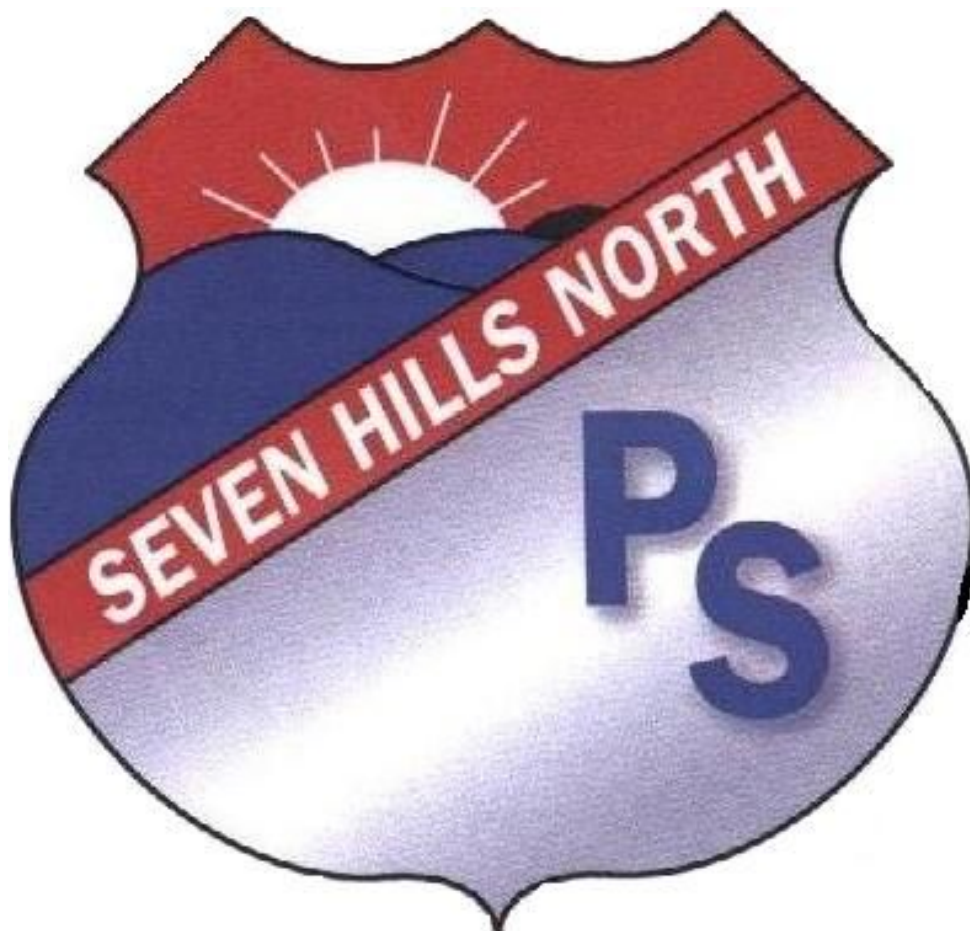


2021 Annual Report

Seven Hills North Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

At Seven Hills North Public School, we develop confident, creative and critical thinkers who are engaged in their learning. We foster leadership, responsibility, resilience and citizenship. We build strong connections with all stakeholders to create a nurturing learning environment in which all students are cared for, have a sense of belonging and are encouraged to pursue their goals. We are deeply committed to developing enthusiastic lifelong learners who can contribute meaningfully to society as informed global citizens. At Seven Hills North Public School, every student, every teacher, every leader improves every year.

School context

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

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 Nurrunginy 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 staff is comprised of dedicated early career and experienced teachers with a variety of strengths and skills, 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; using data to inform teaching practices; developing innovative classroom practices that integrate technology and promote future-focused skills; promoting student wellbeing; and providing quality extra-curricular programs. The school has made a strong collective commitment to building teacher capacity through quality professional learning and developing reflective teaching practices.

Through our situational analysis, 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.

Our school has continued to focus on enhancing educational and community partnerships with local learning communities, community groups and parent support networks, such as the Parents and Citizens Association (P&C). Our school has strong community support and has an onsite OOSH (Out of School Hours) care managed by the P&C.

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

6300 School and Community funds: \$16,017.00

QTSS release: \$22,423.00

Literacy and numeracy: \$7,643.00

Aboriginal background: \$8,115.00

Low level adjustment for disability: \$80,674.00

School support allocation (principal support): \$5,448.00

Integration funding support: \$29,419.00

Socio-economic background: \$16,883.00

Literacy and numeracy intervention: \$44,847.00

English language proficiency: \$100,418.00

Summary of progress

In 2021, the focus of Strategic Direction 1 was to refine data driven teaching practices in order to maximise student learning outcomes in literacy and numeracy. By embedding the regular analysis of assessment data, teaching and learning programs demonstrated curriculum planning and delivery that was responsive in meeting the needs of all students. Tracking systems to support the consistent monitoring of student progress were required to ensure each students' learning needs were identified and catered for, particularly as students transitioned between remote and face-to-face learning delivery. The school executive led self-paced online professional learning modules on using Literacy and Numeracy Progressions and supported stage teams to use the progressions to track student progress. Regular and consistent use of formative and summative assessment enabled teachers to analyse student growth and performance and guide the design of responsive differentiated curriculum delivery.

An increased focus on personalised and differentiated learning was embedded and enhanced by a learning and support case management approach. A schoolwide focus on personalised learning was supported by a range of tiered intervention and support programs. Students were engaged in evidenced-based programs, including MiniLit, MacqLit, COVID Intensive Learning and Support, QuickSmart numeracy support, LaST and EAL/D support in the form of team-teaching, in-class support and intensive small-group withdrawal. Strong learning and support systems and processes addressed specific student learning needs, including collaboratively developed personalised learning support plans and a strong partnership between class teachers, specialist support staff and parents. This has resulted in a school-wide culture of shared responsibility for student learning and ongoing performance improvement.

The school participated in the statewide Primary Curriculum Self-Assessment Survey (PC S-aS). This process continued to strengthen internal school monitoring processes for curriculum planning and implementation, as well as assessment and evaluation of teaching and learning. The school leadership team led guided conversations and the collection of evidence requirements with stage teams. The self-assessment process monitored curriculum and assessment for the Key Learning Area of HSIE (History and Geography) across all stages K-6 and ensured that programming and assessment met Department of Education and NSW Education Standards Authority (NESA) policy requirements.

In 2022, there will be a continued focus on personalised learning, with further professional learning in the area of High Potential and Gifted Educated, to ensure that differentiation caters for the full range of abilities. Teachers will be supported to identify those students' requiring extension and additional programs will be delivered to engage students in higher order thinking and learning extension. There will also be an increased focus on Visible Learning and supporting students to develop learning goals and self-reflection practices. Additionally, teachers will be supported to review current assessment schedules and to develop a greater understanding of formative assessment, understanding and analysing external data and the use of tracking systems to ensure quality teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands of NAPLAN numeracy to be trending upwards towards the system-negotiated upper bound target. 	<ul style="list-style-type: none"> • 55% of students achieved in the top two bands in NAPLAN numeracy, indicating achievement of progress toward the system-negotiated upper bound target of 56%. • NAPLAN scores indicate that the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN numeracy has been maintained in 2021, with 55% of students achieving in the top two bands. • The percentage of Year 5 in top two bands, increased by 7.4%, from 51.4% to 58.8%.
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be trending upwards towards the system-negotiated lower bound target. 	<ul style="list-style-type: none"> • 56.4% of students achieved in the top two bands in NAPLAN reading, indicating progress yet to be seen toward the lower-bound target of 56%. • The percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading has been maintained from 2019 to 2021. • There has been a significant increase (13%) in the percentage of students achieving in the top band, from 26% to 39%. • The percentage of Year 5 in the top two bands, increased significantly from 43.2% to 60%, with a significant increase in the top band, from 16.2% to 42.9%. • Year 3 NAPLAN results in reading indicate a slight increase in the percentage in the top band.
<ul style="list-style-type: none"> • An increase of at least 15% of students achieving expected growth in NAPLAN reading to be trending upwards towards the system-negotiated lower bound target. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 76% indicating achievement of progress toward the lower bound target. • The proportion of Year 5 students achieving expected growth in NAPLAN reading was 76%, an increase of 40%, well above the target increase of 15%.
<ul style="list-style-type: none"> • An increase of at least 10% of students achieving expected growth in NAPLAN numeracy to be trending upwards towards the system-negotiated lower bound target. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy increased to 74% indicating achievement of the lower bound target of 71.5% and progress towards the upper bound target. • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy was 74%, an increase of 36%, well above the target increase of 10%.
<ul style="list-style-type: none"> • School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Differentiation (Learning Domain, Curriculum) from delivering to be working towards sustaining and growing (S&G). 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Differentiation and working towards sustaining and growing.
<ul style="list-style-type: none"> • School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Data Skills and Use from delivering to be working towards sustaining and growing (S&G). 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use and working towards sustaining and growing.
<ul style="list-style-type: none"> • PLAN 2 data indicates an increase in targeted school cohorts meeting grade expectations in Understanding Texts and Phonological awareness sub-elements of the Literacy learning progressions. • PLAN 2 data indicates an increase in targeted school cohorts meeting grade expectations in Quantifying Numbers and Additive Strategies sub-elements of the Numeracy learning progressions. 	<ul style="list-style-type: none"> • PLAN 2 data indicates 82% of Stage 2 students met grade expectations for Understanding Texts (UnT6-UnT7) sub-elements of the Literacy learning progressions. • 53% of ES1 students met grade expectations in Phonological awareness (PhA3) sub-elements of the Literacy learning progressions. • 56% of ES1 students met grade expectations in Quantifying Numbers (QuN6) sub-elements of the Numeracy learning progressions. • 80% of Stage 2 students met grade expectations in Additive Strategies (AdS6-AdS8) sub-elements of the Numeracy learning progressions.

Strategic Direction 2: Professional Practice

Purpose

To develop a culture of continuous improvement, staff will engage in high impact professional learning (HIPL) and collaborative practices that support ongoing school-wide improvement in teaching practice and student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Collaboration for Improvement

Resources allocated to this strategic direction

Professional learning: \$16,016.00

QTSS release: \$29,151.00

Summary of progress

The focus of Strategic Direction 2 was to provide high impact professional learning opportunities and collaborative practices that support ongoing school-wide improvement. In adapting to periods of remote learning, the focus of teacher learning shifted to supporting staff to effectively plan and deliver high quality teaching and learning in an online format.

The school continued to embed processes for collaboration, by providing staff with opportunities for team planning days. These sessions enabled staff to engage in structured collaboration sessions to plan, develop and refine teaching and learning programs. Led by executive, stage teams were able to share evidence-informed practices and engage in professional discussion to improve their own knowledge and practice.

A major focus has been to build a culture of continuous professional learning and improved teaching practices within the school. Professional learning was linked to our School Improvement Plan, teacher Performance and Development Plans and the School Excellence Framework. Explicit processes for Performance and Development included the setting of goals, observations of practice and opportunities for feedback and reflection, sustained quality teaching practice. The professional teaching standards have provided a framework for reflection on individual and collective practice across the school. Professional learning is well-planned, meaningful and relevant to achieving goals in the strategic improvement plan. Evaluation processes are embedded in our professional learning to assist us to continually improve on the delivery of teaching and learning programs within our school. Our staff have a strong understanding of the Australian Professional Standards for Teachers and are committed to meeting and maintaining these standards in their teaching practices. Links with the Blacktown Learning Community have supported our staff to engage in teaching support networks, including those for Early Career Teachers, Executive teachers and Aspiring Leaders.

An area of particular focus during 2021 was to increase teacher knowledge and understanding of Aboriginal Education. A series of professional learning modules was presented to all staff, and included learning on the Aboriginal Education Policy, Turning Policy into Action and Embedding Aboriginal Culture and Histories into Teaching and Learning Programs. This led to a greater confidence in, and understanding of, embedding Aboriginal perspectives into teaching and learning programs. Additionally, this supported our school in the achievement of goals as set-out in the Partnership Agreement between NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education.

In 2022, professional practice focus areas will include schoolwide systems for assessing the impact of teaching on student learning and student engagement in the classroom. Participation in the Blacktown Learning Community Learning Exchanges program will provide an opportunity for executive staff to be trained in Instructional Practice Inventory (IPI). This will enable stage team leaders to collect and analyse data on student cognitive engagement across the school. Using this data, they will lead stage-based collaborative study of the data and support classroom teachers to more effectively design and implement quality learning experiences for their students.

The commencement of the Assistant Principal Curriculum and Instruction (APC&I) role in 2022 will enable implementation of a number of initiatives in the area of professional practice, including curriculum reform and familiarisation with new K-2 syllabus, instruction and guidance in formative assessment, coaching and mentoring, and lesson studies. The use of data to inform practice will continue to be a focus area and regular 'Data Dive' opportunities will be scheduled to support teachers to use Literacy and Numeracy progressions to drive teaching and learning cycles. The APC&I will also support capacity building of the executive team by guiding the team to complete the Lead Learner suite of professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• All staff have knowledge of key components of explicit teaching theme (What Works Best - CESE) in classroom practice.	Delay in implementing initiatives in Term 3 2021 have required this work to be postponed to Term 2 2022. To date there has been an increase in the number of staff who have knowledge of key components of explicit teaching theme.
<ul style="list-style-type: none">• School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Data Use in Teaching (Teaching Domain, Data Skills and Use) from delivering to be working towards sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use and working towards sustaining and growing.
<ul style="list-style-type: none">• School Excellence Framework (SEF) self-assessment indicates SEF element Learning and Development (Teaching Domain) to be maintaining sustaining and growing.	Self-assessment against the School Excellence Framework shows the school to be at sustaining and growing in the element Learning and Development.
<ul style="list-style-type: none">• School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme School Plan (School Planning, Implementation and Reporting, Leading Domain) from delivering to be working towards sustaining and growing.	Self-assessment against the School Excellence Framework shows the school to be at delivering in the theme School Plan and working towards sustaining and growing.
<ul style="list-style-type: none">• School Excellence Framework (SEF) self-assessment indicates improvement in all themes of SEF element Effective Classroom Practice (Teaching Domain) to be working towards sustaining and growing.	Self-assessment against the School Excellence Framework shows the school to be at sustaining and growing in the element Effective Classroom Practice.



Strategic Direction 3: Wellbeing and Connections

Purpose

To ensure that all students and staff are able to connect, succeed, thrive and learn, there will be a planned approach to developing processes and partnerships which support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connecting with Community
- Succeeding and Thriving Together

Resources allocated to this strategic direction

6300 School and Community funds: \$10,000.00

Summary of progress

The focus of Strategic Direction 3 during 2021 was to ensure supportive systems to enable all students and staff to connect, succeed, thrive and learn. This need for this was exacerbated by extensive periods of learning and working from home. Likewise, strengthening processes for quality engagement with families and a holistic approach to student wellbeing was paramount in ensuring students and families remained connected and supported whilst learning and working away from the peer and collegial support networks.

A number of important wellbeing programs were established during periods of remote learning, including weekly wellbeing webinars, Zoom recess and lunch playtime games sessions, daily check-in call to families, parent check-in Zoom sessions and Lockdown Daily Fun activities for the school community. The School Wellbeing Officer (engaged through the National Chaplaincy program) and executive team provided several parent and staff online support sessions, providing relevant information or professional learning sessions, as well as informal wellness sessions. This ensured that all members of our school community remained connected and that student attendance and engagement was maintained during remote learning. This also ensured a successful transition back to face-to-face learning.

In 2021, the school maintained its partnerships with NSW Health Western Sydney Local Health District, implementing programs such as Live Life Well and Go for Fun. Strong transition programs supported those students commencing school as well as those transitioning to high school. The embedding of a consistent whole-school Positive Behaviour for Learning framework has assisted in clearly defining and teaching behavioural expectations that enable students to develop responsibility for their own behaviour.

In our planned approach to wellbeing, a number of evidence-based wellbeing programs were established to meet the emotional and social needs of students, including Peaceful Kids, Positive Kids, Seasons for Growth and Drumbeats. A case management approach ensured that students needs were being assessed and catered for by personalised learning support plans that also focussed on developing emotional resilience and a sense of wellbeing.

In 2022, our school will implement the School Wellbeing Framework self-assessment to review current wellbeing processes and establish focus areas for improvement. The Smiling Minds program will be embedded to teach students mindfulness practices that enhance wellbeing and self-regulation. Parents will be surveyed to determine focus areas for Parent Workshops and to enhance parent engagement and participation in their child's schooling.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending >90% of the time to be trending toward the lower bound system-negotiated target.	In 2021, the number of students attending greater than 90% of the time or more has decreased slightly by 0.8%.
• TTFM Wellbeing data (Advocacy,	Tell Them From Me data shows that 85.95% of students report a positive

Belonging, Expectations) is increasing towards the lower bound system-negotiated target.	sense of wellbeing (Advocacy, Sense of Belonging and Expectations for success), trending upward towards the lower bound target and increasing significantly from the baseline data of 83.6%.
• School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Wellbeing (Learning Domain) to be maintaining sustaining and growing.	Self-assessment against the School Excellence Framework shows the school to be at sustaining and growing in the in SEF theme Wellbeing.
• School Excellence Framework (SEF) self-assessment indicates improvement in SEF element Attendance (Learning Culture, Learning Domain) to be maintaining sustaining and growing.	Self-assessment against the School Excellence Framework shows the school to be at sustaining and growing in the in SEF element of Attendance.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,419.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Seven Hills North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the employment of Student Learning Support Officers (SLSOs) to support students with a disability to equitably access and engage within our mainstream school setting. • students having their additional learning needs met and ensuring access to the full range of curriculum learning experiences for all students. • Personalised Learning and Support Plans (PLSPs) were developed by class teachers through collaboration with the Learning and Support Teacher and in partnership with parents. • regular monitoring of student progress towards SMART goals through the analysis of assessment data and collaborative review meetings. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding will continue to be used to support specific students with a disability who have moderate to high support needs. This will enable the provision of additional School Learning Support Officers to assist with personalised learning and support for students who require accommodations and adjustments within the classroom and playground. This funding source will also provide additional resources to enable those adjustments necessary for students to equitably access learning opportunities and school experiences.</p>
<p>Socio-economic background</p> <p>\$16,883.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Seven Hills North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional SLSO staffing to implement students' Personalised Learning Support Plans (PLSPs) to support identified students with additional needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • A strong focus on improving literacy and numeracy outcomes for all students K-6. • The employment of a Student Learning Support Officer (SLSO) to support students with additional learning needs. • The delivery of individualised instruction by reducing the student-to-teacher ratio during instruction. • Effective implementation of adjustments and accommodations within the classroom and playground, enabling equitable engagement for students with additional academic, social and emotional needs. • The provision of resources to ensure that all students had access to school programs and initiatives.

<p>Socio-economic background</p> <p>\$16,883.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to employ Student Learning Support Officers (SLSOs) to support students with additional learning needs and to support effective implementation of Personalised Learning and Support Plans. Further professional learning will be delivered to all staff on developing individualised SMART learning goals that incorporate needs-based adjustments for teaching and assessment. Personalised learning support will continue to be regularly reviewed and adjusted through the analysis of PLAN data and collaboration of all stakeholders.</p>
<p>Aboriginal background</p> <p>\$8,615.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Seven Hills North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>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.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • further professional learning for staff in supporting Aboriginal and Torres Strait Islander students • a new school Personalised Learning Pathway will be developed, incorporating parent feedback and 8 Ways pedagogy • continue to work alongside our local AECG to build opportunities for staff development and increased connections for our Aboriginal students • to establish parent 'Yarn Time' established to encourage Aboriginal families to engaged in the school and decision-making processes
<p>Low level adjustment for disability</p> <p>\$80,674.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Seven Hills North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning

<p>Low level adjustment for disability</p> <p>\$80,674.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the Learning Support teacher providing support to those students who require additional support and adjustments to meet their learning needs leading learning support personnel and programs across the school • the school implementing a more consistent approach to student learning support and interventions, with the learning and support teacher working with students in a case management role within the classroom/whole school setting • a flexible SLSO timetable was regularly reviewed and modified, ensuring that those students identified as requiring support were allocated additional needs-based learning assistance • Student Learning Support Officers (SLSOs) supporting the effective implementation of Personalised Learning and Support Plans • regularly monitoring student progress and effectiveness of personalised learning support through the analysis of data and learning goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to engage a Learning and Support teacher and Student Learning Support Officers (SLSOs) to support students with additional learning needs. Teachers will collaborate with specialist staff and parents/carers to develop and implement effective of Personalised Learning and Support Plans to ensure achievement of learning outcomes for all students.</p>
<p>Professional learning</p> <p>\$16,016.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Seven Hills North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers released to attend high impact professional learning activities to further develop their knowledge and practice and knowledge • stage planning days provided each term to enable opportunities for teacher collaboration • opportunities for staff to participate in professional learning activities that meet the Performance and Development goals <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • stage meetings and stage planning days provided an opportunity for team collaboration on programming and assessment • greater consistency of teacher judgement as a result of opportunities to assess collaboratively • teachers being released to work with their team and leaders in a learning sprint, where data is gathered, improvement measures are trialled and then data is regathered to track student improvement and growth • teachers collaborating with staff across learning networks to share and embed effective practice, facilitate professional dialogue and support ongoing improvement in teaching practice • executive team members leading action research processes in the school through their participation in the Practice Changing Practice program and a partnership with Western Sydney University • teachers being able to meet their identified Performance and

<p>Professional learning</p> <p>\$16,016.00</p>	<p>Development goals</p> <p>After evaluation, the next steps to support our students with this funding will be: All staff will continue to develop a Performance Development Plan which outlines identified professional learning goals. These goals and the initiatives outlined in the school's Strategic Improvement Plan will continue to drive the focus areas of professional learning for staff across the school. All staff will be supported to engage in professional learning which is aligned to the school's Strategic Directions and self-identified learning goals. Structures within the school (staff meetings, stage planning, and timetable flexibility) allow professional learning opportunities to be attended externally or internally. Professional learning funds will allow teachers to participate in professional learning through attendance at workshops, conferences, staff development days, staff meetings, network meetings and online training. In 2022, there will be a focus on familiarisation of new syllabus for teachers K-2, and on using Literacy and Numeracy progression and PLAN2, for teachers K-6. Collaborative planning sessions will continue to be provided to enable staff to develop teaching programs that support student creativity, critical thinking, cooperation and communication. Early career staff will be released to attend beginning Teacher Network Meetings and to engage in activities which support their achievement of Accreditation at Proficiency.</p>
<p>Literacy and numeracy</p> <p>\$7,643.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Seven Hills North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • teachers developing systematic teaching and learning programs that are based on student progress and achievement data. • the implementation of the Inialit Literacy program (Kindergarten) and the Hegarty's Phonemic Awareness program (Stage 1). • students having access to quality resources and evidenced-based literacy programs to support the acquisition of essential foundation literacy skills. • greater resourcing of decodable readers to support early readers. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to provide systematic professional learning to deepen teachers' understanding of the new K-2 English and Mathematics syllabus. • to provide collaborative planning days to support teachers' capacity to deliver evidence-based literacy programs consistently across all classes K-2
<p>QTSS release</p> <p>\$51,574.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Seven Hills North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • High Impact Professional Learning

<p>QTSS release</p> <p>\$51,574.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • all Executive staff have completed online professional learning modules to develop their understanding of, and capacity to use, the National Literacy and Numeracy progressions. • stage supervisors have been released to engage in collaborative planning and assessment with their teams. • stage supervisors have supported teams to analyse assessment data gathered from various internal and external sources, including PLAN 2, Check-In assessment, on-demand assessments, NAPLAN and school-based data, in order to identify trends and plan teaching cycles. • staff participating in effective Performance and Development processes, including opportunities for observation of practice, collaborative goal setting and opportunities for feedback. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • a focus on evaluating Visible Learning and student engagement in the classroom • school wide professional learning to improve teaching skills that enhance higher order student learning and deep knowledge • executive staff will be engaged in professional learning on the “Instructional Practice Inventory” system to collect data on student cognitive engagement across the school several times a year • teachers will participate in further professional learning that will enhance collaboration and build capacity to analyse their practice, such as Quality Teaching Rounds • improve the quality of school-wide evaluation of lesson observations and learning walks
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Seven Hills North Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • additional teaching staff allocated to support K-2 students in literacy group activities. • greater individualised instruction as a result of reduced group sizes and a higher teacher to student ratio in K-2 literacy activities. • engagement of a specialist teacher to support those students ‘at-risk’ of not reaching reading targets in K-2. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to provide additional staffing in K-2 classrooms with a focus on supporting the development of strong foundation literacy skills.

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<ul style="list-style-type: none"> • further training for K-2 teachers in effective classroom practice with an explicit focus on early reading acquisition. • to use assessment data and a case management approach to target and support those students requiring intervention to achieve expected benchmarks in reading.
<p>COVID ILSP</p> <p>\$82,284.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • additional support being provided to identified students from K-6, in both Literacy and Numeracy, as evidenced by assessment data. • students in Years 3-6 were supported to develop fluency and comprehension, with a focus on developing understanding of Super 6 reading strategies. • delivery of the QuickSmart mathematics support and intervention program to develop foundational skills in mathematics for those students for whom gaps were identified. • training being regularly provided by the Learning Support Teacher to ensure that small-group tutors were able to implement current evidenced-based practices to support students' needs in literacy and numeracy. • student progress and achievement data was tracked weekly using PLAN 2 and analysed at weekly support team meetings, leading to programming of teaching and learning activities that was responsive to current needs. • improved student learning outcomes supported by this intervention program which focused on reading comprehension, writing and number strategies. • refined systems to effectively coordinate, implement, track and monitor the student progress and achievement data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to provide targeted teaching to students with additional learning needs in the focus areas of literacy and numeracy. • to continue to regularly track students progress using PLAN 2, and using this data to identify growth and gaps of targeted students.
<p>English language proficiency</p> <p>\$100,418.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Seven Hills North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$100,418.00</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to provide intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • employment of a specialist English as a Language Dialect (EAL/D) teacher. • provision of support to EAL/D students through various structures, including team-teaching, small group support and targeted, individualised programs. • the specialist teacher has supported EAL/D students and their classroom teachers by implementing appropriate assessment to develop needs-based teaching programs based on current learning needs. • EAL/D students were assessed and placed on the relevant ESL Scales and the EAL/D Learning Progression. • thorough formative assessment to identify point of time language needs were identified. • all EAL/D students being placed on the EAL/D learning progressions and teaching programs were developed to support EAL/D students' development of English proficiency. • an increase in participation and achievement for EAL/D students. • the EaLD teacher 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. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to engage a specialist teacher to support EAL/D students in their development of language proficiency. Student progress will continue to be tracked and monitored against the EAL/D learning progressions. Due to a changeover of staff, the specialist teacher will provide EAL/D Progression levelling professional learning to all staff again in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	142	152	150	136
Girls	131	141	130	122

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	94.8	94.6	93.9
1	95.5	91.1	94.7	92.6
2	96.7	93.7	95.4	96
3	94.8	94.7	94.8	94.2
4	95.9	93.6	95.6	95.3
5	95.8	93.9	94.7	95.2
6	93.8	93.2	95	94.8
All Years	95.5	93.6	95	94.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	9.42
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	473,448
Revenue	2,753,326
Appropriation	2,657,718
Sale of Goods and Services	1,029
Grants and contributions	93,147
Investment income	632
Other revenue	800
Expenses	-2,809,749
Employee related	-2,406,237
Operating expenses	-403,513
Surplus / deficit for the year	-56,423
Closing Balance	417,025

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.

	2021 SBAR Adjustments (\$)
Targeted Total	29,897
Equity Total	206,090
Equity - Aboriginal	8,115
Equity - Socio-economic	16,883
Equity - Language	100,418
Equity - Disability	80,674
Base Total	2,099,102
Base - Per Capita	69,025
Base - Location	0
Base - Other	2,030,077
Other Total	168,301
Grand Total	2,503,391

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.

In 2021, students at Seven Hills North Public School demonstrated pleasing NAPLAN results, performing well above the percentages for similar schools and the statewide results in most areas.

Year 3 2021

- In Year 3, 52.8% of students achieved in the top two bands for NAPLAN Reading (Bands 5 and 6).
- 72.2% of Year 3 students achieved in the top two bands for Writing in 2021, significantly higher compared to 64.6% in similar schools and 58.2% statewide.
- Year 3 NAPLAN data demonstrates that 69.4% of students achieved in the top 2 bands in Spelling, significantly higher when compared to 57.9% in similar schools and 53.3% statewide.
- In Year 3, 63.9% of students achieved in the top two bands for NAPLAN Grammar and Punctuation compared to 62.7% in similar schools and 56.1% statewide.
- 47.2% of Year 3 students achieved the top two bands of Numeracy in 2021, compared to 43.7% in similar schools and 39.1% statewide.

Year 5 2021

- In Year 5, 60.0% of students achieved in the top two bands for NAPLAN Reading (Bands 7 and 8) significantly higher than 46.4% in similar schools and 39.4% statewide.
- 51.4% of Year 5 students achieved in the top two bands for Writing in 2021, significantly higher when compared to 25.6% in similar schools and 23.4% statewide.
- Year 5 NAPLAN data demonstrates that 65.7% of students achieved in the top 2 bands in Spelling, significantly higher than 51.1% in similar schools and 43.5% statewide.
- In Year 5, 62.9% of students achieved in the top two bands for NAPLAN Grammar and Punctuation, significantly higher when compared to 41.9% in similar schools and 36.0% statewide.
- 58.8% of Year 5 students achieved the top two bands of Numeracy in 2021, significantly higher than 34.5% in similar schools and 32.3% statewide.

Most students are showing at or above expected growth in all aspects of NAPLAN assessment, which is consistent with internal school progress and achievement data.



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.

In 2021, students, parents and teachers were given the opportunity to provide the school feedback through surveys, forums and questionnaires. Data was gathered through *Quality of School Life School Satisfaction* surveys for students, staff and parents and *Tell Them From Me* student surveys. Key findings from this consultative process are shared below.

Staff, students and parents participated in the *Quality of School Life School Satisfaction*. Responses indicated:

- 92.3% of staff and 92.5% parents agree that 'Seven Hills North is an attractive and well-resourced school, including classrooms, library, technology and grounds.'
- 100% of staff and 92.5% parents agree that 'The school is connected to its community and welcomes parental involvement.'
- 100% of staff and 95.5% parents agree that 'Parents are encouraged to contact the school to discuss concerns relating to their child.'
- 100% of staff and 98.5% of parents agree that 'The school is a friendly school and that is tolerant and accepting of all students.'
- 100% of staff and 93.9% of parents agree that 'The students are the school's main concern.'
- 92.3% of staff and 95.4% of parents agree that 'The school has supportive wellbeing programs'.
- 100% of staff and 100% of parents agree that 'The school teaches and promotes core values'.
- 100% of staff and 89.5% of parents agree that 'Seven Hills North Public School has competent teachers who set high standards of achievement.'
- 100% of staff and 90.9% of parents agree that 'Fair discipline exists within the school.'
- 84.9% of students agree that 'My school is a place I really like to go each day'.
- 95.9% of students agree that 'My teacher is fair to me'.
- 94.4% of students agree that 'I learn to get along with other people'.
- 95.9% of students agree that 'I enjoy what I do in class'.
- 93.2% of students agree that 'Other students accept me as I am'.
- 90.4% of students agree that 'I get on well with other students in my class.'
- 94.5% of students agree that 'The things I learn are important to me.'
- 100% of students agree that 'My teacher helps me to do my best at school.'
- 94.5% of students agree that 'The things I learn are important to me.'

In 2021, students in Years 4-6 participated in the *Tell Them From Me* student surveys, where average school results were comparable to the NSW Government Norm. The responses are presented below:

- 60% of students indicate that they participate in extracurricular activities, above the NSW norm of 55%.
- 84% of students who completed the survey reported that they have positive relationships at school compared to 85% for the NSW Government Norm.
- 71% of students had a high sense of belonging compared to the NSW norm of 81%. This data was gathered in late 2021 and the decline is reflective of the loss of connection during COVID-19 restrictions and remote learning during Term 3.
- 98% of students have positive student behaviour at school, well above the to the NSW Government norm of 83%.
- 100% of girls and 91% of boys value School Outcomes compared to the NSW Government norm of 97% for girls and 94% for boys respectively.
- The number of students who reported being victims of bullying is well-below the NSW Government norm of 36%.
- 94% of students indicated that they 'feel proud of my school'.

Future Directions

The results of all *Quality of School Life*, *Tell Them From Me* and online parent surveys were very positive, particularly those gained from parents. Surveys of various curriculum, management and cultural practices over the past few years have expressed a high level of satisfaction with aspects of our school and will continue to be used as an ongoing guide for continued improvement of practices to maintain satisfaction. It was noted that 76.9% of staff and 86.2% of parents agree that 'The school offers challenging programs for its students.' The school will continue to drive improvement in this area through initiatives within Strategic Direction 1, Growth and Attainment and Strategic Direction 2, Professional Practice. Further professional learning in *High Potential and Gifted Education* and *CESE What Works Best*, will support teachers to extend those students who require personalised learning support in the area of challenge and extension. An increase in efficient data-driven practices will focus on identifying those students who require personalised learning at 'beyond' their stage expectations to meet their current point of need. Students will continue to participate in the *Tell Them From Survey* to provide staff with valuable insights and trends about student satisfaction and engagement at our school.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

