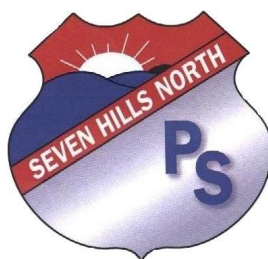


Seven Hills North Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Seven Hills North Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kate Pugh

Principal

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Message from the Principal

Seven Hills North Public School has a positive learning environment where every student is important and respected. Students are positive about their learning and are happy students. The students are supported by dedicated teachers and a supportive parent community who have a high degree of trust in the teaching and learning that occurs at Seven Hills North Public School. Seven Hills North has a wonderful reputation in the wider community as a caring, friendly and high-achieving school. These aspects of our school are a testament to the dedication and commitment of all staff members, the positive partnerships between parents and teachers and the pride demonstrated by all members of our school community. Our community continues to be an integral part of our school's culture and Seven Hills North is fortunate to have such a dedicated group of parents working in the best interest of our school. In 2017, we have continued to provide a wealth of learning experiences and opportunities for our students. In addition to providing a well-balanced academic curriculum across all Key Learning Areas, the school provides students with opportunities to develop their interests and abilities in sporting, cultural and performing arts. It is an absolute pleasure being part of such a dynamic group of students, parents, staff and educators who continue to make Seven Hills North Public School a place of innovation, success and a school of excellence.

Message from the school community

2017 saw another successful year for the Parents & Citizens Association (P&C) of Seven Hills North Public School through the running of the Uniform Shop, Out of Hours Childcare (SHNOOSH) and Canteen. With the unwavering backing by our school community, we were once again able to offer our support to the school and kick off some great new initiatives. Few of the contributions from P&C in 2017 are:

- 2 new interactive white boards for classrooms
- Subsidised Scope IT Program by 25%
- Introduced sunglasses in our uniform shop and subsidised the cost by 50%

None of this would be possible without our fundraisers. Last year we held BBQ's, raffles, Mother's Day/Father's Day stalls, a great Bush Dance and published a SHNPS Cookbook. Each proved to be a great source of entertainment for our children, along with a fantastic opportunity for our ever growing and diversifying community to come together. This was never more apparent than at the end of 2017 when the P&C decided to forgo the Christmas raffle for a community "Giving Tree". We were humbled by the generosity of our families, and the charity "Give and Take" were thrilled with our donation.

Thank you to each and every one who attend, donate and financially support our functions, without you our little P&C could not achieve the awesome things that it does. Our biggest thanks however go to the tireless volunteers who work behind the scenes. Each of you play an essential role in making our school the great place it is. Thank you!

The P&C meet on the 2nd Tuesday of each month in the staffroom. All are invited and welcome to attend. Our meetings are friendly, lively and informative and we look forward to seeing you all there.

Geanette Saad

P&C President 2017

School background

School vision statement

At Seven Hills North Public School, we encourage the development of confident, creative and critical thinkers who are engaged in their learning. We foster leadership, responsibility and citizenship. We work in partnership within and beyond the school in a strategic, enthusiastic and purposeful way. Our legacy will be to build the capacity of all members of the school community for a better future.

School context

Seven Hills North Public School is in the Nirimba School Education area, approximately 30km from the Sydney CBD. There are 266 students currently enrolled at the school. The school delivers quality education and cultural programs with strong community support. The school is a member of the Blacktown Learning Community of Schools, which works in a professional and strategic partnership within our community. The school's curriculum is supported by programs focused on learning support, for students from backgrounds where English is an additional language or dialect, as well as students experiencing academic, social, emotional, physical and behavioural difficulties. The school caters for gifted and talented students through a range of activities. The school has well-established welfare and discipline programs. There is a strong focus on the integration of technology and future focused learning pedagogies across all learning areas.

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, our efforts have focused on high expectations, high engagement and high achievement to build the capacity of all students. Positive and respectful relationships are evident among students, promoting student wellbeing and ensuring good conditions for student learning. The school implemented PBL, developing a whole-school approach to wellbeing that has clearly defined behavioural expectations and has created a positive teaching and learning environment. The school achieves good value-added results and excellent levels of performance on external performance measures. We also have ensured that the performance of our equity groups is comparable to the performance of all students in the school through intensive, targeted support.

In the domain of Teaching, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. Teachers incorporate data analysis in their planning for learning. Whole school assessments are used regularly to help monitor student learning progress and to identify areas for improvement. Teachers work together to improve teaching and learning and the school identifies expertise within the staff to further develop the professional skills and knowledge of all staff. Teachers participate in professional learning targeted to school priorities and their professional needs. Staff set Professional Learning Goals to enhance their teaching and to develop a deeper understanding of curriculum and effective pedagogy.

In the domain of Leading we have continued to develop the leadership skills and capacity in staff and students across the school. It is imperative that our future leaders are given opportunities to grow and contribute to school capacity building. Links exist with Communities of Schools, other educational providers and other organisations to support school programs. Staff, students, parents and the broader community are welcomed in the development of the vision, values and purpose of the school. A culture of continuous improvement, innovation and creativity has been embedded across the school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Delivery of High Quality Teaching & Learning Programs for all Students

Purpose

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

Overall summary of progress

Our continued school-wide focus on teaching and learning has enabled us to achieve progress in this strategic direction through incorporating Creative and Critical Thinking in our teaching and learning programs we are beginning to develop deep knowledge and understanding. Results from NAPLAN indicate excellent growth from Year 3 to Year 5 in Literacy and Numeracy.

Parent and community awareness and understanding of student learning has been enhanced through attendance at Numeracy workshops that have helped to support the learning of their children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving in the top three bands in external literacy and numeracy tests, moving from the middle bands.	For year 3, over 60% of our students were in the top two bands in reading, writing and language conventions. For Year 5, over 61% of students were in the top two bands for reading, spelling, grammar and punctuation. 43% were in the top two bands for numeracy and over 23% were in the top two bands	Professional learning funds
All teachers K–6 using common assessment tasks in literacy and numeracy for data analysis.	Through the use of York Assessment for Reading and Comprehension (YARC) staff are beginning to analyse data to provide an insight into a student's reading capabilities and the differentiated learning experiences required to ensure progress.	\$5,000 Literacy and Numeracy Initiative Funding
Increase in parent feedback showing the success of the school's educational programs.	Increased numbers of parents participating in parent workshops throughout the year and involvement in school initiatives.	
Track student growth in mathematics in external and school-based assessments.	Teachers participated in Professional learning to develop their skills and understanding in teaching Mathematics and this has enabled our teams to develop programs that will provide ongoing focused support for all students.	Literacy and Numeracy initiative \$3,000 Beginner teacher funding Professional Learning funds

Next Steps

Next year will see a new School Plan 2018–2020. Resources will supplement the new Strategic Directions. The school will continue to support students with specific learning needs. Staff will focus on collaborative practice developing both differentiation and extension within the classroom in 2018. We will continue to develop our skills at analysing and using data effectively.



Strategic Direction 2

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

Purpose

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

Overall summary of progress

There has been a school wide focus on providing opportunities to engage in Creative and Critical Thinking Skills (CCTs). All teachers participated in CCT training to support staff to implement and embed creative and critical thinking practices to allow learners to achieve their maximum potential.

Staff participated in structured professional learning to develop a comprehensive understanding of Mathematics. The mathematics scope and sequence was implemented and all staff programmed in a consistent format in preparation for 2018.

Teachers prepared Professional Development Plans to set goals and improve differentiated learning in programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of Creative and Critical Thinking Skills across the school.	All staff provided with Professional Learning in CCT and most incorporated the innovative and creative practices in classroom practice.	Professional Learning
Increased student growth in mathematics K–6 due to strategic teaching of numeracy.	All staff participated in professional learning in Mathematics, specifically numeracy. A new scope and sequence was developed and all staff participated in new format of programming for 2018.	Literacy and Numeracy
Thorough analysis of PLAN and continuum data and school based data to inform future directions to ensure that we continue to move the middle.	Teachers are continuing to develop their ability to use data and understand its importance in driving programs and differentiation in their classrooms. YARC and PAT Maths used K–6	Staff meetings and Professional learning
As a result of developing a CCT disposition students will confidently use CCT strategies (capabilities) as needed across the curriculum.	Most staff have incorporated CCT in their teaching and students are beginning to use Creative and Critical practices across the curriculum. Most students 3–6 are able to demonstrate CCT strategies.	Staff meetings/professional Learning

Next Steps

2018 will see the Mathematics scope and sequence implemented across the school incorporating our new programming format. Focus will remain on providing time and resources to enhance consistency of understanding and collaboration in the teaching of mathematics.

Our 2018–2020 School Plan will drive future directions.

The school will continue the implementation of formalised Professional Development Plans for all staff and to identify and target professional learning according to staff identified professional goals. Teacher mentors will continue to work closely with beginning teachers and all staff will be made fully aware of both accreditation requirements and maintenance of accreditation procedures in line with NESA guidelines.



Strategic Direction 3

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

Purpose

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

Overall summary of progress

Continuing to embrace the whole school focus on Positive Behaviour of Learning (PBL) and this has enabled us to review and continue monitoring the merit and behaviour tracking on Sentral to ensure that the data is beginning to be analysed and used to make school wide decisions concerning behaviour. Our merit award system has been reviewed and modified to reflect the changing dynamics of the school. There have been positive changes, creating a respectful environment for all.

Parents have been actively engaged in school planning and communication strategies with our school community have continued to be developed throughout the year with social media and the introduction of our Parent Portal on Sentral.

As a school we continue to offer our students a large variety of extracurricular activities and participate fully in programs offered by the Blacktown Learning Community (BLC) to ensure that our students education and wellbeing are catered for.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Informed parent body through increased participation in Blacktown Learning Community initiatives.	Continued to be an active member within the Blacktown Learning Community (BLC), principal roles within the BLC included that of the Parent/Community, Staff and Student focus groups. We participated in SHARING, Aspiring Leaders Program, Student Leadership, STEAM and parents attending parent forums on Mental Health and Curriculum and BLC Teacher Professional Learning initiatives	\$8,000 BLC initiatives
Increased number of students involved in extra-curricular activities and new initiatives.	This year we provided extra opportunities for students from Year 2–Year 6 to participate in coding sessions. The P&C and the school contributed towards the cost of this program. The students were involved in a large range of extracurricular activities.	\$5,000 Socio-economic Funding
Decrease in number of students entered into the behaviour tracking system.	Evidence in our student tracking system shows a decrease in major negative behaviours. There is evidence that more staff are taking the responsibility of	\$4,000 Sentral

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in number of students entered into the behaviour tracking system.	posting incidents on Sentral.	\$4,000 Sentral
Increased number of students gaining highest levels of merit system.	Most students attained a Gold Level, the highest level of attainment.	\$1,000 spent on Legends Days
Transition from current student welfare system to PBL, well-being strategies.	Behaviour tracking placed on Sentral which has allowed for systematic collection and storage of data. A new merit system has been developed in preparation for introduction in 2018.	Socio-economic Funding

Next Steps

Continue school-wide focus on Positive Behaviour for Learning and improve signage across the school and refine the PBL lessons across the school to ensure the elements of PBL have a positive impact on our students.

Introduction of new merit system, which will be reviewed throughout the year to make adjustments if required.

Chaplain programs are to continue in 2018. Our chaplain will be employed for one day per week.

Continue to offer a variety of extracurricular activities for the students and continue to embrace most BLC initiatives throughout 2018.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,998	All students have a personalised learning pathway (PLP). Nine identified Aboriginal students performing at or above grade level. During 2017 funding was used for Aboriginal student assistance and to subsidise the cost of an Aboriginal performer on NAIDOC Day.
English language proficiency	\$81,127	With a staffing allocation of 0.6 (\$60,944) and flexible funding component (\$20,183) was used to fund a Student Learning Support Officer to assist in classrooms and small group work. Students from a language background other than English accounted for 47% of the school enrolment.
Low level adjustment for disability	\$64,999	With a staffing allocation of 0.5 (\$50,787) and a flexible funding component (\$14,212). Student learning Support Officers were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Quality Teaching, Successful Students (QTSS)	\$18,080	The school received a staffing allocation of 0.42 (just over 2 days per week) for QTSS from Semester 2. Funding was used for additional release time to allow for executive staff to mentor teachers on their stage and reviewed school processes.
Socio-economic background	\$16,513	Funds were used for a variety of purposes. Student assistance to ensure that all students had access to school programs and initiatives. It was used for enrichment programs and Blacktown Learning Community (BLC) initiatives that were student focused and to supplement a coding program years 2–6.
Support for beginning teachers	\$20,175	In 2017 there were 2 teachers provided with funding. These teachers were given additional face to face release to assist them with classroom teaching, creating teaching and learning programs and targeted Teacher Professional Learning. Beginning teachers were provided with a mentor and class support.
Targeted student support for refugees and new arrivals	\$2,350	Student Learning Support Officers were employed to directly support students to improve student academic performance and social development.
Funding Support – Integration	\$16,570	Integration support for one targeted student. Student Learning Support Officer (SLSO) employed to support the student within the classroom.
Teacher Professional Learning	\$15,781	All K–6 staff have been trained in targeted Teacher Professional Learning linked to the Strategic Directions. All staff were provided with Professional Learning in Creative and Critical Thinking Skills and the teaching and programming of Mathematics.
Literacy and Numeracy K–6	\$9,530	Through the York Assessment for Reading and Comprehension (YARC) students were

Literacy and Numeracy K-6	\$9,530	assessed and results analysed to target students requiring intervention and support. Release days allocated to allow assessments. Teachers trained in Targeting Early Numeracy (TEN) strategies. PAT Mathematics online assessment at the end of the year to assess growth and those students requiring support. Purchased resources.
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	94	112	122	139
Girls	86	104	120	127

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96.2	97.2	96.1
1	96.5	94.5	95.7	96.6
2	95.1	95.7	95.9	96.2
3	96.3	94.4	95	95
4	93.7	95	94.6	93.3
5	96.7	94.1	94.3	93.5
6	94.9	94.5	94.3	95.9
All Years	95.8	95	95.5	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our school uses Sentral to monitor non attendance and mechanisms are in place to communicate with parents. This is done by following our flowchart procedures in accordance with our attendance policy.

Students with poor attendance have been highlighted and monitored closely in conjunction with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	10.14
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

Currently there are no staff members from an Aboriginal or Torres Strait Islander background.

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	25

Professional learning and teacher accreditation

Currently there are three teachers working towards achieving proficient teacher status.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	131,467
Revenue	2,339,335
Appropriation	2,155,675
Sale of Goods and Services	31,290
Grants and Contributions	149,476
Gain and Loss	0
Other Revenue	0
Investment Income	2,894
Expenses	-2,292,767
Recurrent Expenses	-2,292,767
Employee Related	-2,002,559
Operating Expenses	-290,207
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,568
Balance Carried Forward	178,036

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,860,588
Base Per Capita	36,984
Base Location	0
Other Base	1,823,604
Equity Total	167,637
Equity Aboriginal	4,998
Equity Socio economic	16,513
Equity Language	81,127
Equity Disability	64,999
Targeted Total	18,920
Other Total	63,164
Grand Total	2,110,309

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

The My school website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select Go to access the school data. The NAPLAN results show that our Year 3 students are substantially above state average in all strands of literacy and numeracy. Year 5 students are also substantially above state average in all strands of literacy and numeracy. In accordance with State priorities, schools are required to report their student performance for the top two NAPLAN bands in literacy and numeracy.

For Year 3, the percentage of our students in the top two bands for reading was 53.7%, 61% in writing, 63.4% in spelling and 68.3% in grammar and punctuation. In numeracy, 53.7% of Year 3 students were placed in the top two bands. For Year 5, the percentage of students in the top two bands for reading was 61.5%, 23.1% in writing, 61.6% in spelling and 61.5% in grammar and punctuation. In numeracy, 46.2% of Year 5 students were placed in the top two bands.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction

Parents were highly satisfied with the range of communication systems between home and school. Parents found staff members to be friendly and approachable which also created a welcoming and inclusive culture. 90% of parents reported that 2017 was a positive learning year for their children.

Many parents have actively contributed their time and efforts towards many initiatives throughout the school. A strong parental presence continues to be a highlight of our school community.

Student satisfaction

Students reported that they found teachers helpful and approachable. Over 93% of students indicated that they knew what they needed to do to be a successful learner. Students also reported that they enjoyed the

range of extracurricular activities available to them.

Teacher satisfaction

Teachers reported that throughout 2017 they felt supported by other members of staff. Despite teachers passionately supporting students, they have indicated that they are overwhelmed with the increasing demands placed upon them in trying to balance their teaching loads with extra responsibilities.



Policy requirements

Aboriginal education

An "Acknowledgement of Country" is included at all formal occasions throughout the school year. We celebrated NAIDOC Day with an Aboriginal performer 'Didjeribone' who entertained the children and some community members with a mix of music and story telling. The children wore colours of the Aboriginal Flag; red, black and yellow. There were many posters displayed around the school with interesting facts about Aboriginal culture. The teachers continued to incorporate Aboriginal Perspectives into their teaching programs and wrote Personalised Learning Pathways (PLPs) for all Aboriginal students in their classes detailing any program modifications needed to ensure the students achieve their highest potential.

Aboriginal Background

Our nine Aboriginal students received assistance with excursions and sporting costs as well as SLSO support in the classroom. Funds from the equity funding went towards the cost of the payment of the NAIDOC day performer. Our school continues to develop a sustained positive and inclusive school culture with strengthened support for Aboriginal students both within the classroom and in the wider school environment.



Multicultural and anti-racism education

In 2017 the school had student enrolments from a wide variety of cultural backgrounds, including a number of students from non-English speaking backgrounds. The perspectives of multicultural education are integrated in school and class programs. Our Harmony Day celebration included raising students' awareness of diversity and promoting tolerance of one another. Activities were distributed among classes which educated students about different cultures and their traditions. The activities were designed to celebrate the diverse cultures of our students.

Other school programs

Recorder

In 2017 fifteen students from years four to six made up the Opera House recorder group from Seven Hills North Public School. We were fortunate enough to have a larger group of students, many of whom were beginners, who were able to rehearse with the group with the aim of playing at the Opera House next year. We had students at the Opera House performing on Descant 1 and 2, Treble and Tenor. These students practiced weekly to be ready to perform with over 700 students from all over the state at the Festival of Instrumental Music. In Term 4 we purchased 2 Bass Recorders so now we are able to cover the whole gamut of parts when playing as a small group at school functions. This small group played exceedingly well for the Seven Hills North Community with their rendition at the Annual Presentation Day Assembly.

Student Wellbeing

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

We continued to develop our Positive Behaviour for Learning Initiative (PBL) within our school this year.

The PBL committee have surveyed teachers, parents and students on the best way for our awards to work and have received some insightful comments and ideas allowing us to consider changes to encourage our students to always strive to be their best through being a 'safe, respectful learner and a good friend'.

Sport

Seven Hills North Public School promoted a varied sports program in 2016 that offered opportunities to learn different skills in sports that catered to all different levels.

For the fourth year in a row Seven Hills North participated in the Seven Hills/Wentworthville PSSA competition across seven different sports; Cricket, T-Ball, Netball, AFL, Boys and Girls Football (Soccer) and Rugby League Tag. Despite our small size, our students continue to strive to be their best and consistently show maturity, teamwork and sportsmanship beyond their years. Our T-Ball team were runners up in the competition, which was an excellent result. During Friday morning sport sessions, students who remained at school participated in a wide range of fitness and skills based activities; which helped develop gross motor skills and game sense.

In Term 2 the whole school participated in a Sport in Schools program combining both dance and athletics fundamental skills. The activities were excellent and the students were highly engaged in the learning processes.

In Term 4, 50 students were able to participate in the Swim Scheme where basic swimming and lifesaving skills were taught. Parents received a certificate, which detailed how their child had improved across those intensive two weeks of lessons.

Once again, we participated in the Premier's Sporting Challenge across Terms 2 and 3 with classes tallying up the amount of time spent doing physical exercise. Every student reached the Gold Award Level.

We held three carnivals during 2016; swimming, cross country, track and field athletics. A large number of students represented our school at the Seven Hills/Wentworthville Zone carnivals, and from these, six students represented the Zone at Sydney West events; Tijana B, Nikola B and Sara M (Swimming), and Sarah I, Nelson M and Mia G (Athletics). We also had two students selected in Wentworthville/Seven Hills Zone Teams which competed in Sydney West competitions; Josiah P. (Rugby League) and Nelson M (touch). Two students, Sarah I and Mia G, were successful in gaining selection into the Sydney West Athletics Team to compete at the All Schools State Athletics Carnival.

Dance

This year we had two dance groups, K-2 and 3-6. Our juniors were very professional, performing an energetic number to "Can't Stop the Feeling" by Justin Timberlake during Education Week at our school "Performing Arts Spectacular". Our Senior Dance group selected from years 3 to 6 entertained people, dancing

to a compilation of contemporary songs titled “24 Magic Mashup” performed by Alex Aiono and Conor Maynard, performing at the “Blacktown Performing Arts Festival” and Westpoint Blacktown.

Junior Choir

The Junior Choir, consisting of 28 students, learnt a repertoire of songs and played a variety of singing and music games to further their skills in choral music. Students enjoyed learning simple harmonies and rounds. They also worked upon repertoire from around the world and sang in different languages such as Congolese and Hawaiian. All students were invited to sing at the Blacktown Music Festival to perform their individual item, “It’s a Beautiful Day.” They also performed this piece at the school’s Education Week Concert with great confidence and pride.

Stage 2 Choir

The Stage 2 Choir, consisting of 23 eager choristers with a passion for singing and music, enjoyed building their skills in singing as an ensemble. These students were involved in various high quality performances with relevant and challenging repertoire. Students worked on 11 pieces involving singing in unison and harmony. They were able to successfully perform these pieces for the Blacktown Music Festival towards the end of Term 3. All choir students attended multiple combined choir workshops held at Shelley Public School. The students also participated in the school’s Education Week Concert and also displayed their talents to the public at Blacktown Westpoint for Education Week. At the end of the year, the Stage 2 Choir sung beautifully at the school’s Presentation Day as entertainment for the students and parent guests.

Public Speaking

2017 marked the 5th year since the inception of the Seven Hills North Public School Public Speaking Program. The program involves the whole-school and all students participate from K–6. Class finalists were selected from each year group and the best two speakers represented their class in the finals of the school competition in Term 3. This competition was adjudicated by Mrs Pugh (School Principal) and Mrs McKewen (Public Speaking Co-ordinator). Winners’ medals and encouragement awards were presented to successful students in each grade at a whole school assembly.

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

Premier’s Spelling Bee

Seven Hills North participated once again in the Premier’s Spelling Bee. This event represents a great way to get students engaged with spelling. The competition was open to all government primary

schools in NSW. At school, we held a junior (Year 3 and 4) and senior (Years 5 and 6) competition to decide the finalists to represent our school at the Zone competition held at Jasper Road Public School. At the zone competition our four students performed competitively and with great confidence.