

2021 Annual Report

Cecil Hills Public School



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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 started under the cloud of Covid from the previous year, however our first 2 terms gave us the opportunity for some 'normality' at school, albeit with plenty of restrictions, risk assessments and changes to the way we've 'normally' done things. This changed dramatically at the end of term 2 when residents of the South West were given some of the harshest lockdown restrictions in the country, which no doubt had an impact on us all. This meant a return to learning from home. As tough as this was for many, our students engaged and our staff went above and beyond to ensure our students were supported.

We returned early in term 4 under new 'cohorting' guidelines, where students stayed within grades for all activities. By the end of the school year we were able to hold assemblies, farewells and celebrations within these cohorts. We also dealt with our first cases of Covid at school, where some of our community needed to isolate under close contact rules. In the end, we made it through and for me 2021 embodied the commitment to nurture, guide, inspire and challenge students and staff of Cecil Hills Public School. Our students continued to excel in all areas of school including academically, on the sporting fields and in the performing and creative arts.

Some of our programs including debating, public speaking, spelling bee, school camps and excursions, choir, dance groups, skipping squads, aerobics teams, and a variety of artistic and designing activities across the school, were cancelled. Our staff ensured a lot of these activities were available to students by running them in cohorts. Cohort based gala days were designed so students still had the opportunity to be active and excel in the sporting arena.

The belief in each child achieving their personal best continued to underpin all of our programs and planning, regardless of whether at home or school. We are very proud of the inclusive culture and effective wellbeing programs that support our students, and these were necessary for many during lockdown.

I must highlight and congratulate our teaching and administration staff for their professional approach and the care they continually show towards our students. They work together with our parents to ensure a cohesive school community. Our staff takes every opportunity to develop their own skills which enhances teaching practices, thus enriching the learning experiences for every student. I must also acknowledge our parents and carers who support our school so well.

Cecil Hills enjoys a well-deserved reputation for providing a caring and supportive environment, leading to excellence in academic, sporting and cultural achievements. As I always say, it is a privilege to be Principal of such a dedicated, enthusiastic and caring school community.

Believe and Achieve.

Jason King

Principal

Message from the school community

Cecil Hills Public School is fortunate to be supported by a very dedicated and hard working P&C Committee. In 2021, the elected P&C executive were Mrs Sharon Oppedisano (President), Mandy Stabile and Veronica Ripepi (Vice Presidents), Nadia Brosque (Treasurer) and Amy Vukosa and Belinda Santoro (Secretaries). The P&C executive organise a number of fundraising activities each year, which are supported by large team of parent helpers and volunteers. The P&C also provides input into school planning processes and supports the school with other important activities, such as providing parent representation and input to merit selection panels.

During 2021, the Covid Pandemic impacted on the P&C's ability to conduct its usual program of events. In Semester One the P&C ran a successful Mother's Day stall which was well supported. Unfortunately the Covid Lockdown and subsequent restrictions on parent / community participation in schools during the 2021 academic year meant that other planned activities were unable to proceed.

2021 also marks the end of a very long association with the school for three of our valued P&C members, whose children have now all completed their primary education at Cecil Hills PS. We particularly thank Sharon Oppedisano for her leadership of the P&C committee over many terms as President, a role to which she was first elected back in 2013. Mrs Ripepi and Mrs Stabile have also been longstanding members of the P&C committee and executive, and dedicated contributors to P&C activities and events. Thank you to these wonderful ladies for your valued support over many years.

Message from the students

The Student Representative Council at Cecil Hills Public School is comprised of a democratically elected representative from every class, K-6. These students meet on a regular basis to raise and discuss ideas for improvements to the school learning environment. They also do a wonderful job of supporting charitable organisations through organising mufti days and other special events.

Whilst the Covid 19 pandemic had an impact on the ability of the SRC to conduct its normal program of events, there were still some notable achievements during the 2021 school year. The SRC support fundraising for the Cancer Council through a 'Biggest Morning Tea' event which raised \$755. They also supported Stewart House (\$242 raised), the Daniel Morcombe Foundation (\$836 raised) and the State Emergency Services (\$629 raised).

Through the SRC, our students have opportunities to develop leadership skills, demonstrate responsibility and community mindedness. They also have an important role in ensuring there is student voice informing school decision making processes.

School vision

'Believe and Achieve' is at the centre of what our community stands for. Every student will be challenged to learn in an environment of high expectations and continuous improvement.

School context

Cecil Hills Public School is an inclusive and dynamic learning environment which caters to a diverse community (758 students, 76% EAL/D) in South-Western Sydney. We are situated on the traditional lands of the Gundangara nation. There are 30 mainstream classes across K-6 and 3 Autism support classes. We are a unique setting characterized by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision of an inclusive, safe and happy learning environment where student wellbeing is paramount and each child is known, valued and cared for.

There is a strong emphasis on differentiating learning experiences to engage and challenge all students and extensive provision of extracurricular activities in creative and performing arts, sport and enrichment activities. Through community consultation our key areas of focus have been developed. Our dedicated staff, comprising of experienced and early career teachers, will work towards innovative curriculum, differentiated program implementation and integrated technology, prioritising future focused learning capabilities.

We work closely with the parent community to make Cecil Hills Public School a strong, dynamic learning environment.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our 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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes through:

- data driven teaching practices
- differentiated learning
- evidence-informed strategies
- embedded evaluative practice.

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

Socio-economic background: \$93,000.00

Professional learning: \$30,000.00

English language proficiency: \$175,767.71

Literacy and numeracy: \$29,517.81

Low level adjustment for disability: \$231,527.14

Literacy and numeracy intervention: \$82,406.73

Integration funding support: \$60,000.00

Refugee Student Support: \$3,729.09

Aboriginal background: \$4,291.48

New Arrivals Program: \$22,200.00

Summary of progress

During 2021 at Cecil Hills Public School, in **Strategic Direction 1 - Student Growth and Attainment**, we focused on two initiatives: data-driven practices and personalised learning to improve literacy and numeracy outcomes for every student and improve teacher capacity across the school.

Data-driven practices looked at:

Data Skills and Use

To improve data skills and use across the school, we trialed Essential Assessment in Mathematics as an online tool for formative and summative assessment.

Teachers in Years 3-6 trialed the online tool and as a result, the trial will extend to the whole school in 2022 with professional learning and support for teachers to implement successfully.

Whole school targets and expectations for literacy and numeracy assessments were developed and used across the school to have a consistent approach to assessment results and data analysis. These targets and expectations were used to identify students' needs for literacy and numeracy and cater for these needs in individual, small group, or whole class settings. These targets and expectations will be used in 2022 and the whole school staff will review the targets and expectations, making adjustments if needed. There was a review of whole school data collection processes and the school's effective use of data and analysis processes.

Formative and Summative Assessment

During 2021 we focused on whole school assessment and tracking of writing progress for every student across the school.

A whole school writing rubric was developed for consistent and effective assessment of writing skills. All teachers engaged in professional learning around writing using current research, syllabus documents, and had input into the document which was used to plot students and set personal writing goals for each student.

Differentiated Learning - To improve reading and numeracy outcomes for all students and increase teacher capacity to analyse and respond with a rigorous and consistent approach for effective use of data.

To improve reading outcomes and procedures there was a need to develop a whole-school approach to reading

instruction. Specific reading guidelines were developed by the instructional leaders in consultation with the executive team. The guidelines were presented to staff in Term 2 and trialed through the rest of the year. This will be reviewed in 2022 to further implement, consolidate and make any adjustments.

To further develop effective data-driven practices a school-wide focus on the following progressions was implemented - Literacy (Creating Texts **CrT** and Understanding Texts **UnT**) and Numeracy (Additive Strategies **AdS** and Quantifying Numbers **QuN**). The Creating Text progressions were used in collaborative conversations and data conversations. The Understanding Texts progressions were focused on guided reading groups and supported by teacher mentoring, team leaders, and instructional leader roles. Learning plans were created for focus progressions and used in collaborative conversations, data conversations, and as a resource for classroom differentiation and individual, small group, whole class, and year group analysis of student data for literacy and numeracy.

The *MacqLit* program is an explicit and systematic reading intervention program for small groups that focuses on explicit lessons on decoding. This was implemented across Stage 2 for students who were identified as requiring additional skills and strategies for reading. These students have made progress in reading throughout the year and achieved improved results.

Staff investigated and trialed *Stars and Cars* as a comprehension program and tracking system for students in Year 2 - Year 6 for comprehension skills and strategies. This allowed staff to identify the comprehension strategies that are strengths and identify strategies that need to be a focus in individual class or grade groups. This was interrupted by the Covid 19 pandemic and associated learning from home period, and further investigations into the program will be reviewed in 2022.

The Instructional Leader and one teacher from K-2 and one teacher from 3-6 completed the K-2 *Starting Strong* and 3-6 *Big Ideas and Concepts of Mathematics* suite of professional learning through the DoE Numeracy Project. This current research and resources to effectively teach Mathematics across all grades and complements the new K-2 Mathematics syllabus and the draft 3-6 Mathematics syllabus. This learning will be used to form a Mathematics team in 2022 and to develop whole school Mathematics Guidelines. The Mathematics Guidelines will be used by all teachers, supervisors, and Instructional Leaders to ensure quality, current and effective assessment, programming, and teaching of Mathematics is embedded in a culture of high expectations for learning Mathematics across K-6.

COVID Intensive Learning - To support students in literacy and numeracy from Year 1 through to Year 6 who were targeted as not progressing due to the COVID lockdown period in 2020.

A COVID support plan was developed, with students identified using end of 2020 data and 2021 classroom teacher identification. The timetable was created with 1 full-time staff and 2 part-time staff working with small groups of 6 students in Mathematics and English. An extensive assessment of students was administered and analysed to create targeted learning programs across Year 1 to Year 6. School Instructional Leaders worked with COVID Intensive Learning funded staff to mentor and support the implementation of the program. Specific goals were identified for each student. Tracking data was created to track every student on the program. Students were also supported during the learning at home period.

Personalised Learning focused on increasing teacher capacity to improve student outcomes in literacy and numeracy.

Cecil Hills Public School (CHPS) invested in professional learning from CORWIN who presented to all staff on Learning Intentions and Success Criteria (LISC.) Instructional leaders and team leaders worked with teachers to ensure LISC were embedded in English and Mathematics programs. Future directions for 2022 will be to review these programs across the school and to further embed LISC in all other Key Learning Area programs. CORWIN also worked with the CHPS executive team as leaders of learning and observing feedback on learning in the classroom. The focus was on observing peer, student, and individual feedback. Executive staff observed teachers and five students from each class. The executive team collated the data to discuss at executive meetings and then stage teams. This process was interrupted due to the COVID 19 pandemic and associated period of home learning and will be a continuing focus area for 2022.

As part of our school focus and direction, a Visible Learning Team was created with 10 staff from across the school and all stages represented. The team met regularly throughout Semester 1. The first goal was to develop 6 learner dispositions for the school through student, staff, and community input. This was done through surveys across the school and the community. The six learner dispositions were created and the school and community were informed. The next goal was to create characters for these learner dispositions and this was done as a whole school art competition with awards and prizes given to the winning artists. This was acknowledged in the school newsletter and also in school assemblies. The team then created a learner disposition rubric for each stage of learning with learning intentions for each disposition and each stage of learning. This was then taken across the school in team meetings to further refine and discuss. Graphic designers were engaged to create the visual characters for the rubric, school programs, and school murals. The team then presented the final rubric and characters to the staff and explained the rubric and future directions of the learner dispositions and how they will be used and embedded in our whole school programs, language, awards, to become part of the culture of the school. A timeline of how lessons will be introduced over the year and followed up each year so the language and dispositions are embedded in all classrooms across the school was created. The Visible Learning Team worked on developing lessons for the first learner dispositions for their year group and

created a PowerPoint lesson and included picture books to introduce the learner disposition. Future directions for 2022, will be to review the learner dispositions, implement and further develop lessons for each disposition. Rubrics and posters will also be developed and be placed in all classrooms where they are visible and can be referenced regularly.

CHPS Reading Guidelines were presented to the whole school on Term 2 Staff Development Day (SDD). Staff were guided through the key elements of the document and the guided reading resources and templates to be used across the school. These guidelines were implemented as a trial for Term 2 and supported by supervisors and Instruction Leaders to embed the components of quality reading in classrooms and support programs. Demonstration lessons started in classrooms using the guidelines and resources and literacy roaming activities that support syllabus and current research into quality learning of reading. Future directions on successful implementation of these guidelines would include having classroom teachers and executive staff who have specialised skills in reading and a passion for teaching reading as part of the process. These guidelines will be introduced again in 2022 with updated professional learning and our school vision and plan for improving reading outcomes across the school.

Collective Pedagogical Practice - to develop a collaborative approach to pedagogical practice and understanding across the school.

All staff collaborated each fortnight in collaborative conversations around a common goal of improving student writing outcomes and reading outcomes. In these sessions, staff engaged in discussions, research, syllabus documents, literacy progressions, analysing work samples, and adjustments to pedagogy and programs were made. K-2 staff used the CHPS Writing rubric to analyse writing samples at the end of Term 1, Term 2, and Term 4. Term 3 samples were not completed due to COVID and home learning. K-2 Staff used the CHPS Reading Guidelines to unpack current reading research, pedagogy, literacy progressions, programs, guided reading lessons, word work, phonemic awareness, phonics, literacy rotations, reading results, and guided reading proformas. 3-6 staff worked on developing the CHPS Writing rubric in Terms 1 and 2 and then used the completed CHPS K-6 Writing Rubric to analyse, plot, and set learning goals for each student to be passed on for 2022 classes. 3-6 staff used the CHPS Reading guidelines to unpack current reading research, pedagogy, literacy progressions, programs, guided reading lessons, reading comprehension, quality texts, literacy rotations, reading results, and guided reading proformas. Collaborative Conversations sessions were also used to discuss and develop Learning Intentions and Success Criteria (LISC) in writing programs and reading programs for each lesson and also individual writing goals for students.

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
Numeracy <ul style="list-style-type: none"> Performing above system-negotiated annual target baseline as measured by NAPLAN Numeracy for Year 3 and 5. 	Year 3 NAPLAN Numeracy results in the top two bands increased by 16.3% from 2019 to 2021. Year 5 NAPLAN Numeracy results in the top two bands decreased by 11.7% from 2019 to 2021.
Reading <ul style="list-style-type: none"> Performing above system-negotiated annual target baseline as measured by NAPLAN Reading for Year 3 and 5. 	Year 3 NAPLAN Reading results in the top two bands increased by 13.9% from 2019 to 2021. Year 5 NAPLAN Reading results in the top two bands decreased by 1.4% from 2019 to 2021.
Numeracy <ul style="list-style-type: none"> Increase the percentage of students achieving expected growth NAPLAN Numeracy, performing above system-negotiated annual target baseline. 	There was a decrease in expected growth for Year 5 Numeracy of 15%. There is no prior data for Year 3 expected growth in Numeracy and we have achieved our system negotiated targets.
Reading <ul style="list-style-type: none"> Increase the percentage of students achieving expected growth NAPLAN Reading, performing above system-negotiated annual target baseline. 	There was an increase of 8% for at or above expected growth in Year 5 Reading. This is on track with our system agreed targets, with growth in Year 5 reading showing a positive trajectory. There is no prior data for Year 3 expected growth in Reading.
Value Added Data <ul style="list-style-type: none"> K-3 and Yr 3-5 value added data increasing towards sustaining and growing in Scout Yr 5 - 7 value added data in scout 	K - 3 value added data in Scout is not available. Years 3-5 have exceeded the target of sustaining and growing and are at excelling in the value added NAPLAN data in Scout and is above the state average.

<p>continues to show excelling</p> <ul style="list-style-type: none"> • All students have learning goals based on determined 'expected growth' data using literacy/numeracy progressions which are tracked and monitored using PLAN 2 	<p>Years 5-7 has continued to show excelling in the value added NAPLAN data in Scout and is above the state average.</p>
<p>Numeracy</p> <ul style="list-style-type: none"> • Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy • An increase on the 2020 percentage of students completing Year 3 achieving the grade appropriate learning indicators within the Additive Strategies (AdS6) and Counting Processes (CPr8) elements of the Progressions • An increase on the 2020 percentage of students in Yr 2 - Yr 6 demonstrating a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in internal school data sources around Mathematics. • All teachers review student assessment data and compare results with grade colleagues through the Collaborative and Data Conversation initiatives 	<p>Aboriginal students represented less than 1% in Year 3 and achieved in the top 3 bands for NAPLAN Numeracy. Due to COVID 19, the focus for using progressions to analyse student results and growth was put on hold and this will be a focus for 2022.</p> <p>Due to the Covid 19 pandemic and the associated learning from home period, comparative data was not able to be collected.</p> <p>Effect size data was unable to be calculated in 2021 due to the impact of the Covid 19 pandemic on usual school operations.</p> <p>5 weekly data conversations were held by each stage group across the school during Semester One in 2021. The focus of these data conversations was Mathematics.</p>
<p>Reading</p> <ul style="list-style-type: none"> • Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Reading • An increase on the 2020 percentage of students completing Kindergarten having achieved within Level 4 of the Understanding Texts element of the progressions • An increase on the 2020 percentage of students completing Year 3 having achieved within Level 7 of the understanding Texts elements of the progressions. • An increase on the 2020 percentage of students in Yr 2 - Yr 6 demonstrating a 0.4 growth when comparing start of year to end of year scale scores in internal school data sources around Reading • All teachers review student assessment data and compare results with grade colleagues through the Collaborative and Data Conversation initiatives 	<p>Aboriginal students represented less than 1% in Year 3 and achieved in the top 3 bands for NAPLAN Reading. Due to COVID 19, the focus for using progressions to analyse student results and growth was put on hold and this will be a focus for 2022.</p> <p>Data collection of Kindergarten students in the Understanding Texts element was interrupted due to the impact of the Covid 19 pandemic and students learning from home. Professional learning for teachers was also interrupted.</p> <p>Data collection of Year 3 students in the Understanding Texts element was interrupted due to the impact of the Covid 19 pandemic and students learning from home. Professional learning for teachers was also interrupted.</p> <p>Effect size data was unable to be calculated in 2021 due to the impact of the Covid 19 pandemic on usual school operations.</p> <p>Students assessment data was regularly reviewed by all teaching staff. During lockdown in semester 2 this didn't occur.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p><i>Element: Curriculum (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Differentiation (S&G) <p><i>Element: Assessment (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Formative Assessment (S&G) • Focus theme: Whole School 	<p>Due to COVID 19, many programs and initiatives were put on hold and the improvements as measured by the School Excellence Framework have remained as:</p> <p>Learning</p> <p><i>Element: Curriculum (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Differentiation (S&G) <p><i>Element: Assessment (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Formative Assessment (S&G) • Focus theme: Whole School Monitoring of Student Learning (Excelling)

<p>Monitoring of Student Learning (S&G) Teaching</p> <p><i>Element: Effective Classroom Practice (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Lesson Planning (S&G) • Focus theme: Explicit Teaching (E) • Feedback (S&G) <p><i>Element: Data Skills & Use (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Data Analysis (S&G) • Focus theme: Data Use in Teaching (S&G) <p>Leading</p> <p><i>Element: School Planning, Implementation and Monitoring (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Continuous Improvement (S&G) 	<p>Teaching</p> <p><i>Element: Effective Classroom Practice (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Lesson Planning (S&G) • Focus theme: Explicit Teaching (S&G) • Feedback (S&G) <p><i>Element: Data Skills & Use (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Data Analysis (S&G) • Focus theme: Data Use in Teaching (S&G) <p>Leading</p> <p><i>Element: School Planning, Implementation and Monitoring (S&G)</i></p> <ul style="list-style-type: none"> • Focus theme: Continuous Improvement (S&G)
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Strategic Direction 2: Leaders and Learners

Purpose

To further develop the culture of continuous improvement in Leaders and Learners through:

- high expectations
- explicit instruction
- quality feedback
- collaboration.

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.

- Whole School Systems and Processes
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$18,245.20

QTSS release: \$151,247.18

Beginning teacher support: \$59,380.00

Socio-economic background: \$15,000.00

School support allocation (principal support): \$38,173.63

Summary of progress

During 2021 at Cecil Hills Public School, in **Strategic Direction 2 - Leaders and Learners**, we focused on two initiatives: whole school systems and processes and instructional leadership to further develop the culture of continuous improvement in Leaders & Learners through high expectations, explicit instruction, quality feedback & collaboration.

Whole school systems and processes focused on:

Visible Learning

In Visible Learning we focused on:

- The development of a school culture of learners underpinned by learning dispositions
- Embedding Visible Learning practices across the school
- Creating a teaching and learning handbook with a large focus on Visible Learning principles.

Six learning dispositions were established with staff, community and student voice. Following this the Visible Learning Team created a Learner Disposition matrix defining the six learner dispositions and establishing a consistent scope and sequence for all students and staff. Visible Learning learner disposition lessons were designed and developed and were to be implemented in term 3. Our Learner Dispositions were officially launched across the school but implementation was impacted by the Covid-19 Pandemic. The visible learning team will re-launch our learner dispositions and visible learning lessons early in 2022.

Whole school programs were adapted to ensure Learning Intentions and Success Criteria (LISC) were embedded throughout in order to ensure all teachers were incorporating these consistently across the school. All staff completed a full day of Professional Learning run by Corwin which focused on the research of John Hattie into the demonstrated impact of well designed LISC and were supported through this learning in being able to develop effective LISC to support their own teaching and learning programs. This will be a continuing focus and priority in 2022. Teachers will be provided with demonstration lessons and have the opportunity to participate in visible learning learning walks and peer observations. Additional Professional Learning will be delivered to staff.

Collaboration and Quality Teaching Practice

- Collaborative Conversations continued this year, although their implementation was impacted in Semester Two due to the Covid-19 Pandemic. The school invests significant resources to provide each stage team with the opportunity to be released from face to face teaching to meet for two hours fortnightly, in order for teachers to be able to examine current research, share best practice, analyse assessment data to identify and focus in on specific areas for improvement, develop deeper syllabus knowledge, and to tailor teaching programs to differentiate

effectively for student need. Whole School Reading Guidelines were implemented and were a focal point of our Collaborative Conversation sessions. These sessions were consistent school wide and allowed for all teachers to be active participants and have a clearer understanding of reading procedures. A school wide consistent reading proforma was also developed and launched across the school. Reading Guidelines will continue to be a consistent focus across the school in 2022.

The Instructional Leaders and Numeracy Team Leaders attended and finished the Mathematics Professional Learning: Strategy *Starting Strong* (K-2) and *Working with Big Ideas* (3-6). This is to be delivered to staff in 2022.

Teaching and Learning Handbook

This initiative was not completed during 2021 and will be addressed during the life of the school plan.

Instructional Leadership focused on:

Collaborative Conversations/ Data Driven Practice

The aim of this initiative is to increase teacher capacity to improve student outcomes in literacy and numeracy by using data to determine where to teach next.

Cecil Hills Public School invested to allow teachers and leaders the opportunity to engage in fortnightly collaboration sessions that had short term and long term goals. The focus this year was on writing and reading. Alongside this, the school's online data tracker was re-introduced and teachers have been using this tracker to analyse student results and modify each stage's core curriculum programs to ensure all students are being catered for.

Twice a term, teams focus on specific data conversations, where teachers review and analyse Mathematics data as a stage and again adjust plans and programs. Since the focus on analysing data, we have seen a shift in the culture of using data across the school. Teachers are now analysing data to review student progress and achievement to ensure effective growth.

Induction/ Professional Development

Unfortunately due to the Covid 19- pandemic, the establishment of systems and processes for mentoring of all staff (inclusive of induction and orientation for new and beginning teachers, leadership development programs and the training of leadership staff in key coaching practices) did not progress this year. These initiatives will be focused on in 2022 and beyond.

Coaching/ Great Teaching Inspired Learning

Cecil Hills Public School allocated regular time during the year for team leaders to work individually with teachers within their stage to improve teacher capacity and to provide mentoring in best teaching practice. These sessions directly aligned to the school's SIP and to each individual teacher's PDP goals. These mentoring sessions took place fortnightly and were successful. Unfortunately due to the Covid-19 pandemic, these mentoring sessions occurred during term 1 and term 2 only. They will continue to be a focus point in 2022.

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
Tell Them From Me (TTFM) <ul style="list-style-type: none"> An increase on 2020 percentage of students indicating High Advocacy, High Expectations An increase on 2020 percentage of students describing positive student teacher relationships 	<p>A mean of 8.8 (a strong level of students) reported that their teachers have high expectations and high advocacy which is an increase of 0.1 based on the 2020 Tell Them From Me data.</p> <p>A mean of 8.4 of students reported that they have a positive student teacher relationship, which is a increase of 0.2 based on 2020 Tell The From Me Data.</p>
Student Voice Survey <ul style="list-style-type: none"> An increase on 2020 percentage of students: articulating the characteristics of a good learner and our 6 school learner dispositions 	<p>We have seen a decrease in the data around this particular initiative. When students and teachers initially completed the survey, their understanding of Visible Learning, Purposeful feedback, high expectations and LISCs were less well developed as professional learning had yet to be provided around this topic. We now have accurate baseline data where all parties understand and can articulate their responses. Baseline and accurate data</p>

<ul style="list-style-type: none"> • indicating they receive purposeful feedback regularly • indicating they have the opportunity to provide feedback to their teachers • indicating they are set high expectations for their learning and behaviour • articulating why and how they use LISCs 	<p>is below:</p> <ul style="list-style-type: none"> • When asked, 30% of students could articulate the characteristics of a good learner, however, the majority of students focused on behaviours. We have a shared definition of an effective learner and school focused learning dispositions. When asked what they do when stuck, a high proportion of students said that they would ask someone (teacher or peer) for help rather than use intrinsic strategies. When asked 'Is it ok to make mistakes?' 99% of students indicated agreement. 91% of students articulated some language around growth mindset. • When asked 'What makes a good teacher', students articulated their impact on learning, with more student years 3-6 (86%) able to articulate this. 90% of students described student / teacher relationships as positive (TTFM survey Year 4-6 students only) • We still do not have a shared definition of feedback as a school and majority of feedback was around instruction, however, this feedback was vague and not orientated towards future improvement of student's work. Ongoing professional learning in this area will be provided for teachers during the course of the current school improvement plan.
<p>Staff Survey</p> <ul style="list-style-type: none"> • An increase on 2020 percentage of staff: • quantifying their impact on student learning and progress through consistent practice, delivery and use of standardised assessments • indicating they receive and reflect on feedback from students and peers • indicating they participate in Collaborative Practice initiatives • receiving peer feedback on a minimum of a fortnightly basis 	<p>Staff at Cecil Hills PS had the opportunity to participate in the <i>Focus on Learning</i> survey which is part of the <i>Tell Them From Me</i> survey suite. Some key findings from this survey were:</p> <p>87% of teachers indicated that they talk with other teachers about strategies that increase student engagement.</p> <p>81% of teachers indicate they discuss assessment strategies with other teachers.</p> <p>86% of teachers indicated that they provide their students with regular feedback on their work that brings them closer to achieving their goals.</p> <p>78% of teachers indicated that they regularly use data to decide whether a concept should be taught another way.</p> <p>87% of teachers use formal assessments to inform their teaching.</p>
<p>What Works Best Survey</p> <ul style="list-style-type: none"> • An increase on 2020 percentage of staff: • indicating confidence in their effective promotion of high expectations in the classroom • indicating their confidence in their implementation of explicit teaching • indicating they are confident in effective use of data to inform practice • confidence in using assessment to improve student learning 	<p>81% of teachers indicated that they are confident in their promotion of high expectations, explicit teaching, effective use of data to inform practice and are confident in using assessment to improve student learning.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Element: Curriculum (S&G)</p> <ul style="list-style-type: none"> • Focus theme: Curriculum Provision (S&G) • Focus theme: Differentiation (S&G) <p>Teaching</p> <p>Element: Effective Classroom Practice (S&G)</p> <ul style="list-style-type: none"> • Focus theme: Lesson Planning (S&G) • Focus theme: Feedback (S&G) <p>Element: Learning and Development (S&G)</p> <ul style="list-style-type: none"> • Focus theme: Collaborative Practice 	<p>Our school self assessment shows that in 2021, our on balance judgement against the elements of the School Excellence Framework was:</p> <p>Learning</p> <ul style="list-style-type: none"> • Learning Culture - Sustaining and Growing • Wellbeing - Sustaining and Growing • Curriculum - Sustaining and Growing • Assessment - Sustaining and Growing • Reporting - Excelling • Student Performance Measure - Sustaining and Growing <p>Teaching</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Sustaining and Growing • Data Skills and Use - Sustaining and Growing • Professional Standards - Excelling • Learning and Development - Sustaining and Growing

& Feedback (S&G)

- Focus theme: Coaching & Mentoring (S&G)

- Focus theme: Expertise and Innovation (S&G)

Leading

Element: School Planning, Implementation and Monitoring (S&G)

- Focus theme: Continuous Improvement (S&G)

Element: School Resources (S&G)

- Focus theme: Facilities (S&G)

- Focus theme: Technology (S&G)

Leading

- Educational Leadership - Excelling

- School planning, implementation and reporting - Sustaining and Growing

- School resources - Excelling

- Management Practices and processes - Excelling

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To develop and strengthen partnerships for our school community to connect, succeed and thrive through:

- collaboration
- 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.

- Quality Connections and Collaboration
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$74,902.55

Integration funding support: \$71,901.00

Summary of progress

During 2021 at Cecil Hills Public School, in **Strategic Direction 3 - Connect, Succeed and Thrive**, the focus has continued to be based around developing and embedding a sustainable culture of wellbeing, whilst creating quality connections and increasing student engagement. The school's core values of RISE (Respect, Integrity, Strength and Excellence) continue to be embedded in different learning programs and linked with the learner dispositions. A variety of strategies and processes were used throughout the year to ensure that all students were known, valued and cared for and had opportunities to connect, succeed, thrive and learn. This was particularly important in an unusual year where all members of the school and broader community were affected by the Covid 19 pandemic.

Our direction focused on **two** initiatives: **Quality Connections and Collaborations** and **Engagement**.

Quality Connections and Collaborations looked at:

- Fostering positive partnerships with parents and our wider community, through the organisation of Parent Cafes and forums, as well as utilising other external community providers to support our students' learning. Positive partnerships were fostered with external agencies such as NSW Health, University of Western Sydney (First Foot Forward Program) and the local high school, Cecil Hills High School.
- Extra Curricular opportunities provided for our students through the establishment of sports, cultural and creative groups. Due to the impacts of the COVID 19 pandemic, many of these extra curricular opportunities were cancelled and will continue to be a strong focus within our 2022 school programs.
- Increasing communication and engagement by utilising Seesaw as a three way communication tool where students can showcase their learning to their parents.

Engagement looked at:

- A focus on increasing student wellbeing, developing lifelong learners through providing students opportunities to engage in student centred learning such as STEAM, Sole and Play-Based Learning.
- Improving our system negotiated attendance targets for 2021 in aiming to achieve our students attending school equal to or above 90% of the time.
- Reviewing and implementing our High Potential and Gifted Education Policy to cater to and differentiate learning for our students, to increase student engagement and growth.
- Increasing staff wellbeing so that all staff feel valued within the school community, through the participation in school-based staff wellbeing initiatives.

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 proportion of students indicating improvement of Wellbeing to meet our system negotiated target • Increase the proportion of students attending school more than 90% of the time to meet our system negotiated target 	<p>Our system negotiated attendance target for 2021 aims to achieve students attending school equal to or above 90% of the time. Our actual $\geq 90\%$ rate is 85.9% (Source: Scout Attendance & Engagement App, November 2021). Our overall attendance rate in 2021 is 94.4%.</p>
<ul style="list-style-type: none"> • An increase on 2020 percentage of students represented at Meet and Greet initiative • An increase on 2020 percentage of families who attend Parent Cafes and forums 	<p>Our strategic direction's target for the beginning of our 2021-2024 School Plan was to see an increase in the percentage of students and parents being represented at our Meet and Greet evening. Our data collected shows that there was an increase of 33% over the previous year on the attendance of parents at the meet and greet. This demonstrated that parents appreciate this initiative.</p> <p>Another focus within our direction was to increase our parent community engagement, through the organisation of Parent Cafes and other parent forums. Our parent survey data collected in 2021 showed that over 84% of parents showed interest in attending future Parent cafes. The topics of most interest to the parents were: Mathematics, Reading & Comprehension and Student Wellbeing.</p> <p>In Term 1, parents were given the opportunity to attend a Parent Cafe on Cyber Safety, conducted by the Police Youth Liason Officer from Liverpool Area Police Command. The Parent Cafe was attended by 41 of our parent and community members, across a variety of stages. Our parent feedback received was positive, with parents stating that the information they received was beneficial and relevant towards developing responsible digital citizens. Many of the school's other regular opportunities for parent and community engagement in 2021 were cancelled due the Covid 19 pandemic and the associated public health protocols for schools.</p>
<p>Student Voice Survey</p> <ul style="list-style-type: none"> • Gather data to determine the percentage of students: <ul style="list-style-type: none"> • indicating they are engaged in their learning • indicating they enjoy learning activities at school and feel challenged • indicating they participate in student centred learning activities, using their learning dispositions (powers) • outlining the school R.I.S.E values and the Learning Dispositions / powers 	<p>Increasing student voice within Cecil Hills Public School has been a focus in 2021. This not only includes valuing students' opinions, beliefs and perspectives but also extends to ensuring we cater for their interests, passions and provide voice and choice within their learning. Our student voice survey was conducted with 65 students responding from across Years 2-6. Students were asked to reflect about their learning and their understanding of our R.I.S.E values and learner dispositions.</p> <p>The 2021 student voice survey demonstrated that:</p> <ul style="list-style-type: none"> • Students feel engaged and challenged at school. 97% of students surveyed said they felt engaged within learning, with 82% of students stating they felt challenged. • Students demonstrated a strong understanding of the school's R.I.S.E values, with 91% of students explicitly and confidently naming and identifying each value. Within our survey, 73% of students could not identify the school's learner dispositions or explain how these assist students with their learning. This will continue to be a major focus within our strategic direction in 2022, with teachers explicitly teaching these dispositions across K-6, in order for our students to become reflective and visible learners. • Students have had many opportunities to be involved in student centred learning activities such as Play-Based Learning, STEM and Project-Based Learning. <p><i>As a school ,we believe that fostering student voice will lead to increased engagement, promote collaboration between peers and teachers and create and maintain a positive environment and culture.</i></p>
<p>Staff Survey</p> <ul style="list-style-type: none"> • An increase of staff: <ul style="list-style-type: none"> • indicate they feel their teacher wellbeing is highly valued • indicate participation in school-based staff wellbeing initiatives • An increase of classroom teachers: 	<p>The focus for 2021 has continued to be based around developing and embedding a sustainable culture of wellbeing. The school's core values of RISE (Respect, Integrity, Strength and Excellence) continue to be embedded in different learning programs. Many of the school's regular opportunities for wellbeing and engagement in 2021 were necessarily cancelled due the Covid 19 pandemic and the associated public health protocols for schools.</p>

<ul style="list-style-type: none"> • indicate they have effectively communicated (minimum twice/term) with individual families • incorporate one or more student centred learning activities within their program at least twice a week • incorporate explicit values and learner dispositions lessons and reflections sessions within their learning program 	<p>Data from the 2021 staff survey indicated the following:</p> <ul style="list-style-type: none"> • Over 65% of staff know our school's learner dispositions and the value of embedding these within daily learning opportunities. Staff will continue to develop life-long learners at Cecil Hills Public School by reinforcing and explicitly teaching learner dispositions (Self-motivated, Brave, Resilient, Persistent, Creative, Reflective) qualities and skills within the classroom. • The majority of staff surveyed indicated that they felt valued and supported within the school and that our school fosters a culture of positive relationships and success. At Cecil Hills Public School, we will continue to promote a positive environment where all staff members feel valued, cared for and supported. • Our survey data showed that staff understood the value and importance of embedding student centred learning activities such as STEAM, SOLE and Project-Based Learning across the Key Learning Areas. Over 84% of staff indicated that these student-centred learning activities were incorporated within teaching and learning programs at least once a week. We will continue to maximise learning opportunities for student engagement through providing these student centred learning activities. • A major focus of 2021 was improving our communication with parents and carers through our Seesaw platform. Over 96% of teachers surveyed indicated that they used Seesaw to communicate with parents and carers, with over 44% of staff using this platform daily to effectively communicate with parents in regards to students' academic, social/emotional and behavioural progress, as well as to celebrate students' successes.
<p>Tell Them From Me (TTFM) - Student</p> <p>An increase of students:</p> <ul style="list-style-type: none"> • indicate interest and motivation at school • participate in PSSA and Extra Curricula activities • indicate a positive sense of belonging • indicate they are interested and motivated • indicate they are challenged with high skills and high challenge • indicate positive teacher-student relations • indicate a positive learning culture 	<p>The annual Tell Them From Me (TTFM) suite of student surveys provides the school with a valuable independent metric to track our success in ensuring the provision of positive and effective well-being programs and processes. Analysis of our TTFM data shows that our school continues to track well when compared to NSW government norms. This report provides results based on data from 272 students in our school who completed the survey between 15 Sep 2021 and 11 Nov 2021.</p> <p>Tell Them From Me data from the 2021 student survey indicated the following:</p> <ul style="list-style-type: none"> • In 2021, 74% of students surveyed indicated that they were interested and motivated in their learning. This was a decrease of 4% percentage from 2020. • In 2021, 78% of students surveyed indicated that they participated in PSSA sporting activities, with 46% stating that they were involved in other extra curricular school activities such as choir, dance or drama. This figure was down on 2020's percentage, which showed 51% of students involved within extra curricular activities and is likely to be reflective of the impacts of the Covid 19 pandemic. • In 2021, 75% of students indicated that they felt a positive sense of belonging, feeling accepted and valued by their peers and by others at their school. This percentage did not change from 2020's survey data. • In 2021, students in our school scored an average of 8.4 on a 10 point scale, feeling teachers are responsive to their needs and encourage independence with a democratic approach. This result was a slight increase in 2020's survey data which showed an average score of 8.2 for positive teacher-student relations. • In 2021, students in our school scored an average of 7.4 on a 10 point scale, indicating they felt there was a positive learning culture within our school where students understand there are clear rules and expectations for classroom behaviour. This percentage did not change from 2020's survey data. <p>Within the area of feeling challenged with high skills and high challenge in the areas of English and Mathematics;</p> <ul style="list-style-type: none"> • 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. This was an increase on 2020's survey data which indicated 41% of students placing themselves within the desirable quadrant. • 22% of students were confident of their skills but did not find classes

<p>Tell Them From Me (TTFM) - Student</p> <p>An increase of students:</p> <ul style="list-style-type: none"> • indicate interest and motivation at school • participate in PSSA and Extra Curricula activities • indicate a positive sense of belonging • indicate they are interested and motivated • indicate they are challenged with high skills and high challenge • indicate positive teacher-student relations • indicate a positive learning culture 	<p>challenging.</p> <ul style="list-style-type: none"> • 25% of students were not confident of their skills and found English or Maths challenging. • 7% of students lacked confidence in their skills and did not feel they were challenged.
<p>Tell Them From Me (TTFM) - Parent</p> <p>An increase of parents:</p> <ul style="list-style-type: none"> • indicate feeling welcome • indicate being informed • indicate an inclusive school 	<p>The annual Tell Them From Me (TTFM) suite of parent surveys provides the school with a valuable independent metric to track our success in ensuring the provision of positive and effective well-being programs and processes. Analysis of our TTFM data shows that our school continues to track well when compared to NSW government norms. In 2020, we had 109 of our parents and carers completed the Tell Them From Me survey. There was a significant decrease in parent responses in 2021, due to the impact of remote learning and the Covid-19 pandemic. This report provides results based on data from 12 respondents in this school who completed the Parent Survey between 10 Sep 2021 and 08 Nov 2021.</p> <p><i>Tell Them From Me data from the 2021 parent survey indicated the following:</i></p> <ul style="list-style-type: none"> • In 2021, the average score of our parents surveyed on a 10 point scale was 8.4, indicating that they felt welcome at the school. This was an increase on our 2020 data which was 7.9. • In 2021, the average score of our parents surveyed on a 10 point scale was 7.9, indicating that they felt well informed about school activities and their child's progress socially, academically and behaviourally. This data was an increase on our 202 survey data which was 7.6. • In 2021, the average score of our parents surveyed on a 10 point scale was 8.4, indicating they felt the school was inclusive with school staff taking an active role in making sure all students are included in school activities.. This was an increase on 2020 data which was 7.6.
<p>Tell Them From Me (TTFM) - Staff</p> <p>An increase on 2020 percentage of staff:</p> <ul style="list-style-type: none"> • indicating parent involvement 	<p>The annual Tell Them From Me (TTFM) suite of teacher surveys provides the school with a valuable independent metric to track our success in ensuring the provision of positive and effective well-being programs and processes. Analysis of our TTFM data shows that our school continues to track well when compared to NSW government norms. This report provides results based on data from 27 respondents in this school who completed the Teacher Survey between 08 Sep 2021 and 06 Oct 2021.</p> <p><i>Tell Them From Me data from the 2021 staff survey indicated the following:</i></p> <ul style="list-style-type: none"> • In 2021, staff surveyed within in our school scored 7.9 on a 10 point scale, indicating that they believed there was parent involvement within the school. The data indicated that a high proportion of staff believed that they work together with parents to communicate students' learning goals, track individual student progress and high expectations were communicated with parents. This was a slight increase in this score from 2020's survey results , which indicated an average score of 7.2 on a 10 point scale.
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Element: Wellbeing (S&G)</p> <ul style="list-style-type: none"> • Focus theme: Caring for Students (S&G) • Focus theme: A Planned Approach to 	<p>We have maintained and our evaluation shows that we are:</p> <p>Sustaining and Growing in Caring for Students because students are able to identify a staff member who they can speak to for advice or help.</p> <p>Sustaining and Growing in a Planned Approach to Wellbeing because at Cecil Hills Public School we collect, analyse and use reliable data from Tell Them From Me (TTFM) surveys completed by students, staff and the wider community. This is accompanied by school based surveys to collect data on</p>

<p>Wellbeing (S&G) Element: Curriculum (S&G) • Focus theme: Curriculum Provision (S&G) Element: Reporting (E) • Focus theme: Parent Engagement (E) Teaching</p> <p>Element: Effective Classroom Practice (S&G) • Focus theme: Feedback (S&G) Element: Learning and Development (S&G) • Focus theme: Expertise and Innovation (S&G)</p>	<p>wellbeing.</p> <p>Sustaining and Growing in Curriculum Provision because we have adopted evidence based practices partnered with high expectations ensure all students are engaging and effectively developing their knowledge, understanding and skills.</p> <p>Excelling in Parent Engagement because teachers are involved in direct and regular contact with parents to improve understanding of student learning and as result strength student outcomes. This process has bee influenced by parents feedback.</p> <p>Sustaining and Growing in Feedback because teachers ensure that they provide explicit and specific feedback based on the learning intention and success criteria in a timely manner.</p> <p>Sustaining and Growing in Expertise and Innovation because teachers are encouraged and supported to trial innovative, future focused teaching practices supported by evidence based practices. As a school we continue to identify and utilize expertise from the staff to build a community of learning.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,729.09</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: targeted individualised support for two newly arrived students from refugee backgrounds who were enrolled at Cecil Hills Public School during 2021. The \$3,729 in targeted funding and an additional 0.2 FTE staffing allocation enabled the school to ensure that individualised support was able to be provided to assist these students in their initial transition to Australian schooling and also with their early development of English language skills. Funds were used to engage additional SLSO time in order to provide targeted, individualised assistance.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to ensure these students are supported with their English Language acquisition through further individualised support whilst the students remain eligible for targeted Refugee Student Support funding in 2022, with ongoing support provided through the school's EAL/D program.</p>
<p>New Arrivals Program</p> <p>\$22,200.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cecil Hills 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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: 10 students at the Beginning phase and 37 students at the Emerging phase were provided with additional in class teacher and SLSO support to facilitate the further development of their English language acquisition. School based assessment data indicates that these students have continued to make progress towards progressing towards the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: the provision of ongoing, differentiated support through small group, targeted EAL/D programs to ensure each student continues to make progress towards the next phase of English learning proficiency.</p>

<p>Integration funding support</p> <p>\$131,901.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cecil Hills 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"> • Data Driven Practices • Quality Connections and Collaboration <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 • staffing release for targeted professional learning around catering for students with Autism Spectrum Disorders • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>9 students with specific identified learning support needs receiving additional individualised support within the classroom and / or playground as required. Integration funding support was utilised by the school to engage School Learning and Support Officers (SLSOs) who worked closely with both the class teacher and each individual student to ensure they had the required level of personalised support to access the curriculum at their point of need. Teachers developed Personalised Learning and Support Plans for each student who attracted integration / funding support in consultation with parents and caregivers, and specialist personnel as required (e.g. speech therapists, occupational therapists). The impact of this funding ensured that each student's individual learning needs were well catered for and supported within their mainstream classroom setting.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to support individual students who attract integration / funding support with tailored, individualised and differentiated learning programs and ongoing individual SLSO support in the classroom and / or playground to assist in meeting their specific individual needs.</p>
<p>Socio-economic background</p> <p>\$182,902.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cecil Hills 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"> • Data Driven Practices • Whole School Systems and Processes • Quality Connections and Collaboration • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Maqulit and MultiLit to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional teaching staff for targeted student support • employment of additional School Learning and Support Officers for targeted student support <p>The allocation of this funding has resulted in:</p> <p>additional teaching and SLSO support allocations timetabled and</p>

<p>Socio-economic background</p> <p>\$182,902.55</p>	<p>strategically deployed by stage teams to meet identified and targeted areas of student need in both English and Mathematics. This has tied in with our school focus on data driven teaching practice, where analysis of assessment data has been used to identify areas of specific learning focus. Fluid and flexible grouping arrangements have ensured targeted interventions have been provided which have enabled students to successfully engage with syllabus content and move to the next aspect of their learning. Individual students have been supported throughout the year as needed with funds to purchase uniforms, to pay for excursions or to access specific programs that may have otherwise been unaffordable in certain circumstances.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with the provision of additional teacher and SLSO supports across the school, as school based assessment data has demonstrated that this is a successful strategy in assisting students from Low Socio Economic Backgrounds to access the curriculum with greater success and to be supported in their progress in the attainment of English and Mathematics learning outcomes.</p>
<p>Aboriginal background</p> <p>\$4,291.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cecil Hills 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"> • Data Driven Practices <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 literacy and numeracy programs <p>The allocation of this funding has resulted in: 7 students enrolled at Cecil Hills Public School who identify as having Aboriginal or Torres Strait Islander background have a Personalised Learning Pathway (PLP) to ensure progress across the curriculum. The Aboriginal background loading is used to supplement in-class support available to ATSI students through the provision of additional School Learning Support Officer (SLSO) time.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of tailored Personalised Learning Pathways for ATSI students, with individual needs considered and catered for as appropriate to the area of need.</p>
<p>English language proficiency</p> <p>\$175,767.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cecil Hills 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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$175,767.71</p>	<ul style="list-style-type: none"> • employment of additional staff (both teaching and School Learning Support Officers) for targeted student support <p>The allocation of this funding has resulted in: the employment of additional teacher and School Learning Support Officer (SLSO) using the flexible component of this equity loading (\$63,650) to add to the in-class support available across the school for our students with EAL/D backgrounds. In 2021 we had 572 students enrolled at Cecil Hills PS who have a language background other than English. Of these students, 244 require some level of EAL/D support. We have 1.0 FTE staffing allocation (\$112,118) for an EAL/D teacher, and use our English Language Proficiency equity funding to supplement this. During 2021, we had 10 students who were at the Beginning Phase of their English Language Acquisition, 37 students who were in the Emerging phase, 88 students in the Developing phase and 109 students in the Consolidating phase. The English Language Proficiency funding enabled increased levels of targeted support for EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will engage with the Department's EAL/D Education Leader to conduct PL for staff in using the EAL/D scales and progressions and will review our student data to ensure it is appropriately capturing the nature of our community's EAL/D background status. Ongoing use of the Language Proficiency equity loading to supplement in class support for EAL/D students K-6 through the employment of additional teacher and SLSO support will continue.</p>
<p>Low level adjustment for disability</p> <p>\$231,527.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Cecil Hills 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention using MaqLit and MultiLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the engagement of additional teaching staff and School Learning Support Officers, through the use of the flexible component of this equity loading (\$85,744) to supplement the support available for identified students with additional learning needs in mainstream classroom settings. This additional support facilitated small group, targeted programs that focused on specific areas of student need in both English and Mathematics, as identified by school based and system based assessment data (e.g. NAPLAN, Check In assessment, Best Start). This was in addition to the 1.3 FTE staffing allocation (\$145,753) that we have for specialist learning and support teacher time. Programs in MaqLit and Multi Lit were provided for identified groups of students, lifting literacy skills as shown by post assessment data. Elements of this funding also supported our Collaborative Conversations initiative, enabling teachers opportunities to increase their data literacy, syllabus knowledge and capacity to provide quality, differentiated teaching and learning programs in English and Mathematics. Teachers differentiate the curriculum to challenge every student at their level, leading to enhanced</p>

<p>Low level adjustment for disability</p> <p>\$231,527.14</p>	<p>learning outcomes for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: During 2022 will continue to ensure that students with Low Level Disability are supported to access the curriculum at their point of need through differentiated teaching and learning programs and through strategic supplementation of the support available within the school through the employment of additional teaching staff and SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$29,517.81</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cecil Hills 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"> • Review data collection processes for all stages across the school, including the yearly assessment schedule. • Begin to develop a plan for a consistent approach to data collection for K-2 and 3-6. <p>The allocation of this funding has resulted in: Data collection was reviewed at executive meetings and then at stage and grade meetings with adjustments being made to the Assessment schedule. Adjustments to data collection were made through updating the whole school data tracker and collaboration around effective K-2 assessment and 3-6 assessments. Learning targets were defined and expectations are to be developed with five levels of student identification. These levels are Intervention, At Risk, Bump It Up, On Track, and Working Beyond. Grade expectations for these levels need to be developed for each term.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to strengthen and streamline our school-wide data collection and analysis practices. Grade and Instructional Leaders will continue to build teacher capacity for data analysis in order to accurately pinpoint teaching to meet identified student needs. Teachers will be supported in building knowledge of new Syllabus requirements for English and Mathematics. Essential Assessments will be implemented across the school following a trial by primary classes in 2021 to support strengthened assessment processes in Mathematics.</p>
<p>QTSS release</p> <p>\$151,247.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cecil Hills 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"> • Whole School Systems and Processes • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: school-based instructional leadership targeted at supporting teachers in data analysis, strengthening syllabus knowledge in Reading, Writing and Mathematics, and targeting students at their point of need through</p>

<p>QTSS release</p> <p>\$151,247.18</p>	<p>curriculum differentiation and evidence based practice. This occurred through a structure where Assistant Principals on each stage worked with their team members as Instructional Leaders, facilitating evidence-based Collaborative Conversations, and working directly with individual team members to achieve mutually identified professional goals. The Assistant Principals provided demonstration lessons and observations of classroom practice, supported by feedback and discussion with individual teachers at their particular points of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to use of these funds to engage school based instructional leaders to perform mentoring, coaching and to work collaboratively with stage teams and individual staff to build their capacity to understand and deliver best practice within classrooms. Coaching and mentoring training to be provided for executive staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cecil Hills 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of teacher and SLSO time to provide intensive learning support for students requiring additional help with their learning, focusing on literacy and numeracy • targeted students are provided with an evidence-based intervention using MaqLit and MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in: the employment of additional staff to support students with additional learning needs with literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: additional staff to support students with additional learning needs with literacy and numeracy. Delivery in 2022 of PL for K-2 staff on 'The Big Ideas' and Mathematical concepts linked to the new K-2 Mathematics syllabus. Professional learning will need to be continued around Play Based Learning for all K-2 staff, with ongoing development of play based programs to occur.</p>
<p>COVID ILSP</p> <p>\$264,024.48</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 and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy • providing professional learning for COVID educators <p>The allocation of this funding has resulted in: 4 teachers under the supervision and guidance of School based ILs/CILSP</p>

COVID ILSP

\$264,024.48

coordinators, delivered small group tuition to identified students requiring additional support through CILSP. This led to:

* Year 1 students (2 groups of up to 6) receive tailored literacy (phonics, phonemic awareness and fluency) support of 30 minutes per day, 5 times per week for up to 20 weeks.

* Year 1 students (3 groups of up to 6) receive tailored numeracy (Additive Strategies, Quantifying Numbers and reasoning development) support for 30 minutes per day, 5 times per week for up to 20 weeks.

* Year 2 students (3 groups of up to 6) receive tailored literacy (Reading with comprehension focus and writing text forms and features) support of 30 minutes per day, 5 times per week for up to 20 weeks.

* Year 2 students (2 groups of up to 6) receive tailored numeracy (Additive Strategies, Quantifying Numbers and reasoning development) support for 30 minutes per day, 5 times per week for up to 20 weeks.

* Year 3 and 4 students (6 groups of up to 6) receive tailored literacy (Reading with comprehension focus and writing: crafting ideas and text forms and features) support of 30 minutes per day, 3 times per week for up to 20 weeks.

* Year 3 and 4 students (3 groups of up to 6) receive tailored numeracy (Multiplicative Strategies, Place Value, Fractions and reasoning development) support for 30 minutes per day, 3 times per week for up to 20 weeks.

* Year 5 and 6 students (4 groups of up to 6) receive tailored literacy (Reading with comprehension focus and writing: crafting ideas and text forms and features) support of 30 minutes per day, 3 times per week for up to 20 weeks.

* Year 5 and 6 students (5 groups of up to 6) receive tailored numeracy (Multiplicative Strategies, Place Value and reasoning development) support for 30 minutes per day, 3 times per week for up to 20 weeks.

Impact:

Literacy - An analysis of early Literacy data indicates:

*Year 1: 95% of the students have reached their personal learning goals; with a further 5% on track to do so by the end of Term 3 with continued inclusion in the CILSP.

*Year 2: 93% of the students have reached their personal learning goals; with a further 5% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 2% of students have made some progress but will require additional redirected support.

*Year 3: 75% of the students have reached their personal learning goals; with a further 22.5% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 2.5% of students have made some progress but will require additional redirected support.

*Year 4: 50% of the students have reached their personal learning goals; with a further 20% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 30% of students have made some progress but will require additional redirected support.

*Year 5: 69% of the students have reached their personal learning goals; with a further 23% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 8% of students have made some progress but will require additional redirected support.

*Year 6: 48.5% of the students have reached their personal learning goals; with a further 28.5% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 23% of students have made some progress but will require additional redirected support.

Numeracy - An analysis of early numeracy data indicates:

*Year 1: 96% of the students have reached their personal learning goals; with a further 4% on track to do so by the end of Term 3 with continued inclusion in the CILSP.

*Year 2: 88% of the students have reached their personal learning goals; with a further 7% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 5% of students have made some progress but will require additional redirected support.

*Year 3: 91% of the students have reached their personal learning goals;

COVID ILSP

\$264,024.48

with a further 9% on track to do so by the end of Term 3 with continued inclusion in the CILSP.

*Year 4: 74.5% of the students have reached their personal learning goals; with a further 17% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 8.5% of students have made some progress but will require additional redirected support.

*Year 5: 64% of the students have reached their personal learning goals; with a further 9% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 27% of students have made some progress but will require additional redirected support.

*Year 6: 59% of the students have reached their personal learning goals; with a further 28.5% on track to do so by the end of Term 3 with continued inclusion in the CILSP. 12.5% of students have made some progress but will require additional redirected support.

As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement and progress both in small group tuition and upon return to classroom. Analysis of PL shows the teachers found weekly check in sessions and 5 weekly reflection and planning meetings highly effective in developing their understanding of and capacity to deliver effective small group tuition at 'point of need'.

After evaluation, the next steps to support our students with this funding will be:

to continue implementation of literacy and numeracy tuition across grades 1-6 with a reduction of some groups to a smaller size of up to 4 students. Ensure student goals are specific, targeted and individualised with learning activities focused to this only rather than wider syllabus outcomes. Plan to build in time for this information to be shared between COVID Coordinator and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's ILST. Have greater engagement with the COVID ILSP Modules to support ongoing PL. Evaluate impact on teaching and learning. Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	403	400	411	402
Girls	399	395	363	364

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	92.9	93.4	94.8
1	94.5	93	91.4	94.1
2	94.9	93.6	93.2	93.8
3	92.8	92.5	94	94.6
4	95.1	92.2	92.6	94
5	95.4	93.1	91.4	92.3
6	94.6	93.6	93.1	92.9
All Years	94.7	93	92.8	93.8
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.25
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher ESL	1
School Administration and Support Staff	7.67

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	732,143
Revenue	7,727,235
Appropriation	7,410,448
Sale of Goods and Services	110,799
Grants and contributions	194,080
Investment income	1,107
Other revenue	10,800
Expenses	-7,771,719
Employee related	-6,954,576
Operating expenses	-817,143
Surplus / deficit for the year	-44,484
Closing Balance	687,659

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	138,923
Equity Total	594,489
Equity - Aboriginal	4,291
Equity - Socio-economic	182,903
Equity - Language	175,768
Equity - Disability	231,527
Base Total	5,760,141
Base - Per Capita	195,256
Base - Location	0
Base - Other	5,564,885
Other Total	429,070
Grand Total	6,922,623

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

Parent/caregiver, student, teacher satisfaction

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

Student Satisfaction

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

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

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

Some of the key findings from the 2021 student survey are as follows:

Positive sense of belonging - 75% of students surveyed indicate they feel accepted and valued by their peers and others at their school.

Positive relationships - 82% of students surveyed indicate they have friends at school that they can trust and who encourage them to make positive choices.

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

Positive behaviour at school - 97% of students surveyed indicate they maintain appropriate behaviour at school.

Interest and motivation - 74% of students are interested and motivated in their learning.

Effort - 88% of students surveyed indicated they try hard to succeed with their learning

Value of schooling outcomes - 94% of students surveyed indicate they believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Relevance - Students find classroom instruction relevant to their everyday lives - School Mean = 7.8.

Expectations for success - School staff emphasise academic skills and hold high expectations for all students to succeed - School Mean = 8.8.

Explicit Teaching Practices and Feedback - Teachers set clear goals for learning, check for understanding and provide feedback - School Mean = 8.1.

Positive growth orientation - Students set challenging goals for themselves in their schoolwork and aim to do their best. School Mean = 83%.

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

- 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.
- 22% of students were confident of their skills but did not find classes challenging.
- 25% of students were not confident of their skills and found English or Mathematics challenging.
- 7% of students lacked confidence in their skills and did not feel they were challenged.

Experiences of Learning from home

In 2021 due to the Covid 19 Pandemic students spent 13 school weeks learning from home. The 2021 student survey sought their opinion on the quality of their experiences during this time.

Rating their **learning experience** during this time, 33% strongly agreed it was positive, 46% agreed, 15% neither agreed

or disagreed and 6% either disagreed or strongly disagreed.

Rating the quality of **resources available to support their learning from home** 40% strongly agreed these were adequate and suitable, 42% agreed, 13% neither agreed or disagreed and 5% disagreed.

Rating the **feedback they received to support their learning** during this period, 41% strongly agreed that their teachers provided helpful feedback, 44% agreed, 13% neither agreed or disagreed and 2% disagreed.

Rating the **feeling of connection** they were able to maintain during the remote learning period, only 15% indicated they strongly agreed to feeling positively connected, 35% agreed that they felt connected, 32% neither agreed or disagreed, 12% disagreed and 5% strongly disagreed.

Rating the **clarity of instructions** they received during the learning from home period, 27% strongly agreed the instructions were clear and helpful, 50% agreed, 19% neither agreed or disagreed and 2% disagreed.

Learning Intentions and Success Criteria - Students were asked two custom school developed questions around Learning Intentions and Success Criteria, reflecting the significant focus that this has had within the school plan and in the professional learning that has been provided for our teachers.

Students were asked to reflect on the learning intentions teachers provide for particular lessons and indicate the importance that they place on these in helping them to understand what they are learning about and why.

39% of students who responded indicated that the **Learning Intentions** were extremely important to their learning, 42% indicated that they were very important, 17% indicated they were somewhat important. Only 2% of students responded that they did not see Learning Intentions as having any importance to their learning.

In terms of the **Success Criteria** teachers provide to help guide students in knowing what a quality piece of work needs to include, 46% of students responded that they always use them to help them achieve their best work, 47% indicated that they use them some of the time to help them know what to improve on, 6% indicated they don't refer to the success criteria much at all and only 1% indicated they never refer to them.

Reflective of our school focus on **Learning Dispositions** students were also asked to reflect on what the most important qualities of characteristics of a good learner are and why these are important. Some of their responses included:

A good learner is someone who comes to school ready to learn. They set challenges and goals for them to do in order to learn something new and expand their knowledge and mindset. Someone who knows what learning can do in life and that it is very important..

Being able to bounce back and when you get something wrong, realise how you got it wrong and be resilient.

In order to become a good learner, you need to have a growth mindset. You need to be the type of person that doesn't give up easily. You need to be hard-working, a good listener, and a good student. A good learner listens and achieves what they need to. You need to be respectful, and kind. You need to participate in class discussions, and be a leader. A good student isn't a student who is smart. A good student is someone who works hard to become smarter. Work smarter, not harder.

Important characteristics of a good learner are that they are eager to learn and look at their success criteria to know what they need to get right. They also need to use their feedback from the teacher wisely.

The most important characteristics of good learner is a motive to improve, someone who knows that there are no limits to how high you can achieve. Someone who is a good listener and takes advice to improve is a good learner, not someone who feels sad about their feedback. A good learner also is determined, and will persevere through the toughest challenges. Good learners aren't afraid of learning new and challenging things, and are in fact brave to learn things above the year level. Good learners have a growth mindset, and are proud of learning from their mistakes. A good learner is never someone who gets all their questions right. Good learners aren't competitive and don't rush either. Their main goal is to do the best work possible. These people aren't afraid to reflect on how they could've done better. These are all the great qualities of a good learner.

Parents and Caregivers Satisfaction

Only 12 parents responded to the 'Partners in Learning' parent survey during November 2021, which was quite a low response rate. On most measures reported below, we saw improvements when compared to the 2020 parent survey, however the data reported needs to be viewed with caution due to the small sample size.

The survey captures data in the following areas:

- Parents feel welcome

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

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

Some of the findings of note include:

Parents feel welcome - School Mean 8.3

- I feel welcome when I visit the school - 8.3
- I can easily speak with my child's teachers - 9.0
- I am well informed about school activities - 8.5
- Teachers listen to the concerns I have - 8.1
- Written information from the school is in clear, plain language - 8.5
- Parent activities are scheduled at times when I can attend - 7.9
- The school's administrative staff are helpful when I have a question or problem - 8.5

Parents are informed - School Mean 7.9

- Reports on my child's progress are written in terms I understand - 8.5
- If there were any concerns about my child's behaviour at school the teachers would inform me immediately - 8.3
- The teachers would inform me if my child were not making adequate progress in school subjects - 8.3

Inclusive school - School Mean 8.4

- Teachers help students who need extra support - 8.5
- School staff create opportunities for students who are learning at a slower pace - 8.5
- Teachers try to understand the learning needs of students with special needs - 8.8
- School staff help students develop positive friendships - 7.9

Safety at School - School Mean 7.9

- Behaviour issues are dealt with in a timely manner - 7.5
- My child feels safe at school - 8.5
- My child feels safe going to and from school - 8.1
- The school helps prevent bullying - 6.9

School Supports Positive Behaviour - School Mean 8.3

- Teachers expect my child to pay attention in class - 8.5
- Teachers maintain control of their classes - 7.9
- My child is clear about the rules for school behaviour - 8.8
- Teachers devote their time to extra-curricular activities - 8.1

School supports learning - School Mean 8.2

- Teachers have high expectations for my child to succeed - 7.7
- Teachers show an interest in my child's learning - 8.3
- My child is encouraged to do his or her best work - 8.8
- Teachers take account of my child's needs, abilities and interests - 8.5

Parents support learning at home - School Mean 7.6

Does someone in your family do each of the following?

- Discuss how well your child is doing in his or her classes - 7.5
- Talk about how important school work is - 7.7
- Ask about any challenges your child might have at school - 6.9
- Encourage your child to do well at school - 8.3

In 2021, the Covid 19 situation was an obvious barrier which impeded parents' usual ability to interact with the school and to become involved in school programs and events. The majority of parents who responded to the survey indicated that they felt the school was well maintained and had a welcoming physical environment. 92% of the parents who responded said that Cecil Hills PS was their first choice of public school. Asked if they would recommend Cecil Hills PS to others, 67% indicated strong agreement and 33% indicated agreement.

The extended period of **learning from home** that occurred due to the Covid 19 pandemic in 2021 clearly had an impact on parents and families. In our 'Partners in Learning' survey we asked parents to provide feedback of their experience of

what they school was doing well during the lockdown period and what could have been improved. A sample of the responses received included:

Teachers need to be congratulated on the fantastic efforts during the COVID 19 remote learning pandemic. They went beyond to help children. The check in Zoom's were great, also having the teacher online throughout the day was great if the children needed help. My child interacted everyday with the teacher, it was like being at school really. I thought it was great that for some of the content they had to log on to zoom for a lesson. Even if they didn't understand the work, they could always log on and ask for assistance.

Communication has been a huge factor during online learning and the teachers went above and beyond to make sure all work, expectations and responses were well communicated with my children. There was never a lack of connection between them and their teachers, it was always encouraged and available. Good quality teaching and easy to follow layout of work continued through to online learning. The teachers were giving constant feedback and never ever fell behind.

Communication was frequent and teacher was really good checking in almost daily to ensure wellbeing and academic needs were met. Communication from the school was informative and kept us up to date.

I think that more wellbeing activities, once a week would have been good for the children to refresh and reboot themselves. At times my child felt that there was more work than they would get a school. So some mindfulness and well being activities may help.

More videos online so kids who can't make it online at a certain time can re-visit them.

Teacher Satisfaction

During the *Tell The From Me* survey window in 2021 teachers responded to the 'Focus on Learning' survey which is focused around eight drivers of student learning identified by research. These drivers of student learning include:

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

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

Some of the findings of note include:

Leadership - School mean 7.0

- School leaders have helped me establish challenging and visible learning goals for students -7.2
- School leaders have helped me create new learning opportunities for students - 6.8
- School leaders have provided me with useful feedback about my teaching - 6.8
- School leaders have helped me improve my teaching - 7.1
- School leaders have provided guidance for monitoring student progress - 7.7
- School leaders have taken time to observe my teaching - 6.8

Collaboration - School mean 7.9

- I work with other teachers in developing cross-curricular or common learning opportunities -7.8
- Teachers have given me helpful feedback about my teaching - 7.1
- I talk with other teachers about strategies that increase student engagement - 8.7
- Teachers in our school share their lesson plans and other materials with me - 8.2
- I discuss my assessment strategies with other teachers - 8.1
- I discuss learning problems of particular students with other teachers - 8.1
- I discuss my learning goals with other teachers - 7.9

Learning Culture - School mean 8.6

- I give students written feedback on their work - 8.5
- I talk with students about the barriers to learning - 7.9
- In most of my classes I discuss the learning goals for the lesson - 8.6
- Students become fully engaged in class activities - 8.2
- I monitor the progress of individual students - 9.1
- I am effective in working with students who have behavioural problems - 8.6
- I set high expectations for student learning - 9.2

- Students find class lessons relevant to their own experiences - 8.4

Data Informs Practice - School Mean 8.1

- My assessments help me understand where students are having difficulty - 8.1
- I use formal assessment tasks to help students set challenging goals - 7.6
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way - 7.8
- I use formal assessment tasks to discuss with students where common mistakes are made - 8.1
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve - 8.4
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) - 7.8
- I use results from formal assessment tasks to inform my lesson planning - 8.7
- I give students feedback on how to improve their performance on formal assessment tasks - 8.4

Teaching Strategies - School Mean 8.5

- I help students set challenging learning goals - 8.3
- When I present a new concept I try to link it to previously mastered skills and knowledge - 8.9
- Students receive written feedback on their work at least once every week - 8.6
- I can easily identify unproductive learning strategies - 8.2
- My students are very clear about what they are expected to learn - 8.4
- I use two or more teaching strategies in most class periods - 8.7
- Students receive feedback on their work that brings them closer to achieving their goals - 8.6
- I discuss with students ways of seeking help that will increase learning - 8.6

Technology - School Mean 7.4

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts - 8.0
- I use computers or other interactive technology to give students immediate feedback on their learning - 8.3
- Students use computers or other interactive technology to track progress towards their goals - 6.3
- I help students set goals for learning new technological skills - 7.2
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter - 7.4
- I help students use computers or other interactive technology to undertake research - 7.2
- I help students to overcome personal barriers to using interactive technology - 7.6
- I work with students to identify a challenging learning goal relevant to the use of interactive technology - 7.3

Inclusive School - School Mean 8.6

- I am regularly available to help students with special learning needs - 8.5
- I strive to understand the learning needs of students with special learning needs - 8.9
- I establish clear expectations for classroom behaviour - 9.2
- I help low-performing students plan their assignments - 7.4
- I make sure that students with special learning needs receive meaningful feedback on their work - 8.8
- I make an effort to include students with special learning needs in class activities - 9.1
- I use individual education plans to set goals for students with special learning needs - 8.5
- I create opportunities for success for students who are learning at a slower pace - 8.6

Parent Involvement - School Mean 7.9

- I work with parents to help solve problems interfering with their child's progress - 8.8
- I share students' learning goals with their parents - 8.0
- I use strategies to engage parents in their child's learning - 7.9
- I ask parents to review and comment on students' work - 6.5
- I am in regular contact with the parents of students with special learning needs - 8.2
- Parents understand the expectations for students in my class - 8.3
- I make an effort to involve parents and other community members in creating learning opportunities - 7.8
- Parents are regularly informed about their child's progress - 7.9

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.

Other School Programs (optional)

Sport

Throughout 2021 Cecil Hills Public School continued to offer students a wide range of opportunities to excel in sporting endeavours. Some of the key achievements and highlights of the 2021 sporting programs included:

- High participation rates in the school swimming carnival - Leopold House winning the carnival
- Cecil Hills Zone Swimming Team coming 3rd
- High participation rates in the school cross country carnival - Spencer House winning the carnival
- Cecil Hills Zone Cross country Team coming 1st

Even with disruptions of COVID and the requirement for cohorting the school ran grade-based sporting programs with sports which included: dodgeball, soccer and hockey. The Year six cohort even organised a GALA Day for students. Friday PSSA sport was unable to be played this year so no team champions were decided.

Students were given the opportunity to trial for Zone teams of basketball, Soccer, Netball and Softball.

Notable students:

- Aston Barbera, Nathaniel Arrarte and Rocco Ripepi - Zone Soccer
- Frida Karaberis and Alyssia Luna - SSW Soccer
- Rocco Ripepi- Zone Softball
- Rocco Ripepi and Frida Karaberis were our sports people of the year.

Choir

In 2021 we had 23 students from Years 2 to 6 join the school choir. Normally the choir has a number of opportunities to perform during the year at both school events and the performing arts festival. Unfortunately in 2021 the Covid 19 Pandemic and cohorting requirements meant that the choir program was unable to continue.

Band

2021 proved to be another successful year for our Band at Cecil Hills Public School. Although the year presented some challenges with the COVID-19 pandemic and entirety of Term 3 and part of Term 4 being online, our students demonstrated an unwavering sense of dedication and flexibility.

During the online learning period, students engaged in small group online tutorials which allowed them to continue developing and practising their musical knowledge with a tutor's guidance. In lieu of a live performance at school, students utilised technology to create a 'Virtual Band' performance. Students submitted their individual videos playing 'Ode to Joy'. School Bands Australia staff then used a program called Band Lab to combine the audio and visuals of these videos. This allowed students to participate in a group performance to the best of their abilities in the given circumstances.

As a result of not being able to hold our regular Band Demo Day and Band Fitting Day where we recruit enrolments for the following year, we did see a decrease in overall band enrolments for 2022. We are hoping to see a gradual increase of enrolments to expand our talented School Band. Once again, the flexibility and resilience displayed by our students throughout 2021 was admirable. We are excited to see their musical journey continue in 2022, hopefully with some new additions.



Our 2021 Virtual Band performing