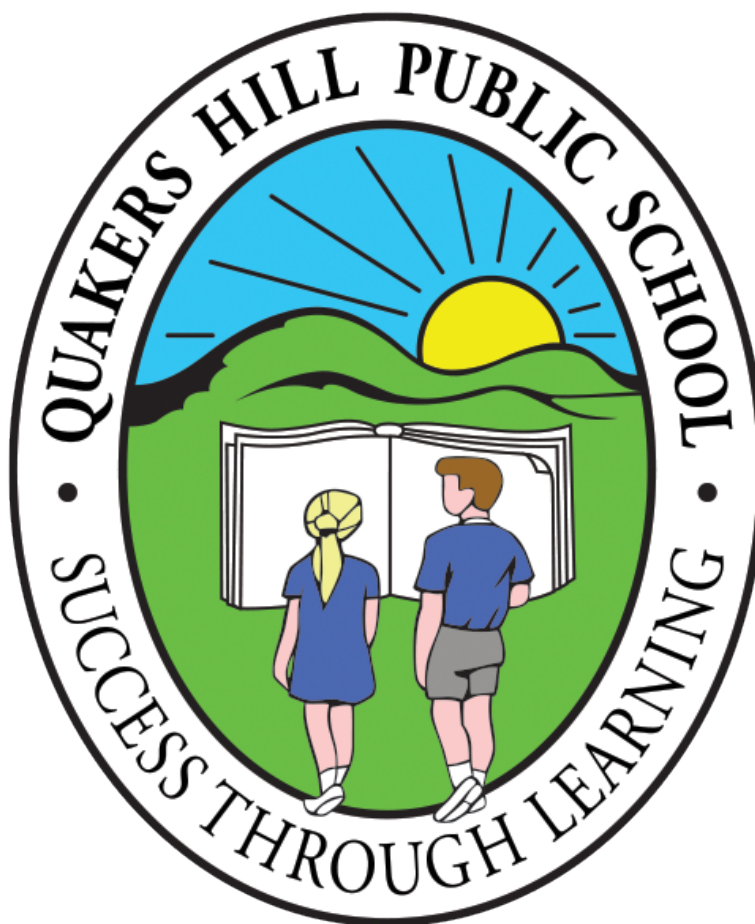


2022 Annual Report

Quakers Hill Public School



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Introduction

The Annual Report for 2022 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

It is with great pleasure that I present to you the annual school report for 2022. This report showcases the wonderful academic and extra curricular achievements of our school and reflects the hard work and dedication of our amazing staff, community, and students.

Our school has continued to excel in all areas of learning, from literacy and numeracy to science and technology. Our students have also participated in a range of extra curricular activities, such as sports, arts, music and dance. These activities have enriched their learning experiences and fostered their personal and social development.

Our staff have been instrumental in providing high-quality education and support to our students. They have demonstrated professionalism, innovation and collaboration in their teaching practices. They have also engaged in ongoing professional learning to enhance their skills and knowledge.

Our community has been supportive and involved in our school's activities. They have contributed to our school's vision, values and goals. They have also volunteered their time, resources and expertise to support our students' learning and wellbeing.

I am proud of what we have achieved together as a school community this year. I am confident that we will continue to grow and improve in the years ahead. I thank you all for your commitment, enthusiasm and passion for our school.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
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

Aboriginal background: \$34,373.90
COVID ILSP: \$0.00
Professional learning: \$15,810.00
AP Curriculum & Instruction: \$210,799.40
Integration funding support: \$178,490.00
Refugee Student Support: \$992.70
English language proficiency: \$606,853.76
Socio-economic background: \$46,645.91
Low level adjustment for disability: \$203,769.62

Summary of progress

Explicit Teaching:

Our focus for 2022 was on the use of explicit teaching practices to improve reading and Math's across the school. Whole school assessment data was analysed and shared so that professional learning could be designed and delivered to all staff. Our staff participated in professional learning about the Science of Reading, the Big Ideas in Mathematics and Introductions to the new K-2 English and Mathematics Syllabuses. 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 have shown improvements in student progress towards school reading level targets.

As a result, the structures and processes implemented in 2022 will continue as we move forward into the next year. In 2023, we will support staff with the explicit teaching of reading, writing and Mathematics. The Assistant Principals Curriculum and Instruction 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 in a focus area.

Differentiation of Teaching and Learning:

In 2022, we used a range of strategies to support our most vulnerable learners to achieve growth and success, including funding SLSO's, additional teachers to support in the classroom and the playground, targeted support for new arrivals to develop their English skills, and have employed an Occupational and Speech Therapist to target K-1 students. Teachers were provided with professional learning which enhanced their knowledge of various teaching strategies and build their capacity to support student learning in the classroom. Additional professional learning opportunities were provided with a focus on supporting high performing students in differentiating teaching and learning programs. Our senior executive team gathered information about student learning, wellbeing and engagement through the student snapshot process providing opportunity for a students to articulate how and what they are learning and verbalise if their work is high skill, high challenge, increasing student voice.

Next in this initiative we will work with staff to establish a process to provide quality feedback on the implementation of differentiated assessment within teaching and learning programs. We will continue to employ SLSO's to target students with in-class support and to also support them to build positive relationships. The ongoing employment of Occupational and Speech Therapist to provide targeted support for identified students and provide skills and knowledge to teachers. Trained teachers will be employed to utilise their skills and knowledge to provide in-class support with the expectation of

collaborative planning and shared teaching. We will continue to implement professional learning opportunities for all staff based on student data and teacher feedback to strengthen teacher capacity which supports positive student growth and learning.

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
A minimum of 66% of students achieve in the top 2 NAPLAN bands for reading (Lower bound system-negotiated target).	<ul style="list-style-type: none"> • 60.25% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower-bound target. of 66%
A minimum of 64% of students achieve in the top 2 NAPLAN bands for numeracy (Lower bound system-negotiated target).	<ul style="list-style-type: none"> • 53.89% of students achieved in the top two bands in NAPLAN numeracy. This is a difference of 10.11% from the lower bound system negotiated target of 64%
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the school negotiated target of 65%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the school negotiated target of 68.5%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
A minimum of 66% of Aboriginal students achieving top 3 NAPLAN bands in reading (Lower bound school-negotiated target).	<ul style="list-style-type: none"> • 47.4% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading which is 18.6% less than the target baseline, indicating progress towards the lower bound target of 66%.
A minimum of 64% of Aboriginal students achieving top 3 NAPLAN bands in numeracy (Lower bound school-negotiated target).	33.3 % of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy which is 30.7% less than the target baseline, indicating progress yet to be seen towards the lower bound target of 64%
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 target of 52%.	Tell Them From Me Survey indicates 36% of students are in the desirable quadrant with high skills and high challenge which is a decrease of 7% from 2021 and 16% lower than the school negotiated target of 52%.
Increase the percentage of students achieving end of year reading level expectation for their grade to be above the school negotiated target of 82%.	79.4 % of students achieved end of year reading level expectations for their grade. which is an increase of 13.4% from 2021. This is only 2.6% below the school negotiated target of 82%.

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

Per capita: \$169,036.00

QTSS release: \$205,823.51

Professional learning: \$41,489.72

Summary of progress

Professional Learning Communities

In 2022, our focus was on implementing a range of practices to promote teacher collaboration across a range of common purposes and best practices in collegial and professional opportunities. This was established through our focus on embedding 'Learning Walks' amongst classes and maximising professional learning time to build the capacity of staff in delivering high-quality teaching and learning.

Our learning hubs consisted of combined yearly groups, utilising the expertise of two classroom teachers and a support teacher. This has enhanced levels of teacher collaboration, collegial programming and optimal student engagement. Demonstration lessons were provided by stage based executive staff for teachers in delivering explicit teaching of reading. In future, we hope that all teachers take up the opportunity to access additional professional learning opportunities. Early career teachers have been provided with weekly mentoring sessions producing increased levels of confidence and competence in classroom management and curriculum implementation. Throughout the year, staff participated in reflective practice and collaborative planning, where K-2 staff were upskilled in curriculum reform, with Year 1 implementing the new English and Maths syllabuses through the school deciding to be a self selector/early adopter of the new curriculum and 3-6 staff focused on the 'Big Ideas' in Mathematics.

In 2023, we will continue to strengthen the capacity and expertise of teachers. This will result in teachers taking on greater leadership opportunities that will enhance syllabus implementation and curriculum reform. We will promote a culture of what works best elements in every classroom at Quakers Hill Public School. 3-6 teachers will start the familiarisation process of the new 3-6 English and Maths Syllabuses and K-2 will fully embed the new curriculum in both English and Maths into their teaching and learning programs.

Culture of Collaboration

Our focus in 2022 was on embedding effective partnerships in learning with students, parents, and the wider community. This was built upon establishing strong partnerships through parent and teacher engagements opportunities and promoting educational practices to support all learners. A culture of high expectations underpinned each of the community engagement opportunities resulting in sustained and measurable whole school improvement.

Professional dialogue was established through 'Meet the teacher' sessions at the beginning of the year, outlining your child's expected learning outcomes. This was maintained throughout the year by 'Term Overviews' and 'Weekly Class Focus Messages'. However, as the year progressed the school observed dwindling numbers of parent views on the classroom communication platforms. Teachers will continue to monitor students' attendance levels and support individual students' absences with regular implementation of the schools' systems and procedures in place. Community engagement was enhanced through a variety of stage based events and initiatives.

Going forward into next year, the school will continue to promote a positive partnership amongst the students and community by hosting a variety of events and practices that foster 'parents as partners' in learning. As a result of the limited views of the class focus message, we will streamline this practice to a weekly 'Key Learning Feature' to promote a more dynamic partnership with parents. This initiative will establish a positive rapport amongst students, parents, and teachers to promote effective learning partnerships. Whilst the community events received positive feedback from

parents, the community requested more opportunities to know how to help their child in their learning. Consequently, the school will be hosting multiple events on a community engagement day that is linked to a variety of Key Learning Areas.

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 target of 42%.</p> <p>Increase the percentage of parents attending community events more than three times to be above the school negotiated target of 39%.</p>	<ul style="list-style-type: none"> • Tell Them From Me Data indicated a decrease from 47% in 2021 to 21% in 2022 of parents talking with their child's teacher about learning more than 3 times. This is 21% below the baseline school negotiated target of 42% • Tell Them From Me Data showed that the school did not achieve the baseline of 39% of parents attending community events more than 3 times. In 2022, 24% of parents attended more than three community events which is an increase of 4% from 2021.
<p>Increase the percentage of parents' average score in regards to supporting learning at home (TTFM) to be above the school negotiated target of 7.9.</p>	<ul style="list-style-type: none"> • Tell Them From Me Data indicated that parents reported a decrease in regards to supporting learning at home. It decreased from 8.5 to 7.2 in 2022. This is also 0.7 below the school negotiated target of 7.9.
<p>Increase the percentage of teachers' average score in regards to collaboration (TTFM) to be above the school negotiated target of 8.6.</p> <p>Increase the percentage of teachers' average score in regards to teaching strategies (TTFM) to be above the school negotiated target of 8.7.</p> <p>Increase the percentage of teachers' average score in regards to leadership (TTFM) to be above the school negotiated target of 8.1.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicated that the school did not achieve the school negotiated target of 8.6 in regards to collaboration. The 2022 score was 8.4 which is a decrease from the 2021 score of 8.6. • Tell Them From Me data indicated that the school did not achieve the school negotiated target of 8.7 in regards to teaching strategies. the 2022 score was 8.4 which is a small decrease from the 2021 score of 8.5. • Tell Them From Me data that the school achieved the negotiated target of 8.1 in regards to leadership. The 2022 score was 8.2 which was a slight decrease from the 2021 score of 8.3.

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: \$106,637.53

Professional learning: \$8,700.00

Summary of progress

Student Centred Learning

The school focus for 2022 was to provide a variety of opportunities that encourage students to become active, engaged participants in their own learning experience. This approach to educating students focuses on skills and practices that enable lifelong learning and independent problem solvers.

This year, stage three students were provided with a forum for student voice through leadership programs such as Parliament. This fortnightly program allowed students to voice their concerns and work collaboratively with one another to solve issues that have been raised during the sessions. The Buddy program held in Term 1 contributed to the creation of a safe, friendly and caring environment in which children learnt the skills associated with empathy and compassion through consciously constructed activities by looking after and caring for the Kindergarten students.

Teachers were provided with professional learning throughout the year to reflect on their teaching and to refine their practice to better the learning opportunities for students in their classroom. The Digital Technology teams enabled staff to gain an in depth understanding of the robotics and coding resources to provide rich and authentic learning experiences that equip students with 21st Century skills. Teachers continued to use different learning platforms, such as Seesaw and Teams, to support and assess learning in the classroom.

The Walker Learning Team established two classrooms in Early Stage One. Throughout the year, teachers participated in collaborative practices where they were able to share their expertise as well as implement innovative learning practices in a Learning Hub. Flexible learning furniture was purchased to support this learning environment as well as other classrooms to enhance the educational opportunities available at the school. Going forward in 2023, the school aims to embed a student-centred approach across K-6.

The Whole Child

Quakers Hill Public School, throughout 2022, implemented a wide range of initiatives that is aimed to develop the whole child that particularly fosters and develops student wellbeing. All students, K-6, have the ability to participate in programs that cater for their social and emotional wellbeing. In K-2, QHPS has a Social Skills group, tailored to improve students' ability to develop positive relationships in the playground, which has been very successful. In Years 3-6 students have the option to attend a Quakers Hill Public School initiative called Resilience Group, where trained teachers and the school psychologist provide hands-on, age-appropriate strategies to deal with a range of student related concerns they may face such as friendships, emotional regulation, coping skills and general growth mindset related topics.

The 2022 Positive Behaviour for Learning (PBL) focus was to introduce classroom-based expectations that aligned with the School based banner statement; Safe, Responsible Proud Learners, where students benefit from a consistent positive approach of their behaviour both in and outside of the classroom. This positive approach was strengthened in the delivery of weekly PBL messages delivered by Sports Captains every Wednesday morning and Principal's Assemblies every five weeks. The result was a consistent outcome of positive incidences outweighing negative incidences throughout the year.

As part of developing the whole child at Quakers Hill Public School, mindfulness was again a focus in the school's PDHPE Key Learning Area throughout the year. Smiling Mind is embedded in classrooms to promote mindfulness and

deliver practical ways to concentrate, promote positive mental health messages and promote growth mindset through a practical and age-appropriate platform with wonderful results for our students.

Quakers Hill Public School have again focused on the fundamental movement skills of its students in 2022. We have utilised the professional and hands on resource, KIDDO, to deliver fun, engaging and practical lessons in both fitness and weekly sports activities, in an effort to raise student capabilities in this area. As a school we have delivered professional learning, implemented assessments, resulting in tailored program delivery and accessed quality lesson plans across K-6, providing students the opportunity to learn the skills to enable them to participate in lifelong physical activity.

In 2023 Quakers Hill Public School will continue to have a focus on student wellbeing and developing the whole child through the continuation of social skills program, Resilience Group, whole school PBL program. We will also be implementing as part of the departments Inclusive, Engaging Respectful Schools reform a new School Behaviour Management Plan. Staff will undertake professional learning in inclusive education, behaviour management and restrictive practices as part of this reform.

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
A minimum of 88% of students attend school at least 90% of time (Lower bound system-negotiated target).	• SCOUT data indicated that the school did not achieve the system-negotiated target baseline of 88%. The percentage of students attending school 90% of the time or more was 65.3%(Nov 2022), a decrease of 18.22% from 2021.
A minimum of 92% of students respond positively to Well-being in the Tell Them From Me survey (Lower bound system-negotiated target).	• SCOUT data indicated that the school did not achieve the negotiated target baseline of 92% . The percentage of students responding positively to wellbeing is 86.06% which is 5.94% below the baseline and a decrease of 0.88% from 2021 data.
Decrease the number of negative student incidents recorded in Sentral to be below the school-negotiated target of 600.	• Sentral data indicated that the school did not achieve the target, decreasing the number of negative incidences in Sentral from 700. 2022 data showed there was 752 negative incidences recorded.
Increase the number of positive student incidents recorded in Sentral to be above 1470.	• Sentral data indicated that the school did not increase the number of positive student incidents recorded on Sentral to be above 1470. The number of positive incidences recorded was 1300, an increase from 2021 of 372 (928- 2021)

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</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"> • employment of SLSO's for targeted student in-class support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - support is targeted to meet the educational needs of individual students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ an SLSO to support students in class. - sharing of important information including translating and interpreter services to all staff to better support all parents in contacting school and increase accessibility to discuss their child's learning progress with their class teacher.
<p>Integration funding support</p> <p>\$178,490.00</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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students with Individual Education Plans (IEP's) have demonstrated progress towards their individual learning goals. - Individual Education Plans (IEP's) are reviewed and updated regularly (each term). They are responsive to individual student's learning needs. - purposeful and focused learning support is given to all integration funding students, allowing support staff to focus on implementing learning and behavioural programs that best suit the needs of each student on a consistent basis <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide additional support in the classrooms by employing SLSO staff for all integration funded students. 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 funding support allocation changes. Funding is to be used to address individual student support needs.
<p>Socio-economic background</p> <p>\$46,645.91</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</p>

<p>Socio-economic background</p> <p>\$46,645.91</p>	<p>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"> • Additional staffing to provide classroom teacher support for identified students with additional needs • Employment of external providers- speech therapist and occupational therapist, to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Numeracy and Literacy results achieving above state and statistically similar school groups (SSSG). - 60.25% of year 3 and year 5 students placed in the top two bands in NAPLAN reading. - 53.89% of year 3 and year 5 students placed in the top two bands in NAPLAN numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ additional teachers to support classroom teachers and students through targeted interventions. - continue to employ external providers to support K-2 students in speech and occupational therapy - use the AP C& I skill sets to provide additional targeted teacher support in literacy and numeracy.
<p>Aboriginal background</p> <p>\$34,373.90</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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning and Support teacher to deliver personalised support for Aboriginal students • Employment of specialist additional staff (SLSO) to deliver cultural support for Aboriginal students • Engaging an Aboriginal Wellbeing Officer to provide staff with professional learning on Policy in Action • Personalised Learning Pathways (PLP) process is clearly set out, teachers, students and parents work collaboratively on cultural and academic goals for all Aboriginal students. They are regularly reviewed and updated (semesterly) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 33.3 % of Aboriginal students in years 3 and 5 achieved in the top 2 bands for NAPLAN numeracy. - 47.4% of Aboriginal students in years 3 and 5 achieved in the top 2 bands for NAPLAN reading. - all Aboriginal students have developed Personalised Learning Plans through collaboration and consultation with teacher, student and parent/carer. - greater awareness through the sharing of Aboriginal culture with the whole school community. Increased engagement and connection between school and our Aboriginal community. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ongoing professional development for all staff on our to embed aboriginal culture across all Key Learning Areas. - updating of the process to increase engagement of Aboriginal parents in the development of students Personalised Learning plans.

<p>Aboriginal background</p> <p>\$34,373.90</p>	<p>- continue to utilise LAST to provide targeted support for Aboriginal students in both Literacy and Numeracy, through withdrawal groups.</p>
<p>English language proficiency</p> <p>\$606,853.76</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 teaching staff for intensive English language support for students identified in beginning phase on the EAL/D Progressions. • Provide EAL/D Progression levelling professional learning to staff • Collection of writing work samples in Term 1 and Term 4 for all K-6 EAL/D students. Analysis of samples to see growth against EAL/D Learning progressions undertaken <p>The allocation of this funding has resulted in the following impact:</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. - continue to build the capacity of teachers in their understanding of the EAL/D progression phases and how to support students to progress through the phases as displayed in differentiation of classroom programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to build teacher confidence and their capacity to design units of work in all Key Learning Areas that reflect the needs of EAL/D learners, the identified next step is to transfer this practice. - ongoing professional learning will identify language and cultural demands across the curriculum, with a focus on new K-2 curriculum reform/ syllabus implementation and 3-6 familiarisation.
<p>Low level adjustment for disability</p> <p>\$203,769.62</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, with a particular focus on the early years. • Employment of an Occupational Therapist to provide intervention programs that support student needs to develop fine and gross motor skills. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - classroom teachers and additional support teachers collaborating to design learning programs that support the learning needs of targeted students in both literacy and numeracy. - through the employment of speech and occupational therapists, building the capacity of all teachers to support students with speech, fine and gross motor needs. - early identification processes in place to target students who need additional Occupational therapy and speech support.

<p>Low level adjustment for disability</p> <p>\$203,769.62</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to be target through early intervention students for occupational and speech therapy through the employment of both a speech and occupational therapist. Students with additional learning needs will continue to be supported in the classroom through the employment of additional classroom teachers.
<p>Professional learning</p> <p>\$65,999.72</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 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 was targeted and purposeful for all staff, focusing of areas identified as school prioritised through the schools Strategic Improvement Plan and staffs' Performance and Development Plan goals. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - continues to build upon the capacity of all teachers to embed effective practices to explicitly teach across all Key Learning Areas, especially in Mathematics and English, resulting in improved student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ongoing high-impact professional learning for all staff aligned with school initiatives set out in Strategic Improvement Plan and staff's Performance and Development Plans. Professional Learning will be targeted, purposeful and relevant with opportunities for staff to review, reflect and embed.
<p>QTSS release</p> <p>\$205,823.51</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 the following impact:</p> <ul style="list-style-type: none"> - continuation of building teacher capacity and confidence in their teaching practice in the delivery of high-impact, differentiated teaching and learning programs. - teachers provided ongoing support from their aligned stage/grade Assistant Principal, targeting areas of development and sharing strengths with colleagues through the Performance and Development process, stage meetings, whole school professional learning and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to support all teachers through current whole school structures and processes.
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$53,100.00</p>	<p>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 2022.</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 • 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 the following impact:</p> <ul style="list-style-type: none"> - 90% of students in programs making significant progress towards their personal reading goals. - student improvement as evidenced through MacqLit and MiniLit termly data. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of MiniLit and MacqLit small group tuition. Whole school data sources will be used to identify specific student who would benefit from small group reading intervention. The school learning and support processes will involve regular progress updates to the classroom teachers of targeted students by MiniLit and MacqLit teachers.
<p>Per capita</p> <p>\$275,673.53</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Culture of Collaboration • Student Centred Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Releasing Learning Hub teachers for reflective practice <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - building reflective practice techniques in teachers through collegial discussions and reflective planning time better support the planning, explicit teaching and continual evaluation and feedback of teaching and learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the Learning hub initiative across K-6, with learning hubs in each stage.
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Assistant Principals Curriculum and Instruction to support and build capacity in evidence based teaching practices across all Key Learning Areas.

<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<ul style="list-style-type: none"> • Targeted support of teachers in the explicit teaching of reading, to build skills and knowledge in delivering high quality reading instruction in all classrooms <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - differentiated teaching of reading through ongoing in class support. - increase confidence, skills by all teachers in the explicit teaching of reading. - significant increase in K-2 students reaching agreed end of year benchmarks. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuation by Assistant Principals Curriculum and Instruction of supporting and building capacity in targeted teachers in new K-10 English and Mathematics syllabuses, literacy and numeracy. - supporting teachers in undertaking Spirals Of Inquiry in Mathematics , with a focus on multiplicative thinking.
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	555	574	574	567
Girls	500	525	517	533

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.5	81.6	92.5	86.1
1	91.8	90.4	93.9	87.7
2	91.9	91.8	93.9	87.5
3	92.7	88.5	94.6	87.6
4	92.7	91.3	94.2	87.6
5	93.7	92.8	95.1	89.3
6	90.8	90.2	93.9	85.3
All Years	92.2	89.6	94.1	87.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	7.4
Classroom Teacher(s)	41.34
Learning and Support Teacher(s)	1
Teacher Librarian	1.6
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	6.27

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	786,438
Revenue	10,067,683
Appropriation	9,623,164
Sale of Goods and Services	41,185
Grants and contributions	393,837
Investment income	8,797
Other revenue	700
Expenses	-9,901,299
Employee related	-8,571,000
Operating expenses	-1,330,299
Surplus / deficit for the year	166,384
Closing Balance	952,822

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.

	2022 SBAR Adjustments (\$)
Targeted Total	179,483
Equity Total	891,643
Equity - Aboriginal	34,374
Equity - Socio-economic	46,646
Equity - Language	606,854
Equity - Disability	203,770
Base Total	7,352,411
Base - Per Capita	275,674
Base - Location	0
Base - Other	7,076,737
Other Total	845,982
Grand Total	9,269,519

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 64%

- 53.89% of students achieved in the top two bands in NAPLAN **numeracy**. This is a difference of 10.11% from the lower bound system negotiated target of 64%

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the school negotiated target of 68.5%.

- Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school negotiated baseline of 64%.

- 33.3 % of Aboriginal students have achieved results in the top 3 NAPLAN bands in **numeracy** which is 30.7% less than the target baseline, indicating progress yet to be seen towards the lower bound target of 64%

NAPLAN READING - Progress Measures

Increase the percentage of students in the top 2 NAPLAN bands for reading to be above the system negotiated target baseline of 66%.

- 60.25% of students achieved in the top two bands in NAPLAN **reading** indicating progress towards the lower-bound target. of 66%

Increase the percentage of students achieving expected growth in NAPLAN reading to be above the school negotiated target of 65%.

- Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school negotiated target of 66%.

- 47.4% of Aboriginal students have achieved results in the top 3 NAPLAN bands in **reading** which is 18.6% less than the target baseline, indicating progress towards the lower bound target of 66%.

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 an increase in parents feeling welcome when visiting the school and feeling they could easily speak to their child's teacher when the need arose. Parents felt that the school provided written information in clear plain, understandable English language, with the most popular forms of communication being through school apps, including Seesaw and TEAMS, social media, and notes. Parents felt that teachers had high expectations of all students and that the school supported an inclusive environment with positive behaviour.

Student survey results indicated that the students formed positive relationships with their peers and continually try hard to succeed in their learning. An ongoing area of improvement with students is in them feeling that they have high skills and high challenge within the classroom environment with what they are learning, that they are highly engaged and that they persevere when they find something difficult and not give up in the first instance. Students had a very strong sense of school pride and can set themselves challenging learning goals to aim to do their best.

Teacher survey data indicates that staff continued to feel highly supported by the school's leadership team. The leadership team creates a safe environment and supports them during stressful times. Teachers indicated that they used data to inform their practice and their assessments helped them understand where their students were having difficulty and drove future directions in their teaching and learning programs.

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.