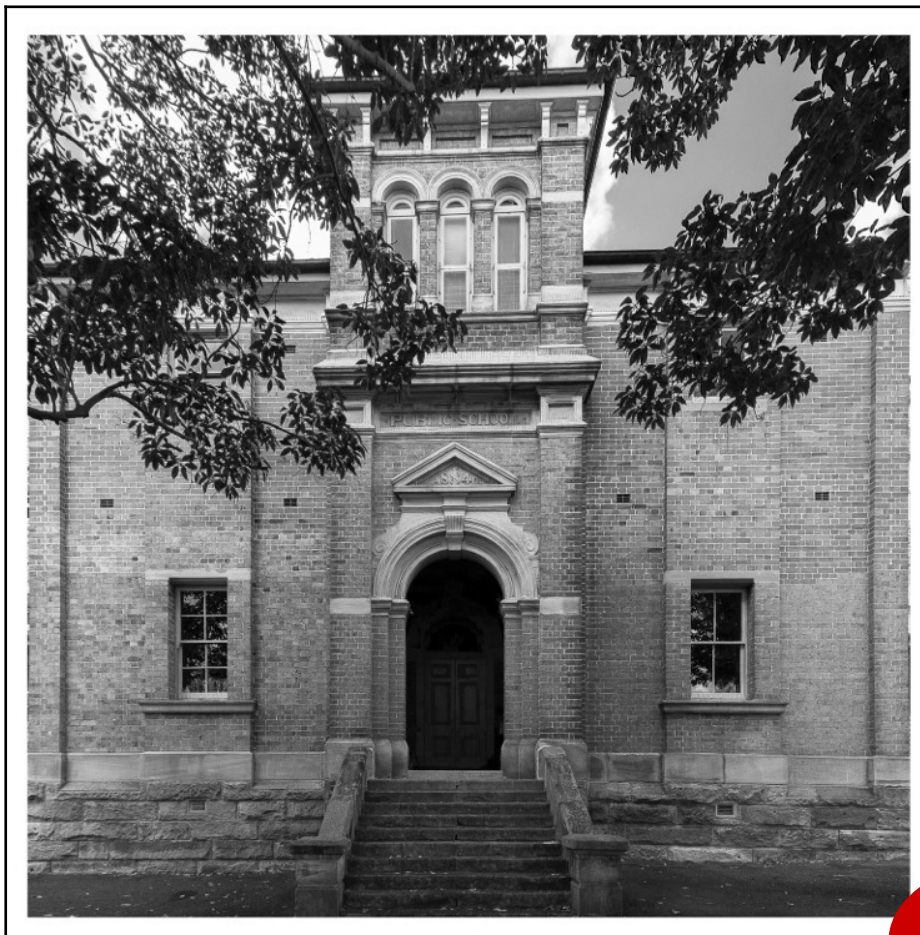


# Summer Hill Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Summer Hill PS** 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.

Rebecca Salter

Relieving Principal

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## Message from the Principal

The success of Summer Hill PS is underpinned by three key elements that promote the quality 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.

Our students are keen to 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.

Summer Hill Public School enjoys tremendous support from our parent body and the local community.

Students in 2017 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 the weekly Primary Schools Sports Association competition, the Back at School Sport program and Sports Carnivals. Many musical opportunities were available to students, some highlights include choral performances at the Opera House, Sydney Town Hall and Qudos Bank Arena. Recorder and string groups also performed at the Sydney Opera House. We were fortunate to have 7 students join us from Mullaley PS at one of our Musicales nights at Summer Hill PS.

Summer Hill Public School was one of the proud recipients of the Secretary's Award for an Outstanding School Initiative for participating in the Community of Schools Science Challenge presented by Director Virginia Pacey. This was a joint project between a Year 6 class from Summer Hill, Fort St HS students and teachers and the University of Technology Sydney. Students from Wilkins PS, Ashfield PS and Tempe HS were also part of this initiative.

2017 saw the implementation of Student Parliament for the first time, changing from our previous School Captain and prefect model. The inaugural parliament consisted of a Prime Minister, Deputy Prime Minister and 6 ministers. Each class from Year 2–6 elected two students to represent their class (PRC members). The PRC and parliament sat regularly throughout the year and debated motions put forward by the student body. The student body voted on each motion to decide whether the motion was carried. The student parliament is a wonderful demonstration of democracy in action.

Summer Hill Public School launched its own Twitter account in 2017. This has been a useful way for the school to immediately share photos of happenings around the school and communicate news in conjunction with the fortnightly newsletter and Skoolbag alerts.

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 and Comedy Night. The P&C established a building fund and has tirelessly raised money to have air conditioning installed in the school in early 2018. 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.

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 in 2015, 2017 saw the final reduction from four to two OC classes. These two classes (Year 5 and Year 6) will remain at Summer Hill PS.

All staff participated in professional development to support the implementation of our new K–6 Geography syllabus incorporating the Australian Curriculum, as well as all Department of Education mandatory training. Our 2015–2017 concluded at the end of the year and the staff and community were involved in writing the school plan for 2018–2020 to ensure the ongoing success of the school.

Rebecca Salter

Relieving Principal.

## Message from the school community

This is my third and final Annual Report and looking back over 2017 I am immensely proud of what we achieved as a P&C. As I have noted in previous Annual Reports, 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.

At the beginning of 2017 we set out with the following goals:

1. raise at least \$80,000 from events;
2. further diversify and increase the level of fundraising through grants;
3. review how we engage with our community including using social media, review our branding, improve our volunteer coordination and review the content and usability of our website;
4. develop succession plans and ways to retain and transfer knowledge;
5. launch and market the Building Fund

I am very pleased to report that we have been successful in achieving almost all of these goals. In 2017, total income (net of event costs) was \$113,915. Down by approximately \$14,000, due to lower grant income.

In 2017, we raised \$83,393 from events, up slightly on 2016. Included in this was a record Spring Fair profit of \$50,395, up over 20% on 2016. This was due to higher sponsorship income, marketing costs being covered by the one-off Community Engagement Grant and the generosity of stall holders donating materials.

Although grant income was down on last year, we applied for more grants than in 2016 and were successful in obtaining three: the Community Building Partnerships Grant, the Sydney Motorway Corporation Community Grant and a grant from LendLease to assist children with dyslexia.

A big focus for 2017 was to review the way in which we communicate and engage with the school community. We successfully developed a new contemporary logo, we began utilising Signup.com for better volunteer coordination for events, we launched a new Facebook page and we reviewed and updated the P&C webpage on the school's website. I would like to thank Marta Brunner for creating our new logo and Dani Redmond for coordinating our communication review.

Last year we established a Building Fund which enabled us to broaden the scope of our fundraising by offering tax-deductible status to gifts to the fund. We launched the fund during 2017 with the aim of funding the cost of air conditioning all classrooms. The Building Fund raised \$6,255 in 2017 and, together with funds from P&C events, will enable us to air condition many more classrooms in 2018.

Looking back over the year, we once again organised many successful events and activities.

In March a dedicated group of parents organised the Earth Hour Disco. This was a fun and educational event for the children, teaching them about energy conservation, recycling and waste reduction initiatives while raising \$5,717. Thanks to Kate Wake and Steve Clarke for coordinating the event.

In March we also held a Comedy Night at Wests AFL Club in Croydon Park. We sold over 100 tickets and had an entertaining night with comparatively little effort and raised \$3,323. Thanks to Frances Notman for making this event happen.

The Jungle Jam Trivia Night was the 2017 parent event held at the school. The event was close to a sellout with jungle themed parents and teachers competing in trivia and bidding on wonderful prizes. The night raised over \$13,000 which was lower than last year but is still a significant result in terms of our total fundraising. I would like to thank the organising committee for all their hard work in making this event happen. I would also like to acknowledge the tireless work of Sam Vickery in obtaining prizes and donations for use in our fundraising, significantly increasing the profitability of the Trivia Night and many of our other fundraising events.

This year we combined our Fathers' Day fundraiser with a Family Movie Night on the school field. The event coincided with a visit by students and staff of Mullaley Public School from northern NSW. Over 300 people attended a fantastic community event bringing bean bags and blankets to watch a movie on a big screen while enjoying delicious food. A big thank you to Ian Boland, Gaye Northcott and Elise Catterall for organising the night.

During the year we also ran a welcome breakfast for new families to the school and other events such as the annual Mothers' Day breakfast. Thank you to all those who volunteered to make these events happen.

This year's Spring Fair was a tremendous success. Although the weather on the day was less than ideal the Fair attracted hundreds of people from around the Inner West. This year's Spring Fair raised \$50,395, a record profit, illustrating the dedication and generosity of all involved. Organising the Fair is a huge logistical challenge spread over many months and I would like to thank the organising committee for all their efforts. 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. I would like to acknowledge the incredible work of Hulya Coleman for acting as the Spring Fair Coordinator for the past three years. Over that time, Spring Fair profit has increased by over 60%.

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.

Our events involve school staff, students, parents, carers, friends, the local community and local business, all working together to support our school. I am amazed we can 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.

Turning to our committees, we are fortunate to have many dedicated volunteers working tirelessly across many different areas of school life including music, grounds, sustainability, diversity and inclusion and fundraising.

This year saw the establishment of a new P&C committee, led by Steve Clarke, to support gender inclusion and diversity at SHPS. One initiative of the committee was to conduct a survey of the school community around access to coeducational secondary schools in the area. In 2018 the committee will look at ways the P&C and school can support rainbow families in our community.

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. The Music Support Committee works with the conductors, music teachers, administrator and the school Principal to promote 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 and the Musicale, ticket selling and support for concerts and coordination of the cafe performances at the Spring Fair. I would like to acknowledge and thank Lisa Polsek and Eugenia Munro for their many years of support and time given to our school's music program.

Our Sustainability Committee were again active in 2017, continuing to support the school's environmental programs. Once again, the National Ride to School Day was held in March and was bigger than ever with lots of kids and parents riding and scooting to school. The committee also ran a sip-n-crunch challenge to encourage waste-free lunches and healthy eating. In August, Kate Wake organised an Unwaste event, combining environmental education with exchanging and reusing second-hand items. The day also had an indigenous element with a smoking ceremony. In 2018 the committee will consider the phasing out single-use packaging at P&C events and may explore other initiatives such as the NSW container deposit scheme.

2017 was another busy year for the Grounds committee with gardening bees held throughout the year pruning, mulching, tidying and sifting the sandpit. I would like to thank everyone who assisted on weekends during the year to keep our grounds and garden looking as good as they do. I would specifically like to thank Alison Dexter for acting as our gardening bee coordinator.

Over recent years we have experienced a large increase in student numbers and in response we reviewed our enrolment policy and reduced the number of Opportunity Classes from four to two. In 2018, the school's roll appears to have plateaued, although this may be temporary and we continue to face challenges to maintain suitable and safe outside space in our playground.

Although it was less of a priority for the P&C in 2017, the school's technology needs will continue to evolve and an on-going commitment by the P&C will be required to help fund these needs.

The school's AstroTurf field will require maintenance as it gets older and eventually will need to be resurfaced. The P&C currently has a \$10,000 reserve for this purpose.

The availability of before and after school care for our children is an ongoing challenge. I was pleased to attend a workshop late in 2017 where other inner west schools along with the Department of Education sought to come up with real solutions to this issue.

Like all community organisations we face challenges of getting volunteers and running successful events. In order to stay relevant and functional, we need new talents, ideas and enthusiasm as existing parents and children pass through the school and on to high school. A P&C must always remind itself of its purpose: to promote the interests of the school and the education of its children. To function to its potential, it should not be a forum to progress personal agendas which may not align with the P&C's underlying purpose. The P&C is in a very strong financial position at the start of 2018 with

\$124,140 in the bank and \$66,000 in unallocated funds.

I would like to acknowledge those families who are leaving the school having made a considerable contribution to our school. This year we say goodbye to Lisa Polsek, Shya Surendran, Kelly Johnstone, Eugenia Munro, Selena Choo and Elise Catterall. 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.

We are very fortunate to have very dedicated and capable leadership at our school. I would like to thank Principal Karen Shehata and Relieving Principal Rebecca Salter for everything they have done over the past year. There are so many things they do which go unnoticed, ensuring our school is as successful as it is. Thanks also to Mark Warnock and Jane Williams who attend our meetings and always display such passion and commitment to the education of our children.

I would also like to thank the school administrative staff who have given us so much support throughout the year. To Eve, Kathy and Angela, thanks for helping with all my queries and requests. Thanks to GA Steve who helps at many of our events and goes over and above what is required. Thanks also to all the teaching and administrative staff who support our events. Finally, I would like to thank the office bearers and executive team of the P&C. You are all an extremely dedicated group of parents who work incredibly hard to support your school. Thank you for your support throughout the year.

Paul Gaukrodger, 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 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 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.

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. All students in Stage 2 participated in the GreenWay Sustainability Education Program with Ashfield Council. This program covers content from the Science and technology and Geography syllabi and was supported by staff from the Observatory Hill Environment Education Centre.

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. Students check on their individual achievement of personal goals and routinely set new goals in Mathematics, English and Behaviour.

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. This process is supported by teacher developed Professional Development Plans.

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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### QUALITY TEACHING AND LEARNING

#### 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 discussion, rubric development and goal setting by staff and students. Staff and students are familiar and confident with the terminology used within the Sentence a Day and Seven Steps Writing programs. Ongoing professional learning and resourcing for staff will continue in the 2018–2020 School Plan.

##### Project 2: NSW Syllabus for the Australian Curriculum

The staff participated in Professional Learning around the implementation of the new Geography syllabus. Geography units have been developed and trialled K–6. History, Science and Technology units are now well-established and taught with confidence from K–6.

##### Project 3: Literacy and Numeracy Continuums

Given the literacy and numeracy continuums are being replaced by the Learning Progressions, the learning progressions will be a part of the 2018–2020 School Plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Writing from a baseline of 65.8%	Deputy Principal attended 7 Steps Coach Training (writing) \$2596  Staff licence purchased for Seven Steps \$1809	<b>Grade 3:</b> Writing results remain strong when compared to similar schools. However, there was a decrease of 11.1% growth in upper two bands in writing. since 2014, the start of the current School Plan.  52.2% of students achieved in the top two bands in 2017.  At the start of the 2017 year there were 50% of staff members unfamiliar with the Seven Steps writing program on Grade 3 and significant staff and executive level changes that disrupted mentoring and teaching confidence. It is anticipated that more rigorous focus needs to be made to train and support Grade 2 staff with writing of whole text types rather than just sentence level focus.  <b>Grade 5:</b> The decreasing trend that had developed since 2014 has been reversed, When all New Syllabus documents began to be rolled out. In 2017 there were 47% of students in the top two bands for writing. Since 2016 there is an increase of 11.3% of students in the top two bands of writing. This is the first time we have seen positive growth in these two bands since prior to 2014, in the Grade 5 cohort.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Writing from a baseline of 65.8%		<b>ICAS RESULTS</b> : The ICAS National exam, was used by all staff across grade 4–6 as an additional objective measure to track trends and gap areas in student writing. As with NAPLAN, the type of text chosen changed between 2016 and 2017 so comparisons were limited around any specific text purpose. In 2017 it was 'persuasive' in purpose. Results that tracked students between Grade 5 and 6 show that the average scores increased by 1.5% from 2016 to 2017.
Programs, assessment tasks and classroom pedagogy reflect deep understanding and embedding of the NSW Syllabuses for the Australian Curriculum and the School Excellence Framework.	Principal and Deputy Principal attended Evaluation Essentials PL \$500  Office of Environment and Heritage Speaker – \$200  Robotics Workshops (incursion, paid by parents)	Staff have become confident and competent in implementing new syllabuses. In 2017 the focus was to implement the new Geography syllabus. Teachers now reflect a deep understanding of the syllabus and embed its use in the classroom.  The embedding of the School Excellence Framework (SEF) was used to map and track the school's progress. The SEF 2 will be used in the 2018–2020 school plan.
95% of students K–6 demonstrate growth across the clusters of targeted Aspects of the Literacy and Numeracy Continuums.	QTSS funding used by teachers to enter data.  \$5000 of QTSS allocation.  \$6956 ICAS Writing	The teacher data entry of PLAN data was sporadic in 2017 which meant that the school could not accurately measure or demonstrate growth across the clusters of targeted Aspects of Literacy and Numeracy continuums.  Teachers were inconsistent in their data entry as PLAN will become obsolete at the end of 2017, data will not transfer to the Learning Progressions. It is expected data will be entered by all staff in a timely manner in 2018. Professional Learning will be provided to all staff in order to ensure they are confident using the new Learning Progressions.

## Next Steps

A new three-year plan will commence in 2018.

Strategic Direction 1: Developing Successful Learners.

Project 1: Technology Pedagogy

Project 2: Literacy and Numeracy Progressions

Project 3: New Syllabi.

## 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 continued to enable students and parents to focus on areas of improvement in learning and behaviour. Learning Intentions have been provided in the areas of English and Mathematics from K–6. Students and teachers have also had an opportunity to reflect on behaviour goals in the general comment section of student school reports.

##### Project 2: Personalised Professional Development and Goal Setting Project.

All teachers have completed their PDPs for 2017. Teachers' annual reviews have been signed off after teachers and supervisors have met to discuss the 2017 PDP and plan for the 2018 PDP.

##### Project 3: Resilience Projects

The survey conducted on the Mindfulness program has found the program valuable to students. The program will continue in 2018. Student, staff and parent feedback was positive regarding the positive impact of the Mindfulness program on student wellbeing. Ongoing staff professional development will continue in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Student Wellbeing Mindfulness Program  \$12 630	Students reflected on whether or not they had achieved their goals. The students designed new goals to work on for the following year. Teachers at this stage of the year also reflect on each student goal and the progress made by each student. Where necessary the student and teacher collaborate to write new learning intentions for each student to work on in 2018.  Students and teachers reflected on behavioural goals in the general comment section of the progress report.
95% of teachers demonstrate progress towards, or achievement of, goals set and recorded in the Performance and Development Plan each year.	QTSS allocation used to facilitate lesson observations and PDP reviews with supervisors.	Staff finalised their PDPs for the end of 2017. Meetings with supervisors were conducted, then the teachers' annual reviews were signed off by their supervisors. Teachers discussed their goals with their supervisors. Verbal feedback was provided by each of the supervisors and teachers evaluated their own performance in each goal area for the year. Provisional 2018 goals were set by teachers.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
'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.	Nil	This project was completed prior to 2017 and demonstrated the <i>Believe You Can</i> program increased resilience in Year 5 students.

## Next Steps

A new three-year plan will commence in 2018.

Strategic Direction 2: Striving for Quality Teaching

Project 1: Strengthening Literacy and Numeracy Project

Project 2: Goal setting and Feedback project



## 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: Teacher Inquiry Groups (TIGS)

Unfortunately despite this project been set up successfully at the beginning of 2017, due to time constraints other mandatory Professional Development took priority. Groups did meet sporadically throughout the year. TIGS were more successful in previous years of the 2015–2017 School Plan.

##### Project 2: Quality Teaching and Leadership

Quality Teaching and Leadership has continued to be a priority in 2017. The Geography committee provided quality leadership in presenting the Geography syllabus to the staff resulting in quality teaching of Geography K–6. An external provider conducted professional development with the staff in anxiety awareness in children of a primary school age. Year 4–6 teachers attended a cybersafety professional development session conducted by the Ashfield Area Command police officer.

##### Project 3: Bring Your Own Device

The technology committee continued to work on the further implementation of BYOD. However, there is still inconsistency in the implementation of BYOD in Stage 3 classrooms. There were several reasons for this. Not all students had access to a device and technical issues connecting to the WIFI prevented consistency in implementing the project. It is anticipated these issues will be resolved in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in school practices and systems as demonstrated when assessed against the 14 elements of the School Excellence Framework from 2015 baseline data.	Nil	<p>The staff assessed school practices and systems using the 14 elements of the School Excellence Framework in small teams made up of a mix of executive staff and staff from each Stage of the school.</p> <p>In the domain of <b>Learning</b>, Summer Hill PS has made the self-assessment of <i>Sustaining and Growing</i> in 4 elements and <i>Delivering</i> in 2 elements.</p> <p>In the domain of <b>Teaching</b>, Summer Hill PS has made the self-assessment of <i>Sustaining and Growing</i> in 4 elements.</p> <p>In the domain of <b>Leading</b>, Summer Hill PS has made the self-assessment of <i>Sustaining and Growing</i> in 3 elements and <i>Excelling</i> in 1 element.</p>
Increase in the percentage of teachers using new technologies to address the 21st	Computer hardware \$40 000	Out of the staff survey respondents, it was clear that due to the IT issues across the school teachers felt that the IT across the school was unreliable

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Century teaching/learning goals of collaboration and creativity from a baseline of 35%.	Computer software \$6,000	which impacted the BYOD program running effectively. To get a whole school overview of the IT issues, an independent IT audit will be held in the 2017–2018 school holidays. An IT specialist and IT mentor role will commence in 2018. An expression of interest to become a technology mentor was distributed to staff in 2017, two members of staff will share the role in 2018. At the start and end of 2018 a new survey of staff will occur to monitor the use of 21st technology in a year technology is working more reliably to measure the growth in teachers using new technologies.
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%.	Nil	Unfortunately despite this project been set up successfully at the beginning of 2017, due to time constraints other mandatory Professional Development took priority. Groups met sporadically throughout the year.  TIGS ran successfully in 2015 and 2016.

## Next Steps

A new three-year plan will commence in 2018.

Strategic Direction 3: Learning for the Future

Project 1: Future-focused learners

Project 2: Sustainability





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5 920	Students supported by having individual learning plans. Teachers' aides allocated where required.
<b>English language proficiency</b>	\$129 292	The English as an Additional Language/Dialect (EAL/D) teacher was employed to support 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.
<b>Low level adjustment for disability</b>	\$125 902	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. A teacher was employed for 6 hours per week to work with the students. This has resulted in these students demonstrating a significant improvement in their literacy levels over the year. School Learning Support Officers (SLSOs) were also funded to support identified students with a learning disability that were not funded through integration funding. SLSOs worked with teachers in the classrooms and supported students on excursions.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$143 051	An increase in funding has been received. This funding is used to create collaborative practices in the school to allow teachers to jointly plan and observe each others' 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 School Plan teams to meet regularly to evaluate the progress of the 3 Strategic Directions. In 2018 the executive teachers will be released for a half day each week 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. Teachers can use the QTSS funded time to develop their Performance and Development Plan.
<b>Socio-economic background</b>	\$10 589	This funding was used to provide students with financial assistance in regard to excursions and school activities, thereby providing equity of access to learning and school activities. The funding was also used to purchase iPads to support students to



<b>Socio-economic background</b>	\$10 589	participate in the Stage 3 Bring Your Own Device (BYOD) Program.
<b>Support for beginning teachers</b>	\$26 900	<p>Beginning teachers and their mentors released regularly to plan and collaborate.</p> <p>Beginning teachers attended PD specific to their needs.</p> <p>Beginning teachers given additional release from face-to-face teaching.</p> <p>4 beginning teachers attained accreditation at the <i>Proficient</i> level in 2017.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	406	423	413	396
Girls	394	407	411	411

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	96.8	96.2	97.1
1	96.5	95.6	95.3	96.1
2	96.1	96.2	96.2	95.8
3	96	95.6	95.9	96.2
4	95.5	96.4	96.3	96.5
5	96.5	96.9	96.3	96.5
6	94.8	93.7	94.2	94.7
All Years	96	95.9	95.7	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

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 the newsletters; and follow up calls to check student absences 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
KDT	20
KRP	20
K_1RS	22
KEQ	19
KEL	19
KDV	19
1AP	22
1PE	24
1MD	23
1CP	24
2JA	24
2TJ	24
2SP	23
2SC	24
2KB	24
3BB	29
3MA	29
3JM	29
3ES	29
4_5AW	28
4TK	29
4PC	28
4PA	28
4LW	27
5_6JR	30
5SH	30
5RS	27
5FD	28
6AW	28
6WW	29
6GB	30
6BN	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	29.3
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	1
School Counsellor	1
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.

The Administrative and Support Staff 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.

No member of staff have indicated they are 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 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 through the year. The new Beginning Teacher Funding was allocated to three teachers in 2017 to enhance their access to professional learning as early career teachers.

A key priority in 2017 for staff professional learning and capability building was supporting the implementation of the Geography syllabus. All staff received on site professional learning from the Geography committee who received external training from the Department of Education professional development sessions.

In 2017 four provisional teachers submitted and were granted NSW Education Standards Authority (NESA) accreditation at Proficient level. All pre-2004 teachers received information from NESA to explain the process of how their Proficient Teacher status would be granted between the 2017–2018 school years. No teachers in 2017 were seeking or maintaining voluntary accreditation at Highly Accomplished or Lead levels.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	373,327
<b>Revenue</b>	6,566,578
Appropriation	5,678,355
Sale of Goods and Services	76,931
Grants and Contributions	803,346
Gain and Loss	0
Other Revenue	0
Investment Income	7,947
<b>Expenses</b>	-6,481,577
Recurrent Expenses	-6,481,577
Employee Related	-5,645,379
Operating Expenses	-836,198
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	85,001
<b>Balance Carried Forward</b>	458,328

Summer Hill PS is now fully deployed to SAP finance. It appears that Summer Hill PS has a significant increase in revenue and expenses, however this is the first full year that permanent staff wages appear on the Financial Summary.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,931,604
Base Per Capita	125,929
Base Location	0
Other Base	4,805,675
<b>Equity Total</b>	250,433
Equity Aboriginal	5,920
Equity Socio economic	10,005
Equity Language	115,140
Equity Disability	119,369
<b>Targeted Total</b>	67,755
<b>Other Total</b>	219,651
<b>Grand Total</b>	5,469,443

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

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

## School performance

### NAPLAN

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

### LITERACY

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

In 2017 a total of 112 students sat the NAPLAN literacy test. The results indicated that:

In all areas of literacy, except Year 3 writing, students performed well above the State. Year 3 writing performance was 1% below the state.

### Year 3

65% of Year 3 students were in the top 2 bands for Reading;

52% of Year 3 students were in the top 2 bands for Writing;

60% of the Year 3 students were in the top 2 bands for

Spelling; and

77% of Year 3 students were in the top 2 bands for Grammar and Punctuation.

Grammar and Punctuation showed the largest growth from 2016, with 8% more Year 3 students in the top 2 bands compared to 2016.

### Year 5

In 2017 a total of 118 Year 5 students sat the NAPLAN in Literacy. The results indicated that:

Year 5 students performed significantly above the State average in all strands of literacy.

77% of Year 5 students were in the top 2 bands for Reading;

47% of Year 5 students were in the top 2 bands for Writing

56% of Year 5 students were in the top 2 bands for Spelling; and

70% of Year 5 students were in the top 2 bands for Grammar and Punctuation.

Writing showed the largest growth from 2016, with 11% more Year 5 students in the top 2 bands compared to 2016.

### Growth between Year 3 and Year 5 in Literacy

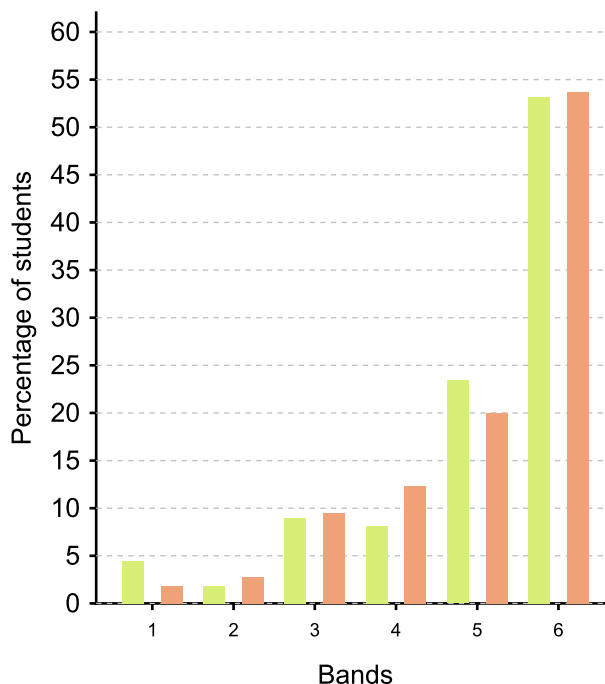
84.1% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Reading;

73.6% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Writing;

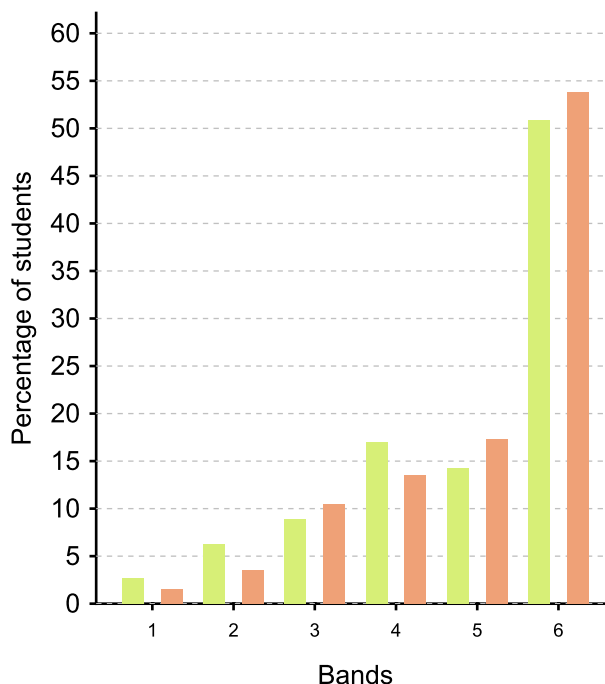
56.3% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Spelling; and

75% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Grammar and Punctuation.

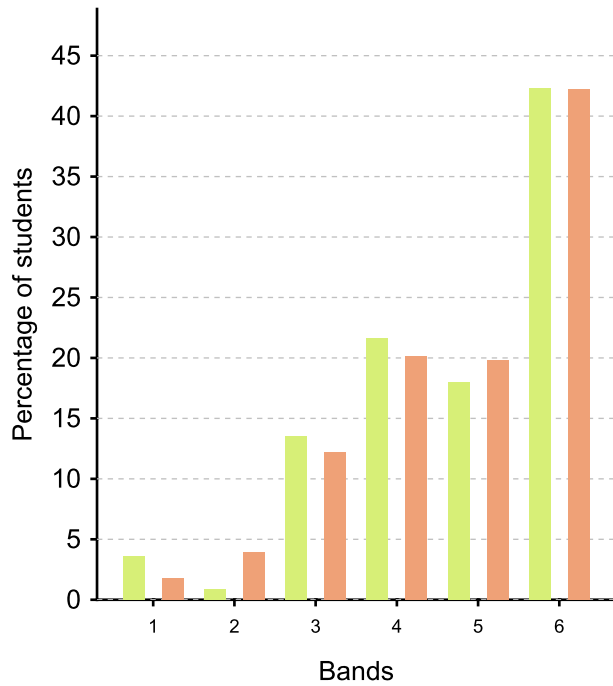
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Reading

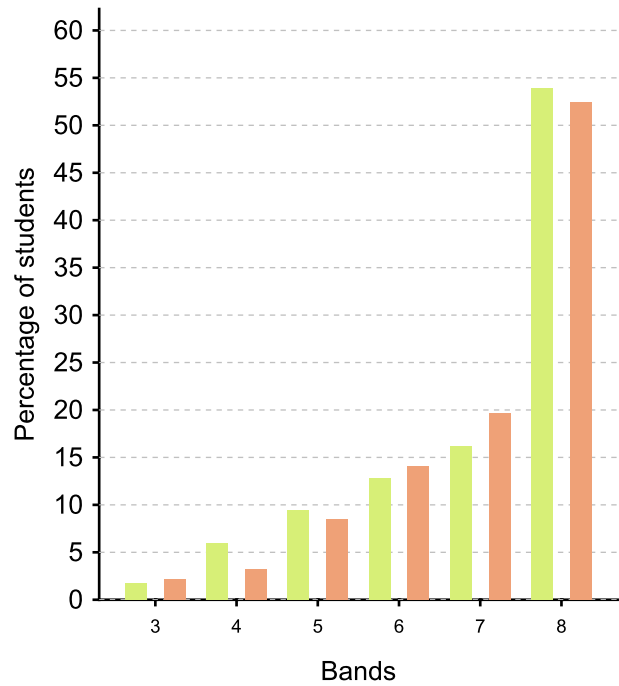


**Percentage in bands:**  
Year 3 Spelling



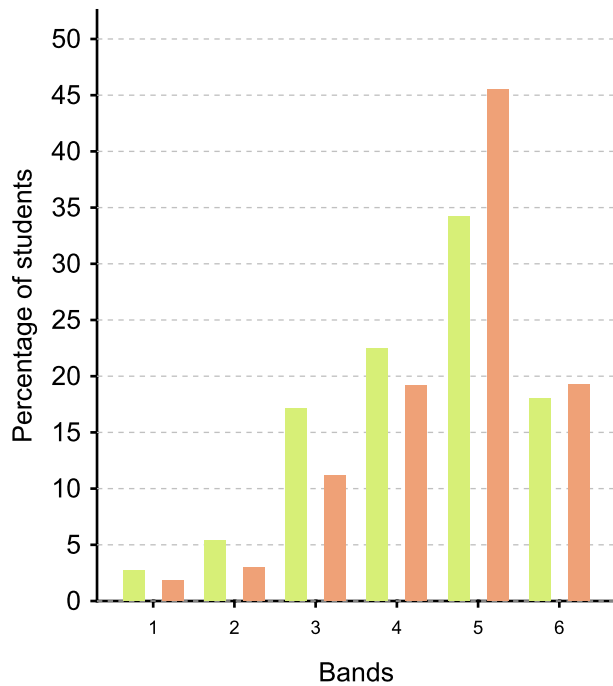
Percentage in Bands  
School Average 2015-2017

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



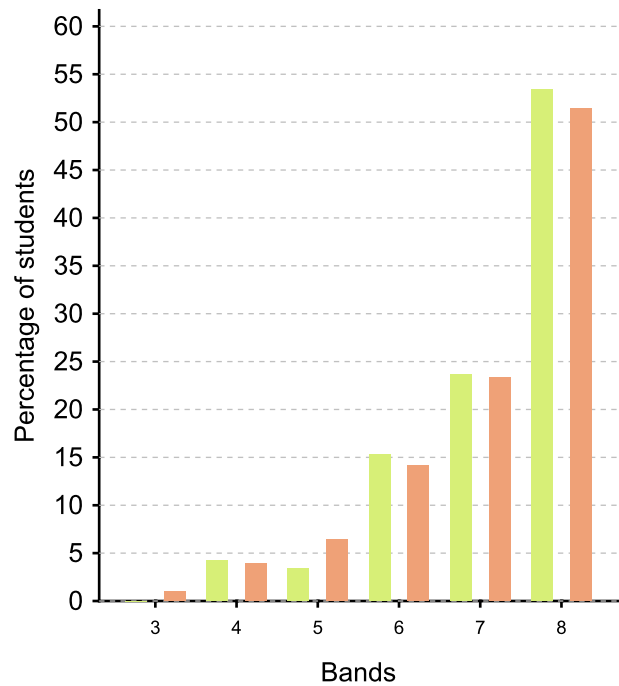
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



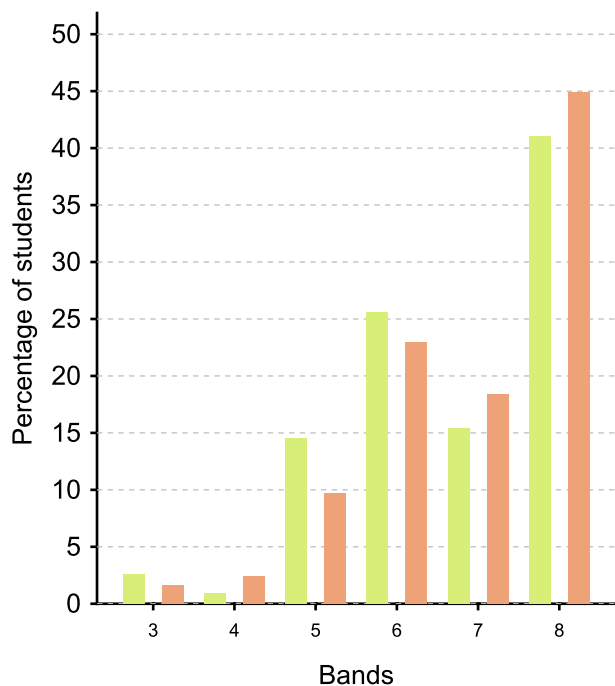
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling



In 2017 a total of 113 Year 3 students sat the NAPLAN test in Numeracy.

In all areas of Numeracy, Summer Hill Public School Year 3 students performed above the Stage average.

In Numeracy, 62% of Year 3 students were in the top 2 bands.

48.7% of Year 3 students were in the top 2 bands for Data, Measurement, Space and Geometry.

61.9% of Year 3 students were in the top 2 bands for Number, Patterns and Algebra.

### Year 5

In 2017 a total of 117 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 average.

In Numeracy, 70.1% of Year 5 students were in the top 2 bands.

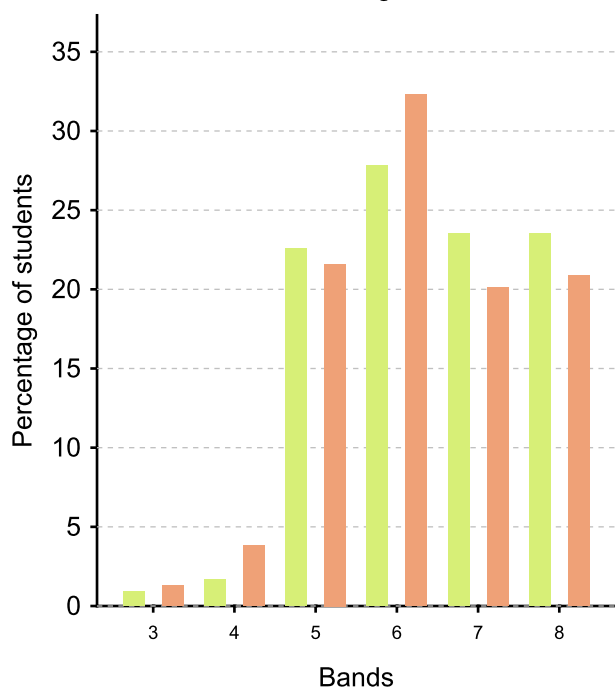
65.8% of Year 5 students were in the top 2 bands for Data, Measurement, Space and Geometry.

65.8% of Year 5 students were in the top 2 bands for Number, Patterns and Algebra.

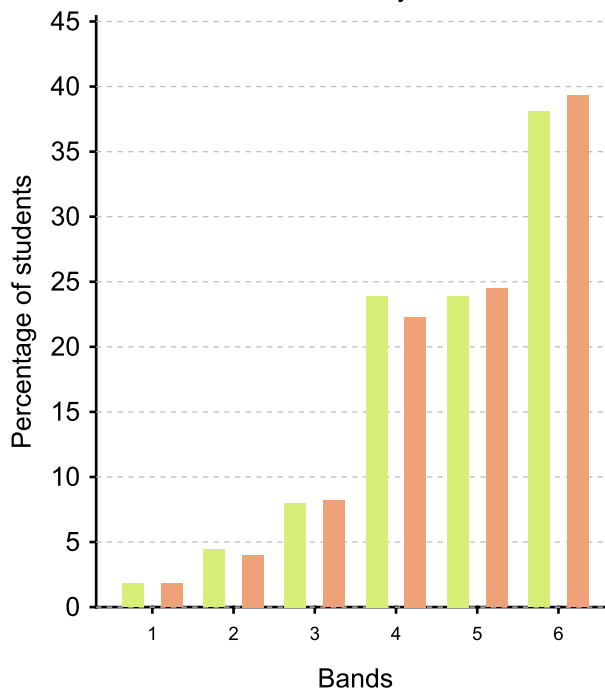
### Growth Between Year 3 and Year 5 in Numeracy:

75.9% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Numeracy.

**Percentage in bands:**  
Year 5 Writing



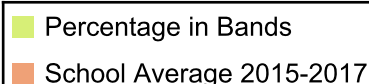
**Percentage in bands:**  
Year 3 Numeracy



## NUMERACY

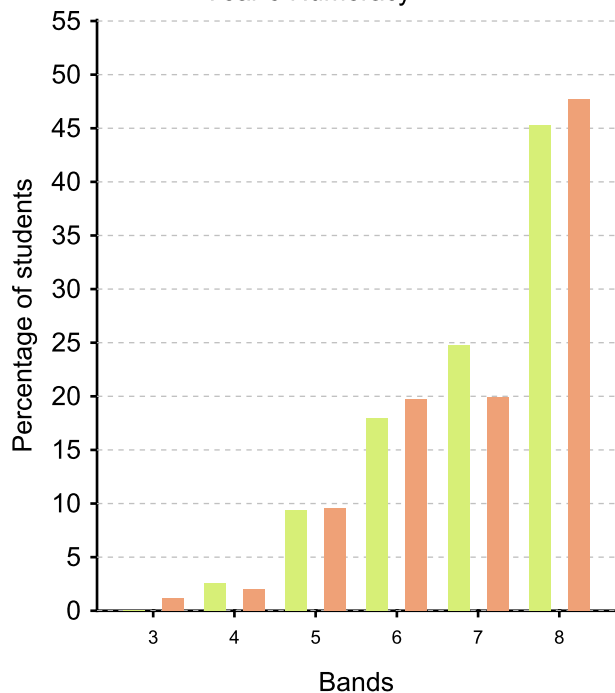
The Numeracy component of NAPLAN assesses data, space and geometry, pattern and algebra, measurement and number.

### Year 3





**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

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

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

All Aboriginal students have individual learning plans to support their growth in all areas.



## Parent/caregiver, student, teacher satisfaction

In 2017, teachers were surveyed on their perspective as Partners in Learning with a total of 24 teachers responding to the survey. The Tell Them From Me (TTFM) teacher survey was based on a comprehensive questionnaire covering eight aspects of teachers' perceptions of the eight drivers of student learning. The second paradigm covered in the survey covers teachers' perceptions of the Dimensions of Classroom and School Practices

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

65% of teachers felt supported by the leadership team in 8 aspects of leadership.

73% of teachers regularly collaborate with their peers.

76% of teachers believe there is a positive learning culture for students at the school and that they set clear classroom expectations.

75% of teachers believe data informs their practice.

75% of teacher believe they use a variety of teaching strategies in the classroom.

60% of teachers feel students engage in all aspects of technology

78% of teachers believe Summer Hill PS is an inclusive school for students.

The second paradigm of Dimensions of Classroom and School Practices survey included 4 measures which were scored on a ten-point scale. The results were as follows:

72% of teachers believe they set challenging and visible goals for their students

73% of teachers believe they use a range of opportunities to give students planned learning opportunities

69% of teachers believe they give consistent and timely feedback to students

73% of teachers believe a variety of measures help students overcome obstacles to learning.

## Policy requirements

### Aboriginal education

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

In 2017, the school received \$5 920 in equity loading to support our 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, and disengaged 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, the school community celebrated events such as NAIDOC Week, National Sorry Day, and National Reconciliation Week with special assemblies. All students read *Stories for Simon* which was acted out by senior students at National Reconciliation Week assembly.



### 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 continued to review 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.