

2021 Annual Report

Summer Hill Public School



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Introduction

The Annual Report for 2021 is provided to the community of Summer Hill Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Following a rigorous whole school evaluation we transformed the data gathered in our situational analysis into our school 2021 - 2024 Strategic Improvement Plan. Our focus on student growth and attainment, high expectations and effective practice and rich learning experiences will help us realise our vision - of ongoing improvement, ensuring all students are known, valued and cared for and are provided with opportunities to achieve meaningful goals that will equip them for the future. I am proud of our students, teachers and school leaders as we achieved ongoing school improvement through the implementation of our 2021 - 2024 Strategic Improvement Plan. The key features of our achievements at Summer Hill Public School in 2021 are outlined in this report.



School vision

At Summer Hill Public School we are committed to ongoing improvement. We have high expectations to ensure all students are known, valued and cared for.

We create positive teaching and learning environments that enable the development of healthy, happy, successful and productive individuals, who have a positive sense of belonging.

We continually seek to improve ourselves and our practice to provide opportunities for students to achieve meaningful goals, and equip them for the future. Teachers, parents and carers actively participate in supporting and reinforcing student learning and wellbeing.

School context

Summer Hill Public School, established in 1883, is an inner-west city school of approximately 700 students that serves a culturally diverse and educationally aware community. We foster the development of knowledge, skills, values and attitudes by encouraging the growth of our students as caring individuals who enjoy learning. The pursuit of academic excellence is one of many dimensions of our school. The school has offered an Opportunity Class program for Year 5 and 6 students since 1937.

Summer Hill Public School provides a variety of programs to enrich students' learning. These include bands and orchestras, chess, debating, music, drama and PSSA sport. The school is supported by an enthusiastic and active P&C and its sub-committees.

Through our situational analysis and consultation with our community, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional learning and support needs including those identified as high potential and gifted and students with English as an Additional Language/Dialect.

Through the National Assessment Program - Literacy and Numeracy (NAPLAN) analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on refining quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Up to date research available through the Centre of Education Statistics and Evaluation (CESE) will be utilised to build understanding on how to do this successfully, and the Principal and Deputy Principals as instructional leaders will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored. Pre and post assessments will be carried out to assess the impact of this work. We will build on existing structures to identify students who require intervention, including students not showing at or above expected growth.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine 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.

- Targeting Numeracy
- Targeting Reading

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Summary of progress

Analysis of relevant data sources shows we have achieved a number of our 2021 progress measures as a result of these initiatives.

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 bands of NAPLAN numeracy to be above the system- negotiated target baseline of 66.2%. | <p>The percentage of students achieving in the top 2 bands of NAPLAN in Year 3 Numeracy is 73.3%.</p> <p>The percentage of students achieving in the top 2 bands of NAPLAN in Year 5 Numeracy is 65.8%.</p> <p>Overall the percentage of students achieving in the top 2 bands in NAPLAN numeracy is 69.55%.</p> <p>This is above the 2021 system-negotiated target baseline for the school of 66.2%.</p> <p>We have achieved this annual progress measure.</p> |
| Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system- negotiated target baseline of 75.3%. | <p>83.7% of students achieved in the top two bands for NAPLAN Reading 2021.</p> <p>This is above the 2021 system-negotiated target of 75.3%.</p> <p>We have achieved this annual progress measure.</p> |
| Percentage of students achieving expected growth in NAPLAN numeracy to be trending toward the system-negotiated target baseline of 72.9%. | <p>The percentage of students achieving expected growth in NAPLAN Numeracy 2021 is 72%.</p> <p>We have achieved this annual progress measure.</p> |
| Percentage of students achieving expected growth in NAPLAN reading to be trending toward the system-negotiated target baseline of 77%. | <p>The percentage of students achieving expected growth in NAPLAN Reading 2021 is 75%.</p> <p>We have achieved this annual progress measure.</p> |
| Year 3 students have less than a 12- | Year 3 students have a point score difference of 13.45 above our |

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| <p>point score difference in numeracy when compared to SSSG.</p> <p>Year 5 students have less than a 15-point score difference in numeracy when compared to SSSG.</p> | <p>statistically similar schools groups (SSSG) in NAPLAN Numeracy 2021.</p> <p>This exceeds the 2021 improvement measure.</p> <p>Year 5 students (all) have a point score difference of 29.2 above our SSSG in NAPLAN Numeracy 2021.</p> <p>Year 5 students (mainstream) have a point score difference of 10.5 below our SSSG in NAPLAN Numeracy 2021.</p> <p>We have achieved this progress measure.</p> |
| <p>Year 3 students continue to score above SSSG in reading.</p> <p>Year 5 students have less than a 5-point score difference in reading when compared to SSSG.</p> | <p>Year 3 students achieved above our SSSG in NAPLAN Reading 2021 (SSSG 498.74 and SHPS 518.8)</p> <p>Year 5 students (all) achieved above our SSSG in NAPLAN Reading 2021 (SSS 556.91 and SHPS 590.1)</p> <p>Year 5 students (mainstream) achieved 12.48 points above our SSSG in NAPLAN Reading 2021 (SS 554.42 and SHPS 566.9)</p> <p>We have achieved this progress measure.</p> |
| <p>The school has established a consistent, shared understanding of what a year's growth looks like in numeracy.</p> <p>Baseline data collected as Year 2-6 student's growth when comparing start year to end year scores in the Progressive Achievement Test (PAT) in numeracy.</p> | <p>During 2021 the school moved to the online PAT mathematics assessment. As a result our pre- and post assessment data was not comparable.</p> <p>This progress measure has been delayed, and will be extended into 2022.</p> |
| <p>The school has established a consistent, shared understanding of what a year's growth looks like in reading.</p> <p>Baseline data collected as Year 2-6 student's growth when comparing start year to end year scores in the Progressive Achievement Test (PAT) in reading.</p> | <p>During 2021, the school moved to the online PAT reading assessment. As a result our pre- and post assessment data was not comparable.</p> <p>This progress measure has been delayed, and will be extended into 2022.</p> |
| <p>Value added data in Scout for K-3 continues to show Excelling</p> | <p>Value added data in Scout for K-3 continues to show Excelling.</p> <p>We have achieved this progress measure.</p> |
| <p>Value added data in Scout for Year 3-5 at Delivering. The school's value-add is not significantly lower than the value added by the average school.</p> | <p>Value added data in Scout for Years 3-5 shows Excelling.</p> <p>We have achieved this progress measure.</p> |
| <p>Value added data in Scout for Year 5-7 at Delivering. The school's value-add is not significantly lower than the value added by the average school.</p> | <p>Value added data in Scout for Years 5-7 shows Excelling.</p> <p>We have achieved this progress measure.</p> |
| <p>Sustaining and Growing in the Student Performance Measures element in the Learning Domain of the SEF - student progress and achievement on external and internal measures is consistent.</p> | <p>In 2021 our whole school analysis on the School Excellence Framework indicates we are at Delivering for Learning Domain Student Performance Measures Student Progress and Achievement on External and Internal Measures is Consistent.</p> <p>This progress measure has been delayed, it will be extended into 2022.</p> |

Strategic Direction 2: High expectations and effective practice

Purpose

In order to embed continuous improvement, we will enable a school wide culture of high expectations, shared responsibility and evidence based teaching and leading practices.

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.

- Strengthening programming
- Purposeful data practices

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Summary of progress

Strengthening programming: Programs have been analysed to get a baseline of elements of best practice and evidence of student progression. Areas for development have been identified and whole school professional learning using teacher feedback has been prepared. Baseline data for external (NAPLAN) and internal assessments has been established and will be used to determine expectations for student growth and achievement.

Purposeful data practices: Baseline data for 'staff confidence to analyse data and improve teaching' has been collected and analysed. Areas for development have been identified. We are in the process of refining our whole school assessment schedule.

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 |
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| <ul style="list-style-type: none">• Baseline data from 2021 NAPLAN as % of students achieving at or above expected growth in aspects of literacy and numeracy.• The school has established a consistent and shared understanding of what a years' worth of growth 'looks' like in internal English and assessments, and how this will be measured: baseline data collected as percentage of students achieving a year's worth of growth in each internal assessment for 2021. | <p>Baseline data has been collected using 2021 NAPLAN assessments. Percentage of students achieving at or above expected growth are:</p> <p>Reading (all) 75% and Reading (mainstream) 76%</p> <p>Numeracy (all) 76% and Numeracy (mainstream) 72%</p> <p>Writing (all) 71% and Writing (mainstream) 64%</p> <p>Spelling (all) 80% and Spelling (mainstream) 78%</p> <p>Grammar and Punctuation (all) 67% and (mainstream) 61%</p> <p>This progress measure has been achieved.</p> <p>The school is in the process of establishing a consistent and shared understanding of what a years' worth of growth 'looks' like in internal English assessments. Sound Waves (spelling), PAT Reading and writing assessment data will be used.</p> <p>The school is in the process of collecting baseline data as percentage of students achieving a year's worth of growth in each internal assessment for 2021.</p> <p>This progress measure has been delayed, and will extend into 2022.</p> |
| <ul style="list-style-type: none">• Sustaining and growing within the | <p>We remain at delivering in these three areas of the SEF:</p> |

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| <p>Learning Domain - Curriculum - Curriculum provision</p> <ul style="list-style-type: none"> • Sustaining and growing within the Learning Domain - Curriculum - Teaching and learning programs • Sustaining and growing within the Teaching Domain - Effective Classroom Practice - Explicit teaching • The school has developed a consistent and shared understanding of programming expectations that show expected student progression and knowledge, understanding and skills. • Baseline data collected as a % of English programs that describe expected student progression in knowledge, understanding and skills. | <p>Learning domain-Curriculum-Curriculum provision</p> <p>Learning domain-Curriculum-Teaching and Learning Programs</p> <p>Teaching domain-Effective classroom practice-Explicit teaching</p> <p>These progress measures have been delayed, and will extend into 2022.</p> <p>The school has developed a consistent and shared understanding of programming expectations that show expected student progression and knowledge, understanding and skills.</p> <p>Baseline data has been collected of programs that show expected student progression in knowledge, understanding and skills.:</p> <p>Early Stage 1 (Kindergarten) 80%</p> <p>Stage 1 75%</p> <p>Stage 2 70%</p> <p>Stage 3 85%</p> <p>These progress measures have been achieved.</p> |
| <ul style="list-style-type: none"> • Baseline data collected as % of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching. • Movement toward Sustaining and Growing within the Teaching Domain - Data Skills and Use - Data Analysis, all teachers contribute to gathering and analysing data. • Sustaining and Growing within the Teaching Domain - Data Skills and Use - Data Use in Teaching • Development of K- 6 assessment schedule; and collection of data | <p>Baseline data collected as % of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching is 64%</p> <p>This progress measure has been achieved.</p> <p>In the School Excellence Framework, we have:</p> <p>moved toward Sustaining and Growing within the Teaching Domain - Data Skills and Use - Data Analysis, all teachers contribute to gathering and analysing data</p> <p>achieved Sustaining and Growing within the Teaching Domain - Data Skills and Use - Data Use in Teaching</p> <p>These progress measures have been achieved.</p> <p>The development of a school wide assessment schedule has started. Information about current assessments used has been collected.</p> <p>The achievement of this progress measure has been delayed, and will extend into 2022.</p> |
| <ul style="list-style-type: none"> • Baseline developed for % of teachers identifying and confident in using research based, best practise strategies including teacher collaboration, assessments that allow for high expectations, the setting of student goals that are challenging, differentiating lessons, effective feedback practises, student reflections and well-defined learning expectations • Baseline data gathered for programs showing best practise elements | <p>Baseline data for % of teachers identifying and confident in using research based, best practice strategies including teacher collaboration, assessments that allow for high expectations, the setting of student goals that are challenging, differentiating lessons, effective feedback practices, student reflections and well-defined learning expectations:</p> <p>collaboration (when writing programs) - 38.2% very confident</p> <p>(in developing) assessments that allow for high expectations - 8.8% very confident</p> <p>setting challenging student goals - 11.8% very confident</p> <p>differentiating lessons - Quality teaching 96.6%, Curriculum Planning and delivery 86.2% and Assessment 58.6%</p> <p>effective feedback practices - What it looks like 26.5% very confident and Giving it 20.6% very confident</p> <p>student reflections - 20.6% very confident</p> |

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| <ul style="list-style-type: none"> • Baseline developed for % of teachers identifying and confident in using research based, best practise strategies including teacher collaboration, assessments that allow for high expectations, the setting of student goals that are challenging, differentiating lessons, effective feedback practises, student reflections and well-defined learning expectations • Baseline data gathered for programs showing best practise elements | <p>well defined learning expectations - Learning intentions 38.2% very confident and Success criteria 38.2% very confident</p> <p>This progress measure has been achieved.</p> <p>Baseline data gathered for programs showing best practice elements:</p> <p>Early Stage 1 (Kindergarten) 75-82% (average of the two: 78.5%)</p> <p>Stage 1 75-82% (average 78.5%)</p> <p>Stage 2 78%-92% (average 85%)</p> <p>Stage 3 89-96% (average 92.5%)</p> <p>This progress measure has been achieved.</p> |
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Strategic Direction 3: Rich learning experiences

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine 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.

- Differentiation
- Known, valued and cared for

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Summary of progress

Differentiation: Our priority is to build a shared understanding of differentiation. Our next steps look to consolidating our understanding of differentiation in quality teaching and develop an understanding of differentiation in the areas of curriculum planning and delivery, assessment and extending / supporting students. To support this teachers will participate in professional learning around the High Potential, Gifted Education policy. Our students with English as an additional language / dialect (EAL/D) are performing at expected growth and/or exceeding expected outcomes. Our next steps look to providing teachers with strategies to support students EAL/D students and positively impact learning outcomes.

Known, Valued and Cared For: Our priority is to Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging and maintain / improve student attendance rates.

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 |
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| Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging from the base line 86.2% to 87.5%. | <p>In Term 1 2021 the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging was 85%. The data is not available for Term 4 2021.</p> <p>Achievement of this progress measure has been delayed, and will be extended into 2022.</p> |
| Increase the proportion of students attending >90% of the time from the baseline 88.6% to 90.85%. | <p>In 2021 % of students attending school 90% of the time or more (semester one only) was 86.65%.</p> <p>The achievement of this progress measure has been delayed, and will extend into 2022.</p> |
| <ul style="list-style-type: none">• The school had established a shared understanding of how a differentiated approach to quality teaching, curriculum planning and delivery, and assessment will be measured.• Baseline data collected as % of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment.• Baseline data shows X% of teachers understand differentiation and meet the | <p>The school is working towards a shared understanding of how a differentiated approach to quality teaching, curriculum planning and delivery, and assessment will be measured.</p> <p>The achievement of this progress measure has been delayed, and will extend into 2022.</p> <p>Baseline data collected as % of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment is:</p> <p>96.6% of teachers report they are using a differentiated approach to quality</p> |

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| <p>needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p> | <p>teaching</p> <p>86.2% of teachers report they are using a differentiated approach to curriculum planning and delivery</p> <p>58.6% of teachers report they are using a differentiated approach to assessment</p> <p>We have achieved this progress measure.</p> <p>In 2021 37.9% of teachers reported that they understand differentiation and meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p> |
| <ul style="list-style-type: none"> • Baseline data collected as % of EAL/D students achieving at expected growth in NAPLAN Numeracy, Reading, Writing, Spelling and Grammar and Punctuation. | <p>In 2021 baseline data was collected as % of EAL/D students achieving at expected growth in NAPLAN Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.</p> <p>Percentages of EALD students achieving At/Above Expected Growth:</p> <p>Year 5 NAPLAN Numeracy 82%</p> <p>Year 5 NAPLAN Reading 75%</p> <p>Year 5 NAPLAN Writing 80%</p> <p>Year 5 NAPLAN Spelling 80%</p> <p>Year 5 NAPLAN Grammar and Punctuation 66%</p> <p>This progress measure has been achieved.</p> |
| <ul style="list-style-type: none"> • Baseline data for the % of EAL/D students with results equivalent to / or exceeding the progress and achievement of all students in the school. | <p>We are in the process of establishing baseline data for the % of EAL/D students with results equivalent to / or exceeding the progress and achievement of all students in the school. Data has been collected for Sound Waves (spelling), PAT Reading (comprehension) and PAT mathematics.</p> <p>Achievement of this progress measure has been delayed, and will extend into 2022.</p> |
| <ul style="list-style-type: none"> • Baseline data for % of students achieving their PLaSP goals | <p>In 2021, 41% of students achieved the goals outlined in their Personalized Learning and Support Plans (PLaSP) despite a long period of remote learning.</p> <p>This progress measure has been achieved, however baseline data should be interpreted carefully due to the potential impact of remote learning for students with additional learning and support needs.</p> |
| <ul style="list-style-type: none"> • Baseline data collected showing % of student reporting their wellbeing is supported by whole school wellbeing processes. • Moving toward Sustaining and Growing in School Excellence Framework Learning Domain - Wellbeing Element, the school collects, analyses and uses data to monitor a whole school approach to wellbeing. | <p>Baseline data collected shows 85% of students report their wellbeing is supported by whole school wellbeing processes.</p> <p>This progress measure has been achieved.</p> <p>We are moving toward Sustaining and Growing in the School Excellence Framework Learning Domain - Wellbeing Element, the school collects, analyses and uses data to monitor a whole school approach to wellbeing.</p> <p>This progress measure has been achieved.</p> |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$193,130.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Summer 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • In 2021 eligible students were supported using Integration Funding Support. Funding was used: <p>To employ school learning and support officers to assist with personalised learning and support for students in classrooms; and, to provide relief for classroom teachers to plan adjustments for students.</p> <p>The allocation of this funding has resulted in: Additional teachers and school learning support officers assisted students with disability and additional learning and support needs in their own classrooms, along with 1-1 individualised support and small group programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review individual student progress and achievement of goals identified in their Personalised Learning and Support Plans. Plans will be adjusted for ongoing implementation in 2022.</p> |
| <p>Socio-economic background</p> <p>\$10,297.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Summer 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Combining this funding with other equity funding and resources to support the needs of students to ensure equity of access. <p>The allocation of this funding has resulted in: Students benefited from additional support to access learning programs, develop literacy and numeracy skills, and attend excursions and school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this funding will be combined with other equity funding and resources to support the needs of students to ensure equity of access.</p> |
| <p>Aboriginal background</p> <p>\$4,242.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Summer 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> |

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| <p>Aboriginal background</p> <p>\$4,242.00</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"> • Supporting students through the development and implementation of Personalised Learning Pathways; and, the employment of School Learning and Support Officers to support learning and access to the curriculum for identified students. <p>The allocation of this funding has resulted in: Our 8 Aboriginal and Torres Strait Islander students were supported to engage in all aspects of school life, participate in cultural events and activities and lead Aboriginal education across our school.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, funding will be used to supporting our schools Aboriginal and Torres Strait Islander students through the development and implementation of Personalised Learning Pathways; and, the employment of School Learning and Support Officers to support learning and access to the curriculum for identified students.</p> |
| <p>English language proficiency</p> <p>\$165,820.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Summer 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Our specialist English as an Additional Language/Dialect (EAL/D) teacher was employed to support students at the Beginning, Emerging and Developing stages in the EAL/D Learning Progression. Support was provided either by withdrawing a small group from the classrooms for intensive support, or working with the teacher in the classrooms in the area of language skills. <p>The allocation of this funding has resulted in: The success of this program was evaluated through the collection of data by the specialist EAL/D teacher throughout the year on student achievement measured against the EAL/D Learning Progression, as well as internal assessment measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, our specialist EALD teacher will conduct a whole school analysis of the provision and delivery of EALD programs across the school. Our specialist English as an Additional Language/Dialect (EAL/D) teacher will work with the school leadership team to lead whole school improvement in this area.</p> |
| <p>Low level adjustment for disability</p> <p>\$133,517.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Summer 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"> • 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 a specialist Learning and Support Teacher (LaST) for seven days/fortnight. Support to students included the delivery of the Macqlit program to students who were identified as below stage level in literacy. |

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| <p>Low level adjustment for disability</p> <p>\$133,517.00</p> | <p>The allocation of this funding has resulted in: Identified students demonstrating improvement in their literacy levels over the year. School Learning Support Officers (SLSOs) were also funded to support students with additional learning and support needs in their classrooms, during school events, and on excursions.</p> <p>Students with identified needs transitioning into Kindergarten, Year 3 and Year 7 were also supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing employment of a specialist Learning and Support Teacher (LaST) to support to students in 2022, including the delivery of the Macqlit program to students identified as below stage level in literacy.</p> |
| <p>Literacy and numeracy</p> <p>\$44,925.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Summer 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • These funds have been carried forward and have been reallocated across 2022 and 2023 to provide in class support in literacy and numeracy for students in Kindergarten, Year 1 and Year 2. <p>The allocation of this funding has resulted in: Refer to next steps.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will not receive this funding source after 2021; therefore, the funds have been carried forward, and reallocated over 2 years (2022 and 2023) to provide additional in class literacy and numeracy support in for students in Kindergarten, Year 1 and Year 2.</p> |
| <p>QTSS release</p> <p>\$135,102.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Summer 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The use of our 2021 QTSS allocation for staffing, the equivalent of six teacher days per week. This included one release day a week for each Assistant Principal to facilitate collaboration to critically reflect on and improve teaching and learning practices within their own stage team, and across the school; and, two days to provide release for each Deputy Principal to lead literacy and numeracy initiatives across the school. <p>The allocation of this funding has resulted in: Whole school improvement including capacity of staff. Each Assistant principal and Deputy Principal lead a team of teachers in the implementation of an initiative in our 2021-2024 Strategic Improvement Plan. Our leadership team also lead the development of k-6 scope and sequences and programming within and across their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> |

| | |
|--|---|
| <p>QTSS release</p> <p>\$135,102.00</p> | <p>QTSS funds will be reallocated the same way in 2022 so school leaders can continue to lead whole school improvement. They will facilitate collaboration to critically reflect on and improve teaching and learning practices within their own stage team, and across the school; and, lead the implementation of the new K-2 syllabus.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$58,862.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Summer Hill Public School who may be at risk of not meeting minimum standards.</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"> • The employment a specialist Literacy and Numeracy teacher to provide targeted intervention to students in Kindergarten to Year 2 at risk of falling behind. The support assisted students to develop the literacy and / or numeracy skills needed to carry them into their next year of schooling. <p>The allocation of this funding has resulted in: Support from our specialist Literacy and Numeracy teacher (K-2) assisted students to develop the literacy and / or numeracy skills needed to carry them into their next year of schooling. Our teacher also played a pivotal role in our schools Learning and Support Team in making recommendations to support identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not be available in 2022.</p> |
| <p>COVID ILSP</p> <p>\$32,788.00</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"> • The employment of a specialist Literacy and Numeracy Support Teacher for an additional 1.5 days per week to support students in Kindergarten, Year 1 and Year 2. <p>The allocation of this funding has resulted in: Our specialist Literacy and Numeracy teacher delivered intensive small group tuition for students who were disadvantaged by the move to remote learning and identified as most likely to benefit from additional support in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will train and employ School Learning and Support Officers to deliver explicit literacy and numeracy programs targeted at students' learning needs. We will use Maths U See, MiniLit and MacLit to target literacy skills. We will use data from 2021 end of year assessments to identify students suitable for testing for inclusion in the MiniLit (1-2) and MacLit (3-6) program. Delivering these programs to identified students will allow for ongoing assessment/evaluation of student progress allowing for accountability and reporting back to teachers and parents.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 372 | 384 | 367 | 351 |
| Girls | 404 | 377 | 358 | 341 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.7 | 95.1 | 96.3 | 95.9 |
| 1 | 95.6 | 94.5 | 94.2 | 95.5 |
| 2 | 95.1 | 95.5 | 94.5 | 94.8 |
| 3 | 95.5 | 94.8 | 94.6 | 95.2 |
| 4 | 95.3 | 96.1 | 93.4 | 94.8 |
| 5 | 96.2 | 95.8 | 96 | 95.4 |
| 6 | 94.6 | 94.1 | 94.8 | 94.6 |
| All Years | 95.6 | 95.2 | 94.9 | 95.1 |
| 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) | 4 |
| Classroom Teacher(s) | 25.52 |
| Literacy and Numeracy Intervention | 0.53 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.26 |

*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 | 870,661 |
| Revenue | 6,534,691 |
| Appropriation | 6,108,242 |
| Sale of Goods and Services | 46,663 |
| Grants and contributions | 378,121 |
| Investment income | 1,264 |
| Other revenue | 400 |
| Expenses | -6,574,456 |
| Employee related | -5,844,161 |
| Operating expenses | -730,294 |
| Surplus / deficit for the year | -39,765 |
| Closing Balance | 830,896 |

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 | 193,130 |
| Equity Total | 313,876 |
| Equity - Aboriginal | 4,242 |
| Equity - Socio-economic | 10,297 |
| Equity - Language | 165,820 |
| Equity - Disability | 133,517 |
| Base Total | 4,830,002 |
| Base - Per Capita | 178,725 |
| Base - Location | 0 |
| Base - Other | 4,651,277 |
| Other Total | 469,612 |
| Grand Total | 5,806,620 |

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.



Parent/caregiver, student, teacher satisfaction

Students in Year 4 - 6 completed the Tell Them From Me Primary Schools Survey between 17 November 2021 and 26 November. The survey provides the school with insight to guide school planning and identify school improvement initiatives. Survey findings include: 90% display positive behaviour at school, they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt norm 83%); 81% have friends at school they can trust and who encourage them to make positive choices (NSW Govt Norm 85%); and, 92% of students reports they have medium to high perseverance levels, the extent which they can pursue their goals to completion, even when faced with obstacles (NSW Govt Norm 90%).

Parents and carers completed the Partners in Learning Parent Survey between 5 November 2021 and 26 November 2021. Survey findings include: 96% of parents surveyed talked with a teacher about their child's learning or behaviour one or more times; 91% of parents attended meetings or social functions at school one or more times; and, parents support learning at home, School Mean 5.9 (NSW Govt Norm 6.3).

Teachers completed the Focus on Learning Teacher Survey between 10 November 2021 and 25 November 2021. Survey findings include: collaboration with other teachers, School Mean 7.8 (NSW Govt Norm 7.8); and, parent involvement, School Mean 6.9 (NSW Govt Norm 6.8);

As a successful school we continue to foster and strengthen positive relationships with students, their families and the broader community.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.