

# Seven Hills West Public School Annual Report



2018



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## Introduction

Academic achievement to me is like a one–man race of endurance and persistence. While we all run in the race together, other competitors are all around us and there's a cheer squad at every turn, our race is run by each student taking each step up to the starting line of the lesson and taking off at a pace that will see them reach the finish line in accordance with their personal best. We can not achieve our best alone. We need our friends, our family, and our community to guide us to truly reach our potential. Over the year we have built networks within our school and looked at our teaching and to uncover what our students need. Our teachers are our training coaches. They try different things every day, plan different activities every day in class and beyond the school in order to get to know our students and how they learn. There is a tremendous amount of work required of them every day and I am proud of the learning they have achieved this year.

This year we see two members of staff retire. Mr Gordon and Mrs Duselis. I would like to acknowledge their service to NSW Public Education and in particular the legacy they have left at our school. This year the passing of Mrs Cook was one that touched us all. Our school was strong and stoic in our care and in our grief, which I know Mrs Cook would have been warmed by. Mrs O'Toole leaves us as well to pursue a career development in the Department of Education as a School Counsellor next year via a department funded scholarship. I am excited that the Department has seen her expertise and validated it with such a fantastic opportunity.

The student body has achieved great heights across a number of academic platforms throughout 2018. We have seen students showcasing their skills across a variety of platforms including sport, creative arts, leadership, ICT, English and mathematics. Our Innovations Team attended Edutech Expo and also competed in the Blacktown Learning Community STEM challenge. Our Recorder Team performed again this year at the Sydney Opera House and our Aboriginal Leadership Team spoke in NSW Parliament as a part of Yarn Up. The Blacktown Performing Arts Festival also enabled our dance group and choir to showcase our stage presence with pride. These events were among teacher highlights such as Mrs Barber's Sydney West Touch Football Team who were state champions for the first time ever as well as Mrs Ashworth, Ms Pizarro, Mrs Gardiner, Ms Craig and Miss Martin all completing their L3 training. We had Mrs Rosario facilitate Mrs Barber, Mrs Jacques, Miss Prasad and Miss Moteea to complete their Focus on Reading training as well.

In the classroom, our teachers and students have embedded teaching and learning practices of L3 and Focus on Reading and began to explore new data processes to record student progress and gauge future–focused learning. In our support classes, our teachers have evaluated their programs with a view to innovate new initiatives reflective of current research and student differentiation. We have seen continued value–added improvement in reading and also shown areas within our school for future development in the next year of our school plan.

Just like a marathon, your training program is only enjoyable with support, goals and friends and at Seven Hills West Public School, we have shown this year that we provide them. Each and every student has achieved something fantastic. It may not be able to be measured by awards or marks but it may be that they can now tie up their shoes, or that they can remember to bring their library books back on time, or that they stood in front of their friends and made a speech, or even that they could accept it if they spend a lunchtime every now and then by themselves and it's ok to do so because tomorrow is another day and a friend is just around the corner.

For all of these immeasurable achievements, I congratulate each and every student in our school and for the individual races they have each run. The Annual Report for **2018** is provided to the community of Seven Hills West Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high–quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kylie Becker

Principal

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## Message from the Principal

To the students of Seven Hills West Public School,

**Preschool:** To our youngest students in the school, congratulations on your early learning experiences and the progress you have made this year. We have seen you blossom with learning about our animal friends with the Reptile Show and Ruby; Mrs North's puppy that visited. It was exciting to see the changes to the preschool rooms and playground too. We have put post covers on the awning and also raised the level of the shade sail so it can be safer and more functional. We have also begun painting areas of the preschool and got new blinds for the room to brighten it up for you and the new preschoolers starting next year. We hope you had fun in your assembly items and especially in your graduation gowns that were purchased this year for you to wear.

**Kindergarten:** To our fantastic Kindergarten students, we are so excited about the learning progress you have made this year. Each and every one of you can read and write at levels higher than you were at the beginning of the year and showing strong signs in numeracy too. When we celebrated your first 100 days of school, it was just so much fun! I will keep the painting we all made together as a token of this special milestone. You will be able to see it hung in the library for years to come! When you presented your first assembly as the presenters, we were so proud to see how confident and clever your public speaking skills were and you showed that you can take on anything we ask of you. Next year, you will be able to take these skills into Stage One and make even more progress!

**Year One:** To our Year One students, you have all made such pleasing gains this year. As a group of students learning through L3, I have been particularly interested in your writing and how it connects to your reading and understanding. Many of you have brought me pieces of writing and I particularly liked the persuasive texts you wrote. It certainly shows that you can convince anyone of anything! When we went to the art gallery I was really proud at how you all explored the space and looked at the artworks. It showed that you can have an eye for detail.

**Year Two:** To our Year Two students, congratulations on your completion of Stage One. You have worked really hard this year to make sure you covered all of your outcomes and your teachers are all very pleased with your achievements. The growth in you all is exciting and especially the growth in your ability to create new ideas from a base concept. It was really exciting to see the work you did around eating healthy and demonstrating to students in other classes how to pack a healthy picnic and lunchbox. It shows that you're so grown up and ready for Year 3.

**Year Three:** To our Year Three students, this was the first year you sat the NAPLAN assessment test. This was really exciting for us as a school as we were able to see how you have progressed since beginning school. In our data, we could see continued improvement in literacy and numeracy for you all and this showed that not only are you trying really hard at school but what we are teaching you is working too. We have begun to put plans in place already for what we want to teach you next year! This year you were able to participate in PSSA sport for the first time and also participate in primary school activities such as performing arts and sports carnivals. Some of you could do this as 8 year olds last year but this year, everyone got to have a go! Well done to each and every one of you, I am very proud!

**Year Four:** To our Year Four students, congratulations on your completion of Stage Two. You have achieved wonderful results this year and one of the things I was particularly proud of was your work during Reconciliation Week this year where you were able to discuss how Aboriginal people influenced our history and the importance of the dates that surround Reconciliation Week. This year many of you explored STEM Challenges and this will guide you as you begin Stage Three and become a part of our STEAM Teams. When you all embarked on ZooSnooz this year, your teachers and I were very impressed with your participation and enthusiasm to learn new things. As this was your first school camp, you can safely say, you were Superheroes!

**Year Five:** To our Year Five students, you have worked tremendously hard this year and made pleasing progress. You were a part of many leadership training programs as well as a part of a majority of school programs that showcased our school. From being members of the Innovations Team, Recorder Group, Dance Group and Choir to name but a few programs, watching you all in action was exciting to see. Challenge Expo was a highlight for me as you were able to show us your innovations and expertise in running an event with your friends and being very profitable! At the end of the year, we saw you burst into action as potential leaders preparing for elections and leadership roles for 2019. I was humbled by the level of effort and tenacity you showed delivering your speeches and how much respect you gained from your peers in other grades.

**Year Six:** To our Year Six students, congratulations on your primary school graduation. As this is my first graduating Year Six at Seven Hills West Public School, I am honoured to be your principal. Each of you has shown maturity in undertaking many roles across a myriad of school areas and you are to be congratulated for this. I enjoyed seeing you blossom at camp this year and also saw many of you overcome personal obstacles which demonstrated your strength of character. Your Graduation evening was a testament to you and I wish you every success as you now spread your wings and head to many different high schools next year.

Congratulations to one and all. Your year, this year, demonstrated Hattie's research of one year's input for one's growth and to you all; you have certainly grown. I look forward to another dynamic year in 2019.

## Message from the school community

On behalf of Seven Hills West Public School P & C would like to say thank you to the school community for a great year in supporting our school.

Personally, I would like to take this opportunity to thank all the volunteers who have given their time to support this wonderful school. In particular, I would like to thank the executive; Vice President – Sheree Green, Secretary – Amie Fielding and Treasurer – Melissa Milne.

The P&C executive committee also wishes to pass on their gratitude to the uniform shop run efficiently by Melissa Fawcett and Melissa Milne for providing a one-stop shop for all our uniform needs and their donations and also, the school canteen, run by Sheree Green, Amie Fielding and many more volunteers that assist her throughout the year, the student and families really do appreciate your efforts.

There were also a number of events throughout the year that contributed to P&C, including

- \* Coles Sports and Woolworths Earn and Learn token
- \* Mother and Father's Day Stalls
- \* Assisting with Halloween Disco
- \* Dance-a-Thon raising \$3000, which was an amazing effort
- \* Easter Raffle
- \* Jersey Day

Thank you to all those volunteers who made these events such a success.

As a result of our fundraising this year we were able to assist the school in purchasing the projector and signage in the hall, air conditioners for the classrooms, sporting equipment and the structured play equipment.

I would also like to thank our Principal, Kylie Becker, her executive team, the teachers and the office staff for all working together to make our school a wonderful place for our students. I'd like to say that as a P&C we have certainly noticed the difference having a consistent hard working Principal has made to the school and our community. We are extremely grateful to Ms Becker for making the hard decisions, big and small to make Seven Hills West Public School a safe and secure place of learning for all its students. Words cannot express how much we appreciate her coming on board as Principal and creating a bright future for our children.

Rebecca Newell

Seven Hills West Public School P&C President

## Message from the students

From standing on that stage to becoming what we are today, the leaders of Seven Hills West, we've learnt so many skills. We participated in leadership development opportunities including Longneck Lagoon and the BLC Leadership Program. At Longneck Lagoon we did many activities that required teamwork and co-operation. We overcame lots of obstacles and now our trust is unbreakable. We learnt to trust the leaders we met from different schools and our friendships have remained until today. As the leaders of Seven Hills West Public School, we believe that we have come a long way from hardly knowing each other to becoming best friends.

Our parents are extremely proud of us and that's what makes us better people every day. We are always excited to come to school to see each other and we learnt how to not be afraid of anything as we are strong together and the strength is shatterproof. Now that the year is coming to an end, we will miss everyone at our school and everyone that we've met on the way. We have all learnt great leadership skills from leadership courses such as honesty, trust and friendship. This will give us a good reputation for the future in high school where we will strive to continue developing our leadership skills. We have all learnt to respect each other as we are all different. We are respectful, responsible safe leaders.

By Hamza, Amna, Allon and Devanshi

## School background

### School vision statement

The Seven Hills West community strives to build positive relationships with students, staff and the greater community. We encourage students to achieve their personal best in all aspects of their education and personal development. Staff at Seven Hills West make positive outcomes for students the centre of our decision making. Future focused learning pedagogies and evidence based teaching and learning programs are provided through educational opportunities to our students and staff. We aspire to develop strategies for students and staff to strive for continuous improvement.

### School context

Seven Hills West Public School officially opened in 1958. The current enrolment consists of approximately 390 students, including mainstream classes, support classes for students with special learning needs and a preschool. It is located in a well established residential area in Sydney's west and is part of the wider Blacktown community. The school is well supported by a diverse and multicultural community. The school has an increasing enrolment of students with a Language Background Other Than English (LBOTE), which currently stands at 63%. Seven Hills West Public School has a culture of high expectations, embracing the whole child and their development through a comprehensive range of extra curricular opportunities including those in creative arts and sport. Students enjoy a nurturing, stimulating and supportive school environment, where they learn and thrive in their interactions with staff and peers. An energetic and dedicated staff works collaboratively to enhance each student's well being, helping them to achieve their full potential.

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high–quality practice across the three domains of Learning, Teaching and Leading.

It was exciting to be able to complete this survey as a reflection and evaluation of our external validation in 2017 based on the systems and processes that have been implemented this year. Last year our next steps showed that we needed to focus on building a collective efficacy in all aspects of our school. In all domains, we were either working towards delivering or delivering. This year our self–assessment survey showed we can justify an on balanced judgement of sustaining and growing in many areas of our school.

There have been significant improvements in the following domains of the School Excellence Framework:

### LEARNING

In our school this year, we have begun to embed literacy and numeracy programs to create data systems to track and monitor learning targets for students. We have established our learning support team to create plans that can be differentiated and integrated into classroom practice. This process has ensured that in the elements of learning culture, wellbeing, assessment, reporting and student performance measures, we are sustaining and growing. Our SCOUT data and L3 data shows a shift towards positive engagement to school and our programs. In regards to attendance, we have been working hard to build strong networks and relationships with our community partners and families to build a collective approach to learning as the reason for attendance and this has been a positive experience.

Our self–assessment shows we are delivering in curriculum and this is a focus area for our staff in our school plan. We are working to use extracurricular programs such as Blacktown Learning Community initiatives and statewide initiatives such as the Multicultural Public Speaking Challenge to be the culmination of the programs we are creating reflective of syllabus outcomes. We will continue to make this a priority in 2019.

***Next Steps: Data and using data to inform practice is going to be a thread of 2019 in the element of learning. Currently, staff have begun to unpack the story behind the numbers and decipher possible reasons for the data we are producing. Having a strong understanding that data can be something to be celebrated and not feared, is our ambition. We will engage different evaluative techniques to explore data analysis and see how these filters can be applied in a myriad of contexts across the school.***

### TEACHING

In our school this year, we are proud to say that we have been open and honest in our evaluation of ourselves in the element of teaching. We are consistent in our on balanced judgement of delivering and this can be celebrated as a strategic approach to creating a teaching approach that is new, innovative and reflective of where we want to be in the future. We have worked through ways to use our professional capacity as teachers through the National Teaching Standards to show how flexible learning, classroom practices and data can influence learning and development. We have begun to develop a coaching and mentoring model across the board where there is a collective understanding that we are all in it together, focused on the whole school improvement model. Essentially, our teachers are beginning to break down the walls of their classrooms and invite collaborative practices and approaches using new innovations in ICT and cloud–based storage systems.

Our self–assessment shows that in learning and development were are sustaining and growing and this can be attributed to the staff who have taken the lead learner approach to professional learning, coaching and mentoring and expertise and innovation. The staff have received this support well and shown that they are keen to learn more next year.

***Next Steps: Having professional conversations with staff that are robust and fail–safe of negativity is the key to 2019 at Seven Hills West Public School. Often people are nervous about sharing data as it can make people feel vulnerable about their performance. Focusing on people's confidence and sense of belonging to both the team and the school will aim to make people ask for guidance and learning directions in their classroom. Knowing that it's ok to learn and grow as a teacher will support a process of performance development and student progress.***

### LEADING

In our school this year, we have one substantive Assistant Principal, one substantive Assistant Principal Support and two relieving Assistant Principals. Using the principal support allocation, our school engaged a higher duties Assistant

Principal position three days a week to focus on innovative educational delivery. With a newly appointed Principal in the school, the leading element within the school experienced a significant change in its school operations and lead management. Working with each lead learner, the principal has created leadership portfolios as part of the Performance and Development Plans for each member of the executive. This began the conversation about the different elements of the Assistant Principal role. In this process, our school has self-assessed as sustaining and growing. Each member of the executive presented their leadership journeys to each other to build a collective efficacy of the leadership team as a whole.

Looking at implementing the LMBR and SAP HR process this year has seen the School Administration Manager and the principal work collaboratively with the SASS staff to create and refine office administration systems effectively. This has seen our school self-assess our position as sustaining and growing in this area. The SAM is a part of our executive team and also presented her leadership portfolio to the team. Our connection in this space has enabled transparency and seamlessness to the school plan.

***Next Steps: The Leadership Team will continue to build its experience and expertise in 2019. With two members having engaged the Art of Leadership, three more members will participate in this next year. It is anticipated that the role of the Assistant Principal and Aspiring Leaders Program that is going to be established by the principal will build depth and capacity of our staffs potential. We will continue to streamline SAP systems in implementing the new EFPT budget tool and also build the capacity of all SASS staff in the roles of the administration.***

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

### Future Focused Learners

#### Purpose

Seven Hills West Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for rewarding lives in an increasingly complex world. Our vision is improved performance in every school, for every student, every teacher, every leader, every year, validating individual and collective success regularly. Our committed staff will develop quality educational delivery to build skills in literacy and numeracy, strong content knowledge of the curriculum and the ability to learn, adapt and be responsible citizens within the wider school community.

#### Overall summary of progress

This year we worked hard to make connections between the collection of statewide data and in school data. We engaged the beginnings of visible learning in this space with specific smart goals for the teachers and students to work towards. We began to unpack and evaluate our individual student learning within a structured learning and support role where our specialist teachers worked across one stage covering all elements of support including EAL/D and learning and support. This helped our students have a consistent face and regular interactions which supported the implementation of the National Teaching Standards; Standard One, knowing students and how they learn. Our SCOUT data shows value added in years K–3 and in years 5–7 literacy and an area of development in years 3–5.

We began to explore differentiation through teaching and learning programs using inquiry pedagogy. This helped the teachers to engage students to mandatory outcomes irrespectively of the language acquisition and also their ability to engage in literacy and numeracy. This was an exciting achievement, particularly in our senior classes where we saw students engaging in public speaking where they would not have attempted the learning sequence previously. We had students from preschool to Year Six using ICT innovations such as green screens, robotics and coding to meet curriculum outcomes and teachers becoming more comfortable with facilitating learning beyond explicit delivery. Students regularly reported on their own learning progress, even using applications such as Facetime with the Principal to do so.

Students had opportunities to attend and participate in experiences both locally and within the wider network to develop and innovate their understanding of what a future-focused curriculum enables. Students attended Edutech 2018, BLC STEAM Challenge, BLC Arts initiatives and Operation Art where two of our Support unit students were among the top 50 in the state for their artwork. We had a specific focus with Aboriginal students on the teaching and learning opportunities that we offered them. Programs such as Yarn Up, saw our senior students speaking in State Parliament, Liven Deadly where all Aboriginal students participated in cultural practices and reconciliation events and 8 Ways of Learning where the teachers used an Aboriginal pedagogical approach to writing their Personalised Learning Pathways.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two NAPLAN bands for reading and numeracy.	Focus on Reading: L3  Literacy & Numeracy Resources: \$1 500	We have continued to embed reading professional learning philosophies in the school K–6. This has seen another 10 teachers developing their pedagogy in educational delivery in reading.  Our literacy and numeracy resources were added to with classroom tubs created to allow all classes access to resources at their fingertips.
Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.	Yarn Up: \$1000 Liven Deadly: \$16 000	Our Aboriginal students all received above the state in NAPLAN and this can be attributed to a focused group of students as well as our programs.  Yarn Up and Liven Deadly made cultural connections and literacy leadership go hand in hand.
All teaching and learning programs will be differentiated for	Lane Clark Professional Learning: \$7 000	We have begun exploring the conceptual understanding of the syllabus documents. Using an

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
individual student learning needs, demonstrating syllabus content measured and evaluated by a multifaceted evidenced based approach for whole school value-added performance.		inquiry learning approach through Lane Clark, a focus for staff was beginning the discussion about the reduction of the cognitive load when engaging new teaching and learning to enable students access to new learning.
Classroom teachers will identify professional growth in their ability to purposefully integrate ICT into innovative teaching and learning programs to enable future focused learners.	ICT Innovationist: \$20 000 Xenotech: \$20 000	Utilising ICT technicians and educational delivery experts has enabled staff to build confidence and skills in both managing and engaging in ICT. Using both professional learning and systems mentoring, all staff have increased their capacity to communicate, produce, discover and process using ICT.

## Next Steps

Our improvement measures are in the second phase of implementation. Currently, we have a shift of students into the top two bands for NAPLAN in reading and numeracy and through our teaching and learning programs, L3 and Focus on Reading, we will identify and target specific students with a view to move them into higher bands between years 3 and 5. In Numeracy, we will use our SCOUT data to establish concepts within mathematics that our students need further explicit instruction and focus from classroom programs.

We will continue to work on our Personalised Learning Pathways with our Aboriginal students to show how our interventions in teaching and learning and cultural development have made significant gains in our students' attendance, school engagement and outcome achievement. We will look to culminate our Liven Deadly program with a film clip about our students and launch this in Term Two where the teaching and learning focus will centre around Aboriginal Australia and Aboriginal education.

We will continue to build the inquiry process through curriculum using Lane Clark. We will introduce the conceptual understanding to Stage Two next year and consolidate Stage Three's knowledge and understanding. Lane Clark will teach each group as a whole and also within classroom spaces to support the teachers and students in self-reflection and self-assessment using approaches to reduce cognitive load. We will be investigating cognitive load theory as written in the paper from the Centre for Education Statistics and Evaluation (CESE).

We will build computational thinking into our professional learning suite and encourage this mode of learning as staff can use as their Performance and Development Plan goal. We will devise differentiated professional learning to support each staff member at their learning of expertise and experience in an effort to improve their accessibility to online cloud-based storage and ICT classroom innovations.



## Strategic Direction 2

### Contemporary Educational Leaders

#### Purpose

Seven Hills West Public School teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned in excellent schools by high quality teaching. The school will proactively build the capabilities of all learners, teachers and leaders, to create a learning culture of high expectations for success. Through collaboration and consultation, every staff member is expected to recognise their ongoing development and ensure that it is achieved through research based professional learning that is relevant to their expertise and experience.

#### Overall summary of progress

To create contemporary educational leaders we have begun with the School Excellence Framework element; leading the school. Our school self-assessment showed that we need to continue to build a culture of high expectations and performance management and development. In order to do this, the School Leadership team had to build the confidence of the staff. This was our first port of call so that with a sense of belonging, staff could begin to evaluate their practices as a fail-safe teaching and learning environment. Our focus areas centred around collaboration and the true understanding of what collaboration is. With the creation of a Performance and Development Plan framework in the school, the teachers could see how their performance, the performance of their team and the performance of their students all reflected a cohesive staff who was committed to educational delivery for all. We branched out into learning communities that were both formalised groups such as Blacktown Learning Community (BLC), the NSW Primary Principals Association (PPA) and the National Education Standards Authority (NESA) to participation in local preschool networks and collegial leadership groups formed by like-minded professionals.

These groups helped us to define and link our PDP goals to our school practices and to help use the National Professional Teaching Standards to ensure every member of our school became or maintained a minimum level of proficiency in regards to teacher accreditation. Our leadership executive articulated through their work and action research projects that they would benefit from leadership training and skills, hence two members of the School Leadership Team attended the Art of Leadership which was a PPA initiative. As a group, we worked hard to embed leadership philosophies into our professional learning sessions and also into our leadership systems of leading and managing the school. This policy was an area of development for our team so that they could understand what their role is as an Assistant Principal. The Assistant Principals presented their leadership journeys and areas they were developing in themselves personally to each other so a collective efficacy could be realised and a team ethos promoted. This had a strong impact on the team themselves as they could begin to connect to each other in a respectful and collegial way.

Creating an environment where the staff could build their identities as educational leaders is something we are building over time. Using a Google Sites platform was an area that the principal engaged in with her own PDP with a view to rolling it into the PDP practice of staff where all staff can connect and contribute collaboratively to each other through evaluative practices and reflection. The aim of this style of evidence collection allows for all styles of evidence to be captured and annotated instantly and contributed to by more than just the person themselves. The Leadership team has begun to build this process for themselves for their evaluation of 2018 PDPs into 2019 PDP goal planning.

This year our school began their teaching and learning inquiry journey. Facilitating the pedagogy and innovations of Lane Clark, our Stage Three team began to implement and learn how to program cross curriculum concepts authentically. Over the year, the teachers and students explored different ways of delivering lesson sequences based on the data the students provided and also based on the interest levels of the students. Aligning our current practices to this programming model has allowed the teachers to assess more authentically and embrace ways of engaging learners who were not willing participants previously. This has also helped our classes embrace new ways of thinking for how their classrooms are structured and managed as well. It has been significant in aligning with our work in improving the infrastructure in our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff have clearly defined professional goals that enables the school to provide learning opportunities and enable the development of future focused	Leadership Conference: \$5 000 Art of Leadership: \$12 000 Principal Learning: \$5 000	This year we began to evaluate our school systems and practices to align to PDP goals with school operations and the Premier's Priorities.  It was apparent that leadership was the core from

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
educational leaders.	Support Unit Evaluative Practices: \$5 000  Individual Teacher Professional Learning Opportunities: \$5 000	which to begin.
Staff are able to articulate their own learning journey and the support structures required to navigate it authentically within the school context and state system.	QTSS FTE 0.861	This mentoring conversation began this year with staff each identifying a mentor and also having mentoring session through their PDP process with their Assistant Principal.  The Leadership team were also provided with mentors from within the region and local networks.  The principal was supported by a chosen mentor from The William Glasser Institute and also from within a close collegiate of like-minded principals.
Future-focused pedagogies are evident and referenced in program innovations and structural classroom functionality.	Lane Clark: \$7 000  Classroom refurbishments: \$80 700	Using an inquiry-based learning model, the school also required structural refurbishments in order to deliver quality teaching & learning. Furniture, blinds, acoustic wall tiles and classrooms furnishings such as carpets, mats and desks enabled this process to begin.  Flexible classroom structures are now taking place and a plan for future development has been created.
Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels.	NIL	We have worked towards completing and creating a Quality Improvement Plan that is functional, flexible and fluid reflecting our preschool school community and Early Learning Framework requirements.

## Next Steps

Our improvement measures are moving effectively towards achieving our three-year goal. Our staff have all set clearly defined goals this year and next year we hope to build on this achievement by using our PDP process to align areas of Professional Learning to both individual teacher need and also the school plan. Engaging the Assistant Principals in the development of a Google Site to manage and work with their PDP will help to shape and model future focused learners who are invested in contemporary practices. Using this mode of recording of Professional Learning as well as the teachers learning log within NESAs and MyPL will make it a seamless process.

Our teaching and non-teaching staff will use the Performance and Development Policy to begin to take responsibility for their own professional learning and career development. Next year, there will be three more Assistant Principals attend the Art of Leadership, two more trained in Focus on Reading and also six more become trained in L3. We will begin our own Aspiring Leaders and Assistant Principal Leadership groups where we will engage the leadership models of Stephen Covey and William Glasser. All staff will be invited to engage in a network of their choice so that their own networks of support can be fostered and mentored. The Performance and Development Policy will be developed further where staff will have opportunities to engage in robust conversations with the Principal that are structured and aimed at a holistic professional and personal well-being approach.

Within classroom teaching and learning programs, we aim to engage two new syllabus documents; science and technology and physical development, health and physical education using the inquiry platform led by Lane Clark. We will use our Assistant Principal innovation to help support the teachers in writing units of work and lesson sequences in all curriculum areas and events such as Reconciliation Week and NAIDOC Week embedding new ICT capabilities into the school. We anticipate building our successes this year in ICT with the creation of an action research project for staff on their own capabilities in engaging in a digital platform. Staff will have their own choice about which areas they want to explore more deeply, which in turn will show staff how to differentiate as a learner and as a teacher.

Through the PDP process, we should be able to articulate staff who would be receptive to higher levels of accreditation and begin the conversations about how to move forward in this area. This will then allow us to design a process for supporting this educational leadership journey.



## Strategic Direction 3

### Inclusive Sense of Belonging

#### Purpose

Seven Hills West Public School ensures every child is known, valued and cared for. Our school community is committed to providing the very best for our children in educational delivery. Our teachers and school networks collaborate with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

To create this, we must engage a strong focus to the development of our infrastructure and learning environments physically, emotionally and cognitively so every student every day has a harmonious school in which they can connect, succeed and thrive.

#### Overall summary of progress

This year we have placed a significant focus on building a school culture of trust and inclusion. Through our Positive Behaviour for Learning (PBL) work and our commitment to school engagement, we have shown that we promote and live by our purpose where every student is known, valued and cared for. In doing so, we have continuously sought feedback and evaluated our programs within the school and worked hard to build our profile within our own community and wider networks.

Our school had significant infrastructure challenges that were addressed and mitigated this year. Every student in the school was directly impacted by the improvements we made to the school. From internal improvements such as carpeting, classroom furniture, air conditioning to external improvements such as the resurfacing of the playground, support unit taxi car park, tree root removal and shade shelter installation; our school invested in excess of \$100 000 in creating a positive and intrinsically motivating learning environment. The feedback from the community has been positive with the changes to our school and to the learning from the students. So much so that the year Six students became a part of the team and designed murals to paint on the toilet doors and to also make playground equipment as their parting gift to the school. Mickaela Yabut, from Year Six, designed the images and her peers selected them. Our Support Unit students made a car track for external use in the playground. This showed that our school community collectively feel a sense of pride and ownership in building our school aesthetics. The students have participated in Return and Earn in order to raise funds for a Maker Space in the school which will begin next year.

Our PBL Team worked really hard this year to build our systems and processes for student-driven learning. Using student voice, videos about positive behaviour were produced and games created to support an inclusive sense of belonging from the students themselves. The data collected in November 2017 showed that 40% of our students and Staff understood and were implementing PBL across Tier 1 intervention – school-wide systems at Seven Hills West PS.

This resulted in 2018 being a rejuvenating year of PBL into the school. To support this we, purchased signs that are displayed in all areas of our school, PBL committee assigned roles, PBL implemented in our preschool, PBL Staff Wall, new PBL lessons which reflect current data, purchasing of Sentral, as data collection space, referral slips for the playground, Stage behaviour flow charts, PBL mini-assemblies, library open 2nd half of lunch for structured play, games at lunch with our SLSO teacher. As a PBL school, we are happy to share from our latest data collection that we have increased from 40% to 77% of student and staff implementing and following out PBL values of being respectful, responsible, safe learners at Seven Hills West PS.

Our school communication was an area we worked on building through a digital platform this year. With the introduction of Schoolzine; an online newsletter, Passtab; an online signing in program and with our social media presence, our community has had constant access to the events and teaching and learning programs in our school. In addition to this, many of our staff have enlisted an online platform for communication with families about student successes and work samples with programs such as Edmodo in Stage Three and Seesaw in Preschool. This has had a significant impact on our families and we are hoping to continue to build this space even further. Our P&C became a viable group this year as in 2017, it was unsure whether we would get a P&C formed. This group of parents were new and keen which made a significant impact on our events such as our Dance-a-Thon and discos.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School initiatives support a tiered	Aboriginal Education: \$42	This year we invested in promoting the wellbeing of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>approach to wellbeing for all stakeholders and are reflected in the programs available to members of the school community.</p>	<p>000 PBL: \$12 000</p>	<p>the whole person. We did this through embracing the Aboriginal culture and teaching our students how to share it with each other and themselves.</p> <p>Within our PBL Framework, we looked at Student Voice to build the students engagement with our systems and processes and giving the students the opportunity to understand the importance of our school value system.</p>
<p>The school community has a committed action plan towards building infrastructure and a positive school environment.</p>	<p>Capital Works: \$54 000 Classroom Furniture: \$46 000 Tree Works: \$25 000</p>	<p>This year our school began the process of rebuilding and reinvigorating the infrastructure of our school. It included projects such as the hall projector, air conditioners, asphalt, classroom furniture and Arborist Report and tree removal.</p>
<p>The school community has developed a strategic approach to authentic communication systems and access to them for all members equitably.</p>	<p>SENTRAL: \$8 000 PASSTAB: \$2 000 Schoolzine: \$2 500 Social media: NIL</p>	<p>Our school began the online platform for operation. It involved a multifaceted approach where we coordinated in school systems management, effective communication and engagement practices for our community.</p>
<p>Increased parental participation and engagement at school events and external representation in both the coordination, facilitation and evaluation to ensure maximum student involvement.</p>	<p>School Events: \$5 000</p>	<p>We invested in our events this year to build our participation and appreciation of community support through event management. Events included Aboriginal Parent Morning Tea, NAIDOC Week, Education Week, Book Week, Presentation Day, Parent &amp; Volunteer Morning Tea, Harmony Day</p>
<p>Improved staff engagement results in People Matter Survey.</p>	<p>NIL Cost</p>	<p>We had a significant improvement in our People Matter survey. Staff feel there is more consistent and relevant leadership and that the school has direction.</p>
<p>Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.</p>	<p>NIL Cost</p>	<p>The number of students participating in school events and also participating in the wellbeing programs at the school is showing improvement. We have had a significant increase in attendance rates.</p>

## Next Steps

We will endeavour to continue to build our sensory support unit classrooms in 2019 with flexible classroom structures to meet the needs of our support students. In the preschool, we will continue to rejuvenate the learning space with an outdoor kitchen installation using a grant obtained in 2018. This will coincide with new blinds for the windows and painting of the space internally and externally where required. We are also exploring new soft fall for the playground in preschool. In our playground, we are looking at additional shade shelters and murals for the foyer to the library. We are using the street artist program from the Performing Arts Unit to make this a collaborative project with the students from our school. We will also begin the creation of our Maker Space for STEAM projects in the school. We will continue to rejuvenate our playgrounds and classrooms with the toilet block upgrade a priority for our school so we may access more playground spaces.

Our 2019 PBL team will continue to work to an action plan to ensure PBL is embedded into our school P-6. We will begin to plan our move into classroom systems and begin conversations with staff about universal systems for staff integrating the PBL values we have in the school. This will support our wellbeing framework and adherence to compliance systems and processes for our collegiate. Within the classroom systems, we are going to continue to build the Student Voice concept to get the students to teach the value systems and regularly review the consistent teacher judgement of major and minor behaviours. A regular review and evaluation of our systems and processes to ensure they are current and reflective of our school community will occur also.

We will develop our communication further into 2019 with a PBL focus in sharing successes online and publicly. It is anticipated that more teachers will adopt online parent communication and share success stories of their students in real time. We are planning to build our profile in the community and build attendance at our events throughout the year. Additionally, we will be looking to expand and build the numbers of members in our P&C to support the school and the hard-working families already in attendance.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Total Teacher Salaries for 2018 – \$147633.05 <ul style="list-style-type: none"> <li>• Socio-economic background (\$ 147633.05)</li> <li>• Socio-economic background (\$147 633.05)</li> </ul>	Our Learning Support Team utilised funds to engage equity of outcomes for all students.  Our data showed that all students consolidating, developing and emerging have made expected or above expected growth.
<b>Low level adjustment for disability</b>	Cost of Fencing – \$6400.00  Cost of Blinds – \$6780.40 <ul style="list-style-type: none"> <li>• Socio-economic background (\$ 1571.40)</li> <li>• Socio-economic background (\$1 571.40)</li> </ul>	Our students require specialised structures in order for their access to equity of outcomes. This year we have refurbished the assisted travel bay and begun to refurbish the classrooms with blinds and furniture.  It has enabled a more sensory play space in teaching and learning as well as a safe arrival and departure from the school.
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.861	Our teaching staff have utilised the support of executive and mentors from the Learning Support Team to build their capacity to engage all students and build their educational delivery.
<b>Socio-economic background</b>	<b>Infrastructure Upgrade –</b> \$41130.21 (6100), \$46406.36 (6300) & \$25090.91 (6700)  <b>ICT Support and Hardware –</b> \$15155.25 (6100), \$13548.12 (6700)  <b>Resources Audit and Purchases –</b>  <b>Building and Grounds Audit and Action –</b> \$24377.45 (6100), \$10110.00 (6200), \$15630.00 (6700)  <b>PBL Awards Review and Purchases –</b> \$21494.76 (6100), \$12019.10 (6200)  <b>Programs and Subscriptions –</b> \$9962.26 (6100) & \$1909.10 (6200)	Our school community has benefitted from a significant focus on infrastructure. The impact has been very positive as community members and the students feel more connected and valued.
<b>Support for beginning teachers</b>	\$64205.00 (6100) used for Teacher Relief. (P Moteea & G Jones – 1 day each).  Balance of \$21826.86 for casual replacement of Beginner Teachers.	Our beginning teachers were supported with time allocation for planning and professional learning. The staff were able to team teach and learn from each other which was a strength area of developing self and others.
<b>Targeted student support for refugees and new arrivals</b>		
<b>Aboriginal background loading</b>	Total budget spent for Aboriginal Background was \$42419.34.  \$27196.00 (RSP/416251–17)	The Aboriginal students in our school were supported culturally, academically and pastorally this year. The programs helped to build connections with the school and set a platform for authentic relationships in the future.

<b>Aboriginal background loading</b>	\$15223.35 (6100)	The Aboriginal students in our school were supported culturally, academically and pastorally this year. The programs helped to build connections with the school and set a platform for authentic relationships in the future.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	228	210	204	187
Girls	163	170	167	152

Our student body this year reflected our current trends that our school has had over the last few years. We conducted an enrolment audit earlier in the year to ensure our student enrolment information was accurate at the time of the class census in Term One. With a consistent spread across K–6 and only a few spaces available in preschool, the student enrolment profile is holding firm. Our Support Unit classes only have minimal vacancies in the IM class, with the rest of the classes at a full complement.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.1	91	92.2	89.5
1	89.9	92.8	90.4	93.7
2	89.2	93	92.2	91.3
3	91.8	93.1	92.3	90.9
4	92.4	91.7	89.8	92.8
5	93.1	93.1	92.8	92.8
6	93	91.8	90.9	91.7
All Years	91.5	92.4	91.5	91.9
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

We have a strong commitment to attendance procedures that reflect the Department of Education's Attendance Policy.

Our process for monitoring and celebrating attendance. The process is the classroom teacher marks the roll and monitors the student absence with correspondence to justify absence and then places a call to the family to follow up on unjustified attendance. For students who show concern regarding attendance, a referral is made to the Learning Support Team for possible learning and engagement systems that can be put in place to support the students coming to school. Once this has been explored, structured plans are put in place to monitor and engage our HSLO in the process for a successful student attendance outcome.

We celebrated over 200 students with 95% or better attendance this year in our last day of school assembly.

### Class sizes

Class	Total
KM	16
KA	16
KP	16
1C	16
1P	17
1L	18
2M	22
2K	24
3B	24
3/4C	26
4R	24
5/6R	21
5/6P	23
5W	23
6JP	21

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.51
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	9.22

\*Full Time Equivalent

This year we had Mrs Mitchell, a proud Aboriginal woman as a member of our permanent staff. She is such an advocate for our staff, students and community in helping meet the needs of Aboriginal people in our school.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	3

## Professional learning and teacher accreditation

All of our staff are accredited as proficient and each has sought professional learning reflective of their experience and expertise to develop themselves further in our profession.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	422,692
<b>Revenue</b>	4,640,116
Appropriation	4,445,823
Sale of Goods and Services	78,850
Grants and Contributions	110,643
Gain and Loss	0
Other Revenue	1,404
Investment Income	3,397
<b>Expenses</b>	-4,587,665
Recurrent Expenses	-4,587,665
Employee Related	-4,033,035
Operating Expenses	-554,630
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	52,452
<b>Balance Carried Forward</b>	475,143

Our school worked hard this year to embed new financial systems of operation into our school. This saw the Principal and School Administration Manager work closely together on budgets, actuals and projects to ensure there was a close link to the school plan and our school-based allocation of resources. We invested a significant amount of money into our infrastructure to bring it into alignment with Health and Safety guidelines and this included a number of trees needing to be either removed or lopped. We invested also in the refurbishment of the classrooms, internally and externally as well as playground resurfacing.

We have a projected plan for next year that involves more infrastructure and human resource investment.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,324,015
Base Per Capita	81,246
Base Location	0
Other Base	2,242,769
<b>Equity Total</b>	488,453
Equity Aboriginal	15,915
Equity Socio economic	89,817
Equity Language	218,567
Equity Disability	164,155
<b>Targeted Total</b>	934,320
<b>Other Total</b>	456,505
<b>Grand Total</b>	4,203,294

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

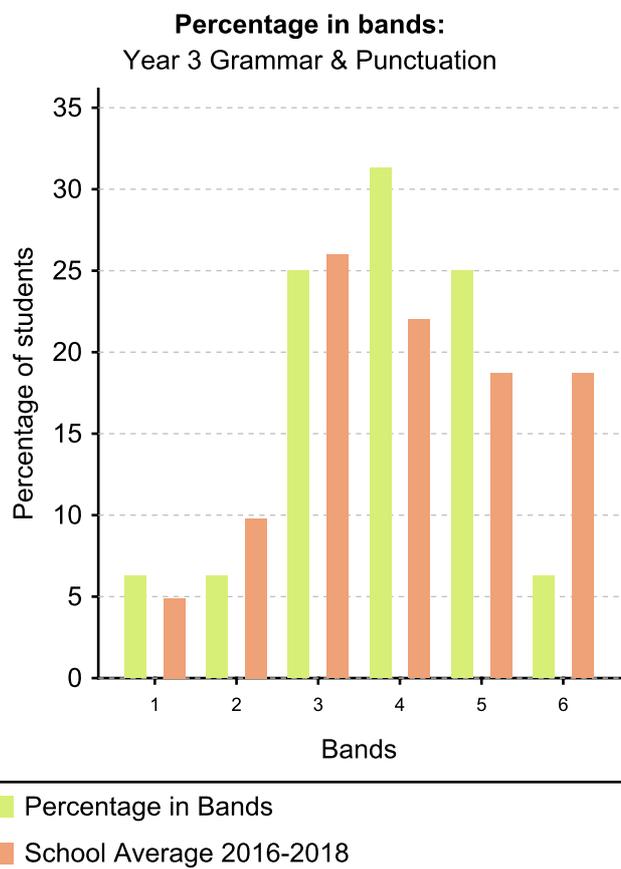
### NAPLAN

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.

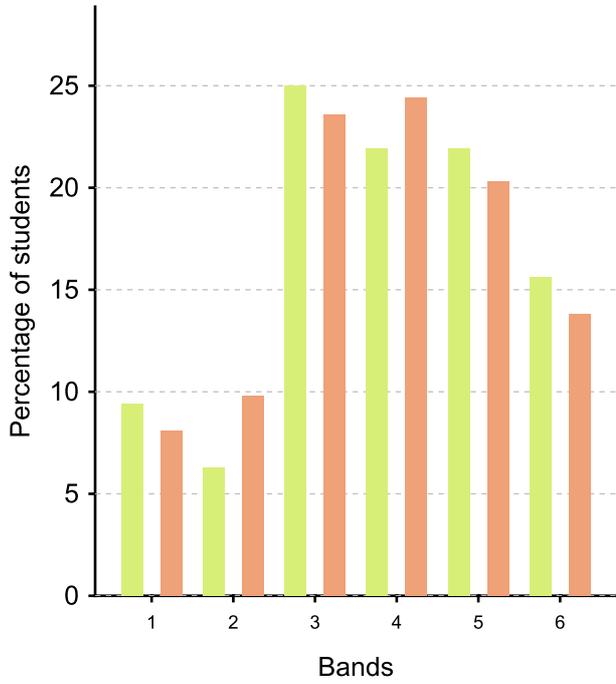
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

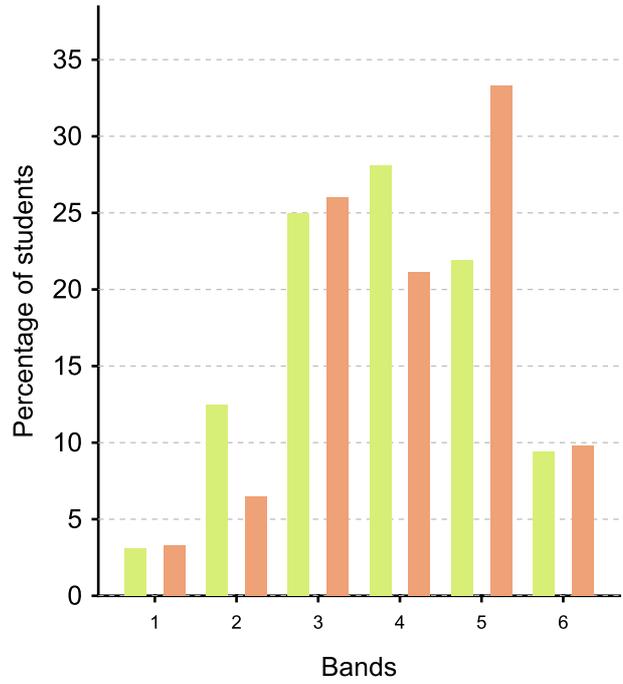
Our literacy results have indicated a growth in our K–3 students and this can be related to our L3 implementation. It shows a sustaining and growing model against the School Excellence Framework. For our Year 3 students, there was a trend to spelling as a strength area and also reading. In our Year 5 cohort, there is a much wider spread of student achievement in grammar and punctuation and our reading and spelling results showing consistency. An area of development for us is writing.



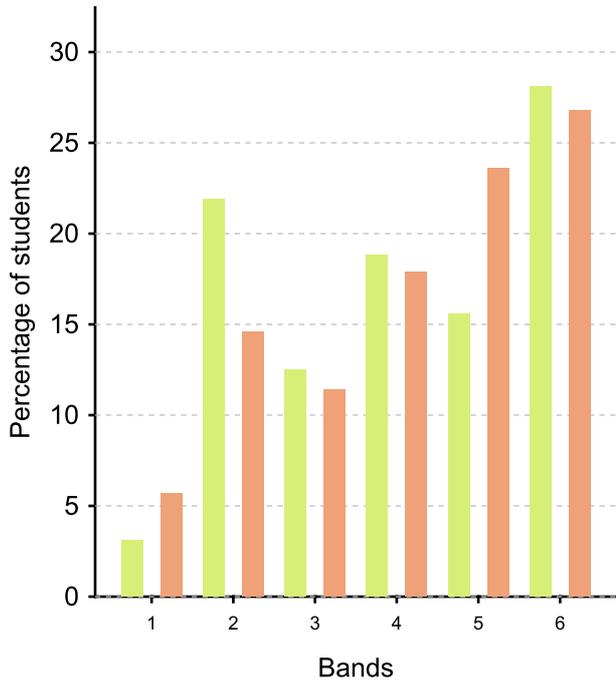
**Percentage in bands:**  
Year 3 Reading



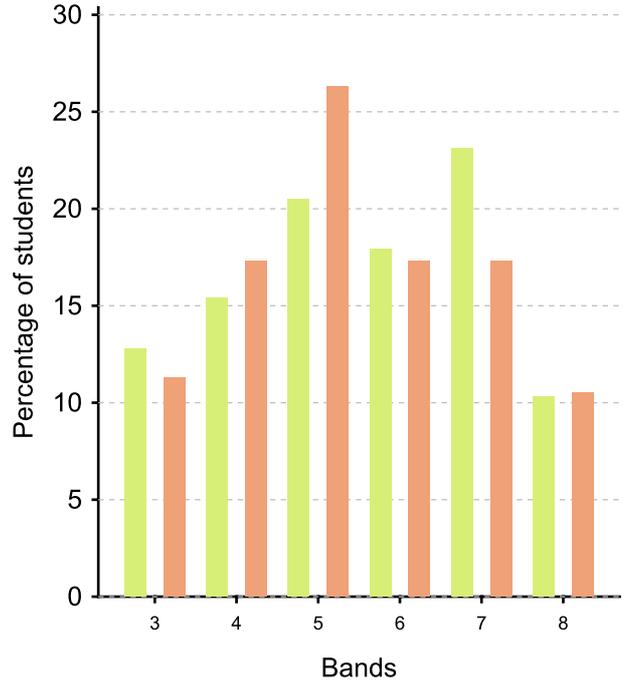
**Percentage in bands:**  
Year 3 Writing



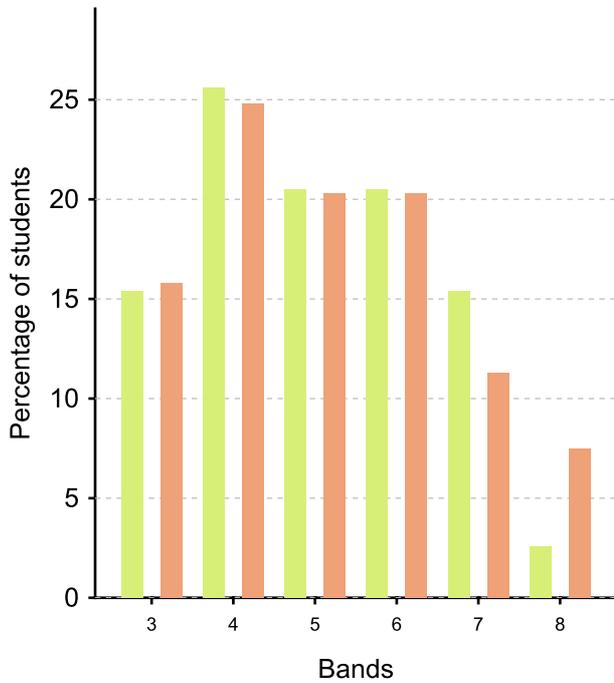
**Percentage in bands:**  
Year 3 Spelling



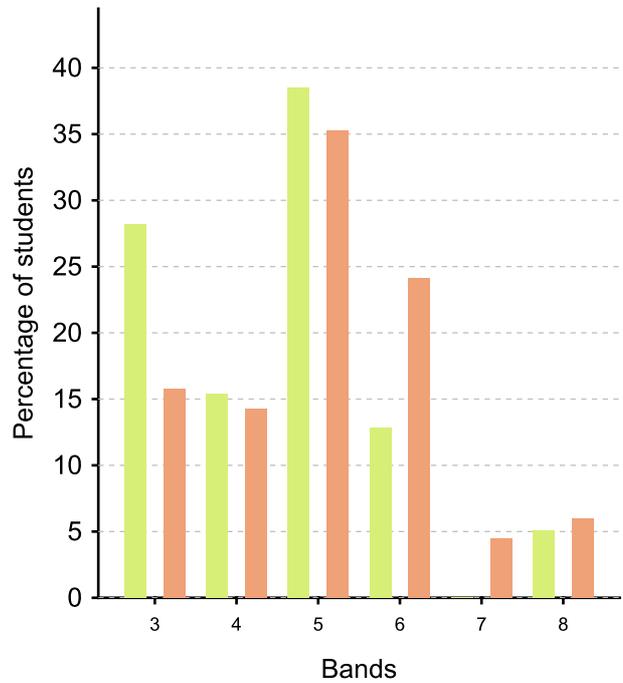
**Percentage in bands:**  
Year 5 Grammar & Punctuation



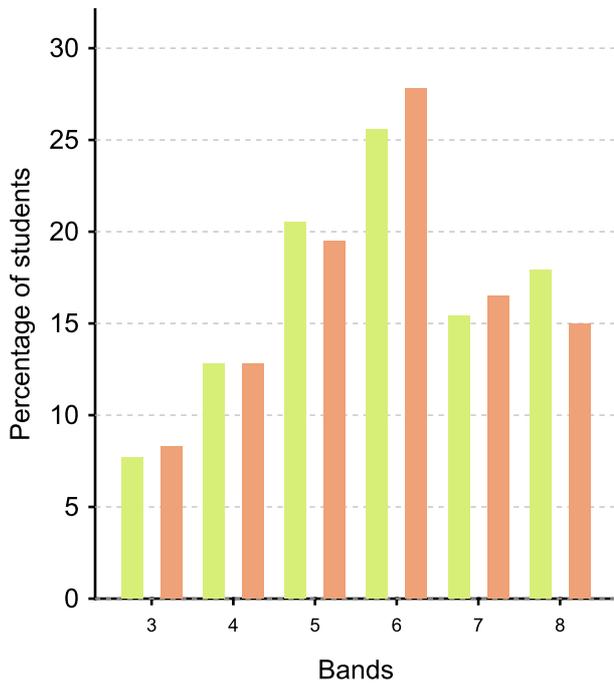
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

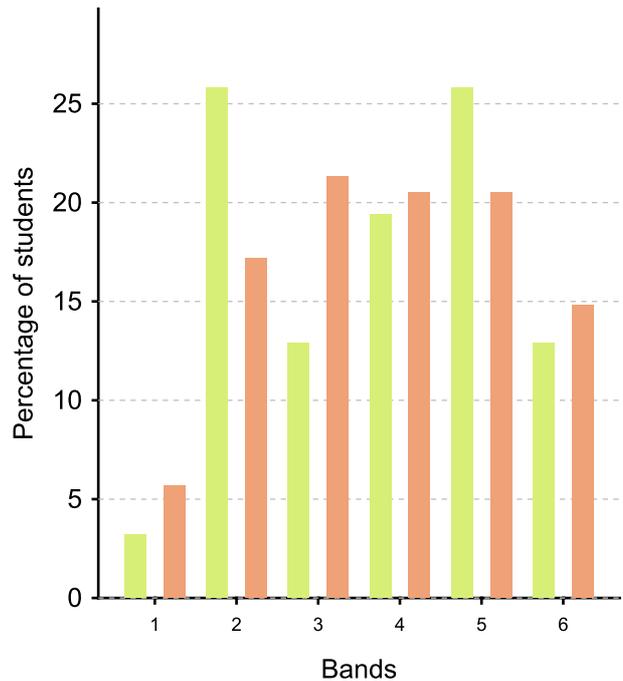


**Percentage in bands:**  
Year 5 Spelling

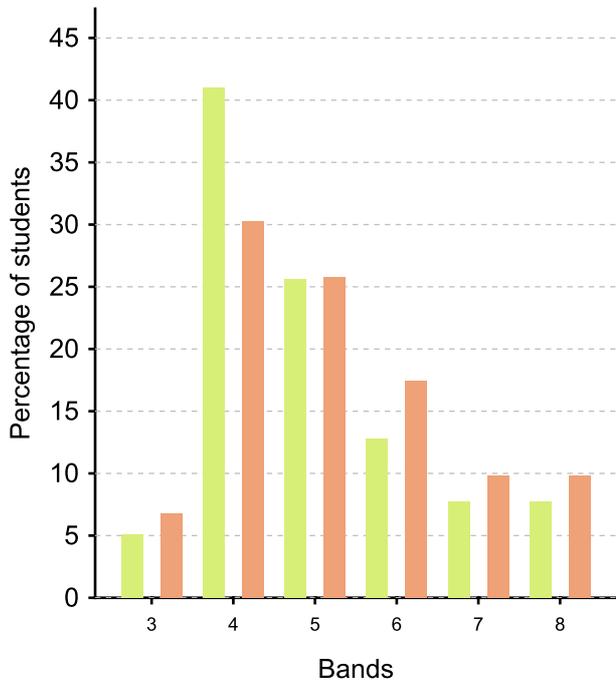


Our numeracy results in both Year 3 and Year 5 indicate that we need to continue our work to improve our performance and are aware that we may benefit from a change in data when we go online for NAPLAN next year. We have students placed in all bands and are aiming to move our students forward to meet the Premier's priorities.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



above state average and similar schools. We received a score of 99% for our Expectations for Success and we were equal to the state and similar schools with 80% for a Sense of Belonging.

We have developed a stronger connection to our community this year and had a viable P&C which looked like disbanding previously. Parents are excited about our innovations and we had record numbers of parents attend our workshops in STEM and school events such as Multicultural Day.

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Our school uses initiatives such as L3 and Focus on Reading as well as targeted numeracy programs to support students to achieve improved results. Our Aboriginal students all made growth that was measurable and has enabled us to continue our programs for them into 2019 to support them to improve further. Our collective student body has maintained the averages of students in each of the bands and 38% of Year 3 were in the top two bands for reading and 39% in Year 3 were in the top two bands for numeracy. In Year 5, 18% scored in the top two bands for reading and 16% in numeracy.

## Parent/caregiver, student, teacher satisfaction

Using the Tell Them From Me survey, this year we had a record number of responses totalling 139. The three main areas that were reported on were:

- Advocacy at School
- Expectations for Success
- Sense of belonging

Our results from the survey show that 95% of people surveyed believe we advocate for their children which is

## Policy requirements

### Aboriginal education

In 2018, Seven Hills West Public School embarked on a number of initiatives that supported the Aboriginal students in our school and also the educational delivery of teaching Aboriginal Australia to the entire school community. From these initiatives, we have seen many students achieve high levels of academic success as well as connectedness to Aboriginal culture and traditions.

We began the year by developing an understanding of where our school was in regards to the knowledge, understanding and implementation of the Department of Education Aboriginal Policy. We developed Personalised Learning Pathways by conducting interviews with each family about how their students learn and how they feel about school, their teacher this year and what goals they hope their child achieves. From there, we engaged the staff in professional learning about the Aboriginal pedagogy; 8 Ways of Learning. We used this framework to design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students. It was helpful for teachers to evaluate their own teaching and learning programs to see where the 8 Ways of Learning can be easily integrated into educational delivery. We used the information from our parent interviews to explore possible learning strengths of our Aboriginal students as identified in the 8 Ways of Learning framework and embedded these into teaching and learning programs for classroom teachers. We developed our Personalised Learning Pathways as evidence of teachers meeting the Australian Professional Standards for Teachers; 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students in proficiency. We developed a simplistic system of registration of Aboriginal perspectives in our programs using the 8 Ways of Learning symbols and these correlated well with the syllabus documents.

Our Aboriginal students have participated in a number of programs this year and the most noteworthy was our Stage Three student's involvement in Yarn Up. This initiative saw our students engage in a public speaking course with other Aboriginal students from all over Sydney and culminate in delivering a speech of their choice in NSW State Parliament House. Petessha Flick, Emily Price and Riyala Aldridge were fantastic ambassadors of our school in this program and were commended by all for their efforts. Our entire Aboriginal student body attended the Healing Feeling Gathering in Blacktown, this year, to acknowledge Sorry Day. The students all engaged in real time cultural practice with students from other schools and people who have been directly affected by The Stolen Generation. This event was represented by a large proportion of our families and watching their children dance and engage in cultural practices was very moving. Our students used this experience and their regular Liven' Deadly sessions that occurred each week to lead our school in Reconciliation Week and NAIDOC Week ceremonies. During NAIDOC Week, every student in the school

Painted a paver using techniques reflecting Aboriginal cultural practices. These pavers are going to be used to make a Yarning Circle garden in the school next year. This project was led by Mrs Barber.

The families of our Aboriginal students continued to build positive partnerships with our school and this was significant. Mrs Mitchell has made this so much easier with her personal connection to each family in our school and her authentic approach to the educational delivery and wellbeing of the students. As an Aboriginal woman herself, she shared her story during our NAIDOC ceremony and this touched every single member of our school community deeply. This year's theme for NAIDOC is, "Because of Her We Can" and this gave us all passage to acknowledge the strength of Aboriginal women and all women who support and inspire us to be the best version of ourselves. Mrs Mitchell acknowledged the women in her life and the students followed suit. As the school principal, I was inspired by her leadership of our Aboriginal community this year and very grateful to be able to be guided by her connection to her culture and her people. At our Aboriginal parents morning tea, Mrs Mitchell and I were joined by other teachers, regional office personnel, a representative from the Department of Health and our families where we celebrated our achievements and sought feedback from the families about how we have engaged Aboriginal perspectives and Aboriginal Education in our school this year. There was a resounding appreciation for the student's access to Aboriginal programs and also for the perspectives we have put into our whole school program.

In 2019, our focus will be to build on this successful year and broaden our understanding particularly of the powerful nature in which we can use our Personalised Learning Pathways to truly engage teaching and learning as authentically as possible. We have enlisted the curriculum support of our Regional Aboriginal Team to help with this process and we will be focusing our Term Two specifically to Aboriginal Education teaching and learning units and celebrating our continued journey towards reconciliation.



### Multicultural and anti-racism education

Our school promotes an inclusive and supportive environment for all members of the community. We have many opportunities for our students to explore their own culture and traditions as well as learning

about others that belong to their friends and teachers. We support Multiculturalism and anti-racism by always shining a positive light on our diverse community.

Whole School Programs and events:

This year, cultural diversity was celebrated through various whole school and community activities. Harmony Day was celebrated in Term 1. Students using the theme "Everyone Belongs" drew hands and posters which they used to decorate their classrooms, as well as the foyer and New Hall. This year Kindergarten had an amazing Mexican fiesta to celebrate Harmony Day! They made maracas and sombreros, and even got to hit a cactus shaped pinata!

During Education Week we had our annual Multicultural Food Stall. This was again very successful with many families bringing foods representative of their various cultures. We thank our contributing families for their continuing support. The money raised helps provide educational resources for all children at the school. Our Recorder and Multicultural Dance Group also performed at school assemblies and Westpoint during Education Week.

Individual Student Support:

We support our new arrivals individually whilst at the same time being immersed in the classroom. This year our students were identified using the English as an Additional Dialect or Language to engage support within the classroom by our specialist teachers. Using the school's Learning Support Team to monitor their progress, our students were able to confidently converse in informal and formal conversations with peers, teachers and in public. One of our students also represented our school in the local schools public speaking competition.

Seven Hills West Public School this year introduced a languages award for students engaging in English language instruction; one for K-2 and one for 3-6 at Presentation Day.

## Other school programs

### **Being, Belonging, Becoming at Seven Hills West Preschool**

Our preschool has two part-time programs that run through the week. The Emus and Wombats are a lively bunch of Early Learners who have excellent teachers supporting them to be their best. We had many initiatives this year that enabled our preschool students to have a connection and sense of belonging in our school with inclusion at events such as assemblies, community events supporting Aboriginal Education and Multicultural Education and also with visits to our school facilities such as the library, sporting programs and STEM initiatives. We had our preschool students present items in assembly and engage in Green Screen reading to show their connection to early reading and literacy skills.

Miss Craig and Mrs North were able to include our

neighbouring preschools and community networks to create incursion opportunities such as the reptile show which scare the principal who had to hold a crocodile and pat a snake! The children explored early learning programs focusing on living creatures with, Ruby, Mrs North's puppy, visiting and also witnessing the process of how eggs hatch into baby chickens. Our school excursion to the farm was a fun experience for all and the learning the children experienced culminated in our preschool graduation, which was so exciting and one like the school community has never seen before! Forty graduating preschool students, all in gowns, showing that they were truly ready for "Big School".

Our programs and events this year have already seen many enrolments in Kindergarten at Seven Hills West Public School due to the strong community links we hold and have worked on this year.

### **Inclusive Support Classes**

This year, the Support Unit have worked hard to evaluate and build strong teaching and learning processes that enable them to be a collective and seamless part of our school. Using many different ways in which differentiate teaching and learning in classrooms, our staff and students have had experiences that have changed the way they interact with the whole school and also within their Individual Education plans.

The students in support classes attended the Northcott Swimming and Athletics Carnivals and were fiercely competitive and achieving places in all events we entered. It gave the teachers and parents a great chance to connect and builds strong relationships as a network of support for the students. All students attended the mainstream excursions and collaborated with the mainstream to work on a modified program that met the teaching and learning outcomes in all subject areas. Excursions included K-2 to the Art Gallery of NSW, Stage Two to ZooSnooz and Stage Three on camp to Teen Ranch.

We had 14 students graduating primary school and all were very sad to leave however well prepared for the next phase of their lives. It was a pleasure watching them grow and celebrating at our year 6 Farewell with them and their families.