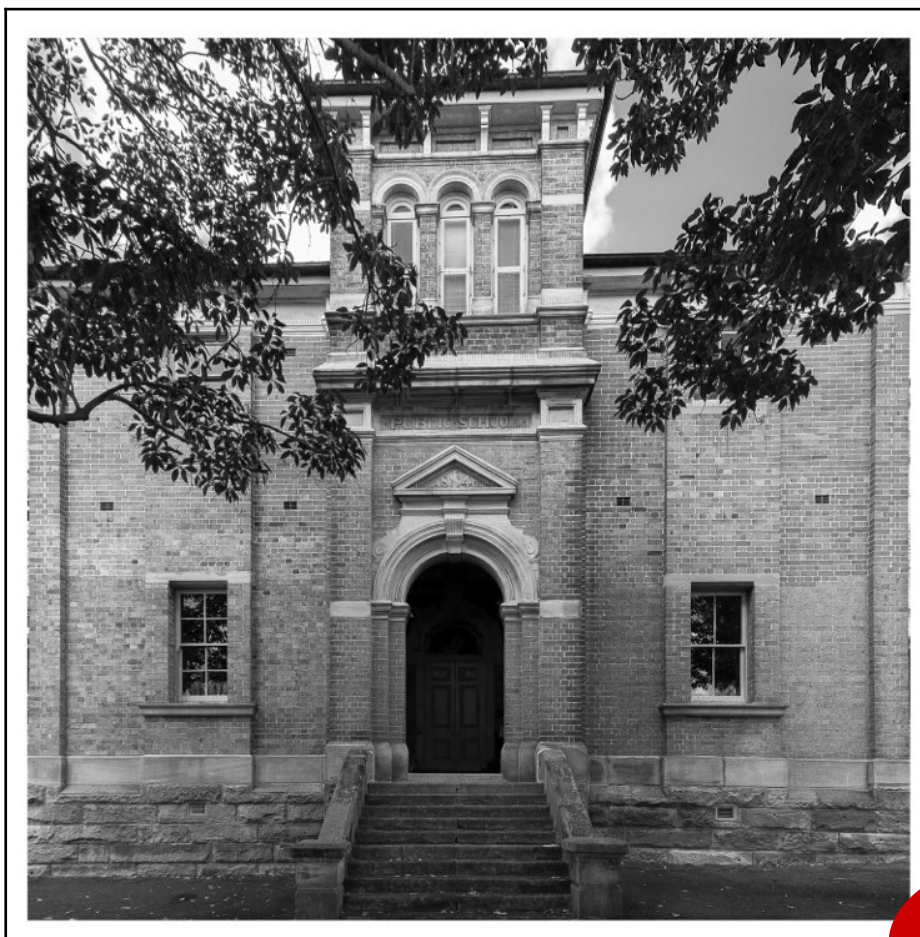


Summer Hill Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Summer 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.

Karen Shehata

Principal

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Message from the Principal

As the Principal of Summer Hill Public School, I am proud of the academic, creative and social achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning across all grades.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs within our school:

1. Our highly dedicated staff work collaboratively to provide teaching and learning programs that engage and challenge our students within an inclusive environment. Students are encouraged to achieve their personal best and to set their own learning goals.
2. Our students are keen to learn and participate in a range of educational opportunities provided by the school. They personify the qualities of respect, responsibility and resilience in their everyday learning and play.
3. Summer Hill Public School enjoys tremendous support from our parent body and local community.

Students in 2016 successfully participated in a wide range of activities and programs made available to them through the wonderful efforts of staff and a highly supportive school community. These activities were both within and outside the regular school hours covering academic, sporting and cultural pursuits. Some highlights of the year include PSSA and School Sport; Year 3 Carnival of the Codes; our annual Swimming Carnival and Athletics Carnival; and the K-2 Gala Day. A Music Tour was held in September with students travelling to China to perform for, and with students from schools in Shanghai, Yangzhou, Nanjing, Zhengzhou and Beijing.

The Student Representative Council (SRC) put activities in place that supported a range of worthwhile charities throughout the year that involved mufti days and the acknowledgement of special events such as National Sorry Day and the National Day of Action Against Bullying.

Parents played a critical part in the success of the school. The Parents and Citizens Association strategically planned a range of events that not only raised funds for the school but provided opportunities for the school community to socialise. These events included our annual Spring Fair, held each year in November. The P&C financial support has been invaluable and has supported the school in the area of technology through the purchase of fifty iPads, thirty PC laptops and eight MacBooks for use in classrooms, provision of playground equipment, and support of our school's music program. Parents have been a significant part of a range of activities across a range of areas of school life. I would like to thank everyone for their contribution to the school.

In 2016, our Year 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy (NAPLAN). Our school results were outstanding with students achieving above average growth in both Literacy and Numeracy. Our Year 3 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy results were all greater than 2015 results. This indicated that our strategies to improve student learning in literacy and numeracy in the early years of schooling are having a great impact.

Opportunity Classes (OC) were established in 1937 at Summer Hill Public School, and will continue to be an integral part of the school community. However, in accordance with the outcome from school community surveys held in 2015 to relieve rising student numbers, the school reduced the number of Opportunity Classes from four to three in 2016, with an intake of 30 students into the Year 5 OC class while maintaining two Year 6 OC classes. In 2017, the school will host two OC classes at Summer Hill Public School.

All staff participated in professional development to support the implementation of our new K-6 History Syllabus incorporating the Australian Curriculum, as well as all Department of Education mandatory training. Our staff professional development was also aligned to our 2015-2017 School Plan strategic directions to ensure their success.

Karen Shehata

Principal

Message from the school community

The success of a school depends on its close cooperation with its community. As a P&C we seek to bring our community together to support the needs of our school and we are fortunate to live in an area with a strong sense of community, where parents, teachers and local businesses involve themselves in many ways to support our school and our children.

This is my second Annual Report and looking back over 2016 we should be very proud of everything we have achieved. At the beginning of 2016 we set out with the following goals:

1. raise at least \$80,000 from events;
2. greatly increase the level of fundraising achieved through grants;
3. develop a coordinated plan with the school to resource technology hardware in the classroom;
4. continue to investigate ways to better engage with the school community and stay relevant as an organisation.

I am very pleased to report that we have been successful in achieving these goals. In 2016, total income (shown net of event costs) for the year was \$127,596. We raised \$83,359 from events and \$36,379 from Grants, representing 29% of total income.

Grants offer targeted funding opportunities for the P&C to assist with resourcing inside the classroom, upgrading grounds and the playground and supporting children with special needs. Grants allow us to diversify our fund-raising, freeing up other funds to spend on other initiatives. We were very pleased to be successful in obtaining a Community Building Partnership Grant for \$28,879 to upgrade the soft-fall areas in the kindergarten playground and the play area adjacent to Herbert Street. This work was carried out in the first half of the year and I would like to acknowledge the support of Jo Haylen, MP for Summer Hill in obtaining this grant.

In October the school was awarded a Community Engagement Grant for \$18,525.63 as part of a NSW government initiative to increase local decision-making in public schools. We will work with the school in 2017 to agree the best way to use these funds to further strengthen family and community engagement in our school.

In December we were informed that we had been successful in obtaining a grant from Inner West Council to prepare a new environmental plan for the school. The teacher librarian at SHPS, on behalf of the P&C, coordinated the application for this Grant. We look forward to working with her and the school community to come up with a new environmental plan.

One of our major goals for 2016 was to work with the school to identify and prioritise classroom technology needs. We agreed on a plan during the year, where the school funded the purchase of 30 PC laptops for use by Stage 2 and 3, the P&C funded the purchase of 12 MacBooks for use by Stage 3 and the P&C and school co-funded the purchase of 50 Ipad's for use by the Stage 1. In total, the P&C contributed \$41,120 for classroom technology in 2016. The school's technology needs will continue to evolve and an on-going commitment P&C will be required to fund these needs.

Looking back over the year, we organised many successful events and activities. The 'Let's Go to Rio' Trivia Night was the 2016 parent event held at the school. The event was a sellout with a hall full of Olympic inspired parents and teachers competing in trivia and bidding on wonderful prizes. The night raised over \$20,000 – a fantastic result. I would like to thank the organising committee for all their hard work in making this event happen. Days of effort and time went into creating an incredible venue in our Hall. This year's Spring Fair was a tremendous success and testament to the efforts of and time spent by the organising committee. Organising the Fair is a huge logistical challenge spread over many months. We pride ourselves on having a community-run Fair and more than 150 parents, friends and staff all contributed to the success of the day. This year's Spring Fair raised more than \$40,000, up by a third on 2015, illustrating the dedication of all involved. As we continue to seek to diversify our fundraising, we once again accepted sponsorship from organisations in return for allowing promotion of businesses to parents at school events. I would like to thank all of those mainly local Summer Hill businesses who were sponsors of our Spring Fair.

The Lend Lease Community Day was once again held at the school during the year. During the year we agreed to establish a Building Fund, to supplement and diversify our existing fundraising. Donations to the Fund will be tax deductible, increasing the range of donations and grants available to us. We are still working through the process of setting up the Fund including setting clear, specific fundraising goals for the Fund.

The Fundraising committee organised a number of very successful events during the year including a Disco, Mothers Day Breakfast and Stalls, Fathers Day Breakfast, Folk Festival BBQ and the inaugural 5 Cent Challenge. These events (along with those organised by other committees) involved staff, students, parents, carers, friends, the local community and local business all working together to support our school. I am amazed that we are able to provide such a range of events at our school. We couldn't run these events without our volunteers, so I would like to heartily thank all the event coordinators and volunteers for all the work they do at the school. It is inspiring.

As noted last year, our music program is one of the strongest of any primary school in the state and we should be incredibly proud of what it continues to achieve. In 2016 over one quarter of the school roll was involved in the music program in some way. The Music support committee works with the conductors, music teachers, administrator and the school Principal to promote the music and provide support to the Band and Orchestra program. The committee supported many school musical events throughout the year including coordinating morning and afternoon teas for parents and musicians at rehearsals, coordinating and catering for weekend band and orchestra workshops, catering and support for the evening concert series, ticket selling and support for concerts and coordination of the café performances at the Spring Fair.

Our Sustainability Committee were active in 2016 continuing to support the school's environmental programs. National Ride to School Day was bigger than ever with lots of kids and parents riding and scooting to school. This year students got arty in our poster competition to promote safe riding and walking to school. We ran a sip-n-crunch challenge for Fruit and Veg month to encourage waste free lunches and healthy eating. Students added more plants to the Diversity Garden on National Tree Day and learnt about the Aboriginal uses of plants. The use of the Aboriginal art mascots extended through the school, linking with the Houses for Habitat waste reduction program. We were invited to share our experiences with teachers and parents from other schools in our region and hosted an Inner West Sustainable Schools Network meeting. Some great new recycling games were a focus this year at our popular sustainability stalls at the Spring Fair. As well, the Sustainability Committee continued to support activities such as recycling at school events, label fundraising and sourcing some great prize donations for our events.

The Sports committee was less active this year but we will continue to work closely with the school to determine equipment requirements and support for teachers in organising extra curricula sporting events. 2016 was another busy year for the Grounds committee with gardening bees held throughout the year. I would like to thank everyone who assisted at weekends during the year to keep our grounds and garden looking as good as they do.

To stay relevant as an organisation we need to listen to our school community and adapt and, wherever possible, improve the way we operate. We rely on volunteers to coordinate everything we do and we must always be realistic as to what we can achieve with the resources we have. This year we received feedback about the P&C through a survey conducted by the school. The survey included many positive comments about how we operate as well as suggestions for change. Following on from this we decided to regularly publish a Task List, outlining everything the P&C is working on with the aim of keeping the community informed about what the P&C is doing and to publicise ways people can get involved. In 2017, we will look to appoint a dedicated communications person to manage and coordinate incoming and outgoing communication. We will review how we use social media as a means of communication and promotion and look at ways of better coordinating volunteers, through websites such as signup.com.

On behalf of the community I thank everyone who has helped at the school either as a class parent, helped in the classroom, helped at an event, attended a P&C meeting or attended one of our events. Thank you for supporting your child's school.

Paul Gaukrodger

P&C President

School background

School vision statement

The Summer Hill Public School learning community comprises students, parents, teachers and members of the wider community. At SHPS we aspire to create an environment where learning and teaching is engaging, relevant and effective.

The Summer Hill Public School learning community aims to foster the development of creative, responsible, confident, enthusiastic, and inclusive students. Students will develop as problem solvers with organisational skills to ensure they are well equipped life-long learners.

School context

Summer Hill Public School, established in 1883, is a large inner west city school of approximately 820 students that serves a culturally diverse and educationally aware community. We provide knowledge, skills, values and attitudes by encouraging the growth of our students as caring individuals who enjoy learning. The pursuit of academic excellence is one of many dimensions of our school. The school has offered an Opportunity Class program for Year 5 and 6 students since 1937. Summer Hill Public School provides a variety of programs to enhance and extend student's learning. These include bands and orchestras, chess, debating, music, drama and PSSA sport. The school is supported by an enthusiastic and active P&C and its sub-committees.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

This year, staff at Summer Hill Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our professional development meetings to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of **Learning**, there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and has created a positive teaching and learning environment.

Curriculum provision is enhanced by learning alliances with other schools and organisations.. Our Opportunity Classes participate in a Gifted and Talented Program with Fort Street High School, in the areas of Maths and Science. One of our Year 6 classes participated in a Community of Schools Science Project with students from Ashfield Public School and Wilkins Public School supported by mentoring students from Fort Street High School and Tempe High School. Two grade 5 classes participated in the GreenWay Sustainability Education Program with Ashfield Council.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school achieves excellent value-added results, and most of our students achieve at high levels of performance on internal and external performance measures.

In the domain of **Teaching**, teachers regularly review and revise teaching and learning programs. Teachers routinely

review previous content and preview the learning planned for students in class. Classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely feedback to students on how to improve through goal setting.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers work together to improve teaching and learning in their year groups or stages, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community and teachers are actively engaged in planning their own professional development to improve their performance.

In the domain of **Leadership**, the school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, and community organisations to improve educational opportunities for students.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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.

Purpose

To support students to become literate, numerate, and creative, productive users of technology. Students are encouraged to think deeply and logically and can collaborate and work in teams. They can communicate their ideas to make sense of their world. All students are supported to reach their potential.

To ensure that teachers have the capacity to provide curriculum that is flexible to meet the diverse needs of our students. Teachers engage in individual, team and shared professional learning with the capacity to understand, implement and evaluate the NSW Syllabus for the Australian Curriculum

Overall summary of progress

Project 1: Creating Successful Writers Project

Writing has continued to be a focus of stage team discussions, rubric development and goal setting by staff and students. Staff and students are more familiar and confident with the terminology used within the Sentence a Day and Seven Steps teaching programs. Over all growth data indicates that additional Professional learning and resourcing of some staff is needed in 2017.

Project 2: NSW Syllabuses for the Australian Curriculum

Survey results on staff confidence/competence delivering the NSW Syllabuses for the Australian Curriculum indicate there areas of strength and areas for further development. History and Science and Technology are the weaker Learning Areas. History was the most recent Syllabus to be implemented at our school in 2016, and staff have therefore had less time developing confidence and competence implementing it. Using the Schools Excellence Framework to guide programming, assessing and teaching has also emerged as a significant area for further development.

Project 3: Literacy and Numeracy Continuums Project

The development of deeper understandings by relevant staff members on how to use the Literacy and Numeracy Continuums to track student progress has continued to take place. By the end of 2016 teachers from grades K–4 had input data into PLAN based on student progression on the continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Writing from a baseline of 65.8%	<p>Using NAPLAN testing, the percentage of students in Grade 3 in the top two bands increased by 7.6% between 2014 and 2016. In Grade 5 there was a decrease of 15.4% in the top two bands, on account of losing 2 OC classes.</p> <p>In 2015 there was a 72.3% growth between Grades 3 and 5, with 47.4% of students in the 75th percentile and above. NAPLAN data could not be used for writing growth in 2016 as the text type being tested was changed so NAPLAN comparison and growth data was unavailable for this period.</p> <p>Data from internal tests using Consistent Teacher Judgement (CTJ) and Aspect style rubric showed 59 % of Grade 3 students made expected or above expected growth and 54% of Grade 4 students made expected growth. The measurement bar we set may well have been too high as only 20% of students didn't make any growth across the sample , and each component of the rubric addressed separate areas of writing texts.</p> <p>ICAS data revealed similar trends to other schools average growth but comparison data was affected by the change in enrolment, one OC class cohort of students were no longer included in the</p>	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Writing from a baseline of 65.8%	<p>measurement sample.</p> <p>ICAS data revealed that staff may need to return to inclusion of sentence structure and complex punctuation in teaching and assessing in Primary grades.</p>	Nil
Programs, assessment tasks and classroom pedagogy reflect deep understanding and embedding of the NSW Syllabuses for the Australian Curriculum and the School Excellence Framework.	<p>A survey of teaching staff taken at the beginning of Term 1 2017 indicated the following:</p> <p>In Mathematics:</p> <p>Areas of strength: Programming and teaching;</p> <p>Area for development: Assessing;</p> <p>In English:</p> <p>Areas of strength: Teaching and assessing; Area for development: Programming;</p> <p>In Science and Technology:</p> <p>Area of strength: Teaching ;</p> <p>Areas for development: Programming and assessing;</p> <p>In History:</p> <p>Area of Strength: Teaching</p> <p>Areas for development: Programming, assessing and teaching; Using the Schools Excellence Framework:</p> <p>Area for development: Using the Schools Excellence Framework to guide programming, assessing and teaching.</p>	<p>Key staff members attended professional development in History – \$1500 .</p> <p>Experienced former educator in the community provided consultation and resources in Science and Technology. Professional development for all staff in Science and Technology and History was undertaken during school professional development afternoons and presented by staff – nil cost to the school.</p> <p>Jennifer Asher from PETA provided half-day staff professional development in multi-modal texts – \$1090.91.</p> <p>Resources purchased to support visual literacy – \$346.</p> <p>Training for parents in using Mathematics effectively at home was provided by members of the Maths Committee – nil cost to the school.</p> <p>Reading Eggspress/Mathletics consultant held two professional development sessions for staff – \$790.</p> <p>Two staff members attended Project-based Learning professional development – \$3000.</p> <p>QTSS allocation was used to support staff developing units of work and scope and sequences across the Curriculum – allocated funds – nil cost to school.</p>
95% of students K–6 demonstrate growth across the clusters of targeted Aspects of	Numeracy: Sample comparison data between Year 2 2015 and Year 3 2016 in Aspect 1A (Forward number word sequences) indicates growth from	PLAN software training for 3 executive staff – \$1500 Professional development

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
the Literacy and Numeracy Continuums.	<p>27% to 88% of students achieving at the top level of the aspect.</p> <p>Sample comparison data between Year 2 2015 and Year 3 2016 in Aspect 3 (Pattern and number structure) indicates growth from 19% to 87% of students achieving at the top two levels of the aspect.</p> <p>Literacy: Sample comparison data between Year 2 2015 and Year 3 2016 in Aspect 2 (Comprehension) indicates growth from 76% of students achieving at Clusters 4–6 in 2015 to 16% in 2016, and 84% of students achieving at Clusters 7–10 in 2016.</p> <p>Sample comparison data between Year 2 2015 and Year 3 2016 in Aspect 4 (Aspects of writing) indicates growth from 84% of students achieving at Clusters 4–6 in 2015 to 21% in 2016, and 79% of students achieving at Clusters 7–10 in 2016.</p>	<p>for staff in using the Numeracy and Literacy Continuums and PLAN software was provided at stage meetings – nil cost to the school.</p> <p>Staff entered data during release from face-to-face time – nil cost to the school</p>

Next Steps

Project 1: Creating Successful Writers Project

Imaginative writing will be targeted in 2017 for data collection and focused analysis. Staff will collaboratively prepare user friendly rubrics for students to use to create ongoing, measurable writing goals in both text type areas. Staff will be surveyed for specific support needs in the Seven steps and Sentence a Day programs. New staff will have access to online resources and be offered mentoring or PD options. Primary teachers will be offered access to Seven Steps online. An executive staff member may enrol in coaching course to mentor staff in classrooms. Strategic staffing of grades will be targeted to ensure collegial mentoring is possible for staff moving grades.

Project 2: NSW Syllabuses for the Australian Curriculum

In 2017, school teams will work together to develop scope and sequences in History, English and Science and Technology. Professional development will be provided in the following areas to increase staff confidence/competence delivering the NSW Syllabuses for the Australian Curriculum: Assessing in Mathematics; programming in English; programming and assessing in Science and Technology (revised Syllabus under development); assessing and teaching in History; and using the Schools Excellence Framework to guide programming, assessing and teaching. Professional development also needs to be provided as new Syllabus documents are introduced. Geography is the next Syllabus to implement in 2017, with the revised Science and Technology and PDHPE Syllabuses to follow at a later date.

Project 3: Literacy and Numeracy Continuums Project

Teachers will continue to track student progress using the Numeracy and Literacy Continuums in 2017. Stage 3 teachers will input data into PLAN in 2017, creating a K–6 tracking tool in targeted aspects of the two continuums. The target sample group reported on in 2016 will be reported on again in the 2017 Annual Report. In 2017, Learning Progressions are to be introduced as a resource for teachers to better track student progress over stages. The Learning Progressions for Literacy and Numeracy will be implemented from Semester 2.

Strategic Direction 2

QUALITY RELATIONSHIPS

Purpose

To create a school community that works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success. The wellbeing of students and staff is valued and enhanced. A diverse range of opportunities is provided to develop a lifelong appreciation of learning for all members of the school community.

To build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

Project 1: Student Goal Setting and Reflection Project

Student goal setting has enabled students and parents to focus on areas of need in learning and behaviour. It has provided constructive feedback to students to enable them to progress in line with stage expectations. Student goal-setting has been a key focus in 2015 and 2016. The goal-setting project is something that has been and will continue to be dynamic and ongoing at Summer Hill PS. The Summer Hill Merit System and its focus around the 3Rs (respect, responsibility and resilience) has encouraged students to achieve their full potential and reflect consistently on their individual goals.

Project 2: Personalised Professional Development and Goal Setting Project

In 2016, teacher goals and collaboratively-developed professional learning support was connected to the Department of Education system priorities, such as the new syllabuses, as well as school priorities aligned to the School Plan Strategic Directions. Additional goals took into account personal teaching and career aspirations or accreditation requirements, where applicable. Performance and Development Plans (PDPs) were developed by each teacher to reflect their individual needs. To gain an ongoing understanding of goal achievement, teachers regularly reflected on the goals set in order to monitor progress, assess the appropriateness of evidence, make changes as required and to prepare for the review phase of the plan.

Project 3: Resilience Projects

The Grade 5 students who agreed to participate in the "Believe You Can" Resilience Project with the University of New England researcher, were required to complete a number of assessments across 2015 and 2016. These consisted of academic tasks involving reading, maths and spelling, as well as questionnaires relating to motivation and self-esteem. Approximately 50% of the Grade 5 classes participated in the "Believe You Can" Program over a period of 10 sessions. The teachers were provided with training in 2015 and all program materials. The researcher worked closely with the selected class teachers to collect all relevant data and the finalised research report is expected to be received in May 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By the end of 2017, 95% of students will set and reflect on learning and behavioural goals related to the Literacy and Numeracy continuums and Wellbeing Framework.	<p>The goal-setting project is something that has and will continue to be dynamic and ongoing at Summer Hill PS. Student goal setting and teacher goal setting for professional development as well as the use of effective and constructive feedback for teachers and students have been a key focus in 2016.</p> <p>In regards to students, The Summer Hill Merit System and its focus around the 3Rs (respect, responsibility and resilience) have encouraged students to develop and reflect consistently on their individual goals so that they can feel like they are achieving.</p> <p>At the end of 2016 all students were able to</p>	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By the end of 2017, 95% of students will set and reflect on learning and behavioural goals related to the Literacy and Numeracy continuums and Wellbeing Framework.	<p>articulate and reflect on the achievement of their goals in their student report comments. Teachers were able to assist children in the development of these goals throughout the year by utilising PLAN data and as, for and off assessment practises.</p> <p>Class teachers reported to parents at the end of term 1 using the 'My 3Rs Rubric'. Students were also able to refer to the My 3Rs checklist when writing their individual goals. Students completed the My 3Rs checklist at the beginning of the year and then again at the end of the year. This was an important part of observing individual patterns of growth amongst all children.</p>	Nil
95% of teachers demonstrate progress towards, or achievement of, goals set and recorded in the Performance and Development Plan each year.	<p>By the end of 2016 all teachers had been provided with guided professional learning around the process of the professional development plan (PDP) cycle – Aligning the Teaching Standards and Strategic Directions of the Summer Hill School Plan to personal and professional goals. Thus preparing teachers for the accreditation process in 2017.</p> <p>100% of PDPs have been cited and a checklist developed to keep track of all staff PDPs. Staff members are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth. QTSS funded release time has also allowed staff to successfully perform observations and conduct supervisor discussions around the PDP cycle.</p>	<p>QTSS funding</p> <p>\$61,859.00</p>
'Believe You Can' University of New England Project data demonstrates increased resilience in Year 5 students from baseline data identified through initial surveys in Semester 1, 2015.	<p>At the end of 2016 the Believe You Can Project (University of New England) was successfully implemented across all Year 5 classes. The students and teachers were involved in pre-project testing and data collection in the areas of numeracy, literacy and general knowledge. Following this, two Year 5 classes implemented the Resilience program and two classes were acting as the control group. Post program testing followed and this allowed for analysis and comparison of all data. This is exactly the same process that was implemented with the Year 5 cohort of 2015.</p> <p>A decision was made to implement a Stage 2 mindfulness program to further develop resilience in students and staff in Stage 2. Stage 2 teachers evaluated the success of the Mindfulness program and as a result recommended that the program be continued in stage 2 and extended to Stage 3 in 2017. This decision was made on the basis of student, parent and staff feedback.</p>	Parent, student and staff survey on Mindfulness.

Next Steps

Project 1: Student Goal Setting and Reflection Project

Engage the whole staff in data collection and tracking systems to better plan for student achievement of goals and curriculum outcomes.

Project 2: Personalised Professional Development and Goal Setting Project

Provide staff with time to negotiate, observe and provide feedback to their peers in relation to the PDP cycle twice annually.

Collect and analyse PDP data in order to gain an understanding of what we as a school can do to help staff continue to achieve their personal/professional goals.

Project 3: Resilience Projects

Due to the success of the Stage 2 Mindfulness Project, it will be expanded in 2017 to include Stage 3 students.

The Stage 3 'Believe You Can' Resilience Project was completed at the end of 2016 and the report based on the research by the University of New England will be provided to the school in 2017. The teachers involved in this project will mentor colleagues interested in implementing this resilience program into their classrooms through a Teacher Inquiry Group.



Strategic Direction 3

QUALITY SYSTEMS

Purpose

To build capacity amongst staff in order to provide a curriculum which meets the diverse needs of our students, by engaging in professional learning to develop pedagogy and technology skills for students.

To engage all staff in opportunities to understand and develop their leadership skills and influence decision making within the school.

To enhance organisational practices and systems which enable students' learning outcomes to increase.

Overall summary of progress

Project 1: Quality Teaching and Leadership

Professional development has been completed by executive staff members in the School Excellence Framework. All teachers have successfully engaged in mandatory training and other professional development opportunities based on their individual needs and goals.

Project 2: Bring Your Own Device (BYOD)

This project has been developed and trialled in Year 6 only with a view to full implementation in 2017.

Project 3: Teacher Inquiry Groups (TIGs)

Participation in the TIGs project has enabled teachers to personalise their professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in school practices and systems as demonstrated when assessed against the 14 elements of the School Excellence Framework from 2015 baseline data.	<p>During 2016 the NSW History Syllabus of the Australian Curriculum was presented to staff in a number of hands on sessions. All staff participated in collaboratively planning units of work for their stage. The whole school Scope and Sequence for History was reviewed and updated by all staff to reflect a continuum suitable for the learners at Summer Hill Public School.</p> <p>All teachers in consultation with their Team Leaders developed an individualised Professional Development Plan. Each teacher was encouraged to have between 3 and 5 goals relating to the School Plan and their own individual development needs. Most teachers aligned all goals to the Australian Professional Teaching Standards. Goals included (when suitable to the individual teacher) a whole school implementation of the History syllabus, a Stage goal as well as a personal goal.</p> <p>PLAN data was used K–6 to collect, analyse and report on student performance. ES1 collected and input data into PLAN once a term, Stage 1 input data once a semester, and Stages or progress. 2–3 when student progress warranted PLAN updates.</p>	Nil
Increase in the percentage of teachers using new technologies to address the 21st Century teaching/learning goals of collaboration and creativity from a baseline of 35%.	During 2016 the IT committee developed a comprehensive implementation plan which was distributed to relevant staff, students and parents. 50 new iPads have been purchased to be rolled out for the start of 2017. Staff members were sent on the iPad configurator PD to enable them to set up all iPads using Apple's new Configurator 2 app sharing system. Members of the IT committee also	Student, Teacher, Parent surveys

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the percentage of teachers using new technologies to address the 21st Century teaching/learning goals of collaboration and creativity from a baseline of 35%.	<p>visited Gynea Bay Public School to look at a successfully implemented BYOD model in action.</p> <p>The Summer Hill Public School draft BYOD policy was reviewed by staff and community members in Semester 2. This consultation was completed by the end of the year. Stage 3 classes trialled the BYOD program one-day per week in Term 4. Teachers send advance notice to parents to advise when devices needed to be brought to school. BYOD was implemented in Year 6 and trialled in Year 5.</p>	Student, Teacher, Parent surveys
Increase in the percentage of teachers who feel that professional development and self-directed learning through the Teacher Inquiry Groups (TIGs) program is relevant to their professional needs from a baseline of 48%.	<p>At the beginning of 2016 teachers were surveyed so they could self-identify their professional learning needs. Individual teachers then volunteered to run TIGs groups based on teacher interest and self-identified need. Throughout the year each group met regularly, as scheduled on the whole school professional development calendar and progressed through their inquiry process. TIGs leaders evaluated and modified the inquiry cycle as needed throughout the annual cycle.</p> <p>The executive reviewed the model in readiness for a modified version of self-identified professional development for 2017. Each TIGs group presented the findings of their annual inquiry sessions to the whole staff at a series of staff meetings.</p>	Nil

Next Steps

Project 1 : Quality Teaching and leadership

Professional development in the implementation of the Geography syllabus and staff to the development of a scope and sequence from ES1 to Stage 3.

Tracking of school policies, programs and processes against the 14 elements of the School Excellence Framework. Teachers to align their Professional Development Plan goal setting to school plan and stage priorities.

Project 2: Bring Your Own Device

Full implementation of BYOD policy in Stage 3 following information sessions for parents. BYOD to be trialled and evaluated on a class by class basis with teachers increasing the number of days for BYOD when appropriate. Year 4 parents will be invited to an information session regarding BYOD in Semester 2 in anticipation of a trial with Year 4 students in Term 4.

Project 3: Teacher Inquiry Groups (TIGS)

Staff to be surveyed to determine their professional development needs and TIGS to be determined by this information. The TIGS enquiry cycle will be in progress throughout the year. TIGS leaders will evaluate the cycle and adjust to meet the emerging needs of the group members.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Professional Development workshops were held to assist teachers in their understanding of the Cross–Curriculum Priority : Aboriginal and Torres Strait Islander histories and cultures which is embedded in all of the NSW syllabuses for the Australian curriculum. Staff were released to meet with parents to develop Personalised Learning Plans (PLPs) for the 10 aboriginal students at the school. The PLPs were successfully implemented and monitored. Review meetings were held with parents at the end of Semester 1 and Semester 2. Learning and behaviour goals were set for 2017. The Curriculum Priorities in the Professional Development sessions were held for all staff in regard to Aboriginal and Torres Strait Islanders histories and cultures. All identified aboriginal students demonstrated progress in their learning outcomes during 2016.	Teacher release for meetings with parents to develop and review PLPs. Aboriginal background flexible funding: \$4,592.00
English language proficiency	In 2016, the English as an Additional Language/Dialect (EAL/D) teacher was employed to support our first phase and second phase students in the development of their English language skills. Support was provided either by withdrawing a small group from the classrooms for intensive support, or working with the teacher in the classrooms in the area of language skills. The success of this program was evaluated through the collection of data by the EAL/D teacher throughout the year on student progress, as well as growth identified through the NAPLAN tests.	English Language proficiency funding Classroom teacher: \$102,021.00 Flexible funding: \$16,842.00 Total funding: \$118,863.00
Low level adjustment for disability	In 2016, the school used this funding to increase the allocation of the Learning and Support Teacher (LaST) from 7 days per fortnight to 8 days per fortnight which resulted in additional students receiving support in small groups or classrooms. The school also provided the MultiLit Reading Program for students in Years 3–4 who were identified as below stage level in literacy. This has resulted in these students demonstrating a significant improvement in their literacy levels over the year. The Indirect Dyslexia Program (IDL) was purchased and implemented by the Learning and Support Teacher. The program is designed to deliver highly effective literacy and dyslexia intervention. 18 students from Years 1 to 6 participated in the program and all students made gains in their reading and spelling ages according to the standardised tests used to assess progress. Support Learning Officers (SLSOs) were employed to work in classrooms to support learning adjustments being made for individual students in order for them to access the curriculum. Allocation was based on areas of greatest need as identified by assessment records from 2015. Teachers and Support	Learning and Support Teacher: \$71,415.00 Low Level Adjustment flexible funding: \$39,073.00 Total: \$110,488.00

Low level adjustment for disability	<p>Learning Officers were briefed on the role of the SLSO in the classroom in order to maximise student learning. Four SLSOs attended a professional development course in Term 2 where roles and responsibilities were discussed. The Learning and Support teacher completed the following professional development courses: Creating Quality Access Requests; The Specialised Knowledge for Teaching Reading; Understanding Personalised Learning and Support.</p> <p>Eight teachers participated in a Teacher Inquiry Group to learn about identifying students with anxiety, examine the causes of anxiety and ways to reduce anxiety in the classroom. Teachers reported an increase in their confidence to identify and support students experiencing anxiety and make the necessary adjustments to meet their needs.</p>	<p>Learning and Support Teacher: \$71,415.00</p> <p>Low Level Adjustment flexible funding: \$39,073.00</p> <p>Total: \$110,488.00</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students (QTSS) funding was received in Semester 2. This funding was used to create collaborative practices in the school to allow teachers to jointly plan and observe each other's lessons, develop units of work and assessment tasks across the grade, as well as work together to assess and analyse student data. The funding also supported the successful implementation of the School Plan by allowing teams to meet regularly to evaluate the progress of the 3 Strategic Directions. In Semester 2, school executive were released to establish mentoring and coaching practices to assist teachers with specific issues such as classroom management, as well as supporting teachers with the accreditation process they need to undertake and with the new Performance and Development Framework.</p>	<p>QTSS funding: \$61,859.00</p>
Socio-economic background	<p>This funding was used to provide targeted students with equity of access to curriculum and learning. This included students being supported by Support Learning Officers within the classroom resulting in improved learning outcomes as well as students being more engaged in their learning.</p>	<p>Socio-economic funding: \$10,647.00</p>
Support for beginning teachers	<p>This funding was used in a variety of ways in response to the individual needs of the teachers. In 2016 the funding supported 2 beginning teachers by releasing them from class to observe other teachers' lessons; engage in professional discussion and personal reflection with their mentor or supervising teacher; prepare lessons and resources; and compile evidence to achieve mandatory accreditation at the key stage of Professional Competence. Both teachers have provided feedback that they were supported in the development of their skills and understandings, and that they felt confident in their teaching.</p>	<p>Funding for 2 Beginning Teachers: \$4,081.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	398	406	423	413
Girls	381	394	407	411

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	96.9	96.8	96.2
1	95.8	96.5	95.6	95.3
2	96.4	96.1	96.2	96.2
3	96.6	96	95.6	95.9
4	96.3	95.5	96.4	96.3
5	96.5	96.5	96.9	96.3
6	94.7	94.8	93.7	94.2
All Years	96.1	96	95.9	95.7
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

Summer Hill Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates increase to above Region and State DEC average attendance rates. This is a pleasing achievement for the school community and continued focus will assist in continuing this pattern of attendance.

Management strategies include: continued use of formal sign in and out procedures for students arriving late and leaving early; regularly communicating attendance requirements to parents and carers via newsletters; and follow up calls to enquire about student absence upon three continuous days away

from school.

Attendance is monitored within the school by class teachers, team leaders and the Deputy Principal (Welfare) in conjunction with administration staff. A Home School Liaison Officer periodically checks attendance to flag issues and follow up with families.

Class sizes

Class	Total
KAP	20
KRS	20
KRP	19
KEL	19
KDV	19
1HT	22
1RS	24
1PE	23
1MD	23
1KB	23
2MC	24
2JA	25
2GJ	25
2DT	24
2/3MA	27
3FD	28
3ES	29
3BB	27
3/4WW	29
4LW	28
4BG	29
4AW	28
4/5SH	28
5GB	30
5SP	27
5PC	27
5JR	27
6AW	27
6TK	30
6SP	29
6SH	30
6BN	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.69
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	4.87
Other Positions	0

*Full Time Equivalent

Summer Hill Public School has two Deputy Principals who share a class workload, supervise the team of teachers on their stage, as well as being responsible for administrative duties such as student welfare. In addition, the school has four Assistant Principals who each supervise the teachers on their stage.

There are eight members of the Administrative and support staff (SASS) who are responsible for the financial and administrative processes within the school, including the General Assistant (GA) who is responsible for minor maintenance of buildings and equipment, as well as maintaining and caring for the school grounds.

One staff member indicated that they were of Aboriginal heritage.

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	25

Professional learning and teacher accreditation

All permanent and temporary teachers (46) were involved in a variety of professional development meetings, programs and courses throughout the year, linked to school Strategic Directions and Projects. These included sessions on site and staff attending courses externally through programs implemented by the Department of Education and other providers. A number of the school's regular casual teachers also participated in professional development activities throughout the year. The average expenditure per teacher (including part-time) on professional learning in 2016 was \$606 (not including casual relief costs). The total school expenditure on teacher professional learning in 2016 was \$27,898.41.

A key priority in 2016 for staff professional learning and capability building was supporting the continued implementation of the new Science and History syllabuses and preparing for the implementation of the new Geography syllabus in 2017. Three half-day professional development sessions were provided at school in these three learning areas in 2016. These included teacher professional learning in school identified priority areas such as consistent teacher judgement and creating units of work.

School Development Days in 2016 included teacher professional learning for all staff in:

Code of Conduct; Child Protection; Excursions Policy & school procedures; Complaints Handling Policy & Guidelines; History and Science syllabuses; School planning; Grade planning; Mindfulness; Student Parliament; Multi-modal texts; and Creativity in the English syllabus.

Additional professional development sessions for all staff members included:

Teacher Inquiry Groups; student goal-setting and feedback; staff Performance and Development Plans; School Plan and Strategic Directions; ICT; CPR; Anaphylaxis; student reports; new Staffing Agreement; Seven Steps to Writing Success; and NAPLAN analysis.

In 2016 three new scheme teachers submitted, and were granted, Board of Studies Teaching and Education Standards (now the NSW Education Standards Authority) accreditation. Ten teachers were maintaining accreditation at Proficient level. No teachers in 2016 were seeking or maintaining voluntary accreditation at Highly Accomplished or Lead levels.

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	345 666.22
Global funds	651 040.70
Tied funds	251 639.73
School & community sources	742 090.12
Interest	8 393.47
Trust receipts	71 684.25
Canteen	0.00
Total income	2 070 514.49
Expenditure	
Teaching & learning	
Key learning areas	71 466.26
Excursions	119 556.87
Extracurricular dissections	302 130.91
Library	18 253.59
Training & development	619.43
Tied funds	237 893.25
Short term relief	194 113.35
Administration & office	113 101.08
School-operated canteen	0.00
Utilities	59 607.16
Maintenance	31 083.30
Trust accounts	81 049.72
Capital programs	192 350.05
Total expenditure	1 421 224.97
Balance carried forward	649 289.52

The information provided in the financial summary includes reporting from February to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	711 936.66
(2a) Appropriation	653 738.52
(2b) Sale of Goods and Services	8 173.83
(2c) Grants and Contributions	49 432.32
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	591.99
Expenses	-338 610.10
Recurrent Expenses	-338 610.10
(3a) Employee Related	-195 782.83
(3b) Operating Expenses	-142 827.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	373 326.56
Balance Carried Forward	373 326.56

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	4 828 537.79
Base Per Capita	44 331.86
Base Location	0.00
Other Base	4 784 205.93
Equity Total	244 589.80
Equity Aboriginal	4 591.83
Equity Socio economic	10 647.21
Equity Language	118 863.14
Equity Disability	110 487.62
Targeted Total	52 220.00
Other Total	57 547.96
Grand Total	5 182 895.55

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 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

LITERACY

The literacy component of NAPLAN assesses Reading, Writing, Spelling, and Grammar and Punctuation.

In 2016 a total of 120 Year 3 students sat the NAPLAN literacy test. The results indicated that:

In all areas of literacy, Year 3 students performed well above the State and the Department of Education (DoE);

76.7% of Year 3 students were in the top 2 bands for Reading;

70.9% of Year 3 students were in the top 2 bands for Writing;

67.5% of Year 3 students were in the top 2 bands for Spelling; and

69.1% of Year 3 students were in the top 2 bands for Grammar and Punctuation

Reading continues to be the area of greatest success for Summer Hill Public School students, due to the well-developed intervention programs for reading, the strong support of parents for the home reading program and the many parent volunteers for classroom reading who provide invaluable reading practice for early literacy learners.

In 2016, a total of 125 Year 5 students sat the NAPLAN test in Literacy. The results indicated that:

Year 5 students performed well above the State Department of Education(DoE) average in all strands of literacy.

67.5% of Year 5 students were in the top 2 bands for Reading;

35.7% of Year 5 students were in the top 2 bands for Writing;

63.5% of Year 5 students were in the top 2 bands for Spelling; and

71.4% of Year 5 students were in the top 2 bands for Grammar and Punctuation.

Growth between Year 3 and Year 5 in Literacy:

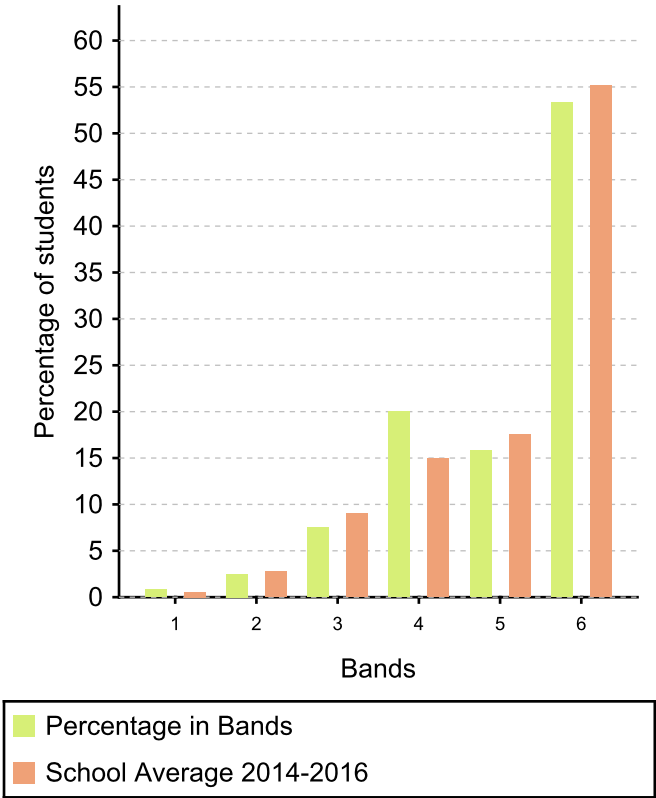
73% of students demonstrated greater than, or equal

to, expected growth from Year 3 to Year 5 in Reading;

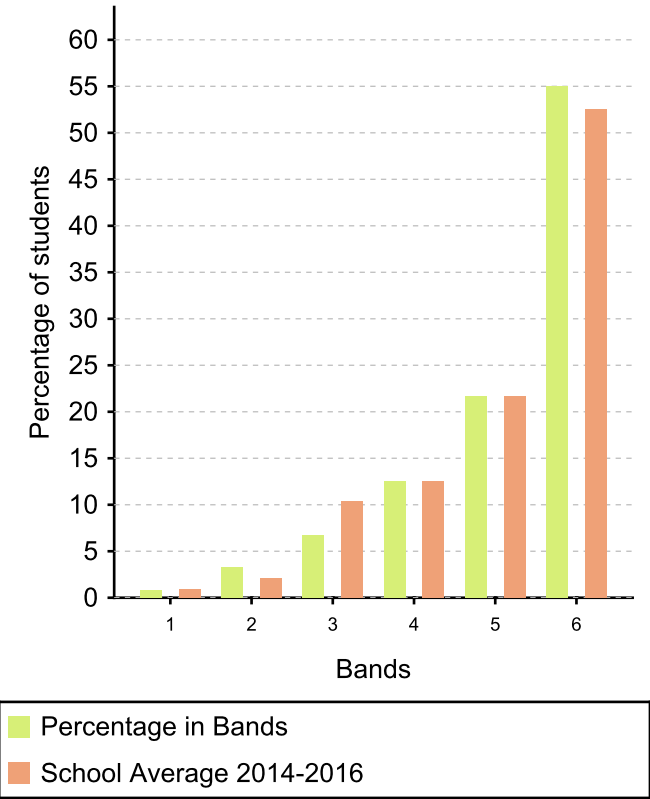
67.6% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Spelling; and

73% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Grammar & Punctuation.

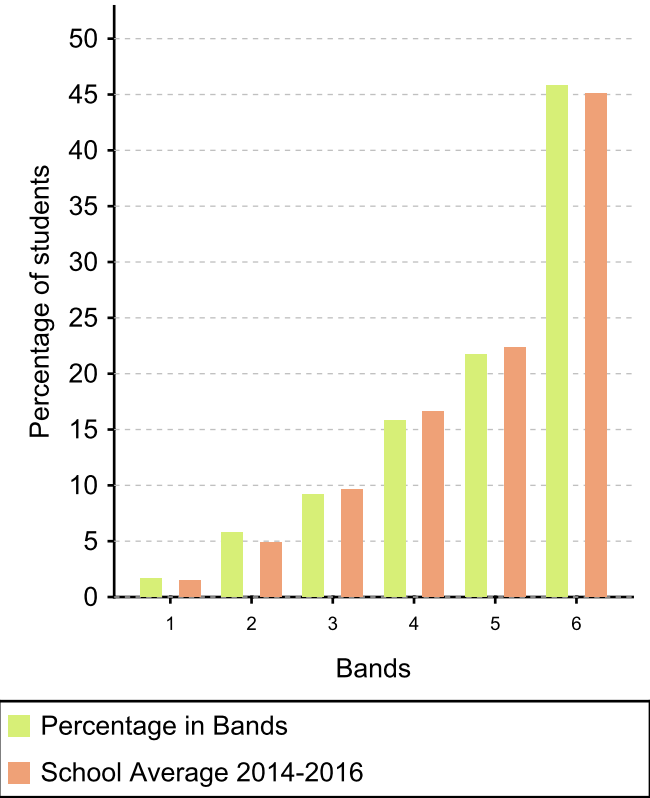
Percentage in bands:
Year 3 Grammar & Punctuation



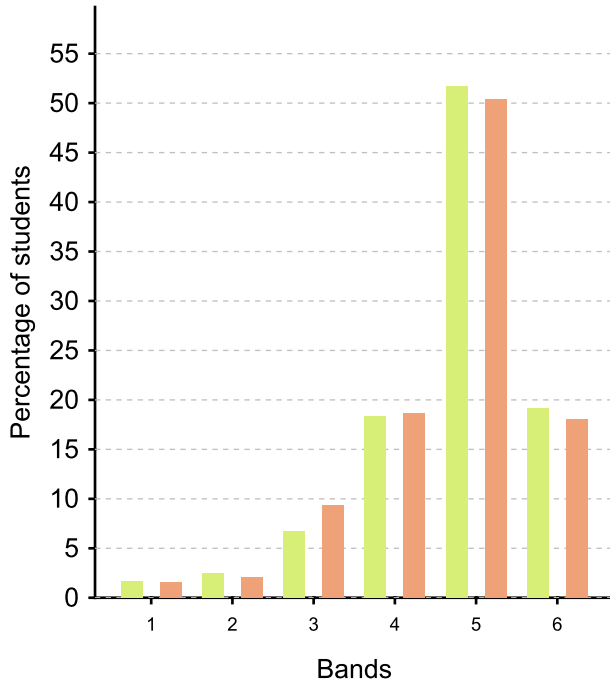
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling

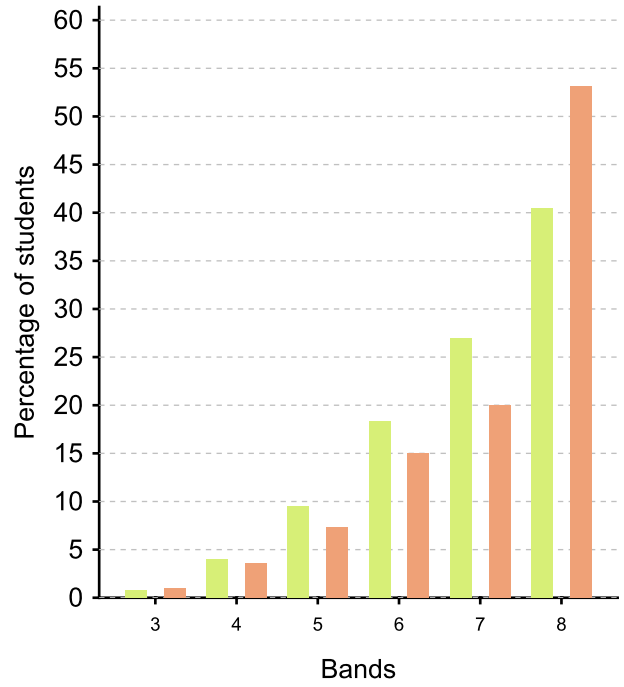


Percentage in bands:
Year 3 Writing



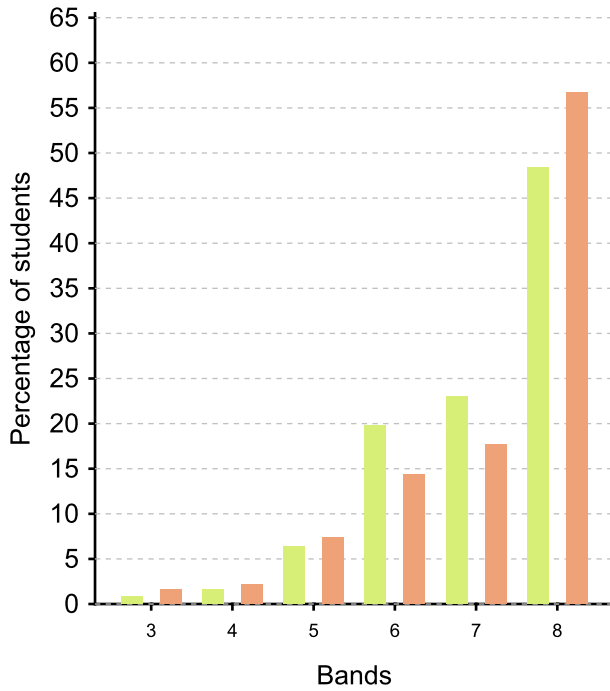
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



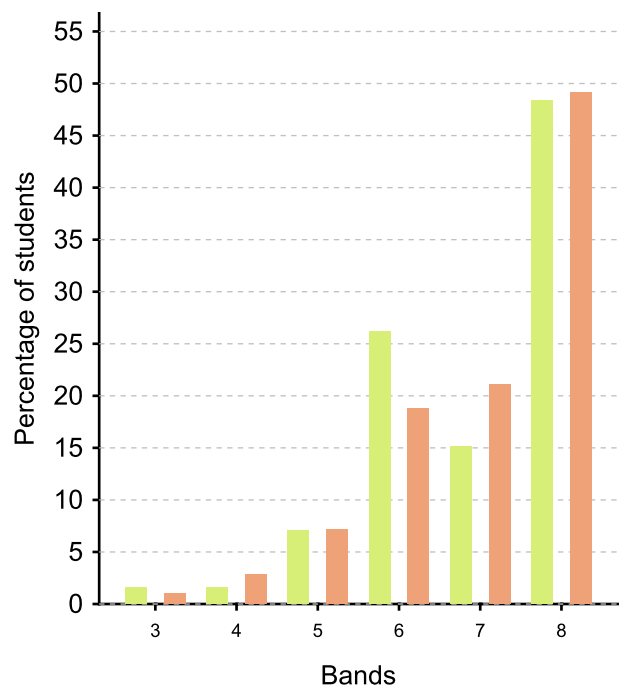
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



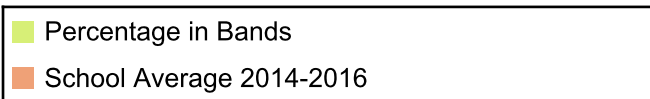
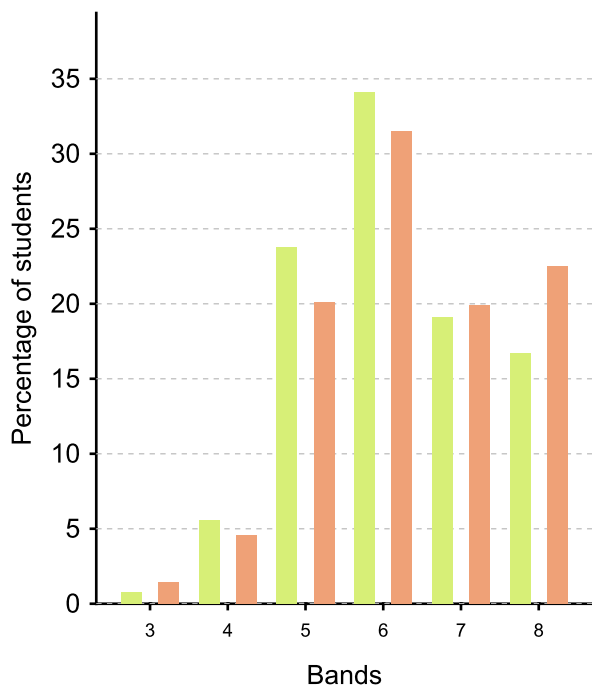
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

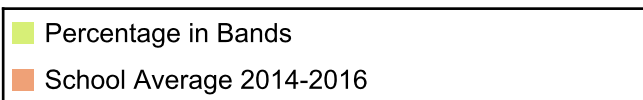
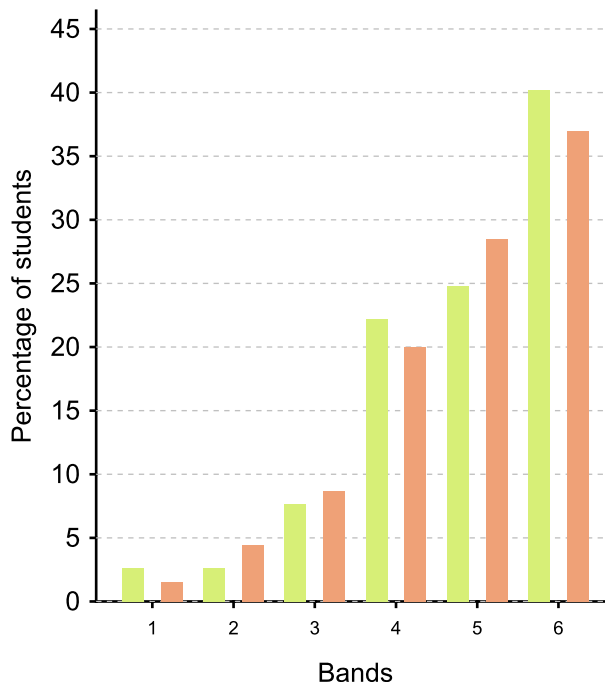
Percentage in bands:
Year 5 Writing



Growth between Year 3 and Year 5 in Numeracy:

78.2% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Numeracy.

Percentage in bands:
Year 3 Numeracy



NUMERACY

The Numeracy component of NAPLAN assesses data, space and geometry, patterns and algebra, measurement and number.

In 2016, a total of 117 Year 3 students sat the NAPLAN test in Numeracy.

In all areas of Numeracy, Summer Hill Public School Year 3 students performed well above the State Department of Education;

In Numeracy, 65% of Year 3 students were in the top 2 bands.

59% of Year 3 students were in the top 2 bands for Data, Measurement, Space and Geometry;

62.4% of Year 3 students were in the top 2 bands for Number, Patterns and Algebra.

In 2016, a total of 125 Year 5 students sat the NAPLAN test in Numeracy.

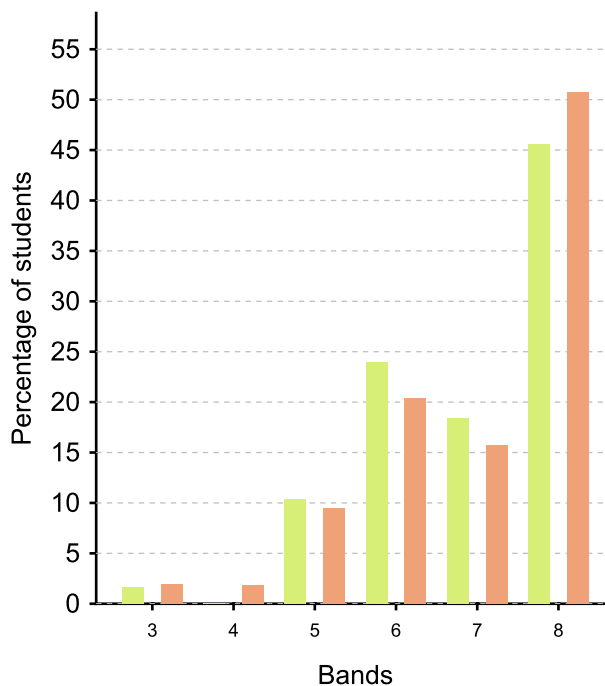
In all areas of Numeracy, Summer Hill Public School Year 5 students performed well above the State and the Department of Education;

In Numeracy, 64% of Year 5 students were in the top 2 bands.

58.4% of Year 5 students were in the top 2 bands for Data, Measurement, Space and Geometry;

74.4% of Year 5 students were in the top 2 bands for Number, Patterns and Algebra.

Percentage in bands:
Year 5 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

In 2016, parents were surveyed on their perspectives as Partners in Learning with a total of 115 parents responded to the survey. The Tell Them From Me (TTFM) parent survey was based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey included seven measures, which were scored on a ten-point scale. The results were as follows:

71% of parents surveyed felt welcomed at Summer Hill Public School.

60% of parents believed that they were well informed about their child's academic progress and behaviour at school.

58% of parents discussed how well their child was doing in his or her class at home.

67% of parents felt that teachers had high expectations for their child to succeed and encouraged their child to do his or her best work.

75% of parents stated that the school supported positive behaviour and that teachers maintain control of their classes.

76% of parents stated that their child feels safe at school and behaviour issues are dealt with in a timely manner.

62% of parents felt that the school staff take an active role in making sure all students are included in school activities and that teachers help students who need extra support.



Policy requirements

Aboriginal education

Students were provided with opportunities to develop understanding of Aboriginal and Torres Strait Islander history, culture and languages through teaching resources and programs, visiting Aboriginal performers and writers in residence.

In 2016, the school received \$4,592.00 in equity loading to support our ten Aboriginal students. This funding allocation is provided to the school to meet the learning needs of these students. The funding was used to:

- identify and support the learning needs of each Aboriginal student. Identify and support gifted and talented students, disengaged students and students needing additional learning support;
- maximise opportunities for continuous improvement in student achievement;
- develop, implement and monitor personalised learning pathways for Aboriginal students;
- support Aboriginal students through transition points; target resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and Learning Areas; and
- develop classroom programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

During the year, primary students participated in the NSW Reconciliation Writing Program entitled "The Longest Dreaming in History", including a Year 5 class taking part in a video workshop with Aboriginal actor John Blair. The students in 4BG researched the possum skin cloaks worn by Aboriginal people in the areas of south eastern Australia and were inspired to make their own version. They designed symbols which had meaning to their families and connected them to place. Each student drew up one of the panels which were then stitched together into their recreation of a possum skin cloak. The school community also celebrated events such as NAIDOC Week, National Sorry Day, and National Reconciliation Week with special assemblies.



Multicultural and anti-racism education

Summer Hill Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure culturally inclusive classroom and school practices are embedded.

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. In Term 1, Harmony Day celebrated Australia's cultural diversity. It encouraged inclusiveness, respect and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what they have in common. The school also embeds the National Day for Action against Bullying and Lunar New Year celebrations into the calendar annually.

To improve our processes and strategies, the school's anti-racism contact officer (ARCO) will be holding focus groups with parents, teachers and students in 2017 to build understanding of cultural diversity in the school community.

Other school programs

Student Voice and Leadership

In 2016, Summer Hill Public School launched Student Parliament in response to the need to provide students with a greater voice in regard to leadership and decision making within the school. Student Parliament was therefore established as a means of empowering students through active involvement in a fully functioning democratic model. Students in Year 6 learn about and experience parliamentary processes as well as build essential qualities like consideration, resilience, independence, co-operation and self-motivation. They are given opportunities to express their opinions, recognise the need for change and participate actively in decision making. Student Parliament is made up of representatives from each class with ministers of varying portfolios and a senate. It is co-led by a Prime Minister and Deputy Prime Minister. It was inspired by the original parliamentary process which involved the notion that all ideas are worthy of exploration. Students are invited to make or put forward motions they think are important, the ministers then debate for or against the motion at parliament assemblies. The vote is then taken by every student in attendance with the motion being carried or defeated. This results in all students in our school having a voice.