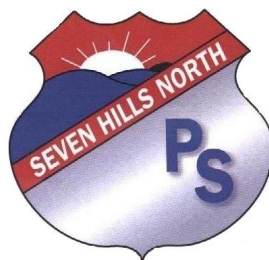


# Seven Hills North Public School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Seven Hills North 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 school 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.

Kate Pugh

Principal

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### Message from the Principal

Seven Hills North Public School has a positive learning environment, characterised by happy students, dedicated teachers and a very supportive parent community who participate positively in all areas of school life.

Seven Hills North Public School has a wonderful reputation in the wider community as a caring, friendly, nurturing and high-achieving school. Students are our central focus and our dedicated staff cater for their educational, physical, social, emotional and cultural needs. We encourage students to develop independence, a love of learning and a desire to be active and caring members of the school community and the community at large.

In 2016, we have continued to provide a wealth of learning experiences and opportunities. In addition to providing a well-balanced academic curriculum across all Key Learning Areas, the school provides students with opportunities to develop their interests and abilities for success in sporting, cultural and performing arts.

In 2016 Seven Hills North Public School celebrated our outstanding growth from Year 3 to Year 5 in our NAPLAN results. We were one of the top performing schools in the state for growth in Literacy and Numeracy.

### Message from the school community

In 2016, the Parents & Citizens (P&C) of Seven Hills North continued its work supporting the school environment. The P & C runs the uniform shop; out-of-hours care (SHNOOSH) and conducts fund-raising to enhance the facilities of the school. It also hosts events to promote a sense of community. The community is supportive and parental involvement positively reflects our School Plan.

## School background

### School vision statement

At Seven Hills North Public School we inspire the development of confident, creative and innovative individuals; critical thinkers and problem-solvers; engaged learners, leaders and responsible, productive citizens. We work in partnership within and beyond the school in a strategic, enthusiastic and purposeful way. Our legacy will be to build the capacity of all members of the school community for a better future.

### School context

Seven Hills North Public School is in the Nirimba School Education area, approximately 30km from the Sydney CBD. There are approximately 240 students who attend the school. The school delivers quality educational and cultural programs with strong community support. The school is a member of the Blacktown Learning Community of Schools and works in a professional and strategic partnership with nearby schools. The school's curriculum program is supported by programs focused on learning support for students from non-English speaking backgrounds and students experiencing academic difficulties. The school also caters for exceptionally gifted and talented students through a range of intra- and inter-school activities. The school has well-established welfare, discipline and positive award programs and there is a strong focus on the integration of technology across all learning areas with state-of-the-art facilities and access for all students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning we focused on aspects of curriculum and learning, assessment and reporting and student performance measures. Our staff were able to provide our students with many extra-curricular learning opportunities that supported the development of our students as rounded individuals. Attention has also been given to ensure that parents are engaged in their children's learning and understand how to effectively support them. This year we modified the format of the bi-annual reports given to parents to ensure ease of understanding. We also provided many opportunities for parents to have open communication between their children's teachers in informal and formal settings alike. We have achieved excellent results in external assessment throughout the year, with most students achieving high performance levels, as indicated by our inclusion on the MySchool Honour List. We also have ensured that the performance of our equity groups is comparable to the performance of all students in the school through intensive, targeted support.

In the domain of Teaching we continued to analyse and utilise data, with the school leadership team building the collective capacity of the staff and school community to use data to inform strategic school improvement. Teachers collaborated within and across stages to ensure consistency of curriculum delivery, including improved strategies for differentiation and consistency of teacher judgement. Our teachers work together to improve teaching and learning in their classes, stage groups, as well as specific, identified groups of students. Our teachers are actively engaged in planning their own professional development to improve their performance and demonstrate responsibility, adaptability and ethical practices in working towards their own individual goals as well as the school's priorities and goals.

In the domain of Leading, our priorities have been to develop leadership and align management practices and processes. The effectiveness of the implementation of our key strategic directions throughout the year has been a commitment to the development of leadership skills and capacity in staff and students across the school. This leadership development is imperative in ensuring that our future leaders are given opportunities to grow and contribute to school capacity building. The school's leadership team has promoted succession planning, distributed leadership and is developing organisational best practice.

Our self-assessment process will assist the school to refine the strategic priorities in our 2018–2020 School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Delivery of High Quality Teaching & Learning Programs for all Students

#### Purpose

To support all students to achieve their potential as learners through purposeful, targeted learning opportunities, whole-school programs and teacher capacity.

#### Overall summary of progress

Our continued school-wide focus on teaching and learning has enabled us to achieve significant progress in this strategic direction through concentrating on curriculum and linking learning to assessment and reporting on student progress. In 2016, there has been an increased number of students achieve in the top three bands in external literacy and numeracy tests.

A whole school approach to assessment has ensured that early identification and intervention has been allocated to students in consultation with their parents to assist in stronger, more focused support where needed. We have ensured that the performance of our equity groups is comparable to the performance of all students in the school through intensive, targeted support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students achieving in the top three bands in external literacy and numeracy tests.	For year 3, over 70% of our students were in the top three bands in reading, writing and language conventions. 60–65% of our students were in the top three bands for numeracy.  For year 5, over 60% of students were in the top three bands for reading, spelling, grammar and punctuation. 50–60% were in the top three bands for numeracy and writing.	\$800 Teacher relief
All teachers K–6 using common assessment tasks in literacy and numeracy for data analysis.	Teachers used standardised assessment tools for spelling, reading, speaking and listening and numeracy. Teachers also utilised PLAN data to track student progress and inform ongoing teaching. Furthermore, Learning Support processes have improved to identify support needs.	\$5,000 collaborative programing  \$2,000 Comprehension Teacher professional learning–Literacy and Numeracy
Increase in parent feedback showing the success of the school's educational programs.	Parent feedback has been increased through utilising forums such as parent teacher interviews, open day visits, orientation, P&C and parent surveys. All these avenues show the continual success of the educational programs the school is offering students.	\$500  Socio-economic
Increased number of students understanding a variety of comprehension strategies.	Through use of the York Assessment for Reading and Comprehension (YARC), staff and parents have seen an increase in students understanding comprehension strategies. These YARC results have also enabled our teams to identify and provide ongoing, focused support for students at risk of not achieving outcomes.	\$5,000 teacher relief YARC testing Literacy and Numeracy  Teacher Professional Learning comprehension strategies K–6 \$1,500



## Next Steps

As a school;

- we will continue to build on the development of our support team processes and provide opportunities to challenge and engage gifted and talented students
- continue to develop assessment processes and the analysis of data to ensure the delivery of high quality teaching and learning programs
- continue to strengthen our partnership with the parent body and community groups, working collaboratively to develop teaching and learning programs that cater to the needs of all students
- we will explore other avenues to gain insights and feedback from parents about school procedures and structures



## Strategic Direction 2

Development of innovative, creative & engaging practices to address the needs of 21st century learners.

### Purpose

To support all staff and students to become active, engaged and successful life-long learners.

### Overall summary of progress

Staff members continue to use visible learning techniques to ensure that students engage in regular effective monitoring and feedback which has improved their engagement in learning.

The engagement of the school community have generally been very positive as all partners continue to celebrate student and school achievements. In 2016, we planned a number of parent workshops however, some never eventuated.

Teachers K–2 have been trained in the Targeting Early Numeracy (TEN) initiative, this is continuing to have an impact on student learning as students are able to draw upon more mental strategies.

The school executive team, using the schools strategic directions, continues to lead professional learning and development of staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Monitor parent involvement in whole-school events that celebrate student and school achievements.	80% of parents attended our annual parent and teacher interviews.  Parents have attended fortnightly assemblies, sporting days, cultural days and our annual presentation day assembly which celebrate the students' achievements. The community has been strongly supportive of all school initiatives.  A number of parents were involved in helping with reading groups (K–6) and our schools reading program. Parents also help maintain the school's grounds and assist in keeping the school tidy.	\$500  Socio-economic funding
Monitor visible learning techniques used across the school.	Through our professional learning scheduling, visible learning techniques were discussed and teachers reflected on how they were using them in their classrooms, this helped to further inspire staff and demonstrated how these techniques could be used in the classroom.	\$2,000  Socio-economic funding
Increase in number of students using 21st Century learning technologies to engage in and attain expected learning outcomes	Throughout the year we trialled a small group of students who learnt robotics and were able to share this learning with the school. This has excited students and teachers to extend this into 2017.	\$2,000  Per Capita Funding
Growth is achieved in number of students achieving numeracy outcomes as a result of involvement in TEN K–2 Numeracy program.	Through our NAPLAN results we have noticed that our pilot TEN students have gained excellent results in numeracy outcomes. Also all students tracked on the continuum have showed growth in numeracy.	\$7,000 teacher relief TEN
Increased use of common assessment tasks and collection & analysis of PLAN and continuum data, and school–	Staff have used the Australian Standardised Spelling Test, Benchmarking, in-school speech competitions and NAPLAN results to analyse student data.	\$1,200 Literacy and Numeracy

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
based data.	We have also trialled the PAT Mathematics test to provide consistent mathematics assessment tool school wide.	

## Next Steps

- Although visible learning will continue to be used throughout the school, we have identified a need for students to become 'thinkers' and we will therefore introduce a creative and critical thinking program in 2017
- We will continue to ensure that parents and the community work in partnership with the school to assist students to become active and engaged learners through engaging parents in targeted workshops
- Continue to use TEN strategies and enable staff to develop a deeper understanding of teaching Mathematics
- Engage the staff in data collection and maintaining tracking systems to enhance our focus on developing on-going student growth
- Implement PAT Mathematics testing across the whole school and as a staff analyse the data to effectively target areas of student need



### Strategic Direction 3

Engagement of all stakeholders as partners in education, developing the school as a unique place of excellence.

### Purpose

To build and maintain strong relationships as an educational community by creating a culture of collaboration, through a shared vision and connectedness, to improve student learning outcomes

### Overall summary of progress

The introduction to a whole school focus on Positive Behaviour for Learning (PBL) has enabled us to reflect on our practices and begin to restructure our wellbeing and learning culture. There has been observable changes, creating positive and respectful relationships throughout the school community.

As a school we continue to offer our students a large variety of extracurricular activities to enhance their overall education and wellbeing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Informed parent body through increased participation in Blacktown Learning Community initiatives.	Continued to be an active member within the Blacktown Learning Community (BLC), principal roles within the BLC include that of the Parent/Community, Staff and Student focus groups. We participated in SHARING, Aspiring Leaders Program, parents attending parent forums on Anxiety and Curriculum and BLC Teacher Professional Learning Initiatives.	\$8,000 BLC initiatives
Increased number of students involved in extra-curricular activities.	This year we provided extra opportunities for students to participate in extracurricular activities including K-2 dance, Robotics, league and league tag which built upon the extracurricular activities we offered in 2015.	\$4,000 Socio-economic Funding
Decrease in number of students entered into the behaviour tracking system.	Evidence in our student tracking shows a decrease in negative behaviours.  Sentral	\$4,000 Sentral
Increased number of students gaining highest levels of merit system.	Most students attained gold level, the highest level, in 2016.	\$2,000 Reward days
Transition from current student welfare system to PBL well-being strategies.	Students, parents and staff played a key role in the process of developing our new schools rules. These have been displayed around the school. Planning for PBL initiatives to continue in 2017	\$2,000 PBL



## Next Steps

- Continue school-wide focus on Positive Behaviour for Learning and develop new structures and processes to celebrate our successes
- Develop and implement quality systems and process to prepare for Validation and Registration to ensure our school becomes a place of Excellence
- Develop a deeper understanding and value of Aboriginal culture and perspectives in teaching and learning and embed high quality practices and extend links with the Aboriginal consultative groups



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a personalised learning Pathway (PLP) and are making satisfactory progress across the literacy and numeracy continuums. Our Aboriginal students are performing at or above grade level.</p> <p>During 2016 funding was used to give assistance to our Aboriginal students to allow them to access all school programs. The development of a deeper understanding and valuing of Aboriginal culture through exposure to cultural activities and initiatives.</p>	<p>\$1,083.54</p> <p>Aboriginal student assistance and to subsidise the cost of an Aboriginal performer on NAIDOC Day.</p>
<b>English language proficiency</b>	<p>The York assessment for Reading was used to assess student comprehension and understanding of the English language. The teachers were constantly monitoring our EAL/D students. Students progress reported and communicated to parents.</p> <p>Writing has been a focus and through explicitly teaching grammar and tense our EAL/D students displayed excellent progress.</p>	<p>\$24,700.14</p> <p>SLSO support and resources</p>
<b>Low level adjustment for disability</b>	<p>Through developing an academic partnership with a local university we have been supported by speech therapist students and their mentor on a weekly basis for a period of two terms. These students have assisted in classrooms, helped modify teaching programs and supported students one on one. Students have become more confident and there have been marked improvements in reading. We have supported identified students on a weekly program in speech and Occupational therapy (OT). Parents finance individual students and they attend therapy in school time.</p> <p>Two staff members completed professional learning understanding Autism Spectrum Disorders.</p> <p>The school's learning and support team processes have been enhanced focusing on involving all stake holders. The school used the Nationally Consistent Collection of Data (NCCD) to assist in the identification of targeted students.</p> <p>Improved communication and consultation with parents.</p>	<p>\$9,712.00 SLSO support and resources</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>All teachers received support with accreditation processes and their Performance and Development Framework within this time. The Assistant Principal in collaboration with the Executive planned and developed Whole School Scope and Sequences inline with new curriculums.</p>	<p>\$8,000</p> <p>Teacher relief</p>
<b>Socio-economic background</b>	<p>Survey school community on effectiveness of PBL initiative. Students were involved across the board in school programs and initiatives. Funds used to support targeted students and</p>	<p>\$11,435.88</p> <p>Student assistance, resources and</p>

<b>Socio-economic background</b>	ensure access to all programs.	supplementing SLSO time PBL
<b>Support for beginning teachers</b>	<p>Our two beginning teachers were released from class for a day every three weeks , to participate in activities to support the development of their skills. these activities included mentoring, coaching, lesson observations and professional learning to support their development as teachers..</p> <p>They participated in stage planning and reporting and felt valued by the school community. The participants indicated that this support strengthened areas of need and improved classroom practice, behaviour management and understanding of school priorities.</p>	<p>\$12,242.19</p> <p>Professional learning, release, resources and mentoring programs.</p>
<b>Funding Support – Integration</b>	Integration support has been provided in a safe and supportive environment. Students have accessed support. Students were reported on and open communication processes developed with parents.	\$12,590.00 SLSO support
<b>Teacher Professional Learning</b>	All K–6 staff have been trained in targeted TPL activities linked to the strategic directions. Staff implementing innovative new programs and practices. Initial stages of PBL implemented, processes put in place to refine in 2017	<p>\$11,865.00</p> <p>Course costs and casual release.</p>
<b>Literacy and Numeracy K–6</b>	<p>Through the York Assessment for Reading and Comprehension (YARC), staff and parents have seen an increase in students understanding comprehension strategies. K–6 Comprehension strategies taught.</p> <p>Five teachers trained in Targeting Early Numeracy (TEN) strategies. Students tracked on the continuum have shown growth in numeracy.</p>	<p>\$8,504.85</p> <p>TEN –10 casual days</p> <p>Purchase PAT maths, casual days for YARC testing K–5</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	96	94	112	122
Girls	81	86	104	120

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.3	96.2	97.2
1	93.4	96.5	94.5	95.7
2	96.5	95.1	95.7	95.9
3	95.5	96.3	94.4	95
4	96.5	93.7	95	94.6
5	95.8	96.7	94.1	94.3
6	94.3	94.9	94.5	94.3
All Years	95.2	95.8	95	95.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Administration & Support Staff	2.42
Other Positions	0.08

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

### Professional learning and teacher accreditation

In 2016 the school spent \$16,558.59 on professional learning for teaching staff and \$990.40 on SASS staff.

Staff development days were focused on corporate programming, teacher quality and school planning, National curriculum and aspects of mandatory compliance training including child protection, Code of Conduct and CPR training.

Professional learning is an integral section of each staff member's professional development. Every teacher and the office staff participated in professional learning activities throughout 2016. Some of the training staff attended during 2016 included:

- Conceptual English Framework
- Anxiety
- Comprehension
- LMBR workshops and Financial Literacy
- Coding Technology
- CPR
- Anaphylaxis



- Quality Teaching
- Excellence–Framework/Wellbeing Framework
- Reading Recovery
- NAPLAN
- TEN Training & (Thinking Mathematically)
- NSW Australian Curriculum Modules
- Student Learning
- Staff Well–Being
- School Leadership
- WHS

Our school currently has seven new scheme teachers maintaining accreditation at Professional Competence. We had no staff who were eligible to undergo the accreditation at proficient process this year.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>145 230.89</b>
Global funds	154 800.19
Tied funds	116 545.53
School & community sources	123 972.80
Interest	2 482.49
Trust receipts	1 460.00
Canteen	0.00
Total income	544 491.90
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	39 097.11
Excursions	22 447.98
Extracurricular dissections	49 354.60
Library	10 553.39
Training & development	990.44
Tied funds	94 901.73
Short term relief	15 318.42
Administration & office	56 494.05
School-operated canteen	0.00
Utilities	21 131.97
Maintenance	33 066.89
Trust accounts	1 769.00
Capital programs	0.00
Total expenditure	345 125.58
<b>Balance carried forward</b>	<b>199 366.32</b>

The information provided in the financial summary includes reporting from 27 January 2016 to 31 August 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	232 319.61
(2a) Appropriation	206 997.35
(2b) Sale of Goods and Services	4 663.63
(2c) Grants and Contributions	20 174.16
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	484.47
<b>Expenses</b>	-100 852.50
Recurrent Expenses	-100 852.50
(3a) Employee Related	-60 530.78
(3b) Operating Expenses	-40 321.72
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	131 467.11
<b>Balance Carried Forward</b>	131 467.11

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 700 855.27
Base Per Capita	11 835.70
Base Location	0.00
Other Base	1 689 019.57
<b>Equity Total</b>	159 154.54
Equity Aboriginal	1 083.54
Equity Socio economic	11 435.89
Equity Language	85 912.68
Equity Disability	60 722.44
<b>Targeted Total</b>	13 535.92
<b>Other Total</b>	52 962.44
<b>Grand Total</b>	1 926 508.17

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The NAPLAN results show improvements in average reading and writing scores for Year 3 students over the past three years. Year 5 students have shown average growth in reading, grammar and punctuation. In numeracy, Year 3 students have maintained average growth patterns in the strands of data and measurement. Year 5 students have maintained steady growth in strands of number, patterns and algebra.

In accordance with State priorities, schools are required to report their student performance for the top two NAPLAN bands in literacy and numeracy.

For Year 3, the percentage of our students in the top

two bands for reading was 48.5%, 66.6% in writing, 51.5% in spelling and 48.4% in grammar and punctuation. In numeracy, 45.5% of Year 3 students were placed in the top two bands.

For Year 5, the percentage of students in the top two bands for reading was 53.9%, 30.8% in writing, 42.3% in spelling and 42.3% in grammar and punctuation. In numeracy, 42.3% of Year 5 students were placed in the top two bands.

Another reporting requirement from State priorities – Improving Aboriginal education outcomes – is for schools to report on the percentage of Aboriginal students in the top two NAPLAN bands.

For Year 5 Aboriginal students, 100% were in the top two bands in reading, 50% in writing, 50% in spelling and 50% in grammar and punctuation. In numeracy, 50% of Aboriginal students were placed in the top two bands.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

### Parents

Our parents have shown high levels of satisfaction in the school throughout the year. They enjoy being part of a small school and work together with the teachers to provide a diverse range of opportunities and resources for the school.

Parents have actively participated in the P&C and through this have raised money for the school, they have also assisted in the running of many school functions. Further, parents show their commitment to the school through their participation in the school. Parents volunteer in classrooms, attend assemblies and school activities, help on excursions and keep the school tidy.

### Students

Student engagement needs to be considered an important schooling outcome in its own right, sitting

alongside academic achievement as a key measure of student success.

Students from Seven Hills North Public School completed the *Tell Them From Me* survey which included nine measures of student engagement alongside the five drivers of student outcomes. Over 80% of students felt a sense of belonging, participate in sports and clubs and have positive relationships.

Over 90% of students felt that they were intellectually engaged through quality instruction throughout the year and the students indicated that their expectations for success were above other NSW government students. Our schools markers for early signs of disengagement were well below NSW government norms.

### Teacher

The teachers at Seven Hills North Public School have worked tirelessly throughout the year to provide students many different academic and extracurricular opportunities. The staff have actively engaged in many professional learning activities throughout the year to increase their knowledge and understandings to better teach today's students.

## Policy requirements

### Aboriginal education

An “Acknowledgement of Country” is included at all formal occasions throughout the school year.

We celebrated NAIDOC Day with an Aboriginal performer and a mufti day. The children wore colours of the Aboriginal Flag; red, black and yellow.

The teachers continued to incorporate Aboriginal Perspectives into their teaching programs and wrote Personalised Learning Pathways (PLPs) for all Aboriginal students in their classes detailing any program modifications needed to ensure the students achieve their highest potential.

### Aboriginal Background

Our 7 Aboriginal students received assistance with excursions and sporting costs as well as minimal SLSO support in the classroom. Also funds from the equity funding went towards the cost of the payment of the NAIDOC day performer.

Our school continues to develop a sustained positive and inclusive school culture with strengthened support for Aboriginal students both within the classroom and in the wider school environment.



### Multicultural and anti-racism education

In 2016 the school had student enrolments from a wide variety of cultural backgrounds, including a number of students from non-English speaking backgrounds. The perspectives of multicultural education are integrated in school and class programs. Our Harmony Day celebration included raising students' awareness of diversity and promoting tolerance of one another. Activities were distributed among classes which educated students about different cultures and their traditions. The activities were designed to celebrate the diverse cultures of our students.

## Other school programs

### Student Well-being

Providing for the needs of all our students is a high priority at Seven Hills North Public School. We have a range of positive incentives to encourage our students to behave their best including our K–6 Merit system where the students aim for Gold awards by the end of the year. Also, we have our quarterly Legends Day to celebrate the students' exemplary behaviour with them at the end of each term. We averaged 95% of our students achieving this goal each term, a wonderful result.

We introduced Positive Behaviour for Learning Initiative (PBL) into our school this year. Our teachers received some training to the implementation of this program. Throughout the year we introduced different aspects of this initiative. One such aspect was our school rules which, after a consultation process with our parent body, students and teachers we came up with our school rules of being a 'safe, respectful learner and a good friend'.

### Recorder

In 2016 fifteen students from year's four to six made up the Opera House recorder group from Seven Hills North Public School. We were fortunate enough to have a larger group of students, many of whom were beginners who were able to rehearse with the group with the aim of playing at the Opera House next year. We had students at the Opera House performing on Descant 1 and 2, Treble and Tenor. These students practiced weekly to be ready to perform with over 700 students from all over the state at the Festival of Instrumental Music. They also wowed the Seven Hills North Community with their rendition at the annual presentation day assembly.

### Dance

This year's Dance Group included students from years 3 to 6 and provided an opportunity for those who were keen yet shy, to perform in front of others. There was an impressive cohort of boys participating for the first time. The performance for 2016 saw our students donning a casual look of jeans and “flannies”. An arrangement to “louder” by Nathaniel Willemse was performed at school for Education Week. Our group also performed at the Blacktown Performing Arts Festival, at Wyndham College, Quakers Hill and our end-of-year School Presentation Assembly.

### Choir

In 2016 the school choir built on its previous successes. They performed for a second time with the mass choir at the Blacktown Festival of Performing Arts, which was a great experience for all our choir members. The choir finished the year by performing “I smile” at the annual presentation day assembly.

### Schools Spectacular Choir



The senior school choir successfully auditioned for a place at the 2016 Schools Spectacular held in November at the Qudos Bank Arena, Sydney Olympic Park. The students were part of the special "Arena" Choir, which performed on the main arena floor. The choir was part of a 3500 strong contingent of performers from schools across NSW. Over 60,000 audience members attended the concerts over three days, showcasing the talent from public schools across the state. The school choir also featured on the Channel Seven network as part of the Schools Spectacular television production. The school has had a long and proud involvement in the Schools Spectacular and looks forward to continued involvement in the future.

### **Debating**

This year in debating we had one very talented and determined team of Year 5 and 6 students. The students represented our school in the 2016 Blacktown District Debating Competition, winning 5 out of 6 of the debates in their division. They developed their research, critical analysis and persuasion skills each week as they encountered each new topic. Students gained broad knowledge across disciplines outside of normal academic subjects. They worked exceptionally well as a team, supporting each other in the lead up to debates as well as during debates. Our 2016 debating team should be so proud of their achievements this year. We look forward to the year to come and hope to see some new faces.

### **Sport**

Seven Hills North Public School promoted a varied sports program in 2016 that offered opportunities to learn different skills in sports that catered to all different levels. We had visits from Little Athletics programs which were both fun and informative. For the third year in a row Seven Hills North participated in the Seven Hills/Wentworthville PSSA competition across six different sports; Cricket, Tee-Ball, Netball, Boys and Girls Football (Soccer) and Rugby League Tag. Despite our small size our students continue to strive to be their best and consistently show maturity, team work and sportsmanship beyond their years. During Friday morning sport sessions, students who remained at school participated in a wide range of fitness and skills based activities; which helped develop gross motor skills and game sense. In term 2 the whole school participated in a Sport in Schools program combining both gymnastics and athletics fundamental skills. The activities were excellent and the students were highly engaged in the learning processes. Once again we participated in the Premier's Sporting Challenge across Terms 2 and 3 with classes tallying up the amount of time spent doing physical exercise. Every student reached the Gold Award Level. We held three carnivals during 2016; swimming, cross country, track and field athletics. A large number of students represented our school at the Seven Hills/Wentworthville Zone carnivals, and from these, two students represented the Zone at Sydney West events; Tiana B (Swimming) and Sarah I (Athletics). We also had two students selected in Wentworthville/Seven Hills Zone Teams which competed in Sydney West competitions; Kaii M. (Rugby

League and Rugby Union) and Lachlan A (Cricket). One student, Sarah I, was successful in gaining selection into the Sydney West Athletics Team to compete at the All Schools State Athletics Carnival.

### **Public Speaking**

The public speaking program at Seven Hills North Public School continues to grow from strength to strength. In 2016, we once again staged our whole-school public speaking competition for all students from K-6. Class finalists were selected from this group and the best two speakers were chosen to represent their class in the finals of the school competition in Term 3. This competition was adjudicated by Mrs Pugh (School Principal) and Mr Hawkins (former School Principal). Winners' medals and encouragement awards were presented to successful students in each grade at a whole school assembly.

Leading on from this competition, four outstanding students represented our school at the Blacktown Learning Community Public Speaking Competition in November. Each of our students gave inspired and creative presentations that highlight the strength of our public speaking program at Seven Hills North and the commitment and dedication of our students.

### **Premier's Spelling Bee**

Seven Hills North participated once again in the Premier's Spelling Bee. This event represents a great way to get students engaged with spelling. The competition was open to all government primary schools in NSW. At school, we held a junior (Year 3 and 4) and senior (Years 5 and 6) competition to decide the finalists to represent our school at the Zone competition held at Matthew Pearce Public School. At the zone competition our four students performed