

Seven Hills West Public School
2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the school community

On behalf of Seven Hills West Public School P&C I 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 our 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 Milne. Sarah Brown and Melissa Fawcett for providing a one stop shop for all our uniform needs. Also, a thank you to Sheree Green who efficiently run our canteen with Amie Fielding helping and Judy Whitford volunteering – we really do appreciate your efforts. A big congratulations to Sheree Green for working really hard and getting the canteen classified as a Healthy Canteen.

There was also a number of fund-raising events throughout the year that contributed to our P&C, including:

- Coles and Woolworths Earn and Learn tokens
- Mothers Day, Fathers Day and Christmas stalls
- Assisting with Halloween Disco
- Colour Run – which was so much fun for all who joined in and raised a considerable amount of money.
- Easter Raffle

Thank you to all the volunteers who helped at these events to make them such a success.

As a result of our fundraising this year we were able to assist the school in purchasing some much needed items to help our students and staff.

I would also like to thank our Principal – Kylie Becker and her executive team and staff for all working together to make our school a great place to learn. We are very grateful to Ms Becker for making the decisions to help make Seven Hills West Public School a safe and secure place of learning for all our students.

Roslyn Scanlon

Seven Hills West Public School P&C President

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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Future Focused Learning Culture

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 that every student is known, valued and cared for.

Our school community demonstrate aspirational expectations of learning programs and achievement for all students and are committed to the pursuit of excellence.

Improvement Measures

In accordance with the Premier's priority, our school is working towards an increased proportion of students in the top two NAPLAN bands for reading and numeracy.

In accordance with the Premier's priority, our school is working towards an increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

Staff will demonstrate a sound understanding of educational delivery and operational policies and practices, reflective of Departmental systems and processes for student learning and wellbeing to ensure every student is known, valued and cared for.

Classroom teachers will identify professional growth in their ability to purposefully integrate ICT into innovative teaching and learning programs to enable future focused learners through their performance and development plans.

Progress towards achieving improvement measures

Process 1: The learning and support structures in the school build a P–6 inclusive model of reflective and evaluative thinking that tracks the progress of equitable outcome delivery.

Evaluation	Funds Expended (Resources)
We have re-evaluated the processes and templates used to track student achievement and learning needs across the school P–6. Forging strong links between L3, FoR and Cognitive Load Theory for staff and linking these pedagogies with data analysis to support responsive and relevant teaching programs has been a big focus P–6. Within the Learning and Support Team this also meant a re-evaluation of the template for Individual Education Plans and show links to the National Teaching Standards as well as showing how staff are bridging support structures with their core curriculum.	L3 – \$15000 Literacy and Numeracy Resources – \$5000 Funding Sources: • Socio-economic background (\$20000.00)

Process 2: Visible learning structures are scaffolds for data analysis leading to evidence based practice in reading numeracy through "I Can" statements.

Evaluation	Funds Expended (Resources)
A core group of teachers trialled the visible learning philosophy and navigating this against learning intentions and success criteria. We have begun to broaden this process and connect it to data skills and use so we can track and monitor students achievement and also include them in the process. We have had referenced visible learning in our professional learning around cognitive load theory and also our learning and support structures.	

Process 3: Implementation of ICT plans into performance and development to enable staff to be engaged in the learning process.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Professional learning was provided to staff to develop their skills in teaching the students how to create an effective presentation using recordings. This included weekly sessions and team-teaching with the classroom teacher. Students submitted work samples showing their skills in creating an interactive presentation and Pecha Kucha on topics relevant to the teaching programs

ICT – \$17000

Xenontech – \$6400

Funding Sources:

- Socio-economic background (\$23400.00)

Strategic Direction 2

Visionary Educational Leaders

Purpose

Seven Hills West Public School strives to provide educational delivery to our students through a vision and culture that is innovative and reflective of current practices and research. We are committed to an understanding that all students are taught by high performing teachers and the leadership team supports the recognition of this being achieved through a professional learning community which is focused on continuous improvement of teaching and learning.

Improvement Measures

Staff have clearly defined professional goals that enables the school to provide learning opportunities and enable the development of future focused educational leaders.

Staff are able to articulate their own learning journey and the support structures required to navigate new initiatives in the school and in their professional development authentically and with improved student learning as the motivation.

Future-focused pedagogies are evident and referenced in program innovations and structural classroom functionality.

The school staff understand the progression of a P-6 philosophy in the transition from Early Years Framework Learning to statewide curriculum delivery.

Progress towards achieving improvement measures

Process 1: Performance and Development Plans are created with each staff member to reflect professional wellbeing, school improvement measures, differentiated educational delivery for students and the staff members area of development through a collegial share space.

Evaluation	Funds Expended (Resources)
All teachers worked with their supervisor to write their PDP with a professional wellbeing goal and goals relating to the Professional Teaching Standards and students they work with. This information was utilised to build a differentiated TPL space for the achievement of goals based on experience, expertise and point in time learning.	Leadership Conference – \$3000 Principal Learning – \$4500 Art of Leadership – \$11250 Teacher Professional Learning – \$30278 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$49000.00)

Process 2: Collegial networks for future-focused programs exist to enable the school community equity of access to innovations within the school and wider networks reflecting current research and educational delivery.

Evaluation	Funds Expended (Resources)
Staff in Stage 3 attended a "Master Class" with Lane Clark and were supported in delivering a 'Forces' unit aligned with the Challenge Expo Stage 3 event in Term 3. Lane shared her resources with the team and the program was adapted for the students. The Blacktown Learning Community public speaking program was also implemented using Lane's pedagogies and resources to best support students.	Lane Clark – \$18825 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$18825.00)

Process 3: Collaborative processes coordinated and embedded to support innovations in classroom dynamics and flexible teaching and learning processes, engaging data and evidence to drive the decision making processes P-6.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Professional learning sessions were delivered around Cognitive Load Theory and Lane Clark's pedagogies which resulted in a number of classes practicing flexible learning seating in their classrooms to enhance student engagement and autonomy across P-6. As a whole school, staff engaged in petite enquiries to build their capacities around future focused pedagogies to delivery curriculum.

Teacher & SLSO Relief – \$10000

Funding Sources:

- Socio-economic background (\$10000.00)

Strategic Direction 3

Known, Valued and Cared For Superheroes

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 holistically. 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.

Improvement Measures

School initiatives support a tiered approach to wellbeing for all stakeholders and are reflected in the programs available to members of the school community.

The school community has a committed action plan towards building infrastructure and a positive school environment.

The school community has developed a strategic approach to authentic communication systems and access to them for all members equitably.

Increased parental participation and engagement in the school that focuses on positive and meaningful conversations and attendance in the school community and education programs.

Improved staff engagement results in People Matter Survey and an increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

The maximum number of preschool students at Seven Hills West Public School attend Seven Hills West Public School in Kindergarten the following year.

Progress towards achieving improvement measures

Process 1: A strategic and planned approach to develop the whole school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>School funds were used to develop the school's wellbeing by purchasing new PBL signage to be displayed fortnightly around the playground. Every student P-6 participated in the planning and modelling of the school's Yarning Circle. This structure has been used by classes and promotes inclusivity and respect amongst students of all cultural backgrounds. Two Aboriginal student were selected to represent our school at the Parliament House, Sydney, to present a speech. Funding was used towards the Interrelate Program for our Stage 3 students to which they had small group sessions and participation booklets to complete the during the program.</p>	<p>PBL – \$6500</p> <p>Aboriginal Education – \$37000</p> <p>Interrelate Program – \$4500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$48000.00)

Process 2: Collaborative action planning for the innovative refurbishment of the school infrastructure that is both internal and external which enables positive relationships and connections with the school community.

Evaluation	Funds Expended (Resources)
<p>This year our school has continued to build on the infrastructure improvements needed. It has included projects such as the Preschool refurbishment and external works, painting works – external and internal buildings, the recommissioning of the boy's and girl's toilet blocks (K & L blocks), blind replacements, maintenance clean up, new shade sails and Arborist Report & tree works.</p>	<p>Preschool Refurbishment – \$59000 (Early Learning Grant) \$13230 external works, \$5000 internal works</p> <p>Blind Replacement – \$15500</p> <p>Maintenance Clean up – \$16000</p> <p>Arborist Report and tree works – \$6100</p> <p>Shade Sails – \$29750</p>

Progress towards achieving improvement measures

This year our school has continued to build on the infrastructure improvements needed. It has included projects such as the Preschool refurbishment and external works, painting works – external and internal buildings, the recommissioning of the boy's and girl's toilet blocks (K & L blocks), blind replacements, maintenance clean up, new shade sails and Arborist Report & tree works.

Funding Sources:

- Socio-economic background (\$85580.00)

Process 3: Quality teaching and learning is communicated and shared across the school community to promote and highlight the achievements and improvements of the school P-6.

Evaluation

Funds Expended (Resources)

Building a strong connection between home and school was a main focus for 2019. Funds were used to purchase online subscriptions to provide opportunities for the school to engage with the families of our school. Parents and carers were given access to our school's Schoolzine application during the Meet the Teacher session. Sentral is used on a daily basis to monitor attendance, enter student wellbeing incidents, track PBL awards and share upcoming and daily events to all students and staff.

Sentral – \$7720

Passtab –\$400

Schoolzine – \$2300

Social Media – Nil

Funding Sources:

- Socio-economic background (\$10500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>1 Long Term Temporary Teacher</p> <p>5 days a week (EALD)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$128 059.00) 	<p>Our Learning and Support Team utilised funds to engage equitable outcomes for all students.</p> <p>Students with a non–English speaking background were supported in their learning with additional support in class to deepen their comprehension of spoken and written English.</p>
Low level adjustment for disability	<p>1 Long Term Temporary Teacher (LAST)</p> <p>5 days a week</p> <p>1 Long Term Temporary SLSO</p> <p>3 days a week</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$117 388.00) 	<p>Students were supported in their literacy and numeracy learning through targeted interventions and support. Intervention timetables were reviewed every term/ 5 weeks through the Learning and Support Team.</p>
Quality Teaching, Successful Students (QTSS)	<p>FTE – 0.729</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$77 796.00) 	<p>Our teaching staff have utilised the support of the executive and mentors from the Learning Support Team to build their capacity to engage all students and build their educational delivery.</p>
Socio–economic background	<p>Infrastructure Upgrade</p> <p>Classroom furniture and upgrade – \$5000</p> <p>External and internal painting works and carpeting of multiple classrooms (AMU Funded)</p> <p>Preschool refurbishment including blinds – \$5000</p> <p>Replacement of blinds in 6 classrooms – \$15500</p> <p>Recommission of Boys and Girl's Toilets – K & L Blocks (AMU Funded)</p> <p>ICT Support and Hardware</p> <p>Supply and install 2 x 65" Touchscreen Fixed Bundle – \$10900</p> <p>Supply and install 1 x 65" Touchscreen IPRO Tilt Bundle – \$6050</p> <p>External Computer Support Contract – Xenontech –</p>	<p>Infrastructure Upgrade – this included classroom furniture and upgrades, external and internal painting works and carpeting of multiple classrooms, Preschool refurbishment and replacement of blinds in 6 classrooms.</p> <p>ICT Support and Hardware – External Computer Support Contract – Xenontech, supply and install 2 x 65" Touchscreen Fixed Bundles and supply and install 1 x 65" Touchscreen IPRO Tilt Bundle.</p> <p>Building and Grounds Audit and Action – Skip hire to continue school clean–ups and green waste removal, Arborist report fee, tree works, replacement of boundary fences, supply and installation of shipping container for storage, purchase and installation of 2 x gates (preschool), mud kitchen and water pump installation (preschool), external works in Preschool (which included new artificial turf in playground, soft fall replacement under fixed equipment, 1 x large shade sail and post covers, removal of a large tree, repairs to boat and the clean and fixup of existing equipment.), post covers for sporting fields and grounds maintenance, recommission of boy's and girl's toilets (K & L Block)</p> <p>Resource Purchases – Library books, teacher resources, maths and literacy purchases.</p> <p>PBL Award Purchases – Printing and</p>

<p>Socio-economic background</p>	<p>\$6400</p> <p>Building and Grounds Audit and Action</p> <p>Skip Hire to continue school clean-ups – \$3500</p> <p>Green Waste Removal – \$13200</p> <p>Replace & Installation of boundary fence – \$700</p> <p>Arborist report fee & tree works – \$6100</p> <p>Purchase and installation of 2 x shade sails – \$13600</p> <p>Repair and make safe Shade Sail in Preschool – \$17358</p> <p>Supply and installation of 2 x gates (preschool) – \$2000</p> <p>Mud Kitchen and water pumping station – \$5000 (Grant) \$1250</p> <p>External works in Preschool (which included new artificial turf in playground, soft fall replacement, a large shade sail , removal of a large tree and clean and fixup of equipment) – \$59000 (Early Learning Funding) and \$5000</p> <p>Post covers for sporting field – \$3150</p> <p>Grounds maintenance. – \$15000 contract</p> <p>Shipping Container purchase including set up – \$8500</p> <p>Resource Purchases</p> <p>Library books, maths resources and literacy purchases – \$5000</p> <p>PBL Award Purchases</p> <p>Printing and purchase of awards for PBL – \$6500</p> <p>Programs and Subscriptions</p> <p>Annual renewal fee for Sentral – \$7720</p>	<p>purchase of awards for PBL.</p> <p>Programs and Subscriptions – Annual renewal fee for Sentral, annual renewal fee for Schoolzine, annual renewal fee for Passtab sign in program, Interrelate Program for Stage 3 students and Leadership Conferences.</p>
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<p>Socio-economic background</p>	<p>Annual renewal fee for Schoolzine – \$2300</p> <p>Annual renewal fee for Passtab sign in program – \$400</p> <p>Interrelate Program for Stage 3 Students – \$4500</p> <p>Leadership Conferences – \$3000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$170 000.00) 	<p>Infrastructure Upgrade – this included classroom furniture and upgrades, external and internal painting works and carpeting of multiple classrooms, Preschool refurbishment and replacement of blinds in 6 classrooms.</p> <p>ICT Support and Hardware – External Computer Support Contract – Xenontech, supply and install 2 x 65" Touchscreen Fixed Bundles and supply and install 1 x 65" Touchscreen IPRO Tilt Bundle.</p> <p>Building and Grounds Audit and Action – Skip hire to continue school clean-ups and green waste removal, Arborist report fee, tree works, replacement of boundary fences, supply and installation of shipping container for storage, purchase and installation of 2 x gates (preschool), mud kitchen and water pump installation (preschool), external works in Preschool (which included new artificial turf in playground, soft fall replacement under fixed equipment, 1 x large shade sail and post covers, removal of a large tree, repairs to boat and the clean and fixup of existing equipment.), post covers for sporting fields and grounds maintenance, recommission of boy's and girl's toilets (K & L Block)</p> <p>Resource Purchases – Library books, teacher resources, maths and literacy purchases.</p> <p>PBL Award Purchases – Printing and purchase of awards for PBL.</p> <p>Programs and Subscriptions – Annual renewal fee for Sentral, annual renewal fee for Schoolzine, annual renewal fee for Passtab sign in program, Interrelate Program for Stage 3 students and Leadership Conferences.</p>
<p>Support for beginning teachers</p>	<p>Beginner Teacher Professional Learning – \$6700</p> <p>Mentoring – \$19865</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$26 500.00) 	<p>Our beginning teachers were supported with time allocation for planning and professional learning through targeted mentoring as well as professional development courses relevant to their class and Professional Development Plan goals. Regular feedback opportunities were provided with the supervising Assistant Principal.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Casual Teacher employed 1 day a week from Term 2 to Term 4 inclusive.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$16 000.00) 	<p>A casual teacher was employed to work 1 day a week from Term 2 to 4 inclusive with targeted New Arrival students.</p>
<p>Aboriginal background loading</p>	<p>Design and construction of a Yarning Circle by Earth Matters.</p> <p>1 Long Term Temporary SLSO employed for 2 days</p>	<p>Our Aboriginal students were supported culturally, academically and pastorally throughout the year. Personalised Learning Pathways (PLPs) were used to support all Aboriginal students and their families in identifying and working towards achieving</p>

<p>Aboriginal background loading</p>	<p>a week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12 375.00) • Aboriginal background loading (\$24 000.00) 	<p>personal and aspirational goals.</p> <p>A Yarning Circle was designed by our students and constructed by Earth Matters with the assistance of students and teachers from Coreen School. Preschool and Year 6 students in particular had a big role to play in the installation process.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	210	204	187	174
Girls	170	167	152	158

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91	92.2	89.5	89.1
1	92.8	90.4	93.7	91.6
2	93	92.2	91.3	91.4
3	93.1	92.3	90.9	90.7
4	91.7	89.8	92.8	91.4
5	93.1	92.8	92.8	92.5
6	91.8	90.9	91.7	93.8
All Years	92.4	91.5	91.9	91.3
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)	4
Classroom Teacher(s)	16.38
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	9.32

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	475,143
Revenue	4,551,420
Appropriation	4,347,801
Sale of Goods and Services	79,524
Grants and contributions	114,883
Investment income	2,447
Other revenue	6,765
Expenses	-4,413,105
Employee related	-3,860,236
Operating expenses	-552,869
Surplus / deficit for the year	138,315

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.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	920,982
Equity Total	440,145
Equity - Aboriginal	24,032
Equity - Socio-economic	84,833
Equity - Language	158,846
Equity - Disability	172,434
Base Total	2,308,799
Base - Per Capita	90,650
Base - Location	0
Base - Other	2,218,149
Other Total	573,458
Grand Total	4,243,385

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

Seven Hills West Public School's NAPLAN results for 2019 showed that 32.35% of students in Year 3 and 32.43% of students in Year 5 achieved results in the Top 2 Bands in the domain of Reading. NAPLAN online has provided opportunities for students to achieve higher bands in comparison to the paper format. There were five students who achieved Band 8 and one student who achieved Band 10 in Year 5. 83% of the Year 5 cohort achieved *At or Above Expected Growth* in Reading for 2019 NAPLAN.

Numeracy

Seven Hills West Public School's NAPLAN results for 2019 showed that 15.15% of students in Year 3 and 35.14% of students in Year 5 achieved results in the Top 2 Bands in the domain of Numeracy. NAPLAN online has provided opportunities for students to achieve higher bands in comparison to the paper format. There was one student who achieved Band 7 in Year 3 and two students who each achieved a result in Band 9 and Band 10 in Year 5. 65% of the Year 5 cohort achieved *At or Above Expected Growth* in Numeracy for 2019 NAPLAN. There were 0% of students who achieved *Negative Growth*.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me – Student Outcomes and School Climate results:

83% of students felt accepted and valued by their peers and by others at their school and 97% of students believe that schooling is useful in their everyday life. 84% of students are interested and motivated in their learning with 91% of students stating that they try hard to succeed in their learning. 85% of students feel proud to attend school at Seven Hills West Public School. 69% of student believe there are enough covered areas in the school to go to when it gets hot or rains when on the playground. As a result of this, a goal for 2020 is to install additional shade covers in the playground to provide students with more shaded areas in the playground. There was a strong emphasis on lessons having a clear learning intention and success criteria in 2019. Results showed that 98% of students stated that they had a clear understanding of what was the intended outcome of each lesson.

Tell Them From Me – 'Focus on Learning' Teacher Survey results:

85% of teachers believe that the school leaders clearly communicate their strategic vision and values for Seven Hills West Public School. A school mean of 8.0 showed that teachers liaise with other teachers about strategies that increase student engagement and a mean of 8.6 teachers discuss learning problems of particular students with other teachers. These results show collegiality amongst staff members to promote the *Big Idea* of providing our students with the best education by catering learning experiences to their individual learning needs. A mean of 8.6 teachers present a new concept by linking it to students' previously mastered skills and knowledge. A mean of 4.1 teachers stated that students use computers or other interactive technology to track progress towards their learning goals. An area of development would be to implement a technology program suitable to all year groups and to purchase additional hardware devices to promote Future Focused Learners.

Tell Them From Me – 'Partners in Learning' Parent Survey results:

82% of parents believe that the physical environment of Seven Hills West Public School is welcoming and 69% believe that the school is well maintained. 85% of parents have spoken to the teacher about their child's learning or behaviour. 70% of these parents have spoken to the teacher on two or more occasions. An average of 65% of parents stated that they believe phone calls, school reports, informal and formal meetings were useful sources of communication with the classroom teacher about their child's progress. In 2020, classroom teachers will endeavour to use online communication tools such as Seesaw, Edmodo and Dojo to increase their mode of communication to share photographs and information about the learning experiences that take place in the classroom. 8% of parents are involved in school communities. An area of development for 2020 would be to encourage parents and carers to join our school's Parent and Citizens committee and include them in our school events and decision making where necessary.

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.

Students at Seven Hills West Public School continued to explore initiatives that supported the delivery and experience of Aboriginal Education. Staff have participated in Professional development through the Aboriginal Education unit and professional learning delivered by Ms Mitchell. This has been imperative in the further development and understanding of Aboriginal history and culture and its connectedness with Aboriginal Australia.

The year began through exploring the continued development and updated Department of Education Aboriginal Policy. Further development of the Personalised Learning Pathways were introduced with the teaching component being strongly linked to the curriculum. This process tracks student achievement as they progress through their educational journey, including into high school. Teachers continued their implementation of the Aboriginal Pedagogy; 8 Ways of Aboriginal Learning and furthered developed their implementation of this into their classroom practice.

Planning, development and construction of a Yarning Circle was completed in 2019 and was done through a whole school inquiry learning investigation. Each student actively engaged in the design process through investigations involving the selecting of materials, assessing durability and cultural appropriateness. Parents of Aboriginal students were included throughout the process and assisted in local understanding and cultural significance. Members of the local Aboriginal Education Consultative Group, parents, carers, students and an Aboriginal Elder were all in attendance to celebrate the opening.

Our Aboriginal students participated in a variety of programs this year with a notable mention being Stage 3 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. Lily Price and Peteesha Flick were fantastic ambassadors of our school in this program and were commended by all for their efforts.

Our students used their knowledge and experience from their learning each week to lead our school in Reconciliation Week and NAIDOC Week ceremonies. During NAIDOC Week all Aboriginal students led the assembly and delivered speeches that acknowledged the NAIDOC theme, Voice, Treaty, Truth – Lets work together for a shared future. Each student worked in collaboration with Ms Mitchell to write a speech that was meaningful and reinforced the importance of each Aboriginal student having a voice in their school, learning and future.

At our Aboriginal parents morning tea, Ms Mitchell was joined by the Principal, other teachers, regional office personnel, 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. Parents discussed their appreciation of Ms Mitchell and the benefits of having an Aboriginal teacher on staff and how this has reflected in their child's engagement in school and pride in their education.

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 West Public School promotes an inclusive and supportive environment for all stakeholders. We provide a wide range of opportunities for students to acknowledge and celebrate their own culture and that of their peers and community. The school promotes acceptance and understanding through celebrations including Multicultural day, NAIDOC Week, Reconciliation Day, Diwali, Harmony Day, EID, Christmas, Easter and Ramadan.

Commitment to inclusive and supportive programs respectful of all values, cultures and beliefs are implemented at a whole school level and are reflective of the community needs and expectations.

Ms Mitchell is the point of contact as the Anti Racism Contact Officer (ARCO) and supports all stakeholders of Seven Hills West Public School.

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.

Seven Hills West Public School promotes an inclusive and supportive environment for all stakeholders. We provide a wide range of opportunities for students to acknowledge and celebrate their own culture and that of their peers and community. The school promotes acceptance and understanding through celebrations including Multicultural day, NAIDOC Week, Reconciliation Day, Diwali, Harmony Day, EID, Christmas, Easter and Ramadan.

Commitment to inclusive and supportive programs respectful of all values, cultures and beliefs are implemented at a whole school level and are reflective of the community needs and expectations.

Other School Programs (optional)

School Choir

In 2019 students in Years 3 – 6 at Seven Hills West Public School, participated in the Blacktown Festival of Performing Arts (BFoPA) combined Choir. Students joined with other schools within the district to make up a choir that consisted of over 200 children. They took part in day rehearsals and their beautiful voices moved gently through the air during lunch time.

On performance night, students experienced feelings of pride, happiness and togetherness as they sang to a welcoming audience that consisted of their family and friends at the Wyndham College Hall. The song compilation was of high quality and watching the students sing from backstage was priceless. It was a spectacular night and the concert was fabulous. Some have even said – it was the best ever!

Students and teachers gave up many hours to ensure the festival moved to another level of expectation and excellence. Without their drive and dedication this would not have been as successful.

Lane Clark Crow Inquiry

Teachers and students engaged in an inquiry to assist in reducing the number of crows at Seven Hills West Public School using the Lane Clark pedagogy. Teachers engaged in professional learning afternoons to adapt the immersion and learning centres created for the whole school, suited to their student's needs. Immersion centres focused on gaining an insight into the prior knowledge students had about the topic and learning outcomes. Learning centres focused on teaching students' new skills in relation to the targeted Geography Syllabus Outcomes, GEe-1, GE1-2, GE2-2 and GE3-2.

A challenge brief letter was presented to the students by their classroom teacher to inform them about the problem where crows were eating food scraps from the rubbish bins and the lunch of students. Based on the letter, a range of wonderings were written and added to the wonder wall, then sent to the principal from each class to gain more information about the task. Immersion and learning centres were set up to allow students to broaden their understanding of the importance of special places and sustainable ways to look after special places. Students then went back to the challenge brief letter and criteria to create a list of ideas to assist in reducing the number of crows.

The school represented council representative from each class presented their ideas in various modes to the principal, some including a persuasive green screen video, a picture book, a written persuasive text, pictures and 3D models. The list of ideas presented were evaluated by the principal and measures were put into place to reduce the number of crows at Seven Hills West Public School.

Community Engagement

Seven Hills West Public School community is one that is filled with '*inclusivity, diversity and appreciation*'. The major fund raising event, the Colour Run was a huge success in raising funds for our school but what was most rewarding was how

well we embraced this event and came together as a community. This was something special where we gathered together and the day was filled with *'laughter, fitness and colour!'* Families, children and teachers all were involved and supported one another to enjoy this event. As we set up for this event, extra activities were added such as the bubble machine, large gym mats, water play, tunnel, the fabulous balloon arch, and of course plenty of colour. Much efforts were from our parent community where you volunteered to sprinkle colour all over the Seven Hills West children. Timing of this event, embraced *Holi*, a Hindu celebration of *colour and love*, which was shared across all our school cultures.

Preschool

The youngest members of our school certainly had an amazing year. A strong focus, which we continue throughout the school, is connections with our families. Family involvement in events such as multicultural day and colour run, helped to create strong connections with our school. Parent feedback on learning experiences supported Seven Hills West preschool in achieving Assessment and Rating as 'Exceeding'. Highlights for our pre-schoolers were the trip in the bus to Woolworths, Calmsely City farm and our visit from the Police.

Kindergarten

Students and their families had a settled start with three Kindergarten classes formed in 2019. Miss Craig joined our preschool children and moved to Kindergarten being a familiar face for our preschool students. Our teachers participated in many Professional Learning experiences where we had Mrs Gardiner and Miss Pizarro complete L3 training and Mrs Zollinger and Miss Craig commence L3 training.

Our highlights throughout the year were taking the children to a play 'Me and my shadow', at the Riverside Theatre in Parramatta. The children had a wonderful time being in the theatre. Not many children were worried when the lights were dimmed but were mesmerised by the use of shadows as a way of communicating the story. They then had a picnic and a play in the park. One of the high points of the day for many of the children was the bus trip to and from the theatre. Keeping alive and caring for our class pets, hermit crabs and a fish, were also a successful part of our class responsibilities and Science lessons. Visiting Hardi Aged Care facility to sing Easter and Christmas songs put a smile on the faces of the wider Seven Hills West community as this gave so much enjoyment for all involved. Our combined Kindergarten assembly showed such talent, where we were able to include all the school in our Superhero performance through a 'flash mob' dance. As all children move in Year 1, they are leave Kindergarten with confidence and friends.

STEAM Team

This year, the STEAM Team has had a blast experimenting and creating projects.

Our STEAM team completed several robotics projects throughout the year that required students to work collaboratively and problem solve to meet all aspects of the challenges. These projects were then shared with students from neighboring schools at the STEAM Team Expo held in November.

One of our projects was building a guitar that could be programmed to play using the Microbit. Our team worked together collaboratively, used their engineering and artistic skills to make a guitar and program it using MakeCode.

Our main project was to build a home and automate it using the Smart Home Kit provided. The kit was equipped with the lighting, heating, cooling, visual, sound appliances. Each student got to work with sensors (OLED screen, noise sensor, light sensor, relay sensor, soil moisture sensor, crash sensor) electric brick modules like LED light, photocell, buzzers and an audio jack. All these were programmed and monitored using Make code and the Microbit. Ozobots too were introduced to represent people living and walking around in the house. We worked hand in hand with the Robotics Team from Seven Hills High School who used Arduino boards to compliment the house, by creating fairy lights to decorate a tree and to create street lights.

STEAM provided the basis for a real, connected and engaging activity that not only focused on STEAM competencies also the soft skills of **collaboration, adaptability, problem solving, teamwork, networking**.

Overall STEAM was a wonderful experience that was fun and challenging!

Dance Group

Seven Hills West Public School has a strong commitment to arts education. While all children learn music, art and drama within the classroom context, there are many opportunities for interested students to participate in additional performance groups.

Dance is a fun way where students were able to express themselves through movement. It is directly linked to the curriculum through PDHPE and Creative and Performing Arts.

During 2019, students in the below dance groups were able to further develop their fundamental movement skills,

appreciate their own dance and perform in front of audiences.

- K–2 Dance Group
- Cultural Dance Group,
- 3–6 Senior Dance Group,

The dance groups had many opportunities to perform this year, including the Family Multicultural Day, Education Week and at WestPoint, Blacktown during Education Week. Our Senior Dance Group also performed at the Blacktown Festival of Performing Arts. All the performances were well received by students, parents and other visiting guests.

All groups and their supervising teachers, practiced during their lunch breaks to prepare for the wonderful performances. The hard work and dedication shone through at all the performances, showcasing the wonderful abilities of the students at Seven Hills West Public School.