

# 2022 Annual Report

## Summer Hill Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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I am proud of our students, teachers and school leaders as we achieved ongoing school improvement through the implementation of our Strategic Improvement Plan 2021 - 2024, while navigating a full return to school for students. Due to the complexities of 2022 the NSW Department of Education extended this school planning cycle, resulting in a reduction in progress measures we were required to meet in 2022. 2023 will see the implementation of these measures in our Strategic Improvement Plan 2021 - 2025.

During 2022, our strive for excellence in learning, excellence in teaching and excellence in leading resulted in our school achieving many milestones on our journey to realising Our Vision - to 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 enhanced our provision of opportunities for students to achieve meaningful goals, and equip them for the future. The key features of our achievements at Summer Hill Public School in 2022 are outlined in this report.

## Message from the school community

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### P&C President's report

After the past few challenging years 2022 showed promise the Summer Hill Public School P&C kicked it off with planning the year with fun activities and fundraisers.

At the Annual General Meeting Kate Flood was elected as the new vice president and all of the previous executives were re-elected to their positions. With the executive team in place we were excited to work with the community to bring the following P&C goals to life:

- Main playground equipment upgrade.
- Mindfulness space behind hall.
- K-2 playground seating.

During the year we also welcomed Deepa Mistry as the Assistant Secretary and Hoang Tran was re-elected as the Grants executive and we briefly farewelled Joanne Kim. With Hoang back on board the P&C regrouped and met with the principal to map out the grants plan for the year.

Some of the key events we conducted in 2022 were the Welcome Breakfast for new families to the school, Outdoor Movie Night, Mothers and Special People breakfast, Fathers and Special People breakfast, Election BBQ, Ride2School day, Wear it Purple Day, Twilight Picnic in the school grounds and our Parent Trivia and Auction night.

2022 will also be remembered for the magnitude of fund raising the P&C was able to do, not just through the events but also through grants applications and the second hand uniform shop. A big shout out for this success goes to the number of sub-committee members with a special mention to Kate F and Hoang T, and of course, to the parents/carers/special people who volunteered at events throughout the year. As noted, the success of our events was possible due to the engagement from the school community. There will be many more opportunities to volunteer in 2023. We encourage everyone including our new kindy families to signup to help at these events.

There was good collaboration with the school too with the Principal taking initiative to work through the quotation and design process for the main playground and the mindfulness space, thank you Natalie Armstrong. The Art Exhibition in the school hall was also a great success thanks to the partnership between the P&C and the school.

Nilesh Deshmukh - Summer Hill Public School P&C President 2022

### Events

We started the year in early March with the Welcome Breakfast under the COLA for new families hosted by the P&C and the school. This is a great opportunity for new families to get together and to meet the Principal, some of the staff and the P&C.

The rain tried to stop us, but we just worked around it! We moved Ride to School Day from March to May and our Outdoor Movie Night in April turned into an Indoor Movie Night! The movie night was so popular we think it will be come a regular feature on the Summer Hill Public School events calendar.

Both the Mother's and Special People Breakfast (MASP) and the Father's and Special People Breakfast (FASP) were run by new teams of Kindy parents this year! Thank you teams, an epic effort for your first year at the school!

The Federal Election BBQ 21 st May was a crazy day! They closed the other usual voting booth, so everyone came to

our school. The queues for voting were out the gate for a big part of the day. We ran out of sausages at least 4 times, and even the ballot papers ran out! We made twice as much as the previous election BBQ and our baking skills made the Sydney Morning Herald, so a very successful day all round.

The Art Show was back this year for the first time since 2018, and what a lovely inclusive event it was. The school hall was turned into a gallery and every child had an artwork hung. Big thanks to the new team running the show and to all the teachers for the amazing artworks they did with the students.

Then the highlight of the social calendar (at least for the parents) was the Trivia Night in August - where the fancy dress battles are fought as fiercely as the trivia battles. With travel as the theme, the options were wide open for outfits. Congratulations to the Grey Nomads who beat the Safari team in a dance off for best dressed. Thanks to parents - Adam Mada and Josh Pyke who stepped in at the very last minute to host the night! Big thanks to the team of outgoing Year 6 parents who have organised the trivia night for many years and given us so much fun. What will we do without you! They made \$27K (22K after costs) at this event - a huge chunk of our fundraising for the year. Thanks also need to go to the fundraising team of 3 - who emailed and phoned and followed up hundreds of companies to gather the prizes and auction items for this event. Such a mammoth effort.

We ended the year on a couple of big events, The Spooky Disco and the Twilight Picnic in November. The Spooky Disco is definitely the highlight of the kid's social calendar! So much glow in the dark fun, dancing, the great photo booth run by the year 6's and that lolly bar was 'AMAZING'! We really loved the new quiet space for this event, such a great initiative. Finally, we ended the year with the Twilight Picnic. Our food options at this event that proved super popular, and we sold out on the day! Big thanks to our BBQ spit roast team who were on duty from 9am on the day! The Twilight Picnic had a lovely atmosphere, with market stalls, a musician, amazing food, yard games and even a welcoming performance by our strings orchestra.

We decided that as the P&C had made so much money during the year and our bank balance was very healthy, our focus for the Twilight Picnic would be to have a fun community event. So we didn't hold a raffle or a silent auction. We experimented with some new expensive food options, hired a musician and had two bouncy castles. We also bought some yard games and craft that we can use at future events. The Twilight Picnic is looking like becoming a regular feature on our P&C events calendar!

We would like to say thank you again to the teams who run the events, the people who volunteer, and the families who spend their money to support our school. We are always looking for new volunteers for events and this year we need a new fundraising team too - please get in touch if you can help out.

Committee members: Kate Flood, Shanon Winfield and Gail Philpott plus a great team of parent volunteers who run individual events throughout the year.

### **Used Uniform Subcommittee**

The 2nd Hand Uniform Shop is a volunteer run service to provide 2nd hand uniforms at a low cost to the school community and to raise funds for the school - raising \$9,250 in 2022! A big thanks to the team of generous volunteers who provide this service to the school community, with many hours of dedication and hard work every week. Thank you also to all of the families who donate stock of old uniforms that they no longer need. In 2022, the uniform shop was run via our online store the P&C website. The website was complemented this year by once per term in-person shop openings which were very successful.

Committee members: Rose O'Connor, Shanon Winfield, Thea Brash and Deepa Mistry plus a great team of parent volunteers ensure this service is successful in servicing the parents of SHPS.

### **Sustainability and Gardening Subcommittee**

The Sustainability Sub-committee works to reduce the environmental footprint of the school and P&C events by educating the school community about sustainable living, with activities to encourage recycling and composting, waste free lunchboxes, riding or walking to school, saving energy and water and conserving native plants and animals.

This year, we secured grant funding in the form of the NSW Community Building Partnerships Solar PV Grant which allowed us to install a new solar PV system.

We participated in the National Ride2School Day and also worked with the canteen provider, Yummy Bears Kiosk, to develop waste-free menus and a key to communicate this to parents who wish to purchase waste-free items.

Over the course of the year, the school was also used as a collection point for parents to drop off recyclable items such as: Clothes, shoes, linens, e-waste, soft plastics, batteries, beauty product packaging, CDs and DVDs, lightbulbs, polystyrene, toys and books. We're proud to say that we've diverted more than 50 bags (around 40kg) from landfill.

Finally, we also are involved in the pre-event procurement of environmentally sustainable suppliers, and the post-events clean up and sorting of rubbish and recycling.

Committee members: Tracy Harber, Kathrine Lustig, Joe Harber, Hoang Tran (grants subcommittee)

### **Music Support Subcommittee**

The Music Support Committee supports the Band, Orchestra and Music program. We exist to support Music, Arts, Drama, Choir and general fun at Summer Hill Public School. The Committee provides logistical support for musical events throughout the year, including weekend workshops, an evening concert series, plus the bi-annual Musicale. There is also scope for the committee to advocate for the Band, Orchestra and Music Program and to develop appropriate fundraising initiatives. The Music Support Committee usually meets on the same evening as P&C meetings at 6.30pm, and all our meetings are either online or hybrid-online. We meet in the school hall before the P&C meeting, and we send a Zoom link a few days before the meeting. Everyone is welcome to attend the meeting. We are always looking to add members to the committee and would welcome any inquiries. Parents are not required to have any musical talents other than an appreciation of music. Email: [shpsmusiccommittee@gmail.com](mailto:shpsmusiccommittee@gmail.com) for more information.

The Summer Hill Public School band and orchestras are led by conductor Cathy Chan, along with capable support from fellow conductors Nathan Parks, Lauren Olafsson and Daniel Rosenbaum.

### *Music Subcommittee Fundraising and Events*

Some of our events were curtailed early in 2022 due to COVID restrictions but with the easing of restrictions through the year, we were lucky to get the joy of listening to music again the children were able to perform again in a safe and friendly environment. We raised some money to go towards our children's school, but more importantly we organised some lovely community events. We'd like to say thanks to all the parents and carers, families and fans who turn up at events, spend their money and volunteer their time, we couldn't do it without you!

### *Music Program Training Breakfast*

This is a lovely start of year event where current and new parents come along to the early morning training rehearsal and both the Training Band and Training Orchestra demonstrate what they have been learning in their first few weeks. The hall is set up 'café style' with a light breakfast and tea/coffee available. We didn't have our Music Program Training Breakfast in 2022 but plan a big event this year look forward to hosting existing Music Program parents and new Year 3 music parents in Term 1 2023.

### *Evening Concerts*

Between June and September 2022 we had four Evening Concerts with music from the School advanced and junior Recorder Group, the Ukulele group, the Senior Choir, and all of the Bands and Orchestras performing solo or small group performances, as well as a performance with their regular ensembles.

### *Music Weekend Workshops: Band and Orchestra*

In May and June, the school hosted band and orchestra music weekend workshops. These workshops give an opportunity for all music program participants to have small group tutorials focused on their instrument, and for all four bands to play together and our three orchestras to play together at a concert which was attended by parents, carers, fans and families who came along to enjoy the Sunday afternoon concert.

### *Performances at School Assemblies and P&C Events*

Throughout the year, all of our music, choir, band and music ensembles performed at school assemblies. The training band and the training orchestra provided entertainment to the entire school soon after they learned their first tunes. The music program ensembles performed at many assemblies including the Anzac Day Assembly, School Presentation Day Assembly, Remembrance Day Assembly, Summer Hill Blue Assembly, Grandparents Assembly, World Environment Day Assembly, and the School Art Show, along with performances at the P&C major events: Fathers and Special People breakfast and the Mothers and Special People breakfast and the end of Year Twilight Picnic.

### *Music Captains*

When Year 6 rolls along (it comes quicker than you think), four students are selected as part of the School Leadership Program to be School Music Captains. These students are all involved in the School Music Program. They represent choir, band, orchestra, recorder, ukulele, and music.

### *End of Year Serenade at the School Gate*

In December, we 'serenaded' our school community with a musical extravaganza of all of our Bands, Orchestras, Ukulele, and Reporter groups, Choirs performed in a medley of concerts at the school gates wearing Christmas and Festive decorative regalia and performed the amazing music they learned during the year along with some amazing festive tunes.

#### *Community Music Performances and Christmas Markets*

This year, Kegworth Public School were lucky enough to have the Summer Hill Stage Band and Summer Hill Chamber Orchestra come along and play some music while local community parents and children from local inner-west schools enjoyed the Christmas Markets. It was a wonderful community day out and the students were proud to represent the school.

#### *The Summer Hill Public School Art Show*

Every one of our music ensembles played at the Art Show - we had the Training Band, Training Orchestra, Concert Band, Symphony Orchestra, Wind Ensemble, Chamber Orchestra, and Stage Band.&ensp;&ensp;

#### *Busking for Change - Event and Assembly*

This year, the school supported the Indigenous Literacy Foundation by holding a Busking for Change fundraiser. In September, the school students performed the song *Words Make the World Go Round* together with Josh Pyke and Justine Clarke which was an unforgettable experience for the children.

#### *NSW Education Festival of Instrumental Music*

The Department of Education Arts Unit presents the annual Festival of Instrumental Music (FoIM) which presents four concerts of diverse repertoire, as well as some specially commissioned works by Australian composers, in the Sydney Opera House. Once again, a number of our Summer Hill Public School students attended the event with the children being lucky enough to experience performing on stage at the newly refurbished Sydney Opera House Concert Hall.

#### *Schools Spectacular 2022*

In November 2022, the annual Schools Spectacular event returned after a 2-year break. 4,700 school students performed at Qudos Bank Arena in Homebush. Again, our school was well represented with Summer Hill Public School students singing, dancing and performing in the choir.

Committee members: Caroline Walsh, Cathy Chan, Hannah Harris, Emily Chow, Josh Pyke, Gail Philpott, Cathy Leamey, Margaret Chow, Karen Patterson, Lachelle Uzcataguigaymon, Patricia Lim, Lassity Martin and Daniel McLoughlin.

#### **Acknowledgments**

Volunteers are vital to the running of a P&C. The P&C would like to acknowledge the significant contribution of our Sub-Committee leads. Thank you also to the teachers and staff at Summer Hill Public School for working with the P&C on joint projects and priorities.

And finally thank you to the P&C Executive team of 2022:

Nilesh Deshmukh - President

Kate Flood - Vice President

Conor Woods - Vice President

Joanne Kim Hwang/Deepa Mistry - Secretary

Joe Harber - Treasurer

Bich Tran - Executive

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

**Targeting Numeracy:** Professional learning was provided to the staff about how student skills progress in numeracy and what best practice looks like, leading to improved student learning outcomes. Staff were introduced to the Numeracy guide and how it could support them with the introduction of the new curriculum. At the conclusion of the session, all staff participated in a survey to identify the areas they felt the least confident in and the areas they would like to receive professional learning in. The survey responses will be collated and analysed to determine the next areas for focus. Moving forward we will be developing targeted professional learning including the use of Number Talks K-6 as a consistent whole school approach.

**Targeting Reading:** Research into evidence-based effective teaching strategies was conducted to identify best practice in reading pedagogy based on the Department of Education's best practice resources: Effective Reading Instruction in the Early Years of School, and the Improving Reading Comprehension Guide. From this research, professional learning was provided to 100% of teaching staff with a focus on Scarborough's Reading Rope. Staff also participated in a survey to identify the current level of teacher skills, knowledge and understanding of best practice in reading across K-6. The survey responses will be analysed to identify strengths and areas for continuous improvement in reading practices. Next steps will focus on refining a whole school K-6 approach to teaching reading.

### 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
Sustain the target percentage of students achieving in the top 2 bands in NAPLAN numeracy in 2022 at 69.55%.	<ul style="list-style-type: none"><li>• The percentage of students achieving in the top 2 bands of NAPLAN in Year 3 Numeracy is 65.43%.</li><li>• The percentage of mainstream students achieving in the top 2 bands of NAPLAN in Year 5 Numeracy is 51.76%</li><li>• The percentage of all students achieving in the top 2 bands of NAPLAN in Year 5 Numeracy is 64.04%.</li><li>• Overall, the percentage of mainstream students achieving in the top 2 bands in NAPLAN numeracy is 67.74%.</li><li>• Overall, the percentage of all students achieving in the top 2 bands in NAPLAN numeracy is 72.50%. This is above the 2021 system-negotiated target baseline for the school of 66.2%. Our SSSG achieved 61.8% and State 31.2%</li></ul> <p>We have achieved this annual progress measure.</p>
Increase the percentage of students achieving in the top 2 bands of	<ul style="list-style-type: none"><li>• The percentage of Year 3 students achieving in the top two bands in NAPLAN reading is 82.4%.</li></ul>

NAPLAN reading as measured from 2021 results	<ul style="list-style-type: none"> <li>• The percentage of Year 5 students achieving in the top two bands in NAPLAN reading is 78.3%.</li> <li>• Overall the percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN reading is 80.0%.</li> <li>• This is slightly below the 2022 lower bound system-negotiated target of 80.8%.</li> </ul> <p>This progress measure has been delayed, and will be extended into 2023.</p>
At least 75% of students achieve expected growth in NAPLAN numeracy. (Lower bound system- negotiated target). Moved to 2023.	Moved to 2023.
At least 77% of students achieve expected growth in NAPLAN reading. (System- negotiated target baseline).	Growth data for 2020/22 cannot be calculated as the NAPLAN test was not run in 2020.
Our Year 3 and 5 students are performing at or above SSSG in numeracy.	<ul style="list-style-type: none"> <li>• Year 3 students at Summer Hill Public School scored 461.3 in numeracy. The SSSG is 465.67. Year 3 students achieved below our SSSG in NAPLAN numeracy.</li> <li>• Year 5 students at Summer Hill Public School scored 573.6 in numeracy. The SSSG scored 547.37. Year 5 students are performing above our SSSG in NAPLAN numeracy.</li> <li>• Mainstream Year 5 students at Summer Hill Public School scored 533.0 in numeracy. The mainstream SSSG is 543.94. Mainstream Year 5 students performed below mainstream SSSG.</li> </ul> <p>This progress measure has been delayed, and will be extended into 2023.</p>
<p>Year 3 students continue to score above SSSG in reading.</p> <p>Year 5 students are performing at the same level as SSSG in reading.</p>	<ul style="list-style-type: none"> <li>• Year 3 students at Summer Hill Public School scored 507.4 in reading. The SSSG was 507.17. Year 3 students achieved above our SSSG in NAPLAN reading.</li> </ul> <p>We have achieved this annual progress measure.</p> <ul style="list-style-type: none"> <li>• Year 5 students at Summer Hill Public School (including OC students) scored 574.5 in reading. The SSSG was 556.34. Year 5 students are performing above our SSSG in NAPLAN reading.</li> <li>• Year 5 students at Summer Hill Public School (excluding OC students) scored 551.6 in reading. The SSSG was 553.89. Year 5 students are performing slightly below our SSSG in NAPLAN reading.</li> </ul> <p>This progress measure has been delayed, and will be extended into 2023.</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>(Carried over from 2021)</p>	<p>This progress measure was rolled over from 2021. During 2022, the school used the online Progressive Achievement Test (PAT) in reading to measure a year's growth in math. Average growth data for 2021-2022 will be used as expected growth for 1 year of learning for students across 2022 - 2025.</p> <p>The baseline average growth data, determined by scaled score, collected in 2021/22 for students in Years 1-6 was:</p> <ul style="list-style-type: none"> <li>• Year 1: 14.47 points</li> <li>• Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.</li> <li>• Year 3: 11.77 points</li> <li>• Year 4: 9.24 points</li> <li>• Year 5: 8.25 points</li> <li>• Year 6: 6.99 points</li> </ul>

<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>(Carried over from 2021)</p>	<p>The percentage of Years 1-6 students achieving 1 year's worth of growth for 1 year of learning in PAT Math in 2022 was:</p> <ul style="list-style-type: none"> <li>• Year 1: 47%</li> <li>• Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.</li> <li>• Year 3: 37%</li> <li>• Year 4: 43%</li> <li>• Year 5: 42%</li> <li>• Year 6: 27%</li> </ul> <p>We have achieved this annual progress measure.</p>
<p>Increase in the percentage of Year 2-6 students achieving 1 years' worth of growth for 1 year of learning in the Progressive Achievement Test (PAT) in reading as measured from 2021 results</p>	<p>This progress measure was rolled over from 2021. During 2022, the school used the online Progressive Achievement Test (PAT) in reading to measure a year's growth in reading. This progress measure was rolled over from 2021.</p> <p>The baseline average growth data, determined by scaled score, collected at the end of 2021/22 for students in Years 1-6 was:</p> <ul style="list-style-type: none"> <li>• Year 1: 15.17 points</li> <li>• Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.</li> <li>• Year 3: 15.43 points</li> <li>• Year 4: 10.18 points</li> <li>• Year 5: 10.68 points</li> <li>• Year 6: 7.94 points</li> </ul> <p>The percentage of Years 1-6 students achieving 1 year's worth of growth for 1 year of learning in PAT reading in 2022 was:</p> <ul style="list-style-type: none"> <li>• Year 1: 47%</li> <li>• Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.</li> <li>• Year 3: 45%</li> <li>• Year 4: 39%</li> <li>• Year 5: 40%</li> <li>• Year 6: 27%</li> </ul> <p>We have achieved this annual progress measure.</p>
<p>Value added data in Scout for K-3 continues to show Excelling</p>	<p>Value Added data in Scout for K- 3 2022 is not available as the NAPLAN test was not run in 2020.</p>
<p>Value added data in Scout for Year 3-5 at Excelling. Moved to 2023.</p>	<p>Moved to 2023</p>
<p>Value added data in Scout for Year 5-7 at Excelling. Moved to 2023.</p>	<p>Moved to 2023.</p>
<p>Sustaining and growing or above in the Student Performance Measures element in the Learning Domain of the SEF - students are achieving higher than expected growth. Moved to 2023.</p>	<p>Moved to 2023.</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:** Professional learning has been delivered in the area of explicit programming elements targeting best practice in the areas of guided, modelled and independent steps in lesson delivery. The next area of focus will be feedback. A consistent and shared understanding of what a years worth of 'growth' looks like in spelling, reading and mathematics has been established. Internal assessments have been undertaken to allow comparison to baseline data in the area of student growth and achievement.

**Purposeful data practices:** Baseline for staff confidence to analyse data and improve teaching has been collected and analysed. Areas for development have been identified and we are in the process of refining our whole school assessment schedule. Next steps in whole school professional learning have been identified using data from multiple sources.

### 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
<ul style="list-style-type: none"><li>• From 2021 baseline data, an increase in the % of students achieving at or above expected growth in aspects of literacy and numeracy..</li><li>• 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 2022.</li></ul>	<p>Growth data in NAPLAN has not been collected as it is unavailable for this cohort.</p> <p>Development of whole school writing rubrics has been delayed and will be a target for 2023 (K-2) and 2024 (Year 3 to Year 6) to align with the roll out of the new English syllabus.</p> <p>Baseline writing data will be collected in 2023 for Kindergarten to Year 2 and 2024 for Year 3 to Year 6.</p> <p>Sound Waves, PAT R and PAT M data has been collected and compared to 2021 data to determine a years worth of growth on internal assessments.</p> <p><b>Sound Waves</b></p> <p>The Sound Waves baseline average growth data, determined by scaled score, collected in 2021 for students in Years 1-6 was:</p> <ul style="list-style-type: none"><li>• Kindergarten: 51.8 points</li><li>• Year 1: 16.6 points</li><li>• Year 2: 12.97 points</li><li>• Year 3: 4.1 points</li><li>• Year 4: 5.14 points</li><li>• Year 5: 3.41 points</li><li>• Year 6: 1.79 points</li></ul>

- From 2021 baseline data, an increase in the % 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 2022.

The percentage of Years 1-6 students achieving 1 year's worth of growth for 1 year of learning in Sound Waves in 2022 was:

- Kindergarten: 48%
- Year 1: 46%
- Year 2: 49%
- Year 3: 38%
- Year 4: 42%
- Year 5: 43%
- Year 6: 47%

### **PAT Reading**

The PAT Reading baseline data, determined by average scaled score, collected in 2021 - 2022 for students in Years 1-6 was:

- Year 1: 15.17 points
- Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.
- Year 3: 15.43 points
- Year 4: 10.18 points
- Year 5: 10.68 points
- Year 6: 7.94 points

The percentage of Years 1-6 students achieving 1 year's worth of growth for 1 year of learning in PAT reading in 2022 was:

- Year 1: 47%
- Year 2: growth could not be collected as students completed two separate PAT assessments (Early Years and Adaptive).
- Year 3: 45%
- Year 4: 39%
- Year 5: 40%
- Year 6: 27%

### **PAT Maths**

The PAT Maths baseline data, determined by average scaled score, collected in 2021 - 2022 for students in Years 1-6 was:

- Year 1: 14.47 points
- Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.
- Year 3: 11.77 points
- Year 4: 9.24 points
- Year 5: 8.25 points
- Year 6: 6.99 points

The percentage of Years 1-6 students achieving 1 year's worth of growth for 1 year of learning in PAT Math in 2022 was:

- Year 1: 47%
- Year 2: growth could not be collected as students completed two separate PAT assessments, Early Years and Adaptive.
- Year 3: 37%
- Year 4: 43%
- Year 5: 42%
- Year 6: 27%

We have achieved this annual progress measure.

<ul style="list-style-type: none"> <li>• Sustaining and growing within the Learning Domain - Curriculum - Curriculum provision</li> <li>• Sustaining and growing within the Learning Domain - Curriculum - Teaching and learning programs</li> <li>• Sustaining and growing within the Teaching Domain - Effective Classroom Practice - Explicit teaching</li> </ul>	<p>Results of our whole school analysis using the School Excellence Framework:</p> <p>Sustaining and growing within the Learning Domain - Curriculum - Curriculum provision.</p> <p>We have achieved this annual progress measure.</p> <p>Delivering within the Learning Domain - Curriculum - Teaching and learning programs</p> <p>This progress measure has been delayed, and will be a focus in 2023</p> <p>Sustaining and growing within the Teaching Domain - Effective Classroom Practice - Explicit teaching</p> <p>We have achieved this annual progress measure.</p>
<ul style="list-style-type: none"> <li>• From the 2021 baseline data, increase in the % of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching.</li> <li>• Sustaining and growing within the Teaching Domain - Data Skills and Use - Data Analysis</li> <li>• Movement toward Excelling within the Teaching Domain - Data Skills and Use - Data Use in Teaching, teachers develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning</li> <li>• Consistent collection of data through K-6 assessment schedule</li> </ul>	<ul style="list-style-type: none"> <li>• A post survey was not conducted at the end of 2022.</li> <li>• We have remained at Sustaining and Growing within the Teaching Domain - Data Skills and Use - Data Analysis</li> <li>• Movement towards Excelling within the Teaching Domain - Data Skills and Use - Data Use in Teaching will continue to be an on going goal with an emphasis on teachers developing and applying a consistent range of assessment strategies. Teachers will regularly use school wide data to identified student achievement and progress. This has been delayed as the K-6 assessment schedule is in draft form</li> </ul> <p>This progress measure has been delayed and will be a focus in 2023</p>
<p>These progress measures will not be analysed in 2022 and will be our focus for 2023.</p>	<p>Moved to 2023.</p>



### Strategic Direction 3: Rich learning experiences

#### Purpose

In order to equip students with the skills to flourish now and in the future, we will facilitate a shared responsibility with students and their families for learning and success, providing dynamic teaching and learning programs responsive to individual progress and informed by student capabilities.

#### 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
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 2022, the percentage of students with positive wellbeing (Advocacy at School, Wellbeing - Expectations for Success, Wellbeing - Sense of Belonging ) was 86.27%.</p> <p>Achievement of this progress measure has been delayed, and will be extended into 2023.</p>
Increase the proportion of students attending >90% of the time from the baseline 88.6% to 90.85%.	<p>During Semester 1 2022, student attendance was impacted by a range of factors including sick students staying at home until a negative COVID-19 test was returned, household members testing positive to COVID-19, and the easing of COVID-19 border controls which allowed families to travel. Therefore student attendance data for 2022 will not be used.</p> <p>The achievement of this progress measure has been delayed, and will extend into 2023.</p>
<ul style="list-style-type: none"><li>• From the 2021 baseline data, a % increase in the number of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment.</li><li>• A % increase in number of teachers who understand how to differentiate and are meeting the needs of students</li></ul>	Moved to 2023.



at a range of levels of achievement. Students can articulate their learning and most students understand what they need to learn next to enable continuous improvement.	
<ul style="list-style-type: none"> <li>In comparison to 2021 data, an increase in the % of EAL/D students achieving at expected growth in NAPLAN Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.</li> </ul>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.</p> <p>The achievement of this progress measure has been delayed, and will extend into 2023.</p>
<ul style="list-style-type: none"> <li>In comparison to 2021 data, an increase in EAL/d students are equivalent to / or exceeding the progress and achievement of all students in the school.</li> </ul>	Moved to 2023
<ul style="list-style-type: none"> <li>In comparison to 2021 data, increase in % of students achieving their PLaSP goals</li> </ul>	<p>In 2021 data 41% of students achieved the goals in their Personalised Learning and Support Plan (PLaSP). In 2022 74% of students achieved the goals in their PLaSP.</p> <p>This progress measure has been achieved.</p>
<ul style="list-style-type: none"> <li>In comparison to baseline data, increase % of students whose wellbeing is supported by whole school wellbeing processes</li> <li>Sustaining and Growing in School Excellence Framework Learning Domain - Wellbeing Element</li> </ul>	<p>In 2022, the percentage of students with positive wellbeing (Advocacy at School, Wellbeing - Expectations for Success, Wellbeing - Sense of Belonging ) was 86.27%. This is an increase from the baseline of 85%</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>Achievement of this progress measure has been delayed, and will be extended into 2023.</p>





Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$158,380.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• In 2022 eligible students were supported using Integration Funding Support. Funding was used:</li> </ul> <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><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Review individual student progress and achievement of goals identified in their Personalised Learning and Support Plans. Plans will be adjusted for ongoing implementation in 2023.</p>
<p>Socio-economic background</p> <p>\$9,754.58</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• This funding was combined with other equity funding and resources to support the needs of students. To ensure equity of access a number of students benefited from additional support to access learning programs, develop literacy and numeracy skills, and attend excursions and school activities.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students benefited from additional support to access learning programs, develop literacy and numeracy skills, and attend excursions and school activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, 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>\$5,973.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$5,973.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Students supported through Personalised Learning Pathways</li> <li>• School Learning and Support Officers employed to support learning and access to the curriculum for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our 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><b>After evaluation, the next steps to support our students will be:</b> In 2023, funding will be used to support 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>\$134,607.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The equivalent of one full time School Learning and Support Officer was also employed to support students in the classroom in literacy and the development of their English language proficiency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> In 2023, our specialist EALD teacher will finalise a Strategy Implementaion Plan to guide 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 identified areas.</p>
<p>Low level adjustment for disability</p> <p>\$128,867.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Funding was allocated to employ a Learning and Support Teacher (LaST) for seven days/fortnight. This included the delivery of MultiLit Reading Tutor</li> </ul>

<p>Low level adjustment for disability</p> <p>\$128,867.00</p>	<p>and Macqlit programs for students in Years 3-5 who were identified as below stage level in literacy.</p> <ul style="list-style-type: none"> <li>• Funding was allocated to employ a School Learning and Support Officer to support the students through small group tuition in literacy, or direct support in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Ongoing employment of a specialist Learning and Support Teacher (LaST) to support to students in 2023, including the delivery of the Minilit and Macqlit program to students identified as below stage level in literacy.</p>
<p>Professional learning</p> <p>\$21,000.00</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 Summer Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeting Numeracy</li> <li>• Targeting Reading</li> <li>• Strengthening programming</li> <li>• Purposeful data practices</li> <li>• Differentiation</li> <li>• Known, valued and cared for</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• \$21,000.00 was deployed to our three Strategic Directions teams to research best practice and develop targeted professional learning for staff.</li> <li>• The remainder of funds were used for staff to participate in self identified professional learning reflected in their Performance and Development Plan.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of teaching staff improved their practice through the implementation of initiatives from our Strategic Improvement Plan 2021-2024, teacher identified workshops and presentations, leadership conferences and collaboration.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 professional learning funds will be allocated to the implementation of initiatives in our Strategic Improvement Plan 2021 - 2025, along with teacher identified professional learning activities.</p>
<p>QTSS release</p> <p>\$133,423.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Our 2022 QTSS allocation was used for staffing, the equivalent of five and a half 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. The additional days were used to provide release for</li> </ul>

<p>QTSS release</p> <p>\$133,423.00</p>	<p>each Deputy Principal to lead initiatives across the school.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> QTSS funds will be allocated to teachers in funding the additional Release from Face to Face time allocated to teachers to support the Curriculum Reform and the implementation of the new syllabus. Teachers will receive an additional 5 hours of release time each term.</p>
<p>COVID ILSP</p> <p>\$30,073.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• The employment of a trained literacy tutor to deliver Minilit and MacLit to identified students in Year 1 to Year 6.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our trained School Learning and Support Officer 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 2022. Focus for intervention was the Minilit literacy program for Year 1 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 our trained School Learning and Support Officer will continue to deliver explicit literacy programs targeted at students' learning needs. We will deliver MiniLit (Year 1-2) and MacLit (Year 3-6) programs. 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			
	2019	2020	2021	2022
Boys	384	367	351	335
Girls	377	358	341	303

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	96.3	95.9	93.2
1	94.5	94.2	95.5	89.9
2	95.5	94.5	94.8	91.3
3	94.8	94.6	95.2	91.1
4	96.1	93.4	94.8	91.1
5	95.8	96.0	95.4	90.8
6	94.1	94.8	94.6	88.6
All Years	95.2	94.9	95.1	90.8
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

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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)	4.8
Classroom Teacher(s)	23.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	762,639
<b>Revenue</b>	6,448,516
Appropriation	5,946,613
Sale of Goods and Services	44,461
Grants and contributions	445,761
Investment income	10,471
Other revenue	1,210
<b>Expenses</b>	-6,495,532
Employee related	-5,803,406
Operating expenses	-692,126
<b>Surplus / deficit for the year</b>	-47,016
<b>Closing Balance</b>	715,623

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 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	158,380
<b>Equity Total</b>	279,561
Equity - Aboriginal	5,973
Equity - Socio-economic	9,755
Equity - Language	134,967
Equity - Disability	128,867
<b>Base Total</b>	4,618,480
Base - Per Capita	174,854
Base - Location	0
Base - Other	4,443,626
<b>Other Total</b>	540,557
<b>Grand Total</b>	5,596,978

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](https://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 5 September 2022 and 23 September 2022. The survey provides the school with insight to guide school planning and identify school improvement initiatives. Survey findings include: 94% display positive behaviour at school, they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt norm 83%); 82% have friends at school they can trust and who encourage them to make positive choices (NSW Govt Norm 85%); and, 95% of students report 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 September 2022 and 4 November 2022. Survey findings include: 93% of parents surveyed talked with a teacher about their child's learning or behaviour one or more times; 96% of parents attended meetings or social functions at school one or more times; and, parents support learning at home, School Mean 6.1 (NSW Govt Norm 6.3).

Teachers completed the Focus on Learning Teacher Survey between 4 September 2022 and 19 October 2022. Survey findings include: collaboration with other teachers, School Mean 7.9 (NSW Govt Norm 7.8); and, parent involvement, School Mean 7.1 (NSW Govt Norm 6.8).

These pleasing results have improved from 2021. 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

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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

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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

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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.

