

# Cecil Hills Public School Annual Report



2016



4635

## Introduction

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

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### Message from the Principal

Cecil Hills Public School has celebrated another fantastic year and continues to enjoy a well-deserved reputation for providing a caring and supportive environment, leading to excellence in academic, sporting and cultural achievements. The vision shared by our community is that Cecil Hills Public School be recognised as an innovative, creative, stimulating and engaged learning community, where individuality is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and integrity.

The belief in each child achieving their personal best underpins all of our programs and planning. We are very proud of the inclusive culture and effective wellbeing programs that support our students.

I must highlight and congratulate our teaching and administration staff for their professional approach and the care they show towards our students. They work together with our parents to ensure a cohesive school community. I must also acknowledge our parents and carers who support our school and its practices. Our annual events such as Harmony Day, Grandparents' Day, Easter Hat Parade, and our sport carnivals to name a few are examples of wonderful community events which highlight the power and support of the Cecil Hills community.

However as always the stars of Cecil Hills are our amazingly talented students. We are blessed to have students who exhibit values such as respect, integrity, strength and excellence. Their academic, social, athletic and creative development over the last year has been outstanding.

It is an honour to be Principal of such a dedicated, enthusiastic and caring school community.

Believe and Achieve.

Jason King

Principal

### Message from the school community

2016 was another productive year for our P&C. A special thanks to those parents who regularly attend and for those who attend our meetings when possible. We understand the difficulties in attendance and very much appreciate the effort.

The P&C meetings include much discussion on the distribution of money raised so as to best serve our children and staff in the betterment of the educational process, the learning environment and just to make Cecil Hills Public School a great place to be!

It is very satisfying to look back on 2016 and reflect on the work that the P&C has done. The commitment, not only by the P&C committee, but by all parents, school staff, generous community members and, importantly, our children, who have

supported all of our fundraising efforts.

The amount of funds raised throughout the year by the P&C assisted with the purchase of resources and improvements for the school. The following is a list of events in which the P&C were involved throughout 2016:

- Pavers fundraiser
- Supply of iceblocks to infants at swimming carnival
- Easter Hat Parade raffle
- The Mothers Day stall
- Canteen at the Athletics carnival
- Fathers Day stall
- Helped in the preparation and serving of food at Harmony Day
- Provided balloons for the 2017 Kindergarten orientation to help the kids feel happy & comfortable with their new transition for 2017

I would like to make a special mention of our P&C Treasurer, Joanne Nikolaros and our Secretary, Cassie Livermore, who leave our school after so many years of continuous dedication. Both these wonderful ladies have made continuous contributions to our school, not only at a P&C level, but as parents. It has been a pleasure working with you both and thank you for all your time and effort.

I look forward to another successful year and the more we are involved the more we are able to achieve!

Sharon Oppedisano

P&C President

### **Message from the students**

#### Student Representative Council (SRC) Report

In 2016 the Student Representative Council (SRC) comprised of a student from each class. The SRC allowed opportunities for students to develop leadership skills whilst working together with their peers.

Students in the SRC worked collaboratively to gather ideas and suggestions from their classes on how to improve and enhance Cecil Hills Public School. Students developed their leadership skills by listening actively to others and considering all ideas fairly.

This year the SRC students continued fundraising for the 'high-achievers' groups by holding a Crazy Hair Day. The funds raised were put towards assisting students from Cecil Hills Public School who represent the school at state and national events. The SRC students also continued the initiative they began in 2015 which was to clean up the Cecil Hills public park areas near the school. We allocated two days during the year to continue this initiative. The students followed the walking path around the lake area whilst collecting rubbish. This was very successful and we will be aiming to continue this initiative in 2017.

The SRC members are involved in organising the ANZAC Day service for the school. SRC students have continued to support charities through organising and hosting events such as the sale of keyrings for Stewart House, the collection of Stewart House clothing bags, Pyjama Day for Asthma Foundation, Day for Daniel for the Daniel Morcombe Foundation, Go Blue for Autism Day, Bandanna Day for CanTeen and Australia's Biggest Morning Tea for the Cancer Council.

Tracey Henderson and Marianne Lia

SRC Coordinators

## School background

### School vision statement

Our vision at Cecil Hills is to create a safe and caring learning environment where students grow, achieve and aspire for excellence. This is achieved through a strong curriculum, quality teaching and learning programs and an emphasis on student well-being.

Our school ethos is one of inclusivity, with a large number of students coming from non-English speaking backgrounds. This cultural diversity is embraced within the school community, adding richness and a global perspective to our vibrant learning community. We also have students with identified disabilities integrated in all aspects of school life.

At Cecil Hills Public School we are committed to celebrating the uniqueness of the individual through the provision of an innovative and differentiated curriculum that provides all students the opportunity to achieve their best. Our aim is to not only see our students learn, but develop a love of learning, a passion that will stay with them for life.

Cecil Hills Public School's motto is at the centre of what our community stands for; a love of learning, nurturing creativity and believing in themselves.

Believe and Achieve!

### School context

Cecil Hills Public School is set in Cecil Hills. We have approximately 750 students enrolled at our school, including 3 autism classes.

We are a strong, dynamic learning community established in 2003 and cater for students from Kindergarten to Year 6. We are a unique setting characterised by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision for an inclusive, safe and happy learning environment where student wellbeing is paramount.

We aim to create a learning environment where every individual is valued, children develop socially and academically, and relationships are characterized by care, compassion and a sense of responsibility. The core values of personal best, responsibility, tolerance and integrity are evident in every aspect of our educational programs.

Our students enjoy facilities and technology systems that complement outstanding teaching and learning programs. Apart from offering excellent programs in class to support development, our school also has a range of extra-curricular activities. The Creative Arts program offers students access to a large range of art, dance, skipping, dramatic, theatrical and musical programs. Although quite a young school we have a strong sporting history with representation across all codes of sport and high levels of participation and success.

We endeavour to continually strengthen our partnership between school and home. We have an excellent reputation within our community as a school where learning is enhanced and families feel they belong. The school community actively participates in school life, enriching learning opportunities 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 have continued a sustained focus on building a culture of educational aspiration, underpinned by a strong focus on student wellbeing and resilience. The principles of Visible Learning have continued to be embedded within every classroom across the school. Students are supported to take responsibility for their ongoing

learning through clear learning intentions, rich and purposeful assessment and meaningful and timely feedback. A focus on assessment and reporting has resulted in a revision of the school's assessment policy and initial consultations with teachers, students and parents in order to further refine our reporting processes. Teachers have continued to focus on curriculum differentiation that supports all learners. Strategic targeting of Resource Allocation Model (RAM) equity loadings has ensured all students receive enhanced levels of support as appropriate to their individual needs. Gifted and Talented students were provided with a varied range of enrichment opportunities, including Western Sydney University's 'First Foot Forward' program, a robotics program, University of NSW ICAS assessments, a gifted and talented art group and a talented football program. Early Stage One students were provided with opportunities to extend their creativity, problem solving and social skills through play-based learning opportunities, with teachers being supported in identification and extension of gifted and talented students. The 'Bounce Back' program was implemented across the school during 2016, enabling students to develop a stronger sense of wellbeing and to become more resilient, confident and successful.

In the domain of Teaching we have continued to focus on quality teaching underpinned by evidence-based practices to support improvement in student performance. A culture of high expectations for all learners is evident within the school, with students supported by explicit and differentiated teaching and high quality feedback, derived from a broad range of assessment data sources. Quality Teaching, Successful Students and Newly Appointed Teacher funding has been utilised to implement systems of collaboration and mentoring within each school stage, tailored to the professional learning needs of the individual, and aligned with the strategic directions of the school plan. Collaborative mentoring relationships have supported staff to move successfully towards the achievement of their Performance and Development Plan goals. A sustained focus on curriculum implementation has ensured the provision of ongoing professional learning opportunities for teachers, and has facilitated the successful implementation of new syllabus documents in History and Geography across the school during 2016.

In the domain of Leading during 2016 we collaborated with four other partner schools in a Community of Practice initiative, "Leaderslink". The executive team had regular opportunities throughout the year to collaborate with colleagues in other school settings, and to develop their leadership practice in line with the Australian Professional Standards for Teachers and Principals. Professional input from Helen Timperley resulted in a "Spirals of Inquiry" model being trialled across each learning stage, examining ways to improve practice in Mathematics teaching. Aspiring leaders developed their leadership practice by driving school-wide projects supporting the strategic directions of the school plan. Quality Teaching, Successful Students (QTSS) funding enabled members of the school executive to work directly with the teachers in each stage team, with executive mentoring and supporting teacher growth and development in line with individual Professional Development Plan goals.

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 leadership, teaching and learning.

### Purpose

To promote quality teaching, leadership and organisational practices to support innovative learning.

Enhance relationships as an educational community by leading and inspiring a culture of collaboration. To empower our educational community in leadership and inspire lifelong learning.

### Overall summary of progress

During 2016, a strong focus on evidence-based practices has continued to underpin our work in striving for excellence in leadership, teaching and learning. Through all levels of the school, high expectations of student performance have driven our continued focus on strengthening teacher curriculum knowledge, quality assessment practices, and differentiation to support individual student learning. The principles of Visible Learning have continued to be embedded in classrooms across the school, with teachers ensuring that learning intentions and success criteria are clear for students and that students are supported to self-assess, with the provision of quality feedback informing the learning process. Opportunities for teachers to collaborate and to analyse student performance data in order to target teaching and learning programs are regularly provided. Individual teacher learning is strongly supported through Professional Development Plans and observation, feedback and mentoring, facilitated through the Quality Teaching, Successful Students allocation. Leadership development is actively fostered, with a key feature being the leadership team's involvement in a 'Community of Practice' partnership with 4 other local schools. A distributive approach to leadership provides opportunities for aspiring leaders to develop their leadership capabilities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence in all classes of students' ability to articulate all aspects of learning and why it is significant.	The principles of Visible Learning (John Hattie) have continued to be embedded across the school. Quality assessment and feedback has been a key focus in both project teams and within each stage level of the school. Focused walkthroughs and program observation indicates all teachers making learning intentions and success criteria explicit for students. Teacher professional learning in English and Mathematics has strengthened knowledge of the learning continuum, enabling teachers to determine where a student is now, and where they need to go to next. This has enhanced teacher capacity to provide explicit feedback to students, and also given students in all year levels greater opportunity to self-assess. Data sources such as PLAN, and stage level collegial sharing and discussion of student work samples, has ensured a consistency of teacher judgement in describing student progress and achievement, and in planning for the next steps of learning.	\$4000 (School based funding)
100% of teachers demonstrate passion for life-long learning and actively network within and beyond the school to initiate personal and professional learning to improve pedagogy and positively impact on student learning.	100% of teachers developed individual Professional Development Plans (PDPs) and were supported in the achievement of their PDP goals through collaborative mentoring processes. QTSS staffing allocation has provided opportunities for teachers to observe quality teaching practice in a variety of settings and to negotiate a tailored, individual professional learning pathway supported by stage supervisors. PDP goals are aligned with the Professional Teaching Standards. Within each stage, one PDP goal was negotiated to support a stage priority in either literacy, numeracy or quality	QTSS staffing allocation – 0.568 (FTE) Beginning Teacher funds \$57,792 Teacher Professional Learning \$35,000

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
<p>100% of teachers demonstrate passion for life-long learning and actively network within and beyond the school to initiate personal and professional learning to improve pedagogy and positively impact on student learning.</p>	<p>assessment practices, reflective of the directions of the school plan.</p> <p>During 2016 aspiring leaders had opportunities to lead or co-lead project teams, aligned with the strategic directions of our school plan. These leaders were supported with 'at the elbow' collegial advice. Aspiring leaders developed appropriate Professional Development Plan (PDP) goals, which achieved with the support of mentoring relationships between the teacher and stage supervisor. Quality Teaching, Successful Students funds also provided avenues for aspiring leaders to further develop their leadership skills.</p> <p>During 2016 leadership development at Cecil Hills was fostered through our involvement in a Community of Practice initiative along with the leadership teams of four other local schools. Two full day conferences for leadership teams were held, along with regular two hour afternoon sessions throughout the year. Professional learning for school leaders occurred at each of these events, along with opportunities for sharing of best practice between the leadership teams of each of the 5 participant schools. As a result of professional input at the first full day conference, Timperley's "Spirals of Inquiry" model was applied in each school context to initiate improvement. At Cecil Hills, the focus area for the Spirals of Inquiry approach was the improvement of student outcomes in Mathematics. Data collated at the end of 2016 at stage team level indicated positive impacts had occurred for student learning in the areas of the Mathematics syllabus that had been focussed upon.</p> <p>Additionally, through the Community of Practice sessions, the Professional Standards for Teachers (at the higher levels) were a focus, with participants reflecting on their own leadership practice and utilising the networking capabilities afforded to develop further capabilities. The project team model that drives many key programs and initiatives derived from the three strategic directions of the school plan also afforded opportunities during 2016 for aspiring leaders to gain increased leadership capabilities. Project Team Leaders were supported through professional learning, 'at the elbow' guidance and mentoring, to ensure each team was successful in achieving its stated milestones.</p>	
<p>Teachers report on how they plan for and use data to demonstrate impact on improved student learning as a result of pedagogy and programs.</p>	<p>Teachers regularly utilised a variety of data sources throughout 2016 to inform teaching and learning and to ensure appropriate differentiation of the curriculum for all students. This data included Best Start / PLAN, NAPLAN, PAT assessment data, ICAS assessment data, and stage-based data supported by regular conversations to ensure consistency of teacher judgement. Each stage team was released at least once per term in order to collectively review student progress and to target</p>	<p>Teacher Professional Learning \$3350</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers report on how they plan for and use data to demonstrate impact on improved student learning as a result of pedagogy and programs.	areas requiring development. Assessment as, of and for learning has continued to be a strong whole school focus. Tell Them From Me student survey data also informed student wellbeing and engagement programs.	
Increased opportunities for strengthened parent engagement with responsiveness to school community feedback.	During 2016 a variety of avenues were utilised to engage the support of the school community for the school's priorities and programs. The P&C met on a regular basis each term, with information about key school programs being shared, and opportunities afforded to parents to have input into the school's directions. Parent feedback was sought through surveys and vox populi meetings in the area of assessment and reporting, with the information received informing the direction of the review of the school's assessment and reporting policy and the format of the twice yearly formal report to parents. Parent information sessions were held to provide strategies for parents to assist in children's reading skill development. A group of parent classroom volunteers to assist with reading was also established, with training provided. The 'Tell Them From Me' parent survey was conducted at Cecil Hills Public School for the first time during 2016. From 534 families, only 27 responses were received, making the data gained somewhat unreliable. Regular communication with the whole school community on school priorities and programs was also facilitated through mechanisms such as the school newsletter and website.	Community Consultation \$1400

## Next Steps

- Aspiring Leaders / Project Team leaders supported through mentoring to enhance leadership capabilities.
- Continued executive team participation in Community of Practice partnership, "Leaderslink", with a targeted PDP goal for each executive aligned to the Australian Professional Standards for Teachers / Principals.
- Continued whole school focus on quality feedback and assessment practices, with data driving the teaching and learning cycle. Revision and update of school assessment and reporting policy. Continued application of Visible Learning principles in all classrooms.
- Ongoing Teacher Professional Learning, with PDP goals having alignment with the school plan and supported by QTSS processes. Continued opportunities for teachers to collaborate to enhance practice and to share expertise.
- Refined processes for the robust demonstration of evidence of impact against the domains of the School Excellence Framework developed and implemented.

## Strategic Direction 2

Creating a high performing and dynamic learning community.

### Purpose

To embed a culture of high expectations in a challenging, balanced curriculum.

Provide high quality academic and social learning programs that challenge every learner to excel and learn to their full potential.

### Overall summary of progress

Throughout 2016 Cecil Hills Public School continued to have a strong focus on high expectations of all members of our school learning community, and an emphasis on continuously striving to achieve personal bests. The provision of high quality academic and social learning programs that challenge every learner to excel and learn to their full potential has been evidenced by:

- The targeting of RAM equity funding to provide additional, direct teacher / SLSO support for students requiring additional support with their learning through a differentiated curriculum;
- Strengthened Gifted & Talented identification processes, and the provision of a broad range of extra-curricular programs for G&T students in academic areas, sport and the arts;
- Regular teacher analysis of student performance data, informing the development and differentiation of teaching / learning programs;
- A continued focus on strengthening depth of teacher curriculum knowledge, particularly in English and Mathematics, and ensuring a consistent and balanced approach to assessment.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student growth evident in assessment measures including school based data and NAPLAN.</p>	<p>In 2016, 98% of Year 3 students and 97% of Year 5 students met national minimum standards in Reading. 98% of Year 3 students and 98% of Year 5 students met national minimum standards in Writing. 95% of Year 3 students and 98% of Year 5 students met national minimum standards in Spelling. 97% of Year 3 students and 100% of Year 5 students met national minimum standards in Grammar and Punctuation. 96% of Year 3 students and 96% of year 5 students met national minimum standards in numeracy.</p> <p>Greater than or equal to expected growth by matched students in Year 5 was achieved by 64.8% of students in Reading, 79.8% of students in Spelling, 77.5% of students in Grammar and Punctuation, and 59.8% of students in Numeracy.</p> <p>Throughout 2016, the Early Stage One (ES1) teachers collaborated within and across stage teams and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.</p> <p>Through the use of learning intentions, success criteria and Visible Learning principles, our students experienced positive outcomes across all key learning areas as effective feedback ensured success for all students.</p> <p>In Literacy, the effective implementation of Focus</p>	<p>Low Level Adjustment for Disability loading \$57,976</p> <p>English Language Proficiency loading \$23,081</p>

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
<p>Student growth evident in assessment measures including school based data and NAPLAN.</p>	<p>On Reading strategies across the stage, ensured 88% of our students obtained Level 8 or above (Reading Recovery Benchmark) by the end of Early Stage One. Our PLAN data reiterates this success with 86% of our students achieving Clusters 4 and 5 in the aspect of Reading Texts. 83% of our students demonstrated comprehension skills at Clusters 4 (64%) and 5 (19%). In writing, 82% of all students achieved Cluster 4 (66%) or Cluster 5 (16%). Students yet to meet benchmarks, were provided with a differentiated program.</p> <p>In Numeracy, 81% of students are working at or beyond stage cohorts in the area of Early Arithmetic Strategies. 57% of our students achieved Level 2, 23% Level 3 and one student, Level 4. By comparison, Term 2 data indicated that only 45% of our students were Level 2 or beyond. The shift in student achievement could be attributed to consistent teacher judgement and the implementation of the EAS Enrichment program across ES1.</p> <p>The Early Stage One teachers were afforded an opportunity to work with Speech Pathology students through our partnership with the University of Sydney. The speech students worked in a team teaching situation with the ES1 teachers. They also assisted our students with their oral language development in group and individual learning situations. 40% of our students benefitted from this partnership.</p> <p>Strong community ties with the feeder preschool ensured pre-schoolers were well prepared for school by providing a weekly visits to our school library where current kindergarten students and pre-schoolers participated in a literacy program. A transition to school program occurred throughout Term 3, where pre-schoolers were integrated into ES1 classrooms in preparation for 2017.</p> <p>Transition Days for future Kindergarten parents, Teddy Bear's Picnic, a Learning Expo highlighting the successful teaching and learning programs implemented across Early Stage One, Parent/Teacher afternoons and interviews ensured positive home and school partnerships.</p>	
<p>Increase the number of students in the top two NAPLAN bands by 3%. Aboriginal student growth above state standard.</p>	<p>Comparisons between 2015 and 2016 NAPLAN data indicates that there was an 11.3% increase in the number of Year 3 students achieving in the top two skill bands for Spelling and a 3.3% increase for Year 3 students achieving in the top two skill bands for Grammar and Punctuation. There was a 47.9% increase in the number of Year 5 students achieving in the top two skill bands for Grammar and Punctuation and a 28.9% increase in the number of Year 5 students achieving in the top two skill bands for Numeracy. The cohort of Aboriginal students in 2016 is statistically too small to report on.</p>	<p>Aboriginal background loading \$2,242</p> <p>Global – \$20,000</p>

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
<p>A consistent and balanced approach to assessment across the school which is regularly monitored and tracked and informs differentiation of teaching and learning programs.</p>	<p>Teachers utilise a variety of data sources to assess, track and monitor student growth in literacy and numeracy. PLAN data, NAPLAN data, ICAS, PAT assessments and stage based assessments enable teachers to monitor student learning outcomes and make adjustments to the curriculum. Differentiation occurs to ensure teaching and learning programs are targeted at the appropriate level of student need.</p> <p>During 2016 the assessment and reporting project team undertook a review of the school's current report format. Parent input was sought and a range of options to improve the report format were considered. A new report format will be adopted in 2017, with the aim of giving parents and students high quality information on student learning outcomes in a clear and 'parent friendly' way.</p>	<p>\$7,300 (Global funds)</p>
<p>Students demonstrate understanding of personal best by setting and updating challenging personal learning goals.</p>	<p>Visible Learning strategies continued to be embedded during 2016 with the aim of getting students more engaged in and enjoying the challenge of learning. Through the use of visible learning strategies, teacher capacity to develop assessment capable learners and deliver student feedback effectively has been enhanced. Teachers explicitly use learning intentions to develop deeper student understanding of what it is that they are learning. Teachers also provide success criteria so that students can monitor their progress and self-assess their progress towards the achievement of their learning goals. The provision of timely and effective feedback assists students to continue to improve their learning. Feedback increases student motivation and engagement. It confirms to students if they are on track with their learning and, if needed, which direction to pursue. Classroom walkthroughs and document observation indicate that Visible Learning strategies are evident in all classrooms.</p> <p>In 2016 Cecil Hills Public School implemented the "Tell Them From Me" survey for the first time. The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness, and also provides data on student engagement. 262 students from Years 4, 5 and 6 completed the survey. Some of the key findings from the survey include:–</p> <ul style="list-style-type: none"> <li>• 86% of students have a high sense of belonging within the school and feel accepted and valued by their peers and others (NSW Government norm is 81%)</li> <li>• 96% of students value school outcomes, believing that education will benefit them personally and economically, and will have a strong bearing on their future (NSW Government norm is 96%)</li> <li>• 94% of students had positive behaviour at school and do not get into trouble for disruptive or inappropriate behaviour (NSW Government norm is 83%)</li> <li>• 89% of students try hard to succeed in their</li> </ul>	<p>QTSS 0.568 staffing allocation</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students demonstrate understanding of personal best by setting and updating challenging personal learning goals.	learning (NSW Government norm is 88%) • Students rated the school highly in the areas of effective learning time (important concepts are taught well, class time is used efficiently), relevance (classroom instruction is relevant to students' everyday lives) rigour (students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn) and expectations for success (school staff emphasises academic skills and hold high expectations for all students to succeed). On each of these measures, student rankings of Cecil Hills PS exceeded state norms.	

## Next Steps

- Continued targeting of RAM equity funding to provide additional, direct teacher / SLSO support for students requiring additional support with their learning through a differentiated curriculum;
- Continued provision of a broad range of extra-curricular programs for G&T students in academic areas, sport and the arts;
- Ongoing regular teacher analysis of student performance data, informing the development and differentiation of teaching / learning programs;
- Introduction of a revised report to parents;
- Implementation of a 'Bump it up wall' strategy to track and monitor student progress against the literacy and numeracy continuums;
- A continued focus on strengthening depth of teacher curriculum knowledge, particularly in English and Mathematics, and ensuring a consistent and balanced approach to assessment.

## Strategic Direction 3

Creating innovative, respectful and resourceful citizens.

### Purpose

To develop skills and values to ensure our students are capable, positive, active and informed citizens and learners.

Provide students with the skills, knowledge and experiences to achieve their personal goals and lead successful lives in the 21st Century.

### Overall summary of progress

During 2016, Cecil Hills Public School continued to maintain a strong focus on creating innovative, respectful and resourceful citizens. Key outcomes included:

- Teacher Professional Learning for all staff by Toni Noble (author of the 'Bounce Back' resilience program) and implementation of Bounce Back in all classes K–6. Children are utilising the key language and concepts of Bounce Back.
- All staff introduced to the Department's Wellbeing Framework, and the key elements: 'Connect', 'Succeed', 'Thrive' and 'Enable'. The Wellbeing Framework underpins all aspects of school programs, including: academic (targeted Learning & Support, and differentiated curricula catering for the needs of all students); wellbeing (resilience, positive values, nutrition); and extra-curricular (broad range of programs offered developing students' interests, skills and talents).
- School values defined – Respect, Integrity, Strength, Excellence (RISE). Prominent signage erected in various areas of the school to promote student and community recognition of these values and what they mean.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students explicitly taught skills to develop resilience and enhance wellbeing.	<p>Toni Noble (author of the wellbeing and resilience program "Bounce Back") was engaged to run TPL for staff on this program, supporting its successful implementation in classrooms K–6 during 2016. The Wellbeing Team also engaged staff and students in defining the values that underpin the ethos and relationships that we have between all members of the school community. These will inform further wellbeing programs in 2017.</p> <p>The evidence provided in the Wellbeing focus group shows that the school has implemented a whole school approach to resilience training, school values and improved children's nutrition in order to create a positive teaching and learning environment. Teachers have provided appropriate opportunities to allow students to succeed in caring for themselves, others and the environment. The impact to children's learning is evidenced by decreased behaviour incidents in the playground with students developing more appropriate interactions in the classroom and playground. Students are becoming aware of the importance of our school values and healthy lifestyle choices through our Nude Food campaign which create a safe and happy school environment for all.</p>	\$8,200 (Global)
Students are positive school and community citizens by demonstrating creative, innovative and resourceful thinking.	During 2016, teacher professional learning provided staff with strategies to support students in developing a growth mindset for approaching mathematical learning. The Innovation Project Team conducted TPL sessions which focussed on	\$6,400 (Global)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are positive school and community citizens by demonstrating creative, innovative and resourceful thinking.	Design Thinking and conducted a Future Focused Learning Expo which explored skills for 21st Century learners, growth mindset, learning grit, brain-based learning and play-based learning.	
Survey data to show growth in understanding of wellbeing by students, staff and parents.	<p>In 2016, the school participated in the 'Tell Them From Me' survey. 257 Year 4 – Year 6 students provided feedback on their sense of wellbeing at Cecil Hills Public School. Key findings included:</p> <ul style="list-style-type: none"> <li>• 86% of students had a positive sense of belonging at Cecil Hills PS (NSW government norm is 81%).</li> <li>• Students rated advocacy (the feeling they have someone at school who consistently provides encouragement and can be turned to for advice) at 7.4 out of 10 (NSW government norm is 7.7)</li> <li>• Students rated positive teacher–student relationships at 8.2 out of 10 (NSW government norm is 8.4)</li> <li>• Students rated positive learning climate (clear rules and expectations for classroom behaviour; teachers maintain high expectations) at 7.5 out of 10 (NSW government norm is 7.2)</li> <li>• Students rated expectations for success (school staff emphasises academic skills and hold high expectations for all students to succeed) at 8.9 out of 10. (NSW government norm is 8.7).</li> </ul>	Nil
Values and ethos of public education underpin everything we do as a school.	<p>During 2016, the Wellbeing Project Team initiated a focus on the values which underpin all aspects of our work as a school learning community. Following consultation with all levels of the school community, the following core values were identified: Respect, Integrity, Strength and Excellence (RISE). The Wellbeing team developed definitions of the meaning of each value to support children's understanding of what each value 'looks like' in practice. Prominent signage was installed in different locations around the school to promote these core values. During 2017 the Wellbeing team will support teachers to incorporate the four core values into explicit teaching programs K–6.</p>	\$3,200 (Global)

## Next Steps

- Continued focus on embedding the Bounce Back program K–6, with students demonstrating increased resilience.
- Explicit teaching centred on the 4 core values that underpin our work at Cecil Hills Public School – Respect, Integrity, Strength, Excellence. Students exhibit a greater understanding of the values and demonstrate these through their positive actions and behaviours at school and as citizens of the broader community.
- Continued focus on nutrition – including working with our canteen contractor on the progressive implementation of the Healthy Canteen Strategy, in line with DOE timelines.
- Participation in the "Tell Them From Me" survey snapshots. Investigate strategies to increase response rate from parents.

Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background loading</b></p>	<p>In 2016 there were 7 students enrolled at Cecil Hills Public School who identified as having Aboriginal or Torres Strait Islander background. The school performance measures include a target for Aboriginal student growth to be above state standard, however, in 2016 the cohort was statistically too small to be able to report against this performance measure.</p> <p>Cecil Hills Public School's Aboriginal Education Committee is committed to providing support for teachers and staff through the development of Aboriginal plans and projects. The committee aims to improve and increase the school's Aboriginal educational resources and to support Aboriginal students to ensure their success in all areas of schooling life and beyond.</p> <p>Personalised Learning Plans (PLPs) are completed for all Aboriginal students to support educational outcomes, to set goals for their learning and to ensure their success in all areas of schooling life and beyond, in consultation with parents and carers.</p>	<p>\$2,243 (Aboriginal Background Loading)</p>
<p><b>English language proficiency</b></p>	<p>Of our school student group of over 730 children this year, 78% have a language background other than English (LBOTE).</p> <p>The English as an Additional Language or Dialect (EAL/D) program at Cecil Hills Public School aims to improve the English language competence of students of Language Backgrounds other than English (LBOTE). The aim is to improve the ability of the students to the level where they can fully participate and achieve in school and society. The children are also encouraged to continue to value their first language and culture.</p> <p>EAL/D students range from Beginning English to Consolidating English. Our EAL/D students are supported by the specialist EAL/D staff a variety of ways, including team teaching, parallel teaching and withdrawal.</p> <p>In 2016, Cecil Hills Public School received an allocation of \$125,102 English Language Proficiency loading. This includes a staffing component of 1.0 teachers of EAL/D (\$102,021) and a flexible component of \$23,081. This flexible funding was utilised to employ additional teacher and School Learning Support Officer time to provide increased, direct, in-class support for EAL/D students.</p>	<p>English Language Proficiency Equity Loading</p> <p>Total 2016 loading was \$125,102, comprising a staffing component of 1.0 FTE teachers of EAL/D (\$102,021) and a flexible component of \$23,081.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Cecil Hills Public School has a dedicated and pro-active Learning and Support Team. The Learning and Support Team works</p>	<p>Low Level Adjustment for Disability loading</p>

<p><b>Low level adjustment for disability</b></p>	<p>collaboratively with classroom teachers and the school counsellor in order to provide advice on strategies for learning and curriculum adjustments. Additionally, the Learning and Support Teachers and SLSOs work directly with identified students targeting areas of specific need.</p> <p>In 2016, Cecil Hills Public School received \$211,007 Low Level Adjustment for Disability loading. This includes a staffing component of 1.5 Learning &amp; Support teachers (\$153,031) and a flexible component of \$57,976. This flexible funding was utilised to employ additional teacher and School Learning Support Officer time to provide increased, direct, in-class support for students requiring low level adjustment for disability.</p> <p>Cecil Hills Public School has also developed partnerships with the University of Sydney and the South West Sydney Area Health Service to access Speech Therapy services. These beneficial partnerships not only provide direct individual or small group supports to students who require speech services, but also upskill classroom teachers through collaboration, modelling and sharing of teaching strategies..</p>	<p>Total loading for 2016 was \$211,007, comprising a staffing component of 1.5 FTE Learning &amp; Support teachers (\$153,031) and a flexible component of \$57,976</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>In 2016 Cecil Hills Public School received a 0.568 Quality Teaching, Successful Students staffing allocation. This allocation provided opportunities for all staff to work towards identified Professional Development Plan goals with collaborative support and mentoring from their stage supervisor and teaching colleagues. QTSS processes facilitated opportunities for teachers to observe quality teaching practice of colleagues, both within the school and in other local schools where particular expertise was identified. QTSS processes have supported teachers at all career stages and have ensured a continued focus on excellence in leadership, teaching and learning (Strategic Direction 1).</p>	<p>Cecil Hills Public School received a 0.568 FTE Quality Teaching, Successful Students staffing allocation in 2016.</p>
<p><b>Socio-economic background</b></p>	<p>In 2016, Cecil Hills Public School received \$45,251 Socio-economic background loading. This flexible funding was utilised to employ additional teacher and School Learning Support Officer time to provide increased, direct, in-class support for students. Part of this flexible funding was utilised to assist disadvantaged students with equal access to the curriculum and school programs, through assistance with school fees, textbook fees, excursions and uniform costs. The purchase of addition technology resources, such as tablet computing devices, for use by students in classrooms ensured that disadvantaged students had equal access to IT resources to support their learning.</p>	<p>Socio-economic background loading</p> <p>Total loading for 2016 was \$45,251</p>
<p><b>Support for beginning teachers</b></p>	<p>During 2016 there were 5 teachers at Cecil</p>	<p>Support for beginning</p>

<p><b>Support for beginning teachers</b></p>	<p>Hills Public School who attracted beginning teacher support. These funds were utilised to provide an additional 2 hours per week of release from face to face teaching time for the early career teacher, and an additional release component for the teachers' supervisors. This facilitated opportunities for the early career teachers to observe and discuss demonstration lessons, and to work closely with their supervisor acting as a mentor, supporting their successful induction into the profession, in line with the Department's 'Great Teaching, Inspired Learning' reform. During 2016, two teachers at Cecil Hills Public School successfully attained accreditation at Proficient level with the NSW Education Standards Authority.</p>	<p>teacher funds received in 2016 were \$48,295</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>During 2016 Cecil Hills Public School had 10 students enrolled with refugee, protection or global special humanitarian visas. The school received \$3,789 in funding to provide targeted support for these students. This support was provided in individual or small group situations by our EAL/D staff and assisted students in adapting to school life at Cecil Hills PS and in developing early English language competencies.</p>	<p>Targeted student support for refugees and new arrivals funds received in 2016 were \$3,789.</p>

## Student information

since 2013.

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	359	367	378	371
Girls	301	294	317	373

Cecil Hills Public School continues to experience an upward enrolment trend. New housing development in the nearby Elizabeth Hills housing estate is increasing the number of families with primary school aged children within our catchment area. The school's positive reputation within the local community also ensures continual demand for out of area placements.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.5	92.5	94.5
1	95.6	95.2	94.2	93.3
2	95.3	95.2	94.3	95
3	95.9	95.6	94.1	95.3
4	94.6	95.6	93.9	95.1
5	94.8	94.8	94.4	92.9
6	95.3	94.9	92.9	94
All Years	95.4	95.4	93.8	94.3
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

### Class sizes

Class	Total
KF	20
KWL	20
KP	20
KL	20
KJ	20
1-2P	25
1S	23
1PM	22
1KS	21
1H	22
2S	24
2M	25
2H	24
3M	27
3B	28
3W	28
3S	28
4J	30
4-5L	31
4Y	31
4N	31
5J	30
5GN	31
5-6Y	31
6M	30
6L	29
6B	30

### Management of non-attendance

Student attendance at Cecil Hills Public School is regularly monitored. In instances where student attendance is of concern the school works closely with families and accesses the expertise of the Home School Liaison program. Overall attendance rates for the school have remained close to the state average

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.71
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher of ESL	1
School Administration & Support Staff	7.47
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016 there were no Aboriginal staff members in the school workforce.

### 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	8

### Professional learning and teacher accreditation

During 2016, \$53,069 was expended on teacher professional learning. This professional learning was aligned to either the achievement of individually identified PDP goals, or to supporting the achievement of the school's overall strategic directions.

At Cecil Hills Public School during 2016 there were seven early career teachers working towards gaining NSW Education Standards Authority recognised accreditation at Proficient level. Twenty-five teachers are accredited (and maintaining their accreditation) at Proficient level. One staff member is working towards accreditation at the Lead level of the Australian

Professional Standards for Teachers. 100% of staff participated in the each of the school development days that were run throughout the 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>220 184.40</b>
Global funds	510 438.66
Tied funds	373 309.02
School & community sources	359 005.54
Interest	6 611.63
Trust receipts	31 909.93
Canteen	0.00
Total income	1 501 459.18
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	23 268.38
Excursions	56 990.32
Extracurricular dissections	207 453.06
Library	3 059.41
Training & development	4 280.67
Tied funds	233 859.57
Short term relief	137 513.68
Administration & office	103 769.05
School-operated canteen	0.00
Utilities	37 242.12
Maintenance	107 368.85
Trust accounts	35 947.30
Capital programs	0.00
Total expenditure	950 752.41
<b>Balance carried forward</b>	<b>550 706.77</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	631 244.76
(2a) Appropriation	554 630.77
(2b) Sale of Goods and Services	22 290.92
(2c) Grants and Contributions	53 871.87
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	451.20
<b>Expenses</b>	-275 987.98
Recurrent Expenses	-275 987.98
(3a) Employee Related	-139 856.52
(3b) Operating Expenses	-136 131.46
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	355 256.78
<b>Balance Carried Forward</b>	355 256.78

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 287 944.01
Base Per Capita	38 036.02
Base Location	0.00
Other Base	4 249 907.99
<b>Equity Total</b>	383 603.25
Equity Aboriginal	2 243.36
Equity Socio economic	45 250.63
Equity Language	125 101.94
Equity Disability	211 007.32
<b>Targeted Total</b>	547 921.97
<b>Other Total</b>	81 839.35
<b>Grand Total</b>	5 301 308.58

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.

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.

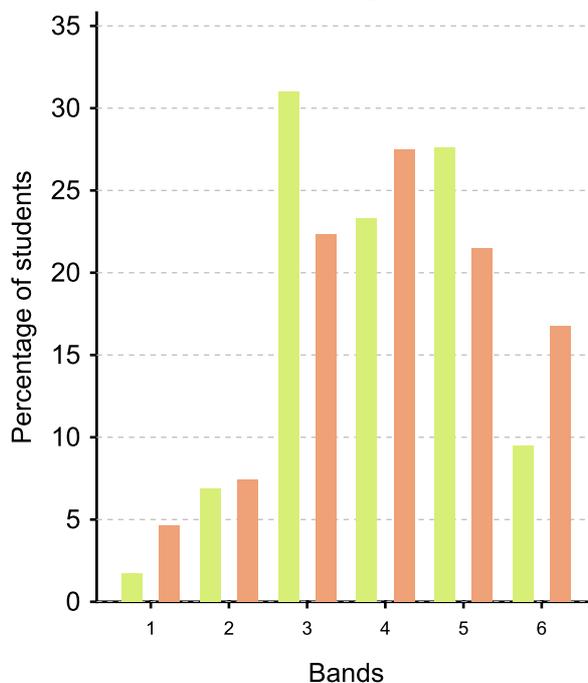
# School performance

## NAPLAN

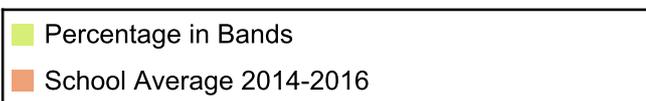
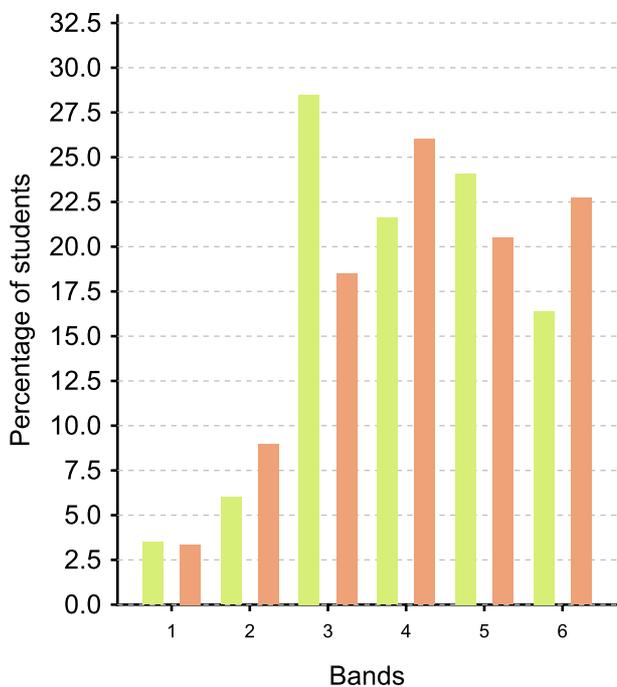
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

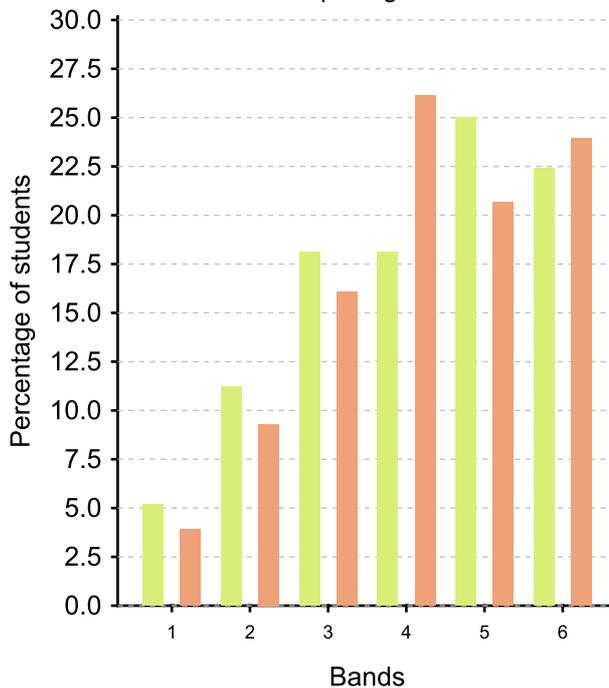
Percentage in bands:  
Year 3 Reading



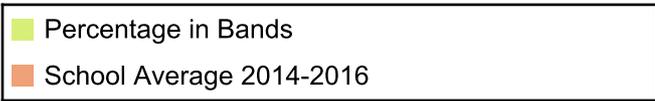
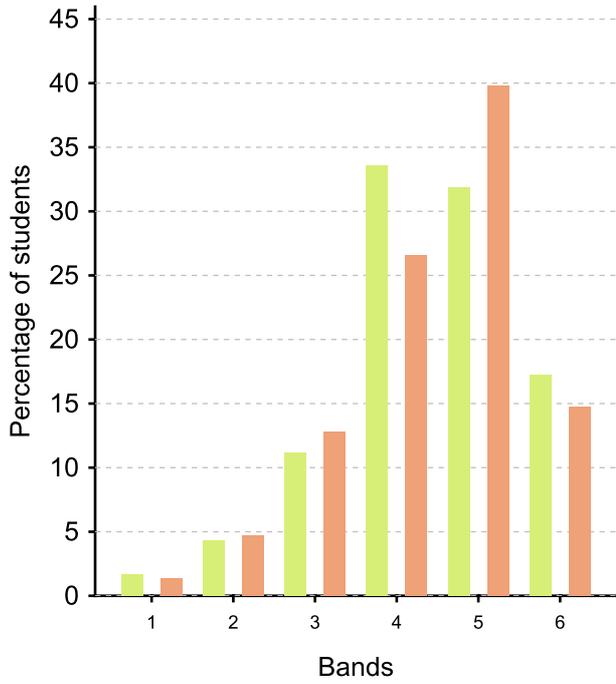
Percentage in bands:  
Year 3 Grammar & Punctuation



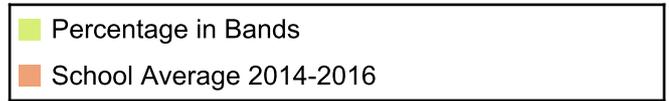
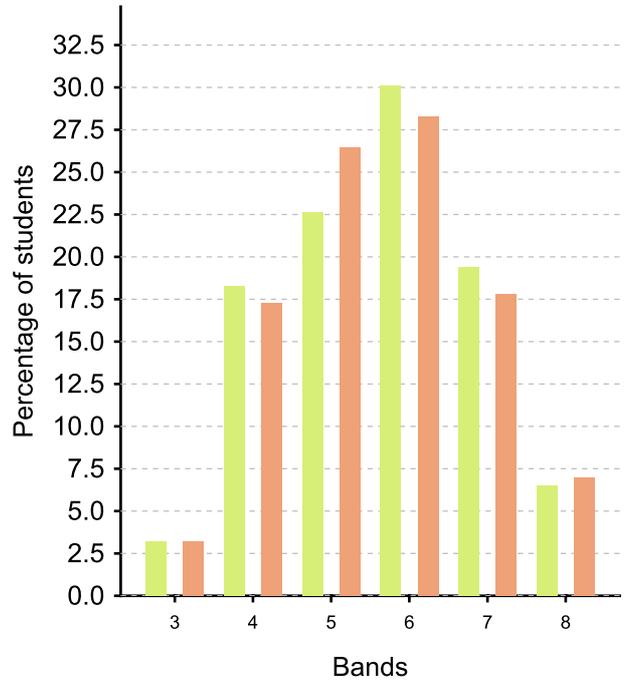
Percentage in bands:  
Year 3 Spelling



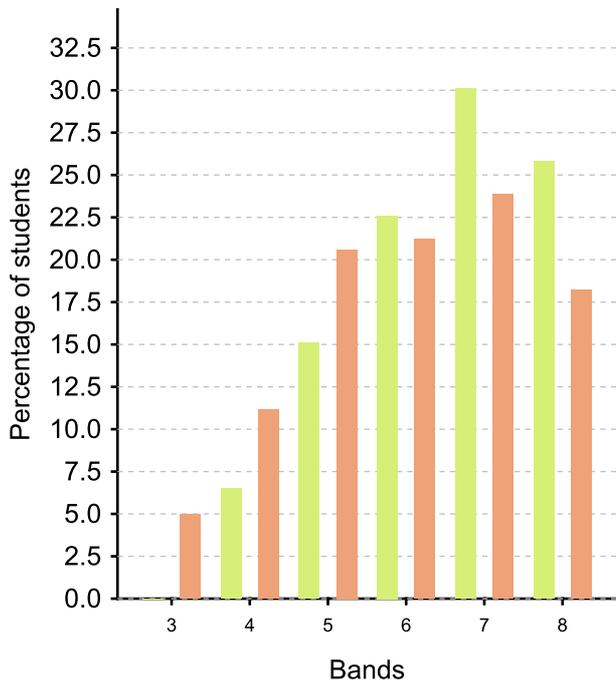
**Percentage in bands:**  
Year 3 Writing



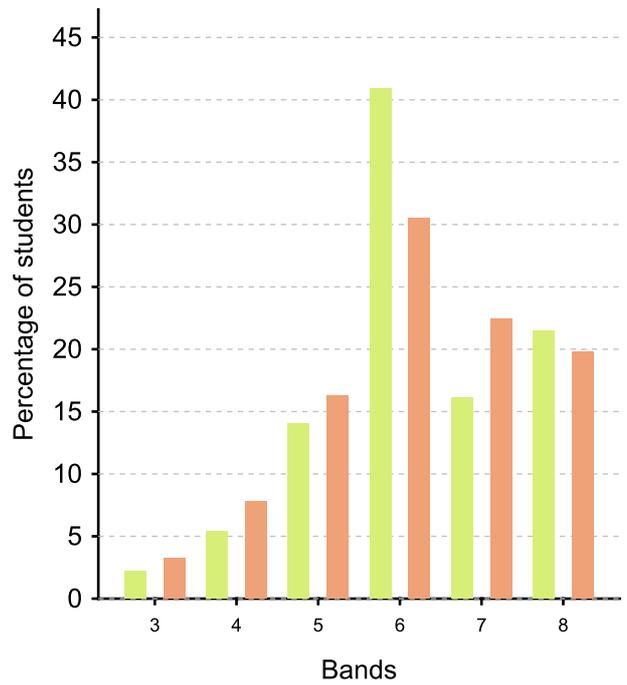
**Percentage in bands:**  
Year 5 Reading



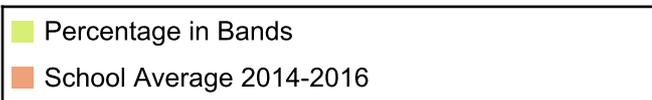
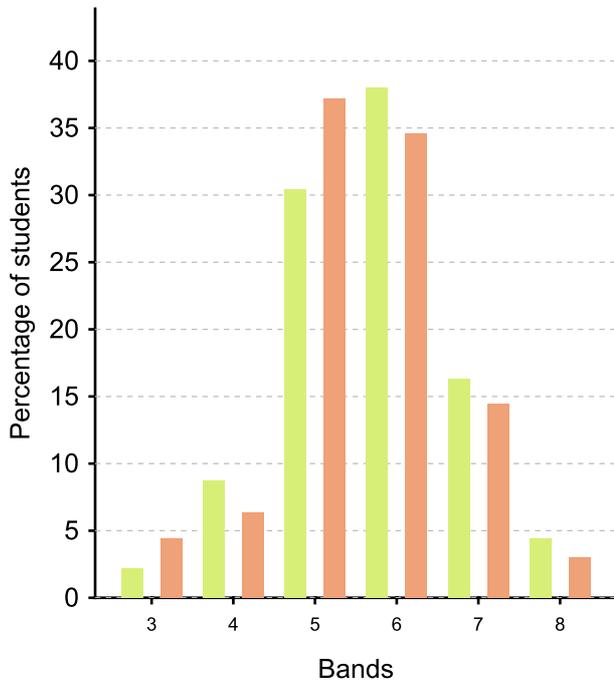
**Percentage in bands:**  
Year 5 Grammar & Punctuation



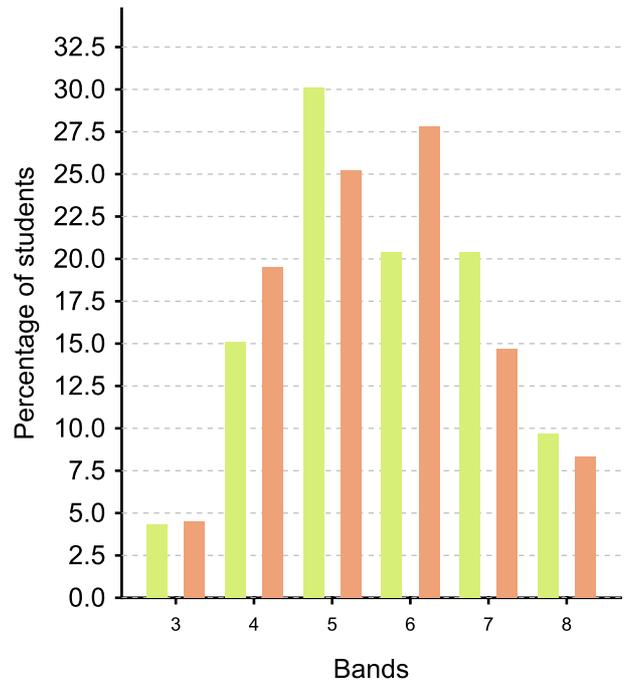
**Percentage in bands:**  
Year 5 Spelling



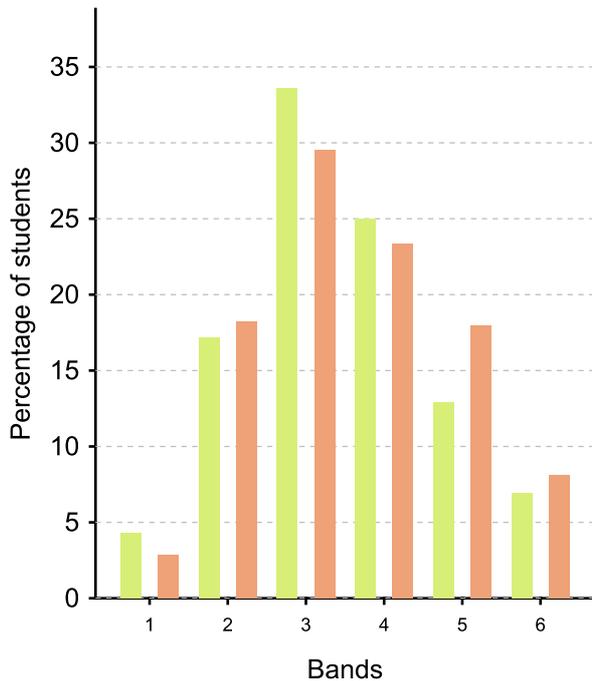
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

During 2016, the school sought information on Parent/Caregiver, student and teacher satisfaction through participation in the *Tell Them From Me* survey program. *Tell Them From Me* is an online survey system that helps schools capture the views of students, teachers and parents.

The ***Tell Them From Me*** student survey provides school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students. The ***Focus on Learning*** teacher survey is part of the *Tell Them From Me* suite of surveys on student engagement. The teacher survey provides school principals and school leaders with insights into school and classroom effectiveness from the perspective of teachers. The ***Partners in Learning*** parent survey is also part of the *Tell Them From Me* suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school.

Some of the key findings from the student survey were:

- 86% of students had a high sense of belonging (they felt accepted and valued by their peers and by others at school). The NSW Government norm is 81%.
- 83% of students had positive relationships (they have friends at school they can trust and who encourage them to make positive choices). The NSW Government norm is 85%.
- 96% of students valued school outcomes (they

believe that education will benefit them personally and economically, and will have a strong bearing on their future). The NSW Government norm is 96%.

- 94% of students had positive behaviour (they do not get in trouble at school for disruptive or inappropriate behaviour). The NSW Government norm is 83%.
- 89% of students try hard to succeed in their learning. The NSW Government norm is 88%.
- Students rated Effective Classroom Learning Time (important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives) at 8.3 out of 10. The NSW Government norm is 8.2.
- Students rated Relevance (classroom instruction is relevant to their everyday lives) as 8 out of 10. The NSW Government norm is 7.9.
- Students rated Rigour (classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn) at 8.3 out of 10. The NSW Government norm is 8.2.
- Students rated Disciplinary Climate (there are clear rules and expectations for classroom behaviour, students understand these and teachers maintain high expectations that they be followed) at 7.5 out of 10. The NSW Government norm is 7.2.
- Students rated Expectations of Success (school staff emphasises academic skills and hold high expectations for all students to succeed) as 8.9 out of 10. The NSW Government norm is 8.7.

The parent survey received only a limited response (27 responses out of 534 families). With such a small sample size of respondents, only limited conclusions are able to be drawn. The survey converts responses to Likert-format questions into a ten-point scale, where a score of 0 indicates strong disagreement; 10 indicates strong agreement; and 5 is a neutral position. Parent ratings to various aspects of the survey were as follows:

Parents feel welcome at Cecil Hills Public School (Average ranking 5.7)

- I feel welcome when I visit the school (6.5)
- I can easily speak with my child's teachers (6.3)
- Written information from the school is in clear, plain language (7.1)

Parents are informed at Cecil Hills Public School (Average ranking 5.1)

- Reports on my child's progress are written in terms I understand (7.4)
- I am informed about my child's behaviour at school, whether positive or negative (5.7)

Parents support learning at home (Average ranking 7.7)

- Parents talk at home about how important schoolwork is (8.1)
- Parents encourage their child to do well at school (8.8)
- Parents praise their child for doing well at school (8.2)
- Parents take an interest in their child's school assignments (8.6)

School supports learning (Average ranking 6.1)

- Teachers have high expectations for my child to succeed (6)
- Teachers expect my child to work hard (6.4)
- My child is encouraged to do his or her best work (6.9)

Support for positive behaviour at Cecil Hills Public School (Average ranking 6.9)

- Teachers expect my child to pay attention in class (7.9)
- My child is clear about the rules for school behaviour (7.8)

Safety at Cecil Hills Public School (Average ranking 7.2)

- My child feels safe at school (7.9)
- The school helps prevent bullying (6.5)

Inclusion at Cecil Hills Public School (Average ranking 5.6)

- Teachers help students who need extra support (5.7)
- Teachers help students develop positive friendships (6.5)
- Teachers try to understand the learning needs of students with special needs (5.2)

A future direction for 2017 will be to explore strategies to increase the parent response rate to the *Partners in Learning* survey, to enhance the reliability of the data obtained through a larger sample size.

The teacher survey focuses on eight drivers of student learning: Leadership; Collaboration; Learning Culture; Data Informs Practice; Teaching Strategies; Technology; Inclusive School; and Parent Involvement. The survey converts responses to Likert-format questions into a ten-point scale, where a score of 0 indicates strong disagreement; 10 indicates strong agreement; and 5 is a neutral position. Teacher ratings to various aspects of the survey were as follows:

Leadership (Average ranking 7.2)

- School leaders have helped me establish challenging and visible learning goals for students (6.9)
- School leaders have provided me with useful feedback about my teaching (7.2)
- School leaders have taken time to observe my teaching (7.3)

Collaboration (Average ranking 8.2)

- I talk with other teachers about strategies to increase student engagement (8.9)
- I discuss my assessment strategies with other teachers (8.7)
- I discuss learning problems of particular students with other teachers (8.8)

Learning Culture (Average ranking 8.7)

- In most of my classes I discuss the learning goals for the lesson (8.8)
- I set high expectations for student learning (9)
- I monitor the progress of individual students (9.1)

Data informs Practice (Average ranking 8.5)

- My assessments help me understand where students are having difficulty (8.9)

- I use results from formal assessment tasks to inform my lesson planning (9)
- I give students feedback on how to improve their performance on formal assessment tasks (8.3)

Teaching strategies (Average ranking 8.8)

- My students are very clear about what they are expected to learn (9.1)
- When I present a new concept I try to link it to previously mastered skills and knowledge (9)
- Students receive feedback on their work that brings them closer to achieving their learning goals (9)

Technology (Average ranking 6.7)

- Students have opportunities to use computers or other interactive technologies for describing relationships among ideas or concepts (7.3)
- I help students use computers or other interactive technologies to undertake research (7.5)
- Students have opportunities to use computers or other interactive technologies to analyse, organise, and present subject matter (7)

Inclusive School (Average ranking 8.8)

- I establish clear expectations for classroom behaviour (9.5)
- I strive to understand the learning needs of students with special needs (9.2)
- I use individual education plans to set goals for students with special learning needs.

Parent involvement (7.6)

- I work with parents to help solve problems interfering with their child's progress (8.6)
- I make an effort to involve parents and other community members in creating learning opportunities (8)
- Parents are regularly informed about their child's progress (7.8)

## Policy requirements

### Aboriginal education

Cecil Hills Public School strives to provide support for Aboriginal students in the areas of academic achievement and participation in cultural events and activities. We believe in the importance of engaging and liaising with the community to engage students in their education and give them a voice in their learning. Our teaching and learning programs promote cultural understanding and inclusive practices, achieved through the design and implementation of programs to educate all students about Aboriginal history, culture and present-day Aboriginal Australia.

Cecil Hills Public School's Aboriginal Education Committee is committed to providing support for teachers and staff through the development of Aboriginal plans and projects. The committee aims to improve and increase the school's Aboriginal educational resources and to support Aboriginal students to ensure their success in all areas of schooling life and beyond.

Aboriginal perspectives are integrated across many

Key Learning Areas to raise student awareness of Aboriginal culture and heritage and to promote mutual respect and understanding. At Cecil Hills Public School, we observe the protocol of acknowledging country at each assembly and all special occasions.

Personalised Learning Plans (PLPs) are completed for all Aboriginal students to support educational outcomes, to set goals for their learning and to ensure their success in all areas of schooling life and beyond, in consultation with parents and carers.

We celebrate the reading achievement of two of our Indigenous students who received iPads on loan in order to participate in the Indigenous Reading Project. As a result of the significant improvement in their reading, they were able to keep their tablets in celebration of their achievement.

The school communities' awareness of NAIDOC Week was raised by information communicated through the school's newsletter. The classroom cultural activities and creation of artworks highlighted the significance of the event with our students. This year, our 'Belonging Group' (Indigenous students) were afforded the opportunity to work with a community elder to come together and share information about individual totems, areas of origin and backgrounds. The students gained insight into their Aboriginality through this visit.

Our Belonging Group opened our Harmony Day celebrations with Acknowledgement of Country. Each student in the school was given an Aboriginal flag sticker to mark the importance of acceptance and to celebrate Australia's diversity.

### Multicultural and anti-racism education

Cecil Hills Public School prides itself on being a harmonious and multicultural school. Harmony Day is celebrated each year by the students, teachers and families of Cecil Hills Public School. The 2016 Harmony Day was designed as a community celebration. The theme for Harmony Day in 2016 was "Our Diversity is Our Strength". Cecil Hills PS celebrates this diversity with a colourful display of cultural dances, songs, national costumes and a multicultural feast.

Of our school student group of over 730 children this year, 78% have a language background other than English (LBOTE). Multicultural Education at Cecil Hills Public School is highly valued with a dynamic and diverse multicultural community representing more than 30 language and cultural backgrounds.

The English as an Additional Language or Dialect (EAL/D) program at Cecil Hills Public School aims to improve the English language competence of students of Language Backgrounds other than English (LBOTE). The aim is to improve the ability of the students to the level where they can fully participate and achieve in school and society. The children are also encouraged to continue to value their first language and culture.

EAL/D students range from Beginning English to Consolidating English. Our EAL/D students are supported by the specialist EAL/D staff a variety of ways, including team teaching, parallel teaching and withdrawal.

Our school community takes great pride in its atmosphere of harmony and respect for multicultural diversity. Multicultural perspectives are embedded in teaching and learning programs across all stages. The school has developed our History and Geography scope and sequences. This will ensure students' perspectives are broadened and cultural diversity is embraced and fostered within our school.

As well as supporting students with limited or no English, we promote the sharing and learning of cultures within our school. Students are encouraged to talk about their traditions as well as participating and studying significant Australian traditions and Indigenous customs and beliefs.

The school has a designated Anti-Racism Contact Officer (ARCO) in line with Department policy.

## Other school programs

### Wellbeing

The Wellbeing Project Team focussed on implementing three significant elements into the school environment, these being the Bounce Back program, School Values and Nutrition.

The first project was the Bounce Back program which aims at helping students develop resilience, confidence and a positive attitude towards learning and life skills. The school identified the fact that students needed to develop more resilience at school in order to help them in navigating difficult situations they may be faced with in life. The program focusses on the students improving interpersonal relationships with classmates and peers which will eventually assist them in developing life skills to help them face any challenges they may encounter in the classroom, playground and beyond the school gates. School values were to be developed in consultation with students, teachers and parents so we could connect and enhance the learning which would occur through the Bounce Back units. The Wellbeing committee initiated the program with professional learning for all teachers to become familiar with the Bounce Back program. This was followed by teachers developing programs to be implemented within their classrooms throughout the week. The positive feedback from students, teachers and parents indicated that there was an appreciation of the program being implemented into the school.

Following consultation with teachers and the community, a set of values has been created which will be reproduced on various forms of signage to be displayed around the school and in classrooms. The Nutrition program, in conjunction with Nude Food Day, was initiated into the school following the increasing evidence of childhood obesity in the media. The school

identified a need to focus on nutrition and educating students and the wider community about the importance of healthy eating and nutritious diets to improve confidence, learning and general wellbeing. As a result of this, newsletters relating to Nutrition were sent home, classroom programs were developed and taught, Parent Nutrition Workshops were held and a whole school Nude Food Day was developed and implemented. These three elements are all contributing to an increased focus on Wellbeing across the school and the community.

### Where to next?

- Acquire more resources for the Bounce Back program which will enable all teachers to have access to materials in order to help them timetable lessons so that all classes place a strong emphasis on developing Bounce Back skills. Signage of school values to be installed around the school and one value to be introduced and reinforced during each week at assemblies.
- Continuation of the Nutrition program and implementing Nude Food Day on a weekly basis which will occur every Wednesday.
- Initiating the Department's Healthy Canteen Strategy in accordance with the relevant timeframes.
- Continued school participation in the Tell Them From Me survey, with a focus on increasing parent responses.

### Gifted and Talented Education

The aim of the Gifted and Talented Education Project was to develop effective and equitable identification procedures and developmentally appropriate programs to maximise the learning outcomes of gifted and talented students. This resulted in the development and implementation of a revised Gifted and Talented Education Policy and subsequent teacher professional development in the areas of identification and curriculum differentiation.

The Gifted and Talented Student Identification Process Flowchart was devised to formalise and streamline the processes involved in identifying, addressing and monitoring the learning needs of identified gifted and talented students.

Gifted students across the school were provided with learning opportunities in the classroom, school and wider community to enhance their learning outcomes and reach their full potential, including:

- Differentiated Learning Programs
- Mathematics Enrichment (Maths Olympiad, Ability-based Withdrawal Groups)
- English Enrichment (Public Speaking, Debating programs, Writing Enrichment Group)
- Creative Arts (Visual Arts Enrichment Group, Cecil Hills High School Art Group, Dance Group, Skipping Squad, Drama Group, School Band, School Choir)
- Technology (Robotics) Sport (Talented Football Program)

- First Foot Forward Program (Internal and External Workshops run by Western Sydney University)

represented our school remarkably well and demonstrated great achievements. The debating teams also had the opportunity to showcase their skills in front of their peers during the Cecil Hills Debating Showcase.

## Sport

Throughout 2016 Cecil Hills Public School continued to offer students a wide range of opportunities to excel in sporting endeavours. Some of the key achievements and highlights of the 2016 sporting programs included:

- High participation rates in the school swimming carnival– Leopold House winning the carnival
- High participation rates in the school cross country carnival– Edinburgh House winning the carnival
- High participation rates in the school athletics carnival –Spencer House winning the carnival
- Yr 3 Netball – joint premiers
- Yr 4 Netball –joint premiers
- Junior Mixed Basketball –joint premiers
- Senior boys football –joint premiers
- Senior girls basketball –semi finalists
- Junior boys football –semi finalists
- Junior Girls AFL –semi finalists
- Senior Girls AFL– semi finalists
- PSSA Football –Champion School 2016
- Wandersplate champions.
- Talented Football program (run in conjunction with staff from Westfields Sports High School).

## Support Unit

The unit consists of 3 classes with 7 students in each class. Each class is supported by a teacher and a School Learning Support Officer (SLSO). The students receive an individual educational plan that caters for their learning and social development. Students were able to participate in integration and whole school excursions. Five students attended the Berry Sport and Recreation camp and completed a variety of activities including the giant swing and kayaking. An opportunity was available for 4 students to participate in the Shining Stars dance performance group with other students from the surrounding school district. At the end of rehearsals the students performed in a matinee and night concert at Bankstown. Last year, 4 students transitioned into local secondary schools for the commencement of their high school years.

## Performing Arts

Throughout 2016 Cecil Hills Public School continued to offer students a wide range of opportunities to excel in a variety of areas of the performing arts. Some of the key achievements and highlights of the 2016 performing arts programs included:

- School choir (performing at a variety of school–based events, and as part of the massed choir in the performing arts festival)
- Junior and senior dance groups (performing at a variety of school–based events, and in the performing arts festival)
- Skipping squad (performing at a variety of school–based events, and in the performing arts festival)
- Drama group (organised and performed at the annual Cecil Hills Drama evening)
- Cultural dance groups (performed at Harmony Day)
- Gifted and Talented Art program – 15 students (run in conjunction with Cecil Hills High School)
- Senior talented art group
- Weekly class–based performances at school assemblies

## Debating

At Cecil Hills, we have two debating teams comprising of eight Stage 3 students. During 2016, our debating teams competed against other schools in the Cowpasture Area Debating Competition. They