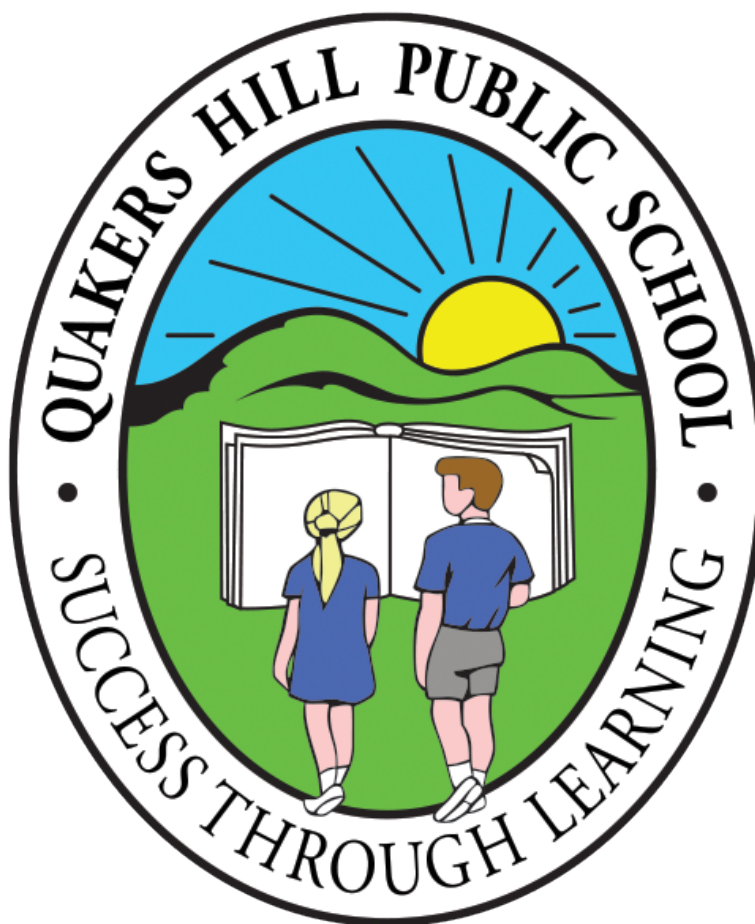


2021 Annual Report

Quakers Hill Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

2020 and 2021 were extraordinary years for the world due to the COVID-19 pandemic. This was especially true for school communities, with drastic changes in the way our schools operated and supported the students in order to continue to develop and achieve the educational outcomes determined by NESA.

The pandemic meant that extra-curricular and sporting activities, excursions and camps were cancelled. Parent access to the school was restricted and parent engagement with the school required rethinking and re connecting. Our students were required to learn from home through online platforms such as Seesaw and Microsoft Teams, and through virtual classrooms, replacing the most important teacher delivery - face to face teaching and learning.

Learning from Home required our parents to take ownership of their child's learning, our students to become self-motivated, independent learners, and our staff to demonstrate why they are such exceptional, passionate classroom practitioners. Our staff had to learn, readjust, realign and reinvent as they entered wholeheartedly into the virtual world and did so, under extraordinary circumstances and with limited time.

Through these challenges, our staff were instrumental in continuing our school's proud tradition of providing exceptional teaching and learning programs and content, and keeping our school at the forefront of education as evident through our NAPLAN results. Quakers Hill Public School's NAPLAN results indicated that we continue to achieve above state level in all areas and achieved:

- 60% of students in the top 2 NAPLAN bands for numeracy
- 65% of students in the top 2 NAPLAN bands for reading
- 62% of students in the top 2 NAPLAN bands for writing
- 73% of students in the top 2 NAPLAN bands for spelling
- 70% of students in the top 2 NAPLAN bands for grammar and punctuation

These results are indicative of our status as the highest-ranking school in the Blacktown area, a wonderful achievement and one for our school community to be proud of and to celebrate. Our results, whilst exceptional, also demonstrated areas for development that the school will focus on in 2022 and beyond. These having been planned to be addressed through our 2021-2024 strategic improvement plan.

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high-quality learning experiences for our students, delivered by our exceptional teaching staff. Our school's commitment is and always will be to provide our students with the very best learning opportunities, whilst looking after the wellbeing of the whole child.

School vision

Quakers Hill Public School is a school where every child is known, valued and cared for. We are committed to promoting equity and excellence, so each and every student is provided with the very best education and the opportunity to reach their full potential. As a school community, our shared vision is that every student, every teacher, every leader and our school improves every year.

Underpinned by the school banner statement Innovation-Excellence-Success, QHPS is at the forefront of education and a catalyst for innovation within the community. Our staff wholeheartedly embrace the school's philosophy; striving for excellence, providing all students with a high-quality and future-relevant education, and preparing them for rewarding and productive lives in an increasingly complex world. We lead, nurture and inspire students, staff and the school community to imagine the endless possibilities in learning and in life, and to have firm belief in these.

School context

Quakers Hill Public School is situated in a well-established residential area, providing quality education to approximately 1101 students. Current enrolments include 79% of students from a non-English speaking background and 44 Aboriginal and Torres Strait Islander students. The school enjoys a highly cohesive mix of experienced and early career teachers, who work in partnership with the community to support a culture of high expectations and quality teaching and learning. Quakers Hill Public School has a strong reputation as an inclusive school, which is well-resourced and provides strong academic and extra-curricular programs focusing on the development of the whole child. The school has opportunity and enrichment classes, as well as a highly effective Learning and Support Team. Positive Behaviour for Learning supports student wellbeing and promotes a safe and supportive school culture, where every child is known, valued and cared for.

The strong partnership that the school enjoys with the Parents and Citizens Association (P&C) is an essential and vital component of the connectedness and shared vision that our school as a learning community enjoys. We have a clear direction for our school and our students, and we work together to achieve this vision through strategic improvement. QHPS continues to be the school of choice for families within the local drawing area, for students from Kindergarten to Year 6.

The school has completed a situational analysis, that has identified three areas of focus for this Strategic Improvement Plan. These strategic directions build upon the work undertaken in the previous school planning cycle.

1. Student growth and attainment

There will be a continued focus on how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. An Instructional Leader role has been developed to lead the school's focus on the explicit teaching of reading.

2. Communities of practice

We will continue to focus on building the capacity of the whole school community; striving for a self-sustaining and self-improving school that continues to support the highest levels of learning. Through Learning Hubs, Learning Walks and Reflective Planning Days teachers will continue to foster a culture of collaboration and collective teacher efficacy, leading to effective evidence-based teaching and ongoing improvement. Community engagement programs will be multi-faceted and look towards different modes of delivery to maximise reach and parent involvement.

3. Holistic approach to student well-being

We will continue to embed a whole-school strategic and planned approach embedding student centred learning approaches and well-being processes. There will be a continued focus on Positive Behaviour for Learning (PBL), resilience groups, Smiling Mind and transition processes to support student well-being, continuity of learning and build healthy minds, engaged classrooms and equip a generation of young people with the skills they need to connect, succeed, thrive and learn.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
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	Sustaining and Growing
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: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, develop assessment capable learners and build strong foundations for academic success, we will identify, understand and implement the most effective explicit teaching methods and utilise data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Differentiation of Teaching and Learning

Resources allocated to this strategic direction

Literacy and numeracy: \$9,911.68
Literacy and numeracy intervention: \$94,179.12
Professional learning: \$36,000.00
Refugee Student Support: \$338.45
Integration funding support: \$149,818.00
Socio-economic background: \$44,346.35
New Arrivals Program: \$35,520.00
English language proficiency: \$634,939.80
Low level adjustment for disability: \$201,327.62
Beginning teacher support: \$2,250.00

Summary of progress

Explicit Teaching:

Our 2021 focus was on the use of explicit teaching practices to improve literacy and numeracy across the school. Continuing the Instructional Leader role allowed for whole school assessment data to be analysed and shared, so that high-impact professional learning could be designed and delivered to all staff. After evaluating the data, the school executive team determined a school-based focus on the explicit teaching of reading, participation in Starting Strong and Working with the Big Ideas to support student progress in mathematics. The use of interventions including MiniLit, MacqLit and Extending Mathematical Understanding, supported our most vulnerable students to make progress in their learning. Staff regularly used and updated data to support and inform their inquiry process, which enabled them to draw on a wider range of teaching strategies when working with all students. Student learning outcomes have been tracked through the collection and analysis of assessment data and improvement in student progress towards school reading level targets has been evident.

As a result, the structures and processes implemented in 2021 will continue as we move forward into 2022. Next year, we will continue to support teachers with the explicit teaching of reading and mathematics. The Instructional Leaders will provide teachers with research and resources, demonstration lessons, team-teaching opportunities, coaching, mentoring and in-class support to assist them with the implementation of their chosen strategy. With the addition of the permanent Assistant Principal Curriculum and Instruction positions in 2022, we will be able to provide additional targeted support to all staff, allowing for teachers to have more opportunities to further develop a wide range of teaching practices to support student growth and progress.

Differentiation of Teaching and Learning:

In 2021 we used a range of strategies to support our most vulnerable learners to achieve growth and success, including funding SLSOs, additional teachers providing support in-class and in the playground, targeted support for New Arrivals to develop their English skills and employed Occupational and Speech Therapists to target K-1 students. Teachers participated in professional learning that enhanced their knowledge of the development of speech and language, and were provided with various strategies and information to support student learning in the classroom. In addition to this, all staff were provided with professional learning and opportunities to collaborate on ideas to support our high potential and gifted students. Our Senior Executive team gathered information about learning, wellbeing and engagement from the students through Student Snapshots, which ensured student voice was heard and considered with school planning.

Next year, we will continue to employ SLSOs to target students to build positive relationships, continue to withdraw new arrival students with a focus on early literacy skills, continue to employ teachers to provide in class support in Early

Stage 1 and Stage 1 classes to aid literacy and numeracy development, continue to employ an Occupational Therapist and a Speech Therapist to upskill teachers and provide targeted support for identified students, continue to implement student snapshots to ensure student voice is heard, continue to share further ideas and strategies for HPGE across all KLAs, continue to promote collegial discussions that share classroom management strategies and continue to provide high-impact professional learning for teachers as required. Student data and feedback from teachers indicated that the support structures, the professional learning and the opportunities to engage in professional dialogue with colleagues, had a positive impact on student growth and learning, as well as teacher capacity to support the identified needs of their students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 NAPLAN bands for reading to be above the system negotiated target baseline of 60%.	64.37% of students achieved in the top two bands (NAPLAN) for reading which exceeded the target baseline by 4.37%.
Increase the percentage of students in the top 2 NAPLAN bands for numeracy to be above the system negotiated target baseline of 59%.	59.58% of students achieved in the top two bands (NAPLAN) for numeracy which exceeded the target baseline by 0.58%.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 63%.	72.65% of students achieved expected growth in NAPLAN for reading which exceeded the target baseline by 9.65%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 67%.	79.31% of students achieved expected growth in NAPLAN for numeracy which exceeded the target baseline by 12.31%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school negotiated baseline of 54%.	50% of Aboriginal students achieved in the top three bands (NAPLAN) for reading which is 4% less than the target baseline.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school negotiated baseline of 46%.	33.3% of Aboriginal students achieved in the top three bands (NAPLAN) for numeracy which is 12.7% less than the target baseline.
Increase the percentage of students in the desirable quadrant with high skills and high challenge in the Tell Them From Me survey (TTFM) to be above the school negotiated baseline of 46%.	Tell Them From Me survey data indicates that 43% of students are in the desirable quadrant with high skills and high challenge which is an increase of 1% from 2020 but 3% lower than the target.
Increase the percentage of students achieving end of year reading level expectation for their grade to be above the school negotiated baseline of 80%.	66% of students achieved the end of year reading level expectation for their grade. This is 14% below the school negotiated baseline of 80%.

Strategic Direction 2: Communities of practice

Purpose

In order to promote the growth of teachers, students and the community we will develop communities of practice that involve collaboration, facilitate collective teacher efficacy and encourage and build effective leadership.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning Communities
- Culture of Collaboration

Resources allocated to this strategic direction

QTSS release: \$202,148.75

Beginning teacher support: \$95,790.00

Literacy and numeracy: \$38,199.00

Professional learning: \$1,800.00

Per capita: \$23,000.00

Summary of progress

Professional Learning Communities

Developing collaborative teams across the school and building the capacity of all teachers was a significant priority of our work in Strategic Direction 2. This is because it is directly linked with improving the learning outcomes of all students. These professional learning communities have occurred in a range of modes including, Learning Hubs, Collaborative Planning Days, demonstration lessons, Early Career Teacher mentoring and Learning Walks. Each Learning Hub included a member of the executive team, a classroom teacher and a Learning and Support Teacher, and this model was based on Visible Learning research into what works best for student learning. Interested teachers were placed with a team of other stage-based staff members to work collaboratively and provide high-quality teaching and learning for the students of Quakers Hill Public School. Assistant Principals worked with their stage teams to drive teacher collaboration by utilising quarterly planning days to promote best practices. The focus has been on the explicit teaching of reading and differentiated learning to improve student outcomes. Early Career Teachers received weekly mentoring and targeted professional learning based on identified needs. This supported their successful introduction into the teaching profession and allowed them to reflect and refine their teaching practice. The executive team acted on What Works Best research to design a strategy that would allow stage teams to improve specific teaching and learning practices.

These initiatives resulted in many positive improvements. Student reading data collected every five weeks, showed steady growth in each year group. Teachers who collaborated and observed others were provided with the opportunity to experience high-quality teaching and learning which has had a positive impact on NAPLAN data and student growth from Year 3 to Year 5, especially in reading and writing. Furthermore, our Tell Them From Me teacher survey data showed an enhanced score in teacher collaboration, teaching strategies and school leadership.

Culture of Collaboration

Ensuring parents are active partners in student learning is a priority for Quakers Hill Public School. This includes engaging our community throughout the year and improving student attendance statistics. This year, we planned several initiatives including termly learning overviews for each stage, meet the teacher sessions, parent teacher interviews, parent workshops and community events. Whilst the impacts of COVID-19 meant some of these plans could not be fulfilled, ongoing communication with the community was still possible through Seesaw and phone conversations. As such, parent data indicated that the majority of communication with the school was positive and that they were always greeted warmly by staff. Next year, we will look to incorporate more opportunities for parents to come into classrooms and engage with learning at school.

The Deputy Principal collated attendance data every 5 weeks and developed procedures for monitoring whole day and partial attendance. This allowed classroom teachers, assistant principals and the deputy principal to follow up on students who were deemed an attendance concern. The Term 4 attendance data indicated an improvement in the number of students attending school more than 90% of the time. Quakers Hill Public School also participated in the Pioneer Attendance Trial, where information about what students were learning was sent to families through text messages. This had pleasing results and provided the school with survey data about the parents' relationship with the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the percentage of parents talking with their child's teacher about learning more than three times to be above the school negotiated baseline of 36%.</p> <p>Increase the percentage of parents attending community events more than three times to be above the school negotiated baseline of 32%.</p>	<p>Tell Them From Me data indicated an increase from 27% in 2020 to 47% in 2021 of parents talking with their child's teacher about learning more than 3 times. This was above the baseline data of 36%.</p> <p>Tell Them From Me data showed that the school did not achieve the baseline of 32% of parents attending community events more than 3 times.</p>
<p>Increase the percentage of parents' average score in regards to supporting learning at home (TTFM) to be above the school negotiated baseline of 7.4.</p>	<p>Tell Them From Me data indicated that parents reported a significant increase in regards to supporting learning at home. It increased from 7.7 to 8.5. This was also 1.1 above the school negotiated baseline data.</p>
<p>Increase the percentage of teachers' average score in regards to collaboration (TTFM) to be above the school negotiated baseline of 8.2.</p> <p>Increase the percentage of teachers' average score in regards to teaching strategies (TTFM) to be above the school negotiated baseline of 8.3.</p> <p>Increase the percentage of teachers' average score in regards to leadership (TTFM) to be above the school negotiated baseline of 7.7.</p>	<p>Tell Them From Me data indicated that the school achieved the negotiated baseline 8.2. The 2021 score was 8.6 which was an increase from the 2020 score of 8.0.</p> <p>Tell Them From Me data indicated that the school achieved the negotiated baseline 8.3. The 2021 score was 8.5 which was an increase from the 2020 score of 8.1.</p> <p>Tell Them From Me data indicated that the school achieved the negotiated baseline 7.7. The 2021 score was 8.3 which was an increase from the 2020 score of 7.3.</p>

Strategic Direction 3: Holistic approach to student wellbeing

Purpose

To ensure all students connect, succeed, thrive and learn, there will be a planned approach to develop whole school wellbeing processes that support high levels of wellbeing, engagement and attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Centred Learning
- The Whole Child

Resources allocated to this strategic direction

Per capita: \$5,767.00

Professional learning: \$15,593.50

Socio-economic background: \$1,020.00

Summary of progress

Student Centred Learning

The focus for 2021 was to provide students with the opportunities to develop their skills in building and maintaining positive relationships with their peers, while promoting high levels of student engagement and accountability in their own learning. Students were provided forums for student voice through leadership programs and collaboration. Embedded professional dialogue and professional learning opportunities allowed teachers to reflect and refine their teaching practices. Teachers have continually participated in collaborative practices where they are able to share their expertise, as well as trial innovative learning practices in the areas of Digital Technologies and the Walker Learning Approach.

In Digital Technologies, teachers participated in professional learning which enabled them to meet syllabus outcomes through the utilisation of robotics and coding resources. In Quakers Hill Public School, students and staff have access to a range of technological devices that cater from K-6.

The school is committed to strengthening and providing support to ensure continuity of learning for all students through the implementation of transition programs across the school. Data analysis is incorporated to ensure targeted support for students in classrooms and the allocation of resources to ensure student have success academically and socially and improve student wellbeing.

The Whole Child

In 2021, Quakers Hill Public School implemented a range of initiatives and programs centred around developing the whole child, with a strong focus on wellbeing. In K-2 a social skills group was formed to provide younger students with the opportunity to improve their social skills in a fun and active environment. This program built the skills of students to play appropriately in the playground. The Resilience Group was formed in 2021 and continues to be a vital program that supports students' positive mindset and resilience. This group is a safe place for 3-6 students to meet and build their knowledge of how to navigate a range of situations, including social and academic setbacks. The school initiative Positive Behaviour for Learning (PBL), focused on the positive expected behaviours. This year, playground signs were installed to assist students' with their understanding of desired behaviours in each area and promote teacher consistency with enforcing these. Sports Captains spoke at the whole-school assemblies to remind students of the weekly PBL focus. Each class participated in a playground tour to ensure the area-specific expectations were explicitly taught to all students, assisting with their knowledge and understanding of the different spaces. The Smiling Mind program remained a focus, providing students with opportunities to practice mindfulness. Teachers reported that students benefitted from the opportunity to calm their brain after being unsettled or active. The KIDDO program was introduced in 2021 to promote and enhance student fundamental movement skills in a safe and engaging environment. The program supported teachers to develop programs that focused on students refining and learning new physical movements that are vital for lifelong physical activity. Both Smiling Mind and KIDDO will remain a 2022 priority.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school 90% of time or more to be above the system-negotiated target baseline of 83%.	SCOUT data indicated that the school achieved the system-negotiated target baseline of 83%. The percentage of students attending school 90% of the time or more was 83.52%.
Increase the percentage of students responding positively to Wellbeing in the TTFM survey to be above the system-negotiated target baseline of 89%.	SCOUT data indicated that the school did not achieve the negotiated baseline target of 89%. The percentage of students responding positive to Wellbeing was 86.94%.
Decrease the number of negative student incidents recorded in Sentral to be below the school-negotiated target of 700.	Sentral data indicated that the school achieved the target, decreasing the number of negative incidences in Sentral from 700 to 453.
Increase the number of positive student incidents recorded in Sentral to be above 1430.	Sentral data indicated that the school did not increase the number of positive student incidents recorded on Sentral to be above 1430. The number of positive incidences recorded was 928, a decrease from 1430.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.45</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSOs employed to work with targeted students providing in-class support <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted support catering for the child's educational needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ an SLSO to support student in class.</p>
<p>New Arrivals Program</p> <p>\$35,520.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Quakers Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • teacher employed to provide intensive English language support focusing on language development to participate successfully in schooling through withdrawal groups <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all students provided with additional differentiated support through withdrawal groups and in-class support <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue to employ a teacher to support new arrivals through intensive English language support groups. Current students will continue to be supported through the school's Learning and Support Team structures and school-based support programs.</p>
<p>Integration funding support</p> <p>\$149,818.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Quakers Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all eligible students demonstrating progress towards their individual

<p>Integration funding support</p> <p>\$149,818.00</p>	<p>education plan learning goals</p> <ul style="list-style-type: none"> - all IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to provide additional support in the classroom by employing SLSO staff. Continue to discuss integration funding as part of the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to ensure funding is used to address individual student support needs.</p>
<p>Socio-economic background</p> <p>\$47,346.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Quakers Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning • Student Centred Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to provide classroom teacher support for identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>student improvement evidenced by:</p> <ul style="list-style-type: none"> - Numeracy and Literacy NAPLAN results achieving above state and statistically similar school groups (SSSG) - NAPLAN Writing 78% of students in the top 2 bands for Year 3 and 46% for Year 5 - 72.65% of student achieving expected growth in NAPLAN Reading - 79.31% of students achieving expected growth in NAPLAN Numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ additional teachers to support classroom teachers and students through targeted intervention. Provide professional learning for staff specifically focusing on differentiation of curriculum.</p>
<p>Aboriginal background</p> <p>\$31,618.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Quakers Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver cultural support for Aboriginal students • purchase of resources to support the promotion of culture and heritage <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all Aboriginal students have developed Personalised Learning Plans through consultation with all stakeholders - greater awareness and sharing of Aboriginal culture among students.

<p>Aboriginal background</p> <p>\$31,618.56</p>	<p>Increased engagement and connection between the school and our Aboriginal community</p> <p>After evaluation, the next steps to support our students with this funding will be: employment of a teacher to provide targeted support for Aboriginal students in both Literacy and Numeracy, through withdrawal groups.</p>
<p>English language proficiency</p> <p>\$634,939.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Quakers Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples - teachers have greater awareness of the EAL/D progression phases and how to support students to progress through the phases <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional teachers to support classroom teachers and students in the classroom environment.</p>
<p>Low level adjustment for disability</p> <p>\$201,327.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Quakers Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • providing support for targeted students within the classroom through the employment of additional teachers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - collaboration between classroom teachers and support teachers to develop programs that support targeted students with literacy and numeracy - increased teacher capacity and resources to support students with speech, fine motor and gross motor needs - early intervention for students identified as requiring additional OT and speech support <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ external OT and speech specialists to support teachers, students and parents. Continue to employ additional teachers to provide in-class support.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$53,393.50</p>	<p>Professional Learning for Teachers and School Staff Policy at Quakers Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation of Teaching and Learning • Professional Learning Communities • Student Centred Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for teachers focusing on areas identified as school priorities through the Strategic Improvement Plan and teacher PDPs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased capacity of all teachers to embed effective evidence-informed practices, resulting in improved student results <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>ongoing high-impact professional learning for all teachers aligned with school priorities and teacher PDPs.</p>
<p>Beginning teacher support</p> <p>\$98,040.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Quakers Hill Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation of Teaching and Learning • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • high-impact professional learning for beginning teachers • weekly professional dialogue and reflective practice with aligned mentor <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased capacity of all beginning teachers to embed effective evidence-informed practices, resulting in improved student results <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to support beginning teachers through targeted professional learning and weekly mentoring sessions.</p>
<p>School support allocation (principal support)</p> <p>\$52,597.92</p>	<p>School support allocation funding is provided to support the principal at Quakers Hill Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional school administration officers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - a reduction in administrative tasks and time for the senior executive team <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ a school administration officer and fund office</p>

<p>School support allocation (principal support)</p> <p>\$52,597.92</p>	<p>overtime.</p>
<p>Literacy and numeracy</p> <p>\$48,110.68</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Quakers Hill Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy through collaborative planning days • teacher release to engage staff in Learning Hub reflective practice • higher duties for Assistant Principal <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased teacher capacity to work collaboratively to program effectively, teach explicitly and reflect on their practice - improved teacher knowledge of their students, where they are at with their learning and where to next. - 67% of Year 3 students in the top 2 bands for NAPLAN Reading - 62% of Year 5 students in the top 2 bands for NAPLAN Reading <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>school to fund the initiatives due to ceased literacy and numeracy funding allocation.</p>
<p>QTSS release</p> <p>\$202,148.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Quakers Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice to deliver high-impact, differentiated teaching and learning programs - teachers provided with ongoing support from their aligned Assistant Principal, targeting areas of strength and development as identified through the PDP process, stage meetings and professional dialogue <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to support teachers through the current structures and processes.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Quakers Hill Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and support teachers to implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted literacy programs for identified students performing below the expected level for their stage - differentiated teaching through on-going formative assessment - student improvement as evidenced through MiniLit data <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>school to fund programs through the new Assistant Principal Curriculum and Instruction role and the COVID intensive learning support funding.</p>
<p>COVID ILSP</p> <p>\$66,374.87</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the majority of the students in the program achieving significant progress towards their personal learning goals - Year 3 targeted students did not place in the bottom 2 bands of NAPLAN Reading - student improvement as evidenced through MacqLit and MiniLit data <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of MiniLit and MacqLit small group tuition using data sources to identify specific student need. The school learning and support processes will be revised to involve regular progress updates to the classroom teachers of targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	522	555	574	574
Girls	499	500	525	517

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	91.5	81.6	92.5
1	94.2	91.8	90.4	93.9
2	94.1	91.9	91.8	93.9
3	94.7	92.7	88.5	94.6
4	94	92.7	91.3	94.2
5	94.5	93.7	92.8	95.1
6	93.8	90.8	90.2	93.9
All Years	94.5	92.2	89.6	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	6
Classroom Teacher(s)	40.31
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1.6
Teacher ESL	5.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	727,003
Revenue	9,441,182
Appropriation	9,227,167
Sale of Goods and Services	29,798
Grants and contributions	182,808
Investment income	759
Other revenue	651
Expenses	-9,140,746
Employee related	-8,305,919
Operating expenses	-834,827
Surplus / deficit for the year	300,436
Closing Balance	1,027,439

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.

	2021 SBAR Adjustments (\$)
Targeted Total	150,156
Equity Total	915,232
Equity - Aboriginal	31,619
Equity - Socio-economic	47,346
Equity - Language	634,940
Equity - Disability	201,328
Base Total	7,125,985
Base - Per Capita	270,922
Base - Location	0
Base - Other	6,855,064
Other Total	662,116
Grand Total	8,853,490

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.

NAPLAN NUMERACY - Progress Measures

Increase the percentage of students in the top 2 NAPLAN bands for numeracy to be above the system negotiated target baseline of 59%.

- Achieved 59.58% - above the SIP 2021 progress measure 59% (system-negotiated target baseline)
- Increase of at least 4.42% required to achieve 2022 improvement measure of 64%

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 67%.

- Achieved 79.31%, 12.31% above the SIP 2021 progress measure 67% (system-negotiated target baseline)
- Above 2023 improvement measure target of 70.1%

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school negotiated baseline of 46%.

- Achieved 33.3% (4/12) of Aboriginal students performing in the top 3 NAPLAN bands in numeracy
- Require an uplift of 16.7% (2 students) to reach 2022 progress measure of 50%

NAPLAN READING - Progress Measures

Increase the percentage of students achieving in the top 2 NAPLAN bands for reading to be above the system negotiated target baseline of 60%.

- Achieved 64.37%, 4.37% above SIP 2021 progress measure 60% (system-negotiated target baseline)
- 1.63% increase required to meet 2022 improvement measure of 66%

Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 63%.

- Achieved 72.65%, 9.65% above SIP 2021 progress measure 63% (system-negotiated target baseline)
- Above the 2023 improvement measure of 67%

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school negotiated baseline of 54%.

- Achieved 50% (6/12) of Aboriginal students achieving in the top 3 NAPLAN bands
- Require an uplift of 6% to achieve 2022 progress measure and 16% to achieve 2024 improvement measure

Parent/caregiver, student, teacher satisfaction

Staff, students and parents completed satisfaction surveys as part of the annual Tell Them From Me Survey.

The results of the parent survey indicated that parents feel welcome when visiting the school and can easily speak to teachers when required. Parents also responded positively in their belief that the school supports positive behaviour. When learning from home, parents felt they received very good school support for their children's learning through excellent resources and supporting information given by teachers. Seesaw, the school app and printed notes were identified as the most useful methods of receiving information from the school.

Student survey results indicated that the students had a strong sense of belonging, feeling accepted and valued by their peers and teachers. There has been an increase in students feeling that they have high skills and high challenge within the classroom environment with high engagement and high levels of perseverance. Students indicated that the school facilities are clean and well looked after and felt they are learning in a positive learning environment while having high expectations for success.

Teacher survey data indicates that teachers feel very supported by the school's leadership team, who support, provide guidance and opportunities in a safe school environment. Teachers indicated there was a strong sense of collaboration between teachers, sharing resources, feedback, and strategies to increase student engagement. When learning from home, teachers overwhelmingly agreed or strongly agreed they felt supported, connected, and prepared for teaching their students.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.