

2020 Annual Report

Cecil Hills Public School



4635

Introduction

The Annual Report for 2020 is provided to the community of Cecil Hills Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2020 was quite a unique year for Cecil Hills Public School. We started the year with word of a virus about to spread around the world, but generally the school year began in a fairly normal fashion. After Covid 19 became a reality I was most impressed with the flexibility our students showed to begin learning in an online capacity. Our teachers had to start a steep learning curve in teaching online and our community were amazing in the way they supported their children and worked with teachers during this time. Our administrative staff were also amazing, turning up to ensure the school was operating every day of the year.

We returned to face to face teaching and learning in May, and I was again proud of how the community came together to ensure our children were supported in getting back to a 'normal' education. As the year progressed we saw some fantastic results in the children's academic, social and creative skills. We were able to have dance groups, skipping and sport, as well as a couple of excursions.

Cecil Hills enjoys a well-deserved reputation for providing a caring and supportive environment, leading to excellence in academic, sporting and cultural achievements. I think that was proven throughout 2020. It is a privilege to be Principal of such a dedicated, enthusiastic and caring school community.

Believe and Achieve.

Jason King

Principal

Message from the school community

P&C Report

The Covid 19 pandemic in 2020 impacted significantly on the usual activities of the P&C. Due to the Public Health restrictions, parent activities in schools were unable to proceed as they normally would have.

Regardless of this, our school community continued to demonstrate the care, commitment and generosity that supports others. For example, whilst our usual Easter Hat parade had to be called off due to the Covid 19 learning from home period, the donations of Easter Eggs that would usually have formed prizes for our students were donated to the Westmead Children's Hospital supporting others in need.

Similarly, in the lead up to Christmas, our children were encouraged to bring in a present suitable for a child, or a donation of food. We were overwhelmed by the volume of donations and the community support for this initiative was marvellous. P&C members and parent volunteers assembled the food donations into hampers. As a result, all of these gifts and food hampers were donated to Westcare, an organisation that supports disadvantaged children and families

experiencing domestic violence.

Sharon Oppedisano

P&C President

Message from the students

Student Representative Council (SRC) Report

In 2020, the Student Representative Council (SRC) was comprised of a student from each class. The SRC provided opportunities for students to develop leadership skills whilst working together with their peers.

Students in the SRC worked collaboratively to gather ideas and suggestions from their classes on how to improve and enhance Cecil Hills Public School. Students developed their leadership skills by listening actively to others and considering all ideas fairly.

The SRC were asked to collate designs for our new playground equipment which is to be installed near our new learning hubs. Students were asked to report to their classmates and gather ideas and labelled diagrams of various types of playground equipment they felt would be practical, fun and safe. These ideas will be discussed and reviewed before submissions of our plans.

The SRC were also asked to submit designs from themselves and their peers for possible wall mural displays around the school.

Unfortunately, due to Covid 19, the SRC were unable to continue the initiative they began in 2015 which was to clean up the Cecil Hills public park areas near the school. We allocate two days during the year to continue this initiative. The students follow the walking path around the lake area whilst collecting rubbish. This has proven to be a very dynamic activity and we will be aiming to continue this initiative in 2021.

The SRC members are involved in organising the ANZAC Day service for the school.

SRC students have continued to support charities through organising and hosting events such as a Mufti Day for Wires. We raised \$841.85 which we used to adopt 4 bushfire affected koalas at the Port Macquarie Koala Hospital and the remaining money was donated to WIRES. We had a Pyjama Day and raised \$739.50 which was donated to the Pyjama Foundation. The SRC organised a Mufti Day where students came to school dressed as bees, angels and flowers which raised \$696.90 to donate to the Bee an Angel Foundation which encourages the preservation of bees in our environment. In October, we raised \$798.45 during our annual Red Day for the Daniel Morcombe Foundation. We also sold bandannas for Bandanna Day and raised \$1515.00 for Canteen. In November, we had a beach dress up day and raised \$605.15 which was donated to the Surf Lifesaving Association.

Marianne Lia, Kylie Jack and Kristy Persen - SRC Coordinators

School vision

Nurturing a love of learning and creativity, believing in one's self.

'Believe and Achieve!' is at the centre of what our community stands for.

It takes a village to raise a child.

Values

Respect

Integrity

Strength

Excellence

School context

Cecil Hills Public School is a strong, dynamic learning community catering for students from Kindergarten to Year 6. We have approximately 773 students enrolled at our school, including 3 Autism/Multi Categorical classes. We are a unique setting characterised by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision of an inclusive, safe and happy learning environment where student wellbeing is paramount.

At Cecil Hills Public School we are committed to providing an inclusive and vibrant learning environment, which celebrates the uniqueness of individuals whilst fostering a love of learning. We facilitate innovative and differentiated curriculum, nurturing creativity, critical thinking, collaboration and communication. This ensures students are successful learners, confident and creative individuals and active and informed citizens, and promotes equity and excellence.

We aim to create a learning environment where every child is known, valued and cared for, where each child develops socially and academically, and where relationships are characterised by care, compassion and a sense of responsibility. The core values of Respect, Integrity, Strength and Excellence are evident and embedded in every aspect of our educational programs.

A dedicated staff comprised of experienced and early career teachers work towards innovative curriculum, differentiated program implementation and integrated technology to prioritise future focussed learning capabilities. The school is committed to all students achieving success through the implementation of explicit teaching and learning programs that are underpinned by effective and diverse student wellbeing practices.

Apart from offering excellent programs in class to support academic development, our school also has a range of extra-curricular activities. The Creative Arts program offers students access to a large range of art, dance, skipping, dramatic, theatrical and musical programs. Although quite a young school, we have a strong sporting history with representation across all codes of sport and high levels of participation and success. We endeavour to continually strengthen our partnership between school and the home. We have an excellent reputation within our community as a school where learning is enhanced and families feel they belong. The school community actively participates in school life, enriching learning opportunities for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Learning

Purpose

Quality learning experiences that are focussed and differentiated to produce self-directed learners.

Improvement Measures

Increased percentage of students demonstrating expected outcomes, including the Premier's priorities, in Literacy.

Increased percentage of students demonstrating expected outcomes, including the Premier's priorities, in Numeracy.

Embedded whole school approach to formative assessment with evidence in all classes of students' ability to articulate aspects of learning significance.

Progress towards achieving improvement measures

Process 1: Differentiated Curriculum and Learning

Develop an integrated approach to quality teaching and self-regulated learning experiences, enabling students to understand how they learn. Promote learning excellence and responsiveness, meeting the needs of all students, with students setting and achieving their own learning goals. Develop a school culture strongly focused on learning and ongoing performance improvement. Staff collaboratively plan and differentiate learning experiences and effectively use data to provide clear, timely and accurate information to support further progress and achievement for all student learning.

Evaluation	Funds Expended (Resources)
<p>Significant achievements during 2020</p> <p>Due to the COVID 19 pandemic, NAPLAN assessments were not conducted in 2020. Our data was triangulated across the following datasets: Check In Assessments (Years 3 and 5), Marker Tracking Folders (K-6), K-6 Formative and Summative Evaluation of student learning (5 week Teaching and Learning Cycles)</p> <p>Check-in Assessment</p> <p>In Term 3, students in Years 3 and 5 participated in a newly released assessment of aspects of their reading and numeracy skills. This assessment, known as the 'Check-in Assessment' was released by the Department of Education as an optional, supplementary tool to provide teachers with additional data on student performance and to support teacher decision-making when pinpointing curriculum to student point of need.</p> <p>In 2020, 103 Year 3 students at Cecil Hills Public School participated in the Check-in Assessments in Reading and Numeracy.</p> <ul style="list-style-type: none">• In Reading, 46.6% of students performed in the top 2 bands. This is slightly lower than the performance of Statistically Similar School Groups (SSSG) at 47.89% and the State-wide cohort, at 51.4%. 41.7% of Year Three students at Cecil Hills PS performed in the middle two bands for reading, a slightly higher number than SSSG (39.3%) and State (36.2%). We had 11.7% of Year 3 students in the bottom two bands for reading, a lower percentage than SSSG (12.9%) and State (12.4%).• In Numeracy, 37.9% of Year 3 students attained the top 2 bands in Numeracy, which is lower than the SSSG (48.3%) and State (51.8%). We had a much larger group of students performing in the middle two bands for numeracy at 47.6%, compared to SSSG (40.6%) and State (38.5%). In the lower two bands, we had 14.6% of Year 3 students compared to SSSG (11.1%) and State (9.8%). <p>In 2020, 109 Year 5 students at Cecil Hills Public School participated in the Check-in Assessments in Reading and Numeracy.</p>	<ul style="list-style-type: none">• 1.3 FTE Low Level Adjustment for Disability (Staffing allocation)• 1.4 FTE - English Language Proficiency <p>*Staffing allocations and flexible funding allocations provided direct, in-class support for students via additional teacher and SLSO time. Refer to 'Targeted support for students' section.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$4183.00)• English language proficiency (\$40538.00)• Low level adjustment for disability (\$85774.00)• Socio-economic background (\$125986.00)• Targeted support for refugees and new arrivals (\$6998.00)• Integration funding support (\$72527.00)

Progress towards achieving improvement measures

- In Reading, 33.0% of students performed in the top 2 bands. This is slightly lower than the performance of Statistically Similar School Groups (SSSG) at 34.0% and the State-wide cohort, at 36.6%. 48.6% of Year Five students at Cecil Hills PS performed in the middle two bands for reading, a comparable number to SSSG (48.7%) and higher than State (43.0%). We had 18.3% of Year 5 students in the bottom two bands for reading, a slightly higher percentage than SSSG (17.4%) and below State (20.4%).
- In Numeracy, 31.2% of Year 5 students attained the top 2 bands in Numeracy, which is higher than the SSSG (23.7%) and State (30.1%). We had a much smaller group of students performing in the middle two bands for numeracy at 53.2%, compared to SSSG (59.1%) but slightly higher than State (50.5%). In the lower two bands, we had 15.6% of Year 5 students, a lower number than SSSG (17.2%) and State (19.4%).

Targeted support for students

- The school provided a high level of support for students, especially during the COVID period. This was achieved through the employment of additional teachers and School Learning and Support Officers who worked across the school in mainstream classrooms. Strategic timetabling ensured all support was particularly targeted during peak learning times. The additional support not only ensured that students at risk received additional assistance, but also facilitated a 'Bump it up' strategy for students whose learning was enhanced by appropriate levels of assistance to ensure students' growth in learning increased measured against Syllabus outcomes and the Learning Progressions.

Collaborative planning / Differentiated curriculum / Formative assessment / Data analysis

- In 2020, all programs continued to be aligned to the school's scope and sequences for English, Mathematics, Science and Technology, PDHPE, History and Geography across all K-6 class programs to ensure continuity in learning and content..
- Stage and year teams met every five weeks to evaluate, plan learning programs that align with the school's scope and sequence and syllabus documents. Staff analysed pre and post data to embed consistent teacher judgement in the areas of English and Mathematics.
- In stage teams, teachers met on a fortnightly basis in Collaborative Conversations sessions to discuss current research and embed evidence-based practice into their learning programs.
- Through Collaborative Conversations sessions, teachers developed a deeper knowledge and understanding of the Mathematics and English syllabus and its content. This knowledge was then transferred into producing quality learning experiences, rubrics and assessments for students.
- Teachers explored and trialled a variety of strategies to ensure that students were provided with meaningful and quality feedback on their learning outcomes, and were supported in identifying their next steps for learning. Learning intentions and success criteria continue to be an integral part in both our learning programs and daily practice across all key learning areas. By making learning transparent and visible, the students are increasing their ability to independently set their own personal learning goals.
- As part of the Collaborative Conversations sessions, each stages' Numeracy Project Team's representative would drive colleagues' reflection on student data, deepen teachers' mathematical knowledge through professional learning opportunities to impact on student learning.
- Teachers were supported with plotting their students on the Learning Progressions for Creating Texts, Additive & Quantitative Strategies. Implementation of this support is ongoing.

Process 2: Personalised Learning and Assessment

Develop consistent school-wide practices for assessment to monitor, plan and report on student learning. Formative assessment is integrated into teaching practice in every classroom. Feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Significant achievements during 2020</p> <p>Professional Learning</p> <ul style="list-style-type: none"> All teachers participated in professional learning in Visible Learning and Seven Steps to Writing Success. All teachers were afforded opportunities to increase their knowledge and use of a range of formative assessment strategies. <p>Assessment Processes</p> <ul style="list-style-type: none"> A consistent school-wide process for tracking student progress against targeted syllabus markers continued across K-6, based on strengthened formative assessment practices and regular collaboration between teachers (ensuring consistency of teacher judgement). The school's assessment schedule K-6 was further refined to track and ensure student learning growth. Data Conversations are scheduled in cyclic five weekly extended meetings. Teacher meet in stage/year teams to review and discuss student performance data. Teachers spend time reflecting on student samples and data to make consistent judgements on progress and achievement, including plotting data and growth using the learning progressions. Formative assessment to provide quality feedback to students is an integral part of our practice. Students reflect upon their Literacy and Numeracy achievements against success criteria. Students are able to articulate what they are in their learning and how they know if success is achieved, in order to set future goals. 	<p>\$26,610 (Corwin) - Visible Learning PL (School Operational Funds)</p> <p>\$3,000 - 7 Steps to Writing PL (School Operational Funds)</p>

Next Steps

- Implementation in 2021 of the COVID intensive learning support program. This program will provide additional small group tuition to targeted students, focusing on core content and skills, particularly in literacy and numeracy.
- Visible Learning continues to be a school focus for all staff. We will continue to work with specialist Visible Learning facilitators to build teacher understanding of evidence-based practices proven to have the most beneficial effect sizes in promoting strong and sustained student growth. Our goal is to continue to support our students in developing the skills to be assessment capable learners and to ensure that we, as educators, are selecting teaching strategies that are proven to provide the greatest levels of impact on student learning outcomes.
- Our Numeracy Project Team will continue to work with stage teams to identify areas of focus in the Number and Algebra strand using a spirals of enquiry approach. The team will develop professional learning opportunities to support teachers in expanding their repertoire of practice to support student learning in the specific areas identified.
- Fortnightly Collaborative Conversations will continue to a focus on improving student outcomes in Writing. Rubrics will be developed, implemented and evaluated K-2 and 3-6.
- 'The Seven Steps to Writing' will continue to be implemented with explicit teaching of a series of specific strategies to further enhance the quality of children's writing.

Strategic Direction 2

Quality Teaching & Leadership

Purpose

Create an engaging environment for the school community through collaboration and by fostering individual and collective capacity.

Improvement Measures

Embed use of evidence-informed pedagogy by all teachers.

Evidence of teachers using collected evidence and evaluative thinking to improve student progress.

Engagement in collaborative conversations, sharing individual expertise, building teacher confidence as educational leaders.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy & Professional Learning

Committed to identifying, understanding and implementing the most effective explicit teaching methods, with highest priority given to research-based teaching strategies through high quality professional learning. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Staff are responsible for maintaining and developing their professional standards, using this as a reference point for whole school reflection and improvement.

Evaluation	Funds Expended (Resources)
<p>Collaborative Conversations</p> <p>School and equity funds continued to fund this school initiative to enable each stage to be released each fortnight for a two-hour professional learning session. The focus had previously been on improving Mathematics student outcomes and quality programs based on current research and high expectations. In 2020 our focus moved to writing and improving student outcomes through high expectations and a commitment to identifying, understanding, and implementing the most effective explicit teaching methods. During the Collaborative Conversation sessions, school leaders led their teams through professional learning and discussions around current research and evidence-based practice. Teachers worked on short-term and long-term goals where they shared examples of best practices and analysed student progress and achievement through summative and formative assessment data.</p> <p>Through the Collaborative Conversation sessions:</p> <ul style="list-style-type: none">• teachers developed an understanding of pre-writing skills that need to be developed and explicitly taught• K-2 teachers looked at the research around developing strong fine motor skills and developed a program for Kindergarten and purchased resources, so students are able to physically write for sustained periods of time and strengthening their fine motor skills to develop the muscles in the hands• school leaders from Year 1 to Year 6 attended professional learning on 'Seven Steps to Writing' and used this pedagogy and training in Collaborative Conversations to improve the quality of writing programs and teacher capacity to teach writing and improve student outcomes• teachers developed their understanding of the Literacy Progressions focussing on Creating Texts (CrT) across the school and an emphasis in K-2 on Phonological Awareness (PhA) and Phonic Knowledge and Word Recognition (PKW)• student writing samples were used to analyse and develop a professional dialogue around improving student progress and continual growth• teachers viewed videos of classroom writing lessons to create a learning	<p>Collaborative Conversations release for teachers is funded through a combination of school and community sources, RAM equity and Support. For Beginning Teachers funding.</p> <p>\$91,537 - Got Game program (runs parallel with Collaborative Conversations) Funded \$30,000 (Operational Expenditure), \$23,000 (School and Community Funds), \$38,537 (Socio-economic loading).</p> <p>\$10,000 (School Operation funds) expended on implementation of Play Based Learning Program</p> <p>\$30,000 (School Operational funds) supported the resourcing of future focussed, flexible learning spaces.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$38537.00)

Progress towards achieving improvement measures

culture around creating, sharing, and discussing best practice for writing

- teachers analysed data through writing samples, Phonological Awareness, Educheck, Johnsons Sight Words, Phonics, and writing rubrics

Impact

Through the targeted focus on writing across the school in Collaborative Conversations, teachers developed a deeper understanding of the many facets involved in writing and the capabilities that students need to develop to become successful writers. 'Seven Steps to Writing' improved teacher capacity in writing pedagogy and therefore improved programs and student writing outcomes. Teachers in K-2 were able to explore and research the elements of learning that are built upon for students to become successful writers and use purposeful assessment and data to assess, analyse and plan targeted learning of writing. Students in Kindergarten had a:

27% growth in single sounds from Term 3 to Term 4

32% growth in diagraphs from Term 3 to Term 4

20% growth in CVC words

There was also an identified need to develop a whole school writing rubric and consistent writing sample assessment across the school in 2021.

Number Talks

The school was involved in a numeracy project with Literacy and Numeracy Strategy Advisors (LANSAs) meeting with a team of teachers to improve number sense, place value, and reasoning skills in number across the school. A review of Mathematics assessment data and a survey of teachers started the process of developing rich and effective Number Talks in every classroom. The Numeracy Team Project members delivered professional learning and offered demonstration lessons in their grades to implement 'Talk Moves' and program Number Talks in every classroom three days a week.

Impact

All grades have Number Talks programmed into their Mathematics programs three days a week. Posters and quick reference cards are used in every classroom to prompt effective and purposeful Number Talks to improve the reasoning skills of all students.

Other achievements during 2020

- **Play-Based learning** - the play-based program in Kindergarten continued to be developed using current research and pedagogy to enrich the learning of students in all key learning areas. Extensive research and evidence-based programs were created for each term focusing on all key learning areas. The Investigative Play Program was included in the timetable each term for five mornings a fortnight. There was a focus on tuning into learning before each session and reflecting on learning after each session. Teachers had PDP goals around play-based pedagogy, and this was included in Kindergarten professional learning, Collaborative Conversations, and mentoring sessions. Stage 1 teachers and classes will engage with Play-Based learning processes, research, and protocols in 2021 to support the transition of learning and styles between stages and grades.

- **PDPs** - were developed by all teachers with implementation and reviews supported through an instructional leadership model in collaboration with teachers and supervisors. All PDPs included 2-3 goals that were grade or school-focused and linked back to students' growth and attainment. All teachers understand the Australian Professional Standards for Teachers and understand that these standards guide our professional obligations and professional goals. Reflective feedback was completed at least once for every teacher and in 2021 this will be a focus for each term.

- **Mentoring** - mentoring sessions were used for supervisors to have allocated times every fortnight for 40 minutes to meet with classroom

Progress towards achieving improvement measures

teachers in their grade to discuss PDP goals and to work collaboratively with teachers around identified professional needs. This has promoted continual professional growth and support to improve student outcomes.

- **Visible Learning** - training continued in 2020 for Visible Learning, starting with the leadership team and then the whole staff. All staff participated in professional learning around students as learners, learning dispositions, learning intentions, and success criteria. A Visible Learning Team was established to develop learning dispositions across the school. A school art competition was created to design characters for each disposition. Characters and winners of the art competition were established. In 2021, further development of learner dispositions and characters will be used for the implementation of explicit lessons for students and to continue to promote a learning culture across the school.
- **STEM** - in 2020, there continued to be a focus on STEM-related learning to improve student learning and problem-solving skills through Science, Technology, Engineering, and Mathematics. In 2021 we will continue to implement STEM into classrooms and programs.
- **Comprehension** - comprehension continued to be a focus in literacy and reading programs and was identified as an area of need, especially across years 3 -6. The 'Stars and Cars' program was trialed as a possible program to implement and some classes trialed the assessment and lessons. Further investigation of this program and associated resources will continue into 2021. CHPS Guided Reading Guidelines will be developed and used across all classes K-6 for learning to read and reading to learn.

Process 2: Collaborative & Evaluative Practice

Continuous analysis of school-wide student assessment data identifies student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgement. Strengthen evaluative culture by establishing regular reflective feedback of teaching and learning practices whilst providing professional learning on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Data Conversations and Planning Days</p> <p>Whole school Data Conversations were scheduled for every five weeks of learning. In Week 5 of every term, teachers and school leaders met for an allocated two-hour session and on Planning Days in Week 10 of each term. In these sessions, there was an integrated approach to quality teaching, curriculum planning and delivery, high expectations for every student to progress, and student growth and attainment through systematic and purposeful analysis of student data. This data was used for teaching and learning programs to be planned and adjusted to ensure they were dynamic and underpinned by research. School scope and sequences were used to support the consistent and well-planned structuring of learning programs along with the rigorous analysis of data. Data Conversations were also used to target support programs for students who were working below, at, and above grade expectations. School tracking booklets were used to track content markers, literacy and numeracy progressions, and other school-identified assessments.</p> <p>Impact</p> <p>Through the implementation of Data Conversations and the whole school tracking booklet, teachers have developed a deep knowledge and understanding of their students 'point in time needs' with regular adjustments made to the quality of learning programs. This process also assisted teachers to understand the individual needs of students and cater to targeted needs and differentiation of learning across the school. Data conversations enabled a whole school approach to strengthen evaluative culture by establishing regular reflective feedback of teaching and learning practices whilst providing professional learning on the use of quality sources of data to inform future</p>	<p>*QTSS is provided as a staffing allocation of 1.396 FTE - supports data conversations.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$47071.00) • Support for beginning teachers (\$18856.00) • Quality Teaching, Successful Students (QTSS) (\$152700.00)

Progress towards achieving improvement measures

teaching and learning

Whole School Assessment Schedule -the whole school assessment schedule was reviewed by school leaders and amended to reflect the most effective and timely assessments that were guiding student progress and guiding learning programs.

Whole School Data Tracking - the whole school data tracker was used, evaluated, and amended to meet the needs of teachers in using data effectively to identify student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgment. New assessment data was added and further adjustments in 2021 will be added to include grade expectations for each year level for each assessment so teachers can identify students working below, at, and beyond.

Summative Assessment of Programs - at the end of each term, grades began to use a summative assessment of programs. Teachers used a proforma to reflect on what worked well, what didn't work well, what needs amending or changing, what would be done differently, and what needs to be developed. This was discussed as individual thoughts and then collated as a grade team and used in planning days when planning for the next term. In 2021, a whole school writing sample assessment and process needs to be developed for consistency across grades and K-6.

Seesaw Communication - teachers across the K-6 used Seesaw to share classroom learning, play-based learning, and student progress across all learning areas to parents. Kindergarten orientation groups were formed for parent communication and important school information.

Kindergarten FilmPond - a film was created for pre-Kindergarten families to view 'A Day in the Life of a Kindergarten Student'. This was added to our school website and also added to the Kindergarten Orientation groups to promote a culture of providing community information and feedback of teaching and learning practices.

Next Steps

Areas of focus for 2021 will include:

- * continued development of learner dispositions, learning intentions, success criteria and formative assessment through our Visible learning team.
- * creation of a K-2 and 3-6 Instructional Leader role to improve teacher capacity and improve data literacy skills and processes
- * continuation of Collaborative Conversations with a focus on improving student outcomes in writing
- * continuation of Data Conversations and Planning days for reflective feedback of teaching and learning practices whilst providing professional learning on the use of quality sources of data to inform future teaching and learning
- * development of a whole school Writing Assessment Tool to use across K-6 for a consistent approach to assessing writing and tracking effective writing data
- * regular reviews of assessment data and tracking to ensure a continuous analysis of school-wide student assessment data identifies student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgement
- * a review of school-wide assessment processes and data tracking for Mathematics
- * development of a 'CHPS Teaching and Learning Guidelines' booklet for all teachers to use as a benchmark for quality and effective teaching pedagogy and processes. Professional learning to implement the guidelines will be provided for all teachers.

* development of a 'CHPS Guided Reading Guidelines' document for all teachers to use as a benchmark for quality and effective guided reading. Provision of professional learning to support implementation.

* development of a 'CHPS Writing Guidelines' document for all teachers to use as a benchmark for quality and effective teaching pedagogy and processes

* continuation of the Investigative Play-Based learning program in Kindergarten and develop Stage 1 Investigative Play-Based learning programs and timetables

* continuation of the Numeracy Project Team supporting the development of Mathematics concepts, Number Groups and quality Number Talks

Strategic Direction 3

Wellbeing

Purpose

Develop and embed a sustainable culture of wellbeing that supports all community members to be respectful, resourceful and resilient, reflecting the core values (R.I.S.E - Respect, Integrity, Strength and Excellence) of the school.

Improvement Measures

Tell Them From Me student and staff data on engagement and wellbeing consistently improved.

Evidence of school values (R.I.S.E) embedded in daily practice, leading to improved wellbeing.

Overall summary of progress

The focus for Strategic Direction Three in 2020 has continued to be based around developing and embedding a sustainable culture of wellbeing. The school's core values of RISE (Respect, Integrity, Strength and Excellence) continue to be embedded in different learning programs and linked with the Bounce Back program.

A variety of strategies and processes were used throughout the year to ensure that all students were known, valued and cared for and had opportunities to connect, succeed, thrive and learn. This was particularly important in an unusual year where all members of the school and broader community were affected by the impacts of the Covid 19 pandemic.

Progress towards achieving improvement measures

Process 1: Wellbeing Values & Themes: Implement a strategic whole school approach to wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Embed principles of the Wellbeing Framework across the school and promote school values of R.I.S.E.

Evaluation	Funds Expended (Resources)
<p>The annual Tell Them From Me (TTFM) suite of student, parent and teacher surveys provides the school with a valuable independent metric to track our success in ensuring the provision of positive and effective well-being programs and processes. Analysis of our TTFM data shows that our school continues to track well when compared to NSW government norms.</p> <p>Tell Them From Me data from the 2020 survey indicated the following:</p> <ul style="list-style-type: none">• 78% of students indicated that they have a positive sense of belonging, where they feel accepted and valued by their peers and by others at the school (NSW Government Norm 81%).• 87% of Students at school have friends they can trust and encourage them to make positive choices (NSW Government Norm 85%).• 95% of students value their schooling outcomes, believing that schooling is useful in their everyday lives and will have a strong bearing on their futures (NSW Government Norm 96%).• 90% of students indicated that they try hard to succeed in their learning through effort (NSW Government Norm 88%).• On the measure of 'Advocacy at School' where students were asked about whether they feel they have someone at school who consistently provides encouragement and can be turned to for advice, we have a school mean of 7.6 (NSW Government Norm is 7.7).• On the measure of positive teacher-student relationships, where students were asked about whether they feel teachers are responsive to their needs and encourage independence with a democratic approach, we have a school mean of 8.2 (NSW Government Norm is 8.4).• On the measure of 'Expectations for Success' where students were asked whether school staff emphasise academic skills and hold high expectations for all students to succeed, we have a school mean of 8.7 (NSW Government Norm is 8.7).	<p>\$10,000 - RISE awards, gold party expenses (school values program) - School operational funds</p> <p>\$10,000 (Socio-economic background funding) and \$10,000 (School operational funding) to provide support for students requiring additional assistance, ensuring maximum participation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Integration funding support (\$40000.00)• Socio-economic background (\$10000.00)

Progress towards achieving improvement measures

**Further information on our Tell The From Me data is provided in the Parent/caregiver, student, teacher satisfaction section of this report.

RISE Values (Respect, Integrity, Strength, Excellence)

The school's R.I.S.E values of Respect, Integrity, Strength and Excellence continued to be promoted. An increased number of students achieved their Gold Level in 2020, indicating that they received at least 60 R.I.S.E tokens. Teachers frequently provided merit awards that encompassed the R.I.S.E values. All students were able to articulate the meaning of each of the R.I.S.E values and could provide relevant examples of the values in practice.

Support for students requiring additional assistance

Throughout 2020 the school continued to ensure all students had maximum opportunities to participate fully in all educational and extra-curricular opportunities available. Low Socio-economic funds and School Operational Funds were applied on a case-by case basis to assist students with uniform, access to excursions, learning materials and technology. Students involved in the school band program had part of the costs of the tuition subsidised by the school to ensure maximum participation.

Process 2: Emotional & Social Wellbeing: Create motivation and productivity through self-awareness and emotional regulation. Develop positive relationships, connectedness to others, empathy and students understanding of growth mindset, neuroscience and resilience principles.

Evaluation	Funds Expended (Resources)
<p>Learning Dispositions and Growth Mindset</p> <p>In 2020, we began the visible learning process of actively discussing what dispositions students required to be successful learners. Teachers, students and the wider school community were surveyed with the results identifying 6 core dispositions - Self- Motivated, Brave (a Risk Taker), Resilient, Persistent, Creative, Reflective</p> <p>A competition was held for students to design a character for each of the learning dispositions, and these will be refined by a graphic artist and launched during 2021, supported by specific class programs to unpack the important features of each of the dispositions for students.</p> <p>Developing a growth mindset remained a continued focus in classrooms K-6, with teacher's programs reflecting explicit instruction of the principles that students need to be aware of in order to develop a positive mindset.</p> <p>Learning from home</p> <p>The emergence of the Covid 19 pandemic in early 2020 had many impacts on not only the school, but on the broader community. Responding to the challenges presented and the changing public health advice requirements for schools meant many alterations to the normal operations of the school throughout the year. Whilst such an unusual event tested resilience, as a school we were very proud of the way our students, staff and community responded and rose to meet all new challenges as they emerged, demonstrating great flexibility and adaptability.</p> <p>During the learning from home phase associated with the Covid 19 pandemic, the school supported 101 families by providing laptop computers or tablet devices on a loan basis for students to use at home, ensuring that these students had continued access to the ICT needed to support their ongoing participation in their learning.</p> <p>Teachers rapidly pivoted to upskill themselves in ICT platforms to deliver learning programs in an online environment. See Saw, Microsoft Teams and</p>	<p>Integration funding support was utilised to employ additional SLSO time to support students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$25000.00)

Progress towards achieving improvement measures

Google Classroom enabled teachers to engage with their students and continue to support remote learning and to monitor student wellbeing. Many teachers were able to set up daily sessions where students connected with their classmates via video link, assisting students to maintain a sense of connectedness to the school and each other.

The 'learning from home' period encompassed the last three weeks of Term 1 and the first 4 weeks of Term 2. Attendance data from these periods of time indicates that we had 90.6% of students remaining engaged with their learning in the latter half of Term 1, rising to 95.6% in the first half of Term 2.

Custom data from the 2020 Tell Them From Me student survey asked students to rate different aspects of the quality of their experiences when learning from home. 33% of students strongly agreed, and a further 39% agreed that they had quality learning experiences during this time. A combined 83% of students either strongly agreed or agreed that they had access to the resources they needed. 27% strongly agreed and a further 34% agreed that they felt connected whilst learning from home. A combined 77% of students either strongly agreed or agreed that they received helpful feedback from their teacher during this time.

As the Covid 19 pandemic also impacted on parents, particularly in limiting normal access to the school, ICT was utilised to maintain home / school partnerships. For example, parent / teacher interviews which are usually held face to face were instead held via Zoom meetings or phone sessions.

Future Focused Learning

Teachers and students continue to maximise opportunities for future focused learning. Our new learning building's flexible design enables students to work in a variety of ways to collaborate and communicate with one another and to solve problems by thinking critically and creatively. New flexible furniture options were purchased for many other areas of the school.

Process 3: Connectedness & Engagement: Develop collective responsibility for student wellbeing and success across the community, with high levels of student, staff and community engagement. Model instructional leadership and support a culture of positive and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
<p>Many of the school's regular opportunities for parent and community engagement in 2020 were necessarily cancelled due the Covid 19 pandemic and the associated public health protocols for schools. Parent Cafes were put on hold, as were parents as helpers opportunities, P&C activities, assemblies and the like. Major community engagement activities were also put on hold.</p> <p>One initiative that was not affected by the Covid 19 pandemic was a changed approach to the way the school conducts its initial 'Meet The Teacher' sessions at the beginning of the academic year. Rather than have meetings for groups of parents where teachers explain aspects of the teaching and learning program, in 2020 we trialled a more individualised approach, where parents book short timeslots with their child's teacher. This also included the child. We asked the parents ahead of this meeting to consider what they would want the teacher to know about their child. The children were also encouraged to identify several learning goals that they hoped to achieve throughout the course of the year. At the end of the school year, students were able to reflect on the goals that they had established at the initial meetings and ascertain how well they had met these individual goals. To encourage a community atmosphere we ran a barbeque during this event, with families enjoying a free sausage sizzle.</p>	<p>\$3,900 - See Saw app subscription (School Operational funds)</p> <p>\$1,000 - Meet the Teacher Parent BBQ (School Operational funds)</p>

Next Steps

- Continue to develop and maintain parent connections to promote communication, student engagement and learning connections underpinned by evidence based strategies. This includes the effective use of See Saw and running Parent Cafe sessions.
- Learning connections are strengthened to improve student learning outcomes, engagement, well being and enjoyment.
- Student centered learning continue to be a focus. It is facilitated and promoted to increase student independence, problem-solving skills and creative thinking. This will be fostered through the use of innovative spaces, SOLE, STEAM, play-based learning and creative hours.
- Continue to develop life-long learners by reinforcing school R.I.S.E values (Respect, Integrity, Strength, Excellence) and introduce successful learner dispositions (Self-motivated, Brave, Resilient, Persistent, Creative, Reflective).
- Value and support staff well being to promote a culture of positive relationships and success.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 183.00) 	In 2020, there were 5 students enrolled at Cecil Hills Public School who identified as having Aboriginal or Torres Strait Islander background. All Aboriginal and Torres Strait Islander (ATSI) students have a Personalised Learning Pathway (PLP) to ensure progress across the curriculum. The Aboriginal background loading is used to supplement in class support available to ATSI students through the provision of additional School Learning Support Officer (SLSO) time.
English language proficiency	Individualised / small group targeted EALD support [1.4 FTE] Additional SLSO support \$193,675 English language proficiency loading. This was inclusive of 1.4 FTE staffing component (\$153,138) and \$40,538 in flexible funding (utilised to supplement direct teacher & SLSO support for EALD students). *FTE = Full time equivalent	In 2020, Cecil Hills Public School had 617 students enrolled who have a language background other than English. Of these students, 199 require some level of EALD support. 5 students were in the beginning phase of their English language acquisition, and received more intensive support. 41 students were in the emerging phase, 184 in the developing phase and 362 were in the consolidating phase. Teachers (1.4 FTE) are employed specifically to support students with English as an Additional Language or Dialect (EALD). Flexible English Language Proficiency funding provides extra in class support via School Learning Support Officers for these students.
Low level adjustment for disability	\$227,973 Low level adjustment for disability loading. This was inclusive of 1.3 FTE staffing component (\$142,199) and \$85,774 in flexible funding (utilised to supplement direct teacher and SLSO support for students requiring low level adjustment for disability). *FTE = Full time equivalent Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$227 973.00) 	Equity loading for low level adjustment for disability is used through collaborative partnerships with speech pathology services where teachers gain practical strategies to address expressive and receptive speech issues. Equity funding provides a 1.3 FTE Learning and Support staffing allocation. Flexible funding is used to engage additional teacher support and Learning and Support Officer time to assist students with their learning and social needs. Teachers differentiate the curriculum to challenge every student at their level, leading to enhanced learning outcomes for all students.
Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Students staffing allocation in 2020 was 1.396 FTE .*FTE = Full time equivalent	The QTSS allocation facilitated school-based instructional leadership targeted at supporting teachers in data analysis, strengthening syllabus knowledge in Reading, Writing and Mathematics, and targeting students at their point of need through curriculum differentiation and evidence based practice. This occurred through a structure where Assistant Principals on each stage worked with their team members as Instructional Leaders. engaging in evidence-based Collaborative Conversations, identifying both short term and longer term goals drawn from the teachers' Performance and Development Plans , stage goals and priority areas of the school plan. The Assistant Principals provided demonstration lessons and observations of classroom practice, supported by feedback

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The Quality Teaching, Successful Students staffing allocation in 2020 was 1.396 FTE</p> <p>.*FTE = Full time equivalent</p>	<p>and discussion with individual teachers at their particular points of need.</p>
<p>Socio-economic background</p>	<p>\$170,826 Socio-economic background loading provided direct, in-class support for students via additional teacher and SLSO time, as well as the purchase of additional technology resources to assist students without access to ICT devices.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$170 826.00) 	<p>Equity loading for socio-economic background is used to employ additional staff to meet the needs of low SES students to increase the level of participation and engagement. It also supports students with excursions, resources and other program areas (e.g. the school band) where families require financial assistance and to ensure equity.</p>
<p>Support for beginning teachers</p>	<p>\$18,856 - Support for beginning teachers allocation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$18 856.00) 	<p>The support for beginning teachers funding allocation, combined with the QTSS staffing allocation, facilitated school-based instructional leadership supporting 2 early career teachers in data analysis, strengthening syllabus knowledge, and targeting students at their point of need through curriculum differentiation, formative assessment and evidence based practice. This occurred through a structure, where early career teachers worked closely with their stage supervisor, who provided an Instructional Leadership role, engaging in evidence-based collaborative conversations, identifying both short term and longer term goals drawn from the teachers' Performance and Development Plans, stage goals and priority areas of the school plan. The Instructional Leaders provided demonstration lessons and observations of classroom practice, supported by feedback and discussion with individual early career teachers at their particular points of need. Additional release time provided opportunities for beginning teachers to work closely with peers and mentors.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$6,998 Equity loading for targeted support for refugees and new arrivals</p> <p>.0.2 (FTE) staffing allocation allocated (from Week 3, Term One) to provide additional support for targeted student under the EAL New Arrivals Program.</p> <p>*FTE = Full time equivalent</p>	<p>During 2020 9 students from refugee backgrounds were enrolled at Cecil Hills Public School. \$6,998 in targeted funding and an additional 0.2 FTE staffing allocation ensured that individualised support was able to be provided to assist newly arrived students in their initial transition to Australian schooling and also with early development of English language skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	384	403	400	411
Girls	379	399	395	363

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	95.3	92.9	93.4
1	93.5	94.5	93	91.4
2	93.1	94.9	93.6	93.2
3	95.1	92.8	92.5	94
4	94.3	95.1	92.2	92.6
5	95	95.4	93.1	91.4
6	94.6	94.6	93.6	93.1
All Years	94.3	94.7	93	92.8
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.

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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.29
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher ESL	1.4
School Administration and Support Staff	7.67

*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	948,922
Revenue	7,261,873
Appropriation	6,966,408
Sale of Goods and Services	114,551
Grants and contributions	178,260
Investment income	2,653
Expenses	-7,478,652
Employee related	-6,572,231
Operating expenses	-906,422
Surplus / deficit for the year	-216,779
Closing Balance	732,143

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	174,523
Equity Total	596,657
Equity - Aboriginal	4,183
Equity - Socio-economic	170,826
Equity - Language	193,675
Equity - Disability	227,973
Base Total	5,675,810
Base - Per Capita	195,544
Base - Location	0
Base - Other	5,480,265
Other Total	420,840
Grand Total	6,867,829

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

Parent/caregiver, student, teacher satisfaction

Since 2016 the school has used the annual *Tell Them From Me* survey to capture feedback on student, parent and teacher satisfaction. Students from Years 4 to 6 complete two survey snapshots, one in Term One and the second in Term Three. Parents and Teachers are also surveyed during Term Three. The data is aggregated by *The Learning Bar* into a series of reports which the school uses to track its performance in a variety of areas.

Student Satisfaction

The *Tell Them From Me* survey captures data around three important drivers of student engagement, these being:

1. students' sense of belonging at school (social engagement);
2. the extent to which students value schooling outcomes (institutional engagement); and
3. students' investment in their own learning outcomes (intellectual engagement).

Since our first year of participation in the *Tell Them From Me* surveys the school has consistently tracked slightly above the NSW Government Norm in most of the measures of advocacy at school, expectations for success and sense of belonging, with minimal variation in trend from year to year.

Some of the key findings from the 2020 student survey are as follows:

Positive sense of belonging - 78% of students surveyed indicate they feel accepted and valued by their peers and others at their school (NSW Govt Norm = 81% of students).

Positive relationships - 87% of students surveyed indicate they have friends at school that they can trust and who encourage them to make positive choices (NSW Govt Norm = 85%).

Positive teacher-student relationships - Students feel teachers are responsive to their needs and encourage independence - School Mean = 8.2, NSW Govt Mean = 8.4

Positive behaviour at school - 93% of students surveyed indicate they maintain appropriate behaviour at school (NSW Govt Norm = 83%).

Interest and motivation - 78% of students are interested and motivated in their learning (NSW Govt Norm = 78%)

Effort - 90% of students surveyed indicated they try hard to succeed with their learning (NSW Govt Norm = 88%).

Value of schooling outcomes - 95% of students surveyed indicate they believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW Govt Norm is 96%).

Relevance - Students find classroom instruction relevant to their everyday lives - School Mean = 7.9, NSW Govt Mean = 7.9

Expectations for success - School staff emphasise academic skills and hold high expectations for all students to succeed - School Mean = 8.7, NSW Govt Mean = 8.7.

Explicit Teaching Practices and Feedback - Teachers set clear goals for learning, check for understanding and provide feedback - School Mean = 7.8, NSW Govt Norm not available.

Positive growth orientation - Students set challenging goals for themselves in their schoolwork and aim to do their best. Measures included:

- I try to improve (54% strongly agree / 37% agree)
- I try to do the best (47% strongly agree / 39% agree)
- I set challenges (29% strongly agree / 38% agree)
- I like challenging goals (40% strongly agree / 40% agree)

Student Perseverance Levels - Students rated the extent to which they pursued goals to completion, even when faced with obstacles, as either high, medium or low.

- 51% of students indicated they have high perseverance levels (NSW Govt Norm =48%)
- 45% of students indicated they have medium perseverance levels (NSW Govt Norm = 42%)
- 4% of students indicated low perseverance levels (NSW Govt Norm = 10%)

Skills vs Challenge (Students feel challenged in their English and Mathematics classes and feel confident of their skills in these subjects).

- 41% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt Norm for this category is 53%.
- 34% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 18% of students were not confident of their skills and found English or Mathematics challenging. The NSW Govt Norm this category is 14%.
- 7% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Feedback - Students were asked whether teachers provide them with feedback on their learning, and how they use this feedback. The provision of quality feedback has been an ongoing focus for Teacher Professional Learning at Cecil Hills Public School. Research evidence shows that feedback is one of the most powerful influences on student learning and achievement (Hattie & Timperley, 2007) and can have an effect size of 0.79. Of the 267 student responses received, the vast majority indicated that teachers do provide timely and useful feedback which supports their future learning. Student observations include:

"My teacher gives feedback on all learning and things I have done well at and tells me where I went wrong or how I need to improve on something. I use the feedback she gives me to improve in my learning and my work."

"Yes my teacher does [give me feedback]. For an example, in writing once we finish my teacher takes one person at a time and she gives us feedback. I receive feedback which is good but there's always something I need to improve on."

"My teacher gives me feedback on what to do next time on like a problem solving sheet or like what strategies to use for the working out or what operation to use for hard math's problems."

"My teacher will double check that you understand and then she will work with you if you do not understand and if there is something you have to improve in she will separate you from the others and then we both see where you got wrong. We will revise the topic and then we will use the feedback during the revision."

Parents and Caregivers Satisfaction

109 parents responded to the 'Partners in Learning' parent survey during September / October 2019. This is an increase from 70 responses in 2019.

The survey captures data in the following areas:

- Parents feel welcome
- Parents are informed
- Inclusive school
- Safety at school
- School supports positive behaviour
- School supports learning; and
- Parents support learning at home.

The aggregated data on each of the above measures indicates that parents who have children attending Cecil Hills Public School have greater levels of satisfaction in all of these areas, exceeding NSW Government Norms. Each of the survey measures is averaged and scored on a ten point scale, where 10 indicates strong agreement, 5 is a neutral position and 0 indicates strong disagreement.

Some of the findings of note include:

Parents feel welcome - School Mean 7.9, NSW Government Norm 7.4

- I feel welcome when I visit the school - 8.4
- I can easily speak with my child's teachers - 8.3
- I am well informed about school activities - 8.3
- Teachers listen to the concerns I have - 8.1
- Written information from the school is in clear, plain language - 8.3
- Parent activities are scheduled at times when I can attend - 6.6
- The school's administrative staff are helpful when I have a question or problem - 8.3

Parents are informed - School Mean 7.6, NSW Government Norm 6.6

- Reports on my child's progress are written in terms I understand - 8.0
- If there were any concerns about my child's behaviour at school the teachers would inform me immediately - 8.1

- The teachers would inform me if my child were not making adequate progress in school subjects - 7.7

Inclusive school - School Mean 7.6, NSW Government Norm 6.7

- Teachers help students who need extra support - 7.8
- School staff create opportunities for students who are learning at a slower pace - 7.4
- Teachers try to understand the learning needs of students with special needs - 7.3
- School staff help students develop positive friendships - 7.9

Safety at School - School Mean 7.9, NSW Government Norm 7.4

- Behaviour issues are dealt with in a timely manner - 7.4
- My child feels safe at school - 8.5
- My child feels safe going to and from school - 8.5
- The school helps prevent bullying - 7.3

School Supports Positive Behaviour - School Mean 8.1, NSW Government Norm 7.7

- Teachers expect my child to pay attention in class - 8.1
- Teachers maintain control of their classes - 8.1
- My child is clear about the rules for school behaviour - 8.7
- Teachers devote their time to extra-curricular activities - 7.4

School supports learning - School Mean 8.0, NSW Government Norm 7.3

- Teachers have high expectations for my child to succeed - 7.7
- Teachers show an interest in my child's learning - 8.3
- My child is encouraged to do his or her best work - 8.6
- Teachers take account of my child's needs, abilities and interests - 7.8

Parents support learning at home - School Mean 7.2, NSW Government Mean 6.3

Does someone in your family do each of the following?

- Discuss how well your child is doing in his or her classes - 6.8
- Talk about how important school work is - 6.6
- Ask about any challenges your child might have at school - 6.1
- Encourage your child to do well at school - 8.0

In 2020, the Covid 19 situation was an obvious barrier which impeded parents' usual ability to interact with the school and to become involved in school programs and events. Other barriers identified by parents as factors preventing them from being active participants with the school included family and work commitments.

Teacher Satisfaction

During September / October 2020 teachers responded to the 'Focus on Learning' survey which is focused around eight drivers of student learning identified by research. These drivers of student learning include:

- Leadership
- Collaboration
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Technology
- Inclusive School
- Parent Involvement

Each of the survey measures is averaged and scored on a ten point scale, where 10 indicates strong agreement, 5 is a neutral position and 0 indicates strong disagreement.

Some of the findings of note include:

Leadership - School mean 7.2, NSW Government Norm 7.1

- School leaders have helped me establish challenging and visible learning goals for students -7.0
- School leaders have helped me create new learning opportunities for students - 7.2
- School leaders have provided me with useful feedback about my teaching - 7.2
- School leaders have helped me improve my teaching - 7.3
- School leaders have provided guidance for monitoring student progress - 7.3

- School leaders have taken time to observe my teaching - 7.3

Collaboration - School mean 8.1, NSW Government Norm 7.8

- I work with other teachers in developing cross-curricular or common learning opportunities -8.2
- Teachers have given me helpful feedback about my teaching - 7.6
- I talk with other teachers about strategies that increase student engagement - 8.5
- Teachers in our school share their lesson plans and other materials with me - 8.1
- I discuss my assessment strategies with other teachers - 8.3
- I discuss learning problems of particular students with other teachers - 8.4
- I discuss my learning goals with other teachers - 8.1

Learning Culture - School mean 8.3, NSW Government Norm - 8.0

- I give students written feedback on their work - 7.5
- I talk with students about the barriers to learning - 7.6
- In most of my classes I discuss the learning goals for the lesson - 8.4
- Students become fully engaged in class activities - 8.1
- I monitor the progress of individual students - 8.9
- I am effective in working with students who have behavioural problems - 8.4
- I set high expectations for student learning - 9.0
- Students find class lessons relevant to their own experiences - 8.3

Data Informs Practice - School Mean 8.1, NSW Government Norm 7.8

- My assessments help me understand where students are having difficulty - 8.3
- I use formal assessment tasks to help students set challenging goals - 8.0
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way - 8.3
- I use formal assessment tasks to discuss with students where common mistakes are made - 8.1
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve - 8.5
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) - 7.3
- I use results from formal assessment tasks to inform my lesson planning - 8.8
- I give students feedback on how to improve their performance on formal assessment tasks - 8.0

Teaching Strategies - School Mean 8.2, NSW Government Norm 7.9

- I help students set challenging learning goals - 7.9
- When I present a new concept I try to link it to previously mastered skills and knowledge - 8.7
- Students receive written feedback on their work at least once every week - 7.9
- I can easily identify unproductive learning strategies - 8.1
- My students are very clear about what they are expected to learn - 8.0
- I use two or more teaching strategies in most class periods - 8.4
- Students receive feedback on their work that brings them closer to achieving their goals - 8.3
- I discuss with students ways of seeking help that will increase learning - 8.5

Technology - School Mean 6.5, NSW Government Norm 6.7

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts - 7.5
- I use computers or other interactive technology to give students immediate feedback on their learning - 6.3
- Students use computers or other interactive technology to track progress towards their goals - 5.2
- I help students set goals for learning new technological skills - 6.1
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter - 6.8
- I help students use computers or other interactive technology to undertake research - 7.1
- I help students to overcome personal barriers to using interactive technology - 6.6
- I work with students to identify a challenging learning goal relevant to the use of interactive technology - 6.5

Inclusive School - School Mean 8.2, NSW Government Norm 8.2

- I am regularly available to help students with special learning needs - 8.0
- I strive to understand the learning needs of students with special learning needs - 8.2
- I establish clear expectations for classroom behaviour - 9.3
- I help low-performing students plan their assignments - 7.4
- I make sure that students with special learning needs receive meaningful feedback on their work - 7.9

- I make an effort to include students with special learning needs in class activities - 8.5
- I use individual education plans to set goals for students with special learning needs - 8.0
- I create opportunities for success for students who are learning at a slower pace - 8.4

Parent Involvement - School Mean 7.5, NSW Government Norm 6.8

- I work with parents to help solve problems interfering with their child's progress - 8.1
- I share students' learning goals with their parents - 7.4
- I use strategies to engage parents in their child's learning - 7.6
- I ask parents to review and comment on students' work - 6.1
- I am in regular contact with the parents of students with special learning needs - 7.6
- Parents understand the expectations for students in my class - 7.7
- I make an effort to involve parents and other community members in creating learning opportunities - 7.6
- Parents are regularly informed about their child's progress - 7.7

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.

Other School Programs (optional)

Sport

In 2020 normal sport opportunities were impacted by Covid 19 restrictions. At Cecil Public School we still endeavoured to provide students with as many sporting opportunities as possible. Our successes included:

- High participation rates in the school swimming carnival - Leopold House winning the carnival
- High participation rates in the school athletics carnival - Leopold House winning the carnival
- Participation in the Summer sport Gala Day which included the sports of: Cricket, AFL, Touch, Newcombe ball, T-Ball and Softball.
- An extended leadership role for our school sports captains and vice captains.

2020 Annual Band Report

The School Band experienced another successful year at Cecil Hills Public in 2020. Our Training Band recruited 21 students who began their musical journey at the start of the year. Our 19 experienced students who continued on with band from 2019 formed our highly esteemed Concert Band.

The COVID-19 pandemic presented some challenges to the program early on in the year. With all band activities ceasing during the height of the restrictions, students engaged in interactive online band lessons and continued learning. During the phased return of band to schools, students explored band theory with a focus on playing percussion instruments. The passion and dedication of our band drove students to persist through such an unprecedented period of time in 2020.

The Annual Band Recital evening at the end of the year allowed students to showcase their talents and celebrate their successes. Our band tutor Mr Brenden Millard and conductor Mr Martin Davison commended all students on their

achievements throughout the year and farewelled the 12 graduating Year 6 Concert Band students. Some of those graduating students included the original founding members of the Cecil Hills School Band which formed in 2017. The flexibility and resilience displayed by our band students throughout 2020 was admirable, and we are excited to see their musical journey continue in 2021.