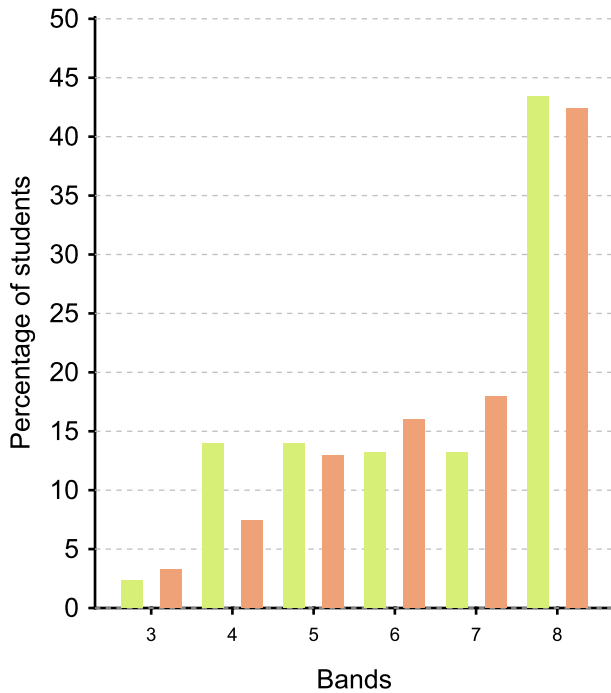
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



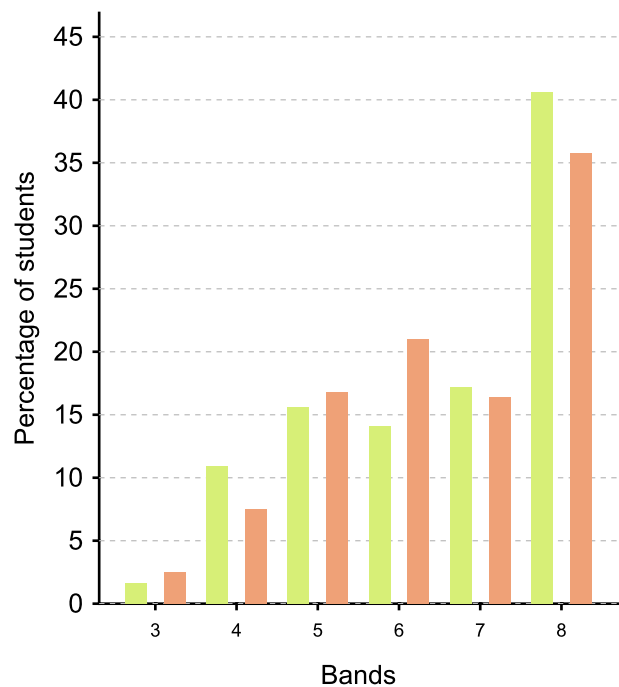
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In 2016, over 98% of students achieved at or above national minimum standards in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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 2016, Quakers Hill Public School sought the opinions of parents/carers, students and teachers about the school.

Their responses are presented below:

Parents were asked to rate the following statements on a scale of 1–10: Their average response is included in brackets.

- I feel welcome when I visit the school. (8.6/10)
- I can easily speak with my child's teachers. (8.9/10)
- I am well informed about school activities. (8.6/10)
- Teachers listen to concerns I have. (8.5/10)
- Written information from the school is in clear, plain language. (8.6/10)
- The school's administrative staff are helpful when I have a question or problem. (8.7/10)

Parents were asked to provide their opinions on the school's key initiatives around future focused classrooms

- 91% of respondents indicated that they prefer the new learning environments to traditional furniture and find them to be engaging learning spaces.
- 100% of respondents indicated that they found our Speech and Occupational Therapy, Mathematics, Literacy Planet and Physical Education programs as valuable for supporting students needs.

Policy requirements

Aboriginal education

Quakers Hill Public School received Aboriginal Education funding in 2016. 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.
- Students engaged in 7 weekly workshops with Rap for Change to connect with their Aboriginal culture through rhythm and music.
- Students attended the Aboriginal Commemorative ANZAC service at the War Memorial and laid a wreath
- Students participated in a variety cultural opportunities through the school's partnership

with Quakers Hill High School

- School Learning Support Officers supported targeted students in class in line with their PLP goals.
- An Aboriginal tutoring centre supported targeted students each Monday.
- Quakers Hill PS partnered with Went West to provide a range of health screening and community engagement opportunities to the school community onsite.
- 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, Cabramatta West PS during Education Week and Quakers Hill PS CAPA Performance Evening 'Encore'.
- Quakers Hill PS was awarded the Secretary's Award for School Achievement for Warami– the school's community engagement program with targeted strategies to raise Aboriginal student achievement.
- Two students were awarded Gili Scholarships to encourage them in their educational pursuits.

The plan was driven by the Aboriginal Education Team.



Multicultural and anti-racism education

In line with the school plan, Quakers Hill PS 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 where students showcased their 'Harmony Hands' (created by each student, with their own strategies for cultural inclusivity written on each finger). Diwali, the Hindu festival of lights, was celebrated in Term 3 with a special assembly, dances and Indian food stalls. Every staff member dressed in traditional Indian cultural dress. A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included; employment of a Community Liaison Officer (CLO) one day per week in 2016, 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

Bollywood Dance Group

The Bollywood Dance Group had their biggest year yet in 2016 with many wonderfully successful performances over the course of the year. There were 24 girls across years 3 to 6, from a diverse range of backgrounds, who committed themselves to dancing as part of the cultural dance group, practising regularly throughout the week to prepare for a number of significant events. The Bollywood Dance Group performed at several events, including Open Day (during Education Week), Cabramatta West Public School, Quakers Hill High School, the QHPS CAPA Concert and Diwali Festival. Each time, the group stunned the audiences with their fusion of Traditional and Western choreography, colourful costumes and dynamic energy.

Miss Semaan and Miss Masud

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 where this year we held games,

sports and movie days to reward our students for upholding our school expectations. We also had K-6 lessons designed by the PBL team for each value of the month and teachers and staff actively witnessed a deeper understanding and application of these values in a number of settings inside and outside the school environment.

Mr Hynes

ES1 Community Events

Speech Take Home Kit Workshops

The Speech Take Home Kit workshops provided parents with information about the Kindergarten Speech Take Home Kit Program. A large number of parents attended each session as they were interested in how the program would run and how they could support their children at home. The Kindergarten teachers effectively demonstrated how items and games could be operated and played and examples of how to use them effectively to facilitate language development. This allowed the Speech Take Home Kit Program to run successfully throughout the year.

ES1 Concert

On the 1st of December 2016, Early Stage 1 students performed a concert to their parents and family members. Buddy classes each performed a song and there was also a stage performance sung by all the students to 'Santa Wear Your Shorts' by Hi-5. The concert was a wonderful opportunity for students to showcase their talents and for parents and families to see their children perform on stage.

ES1 Excursions/ Incursions

On Thursday 28th of April Kindergarten went to the Riverside theatre in Parramatta to see the puppet show The Very Hungry Caterpillar. Some had never experienced being on a bus before, so it was a very exciting start to our day. The performers told us all about the theatre and that there would be some special effects like music and a change of lighting. They used lots of different puppets to tell us stories. Our favourite was The Very Hungry Caterpillar and we loved seeing all the food he ate! After the show we all got to share recess in the park and play. Thank you to the parent helpers that came with us to our very first excursion!

Calmsley Hill City Farm

On Wednesday, 7th September, 2016, Early Stage 1 students visited Calmsley Hill City Farm in Fairfield, as part of the Science unit 'Living Things.' Students were able to learn about different farm animals, ride on a tractor, meet some baby animals, milk a cow and watch whip cracking, working dog and sheep shearing shows. The students had a wonderful time on their excursion, and were able to deepen their knowledge of living things through this hands-on, interactive and engaging experience.

Gigalees Crazy Circus Show

On Thursday 24th November 2016 Kindergarten were dazzled and amazed by Wilma and Daisy in the Gigalees Crazy Circus show. They juggled, balanced, danced, played us songs and even made balloon animals. ES1 students found the performance amusing and enjoyed the very funny Wilma and Daisy.

Mrs Amodeo

Reading Recovery

Reading Recovery is a part of Quakers Hill Public School's usual operating system. This program is an early literacy intervention program, designed to assist those students in Year 1 who are not meeting grade expectations. Instruction is tailored to individual needs, and is provided by specialist trained teachers on a daily basis until students reach an acceptable instructional reading level in line with their peers. The student must also demonstrate the ability to utilise the skills learned in Reading Recovery independently before they can successfully discontinue the program. The program is supplementary to the ongoing literacy activities in the classroom. The Reading Recovery teachers and the classroom teachers keep in regular contact to support the student during their lesson series.

Mrs Hodges & Mrs Gummerson

Coding

Quakers Hill Public School has adopted a systematic approach towards the integration of coding into our teaching and learning programs. We have developed a scope and sequence which falls in line with the national Digital Technologies documentation. Early Stage 1 and Stage 1 classes have introduced a number of different technologies to teach students beginning coding and computational thinking skills. They have had the opportunity to work with BeeBots, Edison Robots, Makey Makeys, Cubelets and Lego WeDo, as well as a variety of online and application-based platforms such as Scratch Jr and Hour of Code. These technologies give us the opportunity to develop students' digital literacy skills as dynamic 21st Century citizens. As students progress into primary classes, they are given opportunities to extend these skills and build their individual capabilities. Stage 2 students work with our collection of Apple Spheroes, while Stage 3 students work with Parrot Drones. During the initial stages of the coding process, teachers combine simple block coding with elements of the "design and make" process to develop students critical thinking and creativity skills as all students participate in a range of STEM activities (Science, Technology, Engineering and Mathematics). Once students have mastered block coding, they use our Arduino motherboards to write more advanced code. Stage 3 students also are given the opportunity to build and code robots using one of our 16 Lego Mindstorm sets. All of this technology is brought together in 'Simula'; our school's technology, coding and gaming hub. Simula is set up as the latest future focussed environment, hosting our robotics technology,

as well as supporting the use of other technologies, such as Little Bits circuits. Simula is also a rewards room for students who have met our schools Positive Behaviour for Learning expectations. Selected students are able to go into the room and use the various technology, including X-Box and Playstation consoles. Simula is just our latest step in our ongoing journey towards creating future focussed learning environments for all of our students.

Mr Lambert

Parliament 2016

Quakers Hill Public School parliament consists of all of Stage 3 and class representatives from Stage 2. The 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. Fortnightly parliament sessions were held in our school hall, where students raised important issues and formed committees to effect real change as leaders within the school.

Quakers Hill High School Primary Prosperitas Program

Year 6 students had the opportunity to submit a proposal to participate in the Quakers Hill High School Prosperitas Program. The aim of this gifted and talented program is to provide students with information and experiences that occur in a high school class. This year eight of our students worked with their high school mentors to bring their ideas to life. Some of the project included the designing of and sewing of bags, magazines, creating an app using coding and more. We are very proud of all our students and all the hard work they have put in their Prosperitas projects.

Miss Basmajian

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 have 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 2017.

Mrs Johnston, Mrs Pearce and Miss Basmajian

Blacktown Festival of Performing Arts

Quakers Hill Public School Choir and Senior Band students participated in the Blacktown Festival of Performing Arts at Wyndham College. After several months of rehearsal both at Quakers Hill and Lynwood Park Public School, choir students rehearsed and performed eleven songs of various genres on the evening. Altogether, twenty-one schools participated in the event and performed multiple items, including dance and musical interludes. Our Senior Band performed the "Sesame Street Theme" as the first individual performance item of the evening. The dedication and hard work from the students was evident in their flawless performance. Students were excited to showcase their talent to their family and friends who attended the concert. This highly anticipated event of the year was a great success and both Choir and Senior Band teachers were extremely impressed with the students' efforts and enthusiasm.

Miss Sayegh, Mrs Belista & Mrs Poole

Sharing Program

SHARING is an initiative by the Blacktown Learning Community, which provides opportunities for students to extend themselves in an area of interest. This year 20 schools participated and there were 36 courses held at 17 schools in the Blacktown area. In Term 2, approximately 45 students from Quakers Hill Public School were selected to participate in a SHARING course. These students had been nominated by their teachers for displaying talent in a particular area— from creative arts through to technology and sport. Students were able to spend the day developing their skills in an area of interest with other likeminded children. There were also four Sharing courses run by teachers at Quakers Hill Public School— an art course run by Miss Pullen, a coding course run by Mrs Belista, a martial arts course run by Mrs Gallagher and a drama course run by Mrs Gummerson.

Mrs Belista

Operation Art

This year Quakers Hill Public School participated in the Operation Art competition. Operation Art is an initiative of The Children's Hospital at Westmead in association with the Department of Education and Communities. Children's artworks are selected for inclusion in an extensive collection to stimulate the healing and recovery process from around NSW. Each classroom teacher chose two outstanding art works created by students during regular classroom art lessons to be 'shortlisted' in a school-wide competition. The four winning artworks were professionally framed and exhibited at the Armory Gallery at Sydney Olympic Park for seven weeks along with hundreds of other artworks from public school students all over NSW.

Mrs Belista

A.C.E Program

The Assisting Children's Emotions (A.C.E.) program ran throughout term 3. A.C.E. is a group program designed to support children from Kindergarten to Year 2 experiencing difficulty managing their behaviour and/or strong emotions. A small group of children and their parents attended the group once a week. The group was very successful; parents and children reported that they enjoyed attending the group. Parents reported positive changes in their children's behaviour and increased satisfaction in their relationships with their children.

Mr Lambert, Mrs Mayo, Mrs Cole, Mrs Duncan, Mr William Wong (Wesley Mission)

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 increase confidence for all students. Quakers Hill Public School ran a modified version of this reading program in Terms 2 and 3 of 2016 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. Twenty-nine students from Year 2 to Year 4 participated in the MultiLit Peer tutoring program. We look forward to continuing these sessions in 2017.

Mr Lambert, Mrs Cole and Miss Hoogstraten

Chess

This year fourteen students represented Quakers Hill Public School in chess competitions. Eight students were selected to participate in the Interschool Chess Championship local heats. Our school placed third and qualified for the semi-finals. In the semi-finals our school placed 6th. We also entered two teams of girls into the New South Wales Girls Team Chess Challenge. All these students represented our school extremely well, showing great chess skills as well as excellent sportsmanship.

Katherine Hiscock

Cricket

The highlight of the 2016 season was our Senior Cricket team winning the NSW state championship in the Milo Cup T20 Blast. A wonderful achievement where the boys earned a trip to Melbourne to play in the national championships at the hallowed Melbourne Cricket Ground (MCG). Cricket at Quakers Hill Public School continues to grow in popularity and strength and is an extremely popular sport for our school.

Highlights/Achievements:

Senior Blue Cricket Team: NSW State Champions Milo Cup, Sydney West Champions Milo Cup, Blacktown Zone Champions Milo Cup, Blacktown Zone Runners Up, NSW State Knockout Tournament Round 4.

Junior Gold Cricket Team: Blacktown PSSA Champions

Rugby League:

Rugby League has grown exponentially since it re-emerged at QHPS in 2014. Both senior boys and girls teams shared tremendous success in Penrith district tournaments and in PSSA competitions.

Highlights/Achievements:

Senior Rugby League: Blacktown PSSA duel Premiers, Blacktown Greg Alexander Shield Finalists.

Senior Girls Rugby League: Penrith Panthers District Champions, NSWJRL State participants.

Junior Rugby League: Blacktown District duel champions, Blacktown PSSA semi-finalists, Penrith Panthers Royce Simmons shield finals participants.

Primary School Sports Association

QHPS is fast becoming the breeding ground for future champions and representatives in a variety of sports including swimming, athletics, cricket, softball, tennis, rugby league, netball, football and AFL. Participation numbers are at an all time high and our students take tremendous pride in representing our school in and playing fierce but fair competitions in the blue and gold school colours.

Highlights/Achievements:

Blacktown PSSA Junior and Senior Football – semi-finalists

Blacktown PSSA Junior Netball – semi finalists

Blacktown PSSA Senior Cricket – runners up

Blacktown PSSA Senior Rugby League – Duel

Premiers

Blacktown PSSA Junior Rugby League – semi-finalists

Blacktown PSSA Senior AFL – semi finalists

Toby Hynes

Sports in Schools Grant

During 2016, Quakers Hill public School participated in a range of sports that were delivered by external companies through Sports in Schools Grants. AFL, Rugby League, Hockey and gross motor skills are just some examples of sports experienced by a range of students across the school. Kindergarten to Year 6 experienced a range of dance styles throughout Term 4, professionally lead by the Dance Fever company. Students and teachers had a great time, developing their knowledge of physical space, body positions and timing to music.

Jared Madden