

2021 Annual Report

Seven Hills West Public School



Growing Great Human Beings Every Day



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Introduction

The Annual Report for 2021 is provided to the community of Seven Hills West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Message from the principal

2021 was a year of challenge and great opportunity. While COVID had a significant impact on school operations, our school focused on meaningful and innovative ways to provide high quality educational experiences for our students.

I am proud of the achievements our students and staff made in 2021. Who would have thought that during the COVID lockdown that Seven Hills West Public School would be selected as one of five schools to represent Australia at the World Education Week global event? To see our students and teachers valued by Australian and international schools was a life-changing event for our staff. Who can also forget the success of our Father's Day virtual assembly as we watched our Dads, children and teachers participate in the Zoom Fitness challenge during lockdown? The laughter and friendly banter still makes me smile today.

I want to thank our wonderful staff at Seven Hills West Public School for their dedication to the students and families at our school. Despite the constraints our community faced due to the impact of COVID, we took great pride in designing engaging online learning programs that would connect our families to enhance our school culture and educational practices.

Thank you to our hard working P&C, led by Susan Cooper, Rahul Guha, Minal Gandhi and the P&C executive, for their support of our student wellbeing programs and educational vision.

Finally, thank you to our students at Seven Hills West Public School. Our school is committed to 'Growing Great Human Beings Every Day' and we hope that 2021 is a year that you will always remember with great joy.

Our 2021 annual report provides an overview of our achievements throughout the school year, highlighting the progress of our Strategic Improvement Plan against the NSW School Excellence Framework.

The members of the 2021 school evaluation committee include:

- Shanti Clements (Principal)
- Louise Gatt (Assistant Principal)
- Rebecca Mortlock (Assistant Principal)
- Alison Waters (Assistant Principal)
- Susan Cooper (P & C Executive)
- Our Student Representative Council

Thank you to the committee for their support in completing our 2021 Annual School Report.

Sincerely,

Shanti Clements (Principal)

Message from the school community

2021 was a year of extraordinary and unprecedented challenges. As schools struggled to operate amidst the ever changing COVID restrictions, the P&C, made up of a new and inexperienced team, faced the daunting task of trying to plan events that could be held in a COVID safe manner

Unfortunately, due to dwindling membership numbers, personal circumstance, snap lockdowns and spontaneous restriction changes, the P&C were forced to defer holding our most popular events, such as our mothers and fathers day stalls as well as the Easter raffle, for another year. Instead, we placed our focus on providing support to the school during this time. We were proud to play a role in supporting the return of the Colour Run for 2021.

The P&C wish to thank the school for their support and understanding through what has been a difficult few years. We are looking forward to the new challenges 2022 will bring. The easing COVID situation will provide us with the opportunity to rebuild the P&C, to return previously postponed events to the calendar, and to introduce new initiatives. We hope that 2022 will see the reputation of the P&C raised to levels not seen for some years.

Sincerely,

Susan Cooper (P&C Executive)

School vision

At Seven Hills West Public School, our vision is to grow great human beings every day. To do this, we provide an engaging and nurturing learning environment which fosters our children's curiosity, confidence and creativity. 'Growing Great Human Beings Every Day' is integral to the delivery of our P-6 inclusive school approach. Our philosophy reflects the cultural inclusiveness of the Eastern and Western values our families share. We strive to establish an authentic and connected learning environment to support our student's academic, emotional, social, cognitive and spiritual growth and wellbeing.

School context

Seven Hills West Public School officially opened in 1958. The current enrolment consists of approximately 362 students across Preschool to Year 6 (P-6), including mainstream classes, support classes for students with special learning needs and a preschool. It is located in a well-established residential area in Sydney's west and is part of the wider Blacktown community. Our school is actively involved with the Bungarribee Network, Nurrungingy Local Aboriginal Education Consultative Group (AECG), and Blacktown Learning Community.

Our school is well supported by a diverse and multicultural community. We have an increasing enrolment of students with a Language Background Other Than English (LBOTE), which currently stands at 63%. Seven Hills West Public School has a culture of high expectations, embracing the whole child and their development through a comprehensive range of extra-curricular opportunities including those in creative arts and sport. Students enjoy a nurturing, stimulating and supportive school environment, where they learn and thrive in their interactions with staff and peers.

Our educators are committed to providing a stimulating, warm and culturally inclusive atmosphere for every student to thrive. We understand that parents want the very best for their children, so we ensure our educational programs enables every child to learn, explore, create and connect with each other and the world through our holistic, and engaging learning curriculum. An energetic and dedicated staff works collaboratively to enhance each student's wellbeing, helping them to achieve their full potential. The school's traditional values of Service, Honour and wisdom are reflected in every facet of school life.

Our shared educational vision is to design and deliver best-practice teaching and learning programs in every classroom from Preschool to Year 6. As a school community, our collective goal is to provide an educational environment that supports the consistent improvement of student outcomes and the narrowing of achievement gaps between students. Our aim is to maximise learning in our school, for students, staff and parents.

The 2021-2024 Strategic Improvement Plan will support our school community in creating better futures together by learning, teaching and leading for excellence.

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

Strategic Direction 1: Student growth and attainment

Purpose

To optimise student learning outcomes in literacy, numeracy and all key learning areas by delivering evidence-informed educational best practice that is responsive to the learning needs and aspirations of our students in every classroom.

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.

- 1.1 Visible Learning and Assessment
- 1.2 Teacher Efficacy In Classroom Practice

Resources allocated to this strategic direction

English language proficiency: \$142,581.80

Literacy and numeracy: \$9,882.74

Technology Upgrade: \$54,000.00

Professional learning: \$20,000.00

QTSS release: \$69,961.63

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Our focus for Strategic Direction 1 was to enhance a learning culture of high expectations to support quality curriculum and assessment design in literacy, numeracy and science. By utilising assessment data from a range of internal and external data sources, data was triangulated to create a holistic picture of each student's learner profile. Teachers worked collaboratively to analyse their literacy, numeracy and science data to form evidence-based student groupings; and plan quality, differentiated and targeted lessons that challenged and extended all student learners. Through the Practice Changing Practice action research project, we implemented 'teaching sprints' to support our teachers in engaging in collaborative dialogue to deepen their knowledge about the art of teaching, and to be inspired by a process of continual professional improvement. Despite the COVID lockdown constraints, we were able to implement the sprints in both face-to-face and remote learning contexts to achieve the initiatives for this strategic direction.

Next Steps:

In 2022, we will continue to embed teaching sprints with a whole-wide professional learning focus on data analysis. We believe that this will support quality teacher discourse on the new K-2 English and Maths curriculum, as well as provide strategies to improve student growth and attainment in literacy, maths and science. We will ensure that our leadership and whole school focus will continue to remain on:

- Student Growth - through embedding quality internal and external measures to support attainment of our system targets and internal value-add targets.
- Professional learning on explicit teaching, effective feedback, lesson planning and classroom management to support quality transdisciplinary curriculum that promotes student agency and leadership.

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
<p>Literacy</p> <ul style="list-style-type: none">• An uplift of 3% in the top two bands of NAPLAN Reading to shift from the system negotiated target baseline of 25.6% to 28.6%• An uplift of 2.5% for students achieving Expected growth in Reading to shift from the system-negotiated target baseline of 57% to 59.5%	<ul style="list-style-type: none">• During 2021, Year 3 achieved 43.24% in the Top 2 Bands for Reading; and Year 5 achieved 20% in the Top 2 Bands for Reading. The combined Year 3 and Year 5 average was 31.62% of students achieving in the Top 2 Bands in Reading for NAPLAN. The combined average shows we have exceeded our 3% annual progress target measure by achieving a 6% uplift in the number of students achieving in the Top 2 Bands for NAPLAN reading.• In 2021, 53.8% of students achieved the Expected Growth for Year 5 Reading. While we did not meet our system target baseline of 57% for

<ul style="list-style-type: none"> Establishment of 2021 baseline internal data benchmarks and measures for literacy An increase of Beginning to Emerging EAL/D student movement that is similar to state profile 	<p>Expected Growth in Reading, students demonstrated above Expected Growth targets in Writing (63%) and Spelling (76%).</p> <ul style="list-style-type: none"> During 2021, we successfully established new school assessment systems and processes for benchmarking and tracking school-based Literacy data. The ACER PAT literacy assessment benchmarks have enriched our tracking of student progress and supports quality data triangulation. Literacy improvement strategies have been implemented and results in our PAT Reading assessments demonstrated above expected student performance in comparison to national cohorts. Our Years 1 to 6 PAT Reading data shows that student results are successfully meeting national norms across the reading bands. The data also highlighted areas for future development, including a focus on phonological awareness with our Kindergarten students. Our average NAPLAN result for our Year 3 Aboriginal students has improved from 310 in 2018 to 418 in 2021. This result highlights an improvement in the quality of teaching and learning at the school, considering the number of Aboriginal students sitting NAPLAN tripled between 2018 and 2021. The results for our Year 5 Aboriginal students has also improved with the average NAPLAN result increasing from 399 in 2018 to 448. These are excellent results, especially considering the challenges of the COVID remote learning period in 2021. Our 2021 EAL/D annual survey results demonstrate increasing alignment with the NSW state profile in the number of students transitioning from Beginning to Emerging using the EAL/D progressions.
<p>Numeracy and Science</p> <ul style="list-style-type: none"> An uplift of 4% in the top two bands of NAPLAN Numeracy to shift from the system negotiated target baseline of 25.3% to 29.3% An uplift of 2.5% for students achieving Expected growth in Numeracy to shift from the system-negotiated baseline of 56.9% to 59.4% An increase of 5% in Aboriginal students achieving expected growth for Numeracy in NAPLAN Establishment of 2021 baseline internal data benchmarks and measures for Numeracy and Science An increase of student growth and movement that reduces the school vs state gap by 25% in VALID assessments 	<ul style="list-style-type: none"> Year 5 achieved 16.67% in the Top 2 Bands for Numeracy; and Year 3 achieved 18.92% in the Top 2 Bands for Numeracy. The Year 3 and 5 average was 17.77% in the Top 2 Bands for Numeracy. As the uplift of 4% was not met, whole school Numeracy improvement strategies have been implemented and results in bi-annual PAT Maths assessments are showing improvement in our students' performance in comparison to national cohorts. For Expected Growth in Numeracy, our school showed a 1.4% uplift from 56.9% to 58.3%. Our results are higher than the achievement of 55% for similar school groups and 57.3% for the state average. In addition, our scaled school growth for NAPLAN Numeracy was 103.6 in comparison to 90.2 for similar school groups and 92 against the state average. We have successfully improved internal data benchmarks in the area of Numeracy through the use of Mathletics - which provided curriculum consistency, scaffolding, consolidation and extension during the remote learning period. We also used ACER PAT Numeracy data to improve our Maths curriculum design and assessment strategy. We conducted PAT Maths testing in Term 1 and Maths Adaptives in Term 3 and Term 4 so we could measure the effect size of the results. Our PAT Maths assessments demonstrate that our 2021 focus on Maths has uplifted student performance, knowledge, skills and understandings. For example, our Years K to 6 PAT Maths data (with the exception of Year 4) shows that our student results are above the national norms for Numeracy at each grade level. The data also highlighted areas for future development, including a focus on TEN with our Stage 2 and 3 students. No NSW VALID Science assessments were conducted in 2021, so we cannot report on this progress measure in 2021. However, we were able to monitor student progress in Science through the annual PAT ACER Science assessments.
<p>Teacher Efficacy in Classroom Practice</p> <ul style="list-style-type: none"> Establishment of school-wide procedures integrating the What Works Best Toolkit and Quality Teaching Rounds. All staff complete MyPL online modules for Learning Culture, Effective Classroom Practice and Curriculum. Establishment of 2021 Visible Learning Target Room 	<ul style="list-style-type: none"> The establishment of the Practice Changing Practice Action Learning project supported a shift in quality teaching practice - which continued during our face-to-face and remote learning teaching periods. 100% of staff completed the What Works Best modules: Collaboration, High Expectations, Data Use to Inform Practice and Effective Feedback, which informed remote learning sprints and teacher capacity building. In 2022, the next 4 modules for staff professional learning will be: Assessment, Classroom Management, Wellbeing and Explicit Feedback. A culture of Teacher Efficacy is demonstrated by our consistent value-added growth for NAPLAN in Reading and Numeracy - which is rated as Sustaining and Growing for Years 3 to 5; and Excelling for Years 5 to 7 against the School Excellence Framework measures. Despite the challenges of COVID during 2020 and 2021, 25.37% of our students in

Teacher Efficacy in Classroom Practice

- Establishment of school-wide procedures integrating the What Works Best Toolkit and Quality Teaching Rounds. All staff complete MyPL online modules for Learning Culture, Effective Classroom Practice and Curriculum.

Establishment of 2021 Visible Learning Target Room

Years 3 and 5 also achieved in the Top 2 Bands for Reading and Numeracy during 2021.

Strategic Direction 2: Student Voice, Engagement and Wellbeing

Purpose

To grow and sustain a culture of learning, wellbeing and engagement for our students, staff and parents by implementing programs that enable every person to connect, thrive and flourish.

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.

- 2.1 Increasing Student Voice and Learning Engagement In Every Classroom
- 2.2 Enriching Student Wellbeing and Resilience At School

Resources allocated to this strategic direction

Refugee Student Support: \$763.05

Socio-economic background: \$75,609.91

Aboriginal background: \$19,936.54

Low level adjustment for disability: \$173,811.12

Professional learning: \$12,432.56

6100 Curriculum Resources: \$9,000.00

Summary of progress

Based on the 2021 School Excellence Framework survey and staff feedback, our school has made a strong and consistent shift in the domains of Learning Culture and Wellbeing. This is the result of the successful implementation of The Leader In Me school-wide program and the introduction of the 7 Habits for Highly Effective People. Students and teachers have a clear understanding of the expected requirements for Restorative Practices and focus on building trusting relationships and empathy when handling minor and major classroom and playground behaviours. Our focus on student wellbeing and resilience through The Leader In Me, Forge Wellbeing, MultiLit, COVID tutoring and School Chaplain programs, has improved the quality of student advocacy and belonging at the school, as evident from our 2021 Tell Them From Me student survey results.

Next steps:

During 2022, we will continue to provide staff training and accreditation in The Leader In Me program, with the aim of our school becoming a Lighthouse Leadership school. We believe this will support our students in developing the leadership mindsets, skills and expertise necessary for them to become successful learners and global citizens. Our focus will be on enhancing our students' wellbeing and resilience by using the LifeSkills Go and School Chaplain programs to improve the social, emotional and pastoral care of our students at Seven Hills West Public School.

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">• Achieving an attendance target of 70% of students with a 90% or above record of school attendance.• An uplift of 5% in parent engagement in school life with an increase from the 2021 baseline results of 33 to 38 parents completing the Tell Them From Me annual survey.	<p>In 2021, our school achieved our system generated attendance target with 70.44% of students attending school 90% of time or more, despite the challenges of remote learning during Terms 3 and 4.</p> <p>The annual Tell Them From Me survey, reveals that 28 parents completed the survey on parent engagement and the quality of school life. Although less parents completed the 2021 survey, there was an uplift (from 6.8/10 to 7.5/10) in parent perception of feeling supported in learning from home in comparison to the previous year.</p>
<ul style="list-style-type: none">• Achieving a student wellbeing data target of 91% feeling strong advocacy at school, as per the annual Tell Them From Me student survey results.	<p>In 2021, our school achieved our student wellbeing target with 91% of students feeling strong advocacy at school. It highlights that the quality of our remote learning programs supported positive student-teacher relationships during the extended COVID lockdown period.</p>

• To achieve a 4:1 positive to negative ratio as per Positive Behaviour for Engaged Learning universal systems benchmarks

A strength of our school in 2021 was the integration of our Positive Behaviour for Engaged Learning (PB4L) with The Leader In Me program. As a result, our school achieved a 8:1 positive behaviour to negative behaviour ratio in our universal system benchmarks. We successfully doubled the recommended 4:1 positive behaviour to negative behaviour ratio for PB4L schools.

Strategic Direction 3: Leadership for School Excellence

Purpose

To embed a strategic, distributed and capacity-building mentoring and coaching culture across the school to deliver P-6 educational leadership for school excellence.

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.

- 3.1 Growing and Sustaining a Culture of Leadership Efficacy
- 3.2 Enriching Student Agency through the Leader In Me Program

Resources allocated to this strategic direction

School support allocation (principal support): \$19,881.85

Summary of progress

In Strategic Direction 3, our focus was on embedding leadership systems, processes and professional learning for school excellence. Based on the School Excellence Framework survey, our school has made strong and consistent leadership shifts during 2021 to consolidate our school practices at Sustaining and Growing (12 out of 14 School Excellence Framework elements). The completion of the Clarity Learning Suite modules and establishment of The Leader In Me (TLIM) Lighthouse Team has promoted student agency and leadership voice across the school. Due to the challenges of the COVID learning from home period, two professional learning modules were delayed. As a result, these modules will be implemented in 2022.

Next steps:

In 2022, our leadership and whole school focus for Strategic Direction 3 will remain on establishing the following aspects of our student and staff leadership systems, processes and culture:

- Paradigm of Leadership - by supporting the development of TLIM Leadership Skillsets
- Paradigm of Potential - growing highly effective students and adults who are leaders in their school and community
- Paradigm of Change - creating a high trust school culture
- Paradigm of Motivation - enhancing a culture of engaged students and adult leaders
- Paradigm of Education - empowering students and adult leaders to succeed academically

We look forward to the next phase of TLIM implementation, where student learning goals, co-design and co-facilitation supports dynamic student learning and leadership across all P-6 classes.

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
3.1 Enhancing Leadership for School Excellence <ul style="list-style-type: none">• 5% increase in the culture of leadership from the 2020 Term 1 survey baseline results• Annual uplift in School Excellence profile from 2020 SEF-Sas results to have a 50% split in Delivering and Sustaining & Growing• Annual uplift in exceeding themes Quality Improvement Plan for the Preschool	<ul style="list-style-type: none">• During 2021, we exceeded our School Excellence Framework target in 2021 to achieve a school profile of 12 Sustaining & Growing elements and 2 Delivering elements in the annual SEF-Sas survey.• Our Preschool quality improvement planning was also a strong focus as we piloted the NSW Preschool Self-Assessment Tool to monitor and reflect on our attainment and progress of all seven Quality Areas and service practices aligned to the National Quality Standard (NQS) and Regulations. Our Preschool Stakeholder team worked collaboratively to embed rich reflection and 5 weekly planning days to strengthen our service delivery in all Quality Areas. Our Preschool team enhanced the engagement of our children and families during the COVID remote learning period through the delivery of online learning experiences and daily Zoom sessions with our Preschool Educators.
3.2 Enhancing Student Leadership	<ul style="list-style-type: none">• During 2021, our staff completed The Leader In Me Core 1 training to

Through The Leader In Me Program

- 50% student engagement in The Leader In Me weekly goal setting and data notebooks

- 50% of students on-track and achieving their Leader In Me goals

Note: this goal of 80% accommodates differentiation and modifications needed for our 5 Support Classes and 2 Preschool Classes.

support the implementation of new student leadership strategies and goal setting. As a result, 100% of our classes developed student-led Class Mission Statements and Student Leadership Roles. Students also established learning goals linked to the 7 habits to improve their learning in literacy and numeracy.

- Our Visible Learning Hub data showed student academic and leadership data to support the attainment and progress of 50% of students engaging in The Leader In Me goal setting data notebooks.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • 2.1 Increasing Student Voice and Learning Engagement In Every Classroom <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • the School Chaplain program was partially funded from this budget to support student wellbeing programs for our Refugee students. <p>The allocation of this funding has resulted in: the successful implementation of our School Chaplain and Student Wellbeing program.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the program in 2022 and to consider increasing the School Chaplain program from 2 days to 3 days.</p>
<p>Socio-economic background</p> <p>\$75,609.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Seven Hills West 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"> • 2.1 Increasing Student Voice and Learning Engagement In Every Classroom <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • conducting staff training of the Instructional Practices Inventory (IPI) • providing release days to staff to participate in P-6 Instructional Practices Inventory learning walks. <p>The allocation of this funding has resulted in: improved student learning engagement and the application of the Blooms Taxonomy framework across all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the Instructional Practices Inventory learning walks in 2022 to embed higher levels of student voice and engagement in every classroom.</p>
<p>Aboriginal background</p> <p>\$19,936.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Seven Hills West 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"> • 2.1 Increasing Student Voice and Learning Engagement In Every Classroom <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$19,936.54</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: collaborative development of Personalised Learning Plans across our P-6 and Support Unit classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to work with the Aboriginal Outcomes and Partnerships unit to improve Aboriginal Education pedagogy and cultural awareness strategies with our teaching staff.</p>
<p>English language proficiency</p> <p>\$142,581.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Seven Hills West 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"> • 1.1 Visible Learning and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support the development and implementation of differentiated EAL/D Learning Plans • employment of specialist EAL/D staff to support New Arrival students <p>The allocation of this funding has resulted in: teacher capacity building in developing quality differentiated plans for EAL/D students</p> <p>After evaluation, the next steps to support our students with this funding will be: to complete the TELL (Teaching English Language Learners) action research project with all staff</p>
<p>Low level adjustment for disability</p> <p>\$173,811.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Seven Hills West 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"> • 2.1 Increasing Student Voice and Learning Engagement In Every Classroom <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • To support student voice, resilience and learning engagement, we introduced the School Chaplain program to run circle time and social skills program to help reduce post-COVID anxiety and self-regulation strategies. • Two LAST teachers were trained in MultiLit to support literacy interventions in classes, small groups and individual programs. <p>The allocation of this funding has resulted in: all P-6 classes receiving School Chaplaincy support through circle time sessions. In addition, individual students and targeted groups of students participated in personalised counselling programs. In addition, the MultiLit program was successfully implemented across the school to support targeted literacy interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to increase the School Chaplaincy program from 2 days to 3 days in 2022.</p>

<p>Low level adjustment for disability</p> <p>\$173,811.12</p>	<p>We will also extend the Multilit training to include SLSO staff to broaden the program across the school in 2022.</p>
<p>Professional learning</p> <p>\$32,432.56</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 West 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"> • 1.1 Visible Learning and Assessment • 2.1 Increasing Student Voice and Learning Engagement In Every Classroom <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging all staff in Instructional Practices Inventory training to introduce an internationally validated approach to evaluate and monitor higher order knowledge and student engagement in all class lessons across the school. <p>The allocation of this funding has resulted in: all teachers using the Instructional Practices Inventory rubric, Quality Teaching Framework and Blooms Taxonomy to design lessons that enhance students' higher order knowledge and learning engagement in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: to conduct Instructional Practices Inventory each term to track, monitor and evaluate the pattern of student learning and engagement across the school.</p>
<p>School support allocation (principal support)</p> <p>\$19,881.85</p>	<p>School support allocation funding is provided to support the principal at Seven Hills West Public School with administrative duties and reduce the administrative workload.</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"> • 3.1 Growing and Sustaining a Culture of Leadership Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • executive professional learning through the Clarity Learning Suite program to support leadership capacity building in the areas of Teaching, Leading and Learning. <p>The allocation of this funding has resulted in: the senior leadership team completing the Clarity Learning Suite to improve the culture of teaching and learning at the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of the Clarity Learning Suite strategies in our Practice Changing Practice and EAL/D Action Learning projects.</p>
<p>Literacy and numeracy</p> <p>\$9,882.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Seven Hills West 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"> • 1.1 Visible Learning and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$9,882.74</p>	<ul style="list-style-type: none"> • teacher release to engage staff in collaborative curriculum and assessment programming days and moderation activities. • staff training and support in NESA curriculum, assessment and reporting processes to ensure our staff meet school registration requirements. <p>The allocation of this funding has resulted in: quality curriculum and assessment systems, processes and record-keeping across the school. We have ensured that staff follow consistent curriculum and assessment guidelines, which are stored digitally to quality assure, track and monitor class programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing review of collaborative curriculum and assessment program days to ensure ongoing quality assurance of classroom teacher programs.</p>
<p>QTSS release</p> <p>\$69,961.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Seven Hills West 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"> • 1.2 Teacher Efficacy In Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices. • assistant principals provided with additional release time to support classroom programs and the Practice Changing Practice action learning project. <p>The allocation of this funding has resulted in: improved staff knowledge, skills and understandings of how to benchmark literacy and numeracy assessments for every student K-6. As a result, classroom programs reflect quality assessment and differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue Quality Teaching Rounds and the Practice Changing Practice action learning project in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</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 West 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"> • 1.2 Teacher Efficacy In Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • creating an above establishment Acting DP/Instructional Leader to build the capacity of teachers through the introduction of 'sprints' to improve differentiated teaching and learning in literacy and numeracy. <p>The allocation of this funding has resulted in: a successful whole school teacher capacity building approach through the use of sprints. Our commitment to delivering the sprints during face-to-face and remote learning periods supported continuity of the project during COVID.</p> <p>After evaluation, the next steps to support our students with this funding will be: regularly review and monitor the impact of the sprints and Practice</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>Changing Practice on student learning behaviours and quality teaching strategies across the school.</p>
<p>COVID ILSP</p> <p>\$125,866.42</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"> • employing 4 staff to provide online tuition to student groups in literacy/numeracy - Strategic Direction 1. <p>The allocation of this funding has resulted in: consistent student learning support through small group tuition throughout the COVID remote learning period.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensure that the COVID tutoring program is conducted face-to-face with students in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	187	174	157	159
Girls	152	158	155	153

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.5	89.1	90.1	91.7
1	93.7	91.6	91.5	90.9
2	91.3	91.4	87.3	93
3	90.9	90.7	95.1	91.2
4	92.8	91.4	92.9	89.5
5	92.8	92.5	94.1	90.8
6	91.7	93.8	94.2	92.2
All Years	91.9	91.3	92	91.3
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)	4
Classroom Teacher(s)	16.17
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	9.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	305,338
Revenue	4,779,374
Appropriation	4,700,070
Sale of Goods and Services	-560
Grants and contributions	79,435
Investment income	389
Other revenue	40
Expenses	-4,525,202
Employee related	-4,116,420
Operating expenses	-408,782
Surplus / deficit for the year	254,172
Closing Balance	559,510

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	763
Equity Total	411,939
Equity - Aboriginal	19,937
Equity - Socio-economic	75,610
Equity - Language	142,582
Equity - Disability	173,811
Base Total	3,341,018
Base - Per Capita	87,188
Base - Location	0
Base - Other	3,253,830
Other Total	564,452
Grand Total	4,318,173

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.

Parent/caregiver, student, teacher satisfaction

During 2021, in addition to regular Wellbeing check-ins and the Tell Them From Me surveys, we conducted several school surveys to gain information about our educational programs and quality of school life. The results are outlined below.

The Leader In Me - Measurable Results Assessment (MRA) 2021

During 2021, we conducted a student, parent and teacher survey on the implementation of The Leader In Me program. The survey evaluates community perception of our School Leadership, Culture and Academics.

Our highest survey scores came from evaluations on School Leadership, with the attributes of Modelling Interpersonal Effectiveness (83%), Family Efficacy (81%) Modelling Personal Effectiveness (80) and Modelling Whole Personal (80%) rated as our top 4 strengths.

In the area of Culture, the highest rating attribute from students, staff and parents were Staff Fulfilment (84%), followed by Staff Satisfaction (76%), Learning Engagement (75%) and School Climate (75%).

In the area of Academics, it was evident that The Leader In Me program needed more traction to engage students and parents - which can be attributed to the challenges of the remote learning period during COVID. The highest survey rating was Goal Focus and Achievement (76%), Teacher Efficacy (74%) and Instructional Teaching Efficacy (72%). However, it was clear that more work is needed to support Student Voice and Student-Led Achievement. The lowest rating attribute was Growth Mindset (45%), followed by Self-Efficacy for Social Resources (61%) and Academic Goal Achievement (62%).

In reflecting on the survey results, our school focus will be on enhancing Student Leadership and Goal Setting during 2022. This will help us more meaningfully connect The Leader In Me program at school to improve student engagement in their learning and empower student voice. We look forward to supporting our students, staff and parents as we consolidate the Core 1 training and transition into the Core 2 program in 2022.

Student Feedback on Teaching and Learning

There was strong agreement from students (92.6%) that teachers at Seven Hills West Public School plan classroom activities that are interesting and help them to learn. The majority of students believed that teachers were explicit on the 'how' and 'why' learning was important (88%). Another finding from the survey was that students felt the school was well-resourced (91%) and teachers found new ways to help students 'understand' (87.7%). An area of growth for 2022 will be for teachers to help students understand how their learning is assessed, with 9.4% indicating that this occurs 'sometimes' or 'rarely'. Also, explicit teaching strategies for supporting students in what they can do and what they need to do is also important - with 8.9% indicating this occurs 'sometimes' or 'rarely'.

On a positive note, students believe that the school 'expects' them to do their best with 98.3% of students saying this occurs 'almost always' or 'usually'. Also, 91% of students highlighted that they use the 7 Habits in the class and playground, which indicates the growing success of The Leader In Me program. The student survey results show that our students believed that SHWPS provides quality education in a caring school culture.

Parent Feedback on Teaching and Learning

The percentage of parents responding "Almost Always", "Usually", "Sometimes" and "Rarely" to the parent survey about learning practices at Seven Hills West Public School is below.

- Interesting and Appropriate Class Activities - 79% strongly agreed class activities were appropriate to their child's learning needs and abilities. This is a positive result when we take into account the two terms of remote learning during 2021. However, to further support this area in 2022, professional learning for teachers will focus on 'differentiating' the curriculum for students' learning needs.
- Importance of Learning - 85% of parents believed that what students are asked to learn is important. This highlights parent satisfaction with the way teachers communicate curriculum and reporting information in class letters and student reports.
- Understanding of what children are learning and why - 58% of parents were aware that their children talked to teachers about their learning and the reasons why. To further improve parent knowledge of student communication, we will review our newsletter in 2022 to improve reciprocal communication relating to instructional learning in class.
- Equipment and Resources - 85% of parents indicated that the school has access to good equipment that helps their child to learn. This awareness highlights the wonderful support given by our P&C to improve curriculum and technology resources across the school.
- Classroom Management - 81% of parents strongly believed that teachers at Seven Hills West Public School consistently manage classroom structures to support effective learning.

- Teachers know what my child can do and what they need to learn - 79% of parents consistently believed their child's teacher was aware of how their child's skills and abilities were, as well as what they needed to learn. Although this was our highest parent score in the survey, in 2022 the school will continue ongoing professional learning on Assessment Strategies to improve teacher understanding and practices on how to differentiate the class curriculum for individual student learning needs.
- Expectations - 76% of parents showed that they 'almost always' or 'usually' believe Seven Hills West Public School expects students to achieve the 'best' of their ability. This was a positive area of parent feedback considering our COVID remote learning challenges during 2021.
- Student Pride - 90.9% of parents observed that their child demonstrated pride in their learning. Only 9% said this occurred 'sometimes' or 'rarely'. In 2022, ongoing focus on The Leader In Me program will help to embed student pride and engagement in school.
- 7 Habits - 80% of parents believed that their child used the 7 Habits in the classroom and playground. 23% indicated that this occurred 'sometimes' or 'rarely'. These results highlight the need for ongoing parent and student engagement in The Leader In Me program in 2022.

Teacher Feedback on Staff Culture and Wellbeing

During Term 4, all teachers participated in the Q12 Staff Culture Survey, which analyses the workplace culture and wellbeing of all staff. Teachers responded to the survey by selecting either "Strongly Agree", "Agree", "Neutral", "Disagree" and "Strongly Disagree" to 12 survey themes. According to the feedback, on average 71% of staff positively selecting "Strongly Agree" or "Agree" when reviewing our school's workplace culture.

The top 6 strengths of our staff culture included:

Opportunities at work to learn - with 88.89% of teaching and non-teaching staff indicating a positive learning culture at the school.

Mission/purpose of company - with 78% of teaching and non-teaching staff indicating they strongly believed in the shared mission of our school, 'Growing Great Human Beings Every Day'.

Co-workers committed to quality - with 78% of teaching and non-teaching staff advocating that a dedicated and professional staff deliver a quality teaching and learning environment.

Best Friend - with 78% of staff sharing that they have a close colleague at work who they feel connected with. This highlights a very welcoming, collaborative and safe workplace environment for staff.

In contrast, our 3 lowest scoring survey areas - which are based on the percentage scores for "disagree" or "strongly disagree" were:

I do my best work every day - with 28% of staff indicating that they could not do their 'best work' during the COVID lockdowns. Although our staff showed innovation and commitment in designing the online learning programs, the lack of staff fulfilment highlights how important face-to-face connections with children are to our teachers.

Material and equipment - with 22% of staff disagreeing or strongly disagreeing that the school had optimal resources to support quality teaching and learning. Due to the COVID challenges last year, with teachers working from home during Terms 3 and 4, it is understandable why staff felt this way.

Progress in the last 6 months - with 22% of staff believing that they were unable to have authentic performance development discussions due to the remote learning period. The staff feedback highlights the importance of face-to-face connection when conducting professional feedback and progress goals.

Teacher Feedback on Educational Practices

At the end of 2021, teachers participated in the annual Classroom Conditioning survey, which analyses the management and educational practice of eight areas of quality teaching. The percentage of teachers responding "Nearly Always", "Often", "Sometimes" and "Rarely" to the survey is shown below:

- Authentic Relationships - 100% of teachers said they 'nearly always' or 'often' demonstrated this area of commitment in the classroom. These high results reflect the level of dedication SHWPS teachers bring to the classroom.
- Setting Clear Boundaries and Expectations - 87.5% of staff - a high majority of teachers believed their behaviour management was a strength of teaching practice at the school. Only 12.5% said that this focus was only 'sometimes' used effectively in the classroom. Our 2022 focus on PBEL will ensure consistent and explicit management strategies are used in the playground and classroom by all teachers.
- Planning for Teaching - 87.5% ranked themselves as 'often' or 'nearly always' ensuring this by building variety into lesson plans and employing meaningful learning strategies in class. However, 37.5% of teachers observed that they only 'sometimes' adjusted classroom arrangements in response to student feedback or used homework to reinforce or extend classroom learning. Our 2022 professional learning focus on 'Assessment' and 'Differentiated

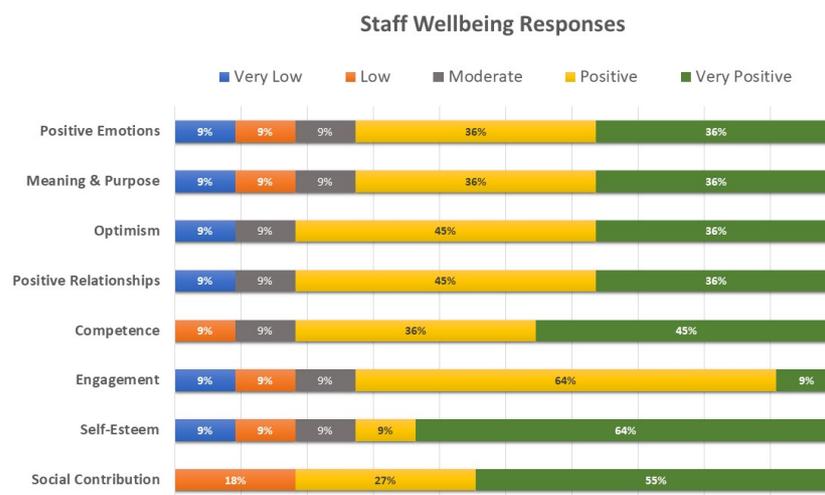
Teaching' strategies will help address this area of development. Another focus for 2022 will be on ensuring collaborative stage planning for curriculum and homework programs.

- Teaching Repertoire - 87.5% indicated that they demonstrate a range of classroom management skills to ensure effective student learning. However, 25% of teachers indicated they'd like to develop more range in their teaching style and 50% said they would like to trial and refine new teaching models as part of their professional development. To address their enthusiasm for collaborative engagement, professional reflection on innovative sprint practices will be an important component of staff professional learning in 2022.
- Pedagogic Partners - 87.5% agreed that we had addressed this area well by developing an academic partnership with the University of Western Sydney through the Practice Changing Practice action research project in 2021. Areas of growth in this area are for teachers to establish specific guidelines for new teaching strategies (37.5% of teachers indicated this) and that they would like to engage in mutual observation and partnership teaching during lessons (82.5% of teachers). Again, this reinforces the collaborative and peer mentoring approach begun in 2021. Teachers are keen to learn from their colleagues and share ideas.
- Reflection on Teaching - 75% of teachers believed this is effectively carried out at Seven Hills West Public School. However, 37.5% of teachers stated they would like to use more systematically collected classroom data to inform curriculum planning and 25% of teachers indicated they would like to employ more school-wide strategies for reviewing student progress. To progress this in 2022, we will establish explicit school-wide assessment schedules and processes for data collection to ensure we provide clear guidelines for data collection, analysis and use of school-based data.

Future directions

The school will continue to focus on providing quality learning opportunities for all students across the curriculum. We will specifically address all six areas of the Classroom Conditioning survey and endeavour to show improvements in our educational management and practices in 2022.

In response to survey comments made by parents and students, we will continue to address the way in which we report Assessment strategies and Curriculum outcomes to ensure parents understand how the NSW and National Syllabus documents are used at the school.



A visual summary of the 2021 Staff Wellbeing Responses during the COVID remote learning period.

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.

Aboriginal Education - School statement

We are committed to closing the achievement gap for Aboriginal and Torres Strait Islander students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students to help them be successful learners. We welcome Aboriginal and Torres Strait Islander family members, parents and carers, as well as community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal students.

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.

Anti-Racism - School statement

Racism is not tolerated at Seven Hills West. We believe in the ethos of mutual respect and consideration for all students, staff and families at our school. A range of anti-racism education resources are used by our educators, to ensure our teaching and learning programs are culturally inclusive. Our class programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by implementing anti-racism and anti-discrimination strategies that encourage engagement by parents and carers from all cultural backgrounds.

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.

Multicultural and anti-racism education - School Statement

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate difference and diversity and aim to provide a culturally inclusive and responsive environment that benefits all students. All students are encouraged to recognise and celebrate individual differences through class and whole school activities. Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

