

Summer Hill Public School

Annual Report



2018



3129

Introduction

The Annual Report for **2018** 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.

Natalie Armstrong Principal

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Message from the Principal

I am proud of our students, teachers and school leaders as we continue our relentless focus toward school improvement outlined in the 2018–2020 School Plan. We strive for excellence in learning, excellence in teaching and excellence in leading which has resulted in our school achieving many milestones on our journey to realising Our Vision – to create an environment where learning and teaching is engaging, relevant, future focused and effective. We aim to create a welcoming, inclusive and equitable environment that fosters the development of resilience, respect and responsibility. Students develop as confident problem solvers with organisational and collaborative skills to ensure they are well equipped life-long learners. The key features of our achievements at Summer Hill Public School in 2018 are outlined in this report.

Message from the school community

We achieved a great deal as a parent and carer body throughout 2018. Our community is engaged, interested and vocal. It is a community where parents and carers, teachers, students and local citizens support the many and varied P&C activities.

This year the P&C introduced a sustainability initiative that saw us remove the sale of single-use plastic bottles from P&C events. We promoted bringing your own water bottle to all events and we provided reusable cups at several events. At the Spring Fair we promoted the use of bubblers and we had on hand two Sydney Water refill stations. The report back from the provider told us, 'your flow was a whopping 978 litres; for a single day event that's a big number and a saving of approximately 1956 plastic bottles.'

In 2018 the total income of the P&C was \$117,293.49.

Our Committees contributed to several events, initiatives and conversations:

Our **Sustainability Committee** continued to support the school and they were the drivers of the P&C's commitment to eliminating single-use bottled water at all P&C events, culminating in our most sustainable Spring Fair yet. The Sustainability Committee also coordinated the Earth Hour Disco focused on the theme 'plastic is drastic' and National Ride to School Day which was a fantastic day, with lots of kids and parents riding or scooting to school.

Our **Grounds Committee** was busy in 2018 with three gardening bees held throughout the year where volunteers pruned, mulched and tidied school grounds.

Our **Gender and Inclusion Committee** held wonderfully inclusive events including celebrating Wear It Purple Day at Yeo Park and a Rainbow Breakfast for the community in Summer Hill.

Our **Music Committee** was as busy as ever running a magnificent amount of activities including practices, band

rehearsals and events. From May to June the Music Committee held four evening concerts and two weekend workshops that were successfully run thanks to many volunteers. Band and orchestra weekends were well attended.

Our **Fundraising and Events Committee** dedicated a large amount of time this year to some amazing community building events. The Committee was assisted by our fabulous Event Coordinators.

Our **New Families Welcome Breakfast**, hosted by Danielle Elliott, Leonore Glansbeek, Jacinta Pusey and Jane Nice welcomed our new families to the school. The event was well attended and a nice way for people to start making connections within the school community.

Our **Earth Hour Disco** at the end of Term 1 was a highlight in the students' calendar and a fantastic way for the children and parents/carers to come together at the beginning of the year. It was again hosted by Kate Wake, Steve Clarke and Lassity Martin and involved an army of volunteers who sold tickets, cooked, served and helped oversee the mass of excited children as they danced the night away.

Mother's Day and Father's Day Breakfasts were again an enormous hit. Thanks to Andrew Jones and Gaye Ryberg along with their amazing teams of volunteers who ran these events, feeding the masses to raise a significant amount of money.

Our **parent event was the Hollywood Trivia Night**. A night filled with entertainment, trivia, auctions, dancing and all out fun! This event was coordinated by Danielle Elliott, Helen De Wolfe, Sam Vickery, Kat Richardson and Gabi Walsh with fabulous auction prizes coordinated by Amy Kitchener. By scaling down the costs and simplifying the event, the night ran like clockwork, was incredibly entertaining for all who attended and managed to make a significant profit.

Our bi-annual **Art Show** ran this year, and Ellen Lloyd-Shepherd stepped up to the challenge and helped to create an amazing event along with the teachers and students from the school. The opening night event was extremely well attended, with band performances, food prepared by a team of volunteers and a fabulous raffle.

The **Spring Fair** was the final event of the year and was a highlight in the students' calendar. Thank you to Rob Mulcahey for taking on the role of Spring Fair Coordinator, assisted by Margie Perez, Danielle Elliott, Paul Rawlings and Ian Boland. Volunteer numbers were down, and this had a great impact on the Committee and those who did volunteer. This will be one of the areas that will be addressed for future Spring Fairs.

Volunteers are vital to the running of a P&C. Along with the Executive, I would like to acknowledge the significant contribution from our 2018 Prize Coordinator, Amy Kitchener as well as Sam Vickery who handed over this role in 2018 however was still a major contributor to the success of prize procurement. Thank you to all the Event Coordinators throughout the year. Thank you, Freya Hartley, for your contribution to the Sustainability Committee, and Sally Hughes for your contribution to the Music Committee.

Of course, thank you to all the parents, carers, grandparents, family members and friends who volunteered, ran committees and came to events. Thank you to the teachers and staff at Summer Hill Public School for working with the P&C on joint projects and priorities. We look forward to continuing our strong relationship with the school into 2019 and well beyond.

Danielle Elliott P&C President 2018

School background

School vision statement

At Summer Hill Public School we aspire to create an environment where learning and teaching is engaging, relevant, future focused and effective.

We aim to create a welcoming, inclusive and equitable environment that fosters the development of resilience, respect and responsibility. Students will develop as confident problem solvers with organisational and collaborative 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 760 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 students' 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.

The results of this process indicated that in the area of *Learning* Summer Hill Public School has a commitment within the school community that all students make learning progress and teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. In the area of *Teaching* Summer Hill Public School teachers continue to take shared responsibility for student improvement. They collaborate across stage teams to share curriculum knowledge, data, feedback and other information about students progress and achievement to inform the development of programs. In the area of *Leading* Summer Hill Public School leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements forming a sound basis for learning.

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

Developing Successful Learners

Purpose

Every student in our care will learn and achieve in a meaningful, challenging and safe environment in order to become motivated and enthusiastic learners.

Teachers will develop new skills through ongoing professional development to enhance their teaching and learning programs and their own wellbeing.

Overall summary of progress

Learning Progressions

Differentiation is of high importance at Summer Hill Public School. The learning progressions were introduced as they were seen as a tool in helping to assist teachers with planning and programming differentiated lessons in Numeracy and Literacy. Initially, our aim was to focus on one area of learning – spelling. This decision was made as the school were due to begin trialing a new spelling program in 2019, 'Sound Waves.' As a result of our focus on the use of the learning progressions in spelling some teachers have adopted the use of the progressions in their teaching and learning programs to assess student progress and determine next steps. Following evaluation of our project we found that teachers will require ongoing support, adequate knowledge and real life examples in order for them to effectively use the learning progressions within their classrooms, designed to improve individual student achievement in Literacy and Numeracy.

New Curriculum

Staff at Summer Hill Public School were provided with targeted professional learning around new curriculum particularly in the area of Science. As a result new scope and sequences were developed along with new Science units, currently being trialed in all classrooms K–6 with great success. The units of work are accessible to all staff as they are shared on Google drive. These units of work have fostered and created a more practical, stimulating and engaging delivery and understanding of all concepts explored in the curriculum area of Science.

ICT

The ICT project is something that has and will continue to be dynamic and ongoing at Summer Hill Public School. Our key focus this year was to ensure that ICT being used within the school was reliable and current, and ensure that teachers and students were able to use the technology effectively. Teachers were supported in developing and delivering engaging and stimulating lessons, enhanced through the use of available technologies such as laptops, iPads and computers, to improve student outcomes. Therefore, the ICT mentor team continued this year and it has been driven by two members of staff who have been working alongside teachers in classrooms, implementing effective ICT activities that support delivery of the curriculum as well as the needs of the class and teacher. The Technology Committee worked alongside our external ICT provider to be a driving force in the school ensuring ICT was available, current and reliable. This gave all students and staff access and allowed teaching and learning programs to be delivered effectively across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1.1 Teachers using the learning progressions in English & Mathematics as an integral part of the reporting process as evidenced through work samples. 1.2 Well-developed programs and assessment processes in Science & Technology, PD/H/PE and Visual Arts (new curriculum) and in English and Mathematics.		Staff are using the Science, History and Geography syllabus' to plan and program appropriate stage activities and will continue to do so in 2019. Some stages will trial using the new PDHPE syllabus in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1.3 Increased staff and student use of iPads, laptops and desktops as evidenced through work samples. 1.4 A system that works to support our ICT needs.		Staff are using the Science, History and Geography syllabus' to plan and program appropriate stage activities and will continue to do so in 2019. Some stages will trial using the new PDHPE syllabus in 2019.

Next Steps

Learning Progressions

Our next step is to explore evidence based approaches that will support staff to continue to use differentiation in classrooms and teaching and learning programs throughout the whole school.

New Curriculum

Our next step is to now look at staff professional development in the new Personal Development Health and Physical Education (PDHPE) and Creative Arts syllabuses.

ICT

Our next step is to look at gradually adding more devices across the school K–6 and to continue to support teachers in teaching ICT capabilities to students, and using digital technologies to enhance the delivery of teaching and learning programs.



Strategic Direction 2

Striving for Quality Teaching

Purpose

To provide a quality learning environment for staff and students based on sound pedagogy.

Teachers are involved in authentic collaboration, triangulated data analysis and professional learning to continually reflect on and improve their practise.

Overall summary of progress

Strengthening Literacy

Summer Hill Public school has well passed the Premier's target of 35.5% in the top two bands in NAPLAN Reading and Numeracy. We have attained 72.88% in the top two bands. In 2018 NAPLAN on average our Year 5 students performed above similar schools. There is a continued focus on teaching and programming of writing as there are still students who are not achieving expected growth in writing, and overall results of Year 3 students has not increased as significantly as we had hoped. Our strengthened focus on writing in Stage 1 during 2018 may see value added for the 2019 cohort.

Intensive training in the Seven Steps for Writing Success program was undertaken by all staff during Term 1, 2018.

Staff all completed pre- and post-tests for imaginative writing from K-6 and were engaged in productive planning sessions to improve our level of Consistent Teacher Judgment (CTJ) and evaluation of internal and external data. 'Value add' internal data measures were used for the first time and staff reported finding this valuable. Changes to teaching programs were made across K-6 to address identified areas of need.

Internal data (i.e. above expected growth) suggests we are on track with identified teacher professional learning enhancing teacher capacity to teach writing. There is now a shared understanding of research informed pedagogy within our staff cohort for writing, along with a consistency of delivery using the Seven Steps for Writing Success and Sentence a Day programs. Many rigorous conversations now occur about using Seven Steps for Writing Success to improve students writing skills.

Goal Setting and Feedback

By the end of 2018 there was evidence of a shared understanding of research informed pedagogy in regards to goal setting in classrooms. All student reports showed evidence of goal setting in Semester 1 2018. Three way interviews conducted K-6 included reference to student goals. Many staff and students were effectively reflecting back on goals during Semester 2 report writing time. Consistency across classes is an ongoing focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>2.1 : Increase the % of students in the top two bands in NAPLAN for writing, reading and numeracy.</p> <p>2.1: Internal and external data shows improvement in student growth. (2018 writing)</p> <p>2.2: Evidence of embedded and explicit systems of effective feedback and goal setting in planning and programming.</p>		<p><i>In School performance: writing: we are operating in the 'excelling' confidence interval area.</i></p> <p><i>Student performance: student growth:</i> Summer Hill Public School has well passed the Premier's target of 35.5% in the top two bands for Reading and Numeracy. We have attained 72.88% in the top two bands. This is also evidence of growth from 2017: 68.77%)</p> <p><i>Value add internal data:</i> using Hattie's value add measures on our post test data for imaginative writing, following classroom teaching using the Seven steps for writing success program, we have been able to see that 92% of the classroom cohorts have surpassed the target of 0.4 growth in a teaching year, with measures of 0.58–1.02. Rigorous dialogue developed over the year and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>2.1 : Increase the % of students in the top two bands in NAPLAN for writing, reading and numeracy.</p> <p>2.1: Internal and external data shows improvement in student growth. (2018 writing)</p> <p>2.2: Evidence of embedded and explicit systems of effective feedback and goal setting in planning and programming.</p>		<p>resource sharing grew exponentially.</p> <p>Sentence a Day data analysis showed a positive evidence of 'value add' growth.</p> <p>Data suggests we are on track with the way professional development has been delivered to staff. There is now a shared understanding of research informed pedagogy within staff cohort for writing, using the seven steps. Many robust and enthusiastic conversations now occur around the seven steps.</p>

Next Steps

Strengthening Literacy

Writing timeline to be updated to include greater emphasis on persuasive writing (teaching, assessing and consistent grade-wide marking). Adjustments to include opportunity, using allocated funds, to hold grade team marking sessions with executive support, to build staff capacity and ensure Consistent Teacher Judgement (CTJ).

Writing results in NAPLAN to be analysed to identify any specific areas for growth.

Rubrics to be re-evaluated and updated to suit identified areas and better support CTJ and goal setting.

In class support and programming reviews to be considered to review the use of targeted, explicit teaching strategies for writing teaching.

K-6 spelling program to be considered to address inconsistent spelling results over time.

Goal Setting and Feedback

Executive staff to develop consistent expectations around report writing using goal setting language. This will allow for student growth to be identified, along with next steps for learning.

Learning Progressions to be evaluated for use with visible learning routines. Executive to meet with new principal to determine next steps for driving visible learning theory throughout the school. These could include revisiting feedback, formative assessment and explicit teaching.



Strategic Direction 3

Learning for the Future

Purpose

To foster an environment where learners develop the skills, values and attitudes to participate in all aspects of life now and in the future.

Overall summary of progress

Future-focused learners

At the start of the 2018–2020 school planning cycle teachers interested in exploring and implementing future-focused learning spaces and/or pedagogy were identified. A project was developed as part of the School Plan to provide a framework and budget for implementation. Interested staff members were able to join the project team and a sub-group was established so that this group of teachers could explore the concept of future-focused learning. Another sub-group was established to explore the concept in different ways. In order to establish baseline data about student understanding of future-focused learning surveys were created and conducted. This provided baseline data to be used for comparison during the project implementation.

Data gathered at the end indicated students were presenting as happy and engaged in their learning environments. Changes to classrooms continued to enable students to make choices about where and how they work, and who they work with (with appropriate guidance as needed). End-of-year surveys of students in Kindergarten, 5WW, 6VK and 6SH indicated students were more productive, achieved better results, felt connected to their learning environments, supported each other more and used the various spaces available creatively and appropriately.

Staff members involved in the trial classes continue to be enthusiastic about what they are learning and how they are implementing changes to their physical classroom spaces and teaching practice.

Sustainability

The sustainability team finalised the Summer Hill Public School School Environmental Management Plan (SEMP). Staff were trained by environmental specialists from Observatory Hill Environmental Education Centre on using the school grounds for authentic learning in environmental education. A bio diverse garden was established along Junction Road to encourage small native birds into the area. Students were involved in planting, watering and maintaining the garden. Binoculars were purchased and bird sightings were recorded. The Summer Hill Environmental Leaders and Learning Spaces (SHELLS) was established, and coordinated Science week activities, bird watching, invertebrate hunting and lunchtime composting and sorting for younger students. Staff were surveyed to evaluate how the school grounds were being used for teaching and learning activities, and interested staff were identified to assist with writing units of work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3.1 Increased number of staff members who have transitioned to future-focused learning spaces and practices in their classrooms (from 2018 trial). (SEF: >Learning >Wellbeing >Individual learning needs; >Learning >Wellbeing >Behaviour; >Learning >Curriculum >Teaching and learning programs; >Learning >Curriculum >Differentiation; >Teaching >Effective Classroom Practice >Explicit teaching; >Teaching >Effective Classroom Practice >Feedback; >Teaching >Learning and Development	<i>\$4628 – furniture and classroom equipment</i> <i>\$2064 – Kindergarten COLA adaptation (from LEA Grant)</i> <i>\$175 – professional development course fees</i> <i>\$3500 – casual relief costs</i> TOTAL \$10,367	Initial trial classrooms are set up as future-focused learning (flexible) spaces. Teachers in initial trial classrooms are starting to use future-focused pedagogy in their classrooms. Most students in initial trial classes are confident and successful learners in future-focused classrooms. Progress has been achieved in 2018, such as Kindergarten, Stage 3 and 4Cs teams working closely together, and analysis of survey results for 2018 and future directions for 2019 All staff received a survey as Google Form on SD3.2 to gauge their level of use of the school grounds as a Sustainability teaching resource.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>>Collaborative practice and feedback; >Teaching >Learning and Development >Professional learning; >Teaching >Learning and Development >Expertise and innovation; >Leading > School Planning, Implementation and Reporting; >Leading > School Resources > Facilities; >Leading > School Resources >Technology)</p> <p>3.1 Data shows improvement in the number of students who are confident and successful learners in future-focused classrooms (from 2018 baseline).</p> <p>(SEF: >Learning >Learning Culture >High expectations; >Learning >Student Performance Measures >Value-add; >Learning >Student Performance Measures >Student growth; >Teaching >Data Skills and Use >Data analysis)</p> <p>3.2 Increased number of sustainable spaces created in the school and being used for teaching and learning (from 2018 baseline).</p> <p>3.2 Data shows improvement in the number of students who understand and model sustainable practices (from 2018 baseline).</p>		<p>Stage 3 students have taken part in the World's Largest Lesson, investigated the UN Sustainable Development Goals (UNSDG) and researched the question 'How can we change our school to promote Sustainability?' as Project Based Learning activities. Where relevant, they have linked their learning to the data collected during student investigations. They have communicated their findings as reports in the school newsletter and in library displays, as nesting boxes for small birds, as insect boxes, as recycled rubbish sculptures.</p> <p>Year 6 students worked with the SHPS specialist teachers, Music and Drama, to write and produce 'Plastic Planet', a powerful Year 6 show with a Sustainability focus.</p>

Next Steps

Future-focused learners

Staff survey results from the end of 2018 indicate the following focus areas for next year regarding flexible learning environments:

- Additional flexible furniture – 82%;
- Professional development about using flexible spaces to enhance student learning outcomes – 64%;
- Professional development about how different approaches to pedagogy can support flexible learning spaces and enhance student learning outcomes – 46%; and,
- Visits to sites that have flexible learning environments – 46%.

Student survey results from the end of 2018 indicate the following focus areas for next year regarding flexible learning environments:

- More soft furnishings and more comfortable seating for tables;
- Greater variety of tables including low and high tables, big and small tables, and other flexible working areas; and,
- More open space in the classrooms, and learning activities outside.

Other future directions:

- Including new staff members in the project in 2019

- Involving all staff members in the aims of future-focused learning

Sustainability

In order to develop site specific lesson sequences for all stages to use in the school grounds, the Sustainability team would like some professional learning activities linked to the outcomes, possibly in writing cross curriculum units incorporating sustainable practices.

The milestones and direction of the team will be reviewed in line with the School Excellence Framework.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$9 728.00) 	Students supported through Personalised Learning Pathways. School Learning and Support Officers employed to support learning and access to the curriculum for identified students.
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$129 292.00) 	The English as an Additional Language/dialect (EAL/d) teacher was employed to support students at the Beginning, Emerging and Developing stages in the EAL/d Learning Progression. 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 achievement measured against the EAL/d Learning Progression as well as growth identified through the NAPLAN data.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$125 902.00) 	<p>RAM funding was allocated to employ a Learning and Support Teacher (LaST) for 7 days/fortnight. This included the delivery of MultiLit Reading Tutor and Macqlit programs for students in Years 3–5 who were identified as below stage level in literacy. A School Learning and Support Officer was employed for 9 hours per week to work with the students participating in the Reading Tutor program.</p> <p>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 students with additional learning and support needs in their classrooms, during school events, on excursions and school camps.</p> <p>Students with identified needs transitioning into Kindergarten and Year 7 were also supported.</p>
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$10 589.00) • (\$0.00) 	This funding was combined with other equity funding and resources to support the needs of students. To ensure equity of access a number of students benefited from additional support to: access learning programs, develop literacy and numeracy skills, and attend excursions and school activities
Support for beginning teachers	Support for beginning teachers (\$27,572.00)	In 2018 two classroom teachers were allocated funding through the Departments' Great Teaching Inspired Learning reform. This allowed for the teachers' to have reduced teaching loads, access to professional learning that focused on classroom and behaviour, student engagement, accreditation and collaborative practices. Supervisors worked closely with the teachers to support classroom observation and structured feedback.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	423	413	396	372
Girls	407	411	411	404

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	96.2	97.1	96.7
1	95.6	95.3	96.1	95.6
2	96.2	96.2	95.8	95.1
3	95.6	95.9	96.2	95.5
4	96.4	96.3	96.5	95.3
5	96.9	96.3	96.5	96.2
6	93.7	94.2	94.7	94.6
All Years	95.9	95.7	96.1	95.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Summer Hill Public we liaise with the Departments' Home School Liaison Officers to manage non-attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.02
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

No current staff member identifies as Aboriginal or Torres Strait Islander

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	45

Professional learning and teacher accreditation

Summer Hill Public School promotes a collaborative and supportive workplace committed to a positive culture of learning by individuals and teams. We acknowledge all teachers have a right to be supported in their professional learning that facilitates professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education policies, aims and strategic directions, and our school plan. Individual Performance and Development Plans (PDPs) guided the work of the principal, executive and teachers in 2018. Staff completed training and certification outlined in the Departments' School Staff Training Guide which included Child Protection Update 2018, Recognition and Management of Anaphylaxis Training, and Cardio-Pulmonary Resuscitation.

Teaching staff and executive participated in school based professional learning each fortnight and during the five School Development Days. Professional development activities included: Seven Steps to Writing

Success, Learning Progressions, Science and Technology syllabus and Google Classroom. In 2018 there were 2 teaching staff gained accreditation at Proficient. 51 teachers were maintaining their accreditation at the Proficient Teacher stage of the Australian Professional Standards. Of these 1 successfully completed the maintenance period.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	458,328
Revenue	6,758,666
Appropriation	5,832,617
Sale of Goods and Services	71,377
Grants and Contributions	843,985
Gain and Loss	0
Other Revenue	1,600
Investment Income	9,087
Expenses	-6,519,457
Recurrent Expenses	-6,519,457
Employee Related	-5,641,964
Operating Expenses	-877,493
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	239,210
Balance Carried Forward	697,537

In 2018, while Summer Hill Public School continued to benefit from the Departments' Resource Allocation Model (RAM) funds received and the additional income generated through the community use of school facilities, spending remained similar to previous years. In 2019 spending will be increased to reflect our RAM allocation, income generated from community use of school facilities, and directions in our 2018–2020 School Plan. Funds will be allocated to various school improvements over the next two to five year period, including: updated interactive whiteboards in every learning space including classrooms, budgets allocated to our three strategic directions to drive school improvement, refurbishment of the technology room and classrooms, ground maintenance including a transformation of the basketball court to a multipurpose

court, and ultimately a long awaited upgrade of our administration building and staff room.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,985,808
Base Per Capita	156,049
Base Location	0
Other Base	4,829,759
Equity Total	275,512
Equity Aboriginal	9,728
Equity Socio economic	10,589
Equity Language	129,292
Equity Disability	125,902
Targeted Total	96,208
Other Total	304,452
Grand Total	5,661,980

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

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

School performance

NAPLAN

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

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

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

are discouraged during these transition years.

Value added is a measure of student growth in NAPLAN performance from Year 3 to Year 5. In 2018 value-added was excellent and results are as follows:

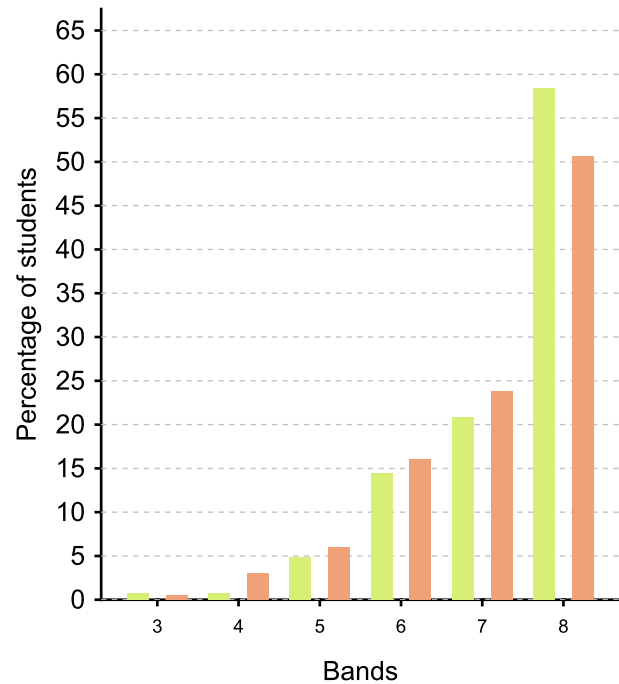
84% of Year 5 students achieved at or above expected growth in NAPLAN Reading

74% of Year 5 students achieved at or expected growth in NAPLAN Writing

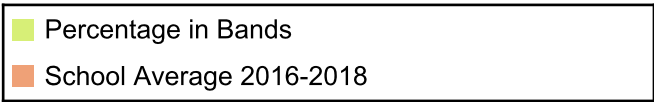
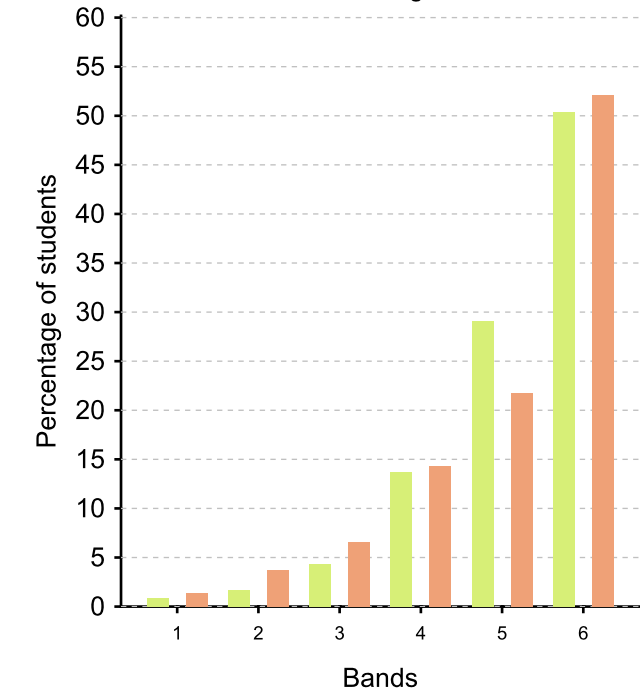
58% of Year 5 students achieved at or above expected growth in NAPLAN Spelling

75% of Year 5 students achieved at or above expected growth in NAPLAN Grammar and Punctuation

Percentage in bands:
Year 5 Reading

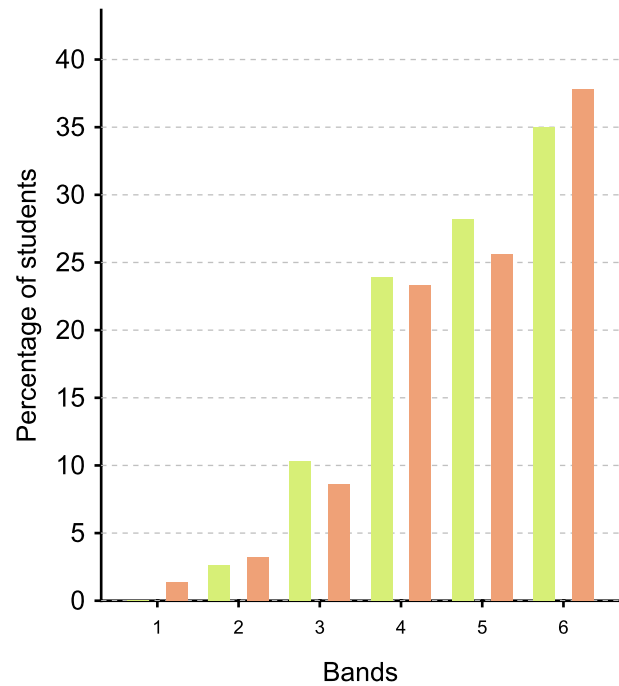


Percentage in bands:
Year 3 Reading

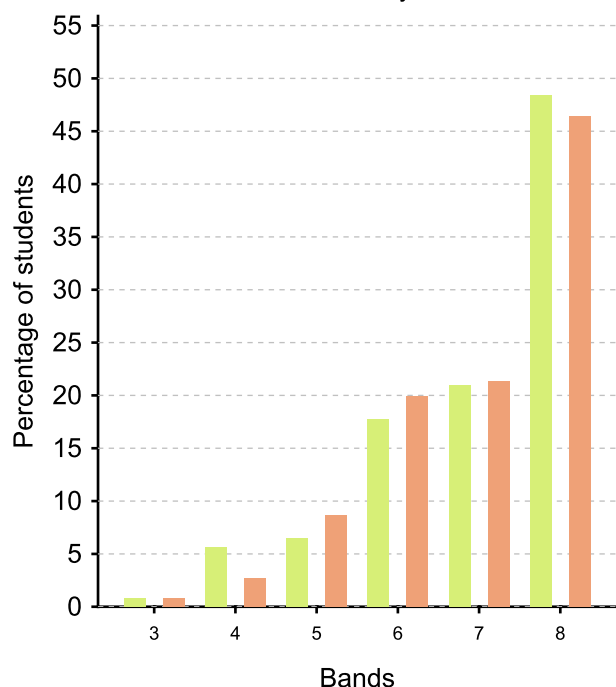


Value added is a measure of student growth in NAPLAN performance from Year 3 to Year 5. In 2018 value-added was excellent. 70% of students achieved at or above expected growth in NAPLAN Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

In accordance with the *Premier's Priorities: Improving education results* the average percentage of students performing in the top 2 bands for NAPLAN Reading and Numeracy is 69.03%

In accordance with the *State Priorities: Better services – Improving Aboriginal education outcomes* the average percentage of Aboriginal students performing in the top 2 bands for NAPLAN Reading and Numeracy is 40%

Parent/caregiver, student, teacher satisfaction

Students in Year 3 and 5 2018 completed the Tell Them From Me Primary Schools Survey at the beginning of 2019. The survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. Social engagement results indicated that 97% (NSW Govt Norm 89%) of students participated in school sports and clubs and 87% (NSW Govt Norm 85%) had positive relationships. Institutional engagement results indicate 93% of students displayed positive behavior at school (NSW Govt Norm 83%) and 93% of students valued schooling outcomes (NSW Govt Norm 96%). For Intellectual engagement, 90% (NSW Govt Norm 93%) of students reported they received quality instruction.

Policy requirements

Aboriginal education

During the year the school community celebrated events such as NAIDOC Week, National Sorry Day and National Reconciliation Week with special assemblies. The students participated in lessons and activities relating to these themes and were involved in making Sorry Flowers, singing songs, celebrating notable Aboriginal women to fit the NAIDOC theme, and making artworks. Representatives from our house teams presented their indigenous animal mascots at some special events.

Students were involved in History and Geography lessons with Aboriginal and Torres Strait Islander Perspectives and these were integrated into other learning areas such as library lessons, drama and music.

Summer Hill Public School had representation at the Deadly Awards with one student, Tyriq K receiving an award celebrating his achievements at school.

All Aboriginal and Torres Strait Islander families were invited to community gatherings held in the school library and welcomed in to join others for an afternoon tea, informal discussions and sharing ideas.

Teachers on our Aboriginal Education Committee attended Professional Learning with the Aboriginal Education Consultative Group (AECG) and other training at Marrickville West Public School to learn about Aboriginal Games.



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. 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 many celebrations including Lunar New Year into the calendar annually.

Other school programs

Instrumental Music Program

Music and the arts have been a key part of Summer Hill Public School and the Instrumental Music Program has grown and evolved over time. Our bands and orchestras have been a big feature of co-curricular life for more than 25 years and continue to play a key part in many students' experience at school. The bands and orchestras encompass over 200 students across Year 3–6, on a range of diverse instruments from flutes to violins, tubas to double basses, bassoons, clarinets and French horns and many more.

In 2018, our four bands and three orchestras started their weekly rehearsals early in Term 1, with our enthusiastic new recruits starting off with a long first session with tutors. Our Stage Band and Chamber Orchestra had their first performance at the end of the term at Kegworth's annual F.A.R.E. Our Training Band and Training Orchestra finished a huge term with a combined open rehearsal with breakfast for all parents, families and fans to attend.

In Term 2, the regular Band Weekend and Orchestra Weekend Workshops were held, across two separate weekends, and were well attended and supported by students and parent helpers. Many new pieces were learned and refined, including pieces for performances. During Term 2, the Evening Concert Series was also well attended and many students took up the opportunity to perform solo, duet or small group pieces in a supportive environment. There were four concerts, each featuring different instrumental groups – Woodwind and Recorder, Strings, Vocal and Piano, and Brass and Percussion. The Training Band and Training Orchestra delighted all who attended the Mothers' Day Breakfast by performing incidental music in the COLA.

Towards the end of Term 2, our Chamber Orchestra players had a whole day rehearsal and then another rehearsal and performance as part of the Festival of Instrumental Music, at the Sydney Opera House. It was, as always, tremendously exciting to be at such an incredible venue among string players from all around the state. All players practiced and memorised their music, resulting in an amazing concert and an unforgettable experience for all.

In the final week of Term 2, the Training and Concert Bands journeyed to Kogarah to take part in the annual Engadine Band and Orchestra Festival. This event was a wonderful chance for our ensembles to perform in a

professional and supportive setting, among other student ensembles. The adjudicator gave valuable feedback on the performances and the students played and behaved beautifully.

In Term 3, the Senior Band and Stage Band participated in the NSW School Bands Festival at the University of NSW. They performed, along with many other students from around NSW, to a supportive audience and received valuable experience and feedback from adjudicators on the day. Our Orchestras – Training, Symphony and Chamber, were all invited to perform on the opening night of the school's biannual Art Show. Also performing was a trio, formed at the school, and the school ukulele group. The Training Band and Training Orchestra serenaded the crowds at the Fathers' Day Breakfast Event.

In Term 4, all ensembles performed at assemblies and presentation ceremonies, including the Karen Kekale Awards, the Sports Assembly, Presentation Day. The Senior Band also performed at the Taveners Hill School Fete. The Chamber Orchestra were special guest artists at the Sydney Southeast Showcase Concert at the Sutherland Entertainment Centre. Over 100 students were excitedly auditioned for the 2019 program and many other current students were auditioned to successfully move from their current ensemble to a more advanced ensemble in the new year.

During the year, some of our talented senior students participated in projects outside of the school at region and state level including – Sydney Southeast Wind Ensemble, Create East, Sydney Southeast Orchestra, State Wind Band, State Music Camp, Arts Unit Ensembles, Sydney Southeast Showcase. These students represented themselves and the school admirably and also gained valuable performance experience.

Summer Hill has been lucky to have a wonderful team of talented people working with the students. This year, it included Rachel Pogson, Bridget Hall, Nathan Parks and Niamh Armstrong working with our orchestras. On bands we had Danika Pink, Nathan Parks, Beth Braga and myself. Behind the scenes, we have been lucky to have Janet Sutherland as our very capable music administrator for ten years and it is very sad to see her retire at the end of 2018. An informal mini-concert and thank you was held at the end of Term 4 to thank Ms Sutherland for all that she has done for the program over the years.

Another important part of the music program team are the Music Support Group parents, who have been at events to help them run smoothly, helped organise events such as the Breakfasts, Weekend Workshops, Evening Concerts; and who generally assist the Instrumental Music Program throughout the year. Special thanks to Sally Hughes who has been a wonderful president and organiser of people.

A final thanks goes to the teaching and administration staff of Summer Hill Public School, whose continual support means that the Instrumental Music Program continues to be an important, integrated and vital part

of school life. Many teachers volunteered to come to our events to help, administration staff helped us process all our various requests, our Executive and Leadership team have consistently supported and reinforced the value and quality of the program and championed our performances. Special thank you and farewell to Karen Shehata and Rebecca Salter, both of whom gave wonderful support to the music at our school.

Cathy Chan Musical Director