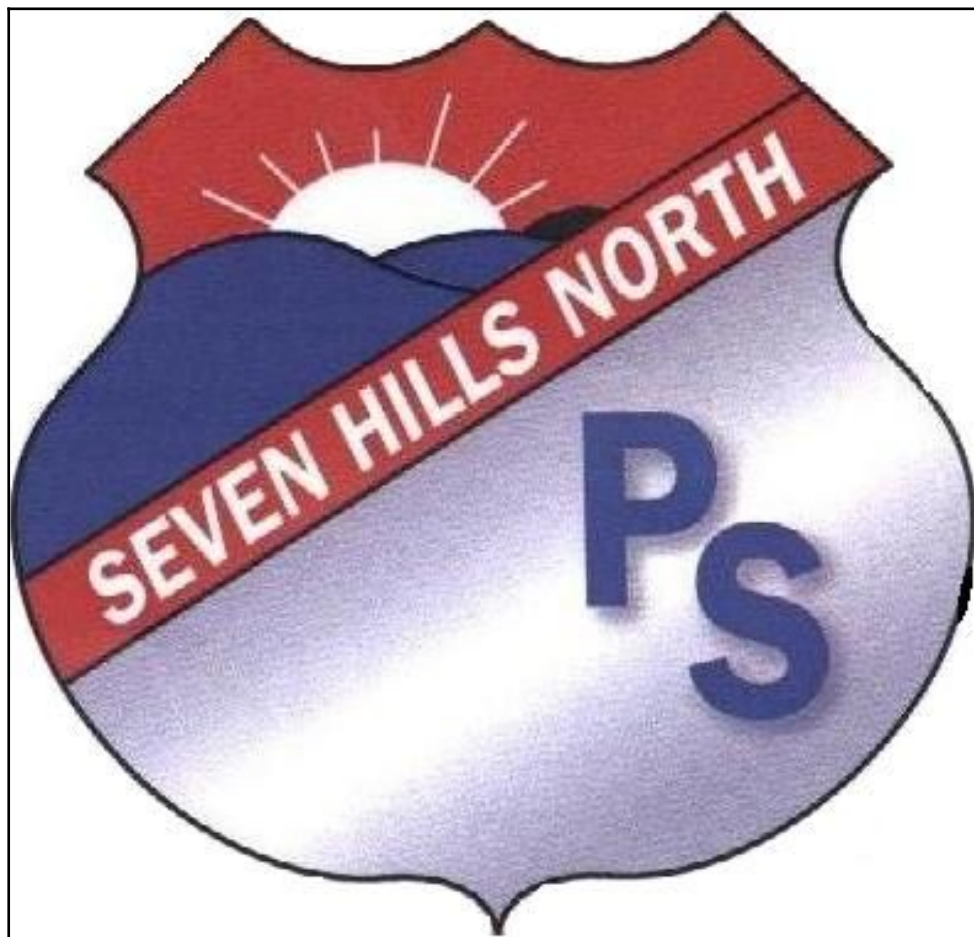


# Seven Hills North Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

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### Message from the principal

This Annual School Report celebrates the achievements of our school in 2019 and provides information on our achievements in the focus areas and strategic directions as outlined 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. Strong wellbeing programs ensure that every student is meeting their 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 2019, our staff continued to deliver high quality curriculum that is differentiated to meet the varied learning needs of our students. Strong transition programs, relevant extra-curricular programs and links with the local learning community have supported our students to actively engage in their schooling. Our students have been supported to develop meaningful learning and social goals, positive interpersonal relationships and self-reflection practices. Staff were actively engaged in professional learning around the effective implementation of curriculum, formative assessment, and students wellbeing programs, such as GOT IT and emotion coaching. Our staff continued to develop their knowledge and skills in developing effective teaching and learning programs that are responsive to student learning needs. The regular collection, tracking and analysis of student assessment data has guided quality teaching and intervention 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 280 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.

The school staff is comprised of experienced and dedicated teachers with a variety of strengths and specialisations who work collaboratively to deliver differentiated learning programs. The school provides a nurturing and caring environment that promotes positive relationships and encourages students to achieve their full potential. Our school priorities include maximising learning outcomes for all students; developing innovative classroom practices that integrate technology and promote future focussed skills; promoting student wellbeing; and providing quality extra-curricular programs across the school, including those in creative arts and sport. The school has made a strong collective commitment to building teacher capacity through quality professional learning and developing reflective teaching practices.

Our school has continued to focus on enhancing educational and community partnerships through the development of strong links with local learning communities, community groups and parent support networks, such as the P&C. The school has established a strong sense of community where parent and community partnerships are valued. Our school has an active and supportive P&C and parents are actively involved in our school programs, offering vital support within our classrooms.

Seven Hills North Public School is an historic school with modern, state of the art buildings. It was originally established in 1883 and rebuilt in 2003, two older buildings were maintained as part of the school's proud history. Our school is affectionately known as the 'country school in the middle of the city'. This is due to its size in relation to the surrounding schools, its wonderful playground of grass and trees and its 'family' atmosphere. This atmosphere is created by a supportive community partnership between students, teachers and parents. The school's mission is to provide all students with the opportunity to achieve their personal best in a supportive and caring school environment.

Seven Hills North Public School is committed to improving engagement and achievement for all students through the provision of inclusive educational opportunities for all members of our school community.



## Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The External Validation process has been an extremely positive experience for the staff at Seven Hills North Public School. The whole school approach we have taken in both the examination of evidence and writing the submission has facilitated robust, collaborative discussion and decision making, focusing on our current school systems and practices against the expectations of the School Excellence Framework V2.

Through the collection and annotation of artefacts for Evidence Sets, staff have gained an understanding of the importance of collecting evidence, including quantitative and qualitative data, to demonstrate and measure impact on learning outcomes. Staff have gained a deep knowledge and understanding of the School Excellence Framework and how our evidence of practice accurately reflects the achievement our school has made against the framework. The process of External Validation has highlighted elements of the framework that our school can prioritise as areas for improvement. As a result, a number of new or enhanced practices have been determined and these will inform directions and targets for the next School Plan. Finally, our school will continue to work with the wider school community to ensure that we are continuously improving our service delivery, are responsive to student learning needs and continue to improve the performance of our school, our students, our teachers and our leaders.

## 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.

### Improvement Measures

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.

Increase the proportion of students engaging with differentiated whole school literacy and numeracy programs complimented by better utilisation of support staff.

Reduce our unexplained/unjustified absence/late arrivals to less than 5% of students.

### Overall summary of progress

Seven Hills North Public School is focussed on learning culture, the building of educational aspiration and ongoing performance improvement. Our self-assessment indicated that the school affords a culture of high expectations and there is demonstrated commitment within the school community that all students are supported to make progress. The evidence highlights the commitment of our staff to the delivery of rich learning experiences to meet the needs of individual students. Our learning culture, curriculum provision and teaching and learning programs demonstrate an integrated approach to quality teaching, curriculum planning and delivery that promotes learning excellence and responsiveness in meeting the needs of all students. Personalised and differentiated learning is provided to meet the 'point of need' for our students and staff work collaboratively to cultivate an environment where all students are supported to achieve their full potential. 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. Our students are supported to develop learning goals and self-reflection practices, ensuring that their learning is meaningful and personalised. Our school has developed strong links with learning alliances and external agencies to enhance the provision of curriculum.

At Seven Hills North Public School a range of systems and processes are 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. Strong transition programs, varied extra-curricular programs and links with learning alliances support our students to actively engage in all aspects of school life. The embedding of a consistent whole-school Positive Behaviour for Learning framework has assisted in clearly defining and teaching behavioural expectations that enable students to develop responsibility for their own behaviour. Providing a learning environment that supports the emotional, physical and social wellbeing of our students is paramount. The commitment to resourcing a Community Wellbeing Officer demonstrates our focus on improved student wellbeing to effect improved learning outcomes. We are committed to ensuring that all students are engaged in their schooling and have embedded a range of practices that enable positive relationships, enjoyment and personal growth and development. A range of programs exist to facilitate students to actively engage and ensure that various individual strengths are nurtured. We work collaboratively with parents/carers and community agencies to implement targeted support programs and learning adjustments to meet the needs of students, to ensure that they connect, succeed, thrive and learn.

Our school has developed a learning culture that meets the academic, social and emotional needs of all students. Staff work to create partnerships with parents and students that support clear improvement aims for students and offer differentiated and personalised learning and support plans. Our transition and continuity of learning programs involve ongoing collaboration with parents and draw on expertise from the wider community to improve the outcomes of at-risk students. Taking a planned approach to wellbeing, this set highlights a range of well-developed and evidence-based approaches, programs and assessment processes being used to regularly monitor and review the individual learning needs of our students. Our school focuses on building positive and respectful relationships between staff and students as evidenced by our explicit and individualised behaviour plans and charts designed to assist students to develop emotional resilience and sense of wellbeing. Differentiation of curriculum delivery is integral to our approach to personalised student learning as it ensures that teaching is adjusted to meet the different levels of student achievement and supports individual learning needs. Regular and consistent use of formative and summative assessment enables teachers to track and analyse student growth and performance and guides the design of responsive, needs-based teaching and learning programs.



## Progress towards achieving improvement measures

**Process 1:** Implement a social skills and resilience program that will result in appropriate social skills, problem solving and an overall growth mindset. This will be driven by our Positive Behaviour for Learning team.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• A Community Wellbeing Officer is engaged and forms an integral part of the Learning Support Team.</li> <li>• The National School Chaplaincy Program to engage a Chaplain in the role of Community Wellbeing Officer (CWO) and to support our strong focus on student wellbeing.</li> <li>• Community Wellbeing Officer provides invaluable additional support to the staff in ensuring that all our students are known, valued and cared for.</li> <li>• The CWO provides research-based social and emotional wellbeing programs, such as 'Seasons for Growth', 'Drumbeats' and targeted social skills programs.</li> <li>• The CWO initiates fundraising activities and works in partnership with the school staff and the parent community.</li> <li>• A school-wide PBL Matrix supports students to understand the school's core values of being safe, being a friend and being a respectful learner.</li> <li>• Lesson plans articulate the explicit teaching of expectations K–6.</li> <li>• A classroom flowchart visual is displayed in all classrooms, providing students with consistent expectations and consequences across the school.</li> <li>• A Reflection Room allows students to work with a teacher to reflect on their behaviour and to develop more appropriate behaviours and social skills.</li> <li>• PBL updates and fortnightly focus areas are communicated to the school community via the school newsletter.</li> <li>• Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.</li> <li>• A PBL coach was engaged by the school to deliver professional learning at both a whole-school level and at a classroom teacher level.</li> <li>• A Passive Play room allows students to engage in a quiet, passive play setting and also supports those students with disabilities who require adjustments to the playtime environment.</li> <li>• Students are supported to be self-aware, build positive relationships and be actively engaged members of the school community.</li> <li>• A Garden Buddies program engages students 'at-risk' of disengaging and who require directed and supported social interactions.</li> <li>• Tell Them From Me data indicates that students with positive relationships sits above the NSW Government norm.</li> <li>• Our Passive Play room allows students to engage in a quiet, passive play setting and also supports those students with disabilities who require adjustments to the playtime environment. Students may self-refer or be referred by staff or the Learning Support Team as a part of their personalised education plan.</li> <li>• A designated outdoor play space has been established for quiet, social interactions and supports the emotional and social wellbeing of all students.</li> <li>• 'GOT IT!', a NSW specialist mental health early intervention pilot program for children in Kindergarten to Year 2 (5–8 years) has been implemented, working with families and staff in the school environment to support the social and emotional development of young students.</li> <li>• All staff were engaged in professional learning experiences about emotion coaching and increasing their knowledge and understanding of successful behaviour management strategies.</li> </ul>	<p>\$20 000 National Chaplaincy Program</p> <p>RAM Equity – Socio-economic background funds</p> <p>\$5 000 P&amp;C Contributions</p>

**Process 2:** Use understanding of learning progressions to inform differentiated learning experiences.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Teaching and learning programs are based on formative and summative assessment, with lessons developed to meet the learning strengths and needs of students, and differentiated accordingly.</li> <li>• Teachers conduct personalised learning conferences where they support</li> </ul>	<p>Professional Learning funds</p> <p>RAM Equity: English Language Proficiency</p>

## Progress towards achieving improvement measures

students in developing these learning goals and provide specific and timely feedback.

- Professional learning sessions focus on analysing data from NAPLAN, PLAN 2 and using the learning progressions. Our school's professional learning assists teachers to build their skills in the analysis, interpretation and use of student performance data.
- All staff are involved in the analysis of data during scheduled data and assessment staff meetings. The leadership team analyse data for insights into student learning and share this with all staff.
- Student engagement has been increased 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 National Learning Progression 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.
- A database of students requiring Personalised Learning and Support Plans (PLSPs) is continually maintained by staff from the Learning and Support Team to track students requiring specific support.
- A broad range of high-quality support and intervention programs are available to students including Mini-Lit, Macq-Lit and EAL/D support in the form of team-teaching, in-class support and withdrawal for intensive one-to-one assistance.
- This evidence details the process used by Learning and Support staff each year at Seven Hills North PS to highlight specific student needs in numeracy and literacy, particularly in the areas of reading, comprehension and numeracy. Students are identified by compiling a range of assessment data from Semester-based reporting,
- A range of assessment data, including NAPLAN, YARC, SENA, Literacy and Numeracy progressions and EAL/D phasing and progressions, is analysed to ascertain the level of support required (from moderate through to intensive), to form suitable groupings and focus areas for learning.

RAM Equity: Low-level adjustment for Disability

**Process 3:** Develop a plan to monitor and analyse attendance data to identify targeted students and engage outside services where necessary.

### Evaluation

### Funds Expended (Resources)

- SCOUT data is regularly analysed by executive to ensure school attendance targets are being met.
- Attendance rates consistently above State and SSSG averages – as evidenced in SCOUT
- Effective systems have been developed to monitor satisfactory attendance and to ensure student absences do not impact upon learning outcomes.
- Class teachers and executive staff monitor attendance through SENTRAL, reviewing data at fortnightly Stage meetings and raising concerns at Executive and Learning Support Team meetings.
- The school's *Attendance Policy and Procedures*, provides flowcharts of procedures for addressing various attendance concerns, including full day and partial absences. All staff implement procedures to address unsatisfactory attendance.
- Attendance procedures are communicated to the whole school community through the school newsletter.
- Attendance referrals evidence strategies that our school has engaged to improve attendance of 'at risk' students.

Professional Learning funds

## Progress towards achieving improvement measures

- Attendance referral for Executive and LST intervention/support – all communications and strategies are recorded
- Attendance data regularly monitored using SENTRAL – attendance is discussed at fortnightly meetings between the HSLO and Principal.

## Next Steps

- Embedding the Student Wellbeing Framework: Connect, Succeed and Thrive into policies and practices: use the Wellbeing Self-Assessment tool to define needs and directions.
- Enhancing 'mindfulness' and growth mindset strategies (Carol Dweck) and practices as a school-wide strategy.
- Extending the visibility of Positive Behaviour for Learning around the school with the purchase of visual signage.
- An increased focus on parental support by engaging our Community Wellbeing Officer to lead parent focus groups to assist parents to actively support their child's emotional and social wellbeing.
- Continuation of the GOT IT program as a school funded intervention initiative, in order to target K–2 students who are struggling with managing their behaviour at school, at home or both.
- Deepening teacher knowledge and understanding of formative assessment practices, including more opportunities for student self-reflection, student to student and student to teacher feedback.
- Embedding a focus on using the Literacy and Numeracy progressions and tracking student progress in PLAN2 to assist with identifying and implementing effective classroom strategies to improve student outcomes.
- Moving towards holding three-way learning conversations with students, parents and teachers where students articulate their own future academic and social learning goals.
- Improving the infrastructure and provision of technology across the school to enhance the quality of teaching and learning programs related to inquiry-based learning.
- Continue to use data to identify students requiring individualised support and implement various programs, including targeted SLSO support, MiniLit, MaqLit, Numeracy and EAL/D to support student personalised learning.
- Continue to deepen teacher knowledge and understanding of developing quality differentiation within teaching programs to facilitate student learning and engagement.





## 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.

### Improvement Measures

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.

An increase in collaborative teaching practices to improve teaching and learning in the classroom.

Refined teaching practices through increased reflection following peer and supervisor observations.

### Overall summary of progress

At Seven Hills North Public School our staff are committed to identifying, understanding and implementing the most effective teaching methods. High quality, evidence-based teaching practices, such as *Big Write* and *TEN*, use current research and pedagogy and ensure that our curriculum is responsive to current student needs. Staff work collaboratively with parents/carers and community agencies to implement targeted support programs and learning adjustments. In particular, our strong focus on implementing effective interventionist programs in both K–2 and 3–6, has ensured that specialist staff are deployed to meet the needs of students with additional learning support needs. Additionally, Seven Hills North Public School has been able to build the capacity of teaching and non-teaching staff (such as SLSOs) to implement programs such as Mini-Lit and MacqLit.

Our major focus for our school's teaching practices has been to build a culture of continuous professional learning within the school. The school has explicit systems for collaborative practice and feedback to sustain quality teaching practice. 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. Professional learning is well-planned, meaningful and relevant to achieving goals in our school plan and to enhance the delivery of high quality teaching programs. Evaluation processes are embedded in our professional learning to assist us to continually improve on the delivery of teaching and learning programs within our school. Our staff have a strong understanding of the *Australian Professional Standards for Teachers* and are committed to meeting and maintaining these standards in their teaching practices. Links with the Blacktown Learning Community have supported our staff to engage in observations of best practice and lesson studies. The implementation of visible learning practices and inquiry-based learning experiences has been a focus for our school in line with School Plan targets. Our evidence indicates that teachers are delivering learning in innovative and engaging ways, resulting in high levels of student engagement and achievement.

### Progress towards achieving improvement measures

**Process 1:** Visible Learning framework for setting goals, what success looks like, providing kids with feedback to get them from where they are to where they need to be.

Enhanced staff knowledge of effective feedback strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All teaching staff have increased their knowledge and skills in using explicit, specific and timely formative feedback, data analysis and defined success criteria to support and improve learning and accurately determine student learning progress.</li><li>• All teachers implement a school-wide approach to visible learning progressions to show students how to achieve success and continuous improvement.</li><li>• Teachers are reflective educators who understand their impact.</li><li>• Students can identify and articulate their specific learning goals and are engaged in the teaching and learning process.</li></ul>	<p>Professional Learning funds</p> <p>Quality Teaching Successful Students (QTSS) funds</p>

## Progress towards achieving improvement measures

- Embedded visible learning and formative assessment practices show that teachers understand and implement professional standards and demonstrate currency of knowledge and teaching practice from their engagement with the research of John Hattie and Dylan William.
- Effective feedback and student self-assessment strategies and tools are embedded across the school, including 'Bump It Up' and data walls.
- Students work towards their own individual learning goals and are beginning to reflect on their learning and identify goals they are working to achieve.
- Students clearly articulate explicit learning intentions and success criteria and use 'I can' statements to self-assess their learning achievement.
- Teachers conduct personalised learning conferences where they support students in developing learning goals and provide specific and timely feedback. This also informs subsequent lessons with teachers tailoring activities to promote growth.
- Explicit feedback provided to students praises the positive aspects of the work sample and indicates where improvements could be made. Teachers provide explicit, specific and timely formative feedback.

**Process 2:** Collaboratively defined success criteria used for programming and assessing.

Reviewing past lessons/units of work and student data to inform future student learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Teaching and learning programs are based on formative and summative assessment, with lessons developed to meet the learning strengths and needs of students, and differentiated accordingly.</li> <li>• Explicit, challenging and achievable learning goals are established for all students which are based on assessment and work samples, and meet their salient needs.</li> <li>• Teachers are implementing professional standards and curriculum requirements by planning and implementing coherent, well-sequenced learning and teaching programs that use effective teaching strategies to support students' achievement.</li> <li>• Embedded learning intentions and success criteria for individual lessons promotes student engagement and learning.</li> <li>• Learning intentions and success criteria are incorporated into lessons so that students clearly understand lesson activities and what is needed to achieve lesson goals.</li> <li>• Whole school analysis of external performance measures and school-based data is also used to determine teaching and learning requirements and future school directions.</li> <li>• Collaboratively developed assessment rubrics ensure that teaching and learning is informed by consistent assessment and moderation using multiple sources of information.</li> <li>• Student achievement is regularly analysed using rubrics and the Literacy and Numeracy progressions to determine individual student learning achievement and areas of growth.</li> <li>• Comprehensive scope and sequences guide teachers as they plan and create high quality, differentiated teaching and learning programs to effectively deliver syllabus outcomes and content in all key learning areas.</li> <li>• Learning intentions and success criteria are used to set explicit, challenging and achievable goals for all students, and underpin curriculum differentiation for students as individual learners.</li> <li>• Teachers reflect daily on their teaching practice and make adjustments as required and provide explicit, specific and timely feedback to support improved student learning.</li> <li>• Teachers regularly collaborate across stages and teams to share curriculum knowledge, and apply their data skills to aid in the development of evidence-based programs and lessons and effective classroom practice.</li> <li>• Teachers balanced curriculum and authentic assessment practices aim to improve student performance made visible by embedding learning intentions and success criteria into learning programs.</li> </ul>	<p>Professional Learning funds</p> <p>RAM Equity: Low-level adjustment for Disability</p> <p>Quality Teaching Successful Students (QTSS) funds</p> <p>Support for Beginning Teachers funds</p>

## Progress towards achieving improvement measures

**Process 3:** Biannual lesson observations by peers or supervisors followed by professional, reflective discussions about teaching practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Teachers continue to develop effective classroom practice by establishing professional goals and undertaking lesson observations where formal feedback is provided in relation to the professional standards for teachers.</li> <li>As part of the Performance and Development cycle, teachers work towards achieving professional learning goals after reflecting on the Australian Professional Standards for Teachers and/or our school's priority areas.</li> <li>Staff practice is assessed against the Australian Professional Standards for Teachers through supervisor and peer observation and program feedback.</li> <li>Teachers are supported to improve their practice by, reflecting and evidencing goals as well as receiving lesson feedback and teaching program evaluations.</li> <li>Lesson observations occur at least biannually and provide formal written observation feedback linked to the Australian Professional Standards for Teachers in order to improve future teaching.</li> <li>Professional learning opportunities for staff foster collaboration, focus on improving teaching and learning and identifies and monitors specific areas for development of teaching practice across the school.</li> <li>Demonstration lessons, lesson observations, data collection, analysis of student results and evidence-based programs are embedded practices.</li> <li>Teachers are reflective practitioners who seek to improve their practice in order to meet the needs of students in their stage.</li> <li>A beginning teacher program supports our early career teachers to develop classroom practices through additional observations, an allocated support mentor and participation in needs-based professional learning.</li> <li>Strong links with the Blacktown Learning Community provide early career and executive staff with access to professional network meetings.</li> </ul>	<p>Professional Learning funds</p> <p>Quality Teaching Successful Students (QTSS) funds</p> <p>Support for Beginning Teachers funds</p>

**Process 4:** English Textual Concepts used as a basis to create collaborative English Programming across the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Comprehensive scope and sequences guide teachers as they plan and create high quality, differentiated teaching and learning programs to effectively deliver syllabus outcomes and content in all Key Learning Areas.</li> <li>Collaborative programming in English using the 'English Textual Concepts' school-based framework.</li> <li>Units of learning in English have been created that go beyond a basic literacy approach and encourage more critical and engaging teaching and learning for our students.</li> <li>Stage teams have spent time participating in training to develop their understanding of the 15 textual concepts and 6 learning processes.</li> <li>Stage teams used stage statements for each key concept to highlight the understanding students require about each concept for their stage.</li> <li>English concepts have been mapped across the two year learning cycle for each Stage group to ensure students can build upon this learning as they move from Kindergarten through to Year 6 and beyond.</li> <li>Stage teams have revised and created new units of work in English which target the use of high quality texts and promote critical thinking and high level analysis skills amongst students.</li> <li>Teachers select and employ a range of effective strategies to engage students and promote learning through strategically planned curriculum delivery.</li> <li>Flexible and targeted student groupings are used to provide students with equitable access to curriculum.</li> <li>Big Write training was undertaken by a staff member who then implemented the program and used their expertise to deliver professional learning sessions to all staff.</li> </ul>	<p>RAM Equity – Socio-economic background funds</p> <p>Professional Learning funds</p> <p>Quality Teaching Successful Students (QTSS) funds</p>

## Next Steps

- Deepening teacher knowledge and understanding of formative assessment practices, including more opportunities for student self-reflection, student to student and student to teacher feedback.
- Embedding a focus on using the Literacy and Numeracy progressions and tracking student progress in PLAN 2 to assist with identifying and implementing effective classroom strategies to improve student outcomes.
- Moving towards holding three-way learning conversations with students, parents and teachers where students articulate their own future academic and social learning goals.
- Improving the infrastructure and provision of technology across the school to enhance the quality of teaching and learning programs related to inquiry-based learning.
- Planning and providing opportunities for staff to visit and observe quality teaching practices at local schools as well as attending professional learning sessions to ensure our staff have access to opportunities that help develop their knowledge of current and research-based teaching practices.
- An increased focus on extending and enriching high-achieving students in all Key Learning Areas.
- Develop formal coaching and mentoring processes across the school to model and observe classroom practice and to support reflection and professional conversation about practice.
- Provide more opportunities for teachers to engage in observations of quality practice through peer observations, lesson studies and instructional coaching within the school.
- Conducting '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 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.



### 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.

#### Improvement Measures

Improved teacher capacity to assess and analyse students results in YARC to inform teaching practice.

Improved comprehension skills of students allowing them to engage with a range of texts.

#### Overall summary of progress

At Seven Hills North Public School a range of quality assessments and interventions ensure personalised learning that leads to success. Differentiated and personalised learning and support plans are responsive to data and ensure that teaching is adjusted to meet the different levels of student achievement and supports individual learning needs. A range of well-developed and evidence-based approaches, programs and assessment processes are used to regularly monitor and review the individual learning needs of our students.

Staff regularly and consistently a range of formative and summative assessment data to track and analyse student growth and performance, including the York Assessment of Reading Comprehension (YARC). staff have participated in professional learning opportunities which have built the collective efficacy to implement, interpret and understand diagnostic data. The Learning and Support team collaborate with teachers and support staff across the school to engage in lesson planning, share curriculum adjustments and data and provide feedback on specific learning needs. Explicit teaching practices are used across all learning and support programs to optimise the learning potential and progress of all students. Staff have a strong literacy focus evidenced by the use of reading intervention programs which draw on the data collected through the York Assessment for Reading Comprehension (YARC).

#### Progress towards achieving improvement measures

- Process 1:** Leaders will build teacher capacity to:
- implement YARC
  - analyse results
  - use this to inform teaching and programming.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• An extensive range of assessments are available to define the specific reading comprehension needs of each student, including the York Assessment of Reading and Comprehension (YARC), The Wheldall Assessment of Reading Passages (WARP) and Macq-Lit Word Attack.</li><li>• A range of diagnostic assessments are used across each stage to determine a three-tiered level of student support needs, from high (red), to moderate (orange) and green (low).</li><li>• Individualised plans enable staff to set needs-based targets, develop appropriate support strategies and define specific measures of success for those students who require individual adjustments to their learning programs.</li><li>• Staff thoroughly trained in all aspects of YARC data and embed this in their teaching practices. Staff are able to assess and analyse students results in YARC to inform teaching practice.</li><li>• High-quality support and intervention programs available to students including Mini-Lit, Macq-Lit and EAL/D support in the form of team-teaching, in-class support and withdrawal for intensive one-to-one assistance.</li><li>• Completed YARC assessment results indicate student performance and areas for support and are used to allocate human resources based on</li></ul>	<p>RAM Equity – Socio-economic background funds</p> <p>Professional Learning funds</p> <p>RAM Equity: English Language Proficiency</p> <p>Quality Teaching Successful Students (QTSS) funds</p>



## Progress towards achieving improvement measures

student needs.

- MiniLit timetable for students identified as needing extra support through the YARC testing process.
- Reading intervention program (Macq-Lit) delivered intensively to meet individualised student needs.
- Students have a range of comprehension skills to engage with their learning as indicated by improved NAPLAN Reading results.
- Class reading and comprehension programs evidence data driven differentiated learning.
- Teachers provided resources to ensure a thorough understanding of YARC and use it to inform teaching.
- Differentiated comprehension evident in learning programs.
- School leaders have provided professional learning sessions to develop teacher skills in analysing and interpreting data from YARC, NAPLAN, PLAN 2 and the learning progressions in order to monitor student learning progress and to identify skill gaps for improvement.

## Next Steps

- Continue to use data to identify students requiring individualised support and implement various programs, including targeted SLSO support, MiniLit, MaqLit, Numeracy and EAL/D to support student personalised learning.
- Continue to deepen teacher knowledge and understanding of developing quality differentiation within teaching programs to facilitate student learning and engagement.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8662	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.
<b>English language proficiency</b>	\$72 098	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.
<b>Low level adjustment for disability</b>	\$20 788 Flexible Funding \$ 0.5 FTE (\$53 358)	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'

<b>Low level adjustment for disability</b>	\$20 788 Flexible Funding \$ 0.5 FTE (\$53 358)	<p>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.</p> <p>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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$54 036 (0.449 FTE)	<p>The school received a staffing allocation of 0.449 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.</p>
<b>Socio-economic background</b>	\$17 855	<p>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.</p>
<b>Support for beginning teachers</b>	\$1600	<p>In 2019 there was one beginning teacher who was provided with additional release time to assist them with classroom teaching, creating teaching and learning programs and targeted Professional Learning activities. The beginning teacher was also provided with a mentor and class support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	122	139	142	152
Girls	120	127	131	141

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.2	96.1	95.2	94.8
1	95.7	96.6	95.5	91.1
2	95.9	96.2	96.7	93.7
3	95	95	94.8	94.7
4	94.6	93.3	95.9	93.6
5	94.3	93.5	95.8	93.9
6	94.3	95.9	93.8	93.2
All Years	95.5	95.3	95.5	93.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.45
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.62

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	346,572
<b>Revenue</b>	2,712,888
Appropriation	2,547,150
Sale of Goods and Services	1,196
Grants and contributions	160,034
Investment income	4,409
Other revenue	100
<b>Expenses</b>	-2,572,573
Employee related	-2,278,614
Operating expenses	-293,959
<b>Surplus / deficit for the year</b>	140,315

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.

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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	52,148
<b>Equity Total</b>	172,760
Equity - Aboriginal	8,662
Equity - Socio-economic	17,855
Equity - Language	72,098
Equity - Disability	74,146
<b>Base Total</b>	2,115,579
Base - Per Capita	64,056
Base - Location	0
Base - Other	2,051,523
<b>Other Total</b>	161,517
<b>Grand Total</b>	2,502,004

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.

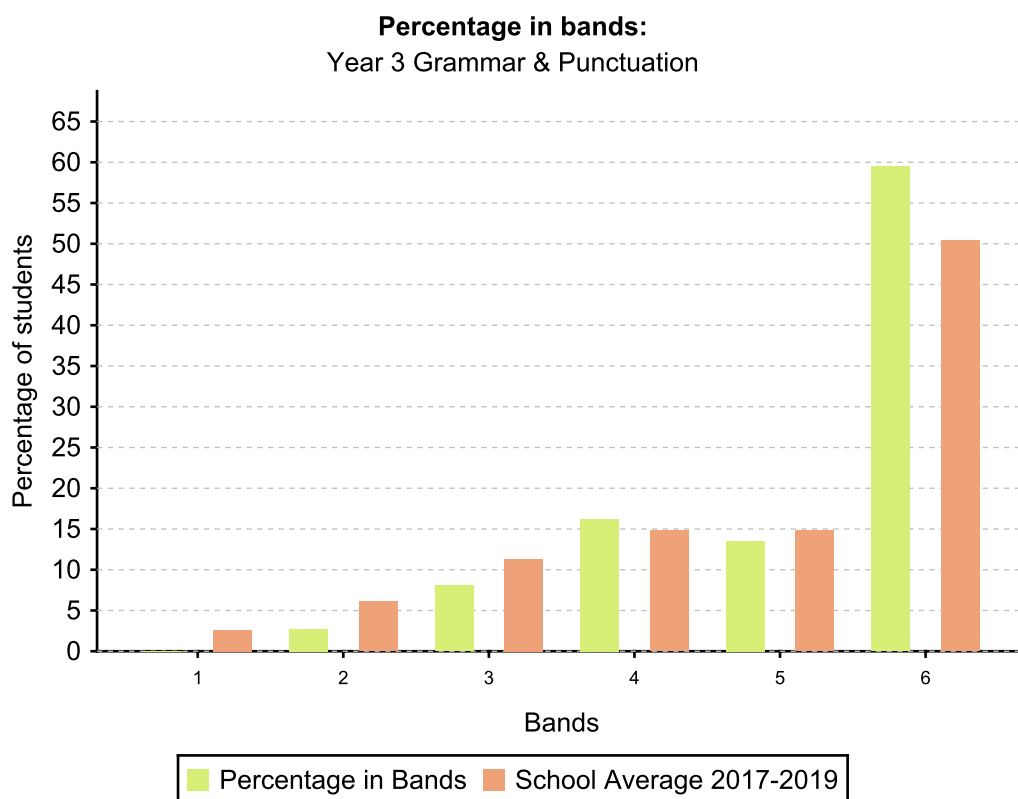


## School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

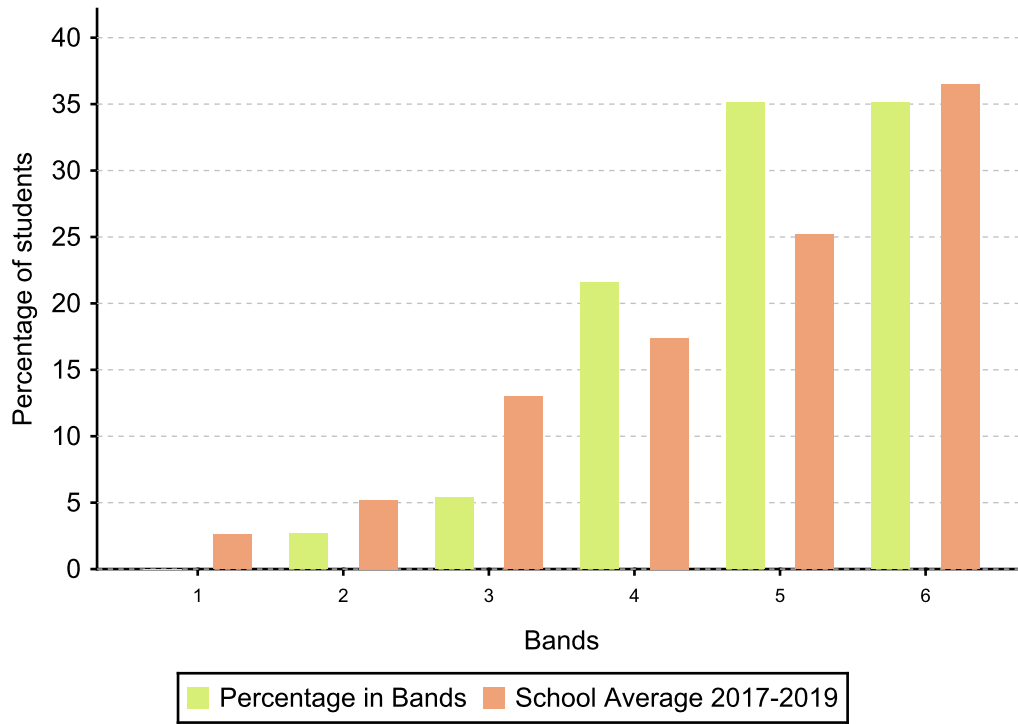
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	8.1	16.2	13.5	59.5
School avg 2017-2019	2.6	6.1	11.3	14.8	14.8	50.4

### Percentage in bands:

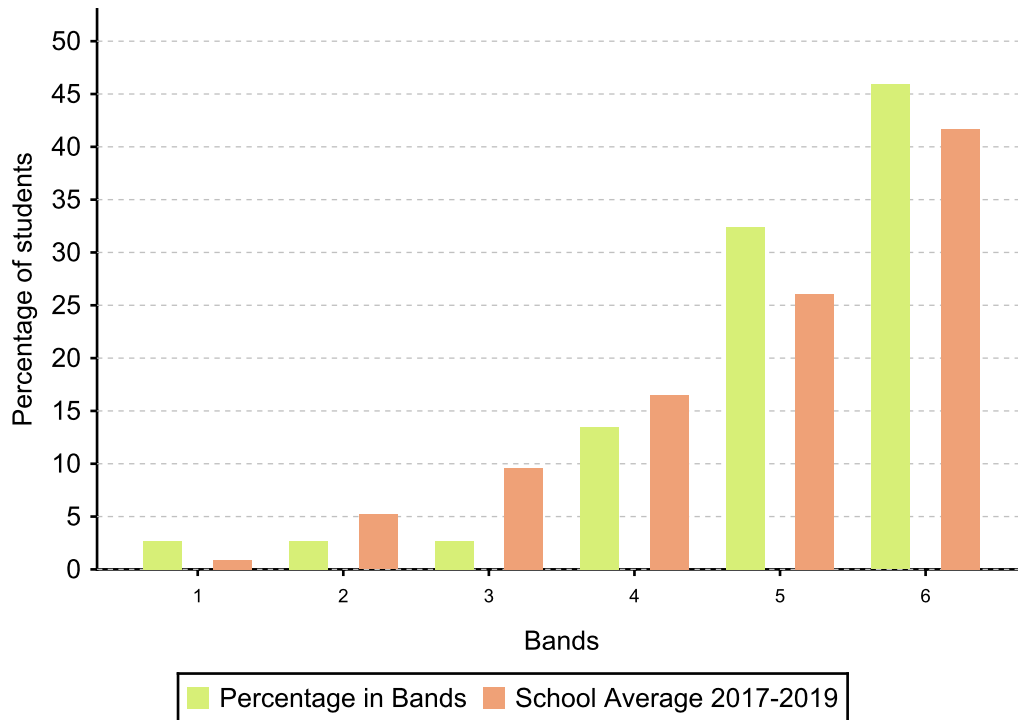
#### Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	5.4	21.6	35.1	35.1
School avg 2017-2019	2.6	5.2	13	17.4	25.2	36.5

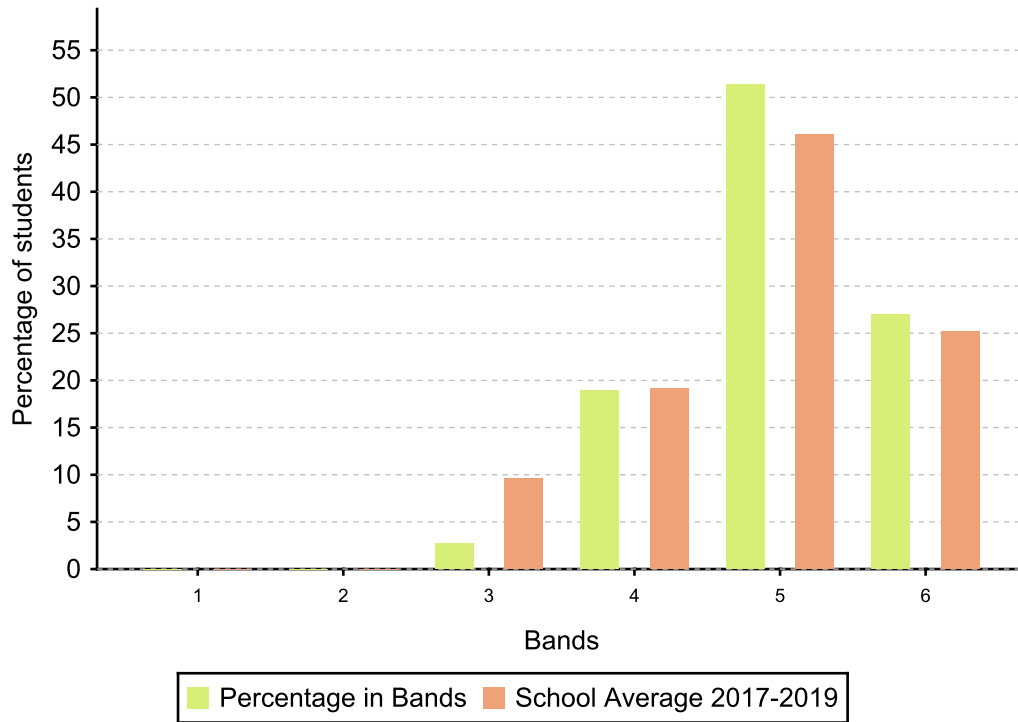
### Percentage in bands:

#### Year 3 Spelling



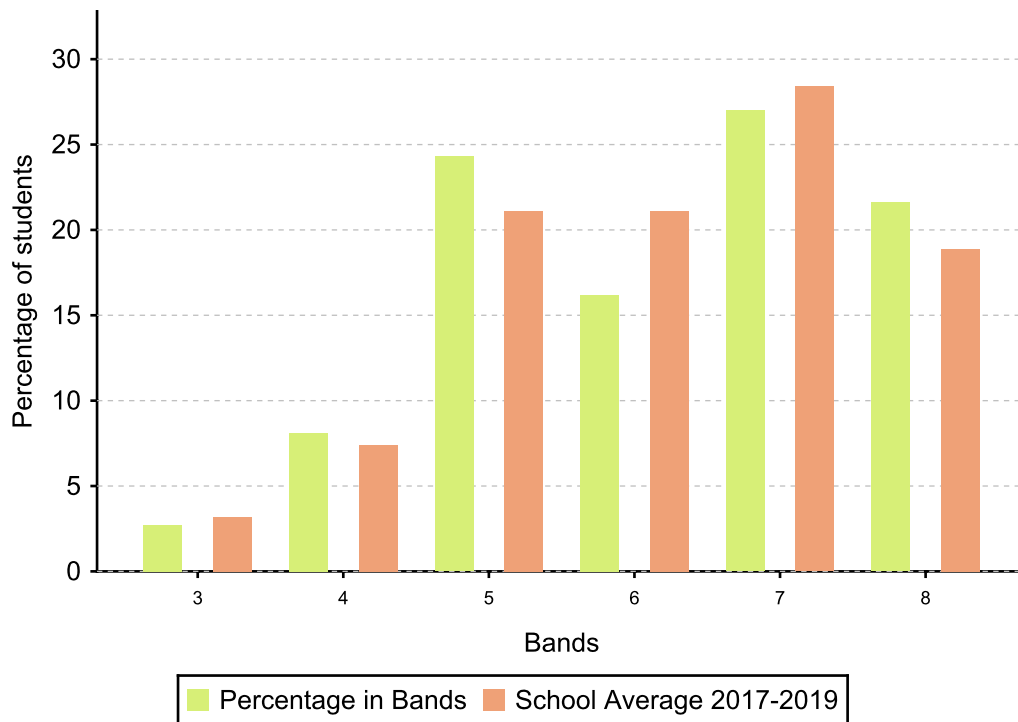
Band	1	2	3	4	5	6
Percentage of students	2.7	2.7	2.7	13.5	32.4	45.9
School avg 2017-2019	0.9	5.2	9.6	16.5	26.1	41.7

**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.7	18.9	51.4	27.0
School avg 2017-2019	0	0	9.6	19.1	46.1	25.2

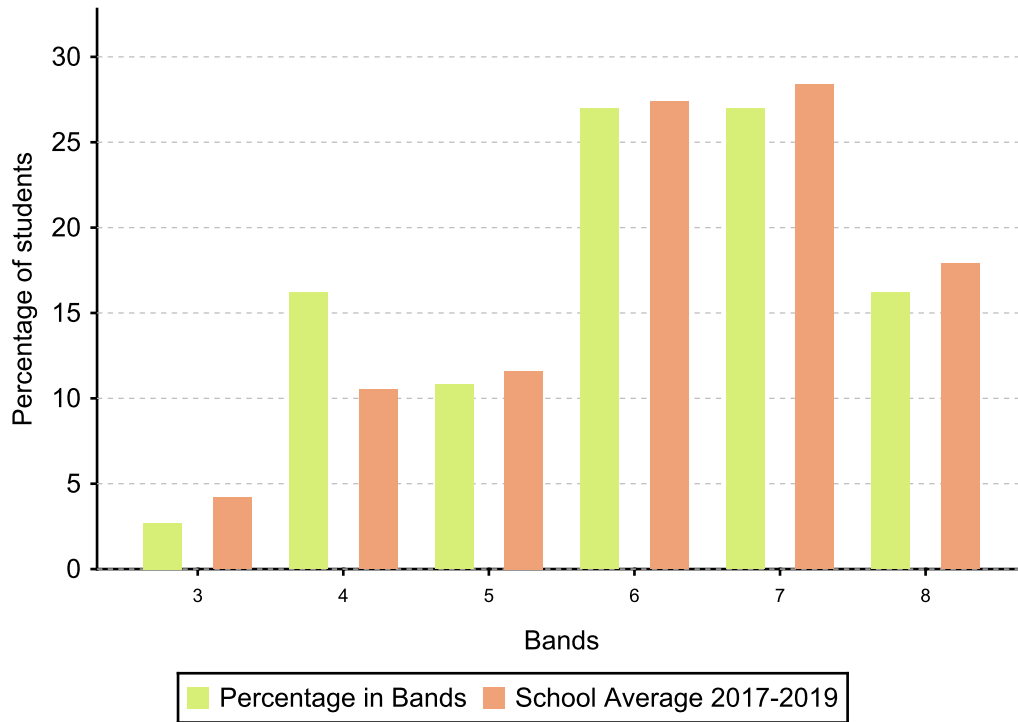
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	2.7	8.1	24.3	16.2	27.0	21.6
School avg 2017-2019	3.2	7.4	21.1	21.1	28.4	18.9

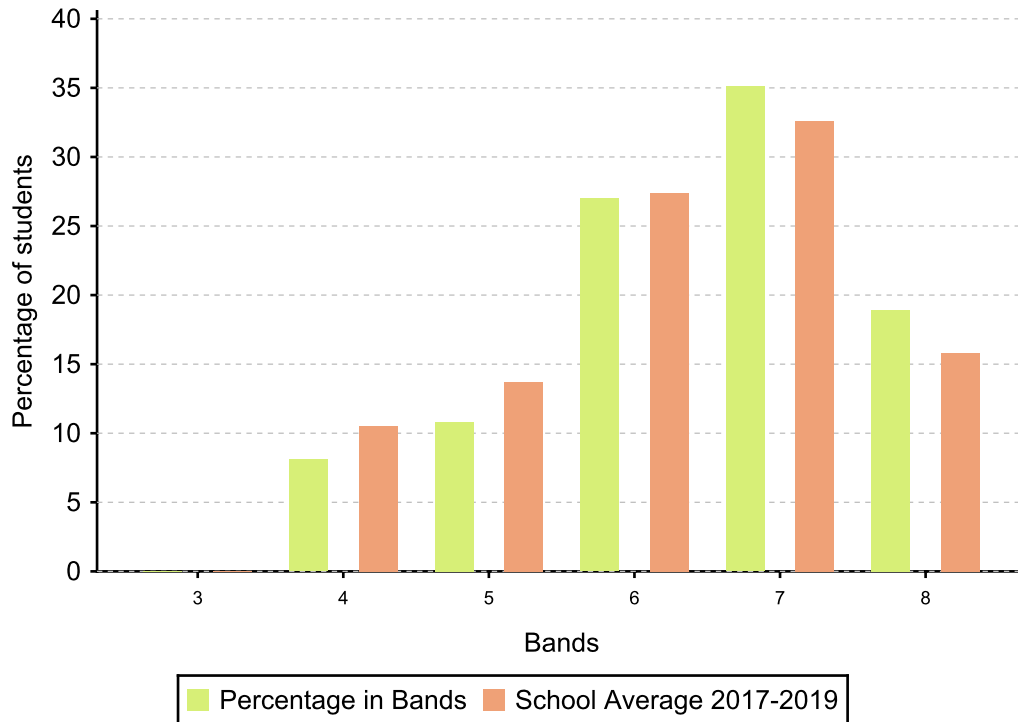


**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	2.7	16.2	10.8	27.0	27.0	16.2
School avg 2017-2019	4.2	10.5	11.6	27.4	28.4	17.9

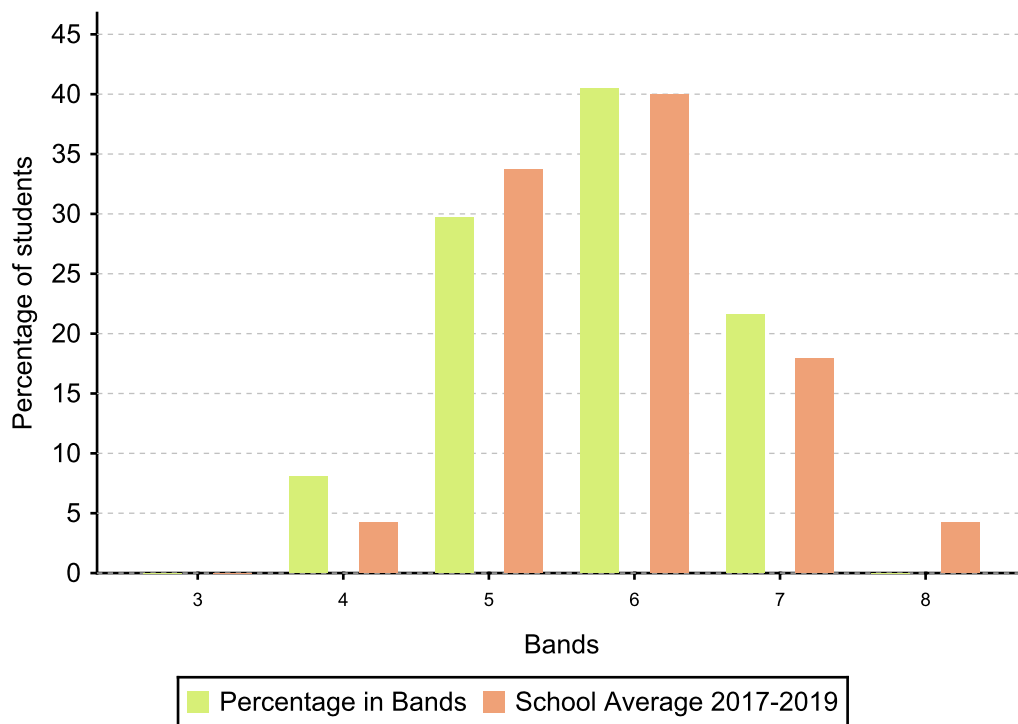
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	8.1	10.8	27.0	35.1	18.9
School avg 2017-2019	0	10.5	13.7	27.4	32.6	15.8

### Percentage in bands:

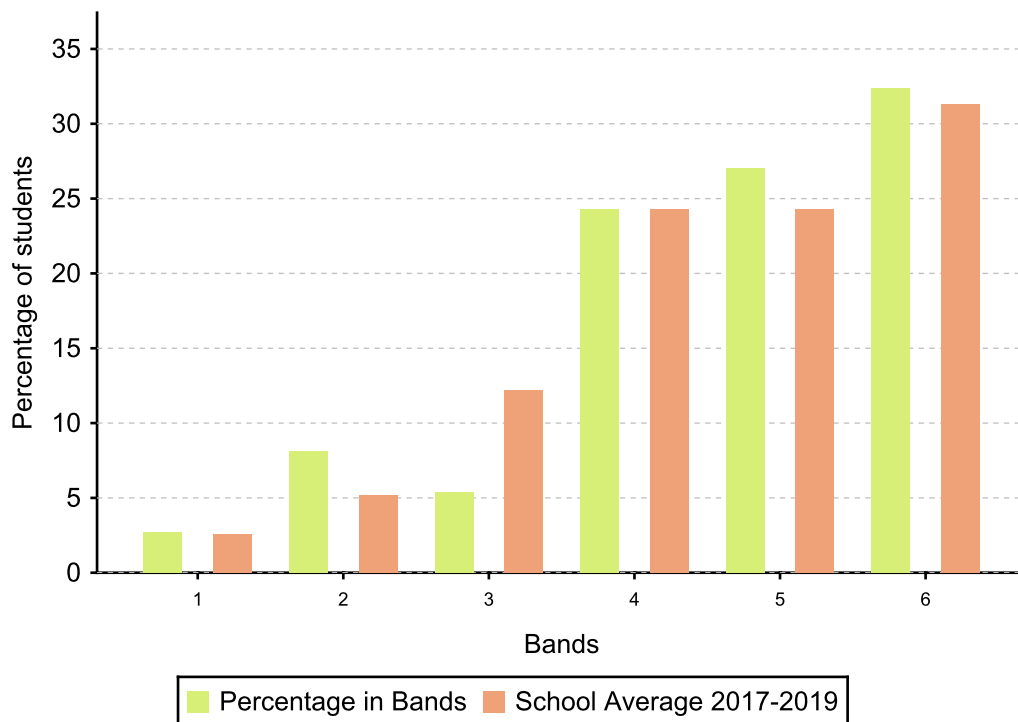
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	8.1	29.7	40.5	21.6	0.0
School avg 2017-2019	0	4.2	33.7	40	17.9	4.2

### Percentage in bands:

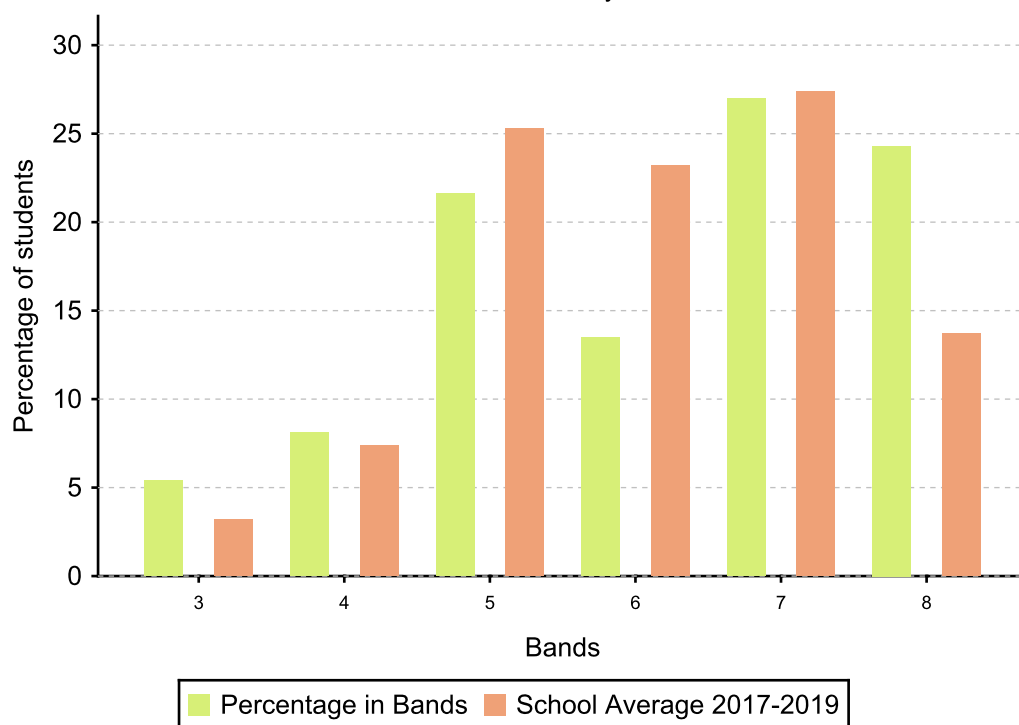
#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.7	8.1	5.4	24.3	27.0	32.4
School avg 2017-2019	2.6	5.2	12.2	24.3	24.3	31.3

### Percentage in bands:

#### Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.4	8.1	21.6	13.5	27.0	24.3
School avg 2017-2019	3.2	7.4	25.3	23.2	27.4	13.7

In 2019, students at Seven Hills North Public School demonstrated pleasing NAPLAN results, performing well—above the percentages for similar schools and state-wide results in all areas.

- In Year 3, 70.3% of students achieve in the top two bands for NAPLAN Reading (Bands 5 and 6) compared to 59.6% in similar schools and 51.7% statewide.
- 78% of Year 3 students achieved in the top two bands of Writing in 2019, compared to 58.4% in similar schools and 55.1% statewide.
- Year 3 NAPLAN data demonstrates that 78.4% of students achieved in the top 2 bands in Spelling, compared to 57.5% in similar schools and 52% statewide.
- In Year 3, 73% of students achieve in the top two bands for NAPLAN Grammar and Punctuation compared to 64% in similar schools and 56.4% statewide.
- 59.5% of Year 3 students achieved in the top two bands of Numeracy in 2019, compared to 44.8% in similar schools and 39.9% statewide.
- In Year 5, 43.2% of students achieve in the top two bands for NAPLAN Reading (Bands 7 and 8) compared to 39.4% in similar schools and 36.1% statewide.
- 21.6% of Year 5 students achieved in the top two bands of Writing in 2019, compared to 17.5% in similar schools and 17.6% statewide.
- Year 5 NAPLAN data demonstrates that 54.1% of students achieved in the top 2 bands in Spelling, compared to 38.6% in similar schools and 37.6% statewide.
- In Year 5, 48.6% of students achieve in the top two bands for NAPLAN Grammar and Punctuation compared to 42.8% in similar schools and 37.4% statewide.
- 51.4% of Year 5 students achieved in the top two bands of Numeracy in 2019, compared to 32.8% in similar schools and 29.8% statewide.
- Most students are showing expected growth on internal school progress and achievement data.

## 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 School Satisfaction 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:

- 94.4% of staff and 99% parents Agree/Strongly Agree that 'Seven Hills North is an attractive and well-resourced school, including classrooms, library, technology and grounds'.
- 100% of staff and 98.2% parents Agree/Strongly Agree that 'The school is connected to its community and welcomes parental involvement.'
- 100% of staff and 100% of parents Agree/Strongly Agree that 'The school teaches and promotes core values'.
- 100% of staff and 99% of parents Agree/Strongly Agree that 'The school is a friendly school and that is tolerant and accepting of all students'.
- 94.4% of staff and 95.4% of parents Agree/Strongly Agree that 'The students are the school's main concern.'
- 100% of staff and 94.4% of parents Agree/Strongly Agree that 'The school has supportive wellbeing programs'.
- 94.4% of staff and 98.1% of parents Agree/Strongly Agree that Seven Hills North Public School has competent teachers who set high standards of achievement.'
- 84.8% of students Agree/Strongly Agree that 'My school is a place I really like to go each day'.
- 94.4% of students Agree/Strongly Agree that 'My teacher helps me to do my best at school.'
- 92.6% of students Agree/Strongly Agree that 'The things I learn are important to me.'
- 90.6% of students indicated that 'I get on well with other students in my class.'

In 2019, 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:

- 98% of students can describe the school's behaviour expectations as being safe, being a friend and being a responsible learner.
- Data indicates that girls with positive relationships is 89% and sits above the NSW Government norm.
- 88% of students indicate that they have friends at school they can trust and who encourage them to make positive choices.
- Data indicates student participation in school sports and clubs is 87% and is above the NSW Government norm of 83%
- 83% of our students in grades 4–6 can identify a staff member who they trust and can turn to.
- Student participation in extra-curricular activities is 76% and is well-above the NSW Government norm of 55%.
- 75% 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.
- 95% of girls and 94% of boys value School Outcomes compared to the NSW norm of 97% for girls and 94% for boys.
- 96% of girls and 81% 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) 8.0 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Seven Hills North Public School is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in NSW. Throughout 2019, 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.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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.