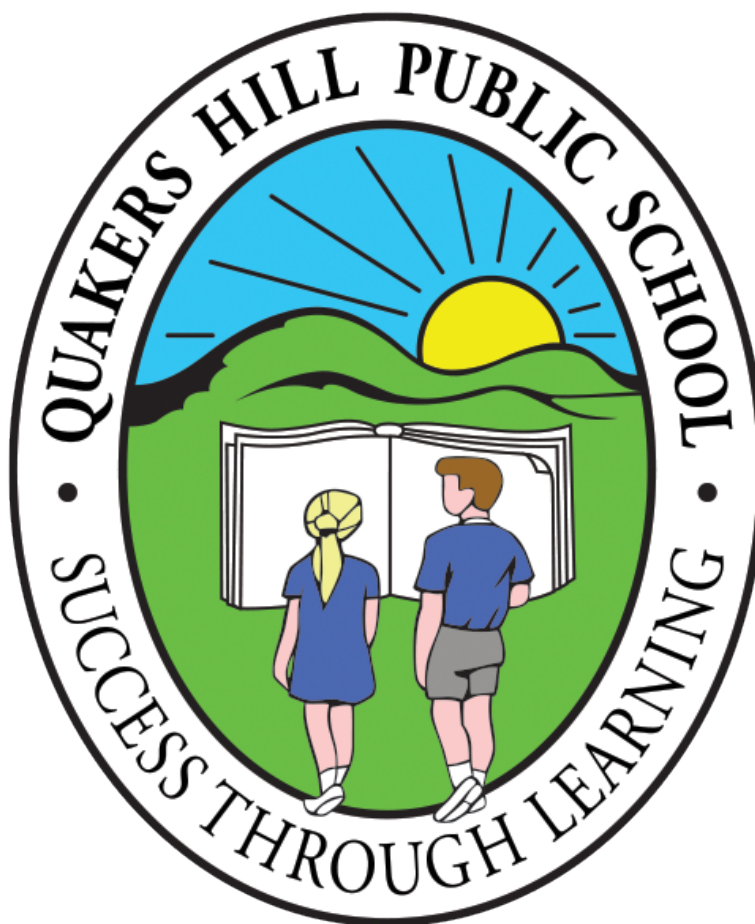


2020 Annual Report

Quakers Hill Public School



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Introduction

The Annual Report for 2020 is provided to the community of Quakers Hill Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

School Excellence Framework

The focus is on students

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

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

School context

Quakers Hill Public School is situated in the Blacktown School Education area. Quakers Hill maintains an enrolment of approximately 1052 (79% NESB) students set on large grounds and surrounded by several other schools both public and private. The school has two opportunity classes (Year 5 and Year 6). Many of our parents are both working, necessitating the need for before and after school care. Literacy and numeracy continue to be the school's focus. School based assessment and external assessment (NAPLAN and University tests) indicate that the school consistently performs extremely well, compared to region and state in literacy and numeracy, matching and exceeding state and regional results in both Year 3 and Year 5. This includes our Year 5 students without the OC cohort.

The school is at the forefront of future focused education. In partnership with the school community, Quakers Hill Public school is well in to its journey to transform classroom learning environments into future focused learning environments based strongly on Professor Stephen Heppell's research.

Our teachers have been challenging the status quo over the past few years and our classrooms are a testament to this philosophy. The school's website lists the changes we have made when thinking about future focused learning. We have been challenging old assumptions and make new assumptions about what we do in our schools in order to truly embed 21 future focused learning.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

To enable students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Clear and consistent data patterns that reflect an upward trend in the number of positive rewards issued to all students and a downward trend in the number of negative behaviour incidents recorded.

All students, as indicated through LST referrals and NCCD, receive support through Individual Education Programs and Personalised Learning Pathways.

Increased staff confidence and capacity around assessing using consistent evidence based judgements as evidenced by staff survey data.

Progress towards achieving improvement measures

Process 1: All staff engage in a planned approach to wellbeing.

Evaluation	Funds Expended (Resources)
To what extent have we achieved our purpose? <ul style="list-style-type: none">• Staff completed online and face-to-face Smiling Mind professional learning building their capacity to start trialling Smiling Mind modules with their students.• Facilitated parent workshops focusing on Smiling Mind and Circle of Security, increasing parent/carers knowledge and understanding.• TTFM surveys completed and data indicated that Smiling Mind is being trialled in classrooms across the school.• Anti-bullying policy updated and communicated with all relevant stakeholders.• Resilience and social skills programs implemented and supported students to connect, succeed and thrive.	

Process 2: All staff support student transitions and continuity of learning

Evaluation	Funds Expended (Resources)
To what extent have we achieved our purpose? <ul style="list-style-type: none">• Quakers Hill High School Taster Day, Kindergarten Transition, Stage 3 High School Program and K-1 transition programs were able to go ahead in modified formats. These activities successfully contributed to preparing and supporting students to transition to their new classes in 2021.• Student data was prepared for handover in 2021 to further assist with students transitions K-6.• A number of activities, including Little Library, were unable to go ahead due to COVID-19 restrictions.	

Process 3: Teachers apply consistent formative and summative assessment practices

Evaluation	Funds Expended (Resources)
To what extent have we achieved our purpose? <ul style="list-style-type: none">• Consistent assessment practices were used to drive effective teaching and learning. The whole-school assessment practices were modified for 2020 based on feedback from the previous year. Staff conducted assessments with their new classes and after being analysed by the executive team, were	

Progress towards achieving improvement measures

then taken back to the teachers so they could utilise the data. This made the use of data more transparent to teachers so they could understand the purpose behind collection and was also useful for them as they began writing and programming either individually or collaboratively with colleagues.

- Having one stage planning day per term allowed teachers to have collegial discussions where they discussed student data, syllabus documents and effective teaching strategies. Teachers then collaboratively designed units of work for their class that were based on student needs and contemporary pedagogical knowledge.

- Every five weeks all teachers updated their reading graphs to show what PM level students were reading in class. This informal assessment tool allowed teachers to reflect on student learning and what was working well in their classroom. Assistant Principals had discussions with teachers about their reading graphs and provided insight and expertise to support quality reading instruction in classrooms. Subsequently, this informed how support was distributed across the school to ensure targeted student intervention.

Strategic Direction 2

Excellence in Leading

Purpose

To develop leadership capacity at all levels to foster a school-wide culture of high expectations and a shared sense of responsibility for whole school improvement.

Improvement Measures

Increase in number of parents actively engaged in and support the school's educational priorities through school partnerships

All cultural groups are represented in a wide range of school-based initiatives.

Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH Program and distributed leadership model.

Increased leadership capacity of current executive through the BLC REACH Program, growth coaching, growth mindset and Franklin Covey and programs

Progress towards achieving improvement measures

Process 1: The **leadership** team develop their **capacity** through mentoring and distributed leadership.

Evaluation	Funds Expended (Resources)
<p>To what extent have we achieved our purpose?</p> <ul style="list-style-type: none">• A series of demonstration lessons provided by the Instructional Leaders, Early Career Teachers (ECTs) reported a greater understanding in the areas of planning from the syllabus and providing for modification and differentiation to cater for student needs based on data. Games and investigations released to teachers through demonstration lessons have become part of their daily repertoire and have assisted their implementation of TEN/TOWN. On request from ECTs, provision of additional Accelerated Literacy training provided in collaboration with AP. Demonstration lessons provided and followed by explicit, step-by-step planning of high order literate orientation , transformation, spelling and writing linked to class data with close reference to English syllabus.• Analysis of data, identification of students consistently achieving below expected levels, identification of strands requiring a specific focus and recommendations for addressing areas of need. Presentation of data in a table that enabled overview of end of year results, comparison with results achieved at the beginning of the year, as well as tracking of cohorts from 2019 to 2020. Recording students achieving below 2 years or more in early arithmetic strategies (EAS), place value (PV) or multiplication/division (MD) and tracking from beginning to end of year. Meeting with each stage AP to present findings and discuss strategies to address areas of need. Ongoing monitoring of results from beginning to end of year and across last two years enabled patterns to emerge that form the basis of future directions to support Mathematics learning across the school. APs were aware of areas of need for their specific stages and could also take note of students for future monitoring.• Specific analysis of multiplication/division results as the area of focus for 2020 based on continuation of low achievement. Data from multiplication/division was analysed further to determine overall achievement, identify areas of need and track cohorts across two years. Based on end of year data, this strand has continued to be an area requiring further development. A recommendation was made to make it a focus again for 2021. This decision was backed up by stage APs and the incoming AP/IL.	

Process 2: The leadership team develops a culture of effective evidence based teaching and ongoing improvement through Learning Hubs.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Kindergarten Learning Hub was able to authentically engage in meaningful discussions about student progress and reflect on how we can build our teaching capacity to support the wide range of needs in the classroom. We not only utilised our weekly reflection times on Friday afternoons, but engaged in discussions daily. All members of the hub provided different perspectives and ideas to create a student centred learning environment that embeds visible learning elements such as writing goals and tricky word walls. We had an in-depth understanding of where our students were at and used our data analysis to drive our discussions and teaching and learning cycle. The learning hub ensured that there was minimal disruptions to the teaching and learning programs and provided consistency for students. The data highlighted and reinforced the positive impact that the learning hub has had on student learning.• The Year 1 Learning Hub team has continually engaged in collective reflection around curriculum, assessment and reporting, student well being, and classroom practice and organisation. All collaboration and professional dialogue helped us make informed decisions on how best to cater for the needs of our students. The systems and structures in place has also enabled consistency in the classroom with very minimal disruption to students learning as there is always at least 1 teacher from the learning hub team leading the lessons.• Through a collaborative teaching approach, the Year 2 Learning Hub have been able to listen and observe colleagues daily. As a result of collegial discussions, we have provide each other with regular constructive feedback to improve our practice. Together we have made learning visible and reflected on assessment data to understand the specific needs of our students and backwards planned our programs which link to the NSW syllabi, curriculum and progressions. This has proved to be efficient in creating engaging activities that cater for all students across a full range of abilities. We also collaboratively created assessments and engaged in consistent teacher judgement sessions to ensure there is a reliable collection of data and clear communication between all learning hub teachers. Differentiation has been fostered across all key learning areas (KLAs). We have been able to target all students with appropriate resources and support.• The Stage 2 Learning Hub had a significant impact on improving student outcomes and building teacher capacity. All members of the learning hub brought their own set of skills and expertise which was shared on a daily basis. This helped each teacher to grow and develop their pedagogical knowledge and application, which in turn positively impacted on students in the class. Each week, we engaged in deep discussions on how to maximise student learning, support their wellbeing, ensure the smooth running of a large group of students and ensure high expectations for all. The latter become a large focus for us as the range of abilities in our class was extremely diverse. Each week we discussed data which gave each of us a thorough understanding of students and how they learn. As a result, we could plan engaging lessons that were effectively differentiated so all students received the right amount of challenge for their level of achievement. Each member of the hub agrees that they learnt more in 2020 by working in such a collaborative environment than they had ever experienced in their career. Formative and summative class assessments combined with the whole-school data collection also demonstrated that the learning hub had a significant impact on student learning because students made wonderful growth in English and Mathematics.• 2020 was a successful and fulfilling year in the Stage 3 Learning Hub. All parties mutually benefited from the situation and the biggest winners were the students. Each member of the learning hub built the capacity of another. The confidence levels of each member has grown and the journey and development has been a pleasure to be a part of. The students felt like they were supported and educated by 3 teachers rather than one and always had a familiar face in the room at all times. Our weekly hub/ reflection time proved a vital part of the process to ensure all members were well informed,	

Progress towards achieving improvement measures

organised and prepared for the following week. The reflection opportunities allowed all HUB members to discuss student process, engaging students who were struggling, extend those who were meeting expectations and plan accordingly. The HUB is a fantastic structure that supports all members and it is a positive experience for teachers and the students involved.

Process 3: The community accesses engagement programs which provide leadership and feedback opportunities.

Evaluation

Funds Expended (Resources)

To what extent have we achieved our purpose?

- Implementation off-track due to COVID-19 and will look at embedding in new Strategic Improvement Plan.

Strategic Direction 3

Excellence in Teaching

Purpose

To ensure that teachers demonstrate responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching.

Improvement Measures

Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN

Increase number of students achieving in the top three bands in literacy and numeracy based on NAPLAN Data

Representation of Aboriginal and ESL students in top three skill bands matches that of the school population.

Tell Them From Me data reflects increased student engagement on previous years.

Progress towards achieving improvement measures

Process 1: Teaching staff and school leaders demonstrate and share expertise and innovation.

Evaluation	Funds Expended (Resources)
<p>To what extent have we achieved our purpose?</p> <ul style="list-style-type: none">• Digital technologies and coding teacher professional learning (TPL) provided for all staff, resulting in improved knowledge, understanding and skills. Feedback provided on the TPL process, with the coding team analysing the data to further support teachers in embedding coding and utilising robotics in 2021 and beyond.• Flexible Learning Spaces TPL provided for all staff through Ghost Walks. Most teachers felt inspired and it generated constructive professional dialogue on best practice when setting up classroom space and thinking about how teachers, as well as students utilise the space.• 128 HP pros (laptops) purchased as part of the technology replacement plan, with students utilising the new devices as a learning tool.	

Process 2: Teachers identify, understand and implement effective classroom practice

Evaluation	Funds Expended (Resources)
<p>To what extent have we achieved our purpose?</p> <ul style="list-style-type: none">• The PDHPE TPL focussed on practical sessions to help teachers implement games sense and teach fundamental movement skills. Teachers participated in hands-on up-skilling of simple physical activities to teach and assess students fundamental movement skills and games sense. The PDHPE committee also provided a spreadsheet to help track and monitor students' fundamental movement skills as well as provide a checklist for teachers to identify if students are successful in demonstrating these skills. As a result, teachers are better equipped in providing relevant activities to support and challenge students in fundamental movement skills and games sense.• The History and Geography Committee provided training for staff to refresh key understanding of how to read and use the History and Geography Syllabi, explore new resources available at school and to evaluate current HSIE programs. Staff were given an opportunity with their stage to evaluate current programs to ensure they met all the elements addressed in the TPL. The committee also purchased Ozboxes aimed for 3-6 to be embedded in other Key Learning Areas that focus on historical, geographical and scientific inquiry. These resources are available to teachers in the school library. As a result of this TPL, staff are now up to date with the History and Geography	

Progress towards achieving improvement measures

Syllabus and have made adjustments to their programs accordingly.

- Accelerated Literacy (AL) training provided to newly appointed staff over 3 half day sessions. These training sessions were highly successful as all staff now have a better understanding of AL and how it fits into Balanced English Learning and Teaching (BELT). After the first 2 sessions staff were able to action their training or observe aspects in action to transfer the training to deep knowledge. Staff are now using the whole school programming proforma to develop AL lessons.

- Staff who had not previously received training in the implementation of Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) strategies participated in the first two of three planned half-day stand-downs to receive initial training in these areas. In a small group setting, all participating staff displayed a high level of engagement and eagerness to implement strategies to the best of their abilities. Topics included initial assessment of students, implementation of Short, Frequent, Focused activities (SFFs), selection of resources, differentiation of basic tasks and a broad understanding of the pathway of development for the four operations. Participating staff felt confident in their ability to identify target students and deliver differentiated strategies in a classroom setting and had initiated collaborative planning of SFF lessons.

Process 3: Teachers and school leaders engage in meaningful professional learning experiences through Lesson Study.

Evaluation	Funds Expended (Resources)
• Implementation off-track due to COVID-19.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Liven Deadly Jie Pittman \$20000</p> <p>SLSO \$4400</p> <p>Resources \$12276</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$36 676.00) 	<ul style="list-style-type: none"> All students identified as Aboriginal or Torres Strait Islander (ATSI) have Personalised Learning Pathways ATSI students provided opportunity to participate in Liven Deadly program with Aboriginal mentor ATSI students provided opportunity to participate in weekly school-based cultural program with Aboriginal mentor Additional support provided for identified ATSI students with the school Learning and Support Teacher Increased ATSI cultural awareness and understanding ATSI perspectives embedded in teaching and learning programs K-6
English language proficiency	<p>SLSOs \$38395</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$38 395.00) 	<ul style="list-style-type: none"> School Learning Support Officers (SLSOs) provided timetabled in-class support for identified English as an Additional Language/Dialect (EAL/D) students New Arrivals Program provided intensive and targeted English Language Learning support for identified students
Low level adjustment for disability	<p>Occupational and Speech Therapy \$58000</p> <p>SLSO time \$31210</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$89 210.00) 	<ul style="list-style-type: none"> In class lessons facilitated by speech therapist, building teacher capacity and improving student receptive/expressive language development In class lessons facilitated by occupational therapist, building teacher capacity and improving student fine motor skill development Intensive small group sessions for identified students with speech therapist Speech therapist and occupational therapist provided online workshops and resources for school community SLSOs provided timetabled in-class support for targeted students
Socio-economic background	<p>Student assistance \$6000</p> <p>SLSOs \$42226</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$48 226.00) 	<ul style="list-style-type: none"> Allocated student assistance funds utilised to support student participation in school activities and events SLSOs provided timetabled in-class support for identified students
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$109 951.00) 	<ul style="list-style-type: none"> All beginning teachers provided with a mentor teacher Weekly mentoring sessions for beginning teachers Stand down days providing targeted support for beginning teachers linked to school priorities Additional teacher identified professional learning provided for beginning teachers

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	483	522	555	574
Girls	483	499	500	525

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	95.9	91.5	81.6
1	93.5	94.2	91.8	90.4
2	93.3	94.1	91.9	91.8
3	93.2	94.7	92.7	88.5
4	94.9	94	92.7	91.3
5	94.8	94.5	93.7	92.8
6	93.8	93.8	90.8	90.2
All Years	94	94.5	92.2	89.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5
Classroom Teacher(s)	42.3
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1.6
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	6.27

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,096,197
Revenue	9,137,623
Appropriation	8,888,972
Sale of Goods and Services	31,254
Grants and contributions	211,808
Investment income	2,190
Other revenue	3,400
Expenses	-9,506,818
Employee related	-8,079,725
Operating expenses	-1,427,093
Surplus / deficit for the year	-369,194
Closing Balance	727,003

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.

	2020 Approved SBA (\$)
Targeted Total	108,058
Equity Total	846,934
Equity - Aboriginal	36,676
Equity - Socio-economic	48,226
Equity - Language	563,438
Equity - Disability	198,594
Base Total	7,097,314
Base - Per Capita	253,732
Base - Location	0
Base - Other	6,843,582
Other Total	581,570
Grand Total	8,633,877

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Quakers Hill Public School utilises a range of tools to obtain the opinions of parents, students and teachers. Rigorous self-assessment and consultation processes elicited information that was cross-referenced against the Tell Them From Me survey and other supporting data collected throughout the year.

The results of the Partners in Learning parent survey indicated that parents believe the school's physical environment is welcoming and well-maintained and that it is easy to access and move around the school. Parents responded positively to the school supporting student learning and behaviour. Whilst the parents identified formal interviews, informal meetings and school reports as the most useful communication types when discussing student learning, there was a decline in the number of parents talking with a teacher, attending meetings and being involved in school committees in 2020 due to COVID-19 restrictions. Social media, the school website and school app were identified as the most useful methods of communication about school news. When learning from home, parents strongly agreed with the effectiveness of the resources, school support and school contact. There was a strong indication that our students' parents would recommend the school to other parents.

The Student Outcomes and School Climate student survey indicated that the students have a positive sense of belonging. This includes feeling accepted and valued by their peers and by others at the school and having friends they trust and who encourage them to make positive choices. Whilst the students highly value schooling, have high perseverance levels and try hard to succeed in their learning, there was a decline in the number of students who are interested and motivated in their learning and who feel they have high skills and high challenge. The students indicated that the school facilities, including their classrooms, are clean and well looked after, can fit everyone and everything works. When learning from home, the students highly rated the clear instructions, resources and feedback received, however a number of students were indifferent when responding to how connected they felt. Despite this, the majority of students rated their wellbeing in 2020 as excellent, very good or good.

The Focus on Learning teacher survey indicated that almost all of the teaching staff believe that the school facilities are well-maintained, support a sense of belonging for students, focus on student learning and support effective teaching practices. The teachers were positive that school leaders are leading improvement and change, as well as clearly communicating their strategic vision and values for the school. In 2020, the eight drivers of student learning (leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school, parent involvement) all scored above the NSW Government norm. However, the parent involvement average score was slightly lower than previous years. All teachers indicated that the average wellbeing of the students they teach was excellent, very good or good.

Through the School Excellence in Action cycle, staff, student and community consultation was aligned to the School Excellence Framework. Analysis highlighted areas that the school is performing well in and areas for improvement, this informed our 2021-2024 Strategic Improvement Plan.

- Analysis of school-based and external student data, has indicated that improving student achievement and growth in reading is an area to be addressed. Through gap analysis, vocabulary, inferential comprehension and finding information in a paragraph have been identified as key focus areas. As a school, we will target the explicit teaching of reading and numeracy to have improve student growth and attainment.
- Staff, student and community consultation, indicated that a greater focus on differentiation of teaching and learning programs is required. As a school, we will implement a range of strategies and provide high impact professional learning to consistently address individual student needs, ensuring that all students are challenged, supported and develop as assessment capable learners.
- Through consultation and analysis of data, it was determined that collaboration was a key factor to enhance collective teacher efficacy. As a result, we will embed explicit systems for collaboration, professional dialogue, mentoring, feedback and reflection to share quality practice and drive ongoing, school-wide improvement of teaching practice and student results.
- The school's self-assessment and consultation processes indicated that as a school community a greater focus is required to embed collective responsibility for student learning and success. with all stakeholders. As a school, we will use best practice to lead and support a culture of high expectations, engage parents as partners in the educational process and share expected-outcomes to achieve sustained and measurable whole school improvement.
- Analysis of the situational analysis data, determined that a focus on student centred learning, to build educational aspiration, enhance student engagement and enable students to connect, succeed, thrive and learn would be a focus. As a school, we will develop engaging learning environments and identify, promote and model evidence-based practices that promote student engagement, student voice and student wellbeing, in order to optimise learning progress for all students.
- After looking inwards and outwards, a greater focus on collecting and analysing information to inform and support the development of the whole child beyond academic achievement is identified as an area to address. The school will, implement a strategic and planned approach to utilise data and develop practices that support the wellbeing of all students, recognising the social, emotional and behavioural skills and knowledge that all children must develop for long-term success.

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.