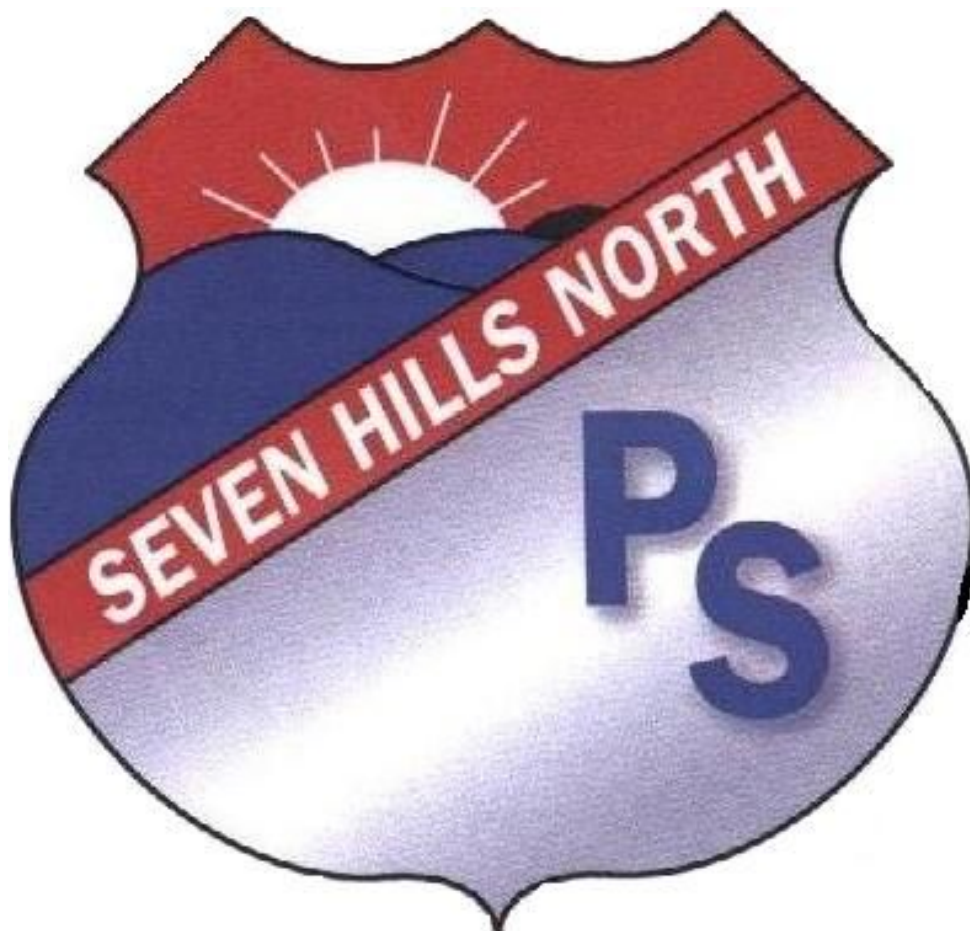# 2020 Annual Report

Seven Hills North Public School

3053

Introduction

The Annual Report for 2020 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.

School contact details

Seven Hills North Public School
45 Beethoven St
Seven Hills, 2147
www.sevenhilln-p.schools.nsw.edu.au
sevenhilln-p.school@det.nsw.edu.au
9624 1275

School vision

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 an historic school with a proud history, originally established in 1883 and rebuilt in 2003. The school's mission is to provide all students with the opportunity to achieve their personal best in a supportive and caring school environment.

Our school enjoys a rich cultural diversity. There are 267 students currently enrolled at the school, with 49% of students coming from a non-English speaking background and 5% who are Aboriginal and/or Torres Strait Islander. Our school values the identity, culture, heritage and languages of all students, delivering quality education and cultural programs with strong community support. The school is a member of the Bungarribee Principal's Network and has a strong partnership with the Blacktown Learning Community of Schools and the Nurringingy Aboriginal Education Consultative Group (AECG).

Our school provides high quality educational programs with a strong focus on improving literacy and numeracy outcomes for all students. An emphasis on individual learning goals and student engagement ensures that every student has the opportunity to attain high personal standards of performance. We are deeply committed to developing well-rounded citizens and work tirelessly to support the academic, social, emotional, physical and behavioural goals of each child. 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 committed to improving engagement and achievement for all students through the provision of inclusive educational opportunities for all members of our school community. The school's mission is to provide all students with the opportunity to achieve their personal best in a supportive and caring school environment.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Through the process of school self-assessment, we have identified a need to use data driven practices that ensure all students have access to personalised learning and are supported by a relentless focus on improvement. Professional learning will focus on how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Our work with individual students will be responsive and closely monitored and individual and targeted support will be provided to support student growth.

In order to develop greater consistency of judgement within and across stages, there will be a continued focus on developing quality summative and formative assessment tasks and data collection practices. Data will be analysed to determine the impact of teaching and individualised learning plans. Continual monitoring of student performance data will determine areas of need and success at a student, class and school level.

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.

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)
A Community Wellbeing Officer was engaged to support the implementation of social skills and resilience programs. National School Chaplaincy Program funding enabled the Community Wellbeing Officer (CWO) to support student, staff and community wellbeing. Implementation of *Positive Kids* and *Peaceful Kids* programs supported students with anxiety to develop more positive social skills and behaviours. The CWO provided research-based social and emotional wellbeing programs, such as 'Seasons for Growth' and 'Drumbeats'. A school-wide PBL Matrix has been developed and supports students to understand the school's core values of being safe, being a friend and being a respectful learner. Classroom flowchart visuals were developed and are displayed in all classrooms, providing students with consistent expectations and consequences across the school. New signage was placed around the school highlighting focus PBL expectations. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. An edible garden was established and maintained by the 'Garden Buddies' group - this program engaged students 'at-risk' of disengaging and who require directed and supported social interactions. Several student-developed play options were developed in conjunction with the Student Representative Council, including Art Club and Passive Play, providing quiet, passive play settings and adjustments to the playtime environment. Students are supported to be self-aware, build positive relationships and be actively engaged members of the school community.	$20 000 National Chaplaincy Program RAM Equity - Socio-economic background funds $6 000 - 6300 funding for CWO Professional Learning funds School and Community funds - 6300

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Professional learning was provided to support teachers to analyse data from check-in assessments, PLAN 2 and using the learning progressions.	QTSS funds
	Professional Learning funds
Teachers increased their skills in the analysis, interpretation and use of student performance data.	RAM Equity: English Language Proficiency
All staff were involved in the analysis of data during scheduled data and assessment staff meetings. The leadership team analysed SCOUT data for insights into student learning and to support decision-making.	RAM Equity: Low-level adjustment for Disability
Teaching and learning programs are based on formative and summative assessment, with lessons differentiated to meet the learning strengths and needs of students.	
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.	
Student engagement has been increased through personalised and differentiated learning opportunities.	
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 2.	
Personalised learning plans are developed for targeted students who require individual learning goals. Goals are in alignment with literacy and numeracy progressions and are monitored and tracked along the learning progression using PLAN 2.	

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

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.

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)
Teachers set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback to enable students to achieve their learning goals. Students clearly articulate explicit learning intentions and success criteria and use 'I can' statements to self- assess their learning achievement. Teaching and learning programs evidence Learning Intentions and Success Criteria across key learning areas. Professional learning has resulted in increased teacher 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. Students can identify and articulate their specific learning goals and are engaged in the teaching and learning process. Effective feedback and student self-assessment strategies and tools are embedded across the school, including 'Bump It Up' and data walls. Teachers conduct personalised learning conferences where they support students in developing learning goals and provide specific and timely feedback. Students work towards their own individual learning goals and are beginning to reflect on their learning and identify goals they are working to achieve	Professional Learning funds Quality Teaching Successful Students (QTSS) funds

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)
Teachers are provided with collaborative planning days where they reflect on past teaching and students data to inform future learning programs.	Professional Learning funds

Progress towards achieving improvement measures	
All teachers implement a school-wide approach to visible learning to show students how to achieve success and continuous improvement. Teachers collaborated during fortnightly stage meetings to develop evidence-based programs and success criteria for programming and assessing. ES1 and Stage 1 teams participated in the Programming Curriculum and Assessment Self-Assessment program to ensure teaching and learning programs met all mandatory NESA requirements. Teachers are implementing curriculum requirements by planning and implementing coherent, well-sequenced learning and teaching programs that use effective teaching strategies to support students' achievement. 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. Teachers developed quality assessment tasks and rubrics that enable students to demonstrate a range of abilities. Explicit, challenging and achievable learning goals are established for all students which are based on assessment and work samples, and meet their salient needs. Success criteria are incorporated into lessons so that students clearly understand lesson activities and what is needed to achieve lesson goals. Collaboratively developed assessment rubrics ensure that teaching and learning is informed by consistent assessment and moderation using multiple sources of information. Teachers reflect daily on their teaching practice and make adjustments as required and provide explicit, specific and timely feedback to support improved student learning.	Quality Teaching Successful Students (QTSS) funds RAM Equity: Low-level adjustment for Disability

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

Evaluation	Funds Expended (Resources)
Teachers were involved in Performance and Development processes that included lesson observations, PDP goal setting and review meetings as well as program feedback. PDP processes involved teachers regularly reflecting on the Australian Professional Standards for Teachers to identify standards they are working towards in improving their practice. Executive team plan for professional learning targeted to meet the specific learning needs of staff and which are in line with our School Plan. Quality Teaching, Successful Students funds executive release and enables opportunities for collaborative and evaluative processes such as team teaching, demonstration lessons and lesson observations. All Stage teams engaged in collaboration during Stage planning and Assessment release days. Staff practice is assessed against the Australian Professional Standards for Teachers through supervisor and peer observation and program feedback. Teachers were supported to improve their practice by, reflecting and	Professional Learning funds Quality Teaching Successful Students(QTSS) funds Support for Beginning Teachers funds

Progress towards achieving improvement measures

evidencing goals as well as receiving lesson feedback and teaching program evaluations.

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.

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.

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

Evaluation	Funds Expended (Resources)
Staff were provided with Stage planning days to review and revise teaching scope and sequences, to ensure that they guide high quality, differentiated teaching and learning programs to effectively deliver syllabus outcomes and content in English. Stage teams engaged in collaborative programming in English using the 'English Textual Concepts school-based framework to develop more critical and engaging teaching and learning for our students. 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. Stage teams have 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. Big Write training was undertaken by all staff members who then implemented the program with students in their classroom to improve student writing.	RAM Equity - Socio-economic background funds Professional Learning funds Quality Teaching Successful Students(QTSS) funds

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.

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)
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. YARC results used as formative assessment to develop teaching and learning programs responsive to student needs and to group students so that instruction is at appropriate comprehension levels. The analysis of a range of quality assessments and interventions has ensured learning is personalised and support plans are responsive to data Professional learning was provided for both teaching and non-teaching staff (such as SLSOs) to implement programs such as Mini-Lit and MacqLit. Staff regularly and consistently use a range of formative and summative assessment data to track and analyse student growth and performance, including the York Assessment of Reading Comprehension (YARC). All staff have participated in professional learning opportunities which have built the collective efficacy to implement, interpret and understand diagnostic data. 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. 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.	RAM Equity - Socio-economic background funds Professional Learning funds RAM Equity: English Language Proficiency Quality Teaching Successful Students(QTSS) funds

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background $7864	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 and an SLSO provided personalised learning support to assist Aboriginal students to work towards achieving their educational goals. Parents were involved in the development of PLPs, strengthening partnerships and promoting genuine collaboration between the school and Aboriginal families. This resulted in improved quality of teaching and learning for Aboriginal students and an increase in Aboriginal students' attendance, participation and engagement in learning.
English language proficiency	RAM English Language Proficiency - 0.6 staffing $65 630 - flexible funding $41 120	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 learning progressions 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 provided professional learning for all teachers in EaLD pedagogy and best practice. All teachers were supported to assess their EAL/D students against the EAL/D progressions. This supported all staff in planning and programming; differentiating for EAL/D students in teaching programs; whole school and classroom assessment practices; and incorporating EAL/D pedagogy and strategies in classroom practice.
Low level adjustment for disability	Low level adjustment for disability (0.5 FTE staffing $54 692) Low level adjustment for disability (flexible $24 615)	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

Low level adjustment for disability	Low level adjustment for disability (0.5 FTE staffing $54 692) Low level adjustment for disability (flexible $24 615)	students with additional needs. The schools' Learning and Support Team analysed student referrals and assessment data to determine those students requiring individualised support. Personalised Learning and Support Plans (PLSPs) were developed by class teachers through collaboration with the Learning and Support Teacher and focussed on improving literacy and numeracy outcomes for students requiring learning adjustments. The flexible SLSO timetable was regularly modified to ensure that those students identified as requiring support were allocated additional SLSO assistance to implement aspects of the students' personalised learning plan. This individualised support ensured an increased level of participation and engagement for targeted students and supported improvements in student learning outcomes.
Quality Teaching, Successful Students (QTSS)	QTSS funding (0.494 FTE staffing $54 036)	The school received a staffing allocation of 0.494 for QTSS. This funding was used for additional release time to allow for executive staff to mentor teachers on their stage. These collaborative opportunities enabled staff to further develop their teaching skills with the support of an executive. Such opportunities included working collaboratively to develop high quality teaching and learning programs, engaging in lesson observations and demonstrations, and setting, implementing and reviewing PDP goals.
Socio-economic background	Socio-economic background funding $20 605	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.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	139	142	152	150
Girls	127	131	141	130

Enrolment numbers have increased over the past five years, but should now remain reasonably steady with local-area intake only. Currently, there is an increase of young families moving into the area which has seen an increase in Kindergarten enrolments for 2021. There has been a steady increase in local-area enrolments in the younger grades as a result of this change to the local demographic. The steady enrolment numbers allow the school staffing, funding and programs to remain consistent and targeted to those students with additional needs. Increasing numbers of students who have a language background other than English is reflected in increased staffing and funding allocations for English Language Proficiency, and allows the school to provide adequate support to students who require intensive English language instruction.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	95.2	94.8	94.6
1	96.6	95.5	91.1	94.7
2	96.2	96.7	93.7	95.4
3	95	94.8	94.7	94.8
4	93.3	95.9	93.6	95.6
5	93.5	95.8	93.9	94.7
6	95.9	93.8	93.2	95
All Years	95.3	95.5	93.6	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Seven Hills North Public School values and promotes good school attendance and has had a consistent focus on improving and supporting attendance. This includes regularly rewarding individual students for exceptional attendance and also recognising and rewarding high rates of attendance for classes. Our school uses Sentral to monitor non attendance and mechanisms are in place to communicate with parents.

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

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)	9.46
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	486,887
Revenue	2,673,991
Appropriation	2,571,655
Sale of Goods and Services	2,844
Grants and contributions	97,595
Investment income	1,596
Other revenue	300
Expenses	-2,687,430
Employee related	-2,321,292
Operating expenses	-366,138
Surplus / deficit for the year	-13,439
Closing Balance	473,448

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.

	2020 **Approved SBA** ($)
Targeted Total	51,972
Equity Total	214,526
Equity - Aboriginal	7,864
Equity - Socio-economic	20,605
Equity - Language	106,750
Equity - Disability	79,307
Base Total	2,077,139
Base - Per Capita	70,468
Base - Location	0
Base - Other	2,006,671
Other Total	152,999
Grand Total	2,496,636

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

At Seven Hills North Public School we work proactively with our school community to evaluate our school programs in order to assist us with our planning, establish school strategic directions and key educational improvements, and to continue to provide quality education at our school. In consulting with all stakeholders, we ensure that the educational priorities of the school reflect the goals and learning needs of students, staff and parents. This partnership approach helps us to build a culture of high performance and shared trust in our school, empowering students, staff and community members to work together to achieve our shared goals.

This year, our school sought the opinions of parents, students and teachers through various surveys and forums. Data was gathered from all stakeholders in order to develop a thorough situational analysis of our school context and to support future planning. Key findings from this consultative process are shared below.

In 2020, 105 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:

- 82% of students indicate that they have friends at school they can trust and who encourage them to make positive choices.
- 90% of students have positive student behaviour at school compared to the NSW norm of 83%
- 100% of Aboriginal and Torres Strait Islander students indicated that they feel good about their culture when they are at school.
- Students rated Teachers' Expectations for Academic Success (school staff emphasise academic skills and hold high expectations for all students to succeed) 8.4 out of 10 compared to the NSW norm of 8.7 out of 10.
- Data indicates student participation in school sports and clubs is 56%, a significant decrease since 2019 and indicative of these activities being cancelled as a result of COVID-19. This is in line with the NSW Government norm of 55%.
- 96% of our students in grades 4-6 can identify a staff member who they trust and can turn to.
- 66% of students had a high sense of belonging compared to the NSW norm of 81%. This data was gathered in June 2020 and the decline is reflective of the loss of connection during COVID-19 restrictions and remote learning.
- 82% of students value School Outcomes compared to the NSW norm of 96%.
- Students rated Effective Classroom Learning Time (important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives) 7.9 out of 10 compared to the NSW norm of 8.2 out of 10.

Additionally, our school developed *Student Voice* surveys to capture feedback from 125 students in Years 1-3 (based upon *Student Voice Audit and Action Cards* - Department for Education and Child Development, Government of South Australia). Key findings included:

- 55.2% of students indicated that Always/Most of the time *'My teacher gives me feedback and I use this to improve my work next time. (Feedback = comments, speaks to me about my work, writes comments about my learning, tells me how to improve my learning)'*
- 54.4% of students reported that Always/Most of the time *'I can tell my teacher when I don't understand the learning'*
- 76% of students reported that Always/Most of the time *'My teacher explains what I need to learn and why it is important'*
- 85.6% of students indicated that '*I feel confident when I'm learning in my classroom and if my work is hard, I keep trying and ask for help if I need it'*
- 63.2% of students reported that '*I talk about what I already know, can do and understand to my parents/carer'*

As part of our school's self-evaluation process, we have sought the opinions of parents and caregivers on different areas of school life. The responses will assist the school to develop a picture of our school and community and their vision for our school. Key findings include:

In response to what the school is doing well and its strengths, parents reported:

- The staff are a key strength of our school. Key feedback to support this includes *"teachers genuinely care for our children and do a great job every day; all the teachers know each student across the school; caring for our children and their education; dedicated and passionate staff"*.
- Communication is effective: "*Communication - frequent flow of emails and reminders; Great communication"*.
- Quality teaching programs are provided: "*Teaching programs-literacy, clear whole school approach; Homework isn't too overwhelming; In identifying students educational needs and setting up additional programs (reading and numeracy) to support student learning"*.
- The school values community: "*community-minded school, personalised care, engaging students and family members, sharing information/open communication and approachable; fun, engaging, community-spirited events for a cause, calendar or school benefit; organising activities"*.
- The school provides a safe and welcoming learning environment: "*Kids feel safe and cared for; inclusiveness and community feel; always putting in effort to adjust to changes while considering the needs of the students and keeping fun, community-oriented activities as much as possible; providing a safe, stimulating, educational and supportive environment"*.

- There is a range of extra-curricular activities offered: "*Providing extra-curricular activities; offer a range of extra-curricular options despite small size of school".*
- Reporting to parents is effective: "*knowing your students as evidenced by excellent parent teacher interviews and semester reports."*
- Behaviour and values are explicitly taught and expectations are high: "*Setting and explaining the expectations of behaviour for the students and having boundaries; trying to shape the students to be mindful and respectful people; these are traits that they need to take with them well after school has finished, into the real world; values and analytical learning; teaching kids about the values of the school".*

In response to ways the school could improve and where to next, parents reported the following key areas for ongoing improvement:

- more frequent parent/teacher interviews opportunities to allow for goal setting and progress review.
- a greater consistency and communication around homework expectations.
- a stronger focus on Australian Aboriginal History and Traditions in teaching and learning programs. (Cultural Knowledge and Background Knowledge).
- a review of the current reward system.
- a reduction in demountable classrooms and more permanent classrooms built.
- more communication from teachers to explain what occurs in the classroom and provide more frequent feedback.
- maintenance of staffing stability.
- provision of further support services such as Speech therapist and Occupational therapist during school hours.
- limiting multi-age classes where possible.

As part of our schools self-evaluation process whole staff planning and evaluation meetings are conducted to review student and school achievement data, analyse survey results and reflect upon the schools progress against the School Excellence Framework (SEF). These meetings provided opportunities for our staff to collaboratively review the school plan, analyse qualit*ative and quantitative data and inform the development of the schools directions. In 2020, staff were supported to evaluate school practice against the SEF,* What Works Best (CESE) and to provide responses against the *Quality of school life* survey.

Responses to the *Quality of school life* survey indicated that:

- 100% of staff Agree/Strongly Agree that 'The school is a friendly school and that is tolerant and accepting of all students'.
- 90% of staff Agree/Strongly Agree that 'Seven Hills North is an attractive and well-resourced school, including classrooms, library, technology and grounds".
- 100% of staff Agree/Strongly Agree that 'The school is connected to its community and welcomes parental involvement.
- 100% of staff Agree/Strongly Agree that 'The school has supportive wellbeing programs'
- 90% of staff Agree/Strongly Agree that 'The school teaches and promotes core values'.

In considering practices aligned with What Works Best theme, staff evaluated areas of strength and areas for development.

In response to what the school is doing well and its strengths, staff reported:

- practices cater well to Tier 3 wellbeing needs of students following a Response to Intervention framework.
- all teachers are capable when differentiating programs to the needs of their students.
- the school has procedures in place regarding the tracking of attendance of students and this is mostly implementing successfully by all staff, particularly with regard to whole day absences.
- staff are implementing elements of Visible Learning within their classrooms and programs.
- staff are able to provide quality feedback for their students on their learning.
- teaching and learning programs are based on syllabus outcomes and these are linked to assessment opportunities.
- strong procedures around developing staff professional goals and around gathering evidence towards these goals.
- individually, staff are very capable at collecting data regarding assessments, although this is mainly summative.

In response to ways the school could improve and where to next, staff reported the following key areas for ongoing improvement:

- a self-assessment against the Wellbeing for School Excellence framework will support the development of a whole school Wellbeing framework.
- there is an increasing need for the implementation of a whole-school mindfulness program and greater professional learning around effective social-emotional learning programs.
- a relentless focus on every student making at least a years progress for each academic year. This will include emphasis on High Potential and Gifted students which will in turn enable the achievement of system-negotiated targets improving our Value-Add NAPLAN data.
- the Primary Curriculum Self-Assessment Survey (PCSaS) process conducted illustrated that differentiation varies greatly when being documented within learning programs. There is a need to improve the way in which staff document differentiation within their programs and records.
- a whole school approach to Visible Learning including: learning intentions, success criteria, effective feedback and student self-regulation (student ability to articulate their learning goals) needs to be consistent and evident across all classrooms and in all teaching programs.

- the refinement of our scope and sequence documents for all KLAs and across K-6.
- staff data has indicated that there is a wealth of expertise among our teachers and there is a strong desire to learn from each other and capitalise on this expertise. In order to do this, the school will investigate and implement methods of learning from one another, such as learning walks, quality teaching rounds, instructional leadership, team teaching and mentoring.
- further develop evidence collection procedures within the PDP process which allow us to align with current pedagogy and best practice, including What Works Best, School Excellence Framework, Quality Teaching Framework etc.
- data collection methods in the learning and support team are strong, there is a disconnect between this and classroom teachers. Class teachers require professional learning around the variety of assessments that can be administered to identify areas of student need.
- in order to streamline data collection across the school, a data strategy and assessment schedule will be developed, enabling whole school consistency and monitoring.

In gathering data, a positive, team building approach was established to ensure that the feedback and evaluation supports the ongoing delivery key educational priorities for students, staff and the wider school community. The results of all surveys and evaluations were very positive and provided valuable insights and trends about student and parent satisfaction and engagement at our school. 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 be used as an ongoing guide for continued improvement of practices.

In 2020, a comprehensive process was undertaken to review current school practices and collect data from all school stakeholders, with a view to focus on strengths, opportunities and areas for future development. This process allowed the school to develop a shared vision and to identify priorities for the 2021-2024 School Plan. This collaborative and authentic approach to self-assessment will enable the school to build a culture of high performance and shared trust, where every student, every teacher and every leader improves every year.

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.

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.

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.