School context

Sunning Hill School is situated within the confines of Juniperina JJC (Juvenile Justice Centre). The students originate from areas throughout New South Wales. Our school caters for a maximum of 36 students. Most have experienced significant difficulties engaging in formal education. A total of 194 students enrolled at Sunning Hill School in 2013.

Principal’s message

Sunning Hill School is committed to working in partnership with Juvenile Justice, TAFE and essential stakeholders to deliver quality meaningful lifelong learning opportunities to all our students. In 2013 our team has continued to strive to provide a safe, challenging educational environment focused upon consistent student engagement and the improvement of student learning outcomes.

Our students generally come from a range of very difficult backgrounds and experience fractured school attendance and unstable family relationships. To maximize the opportunity for our students to successfully return to positive community based living they require a holistic education to enable all students to achieve in the social, physical, emotional and academic domains. Our dedicated staff deliver tailored, credentialed learning opportunities to change the direction of these young people’s lives through the empowerment of education.

All our students engage in learning according to their own Personalized Learning Plan. We find our students’ engagement is enhanced when they understand the role education plays in their lives. It’s essential to inspire students to set goals and undertake regular student progress reviews to enable student connection with what education is required, to achieve their aspirations in the future.

In 2013 Sunning Hill and Juniperina have combined as partner organisations to provide the opportunity for a range of students to return successfully to the community. This has resulted in students transitioning from our school to university, TAFE and employment opportunities.

The highlights this year included the introduction and continuation of a range broad of innovative initiatives including:

- The development of an Aboriginal cultural space featuring appropriate culturally significant wall murals and alternative learning space areas.
- Introduction of vocational education eLearning opportunities.
- Transition focused activities including community excursions to enhance student career pathway development.
- Establishment and participation in the ETU Leadership Alliance and ETU Community of Schools.
- Entering the fourth year of our schools Low Socio-economic Status School Communities National Partnership involvement.

The achievements described in this report are a reflection of the enthusiasm and commitment of our talented staff team. I congratulate all students, staff and the school community for their outstanding accomplishments in 2013.

P & C and/or School Council message

It has been another exciting and productive year at Sunning Hill School. Principal James and Assistant Principals Lynne and Chris have again lead their enthusiastic and committed staff in delivering a wide range of subjects including Literacy and Numeracy, History and Geography, English and Mathematics, Physical Education and Health studies. As always TAFE have offered an interesting variety of accredited courses that have provided students with a range of vocational skills that will increase their job prospects on release. The cafe program, floristry, hairdressing, kitchen operations, retail and sign writing are always popular and assist our young women to develop their skills and sense of educational and personal achievement.

The collaborative partnership between Sunning Hill School and Juniperina Juvenile Justice Centre continues to flourish as we work co-operatively to ensure that our educational, vocational and recreational programming is meaningful, culturally appropriate and responsive to the needs of students in a safe and harmonious environment. This past year we have worked on delivering a number of important events including NAIDOC Day celebrations, school presentations, the Bell Shakespeare Romeo and Juliet production and our very successful community Expo.
Other significant initiatives this year have included the Indigenous Garden, an expansion of the Harvest Program Gardens and the exciting Aboriginal Cultural Space project that has given our indigenous young women a culturally appropriate learning space where they can learn and grow. In addition, the introduction of the PATHE program to Sunning Hill School has proven to be an important educational pathway to motivate and support our Pacific Islander students to aspire and participate in tertiary education with UWS.

With the difficult and often chaotic circumstances so many of our young people experience in the community it is not surprising that they struggle to achieve in mainstream educational settings. At Sunning Hill School students are afforded a unique opportunity to work and succeed in a positive and responsive school environment. This opportunity enhances their motivation and skills and significantly improves their capacity to re-integrate back into the community and build a healthier and more rewarding future.

Judy Stanley
Centre Manager
Juniperina Juvenile Justice Centre

Student representative’s message

My name is Christine. I am Sudanese and 17 years old. While here in Sydney inside Juniperina JJJC, I have been attending Sunning Hill School every day and really enjoying it. Here I have been meeting many new friends and learning lots of new skills at school.

My favourite subject is Music. I love writing raps about my life, keeping positive and my dreams for the future. The Banton Brothers are music producers that run music and song writing work shop here at our school every Monday. They have encouraged all the girls here to be confident and proud of their singing and song writing talents. I was really excited to record my own song and have it mixed professionally by the boys and hear it sound so amazing. When I leave Sunning Hill School I will definitely be continuing my song writing because I love and enjoy it.

I am enrolled in two Certificate 1 TAFE programs which are Floristry and Signwriting. I find both of these courses really interesting, fun and challenging. I would like to continue these courses in the future.

I am extremely passionate about sport and fitness and I really enjoy the team activities that we do here in the school gym each week. Just recently a volleyball team from Bankstown Girls High school visited us for a Volleyball competition. This was a really fun experience which gave us more confidence and helped develop our volleyball and social skills.

I have found the Financial Literacy program very interesting and relevant as I want to become a model one day and I will need to know how to manage all the money I make.

My experience here at Sunning Hill School has really inspired me to continue my education when I leave. It has developed my self-confidence and I am determined to make a success of my life.
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

2013 enrolment statistics indicated the following trends:

- A total of 194 students were enrolled in 2013
- The average age of students enrolled during the year was 16.4
- 29% of students were post compulsory school age at time of enrolment.
- 47.5% identified as Aboriginal.
- 63% of all students were re enrolments
- 59% enrolled for 4 weeks or less.
- 11.6% enrolled for a period of over 20 weeks.
- 45% had a reading age of 12+years, 11.4% had a reading age under 8.0 years

Student attendance profile

Post-school destinations

Students are not tracked following discharge from Juniperina JJC. A range of options exists for our students including return to mainstream schooling, TAFE attendance, employment, continuation of distance education and University.

Structure of Classes

Sunning Hill School consists of two campuses, Boronia and Casuarina. Boronia is primarily for those young women who reside on either Boronia or Mimosa Units, while Casuarina is intended for those on Banksia Unit.

Students enrol and attend for four morning sessions, or three if they are re-enrolling. The high rate of recidivism sees many young women return to custody. During these morning sessions, a Personalised Learning Plan is initiated or re-established. The Aboriginal Education Officer, classroom teacher and executive participate in testing of and discussion concerning the student.

The first session continues to focus on Literacy and Numeracy outcomes. Financial Literacy is delivered in each class on a mandatory basis. A Cultural Room to offer a special learning environment for ATSI students is nearing completion and is in daily use. A Friday cultural program is offered to Pacific Islander students.

The middle and afternoon sessions see a mixture of TAFE, VET, and OTEN courses, with other classes of Geography, History, PDH, Art and Science following KLA’s, and beginning to incorporate the Australian Curriculum.

The Australian Children’s Music Foundation continues to offer a music program through the Banton Brothers.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher Extended School Year</td>
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<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

10% of our staff cohort identify as Aboriginal. This includes Norta Norta tutors.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Tied funds</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<tr>
<td>Total expenditure</td>
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</table>

Balance carried forward                78837.11

Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

Vocational Education

In 2013 ten students enrolled in Retail Services Certificate 1 and Certificate 2. Students are able to achieve competencies in this subject by working in the Board of Studies approved simulated workplace “Café Illusion”. Students enjoy working in a retail environment while serving delicious coffees and teas and nutritious meals. Each student has the opportunity to learn to use an espresso machine and complete barista certification while working towards VET accreditation.

While enrolled at Sunning Hill School students can also enrol in TVET courses. Information Digital Media Technology Certificate 1 benefits the students with practical skills they can use in publishing their classroom assignments. This year students have also assembled a school newsletter with their newly learnt computer skills.

Hairdressing Certificate 2 has provided students with opportunities to work in this fast paced vocational environment. Students experience the demands of customers while completing 4 units of their Higher School Certificate requirements.

Significant programs and initiatives

Aboriginal education

In 2013 our school has continued to introduce exciting, innovative initiatives to drive the meaningful learning experiences to cater for the specific needs of the school’s Aboriginal Torres Strait Islander population and all students. Our overarching objective this year was to continue to develop a strong culture of collaboration to embed Aboriginal knowledge and perspectives across the curriculum and throughout the school’s physical space.

In 2013 Sunning Hill introduced the following initiatives:

Yarning with the Aunties Program:

Our Elders mentoring program continued to provide our students with cultural connectedness and safety. Students engaged in cultural conversations, listened to Elders and shared stories. As a direct result of the Elders involvement Aboriginal cultural identity is fostered and a contemporary perspective of Aboriginal Australia reinforced.

Personalised Learning Plans (PLPs):

PLPs have continued to be developed for our Aboriginal students to ensure goals and outcomes are explicit and attainable. The PLP negotiation process provides our teaching staff and Aboriginal Education Officer with the opportunity to discuss with our students their aspirations, goals and interests.

Aboriginal Cultural Learning Space:

The school developed a Cultural Learning Space to address the specific learning and cultural needs of our Aboriginal students. The learning space features wall murals designed by Aboriginal artist Daren Dunn providing students with a
sense of belonging and relationship to place. The room features a variety of dedicated learning spaces within the same area including yarning circle, casual low level seating and planned outside learning area.

Cultural wall murals:
Sunning Hill continues to provide strong cultural links and evidence throughout the school environment. Additions this year included wall murals depicting contrasting coastal and desert Australian Aboriginal environments.

Curriculum provision:
Aboriginal perspectives and the 8 Aboriginal Ways of Learning are incorporated in all areas of the school curriculum. TAFE deliver Certificate 1 Aboriginal Identity to add a vocational perspective to curriculum offerings.

Staff culturally collaborate with the Elders the DEC Aboriginal Education Team and members of the Aboriginal community. All staff participated in Aboriginal Cultural Training and excursion during the school’s end of year Staff Development Days.

Aboriginal studies:
Our Aboriginal Studies program is focused on developing and celebrating the heritage of Aboriginal people. Students who participated in this weekly program enjoyed many curriculum based units of study which included learning about:

- Cultural celebrations and practices- The Aboriginal Flag and The Acknowledgement to Country
- Traditional and modern history
- The Stolen Generation
- Role models past and present
- Aboriginal Art
- The Dreaming
- Government responses- National Apology

All students participated in the following learning experiences:

- Class discussions (Yarning)
- Writing stories and poems
- Maintaining our Indigenous garden
- Assisting staff with the planning and hosting of special days of Indigenous celebration ie NAIDOC Day and Sorry Day.
- Viewing and critiquing movies- ‘The Sapphires’ and ‘Bran Nu Day’
- Cultural music appreciation
- Meeting local Elders and Role models
- Art making
- Using ICT’s to research for projects

Our annual community project was to decorate a small parachute that is used for educational activities at The Aboriginal Day Care Centre called Playful Beginnings. The girls painted bright animals, patterns and motifs which looked awesome.

Multicultural education

Islamic Studies

In 2013 I started to attend Sunning Hill School. They offered a wide range of learning programs which gave me a lot of choices; however I really have a passion for my religion so I had asked my teacher and principal if they could possibly arrange a suitable class that would fulfill my needs. I really enjoyed Islamic Studies I discovered a lot I was unaware of and I was able to reach my goals when I started to learn how to read, write and speak Quranic Arabic.

- I have learnt to recite my prayers in Arabic
- I have learnt the Arabic alphabet
- Numbers up to 50
- Day to day life in general sentences.

I also learnt lots of fundamentals about my religion. I absolutely loved my class it was my favourite session.

**Personal Development and Health**

Personal Development and Health classes aim to encourage students to learn about themselves and to maintain their health, wellbeing and development. Focus areas include: A balanced lifestyle, what it means to be healthy, maintaining a healthy lifestyle, nutrition, physical activity, managing stress, safe living, positive health choices and positive relationships.

Students also study Values Education covering the 9 core values: doing your best, care and compassion, fair go, freedom, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance, and inclusion. Values Education is incorporated in all key learning areas and is consistently reinforced.

It is hoped students learn to make positive choices for their health. Students can grow in their self-esteem and caring, respectful relationships. Individuals develop an awareness to lead active, fulfilling lives, where they can become productive members of society.

**Australian Cultures**

Australian Cultures is a class where students learn about Australian identity and heritage, including a study of Australia’s first Australians. Students learn about other people and their culture. Students are encouraged to be respectful, tolerant and appreciative of other cultures and the many varied and wonderful differences and similarities that enrich Australia.

Students listen, discuss, brainstorm, and ask questions, complete worksheets, answer quiz questions, research and present class presentations. Students use technology to stimulate and enhance learning.

In class students discuss cultural influences and their contribution to Australian identities. Students also examine how cultures change through interactions with other cultures and the environment.

**Live Life Well @ School**

Live Life Well @ School is a joint program of the NSW Department of Education and Communities and NSW Health which aims to have more students, more active, more often and equips students to make healthy eating choices. The program promotes ‘whole of school’ initiatives that are linked to learning outcomes in Personal Development, Health and Physical Education (PDHPE) and Science syllabus.

**Nutrition Education:** provides guidelines for healthy eating and models good nutrition in school programs and activities relating to or involving food and drink.

**Crunch and Sip:** is an opportunity for students to refuel on fruit and salad vegetables and rehydrate with water, assisting physical and mental performance and concentration.

**Harvest Garden/Harvest Kitchen:** promotes environmental and sustainability learning and to connect students with healthy food and lifestyles.

**Physical Education:** engages students in physical activities that develop their fundamental movement skills so they can be lifelong participants.

**Music**

The Banton Brothers utilize a holistic approach to music to provide our students with a broad range of musical experiences. Our young women are encouraged to engage within a team and create original lyrics reflecting their lives from a positive proactive perspective. The students under the guidance of the Banton’s then utilise technology to produce digitally generated music to complement the song lyrics. The final product is very professional and highly valued by all students involved. Our student cohort often has significant literacy deficits and this process has promoted literacy improvement across the curriculum. The outcomes achieved by the ACMF program are significant and not simply confined to music. The therapeutic nature of the program impacts positively on student behaviour, peer relationships, student engagement and retention. The program strongly supports our philosophy to provide equitable, inclusive education and training opportunities for all students.

In 2013 our students produced a broad variety of songs featuring, student vocals and instrumentation, original lyrics and music. These
songs were performed at special events throughout the year including Presentation Days and special events attended by invited guests, members of the school community and partner organizations. In addition the students received tuition in the playing of various instruments including guitar, bass, drums and keyboard.

Science
Science class has been a regular feature of the Boronia School timetable during the past year and has developed student skills and awareness with the idea of sustainability embedded in the program. This literary based program attempts to be practical and hands on where appropriate and introduces students to many natural phenomena with self-discovery activities to explain the world in which we. Topics covered in 2013 include parts of the flowering plant, water, adaptations of animals, acid base reactions and focused on significant current events and natural disasters as they unfolded.

Visual Arts
During 2013, our enthusiastic art students here at Sunning Hill School have enjoyed exploring their creative potential by engaging in weekly activities that have allowed them to:

- Express their ideas with freedom and confidence.
- Create artworks shaped by their personal experiences and stories
- Demonstrate technical accomplishment through their art making
- Develop the ability to communicate through their art
- Address the connection between art and culture
- Use technology to investigate and make self-directed discoveries that are fun and relevant

The following units of work have been created to provide learning experiences that best serve the needs of our many gifted and interested students whose creativity is generally above average in ability. We aim to enhance their artistic opportunities and stimulate creative thinking which will develop and nurture these skills.

- Self-portraits – Me, myself and I.
- Save our Planet- Local and global environmental issues.
- Aboriginal Art- Traditional and contemporary styles. A celebration of culture, colour and stories.
- Pop Culture – Animations, fashion, singers, sporting and political figures, poetry and literature.
- Still-life- Places and Spaces, Flowers and interiors.

Harvest Kitchen Garden Program 2013
This year we continued the Stephanie Alexander Kitchen Garden program throughout the school. We had a very successful year for plantings and reaped the benefits from our hard work.

The garden groups managed to grow a plentiful supply of tomatoes, eggplants, zucchinis, spinach, lettuces, corn, beans, snow peas, radishes and all the herbs necessary for an ample supply for our kitchen capers. It was necessary to keep watering most weeks as the rainfall never seemed to be enough. We also weeded and planted most weeks. During rainy days we would sow seeds (rock melon, pumpkin, snow peas and many more) or commence a project on chickens, eggs or plants. Our chickens keep supplying us with lovely fresh eggs and are very pleased to see us each day with extra food scraps either from home or the kitchen class.
In the kitchen we have produced many vegetable dishes including fritters, quiches, spinach pie, salads of the imagination, and have learnt how to use the Kitchen Aid product donated to us from the Stephanie Alexander Program. We have also managed to make use of the beautiful free range eggs in both desserts and main course meals. Students have created a number of healthy, simple meals which can be made from basic ingredients from a small community or home garden.

National partnerships and significant Commonwealth initiatives

This year was the third year Sunning Hill School participated in the National Partnership initiative. The focus was on improving the literacy and numeracy outcomes for all students and increasing the use of ICT in all KLAs reflected in teaching programs.

All staff have been trained in the delivery of Intensive Literacy Programs. Students’ specific needs can now be addressed by homeroom teachers without the need for withdrawal. The employment of an additional staff member to support the delivery of Intensive Numeracy Programs and teacher mentoring has ensured classroom teachers have ongoing support developing skills and confidence to deliver in class intensive numeracy instruction. This new direction has been further enhanced by the employment of a teacher with expertise in specific mathematics ICT skills who is programing computer based lessons that address each student’s specific needs. This also enables opportunities for staff mentoring.

Literacy skills continue to be supported by the Aboriginal Elders Mentoring Program. Students have now published two books and are developing E-learning resources that can be used with local Indigenous kindergartens.

Sunning Hill School has joined a Leadership Alliance with all Education and Training Units (ETUs) in New South Wales. This alliance has established relationships across the schools that support and enhance the development of best practice assessment and evaluation principles through the development of a Collaborative Online Worksite (COW) and the maintenance of a strong COS (Community of Schools). The COW is a forum and platform to facilitate the development of learning “pods” which allows for the alignment of literacy and numeracy policies and programs. Relevant and robust ETU curriculum is being developed that is designed for youth in custody that addresses their unique needs and best equips them to productively re-join communities and address their offending behaviour.

This coalition of leaders has helped the schools to develop a network culture that is challenging members to focus on improving teaching practices. Researched based improvements are providing appropriate educational opportunities by the development of initiatives and approaches that are consolidated by communication and professional learning within the group.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus group meetings
- Student and staff surveys
- Analysis of student data
- Analysis of policies and programs via SWOT Analysis
School planning 2012—2014: progress in 2013

School priority 1
Diminished gap between Aboriginal students & all student’s literacy and numeracy levels:

Outcomes from 2012–2014
To improve student literacy and numeracy outcomes through effective utilization of the quality teaching framework
To close the gap by 5% each year, between chronological age & reading age for all students through explicit and systematic teaching.

Literacy and Numeracy levels will rise by 2% each year as measured by relevant and appropriate assessment tools.

Personalised Learning Plans reflect the attainment of student learning goals in numeracy and literacy.

Evidence of progress towards outcomes in 2013:
Data indicates a 7% improvement in reading age of Aboriginal students as compared with the reading age of all students.
Pre and Post testing results indicate literacy levels have increased 10% and numeracy levels 2%.

- Significant increase in retention and engagement rates of Aboriginal students.
- Improvement in verbal communication via story telling/sharing in Yarning with the Aunties Program and Aboriginal Mentor initiative.
- 8 Ways of Aboriginal Learning embedded in all teaching and learning programs.

Strategies to achieve these outcomes in 2014
- Continued engagement of Aboriginal Elder Mentors to provide in class support and cultural connectedness with all students.
- Development and implementation of the Yarning with the Aunties eLearning program to engage students in enhancing cultural understanding via Information and Technology.
- Continued focus on embedding the 8 Ways of Aboriginal Learning in all teaching programs.
- Use of assessment data to inform PLP development.

- Implementation of the Reading Eggs interactive literacy software program to enhance student literacy engagement levels.

School priority 2
To enhance program delivery in all curriculum domains via the facilitation of connected classroom technology and ICT embedded teaching and learning activities.

Outcomes from 2012–2014
To increase by 10% each year, use of ICT in all KLAs, reflected in all teaching programs.

Evidence of progress towards outcomes in 2013:

- Use of ICT in all KLAs has increased by 25%.
- All classrooms have functional Interactive Whiteboards and required ICT infrastructure installed.
- ICT curriculum provision embedded in all teaching programs across the curriculum.
- Increase in teacher IWB utilization as a result of TPL opportunities.
- Increase in IWB student engagement in all classrooms.
- ICT and IWB focus evident in all teaching programs.

Strategies to achieve these outcomes in 2014:
- Development and implementation of portable ICT devices i.e. IPADS in specific classroom environments
- Utilization of Video Conferencing TPL opportunities to enhance teacher ICT skill acquisition.
- Continued provision of vocationally focused accredited online student learning opportunities.

Professional learning
Staff throughout 2013 participated in Professional Learning opportunities linked with the priorities and targets within the school plan.

A focus this year was developing leadership capacity in all ETUs via the establishment of a leadership alliance and Community of Schools. Provision of Professional Learning Opportunities included Australian Curriculum, Process Communication Model, 8 Ways of Aboriginal
Learning, Australian Professional Standard for Principals Self Reflection 360 Tool evaluation and ETU Assistant Principals conference.

Staff participated in activities on a whole staff and individual basis. The focus of Professional Learning in 2013 included:

- **Literacy and Numeracy:**
  Teaching, support staff and executive attended ETU COS Conference targeting consistency in ETU Literacy and Numeracy provision. Several staff completed MULTILIT Training. All staff undertook CPR, Mathletics and Reading Eggs training.

- **Aboriginal Education:**
  In 2013 these PL opportunities included:
  Aboriginal Education Officer Training Days, Aboriginal Cultural Training and Elder guided excursion, Buunjji ATSI Education Conference and Yarning with the Aunties Sunning Hill presentation.

- **Developing leadership capacity in ETUs:**
  ETU Principals Leadership Alliance Meetings, ETU Assistant Principals Leadership Alliance Conference, Process Communication Model training

  Staff also participated in the following Professional Learning:
  - SENTRAL Software Training
  - Sports Coaching
  - Australian Curriculum
  - Behaviour Management
  - Innovate ICT Conference
  - Stephanie Alexander Kitchen Garden Program
  - 8 Ways of Aboriginal Learning
  - VET School to Work

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

**Student Engagement:**

A quality of school life was conducted in 2013.

Their responses are presented below.

**Findings and Conclusions:**

100% expressed a sense of achievement in what they were undertaking, the way staff supported their efforts 100%, the relevance of schooling to their lives 100% and their sense and identity while at school 90%.

20% of students expressed indications of depression and anxiety in their lives with 30% indicating they feel depressed or upset and 20% feel restless.

90% indicated scale of agreement with their sense of self-esteem and status with 88% indicating they were treated with respect. 80% felt others thought a lot of them.

100% indicated teachers treat them fairly. 100% agreed they can do enough to be successful.

- In 2013 our parent body via surveys and focus meetings has expressed high levels of satisfaction with the provision of education and training programs at Juniperina JJC.
- JJ Quality Assurance procedure identified high levels of student and parent body satisfaction.
- Teaching staff indicated high levels of satisfaction via school map surveys.

**Program evaluations**

**Background**

Our school continues to reinforce a strong teacher performance and development culture to foster the focus on the improvement of student learning outcomes, engagement in learning and wellbeing. To establish a baseline of teacher classroom performance and priorities our school conducted a review of teaching utilizing the DEC School Map package to generate surveys for both student and teaching staff responses.

**Findings and conclusions**

All staff indicated agreement that students are provided with a relevant curriculum, teaching programs respond to student’s interests, needs and abilities, teachers clarify intended learning outcomes and classroom management strategies are in place to maximize student learning.

Several staff indicated reporting to parents processes and understanding of assessment strategies by students and parents required improvement.

All students agreed what I am asked to learn is important, my teachers tell me what I’m learning and why, the way teachers manage the class helps me learn and my teachers know what I can do and what I need to learn.
Some students indicated they lack understanding of how learning is assessed.

**Future directions**

Teaching staff and students have indicated agreement that quality teaching is the central core of our school culture.

In response to areas identified as requiring improvement Sunning Hill will implement the following strategies:

- Development of an assessment and reporting committee to review and devise strategies to enhance assessment and reporting processes and promoting understanding to all students.
- Provide Professional Learning opportunities focusing on assessment and reporting for all teaching staff.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

James Principal
Chris Assistant Principal
Lynne Assistant Principal
Grant Teacher
Deborah Teacher
Richard Teacher
Anita Teacher
Ken Teacher
Rosie Teacher
Susie Teacher
Courtney Teacher
Belinda SAM
Cheryl SAO
Alexis AEO
Estelle SLSO
Helen SLSO
Rose SLSO
Kerry SLSO
Danielle SLSO
Dawn SLSO
Teresa SLSO
Arif Technical Support Officer
Greg General Assistant
Monica Norta Norta Tutor
Latoya Norta Norta Tutor

**School contact information**

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Web:
School Code: 5571

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: