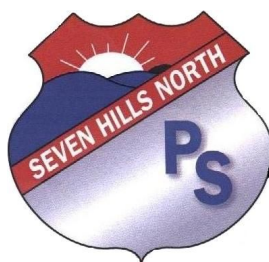


Seven Hills North Public School

Annual Report



2018



3053

Introduction

The Annual Report for **2018** 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.

Renai Diamond

Principal

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Message from the Principal

This Annual School Report celebrates the achievements of our school in 2018 and provides information on our focus areas and priorities in the School Plan 2018–2020. At Seven Hills North Public School, it is our school vision to provide relevant, high quality teaching and learning experiences that encourage students to strive for success in academic, social, cultural and sporting pursuits. Our school promotes equity and excellence to ensure all students become confident, creative, lifelong learners and active, informed global citizens. Working together with our educational community, our school continues to maintain a strong focus on meeting the needs of all students and maximising every students' potential, both academically and socially. Systems and processes are embedded to address specific student learning needs and support a culture of shared responsibility for student learning and ongoing performance improvement.

In 2018, the delivery of high quality curriculum has been a focus within our School Plan. Students were supported to successfully engage in curriculum that is differentiated to meet their learning needs. Strong transition programs, varied extra-curricular programs and links with learning alliances supported our students to actively engage in their schooling. A range of systems and processes have been implemented to enhance student wellbeing and ensure that our students are afforded choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety throughout their schooling. Our students have been supported to develop learning goals and self-reflection practices.

This year, staff were actively engaged in professional learning around the effective implementation of curriculum, Visible Learning, Formative Assessment, Information and Communication Technology and Positive Behaviour for Learning initiatives. Our staff engaged in learning about how to develop evidenced-based practices to ensure that all students were provided 'point-of-need' learning. The regular collection, tracking and analysis of student assessment data has guided quality teaching programs.

Seven Hills North Public School continues to enjoy strong support from our parents and the local community. The P&C, parents, carers and community continued to support our school throughout the year, working hard to raise funds for our students and engaging with the decision-making process in the school. Our school actively encourages community involvement in a wide range of school-related activities.

I certify that the information in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Renai Diamond

Principal

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 294 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.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. We are continuing to develop student, staff and community expectations of behaviour that enhance and lead to improved student outcomes through the implementation of Positive Behaviour for Learning and the Behaviour Code within our school wellbeing policies. This focus on the development of a consistent whole-school approach is assisting us to clearly define and teach behavioural expectations to enable students to have ownership and responsibility for their own behaviour. Throughout 2018, our staff participated in further professional learning on Positive Behaviour for Learning (PBL) led by regional consultants. A whole school behaviour expectations matrix was developed in line with our school wellbeing policies and implemented across the school. Teachers, students and our community have an increased understanding of these behaviour expectations and students are showing ownership and responsibility for their own behaviour. In 2018, we have continued to work collaboratively with parents/carers and community agencies to implement targeted support programs and learning adjustments to meet the needs of students with additional learning support needs.

Our major focus in the domain of Teaching has been to build a culture of continuous professional learning within the school. The professional teaching standards have provided a framework for reflection on individual and collective professional practice across the school, and have assisted in the planning of strategic professional learning opportunities. Staff continued to develop their knowledge and understanding of our current syllabuses through professional learning in the Key Learning Areas of History and Geography, focusing on developing an understanding of inquiry-based learning practices. Our teachers continue to incorporate data analysis in their planning for learning and regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. A culture of continuous improvement has been established, where the expertise within the staff is used to further develop the professional skills and knowledge of all staff. All staff set Professional Learning Goals, which are linked to the Australian Professional Standards for Teachers. The Performance and Development cycle has supported teachers to further enhance their teaching and to develop a deeper understanding of curriculum and effective pedagogy. Visible Learning remained a curriculum focus throughout 2018, with staff developing their understanding of how to use learning intentions and success criteria to improve student learning outcomes. Visible learning and inquiry-based learning are in the beginning stages of implementation within the school and will remain a curriculum focus. We are

continuing to improve the infrastructure and provision of technology across the school to enhance the quality of our teaching and learning programs.

In the domain of Leading, our priorities have been to progress leadership capabilities within staff and students through our focus on building a culture of high expectations. Student leadership opportunities have strengthened student voice and have contributed to the development of school programs and planning. Our strong links with the Blacktown Learning Community have enabled newly appointed executive staff to engage in quality professional learning experiences to further develop their capacity to lead high quality programs and initiatives across the school. The development of our key strategic directions in consultation with our school community has provided a clear direction and vision for our school that is regularly monitored and reviewed through self-assessment practices and school community forums. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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

Engaging learning experiences (learning)

Purpose

To develop the whole child as resilient and passionate citizens by providing differentiated learning experiences in literacy and numeracy as well as supporting student wellbeing and growth.

Overall summary of progress

In 2018, all students were actively engaged in meaningful and challenging learning experiences, through personalised and differentiated learning opportunities. Staff provided appropriate learning activities that included differentiation to meet individual student needs. To ensure a high quality and inclusive education for our students, the school has embedded systems for the regular tracking and monitoring of students' achievement of cluster level benchmarks in literacy and numeracy using PLAN. Teachers consistently use student assessment data and PLAN data to identify 'at-risk' students and to develop differentiated teaching and learning programs to meet the needs of students. Teaching programs evidence use of PLAN data to determine student needs and to program appropriate teaching and learning experiences, using a 3-tiered support framework. Personalised learning plans are developed for targeted students who require individual academic, emotional or social goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop / source and implement social skills and resilience programs that deliver less antisocial behaviour leading to greater student engagement and a positive risk taking environment.	\$3000 Professional Learning \$2000 RAM Low Socio	<ul style="list-style-type: none">• The school chaplain attended PL courses that aim at increasing student resilience and reducing anti-social behaviour.• Two teachers attended professional development to enhance their ability to work with students to undertake a solutions focused approach to mental health. Key aspects of this training were delivered to all staff members.• Staff attended the Redbank Conference and delivered training on Dialectical Behaviour Therapy (DBT) skills and strategies to the staff.• Staff attended the positive psychology conference and synthesised this training for staff.• All staff engaged in PL on PBL pedagogy and practices• Executive engaged in PBL Tiered Fidelity Evaluation to conduct a school-wide evaluation of PBL systems and effectiveness.• Fortnightly Focus established inline with PBL Matrix• Visuals created for classrooms and learning spaces
Increase the proportion of students engaging with differentiated whole school literacy and numeracy programs complimented by better utilisation of support staff.	\$2500 Professional Learning \$5000 RAM ELP \$8000 RAM Low-level Disability \$8000 RAM Socio-economic background \$4000 RAM Aboriginal Background	<ul style="list-style-type: none">• Staff were trained in the literacy and numeracy progressions.• Staff attended TPL in differentiation.• Our staff had an initial TPL session to familiarise themselves with the progressions.• SLSO's support students with additional learning needs and to enhance students' access to a wide range of curriculum learning experiences.• PLAN student assessment data was regularly collected, tracked and analysed to identify student progress and to differentiate and guide future teaching programs. Individual education plans were developed for targeted students and those identified as not meeting literacy and numeracy continuum cluster level benchmarks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students engaging with differentiated whole school literacy and numeracy programs complimented by better utilisation of support staff.		<ul style="list-style-type: none"> • SLSO's support students with additional learning needs and to enhance students' access to a wide range of curriculum learning experiences.
Reduce our unexplained/unjustified absence/late arrivals to less than 5% of students.	\$1000 RAM Socio-economic background	<ul style="list-style-type: none"> • 28% of students had unexplained/unjustified absence of late arrivals. However, 33% of those students only had one unexplained/unjustified late arrival. • HSLO supported families achieve regular attendance at school. • Regular communications regarding attendance were provided in school newsletters.

Next Steps

- The GOT IT program will be run in 2019 in conjunction with NSW Health as a means of engaging the whole family in development of social skills and resilience. Part of this program is professional development for all teachers in emotion coaching. This will enable teachers to assist students regulate their emotions and be in a safe, supportive environment where they are comfortable taking risks.
- Staff will continue to receive training in using the progressions and will use this data to provide meaningful differentiation for all students.
- Strong partnerships with our parent community will continue to ensure regular attendance supports student learning.
- Further development of teacher knowledge and understanding of developing quality differentiation within teaching programs to increase student learning and engagement and provide tailored support or interventions, with an increased focus on Mathematics.
- All staff will engage the systems and practices of Positive Behaviour for Learning in their classroom and playground relevant to student needs, including; universal programs, targeted academic social skills, resilience skills and personalised support plans.



Strategic Direction 2

High quality, collaborative teaching practices and systems (teaching)

Purpose

To engage in quality teaching practices that improve student learning through reflection (teacher and student), effective feedback and collaborative approaches that enhance the learning culture of the school.

Overall summary of progress

Throughout 2018, all teachers attended professional learning on the procedures for maintaining accreditation at their career stage and changes to accreditation procedures for pre-2004 teachers. Each term, teachers were involved in Performance and Development processes that included lesson observations, PDP goal setting and review meetings as well as program feedback. All of these processes involved teachers regularly reflecting on the Australian Professional Standards for Teachers and to identify standards they are working on improving in their practice. These reflective processes have assisted the executive team to work with teachers to plan for professional learning targeted to their specific learning needs in line with our School Plan. Using our Quality Teaching, Successful Students funding, an executive staff member led the implementation of collaborative and evaluative processes such as team teaching, demonstration lessons and lesson observations to engage staff in reflecting on practices aligned with the School Plan and individual goals from Performance and Development Plans.

Our teachers regularly set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback to enable students to achieve their learning goals. Students clearly articulate explicit learning intentions and success criteria and use 'I can' statements to self-assess their learning achievement. Teachers developed quality assessment tasks and rubrics that enable students to demonstrate a range of abilities. Parents and carers were invited to participate actively in open forums and through surveys to discuss the future directions of our school in respect to student learning. School leaders support teachers in the development of learning programs to meet student needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff will increase the level of explicit, specific and timely formative feedback using shared knowledge, data analysis, student learning progress and defined success criteria to support and improve student learning.	\$2000 Beginning Teacher \$3000 Professional Learning	<ul style="list-style-type: none">Teachers use student assessment data with consistency to differentiate teaching and learning programs to meet the learning needs of all students.All staff embed Visible Learning practices and teaching and learning programs evidence Learning Intentions and Success Criteria in English and Mathematics.
An increase in collaborative teaching practices to improve teaching and learning in the classroom.	\$3000 Professional Learning	<ul style="list-style-type: none">All Stage teams engage in collaboration during Stage planning and Assessment release days.Aspiring Leaders project and Principal Leadership projects provide mentoring and coaching opportunities for staff to develop their leadership capacity and improve teaching practices.
Refined teaching practices through increased reflection following peer and supervisor observations.	\$2000 Beginning Teaching \$5000 Professional learning	<ul style="list-style-type: none">All staff actively engaged in Performance and Development processes and have identified goals for improvement after reflection on the Australian Professional Standards for Teachers.Staff practice assessed against the Australian Professional Standards for Teachers through supervisor and peer observation and program feedback.Strong links with the Blacktown Learning Community provide early career and executive staff with access to professional network meetings.

Next Steps

- Delivering further evidence and research-based professional learning on effective student feedback strategies, including Ron Berger's Models of Excellence, in order to improve the quality of student work.
- Continuing to improve the infrastructure and provision of technology across the school to enhance the quality of teaching and learning programs related to inquiry-based learning. Expanding STEM into classroom programs and practise K–6.
- Building staff capacity to implement inquiry-based learning, STEAM, Visible Learning practices and technology to build student ability to communicate, collaborate and think critically and creatively.
- Executive team to lead staff in using the framework of Spirals of Inquiry or Learning Sprints to engage staff in collaborative professional learning that will deepen teacher knowledge and understanding of evidence-based teaching practices.
- Conduct Learning Walks to assist the leadership team to provide a snapshot of learning at the school level in order to identify future directions for teacher professional learning.
- Delivering Instructional Coaching where a coach works one-to-one with a teacher, to model and observe classroom practice and to support reflection and professional conversation about practice.
- Focusing on supporting the professional growth of individual teachers based on an identified need e.g. classroom management, content enhancement, pedagogy and assessment.
- Provide more opportunities for teachers to engage in observations of quality practice through peer observations, lesson studies and instructional coaching within the school.
- Embedding the Student Wellbeing Framework: Connect, Succeed and Thrive into policies and practices. Conducting the Wellbeing Self-Assessment tool and using outcomes to define needs and directions for future planning.
- Enhancing 'mindfulness' and growth mindset strategies and practices as a school-wide strategy for student self-reflection and wellbeing.



Strategic Direction 3

Strong, strategic and effective leadership fostering a culture of evidence based strategies and innovative thinking. (leading)

Purpose

To promote the collection and analysis of York Assessment of Reading and Comprehension (YARC) that successfully delivers ongoing, measured improvement in student progress and achievement. This will have professional learning opportunities which build collective efficacy to implement, interpret and understand diagnostic practices across the school.

Overall summary of progress

In 2018, a strong focus was placed on the use of formative assessment to modify teaching and learning activities in order to improve student attainment. The York Assessment of Reading for Comprehension (YARC) enabled teachers to assess the reading and comprehension skills of all students, and provided a wide range of invaluable information that supported the development of needs-based teaching and learning programs.

Formative assessment played an integral part in high quality teaching and learning. Analysis of assessment data was used to monitor, track and report on student and school performance. To further develop our teachers' knowledge and capacity to differentiate teaching and learning programs, professional learning opportunities were made available to staff to analyse various data sources, such as YARC, PLAN and SCOUT. Analysis of data was used to provide differentiated learning experiences for all students including needs-based grouping both within the classroom and across classes. Assessment data was used effectively to monitor the progress of students and to provide adjustments for students "at risk" and in need of extra support. The consistent approach of analysing data and plotting students against the literacy and numeracy continuums each term has enabled teachers within our school to develop differentiated learning plans for maximising the potential of each student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved teacher capacity to assess and analyse students results in YARC to inform teaching practice.	\$2,000 Professional Learning	<ul style="list-style-type: none">• All staff trained and express confidence in understanding YARC.• K–6 data analysed by stage and Learning Support teams.• Teachers use data to program for individual needs.
Improved comprehension skills of students allowing them to engage with a range of texts.	\$9000 RAM Low level disability	<ul style="list-style-type: none">• YARC results used as formative assessment to develop teaching and learning programs responsive to student needs.• Students grouped and provided with individualised instruction at appropriate comprehension levels.• Parents understand what their child needs to improve in reading.

Next Steps

- Implement whole school approaches to evidence-based assessment practices, including; Learning progressions, data analysis, tiered interventions, data-driven practices, formative assessment, high quality feedback and student self-regulation.
- Deepen teacher knowledge and understanding of formative assessment practices, including more opportunities for student-to-student and student-to-teacher feedback.
- Developing executive and teacher capability to use data (SCOUT) to identify and plan for needs and implementing evaluative thinking and logic modelling into school-wide practice and evaluation.
- Teachers analyse and use assessment flexibly and responsively as part of daily classroom instruction.
- Students are involved in reflective assessment practices to provide feedback that will inform further teaching.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,728	This funding provided teachers with professional learning and release time to develop Personalised Learning Plans for their Aboriginal students. These plans articulated explicit learning goals and outlined support strategies to achieve the goals. Aboriginal students were provided with additional quality learning support in line with their individual learning needs. Class teachers provided personalised learning support to assist Aboriginal students to work towards achieving their educational goals. Parents were involved in the development of PLPs, strengthening partnerships and promoting genuine collaboration between the school and Aboriginal families. This resulted in improved quality of teaching and learning for Aboriginal students and an increase in Aboriginal students' attendance, participation and engagement in learning.
English language proficiency	\$70,581	This funding was utilised to employ a specialist English as a Language Dialect (EaLD) teacher. The EaLD teacher provided support to EaLD students through various structures, including team-teaching, small group support and targeted, individualised programs. This specialist teacher also supported EaLD students and their classroom teachers by implementing appropriate assessment to develop needs-based teaching programs based on current learning needs. EaLD students were assessed and placed on the relevant ESL Scales and the EaLD Learning Progression. Through formative assessment, language needs were identified. All EaLD students' progress was monitored continuously and updated based on various assessment data. All students were placed on the Literacy and Numeracy continuums and teaching programs were developed to support EAL/D students' development of English proficiency. This ensured that the participation and engagement of EaLD students was increased. The EaLD teacher also attended EaLD network meetings and training, and then provided professional learning for all teachers in EaLD pedagogy and best practice. This supported all staff in planning and programming; differentiating for EAL/D students in teaching programs; whole school and classroom assessment practices; and incorporating EAL/D pedagogy and strategies in classroom practice.
Low level adjustment for disability	\$69,153	This funding was utilised to employ Student Learning Support Officers (SLSOs) to support students with additional learning needs and to enhance students' access to a wide range of curriculum learning experiences. Student progress was regularly monitored through the analysis of PLAN data and additional SLSO support time was allocated to support students with additional needs. The schools'

Low level adjustment for disability	\$69,153	Learning and Support Team analysed student referrals and assessment data to determine those students requiring individualised support. Personalised Learning and Support Plans (PLSPs) were developed by class teachers through collaboration with the Learning and Support Teacher and focussed on improving literacy and numeracy outcomes for students requiring learning adjustments. The flexible SLSO timetable was regularly modified to ensure that those students identified as requiring support were allocated additional SLSO assistance to implement aspects of the students' personalised learning plan. This individualised support ensured an increased level of participation and engagement for targeted students and supported improvements in student learning outcomes.
Quality Teaching, Successful Students (QTSS)	\$45,081	The school received a staffing allocation of 0.42 (just over 2 days per week) for QTSS. This funding was used for additional release time to allow for executive staff to mentor teachers on their stage. These collaborative opportunities enabled staff to further develop their teaching skills with the support of an executive. Such opportunities included working collaboratively to develop high quality teaching and learning programs, engaging in lesson observations and demonstrations, and setting, implementing and reviewing PDP goals.
Socio-economic background	\$14,728	The focus of all equity programs continued to be on improving literacy and numeracy outcomes K–6. This funding was utilised to employ a Student Learning Support Officer(SLSO) to support students with additional learning needs. Student progress was regularly monitored through the analysis of PLAN data and additional SLSO support time was allocated to support students 'at-risk' of not meeting stage outcomes. This allowed for more individualised instruction by reducing the student-to-teacher ratio during instruction. Additionally, funds provided student assistance to ensure that all students had access to school programs and initiatives.
Support for beginning teachers	\$4164	In 2018 there was one beginning teacher provided with funding. The teacher was provided with additional release time to assist them with classroom teaching, creating teaching and learning programs and targeted Teacher Professional Learning. The beginning teacher was also provided with a mentor and class support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	112	122	139	142
Girls	104	120	127	131

There has been a steady increase in student enrolments since 2015. This is related to a change in community demographics and an increased profile of the school within the local community. The school has gradually seen enrolments increasing in the early years, which is reflective of an increase of families with young children within the local intake area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	97.2	96.1	95.2
1	94.5	95.7	96.6	95.5
2	95.7	95.9	96.2	96.7
3	94.4	95	95	94.8
4	95	94.6	93.3	95.9
5	94.1	94.3	93.5	95.8
6	94.5	94.3	95.9	93.8
All Years	95	95.5	95.3	95.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Seven Hills North Public School values and promotes good school attendance and has had a consistent focus on improving and supporting attendance. This includes regularly rewarding individual students for exceptional attendance and also recognising and rewarding high rates of attendance for classes. 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.

Staff are regularly provided with professional learning about the school's attendance procedures. Students whose attendance is below satisfactory are referred to the school's Learning Support Team and interventions are put in place to monitor and support the improved attendance of those students. As a result, attendance rates at our school have continued to remain above statewide attendance rates.

Student attendance is closely monitored by the class teacher, Principal, Learning Support Team and our Home School Liaison Officer (HSLO) to ensure there are no erratic attendances or unjustified absences. The Principal and HSLO meet regularly to review attendance data and identify and students of concern. When a child's attendance is causing concern, the class teacher will initially contact parents to resolve any issues. All reasonable measures are taken in the short term including mentoring, counselling, mediation, home contact and investigations into peer relationships. If attendance continues to cause concern a referral to the Learning Support Team is made and appropriate action is then planned. If these do not succeed in the short term then an Attendance Improvement Plan will be implemented. Student non-attendance is managed through the Learning Support Team in conjunction with the Principal and Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

*Full Time Equivalent

The Australian Education Regulation 2013, requires schools to report on Aboriginal composition of their workforce. In 2018, Seven Hills North Public School had one Indigenous staff member who held an executive position.

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	2

Professional learning and teacher accreditation

At Seven Hills North Public School each teaching staff member is supervised and mentored by the school Executive and Principal. All staff are required to develop a Performance Development Plan which outlines identified professional learning goals and is regularly reviewed with the supervisor. The Principal also sources relevant professional learning activities for staff. Staff are supported to engage in professional learning which is aligned to the school's Strategic Directions and self-identified learning goals. Structures within the school (staff meetings, stage planning, and timetable flexibility) allow professional learning opportunities to be attended externally or internally.

In 2018, all staff participated in mandatory compliance training for CPR, Anaphylaxis, Child Protection, Code of Conduct and e-Emergency Care. All teachers participated in professional learning through attendance at workshops, conferences, staff development days, staff meetings, in-services and on-line training. Specialist teachers were provided with professional learning related to their role. The LaST and EaLD teachers attended regular network meetings to further develop their knowledge and skills in supporting students with identified needs. Staff meetings occurred weekly and content covered included: WHS updates, training in Literacy and Numeracy Progressions and best practice, Guided Reading, using PLAN data, differentiation of learning programs and Syllabus implementation.

Several professional learning focus areas were identified in 2018 and learning activities were provided to support teachers' knowledge, skills and understanding. These included providing learning around Information and Communication Technologies and online communication platforms. Staff were also provided with learning in future-focused pedagogies and practice. Collaborative planning sessions enabled staff to develop teaching programs that support student creativity, critical thinking, cooperation and communication. Early career staff attended beginning Teacher Network Meetings.

Staff development days were held each term, and were well attended by teaching staff. Areas addressed included mandatory Child protection training, curriculum updates, school planning, WHS updates and learning around the School Excellence Framework and External

Validation. Professional learning activities also focused heavily on curriculum, including understanding and implementing the History and Geography curriculum. Staff regularly participated in Adobe-Connect on-line training sessions for curriculum planning and assessment, differentiation and personalised learning support. Staff also regularly engaged in professional learning activities with colleagues from schools within the Blacktown Learning Community. Staff who attended external professional learning activities then led sessions at school to train all staff in various focus areas.

In 2018, all staff participated in professional learning linked to the school's Strategic Directions. Throughout Semester 2, there was a continued focus on evaluating the School Plan 2018–2020 against the School Excellence Framework in preparation for External Validation. This professional learning engaged all staff in analysing and evaluating current practice at Seven Hills North Public School and gathering evidence to determine the schools' achievement against the School Excellence Framework. Collaboratively, staff evaluated our school practices against each of the domains and elements of the School Excellence Framework to make an 'on-balance' judgement of our schools' achievement. Throughout the year, staff regularly engaged in monitoring the milestones of the schools three strategic directions to ensure that programs and initiatives were successfully implemented as outlined in the School Plan.

In 2018, all pre-2004 service teachers gained their Accreditation at Proficiency. Additionally, there were two new-scheme teachers who achieved their Accreditation at Proficiency and three members of staff who were supported to maintain their Accreditation at Proficient career stage.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	178,036
Revenue	2,533,058
Appropriation	2,367,098
Sale of Goods and Services	965
Grants and Contributions	164,713
Gain and Loss	0
Other Revenue	-4,790
Investment Income	5,073
Expenses	-2,364,522
Recurrent Expenses	-2,364,522
Employee Related	-2,123,656
Operating Expenses	-240,866
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	168,536
Balance Carried Forward	346,572

Seven Hills North Public School is a P1 school and has a financial management team consisting of the Principal, Assistant Principal and the School Administration Manager.

The annual school budget is finalised by January each year and is based on the previous year's expenditure, new initiatives and planned projects and programs in line with the School Plan. The budget is regularly monitored and Finance Team meetings are conducted at least every four weeks. The team review detailed SAP financial reports, including the Schools Financial Overview Report, to track spending, monitor salary expenditure and to guide future planning.

The responsibility of the schools financial management rests with the Principal, although the day to day accounting work is undertaken jointly by the School Administration Manager and Principal. The school has a canteen and an OOSH which are run by the P&C and any profits are retained by the P&C in their account and donated back to the school for activities, expanding resources and supporting student learning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,968,383
Base Per Capita	51,436
Base Location	0
Other Base	1,916,947
Equity Total	161,190
Equity Aboriginal	6,728
Equity Socio economic	14,728
Equity Language	70,581
Equity Disability	69,153
Targeted Total	34,492
Other Total	90,746
Grand Total	2,254,812

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

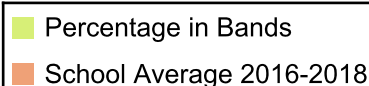
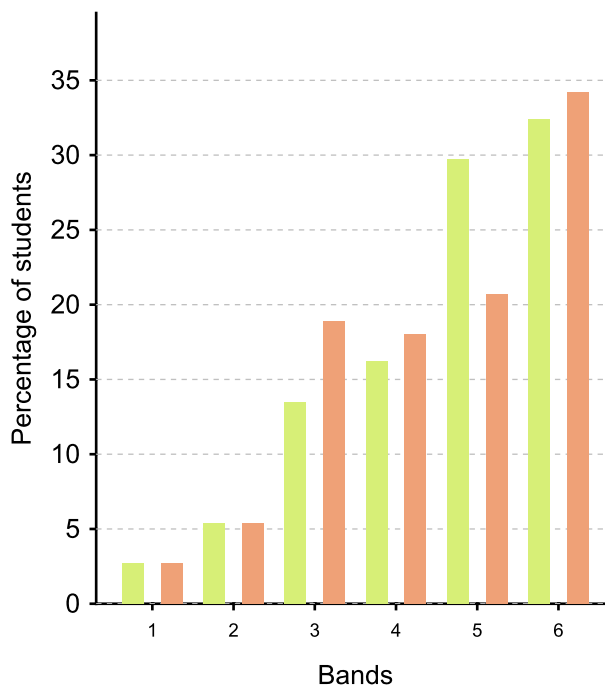
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy

- Year 3 NAPLAN data demonstrates that 62.1% of students achieved in the top 2 bands (Bands 5 and 6) in Reading.
- 75.7% of Year 3 student achieved in the top two bands in Writing.
- In Grammar and Punctuation, 54% of Year 3 students performed in the top two bands.
- 62.1% of Year 3 students achieved in the top two bands in Spelling in 2018.
- Year 5 NAPLAN data demonstrates that 31.3% of students achieved in the top two bands (Bands 7 and 8) in Spelling.
- Year 5 NAPLAN data indicates that 37.6% of students achieved in the top two bands (Bands 7 and 8) in Reading, with 72% achieving in the top three Reading bands.
- In Grammar and Punctuation, 65.7% of Year 5 students performed in the top three bands.
- 71% of Year 5 students achieved in the top three bands in Writing.
- NAPLAN data also demonstrates that 53.2% of Year 5 students achieved greater or equal to expected growth in Writing.

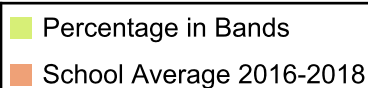
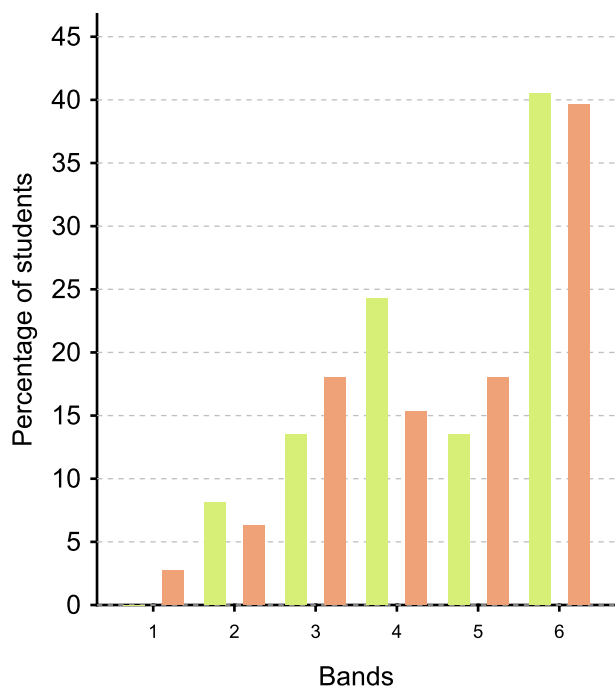
Percentage in bands:

Year 3 Reading



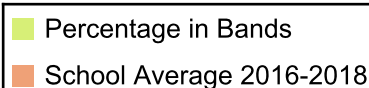
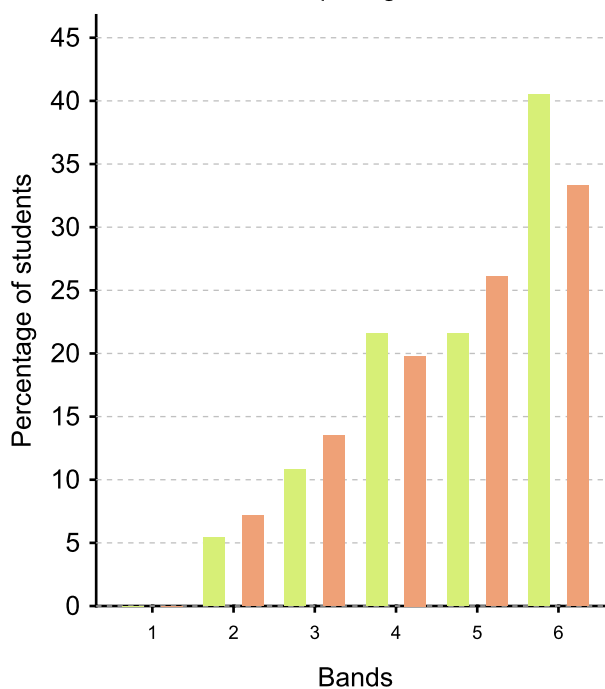
Percentage in bands:

Year 3 Grammar & Punctuation

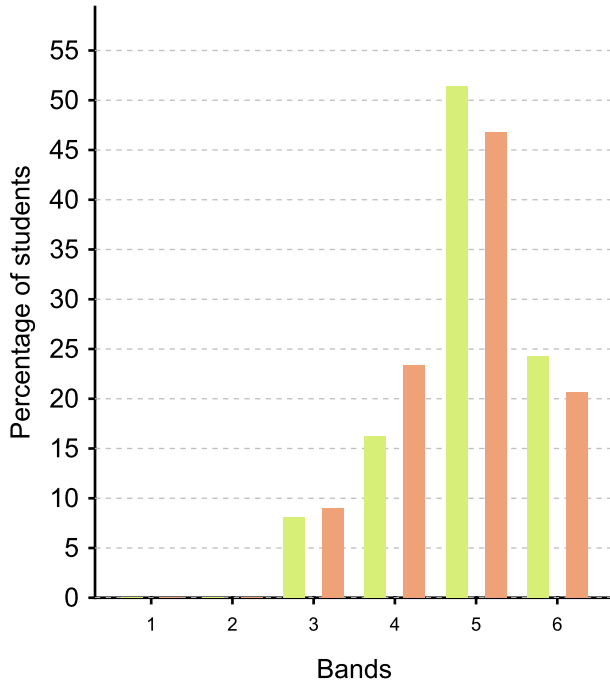


Percentage in bands:

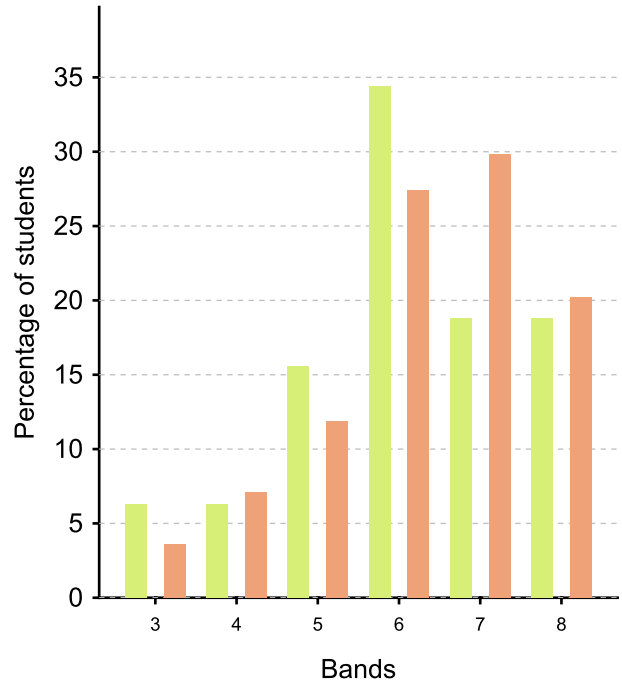
Year 3 Spelling



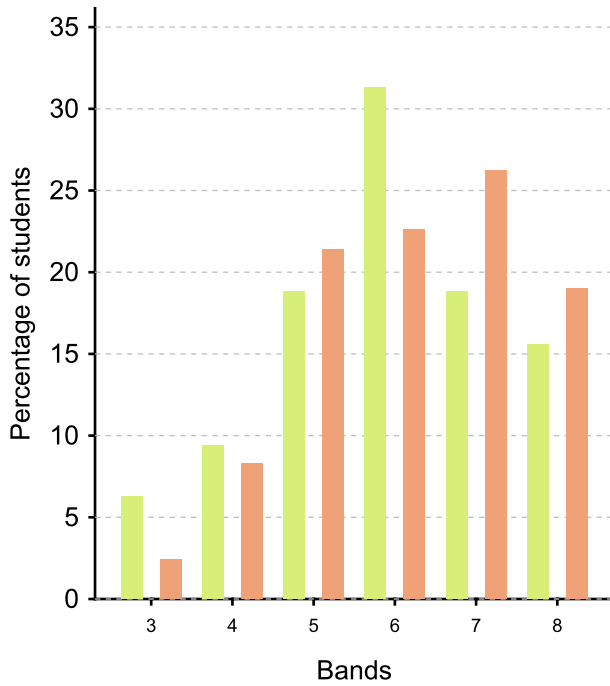
Percentage in bands:
Year 3 Writing



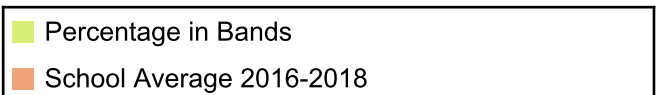
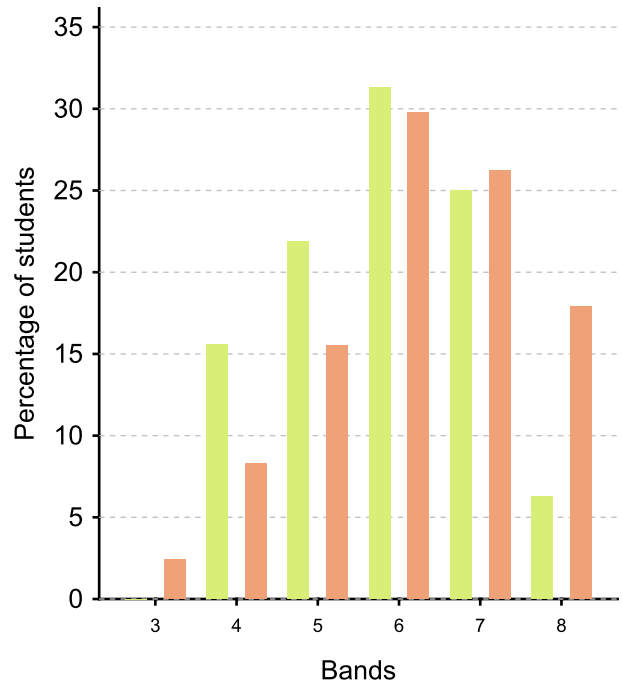
Percentage in bands:
Year 5 Reading



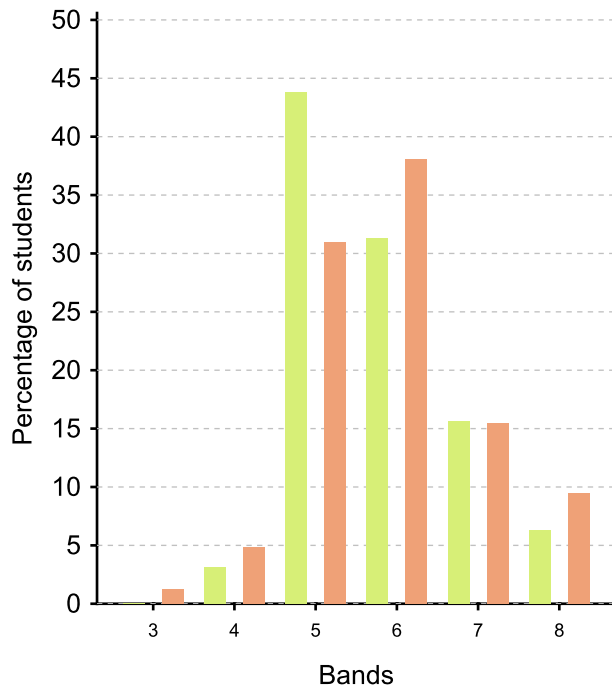
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

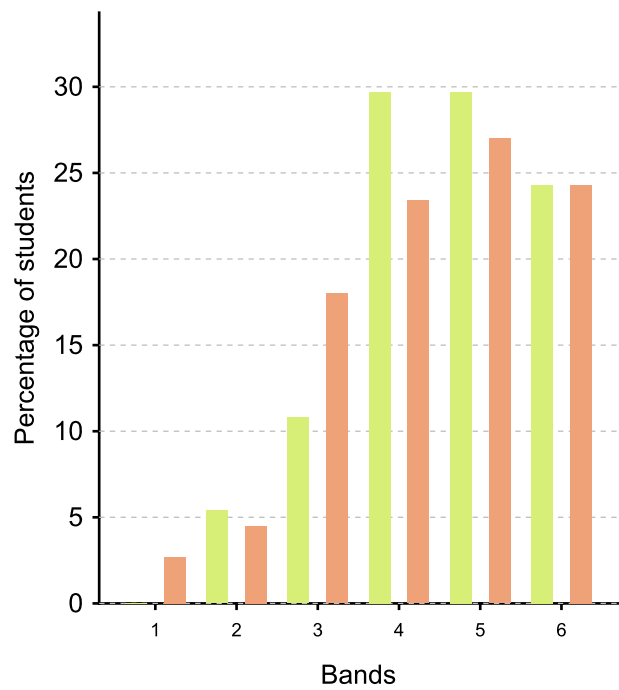


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy

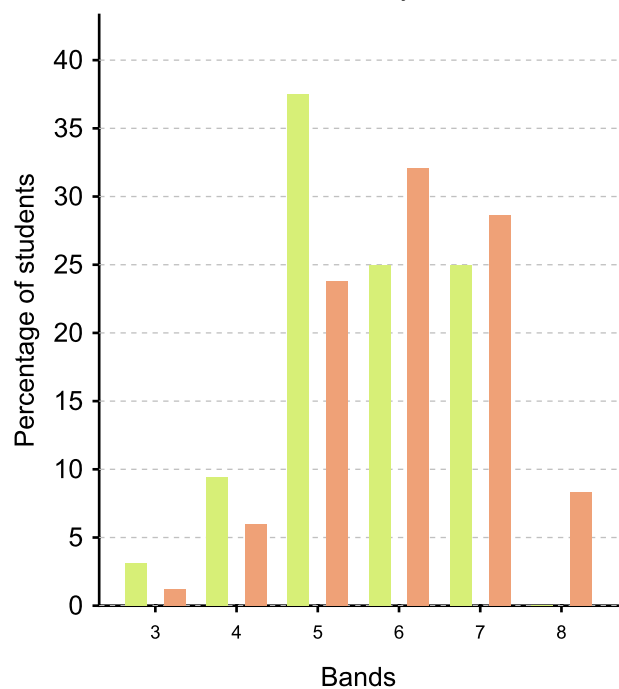


Percentage in Bands
School Average 2016-2018

Numeracy

- Year 3 NAPLAN data demonstrates that 37.6% of students achieved in the top two bands (Bands 5 and 6) in Numeracy.
- Year 5 NAPLAN data demonstrates that 50% of Year 5 students achieved in the top three bands in Numeracy.
- NAPLAN data also indicates that 48% of Year 5 students achieved greater or equal to expected growth in Numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

- The percentage of Year 3 students who achieved in the top two bands (Bands 5 & 6) for Reading in 2018 was 62.1%. This result is also higher than the result of NSW DoE schools across the State.
- In Numeracy, 54% of Years 3 students achieved in the top two bands (Bands 5 and 6).
- Year 5 NAPLAN data demonstrates that 37.6% of students achieved in the top two bands (Bands 7 and 8) in Reading.
- The percentage of Year 5 students in the top two bands in Numeracy is 25%.



Parent/caregiver, student, teacher satisfaction

This year, our schools sought the opinions of parents, students and teachers through various surveys and forums. Data was gathered through Quality of School Life surveys for students, staff and parents and Tell Them From Me student surveys. Their responses are presented below.

Staff, students and parents participated in the Quality School Life Survey. Responses indicated:

- 90% of staff and 100% parents Agree/Strongly Agree that 'The school is connected to its community and welcomes parental involvement.'
- 80% of staff and 90% of parents Agree/Strongly Agree that 'The school teaches and promotes core values'.
- 100% of staff and parents believe that 'The school offers a wide range of extracurricular activities.'
- 80% of staff and 85% of parents Agree/Strongly Agree that 'the students are the school's main concern.'
- 90 of staff and 85% of parents Agree/Strongly Agree that Seven Hills North Public School has competent teachers who set high standards of achievement.'
- 84% of students Agree/Strongly Agree that 'My school is a place I really like to go each day'.
- 87% of students Agree/Strongly Agree that 'My teacher helps me to do my best at school.'
- 88% of students Agree/Strongly Agree that 'The things I learn are important to me.'
- 91% of students indicated that 'I get on well with

other students in my class.'

In 2018, students in Years 4–6 participated in the Tell Them From Me student surveys, to measure school and classroom effectiveness. Their responses are presented below:

- 65% of girls and 85% of boys had a high sense of belonging compared to the NSW norm of 81% for girls and 81% for boys.
- 92% of girls and 93% of boys value School Outcomes compared to the NSW norm of 97% for girls and 94% for boys.
- 100% of girls and 72% of boys have positive student behaviour at school compared to the NSW norm of 91% for girls and 75% for boys.
- Students rated Teachers' Expectations for Academic Success (school staff emphasise academic skills and hold high expectations for all students to succeed) 8.5 out of 10 compared to the NSW norm of 8.7 out of 10.
- Students rated Effective Classroom Learning Time (important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives) 8.1 out of 10 compared to the NSW norm of 8.2 out of 10.

Future Directions

The results of all 'Quality of School Life', 'Tell Them From Me' and online parent surveys were very positive, particularly those gained from parents. Surveys of various curriculum, management and cultural practices over the past few years have expressed a high level of satisfaction with aspects of our school and will continue to be used as an ongoing guide for continued improvement of practices to maintain satisfaction. As a future direction, students will continue to participate in the Tell Them From Survey to provide staff with valuable insights and trends about student satisfaction and engagement at our school.



Policy requirements

Aboriginal education

Seven Hills North Public School continues to implement the Aboriginal Education Policy (2008) and National Aboriginal and Torres Strait Islander Education Strategy (2015). Our school is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in NSW.

The Acknowledgement of Country is an integral part of school assemblies, ceremonies and formal functions. At Seven Hills North Public School the Aboriginal flag is flown alongside the Australian national flag. Aboriginal perspectives are embedded in Key Learning Areas to provide students with authentic learning experiences around Aboriginal history, culture and creative arts. Programs are implemented to educate all Australians about Aboriginal histories and cultures and current Aboriginal Australia. We celebrated NAIDOC Day with an Aboriginal presentation who informed and entertained the children.

Throughout 2018, Personalised Learning Plans were developed for all Aboriginal students to help guide their educational goals. Parents and students contribute to the setting of learning goals for the year. Our school received additional funding through the Resource Allocation Model (RAM) Equity Loading for Aboriginal Background. This allowed our teachers to be provided with professional learning and release time to develop Personalised Learning Plans for their Aboriginal students and engage with parents/carers. These plans articulated explicit learning goals and outlined support strategies to achieve the goals. Aboriginal students were provided with additional quality learning support inline with their individual learning needs. Class teachers and SLSO's provided personalised learning support to assist Aboriginal students to work towards achieving their educational goals.

Our eleven 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 2018 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.

Multicultural education is embedded into all school programs and activities. Every day at Seven Hills North Public School is a celebration of our cultural diversity and history. The school acknowledges and celebrates cultural diversity throughout the year.

Seven Hills North Public School has a designated Anti-Racism Contact Officer (ARCO) to promote anti-racism initiatives across the school. We have many students from culturally diverse backgrounds and support a culturally inclusive curriculum with teaching that promote intercultural understanding and skills.

Other school programs

At Seven Hills North Public School, our students were provided with many opportunities to participate in extra-curricula activities in creative and performing arts, sports and academic initiatives.

Public Speaking Program

2018 was a stand-out year for public speaking at Seven Hills North Public School. All students from K-6 participated in our school wide competition. 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 Diamond (School Principal), Mrs Lisa Littlejohn, Principal, Marayong Heights PS and former SHNPS Principal, Mrs Pugh. Winners medals 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 (BLC) 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 PS and the commitment and dedication of our students. Two of our students won their respective categories at the BLC competition for their exemplary presentations.

Premiers Spelling Bee

Seven Hills North Public School participated in the Premier's Spelling Bee. This event provides a great way to get students engaged with spelling. The competition was open to all government primary schools in NSW. Junior (Years 3 and 4) and senior (Years 5 and 6) competitions were held to decide the finalists to represent our school at the Zone competition held at Tregear Public School. At the zone competition our four students performed competitively and with

great confidence.

Dance

Seven Hills North Public School Junior Dance group for 2018 comprised of 28 very enthusiastic students from K–2. Our Junior Dance Group was extremely professional and determined, practising weekly. They performed a vibrant and energetic dance during Education Week at our school "Performing Arts Spectacular".

Our Senior Dance group performed to the inspirational musical "The Greatest Showman". Their enthusiasm was seen by audiences at Westpoint Blacktown, during Education Week and later at the "Blacktown Performing Arts Festival". Twenty-five amazing students from Years 3 to 6 showcased the talents of our school.

Junior Choir

The Junior Choir, consisting of 33 students, learnt a 1930s and 1940s themed repertoire of songs and played a variety of singing and music games to further their skills in choral music. Students enjoyed learning simple singing rounds. They also worked upon repertoire from around the world and sang in different languages such as French and the Aboriginal Language common to the Dharug area. The Year 1 and 2 Singers were invited to sing at the Blacktown Music Festival to perform their individual item, "Singing in the Rain." They also performed "The Good Ship Lollypop" at the school's Education Week Concert with great confidence and pride. The Junior Choir were also invited to sing Carols for Aveo Retirement Bella Vista's annual Christmas lunch in their main function area. As a part of our future goals, the Junior Choir is interested in using their talents to take on musical theatre performances and continue to show our talents to the community.

Stage 2 Choir

The Stage 2 Choir, consisting of 23 musical students with a passion for singing, enjoyed developing their skills in singing in unison and harmony. These students were involved in various high quality performances with relevant and challenging repertoire. Students worked on eleven challenging pieces. They were able to successfully perform these pieces for the Blacktown Music Festival towards the end of Term 3. All choir students attended three combined choir workshops held at Quakers Hill East Public School. The students 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 with great confidence at the school's Presentation Day as entertainment for the students and parent guests. As a part of the Stage 2 Choir future goals, all students have been working hard and successfully auditioned for the Primary Proms Festival in 2019. Thirty students will have the opportunity to perform with the NSW Arts Unit conductors at an internationally recognised venue, The Sydney Town Hall in September 2019.

Schools Spectacular Choir

In Term 1, a group of 24 students in Stage 3 began preparing their entry for a place in the NSW Schools Spectacular concert. Each student had to complete an initial audition to secure their place in the choir, after which they began rehearsals for their second audition, this time for the Schools Spectacular Committee. Students showed fantastic commitment to the process, giving up their lunchtimes each day in order to perfect their performance for an audition video. Students were thrilled when we were notified that we were successful in our audition for Schools Spectacular. In Term 4 we began combined rehearsals at Qudos Bank Arena, before experiencing the excitement of participating in the live performances. Students showed fantastic commitment to the process of rehearsals and performances, and did a wonderful job of representing our school.

Recorder

In 2018 twenty students from Years 4 to 6 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. Students at the Opera House performed on Descant 1 and 2, Treble and Tenor recorders. Also, for the first time, two students played the bass recorder at the Opera House. These students practiced weekly to be ready to perform with over 700 students from all over the state at the Festival of Instrumental Music.

Steel Drum Group

This year our school was fortunate enough to acquire a set of four steel drums. The steel drum is an instrument native to the Caribbean. Stage 3 were extremely keen to have a chance to play them – there were over forty students who auditioned for the steel drum group. After the final four students were selected, they began weekly rehearsals, familiarising themselves with the song *The Lion Sleeps Tonight*. The group gave a flawless and well-received performance at our annual Presentation Day assembly.

Sports

Seven Hills North Public School promoted a varied sports program in 2018 that offered opportunities to learn various skills in sports that catered to all different ability levels. For the fifth 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.

During weekly sport sessions, students 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. 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, our school 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 2018; 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, four students represented the Zone at Sydney West events. We also had four students selected in Wentworthville/Seven Hills Zone Teams which competed in Sydney West competitions. Two students were successful in gaining selection into the Sydney West Squads to compete at the All Schools State Carnivals in AFL and Rugby League.

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 follow our schools' expectations, including our K-6 Merit system, where the students aim for a Principal's medallion. A Legends Day celebrates the students' exemplary behaviour with them at the end of each term, with 95% of our students achieving this goal each term.

In 2018, the Positive Behaviour for Learning Initiative (PBL) continued to be developed. The PBL committee updated our whole school matrix, introduced a whole school behaviour system and produced signage of our school expectations to display around the school. This year, we undertook a review of our PBL performance in a Benchmark of Quality survey. This survey identified our strengths as our PBL team and the implementation of our rules and expectations. We also identified a need to have consistency in our classrooms and as a result all staff completed twelve hours of Professional Development into this area.

In 2019, a new system to give students fast and frequent positive reinforcement will be introduced. The parent community will also be provided with information sessions on our whole school PBL approach.

Chaplaincy

A Chaplain's role is to assist schools by providing holistic pastoral care for their students, staff and the wider school community. A Chaplain is an additional support for school communities to assist with the social, emotional and spiritual wellbeing of its members. They seek to contribute to a positive ethos/culture in the school community by bringing joy, hope, empathy, peace, and a caring listening ear.

At Seven Hills North Public School our Chaplain

supports our school primarily through running small group programs with students who need more targeted support outside of the classroom. This is done in conjunction with Learning Support Team to provide the best holistic care for our students.

The main programs run by our Chaplain include:

- *Seasons For Growth*", to support students who have experienced grief or loss.
- *DRUMBEAT*", an African hand drumming program for Stage 3 students which helps develop skills to have successful relationships.
- *"Social Skills"* groups for infants students.
- A gardening group which teaches about food production, biology and creates space for emotional and social support.

Our Chaplain also supports our school by:

- Facilitating lunch time activities to assist students in building healthy relationships.
- Supporting staff at school camps, excursions and other activities as required.
- One-to-one mentoring with students who need extra ongoing support and encouragement.
- Supporting parents.
- Checking in with Staff members.

Student Representative Council

At Seven Hills North Public School various opportunities are provided for student voice to contribute to decision-making. In 2018, students were elected by their peers to be part of the Student Representative Council (SRC). Elected students carried out their duties in monitoring the Sport Equipment Store room and ensuring that all students had access to the equipment during lunch times. During SRC meetings, students were encouraged to raise any concerns they had, so that as a team we could develop a plan of action. As a result, one SRC member felt that we needed to act to help the drought affected farmers of Australia. From this idea came discussions with the SRC team to plan a fundraising day. The 'Help the Farmers' Fundraising Day took place in Term 3. This involved students donating a gold coin to come dressed as a farmer. Additionally, students and their families donated cakes, biscuits, muffins and other baked goods to support our Parents and Citizens Association (P&C) and SRC to run a 'Bake Sale'. Our school P&C and SHNOOSH both donated \$1000 each toward the appeal, bringing the total amount raised to \$3200. Our SRC members were paramount in bringing the school community together to help others.

Transition Program

In 2018 we continued our strong partnership with Seven Hills High School. Our Stage 3 students participated in two smooth walking days. These 'taster' days gave students an idea what high school would be like. Students were able to get familiar with rooms and meet teachers they would be seeing when they arrive at high school.

Further to this, Year 6 students participated in 'High School Week'. During this week students experienced a week of high school. They participated in different

lessons, read a timetable and experienced lessons taught by various staff throughout the day.

Maths Olympiad

2018 saw Seven Hills North Public School participate in the APSMO Maths Olympiad for the first time. The aims were:

- To introduce students to important mathematical concepts
- Teach major strategies and develop flexibility for problem solving
- Foster creativity and ingenuity and strengthen intuition
- Stimulate enthusiasm and enjoyment of mathematics
- Provide for the satisfaction, joy and thrill of meeting challenges

Our team of 19 Stage 3 students enjoyed the challenges presented to them in the five different contests. Each student grew so much in their confidence and ability to tackle the problems and demonstrated outstanding commitment to the challenge.

STEM

In 2018, a group of Year 6 students were selected to be part of the STEAM (Science, Technology, Engineering, Art and Mathematics) Team. Our team worked with various digital technologies, including Makey Makey's, Hummingbird Duo's and Sphero's, to build their capacity around coding, robotics and Digital Technology skills. They used their knowledge and understanding to combine the three pieces of technology to create an interactive scene of Sydney Harbour.

Throughout the process of construction and incorporating technology into their design, the team encountered many hurdles. They worked together to brainstorm solutions and consider alternative methods to achieve their goal. The students developed their collaborative, creative and critical thinking skills.

Once the project was completed, the students presented their finished product to their Stage 3 peers and teachers. They also led a session for teachers to share their knowledge and understanding of Digital Technologies with staff.

Finally, they joined 400 students from the Blacktown Learning Community to showcase their creation at the STEAM Team Expo. The STEAM Team thoroughly enjoyed the opportunity to celebrate their achievements and explore a world of possibilities in the Digital Technology world with neighbouring schools.

Book Fair

The Book Fair is held annually, coinciding with Grandparents' Day and the Easter Parade, with this year's theme being "Paws for Reading". Students were actively involved with promoting the Fair by participating in a colouring competition plus providing decorations in our library.

Our school community involvement was commendable, generously donating to our school 49 books from the display, resulting in a total of \$7,602.00 being spent on the day. This enabled the school to receive \$2,660.00 as commission from all sales allowing us to add new resources to our library and literacy texts used in classrooms.

Premier's Reading Challenge

This year we experienced a marked increase in the number of Stage 3 students participating in the Premier's Reading Challenge, from 15 in 2017 to 51 in 2018. A total of 42 students received a Gold Participation Certificate for having participated in four or more Reading Challenges. We're very proud of our Seven Hills North students and their continued commitment to extending their reading experiences and genres.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes.

Mrs Renai Diamond – Principal

Mrs Hannah Otten – Assistant Principal (Rel.)

Lynda McKewen – EaLD Teacher

Mrs Louise Mear – SAM (Rel.)