

# Seven Hills West Public School Annual Report



2016



4162

## Introduction

The Annual Report for 2016 is provided to the community of Seven Hills West 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.

Ms Paris Jade

Acting Principal

### School contact details

Seven Hills West Public School

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### Message from the Principal

Seven Hills West Public School provides quality education in a supportive and inclusive environment with a focus on high expectations. Seven Hills West Public School has a supportive community that values education and achieving personal best.

2016 was a very successful year for Seven Hills West Public School in many ways. Our quality teaching and learning programs, school initiatives, extra curricular activities and participation in our local and wider community have seen students achieve academically, culturally, socially and also in the areas of sport.

The staff at Seven Hills West Public School are dedicated and highly skilled, working collaboratively to provide quality teaching and learning experiences for all students in the school.

In 2017 we farewelled our respected principal, Ms Allison Faulks, who retired at the start of the year. We wish Ms Faulks all the best in her retirement and thank her for her leadership and contribution to making Seven Hills West Public School the school that it is.

Thank you to our P&C who have taken an active role in raising money to provide our classrooms with air conditioning. It was lovely to see our P&C work closely with Seven Hills West Public School to make it a more enjoyable school community by providing our students with the essentials to learn in a comfortable supportive environment.

I would like to congratulate the students, staff and community on their many achievements throughout 2016. With teachers and parents working together we have maintained a positive emphasis on improving educational outcomes for all students from Preschool to Year 6.

Ms Paris Jade

Acting Principal

## Message from the school community

The Seven Hills West Public School P&C Association has had a fantastic year with fundraising and donating monies to the school for much needed resources.

Our Committee consists of:

Mrs Crayton – President

Mrs Whitford – Vice President

Mrs Newell – Secretary

Mrs Tabbaa – Treasurer

2016 saw some changes to our committee and membership. We are extremely proud and grateful to the small band of hardworking P&C members we have at Seven Hills West Public School.

We take this opportunity to thank the tireless efforts of Mrs Whitford, Mrs Newell, Mrs Tabbaa, Mrs Scanlon, Mrs Reid and Mrs Green.

The events the P&C held over the past twelve months included an Easter Raffle, Election Day Barbeques and Mother's Day and Father's Day Stalls. These were well supported by your school community and we thank the families who have contributed with both purchasing items and tickets, assisting in the selling and distribution of goods at these events.

The P&C, Uniform Shop and Canteen fundraising efforts have enabled the donation of 3 classroom air conditioners and new play equipment this year. Our fundraising goals for 2017 are to install 3 more classroom air conditioners and purchase music equipment for Seven Hills West Public School students. I am proud to be associated with this fine, although small, team of people who make these dreams come true.

We look forward to another positive and rewarding year in 2017 and invite all members of our school community to become involved with your P&C. It is rewarding, fun and enables you to have input into helping your children and their school to progress and strive into the future.

Mrs N Crayton

President

## School background

### School vision statement

The Seven Hills West community strives to collaboratively provide students with high quality, differentiated and challenging learning opportunities to encourage equity and excellence. We aspire to continuous professional growth and development to promote lifelong learning as the foundation for the development of confident and informed citizens.

### School context

Seven Hills West Public School officially opened in 1958. The current enrolment exceeds 400 students, including mainstream classes, support classes for students with special learning needs and a preschool. It is located in a well established residential area in Sydney's west and is part of the wider Blacktown community. The school is well supported by a diverse and multicultural community. The school has an increasing enrolment of students with a Language Background Other Than English (LBOTE), which currently stands at 63%. Seven Hills West Public School has a culture of high expectations, embracing the whole child and their development through a comprehensive range of extra curricular opportunities including those in creative arts and sport. Students enjoy a nurturing, stimulating and supportive school environment, where they learn and thrive in their interactions with staff and peers. An energetic and dedicated staff works collaboratively to enhance each student's well being, helping them to achieve their full potential.

The school's traditional values of **Service**, **Honour** and **Wisdom** are reflected in every facet of school life.

## 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.

#### Achievements in the area of **Learning**:

In the element of Learning Culture we have been sustaining and growing in delivered school programs that address the needs of identified student groups. Also, expectations of behaviour are explicitly taught to students and relate to a variety of school settings. In the element of Wellbeing, students are learning to have an understanding of clearly defined behavioural expectations and are being taught to accept responsibility for their own behaviours, as appropriate to their age and level of understanding. Wellbeing for students is based on the tenets of Positive Behaviour for Learning (PBL), with the expectation that we are all Respectful, Safe, Responsible and Learners. This has enabled our school to foster a culture of nurturing, inclusion, respect and valuing each other, across the school and in all settings. The area of Curriculum and Learning shows the school has plans which elaborate on what all students are expected to know, understand and do. At Seven Hills West Public School we provide a range of extra-curricular offerings for student development such as drama, choir, recorder and dance groups. Assessment and Reporting also shows the school analyses internal and external assessment data to monitor, track and report on student and school performance.

#### Achievements in the area of **Teaching**:

In the element of Effective Classroom Practice there is evidence of delivery with teachers regularly reviewing and revising teaching and learning programs. In the area of Data Skills and Use, our *Strategic Direction 2* emphasises on strategies for teachers use data analysis to inform the school's learning goals and monitors progress towards them. Collaborative Practice shows that the Executive, staff, stage, team and other curriculum groups are used to review the curriculum and to revise teaching and learning programs. The school also identifies expertise within its staff and draws on this to further develop its professional community. Within Learning and Development teachers participate in professional learning targeted to school priorities and their professional needs. Beginning and early career teachers are provided with targeted support in areas of identified need through a mentoring system. The teachers at Seven Hills West Public School understand and implement Professional Standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development process.

#### Achievements in the area of **Leading**:

In the element of Leadership there is evidence that we are in the delivery phase of parents and community members having the opportunity to engage in a wide range of school-related activities with the school community being positive about educational provision. In the area of School Planning, Implementation and Reporting, the school plan aligns to local and system priorities and ensures responsiveness to emerging needs. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. School Resources are being purchased to enhance teaching and learning programs and technology is in the process of becoming more accessible to staff and students through the purchases of iPads and new laptops. Management Practices and Processes show that the school leadership team is working towards communicating clear school priorities and practices to all members of the school community.

Our self-assessment process will assist the school to refine the strategic priorities in our 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

Excellence in Learning

### Purpose

To engage students in enhanced learning experiences which develop their capabilities and skills to be collaborative and successful learners.

### Overall summary of progress

Students continue to be engaged in enhanced learning experiences that develop their skills in collaborative and supportive environments. Teaching and learning programs are monitored regularly and constructive feedback is provided to teachers and learners. Assessment and tracking on PLAN data has been successful and learning support teachers harvest this information to make decisions about working with the lower performing students. Implementing Focus on Reading (FoR), Language, Learning and Literacy (L3), Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN) has been successful and is to continue. Learning success is celebrated at special events and assemblies.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of Year 3 and 5 students measured as working at proficiency in NAPLAN reading, to levels that are at or above state levels.	In Year 3 Reading 8% of students achieved Band 6 with Band 1–4 being over represented. The main focus would be to move Band 1–4 students at least one Band higher. Year 5 students showed a slight improvement in reading in comparison to previous results. There was also a slight increase in the percentage of Year 5 students achieving Band 8.	\$24,738.56
Increase the percentage of Year 3 and 5 students measured as working at proficiency in NAPLAN numeracy, to levels that are at or above state levels.	In Year 3 the percentage of students achieving Bands 1, 2 and 3 is over represented. The main focus would be to move these students at least one Band higher which would improve the overall score.  In Year 5 there was a slight increase in students achieving at a higher band. Bands 1–5 still remain over represented but the overall results would improve if these student's results in problem solving improved.	Literacy & Numeracy Funding \$6759.98  Equity \$ 9582.36
Have 75% of Year 2 students achieving in cluster 8 of the Literacy Continuum in the aspect of reading.	All students have been tracked on PLAN. An assessment matrix has been created by this team and distributed across the school on a trial basis.	Equity \$5893.78  TPL \$8145.98

### Next Steps

In 2017 teachers will consolidate teaching pedagogies and continue to implement and train in L3, FoR, TEN and TOWN. Strategies will be put in place to embed the History and Geography syllabus utilising specialist staff across K–6. Formative assessment strategies and professional learning to support data use and skills to inform learning will be a priority. Support staff will develop intensive learning plans to support students and teachers.

## Strategic Direction 2

### Excellence in Teaching and Leading

#### Purpose

To plan, deliver and evaluate effective evidence-based teaching and leadership practices to cater for all students, with an emphasis on improvement in student outcomes and performance growth within a strong learning culture.

#### Overall summary of progress

In 2016 Individual Learning Plans (ILPs) were written for all targeted students. All students made measurable progress towards their learning goals. The school supported beginning teachers with additional release and a mentor. The most significant professional learning in 2016 occurred around the implementation of Focus On Reading (FoR) and Language, Learning and Literacy (L3). This involved several workshops and background reading by staff. Other staff development days focused on the implementation of the new Science and History Syllabus, Unpacking of SMART Data, Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN). Opportunities were provided for teachers to observe or demonstrate teaching practice and to provide or receive feedback within the school setting. Throughout 2016 the Strategic Direction 2 focus dealt with introducing and implementing the annual Professional Development Plan (PDP).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Well-developed teaching and learning programs which are dynamic and evidence based and satisfy 100% of the schools programming requirements as measured against the school's programming checklist.	Teachers' teaching and learning programs display evidence based pedagogy and the most effective strategies learnt during Teacher Professional Learning sessions to inform their teaching and learning programs. Time allocated to stage groups to program and share their successes in a collaborative way has been effectively utilised.	QTSS staffing allocation
Evidence of data driven planning and programming which reflects current pedagogy.	Professional development included new syllabus, National Teaching Standards, Performance Framework, development of Personalised Plans, upgrades of Policy and development of units of work supporting the implementation of new syllabus. Teacher Professional Learning sessions were held for all staff in Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN). Two teachers are facilitators for Focus on Reading (FoR) and teachers in primary are being trained in Phase 1 and Phase 2. All teachers successfully implemented their Professional Development Plan (PDP) with some goals aligned to the Strategic Directions and school goals.	TPL & Equity \$24,783.56
Integration of ICT based learning strategies in classroom programs	Staff work collaboratively to design lessons and experiences using future focused learning skills. Technology made available for students, staff and families as method of teaching, learning and communication.	ICT Hardware – Equity \$16,034.00 Computer coordinator \$18,336.00

#### Next Steps

In 2017 teachers will continue writing Individual Learning Plans (ILPs) for students and continually encourage and measure to achieve goals. Teachers will be trained in Focus on Reading (FoR) Phase 2 beginning Term 2. Draft English Scope & Sequence has been implemented K-6 and will be refined. Staff will continue receiving training and support with Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN). School Executive and leaders will attend Professional Learning on Instructional Leadership to increase impact on leadership of research based practices in classrooms.

## Strategic Direction 3

### Excellence in Strong Community Partnerships

#### Purpose

To promote a responsive and shared responsibility for student success, where a culture of high expectations is fostered and proactive community support and engagement is celebrated.

#### Overall summary of progress

In 2016, a school Facebook page for parents and community members was successfully created. The school Facebook page has been regularly updated with relevant information pertaining to school events and learning experiences. Data collected indicated an increased usage of the Facebook page throughout 2016. Our school website was reviewed and redesigned to be more user friendly and provide consistent and meaningful communication. A second survey was sent home at the end of Term 4. The results collected and analysed indicated that these key changes to our school's communication process and practices were having a positive impact. Plans to align our school's professional development around the goals outlined in the Blacktown Learning Community's Strategic Direction Plan were formed. The need for our school to implement a whole school Literacy Scope and Sequence, with an emphasis placed on programming with textual concepts in mind was established towards the end of the year. The impact of the English Conceptual Programming Approach on teaching and learning was not implemented in 2016 and therefore yet to be analysed and evaluated.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Responses from annual parent surveys reflect a shared understanding of the values underpinning the schools strategic directions.	Staff actively contributed to school planning and monitored progress. We will continue to implement current Blacktown Learning Community procedures and develop more working documents at a whole school level that reflect this learning. There was greater participation of parents in their student's learning through accessible and engaging parent Numeracy workshops. Parents and the wider community were able to interact with teachers and students in the classroom, learning teaching strategies to use at home. We will continue to implement workshops in other areas of learning and engage more parent involvement through other avenues of schooling. Through constant feedback, parent surveys, implementation of a school Facebook page and regular links to the school website, there was an improvement in parent and school partnerships. Our school's communication became more accessible and parents had more access to communicate with teachers and staff members.	Equity \$11,919.10
Staff, in collaboration with the school's executive team, take on leadership roles and responsibilities based on their professional expertise to achieve school educational priorities.	Standardising teaching and learning processes and programs at Seven Hills West PS was successful through the implementation of whole school scopes and sequences, and the delivery of teacher workshops internally to implement the Blacktown Learning Communities programming and teaching processes. Selected teachers were involved in the BLC workshops to implement changes through Literacy programming at a school level. A specific ICT team to coordinate and organise the implementation and updates of the school website and Facebook page was coordinated as well.	Equity \$ 12167.83

## Next Steps

In 2017, all stages will conduct both Literacy and Numeracy workshops for parents and students in Semester 2. On-going collaboration and communication between staff and the P&C in relation to our Strategic Direction processes and milestones will continue. There will be a commitment to continually update the Seven Hills West Facebook and website page to communicate all necessary school related information to parents and community members. Improving the avenues of communication between school and EAL/D parents/students will also be a focus. A focus on the Literacy Scope and Sequence with syllabus documents related to the English Conceptual Programming approach will continue in 2017. Each stage will utilise these documents in Term 1 teaching and learning programs for English, with a focus on evaluation.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students have an Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. Cultural significance is included in all ILPs in consultation with Aboriginal Elders. Aboriginal students demonstrating average levels of progress. 10 iPads and a 30 cart carriage was also purchased to support the learning needs of selected students.	\$12004.88 Aboriginal background loading
<b>English language proficiency</b>	Individual and small group instruction in English was provided for Beginning and Emerging students. Students were provided in-class support as well as withdrawal.	\$22,290.18 – Staffing
<b>Low level adjustment for disability</b>	<p>The Learning and Support Teacher (LaST) supports coordinated the Learning Support Team (LST) to support teachers in providing appropriate learning and behaviour support programs for students.</p> <p>Funds were used for teacher relief and school learning and support officers for additional support for selected students.</p> <p>The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes. The learning and support teacher facilitated classroom teachers' discussions about adjustments to support individual student learning.</p>	<p>\$2617.95 NCCD</p> <p>\$10201.00 Low level adjustment for disability funds</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching, Successful Students has been successful in further developing teacher capacity in improved pedagogy. A staffing allocation of 0.18 was used to mentor and support teachers in the development of their Professional Development Plan. This allocation also enabled the executive team to develop a deeper knowledge of individual teachers strengths and areas for development.	0.18 FTE staffing support
<b>Socio-economic background</b>	Funds were used to employ extra time for school learning support officers to work with students with learning difficulties and an air conditioner. Furniture for Kindergarten rooms and additional support for selected students were also included in the expenditure.	\$4046.47 Flexible funding
<b>Support for beginning teachers</b>	<p>All beginning teachers receive additional support in the first three years of their career. We had two beginning teachers who were released for two additional hours each week to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their mentor, lesson observation, professional learning on classroom management and student engagement in Mathematics and English curriculums.</p> <p>Teachers had access to varied Teacher</p>	\$24,783.56 Beginning Teacher funding

<p><b>Support for beginning teachers</b></p>	<p>Professional Learning courses within school and offsite which they identified in their Personal Development Plans as well as those considered important for their development. Beginning teachers have shown evidence of professional development in their classroom pedagogy, planning and contributions to the whole school.</p> <p>Funds were used for teacher professional learning for beginning teachers and support fees to make payments towards teacher relief and course fees.</p>	<p>\$24,783.56 Beginning Teacher funding</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Refugee and newly arrived students were provided with academic, health care and well being support to ease their transition into school. Specialist teachers focused on English language and social skills for all students in small group situations.</p> <p>These funds were used to purchase 10 iPads, multicultural and refugee resources, staff course fees, teacher relief and school learning and support officers for additional support for selected students.</p>	<p>\$22883.53– Refugee funding</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	216	238	228	210
Girls	147	163	163	170

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

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	93.6	92.1	91
1	94.2	93.3	89.9	92.8
2	94	93.6	89.2	93
3	95.8	93.1	91.8	93.1
4	96.2	95.8	92.4	91.7
5	96.5	93.3	93.1	93.1
6	97.5	94.7	93	91.8
All Years	95.4	93.8	91.5	92.4
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

### Management of non-attendance

Student non-attendance is managed through the maintenance of class rolls by all teachers. Reports of patterns on non-attendance are made to school executive and the Principal. Executive Team manages this in consultation with the Home School Liaison Officer (HSLO) and support programs are activated.

## Class sizes

Class	Total
KM	17
KES	17
KB	18
1J	23
1L	23
2O	26
2M	26
3C	25
3M	24
4R	24
4K	21
5/6R	28
5/6P	29
5/6W	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.73
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	0
School Administration & Support Staff	9.22
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is currently one indigenous staff member at Seven Hills West Public School.

## 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	52

## Professional learning and teacher accreditation

In 2016, the staff of Seven Hills West Public School have undertaken extensive professional learning aligned to both mandatory requirements, (including Child Protection, Code of Conduct, CPR/Emergency Training and Anaphylaxis) and school strategic directions.

All staff participate in regular professional learning activities that focus on improving student outcomes. Quality Teaching, Successful Student funding was used to provide the executive team and teachers opportunities to develop the quality of their teaching through demonstration lessons, structured observation lessons, team teaching and individualised professional learning plans. This allowed teachers to successfully work towards their Professional Development Plan. 12 teachers were working towards accreditation at Proficient under the National Teaching Standards and one gained Proficiency by the end of 2016.

## 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.

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

A full copy of the school's 2016 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.

Income	\$
<b>Balance brought forward</b>	<b>271 440.83</b>
Global funds	309 736.64
Tied funds	308 082.95
School & community sources	51 631.25
Interest	4 697.95
Trust receipts	35 783.00
Canteen	0.00
<b>Total income</b>	<b>981 372.62</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	24 497.67
Excursions	7 826.47
Extracurricular dissections	22 023.96
Library	3 334.20
Training & development	30.00
Tied funds	190 825.03
Short term relief	110 570.33
Administration & office	48 811.82
School-operated canteen	0.00
Utilities	34 019.81
Maintenance	17 328.23
Trust accounts	23 428.45
Capital programs	0.00
<b>Total expenditure</b>	<b>482 695.97</b>
<b>Balance carried forward</b>	<b>498 676.65</b>

The information provided in the financial summary includes reporting from 28 January to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	584 496.12
(2a) Appropriation	516 211.69
(2b) Sale of Goods and Services	31 145.00
(2c) Grants and Contributions	36 289.07
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	850.36
<b>Expenses</b>	-238 445.09
Recurrent Expenses	-238 445.09
(3a) Employee Related	-115 467.80
(3b) Operating Expenses	-122 977.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	346 051.03
<b>Balance Carried Forward</b>	346 051.03

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>	2 386 480.85
Base Per Capita	23 476.20
Base Location	0.00
Other Base	2 363 004.65
<b>Equity Total</b>	444 297.19
Equity Aboriginal	8 243.14
Equity Socio economic	36 377.95
Equity Language	205 927.77
Equity Disability	193 748.32
<b>Targeted Total</b>	891 650.64
<b>Other Total</b>	238 605.67
<b>Grand Total</b>	3 961 034.34

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.

All Year 3 and Year 5 students were encouraged to participate in the NAPLAN assessment including students who receive funding for disability support.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)

Year 5: from Band 3 (lowest) to Band 8 (highest)

Literacy results:

Extending Year 3 students in bands 4, 5 and 6 will be the focus for the school in 2017–2018. Year 5 students showed an improvement in reading in comparison to 2014–2015 NAPLAN results. There was a slight increase in the percentage of Year 5 students achieving Band 8 for 2016. Teachers in infants will be training in L3 and primary will be training in Focus on Reading Phase 1 and 2 in 2017 in readiness for 2018.

Numeracy results:

Year 3 showed an improvement in Numeracy as there

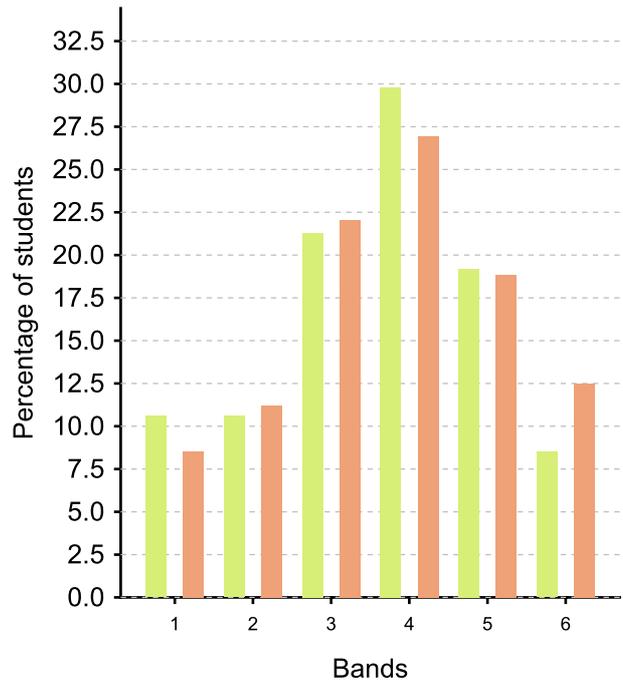
was a decrease of student achievement in Band 2 and an increase in Band 5. School percentages for Year 5 in 2016 compared poorly with those for the school average in 2014–2015. Teachers will continue implementing differentiated numeracy programs with an emphasis on problem solving skills in 2017.

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 type in Seven Hills West Public School in the Find a School bar and select GO to access the school data.

**Literacy results:**

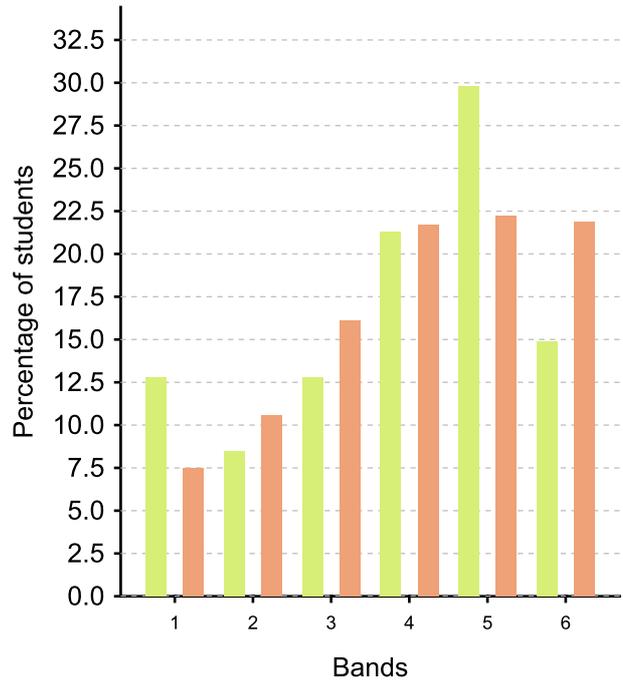
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**Percentage in bands:  
Year 3 Reading**



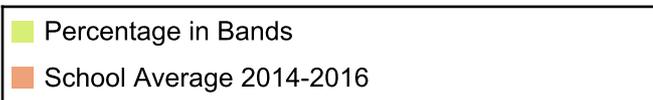
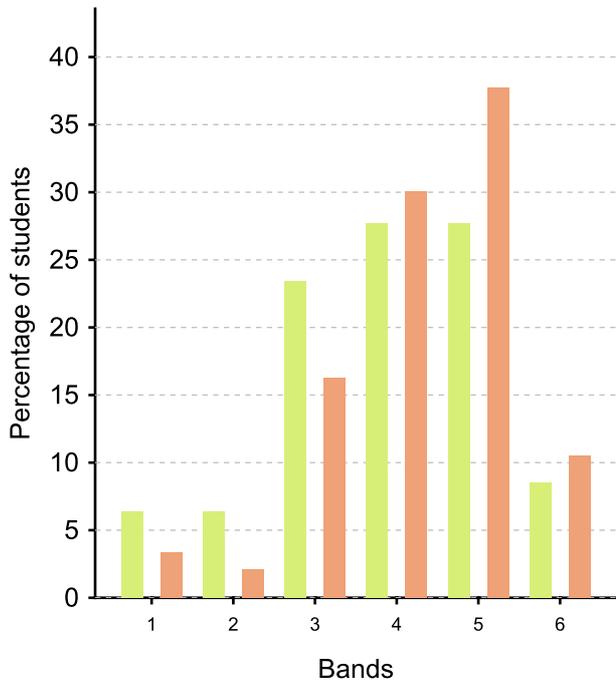
■ Percentage in Bands  
■ School Average 2014-2016

**Percentage in bands:  
Year 3 Spelling**

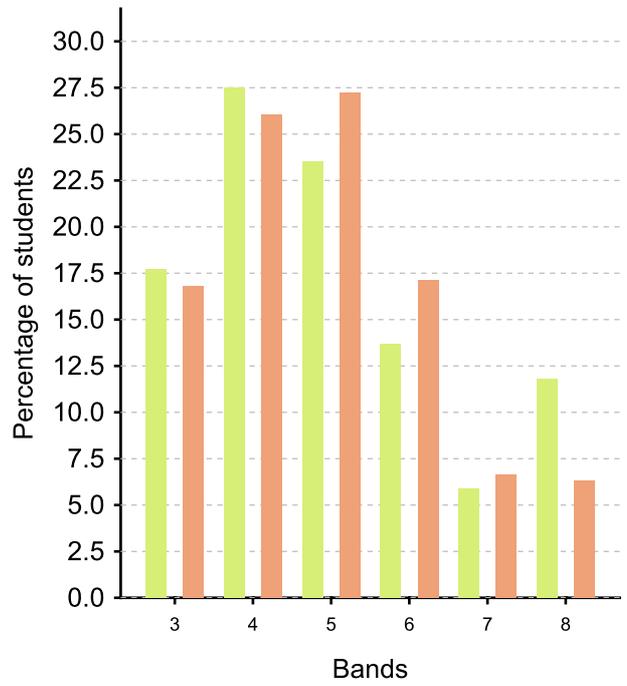


■ Percentage in Bands  
■ School Average 2014-2016

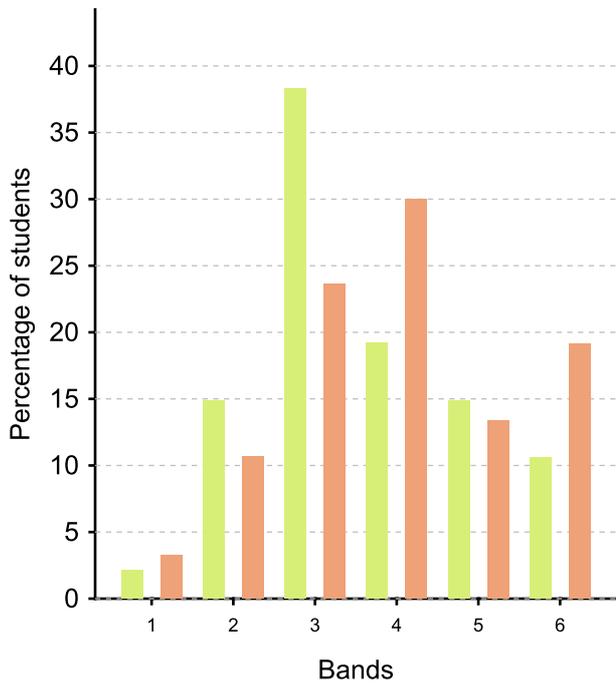
**Percentage in bands:**  
Year 3 Writing



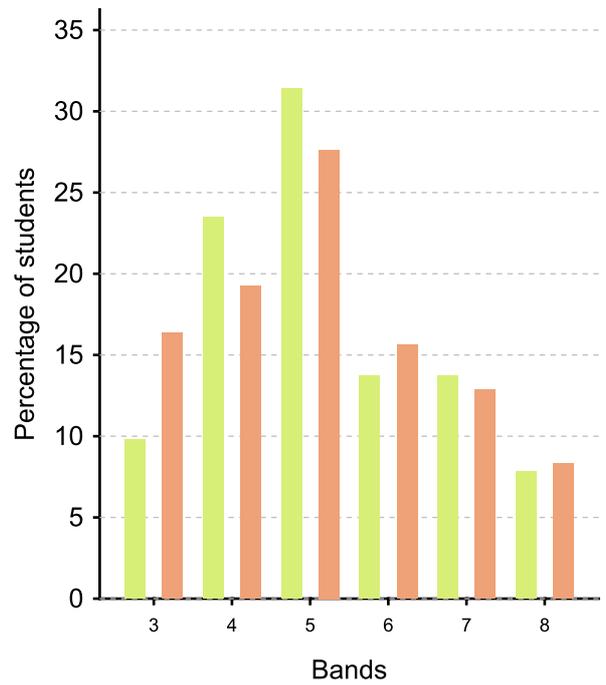
**Percentage in bands:**  
Year 5 Reading



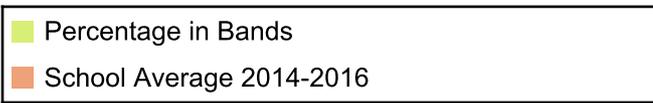
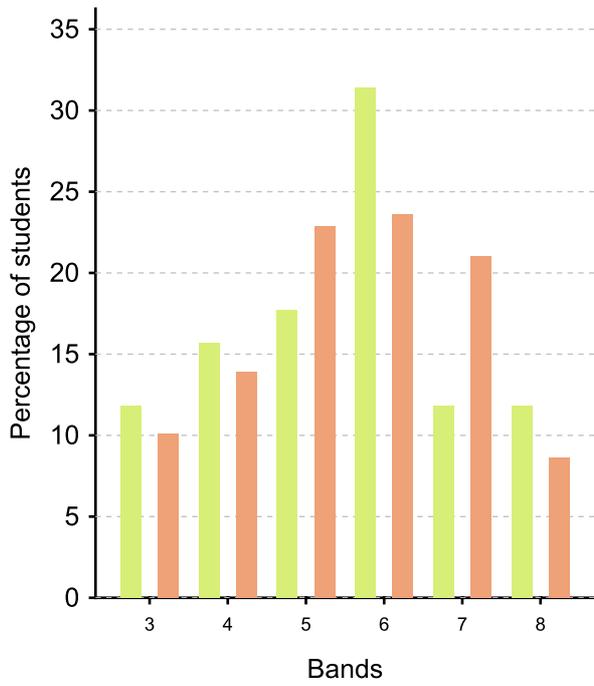
**Percentage in bands:**  
Year 3 Grammar & Punctuation



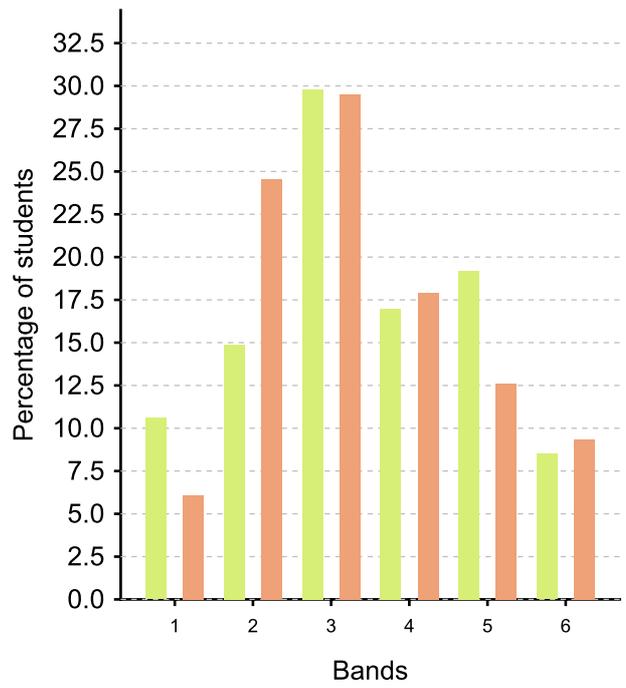
**Percentage in bands:**  
Year 5 Grammar & Punctuation



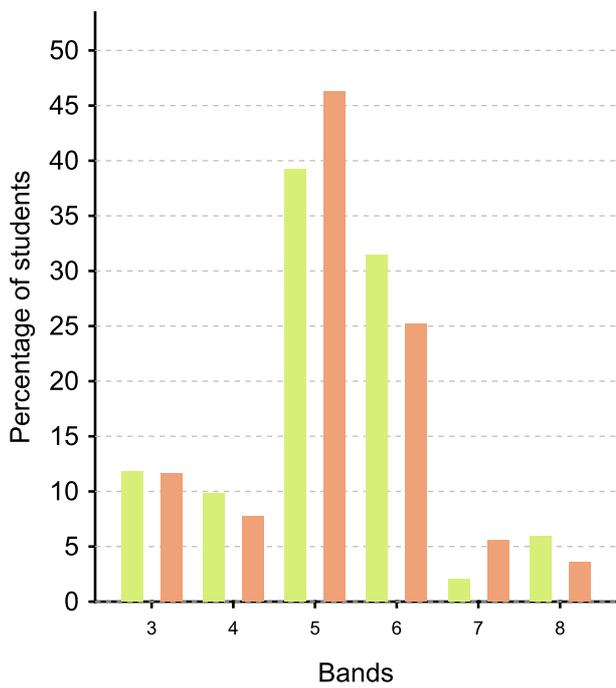
**Percentage in bands:**  
Year 5 Spelling



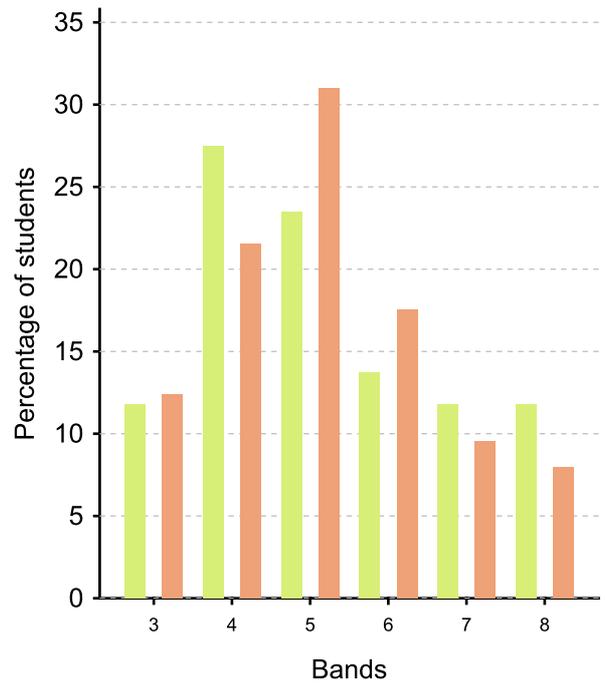
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



## 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

80% of parents highly agree that they can talk to their child's teacher about their concerns. 66% of parents believe that Seven Hills West teachers expect their child to do his/her best and agree that students are treated fairly at school. Parents shows high results in having a strong agreement that their child felt safe at school. 66% of parents agree that their child's learning needs are being met at Seven Hills West. In 2017, there will be an emphasis on teachers having more support in creating Individualised Learning Plans in consultation with a mentor teacher and the parent to assist in the support of the student's educational needs. An area of development in 2017 would be to improve the level of feedback parents are given about their child's educational needs.

### Students

Over 80% of students were extremely satisfied in the following statements:

- My teachers expect me to do the best;
- I like being at school;
- My school gives me opportunities to do interesting things;
- Teachers at my school treat students fairly;
- My teacher provides me with useful feedback; and
- My teacher motivates me to learn.

Many of the students felt that they could speak to their teachers about their concerns and an area of development is to continue implementing Positive Behaviour for Learning as results for student behaviour being managed at the school showed an even spread of their opinion on this.

### Teachers

72% of teachers are highly satisfied with the support they have at Seven Hills West and 92% of teachers felt satisfied with the opportunities they were given to take part in professional development to build their capacity as a teacher. Teachers felt that the availability of teaching resources was not at a satisfactory level. In 2017, there will be an emphasis on purchasing teaching resources through support from the school's P&C. Results showed that 100% of teachers interact with parents with 96% saying that they interact with parents on a regular basis.

Overall, the survey results were positive and encouraging of the schools ability to engage its students, staff and community.



## Policy requirements

### Aboriginal education

Educational programs and experiences provided all students with knowledge of Aboriginal and Torres Strait Island (ATSI) history, culture and contemporary issues. The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) week with a live performance held at the school. This was attended by all students K–6. Reconciliation Week was also celebrated in Seven Hills West. Students participated in activities in class time. These included Aboriginal dance, craft, printing, dreamtime stories, dot painting and decorating clapping sticks. Seven Hills West staff continued to use Personalised Learning Plans (PLP) for the ATSI students enrolled.

### Multicultural and anti-racism education

Seven Hills West Public School has a diverse population with approximately 68% of the student population with English as an Additional Language or Dialect (EAL/D). Seven Hills West celebrates multicultural education each year through its comprehensive teaching programs and special events. We maintain a strong focus on multicultural education across the curriculum by providing programs and activities that develop knowledge, skills, values and attitudes required in Australia's culturally diverse society. The community values multicultural education, as many students bring a wealth of cultural diversity to the school.

The school has EAL/D specialist teachers who are aligned to a stage team. Our school provides EAL/D education for students learning English as an additional language to assist students to develop their English language proficiency. Many students receive specialist EAL/D support both within the classroom and in small group withdrawal situations as the need arises. The EAL/D focus has been in the K–2 classes where early intervention with Literacy groups is proving to be successful for many of our students with no previous experiences in reading and writing in English. Students who are New Arrivals and/or refugees also receive support to assist them in their transition to school. As well as, individual programs with both the EAL/D specialist and class teacher planning and programming ongoing support collaboratively. The EAL/D teachers attended training courses and have shared their knowledge about new mandatory assessment procedures with all classroom teachers.

Inclusive teaching and learning programs develop a positive understanding of cultural, linguistic and religious differences.

Seven Hills West Public School celebrates its cultural diversity through Harmony Day. Harmony Day celebrations included the whole school dressing in orange clothes or having students dressing in national costumes and traditional dress. Games from other countries were played, community and harmony posters were displayed and a show of student 'hands' were on display in every classroom window. Students also took part in preparing multicultural speeches on topics that highlighted their cultural backgrounds. During Education Week another successful multicultural food stall was held with many of our parents contributing delicious food for everyone to enjoy.

The Positive Behaviour for Learning program (PBL) at SHWP promotes positive relationships for all students and teaches them respect and responsibility towards one another no matter where they come from.

### Other school programs

#### **FESTIVAL OF INSTRUMENTAL MUSIC – RECORDER GROUP**

In August 2016, the Seven Hills West Public School Recorder Ensemble participated in the Banksia Concert as part of the Festival of Instrumental Music, which was held at the Sydney Opera House. Our students combined with approximately seven hundred other students from all over New South Wales to perform in this prestigious event.

The Combined Recorder Ensemble performed three music showcasing a range of music pieces from different historical periods. The Ensemble was accompanied by the Fort Street High School Percussion Ensemble and the Combined Public Schools String Ensemble.

During the initial rehearsal, some of our students were singled out by the conductor, Susan Sukkar, for their proficiency with the challenging music repertoire. Of all the participating schools on performance night, Amna Saad, of our school, was chosen to be interviewed during the intermission. Her insightful responses to the questions asked were clearly heard and appreciated by the entire Opera House audience.

Students are congratulated on their commitment, perseverance and dedication to the recorder group and for continually raising the performing arts profile of our school.

#### **DANCE GROUPS**

Seven Hills West Public School has a strong commitment to arts education. While all children learn music, art and drama within the classroom context,

there are many opportunities for interested students to participate in additional performance groups. Parents, families and friends have enjoyed watching the wide range of student talent on display at events by the school's performing arts groups.

During 2016, the following dance groups performed in a variety of festivals and locations

- K–2 Hollywood Dance group
- Year 3–6 Bollywood Dance group
- Year 3–6 Multicultural Dance group

The dance groups had many opportunities to perform this year, including the Family Multicultural Day, Education Week and at Westpoint, Blacktown during Education Week.

All groups and their supervising teachers, Mrs Rosario, Mrs Chhugani and Mr Lee, practiced during their lunch breaks to prepare for the wonderful performances. Their hard work and dedication shone through at all the performances, showcasing the wonderful abilities of the students at Seven Hills West Public School.

#### **CHOIR**

The Seven Hills West Public School Choir is a very committed and interested group of students who proudly represent our school through the medium of performing arts. In 2016 our choir was comprised of 45 students from Years 3 to 5.

The students attended weekly lunchtime practice sessions to prepare for our performances. Students practiced and performed repertoire including part-based singing and instrumental accompaniment.

The choir represented our school at school-based functions during the year. These included the K–2 Easter Hat Parade, Anzac Day Memorial Service and Education Week Open Day assembly.

#### **MULTICULTURAL PERSPECTIVES PUBLIC SPEAKING COMPETITION**

Each year Seven Hills West Public School demonstrates their ongoing commitment to public speaking through participating in the state wide Multicultural Perspectives Public Speaking Competition and the Blacktown Learning Community (BLC) Public Speaking Competition for middle and upper primary students.

This year students in Years 3 to 6 presented a speech on a chosen multicultural topic. Two students from each stage were chosen to represent our school at the Multicultural Perspectives Public Speaking local final. As well as their prepared speeches, students also delivered an impromptu speech on a multicultural topic provided to them on the day. Siya Patel was the winner of the Stage 3 Competition with her prepared speech on Global Connections. She went on to represent our school at the Regional Final at The Arts Unit, Lewisham.

#### **BLACKTOWN LEARNING COMMUNITY PUBLIC SPEAKING COMPETITION**

This year students in Kindergarten to Year 6 were given the opportunity to develop their public speaking ability and self-confidence by participating in the school's Public Speaking Competition. Students in Kindergarten to Year 2 presented a speech on a topic of their choice with representatives from each class chosen to present their speech in front of students and their families. Students in Years 3 to 6 presented a speech on given miscellaneous topics with one student from each year; Eshan Binesh (Year 3), Lheanne Florida (Year 4), Kobylea Hopwood (Year 5) and Pranshu Patel (Year 6) were chosen to represent our school at the BLC Public Speaking Local Final at Bert Oldfield Public School.

### **BLACKTOWN DISTRICT DEBATING COMPETITION**

In 2016 Seven Hills West participated in the Blacktown District Debating Competition. Students in Stage 3 participated and gained valuable skills in Speaking and Listening through their involvement in debating. 23 schools (28 teams) competed in 2016. Seven Hills West won 5 of their 6 debates. Students gained confidence and experience in mastering rebuttals on affirmative and negative debates.

### **SUPER KIDS BREAKFAST CLUB**

This school run initiative was aimed at ensuring the students at Seven Hills West were given the opportunity to consume a healthy breakfast so as to have a positive start to their school day. The Super Kids Breakfast Club ran every Tuesday morning from 8:00am – 8:45am. It successfully provided breakfast to approximately 60 students every week. Breakfast alternated from week to week, with the students given the choice of toast, with a variety of spreads, or a diverse range of cereals. These food items were generously donated by our parents and community members. While also providing the students with a healthy morning meal, the Super Kids Breakfast Club allowed the students to be autonomous over their breakfast routines. Students were assisted by teachers and parents to spread their own topping and/or wash and dry their plates and bowls. Due to the success in 2016, the Super Kids Breakfast Club will again run in 2017, with the anticipation of providing breakfast to more students.

### **SPORTING SCHOOLS**

Sporting Schools is Australia's largest school based sports participation program to help children foster a lifelong interest in sport. In Semester One, our school received a programme delivery grant that allowed us to provide students in Years 1 to 6 a free athletics program run by Athletics Australia. Over the course of the six lessons students participated in a range of fundamental movement activities that developed their knowledge and skills in running, jumping, throwing and catching. Students in Years 2 to 6 were able to apply this knowledge to a range of field and track events at the school's Athletics Carnival in Term 3.

In Semester 2, the programme delivery grant subsidised an eight week gymnastics program for

students in K–6. Coordinated by TriSkills Gymnastics, each lesson linked closely to the Gymnastic outcomes of the PDHPE Syllabus. Students used a variety of equipment from beams, trampolines and bars to practise and further develop their fundamental movement skills.

### **SPORT AT SEVEN HILLS WEST PS**

Throughout 2016, students have been actively participating in various sporting activities at Seven Hills West PS. Our Summer and Winter PSSA teams continued to enter the Seven Hills/Wentworthville PSSA competition in cricket, soccer and netball, where both boys and girls were able to compete against other schools in a weekly competition. Students learned the skills of teamwork, fair play and cooperation on a weekly basis.

Through our annual participation in the Premier's Sporting Challenge (PSC), students in all years were encouraged to partake in regular physical activity, both in school and outside of school, in order to lead active and healthy lifestyles. Results were tracked and students were rewarded for their efforts at the end of the year. Through participating in the Premier's Sporting Challenge, Seven Hills West PS were given a grant to supply sporting equipment and endorse sporting activities at a school based level. This year, funds went towards subsidising the school's Athletics Carnival costs, buying more sports equipment for the playground and supplying our PSSA teams with up-to date equipment.

This year, we had several students trial for our local zone sporting teams. Students were able to trial for rugby league, netball, cricket, soccer and basketball, to participate at the Sydney West Championship Trials. We had several successful students who made the Seven Hills/Wentworthville Zone teams and one student who made the Sydney West Rugby League Team.

This active participation by both teachers and students at these levels gives Seven Hills West PS a proud name in sports in our learning community.