

Summer Hill Public School

2019 Annual Report



3129

Introduction

The Annual Report for 2019 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.

School contact details

Summer Hill Public School

Moonbie St

Summer Hill, 2130

www.summerhill-p.schools.nsw.edu.au

summerhill-p.school@det.nsw.edu.au

9797 8160

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 2019 are outlined in this report.

Message from the school community

2019 was another successful year for the SHPS P&C, showcasing the amazing connection between school and community. 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.

In 2019 the total income of the P&C was \$91,177.66.

Our Committees contributed to several events, initiatives and conversations:

The **Fundraising and Events Committee** had a very successful year working alongside the fabulous Event Coordinators to create some amazing community building events.

The **New Families Welcome Breakfast** was hosted by Jacinta Pusey and Natasha Rawlings to welcome all 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 Dance 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. This event is an excellent starting point for new volunteers to become involved and to see how easy it is and how rewarding making new connections over a hot BBQ can be!

Mother's and Special People (MASP) and Father's and Special People (FASP) Breakfasts were again an enormous hit. We now have these events running like clockwork under the expert coordination of Andrew Jones and Gaye Ryberg. Along with their amazing teams of volunteers these events feed the masses and raise a significant amount of money. The raffles that accompany these breakfasts have some amazing prizes donated by many of our local businesses. All prizes are coordinated throughout the year by our very talented Prize Coordinator Amy Kitchener. We would also like to thank BBQ's Galore at Camperdown for supporting us with a huge discount to purchase our new BBQ. The new BBQ and food warmer was purchased with funds from the Volunteering Grant secured by Neroli Butt.

The **evening event for parents / carers and friends was an Eighties Trivia Night**. This event was taken on by a new committee of Nicola McLintock, Elissa Kiggins, Janita Lish and Kirsti Wright, with prizes and auctions coordinated by Amy Kitchener. To say the night was a roaring success would be an understatement. Utilising the amazing offer from the Canterbury Hurlstone Park RSL to use their Event Space, the team put on an incredible night of entertainment and trivia. With performances by Smiling Politely, The Temperamentals, Steve Clarke and MC'd by the glamorous Miranda Fair. Hudson McHugh were generous contributors to the event providing the major prize and auctioneer for the evening. Thanks to Natasha Rawlings for coordinating their involvement.

Wear it Purple Day was celebrated with a mufti day at school and a community picnic in the park after school. It was great to see many students, teachers and families wearing purple and celebrating the diversity that we have at our school and in our community.

2019 was a **Card Creations** year where art works were completed in class as part of the art curriculum and then transferred to create beautiful packs of cards for sale to families. Thank you to Ljiljana Sentas for coordinating this activity with the school and teachers.

The final event of the year was the **Colour Fun Run**. This event was coordinated by Jade Mulcahy and Rose Walsh in partnership with a committee of teachers, including Mark Warnock, Jo Meldrum, Fiona Donnelly and Rachel Donato. The committee engaged the services of The Fundraising Group, a company specialising in school fun runs to run the colour run and associated sponsorship platform. Students participated in a number of activities throughout the day, including a sideshow alley created by Year Six students which was very popular. The Year Six Fundraising Group also provided a sausage sizzle and cake stall. All students had the opportunity to end the day with a run through the Colour Run course which was a huge hit with everyone. The whole event ran very smoothly and was very successful as both a community building event and as a fundraiser for the school.

Our **Sustainability and Grounds Committee** was busy in 2019, continuing to support the school's environmental programs and provide great spaces for our kids to play and learn.

Stage 2 of our Natural Intuitive Play space (fitness trail) was installed during April 2019. The playground upgrade was made possible from P&C Fundraising in 2017/2018. A huge thank you to Helen DeWolfe and Richard Heads for helping to create such a beautiful play space for our kids.

We also ran two gardening bees (in May and November) where families worked enthusiastically weeding, planting, painting and mulching.

Our P&C events throughout the year continued to minimise waste and promote environmental sustainability. This year we ran the **National Ride to School Day** in March with lots of kids and parents riding and scooting to school. The school **Crunch n Sip challenge** was run again to encourage waste free lunches and healthy eating. The P&C supported the Year 6 gift installation of new bubblers and bottle refill units in the school to make it easier to bring refillable drink bottles. Our parents continue to support the school's various environmental and vegetable garden initiatives.

Our **Music Committee** continued to support the school music program during 2019. There were a few changes at the beginning of the year with introduction of the new school music administrator, Angela Lerantges who succeeded Janet Sutherland.

The regular events supported by the Music Committee during the year included: The Training Band Breakfast in April, a series of 4 evening concerts in June–July, the Orchestra Weekend Workshop (May) and the Band Weekend Workshop (June). All of these events were well–attended by parents and assisted by a number of parent volunteers; many thanks to all.

2019 was also a **Musicale** year, a bi–annual event which showcases all the musical ensembles in the school, including choirs, recorders and ukuleles as well as all of the bands and orchestras. This was held over 2 nights in September and October and was well supported.

In addition, the Music Committee hosted a new event, the Senior Band Breakfast (5th December) inviting parents to a final rehearsal to celebrate the progress of the children since beginning in Year 3, and to farewell the Year 6 students moving on to high school.

The **'Cyber Forum' subcommittee** was formed this year for the first time, as a reflection of the community's growing concern about cyber safety, screen time and digital awareness. The Forum ran two events on cyber safety and established a Facebook group where parents and carers can share information.

The **Gender and Inclusion Committee** has continued to work closely with and provide feedback to the P&C, school and external suppliers in 2019 with the aim of promoting gender diversity, equality and inclusion at Summer Hill Public School. Discussion often focuses on how language can be used thoughtfully to ensure all students and families feel valued and included, for example at events such as the 'Fathers/Mothers and Special People's Breakfast'. The Gender

and Inclusion Committee has also worked with the uniform supplier to remove gender labels from uniform items and to ensure all students can wear any official uniform items of their choice. Other issues advanced (but remain 'works in progress') include equitable shared use of the limited playground space, and access for Summer Hill students to places at local co-educational high schools. The Gender and Inclusion Committee met with the local member Jo Haylen earlier in the year regarding co-educational high school options and has lodged a meeting request with the Education Minister on this issue.

Volunteers are vital to the running of a P&C. Along with the Executive, I would like to acknowledge the significant contribution of our Committee leaders. Thank you, Freya Hartley from the Sustainability Committee, Carmel Quinn from the Music Committee, Lassity Martin from the Cyber Forum subcommittee, Steve Clarke from the Gender and Inclusion Committee and Helen De Wolfe from the Fundraising and Events Committee.

And of course, thank you to all of the parents, carers, grandparents, family members and friends who volunteered, joined committees and came to events and the teachers and office staff who supported us along the way.

Danielle Elliott P&C President 2019

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 726 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Students will create future learning goals and engage in feedback to enhance their learning and wellbeing.

Improvement Measures

Increased staff and student use of iPads, laptops and desktops to enhance teaching and learning and students outcomes. This may be measured by:

- Surveys, work samples and other items listed in the Evaluation Plan section of SD1.
- Moving from Sustaining and Growing to Excelling in SEF Leading Domain – School Resources – Technology.

Increased percentage of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the learning needs of all students. This may be measured by:

- Teaching & learning programs, work samples and other items listed in the Evaluation Plan section of SD1.
- Moving from Sustaining and Growing to Excelling in SEF Learning domain – Curriculum – Differentiation.

Progress towards achieving improvement measures

Process 1: Technology Pedagogy

Productively embed existing and new technologies, including iPads, laptops, desktops and digital tools, into teaching and learning programs to achieve improved student outcomes and high quality service delivery.

Evaluation	Funds Expended (Resources)
We achieved our 2019 annual milestones, making progress toward our improvement measures: <ul style="list-style-type: none">• 100% of teachers have participated in professional development about new and existing technologies• Technology that supports learning is available and is being integrated into lessons• All classrooms and students have access to more iPads, laptops and desktops• Teacher survey results indicate an increase in use, and confidence in use, of iPads, laptops and desktops	Funding Sources: <ul style="list-style-type: none">• (\$1000.00)

Process 2: Differentiation

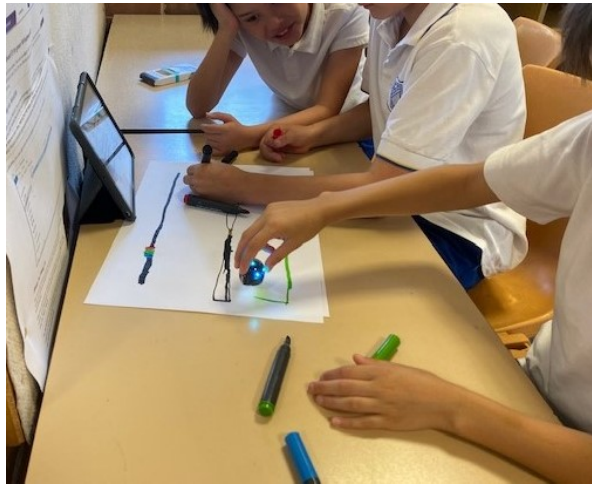
Teachers draw on evidence based practices to deliver a quality differentiated approach to teaching, curriculum planning, delivery and assessment in order to meet the specific learning needs of all students.

Evaluation	Funds Expended (Resources)
We achieved our 2019 annual milestones, making progress toward our improvement measures: <ul style="list-style-type: none">• 100% of teachers have participated in professional development to develop their understanding of differentiation.• Increased percentage of teachers with an improved understanding of differentiation, types of differentiation and how it can be used for quality teaching, curriculum planning and delivery, and assessment.• Differentiation is evident in some teaching and learning programs.	Funding Sources: <ul style="list-style-type: none">• (\$700.00)

Process 3: New Syllabi

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Following a review of our school plan against the School Excellence Framework it was determined that this project was our core business, and therefore expanded into all aspects of school planning and development.	



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.

Improvement Measures

Increased proportion of students achieving through the schools literacy programs. This may be measured by:

- Annual % increase of students achieving at or above expected growth in the literacy aspects of NAPLAN
- Internal and external data in PAT, Seven Steps for writing success, and Sentence a Day shows 1 year of growth for 1 year of learning in literacy.

Literacy programs describe expected student progression in knowledge, understanding and skills so that all students develop their knowledge, understanding and skill. This may be measured by:

- Movement to Sustaining and Growing within the Learning Domain – Curriculum – Curriculum provision
- Movement to Sustaining and Growing within the Learning Domain – Curriculum – Teaching and learning programs

Increase in percentage of teaching staff effectively able to analyse assessment data to inform their planning. This may be measured by:

- Annual increase in the number of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching.
- Movement to Sustaining and Growing within the Teaching Domain – Data Skills and Use – Data Analysis

Progress towards achieving improvement measures

Process 1: Strengthening Literacy

Draw on solid research and examples of best practice to develop and implement high quality professional learning and embed this into Literacy teaching and assessment practices, school wide.

Evaluation	Funds Expended (Resources)
We achieved our 2019 annual milestones, making progress toward our improvement measures: <ul style="list-style-type: none">• Baseline data collected to see the number of students who realise one years' worth of learning growth or better in one year of teaching 2019–2020.• In the School Excellence Framework, the school moved toward Sustaining and Growing in Curriculum Provision by realising growth in the provision of evidence-based teaching practices. This includes explicit literacy programs that describe expected student progression in knowledge, understanding and skills.	Funding Sources: <ul style="list-style-type: none">• (\$2000.00)

Process 2: Data Confidence

Provide ongoing professional learning and collaboration opportunities so that teachers analyse student assessment data to identify student progress, in order to reflect on the effectiveness of their teaching.

Evaluation	Funds Expended (Resources)
We achieved our 2019 annual milestones, making progress toward our improvement measures: <ul style="list-style-type: none">• Baseline data collected to determine staff confidence in their ability to analyse data to inform their planning.• In the School Excellence Framework, the school moved toward Sustaining and Growing in Data Analysis, in that the leadership team analyses student progress and achievement data for insights into students learning, and all teachers contribute to gathering data.	Funding Sources: <ul style="list-style-type: none">• (\$1400.00)

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.

Improvement Measures

Teachers are using future-focused pedagogy that is research-based, well-resourced and supports student learning across the curriculum. This may be measured by:

- Moving from Delivering to Excelling in SEF: Leading Domain – School Resources – Facilities.
- Moving from Delivering to Excelling in SEF Teaching Domain – Learning and Development – Professional Learning.
- Teacher and student surveys
- Evaluation of learning environments – photos, videos, work samples
- Teaching and learning programs
- Staff feedback

Students are confident and successful learners using future-focussed skills to improve their achievement of outcomes across the curriculum. This may be measured by:

- Moving from Delivering to Excelling in SEF Learning Domain – Curriculum – Curriculum Provision.
- Moving from Delivering to Excelling in SEF Teaching Domain – Learning and Development – Professional Learning.
- Move from Sustaining and Growing to Excelling in SEF Teaching Domain – Learning and Development – Expertise and Innovation.
- Teacher and student surveys
- Evaluation of learning environments – photos, videos, work samples
- Teaching and learning programs
- Displays of core concepts

Progress towards achieving improvement measures

Process 1: Flexible learning spaces

Implement a whole-school integrated approach to the introduction of future-focused learning environments in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
We achieved our 2019 annual milestones, making progress toward our improvement measures: <ul style="list-style-type: none">• Teachers are increasingly using future-focused pedagogy that is research-based, well-resourced and supports student learning across the curriculum.• Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.• Teachers are beginning to evaluate, share and discuss learning from targeted professional development with other staff in their school to improve	Funding Sources: <ul style="list-style-type: none">• (\$1000.00)

Process 2: Future focused learning

To enable students to learn in ways that incorporate skills such as communication, collaboration, creativity and critical thinking (the 'Four Cs of 21st Century learning'), teachers draw on research to develop and implement high quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
We achieved our 2019 annual milestones, making progress toward our improvement measures: <ul style="list-style-type: none">• Teachers have a deeper understanding of future-focussed skills to improve student achievement of outcomes across the curriculum.• Moved toward Sustaining and Growing in School Excellence Framework	Funding Sources: <ul style="list-style-type: none">• (\$600.00)

Progress towards achieving improvement measures

Learning Domain – Curriculum – Curriculum Provision. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework.

- Moved toward Sustaining and Growing in School Excellence Framework Teaching Domain – Learning and Development – Professional Learning. Teachers share and discuss learning from targeted professional development with other staff

- Moved toward Excelling in School Excellence Framework Teaching Domain – Learning and Development – Expertise and Innovation. Teaching staff demonstrate and share their expertise within the school; and the school trials innovative practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$7 296.00) 	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	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$144 755.00) 	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	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$128 711.00) 	<p>RAM funding was allocated to employ a Learning and Support Teacher (LaST) for seven 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 nine 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, Year 3 and Year 7 were also supported.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$9 800.00) 	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	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	In 2019 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			
	2016	2017	2018	2019
Boys	413	396	372	384
Girls	411	411	404	377

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	97.1	96.7	95.1
1	95.3	96.1	95.6	94.5
2	96.2	95.8	95.1	95.5
3	95.9	96.2	95.5	94.8
4	96.3	96.5	95.3	96.1
5	96.3	96.5	96.2	95.8
6	94.2	94.7	94.6	94.1
All Years	95.7	96.1	95.6	95.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.81
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	696,788
Revenue	6,719,328
Appropriation	5,958,905
Sale of Goods and Services	76,682
Grants and contributions	672,229
Investment income	8,662
Other revenue	2,850
Expenses	-6,526,923
Employee related	-5,638,901
Operating expenses	-888,023
Surplus / deficit for the year	192,405

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	149,791
Equity Total	290,562
Equity - Aboriginal	7,296
Equity - Socio-economic	9,800
Equity - Language	144,755
Equity - Disability	128,711
Base Total	4,936,411
Base - Per Capita	182,079
Base - Location	0
Base - Other	4,754,331
Other Total	467,700
Grand Total	5,844,463

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

In 2019 NAPLAN Reading 74.7% of students at Summer Hill Public School achieved in the Top 2 Bands. 74% of Year 5 students achieved at or above expected growth in NAPLAN Reading, 80% of Year 5 students achieved at or expected growth in NAPLAN Writing, 68% of Year 5 students achieved at or above expected growth in NAPLAN Spelling, and 71% of Year 5 students achieved at or above expected growth in NAPLAN Grammar and Punctuation

Numeracy

In 2019 NAPLAN Numeracy 62.2% of students achieved in the Top 2 Bands. 62% of Year 5 students achieved at or expected growth in NAPLAN Numeracy.

Parent/caregiver, student, teacher satisfaction

Students in Year 4 – 6 completed the Tell Them From Me Primary Schools Survey between 24 September 2019 and 23 October 2019. The survey includes nine measures of student engagement. Survey findings include: 90% of students surveyed believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW Govt norm 96%); 91% have a high rate of participation in sports with an instructor at school (NSW Govt norm 83%); and, 87% have friends at school they can trust and who encourage them to make positive choices (NSW Govt Norm 85%). Parents and carers completed the Partners in Learning Parent Survey between 20 September 2019 and 25 October 2019. Survey findings include: 95% of parents surveyed talked with a teacher about their child's learning or behavior one or more times; 95% of parents attended meetings or social functions at school one or more times; and, *parents support learning at home*, School Mean 5.7 (NSW Govt Norm 6.3). As a successful school we continue to foster and strengthen positive relations between the school and the community.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

