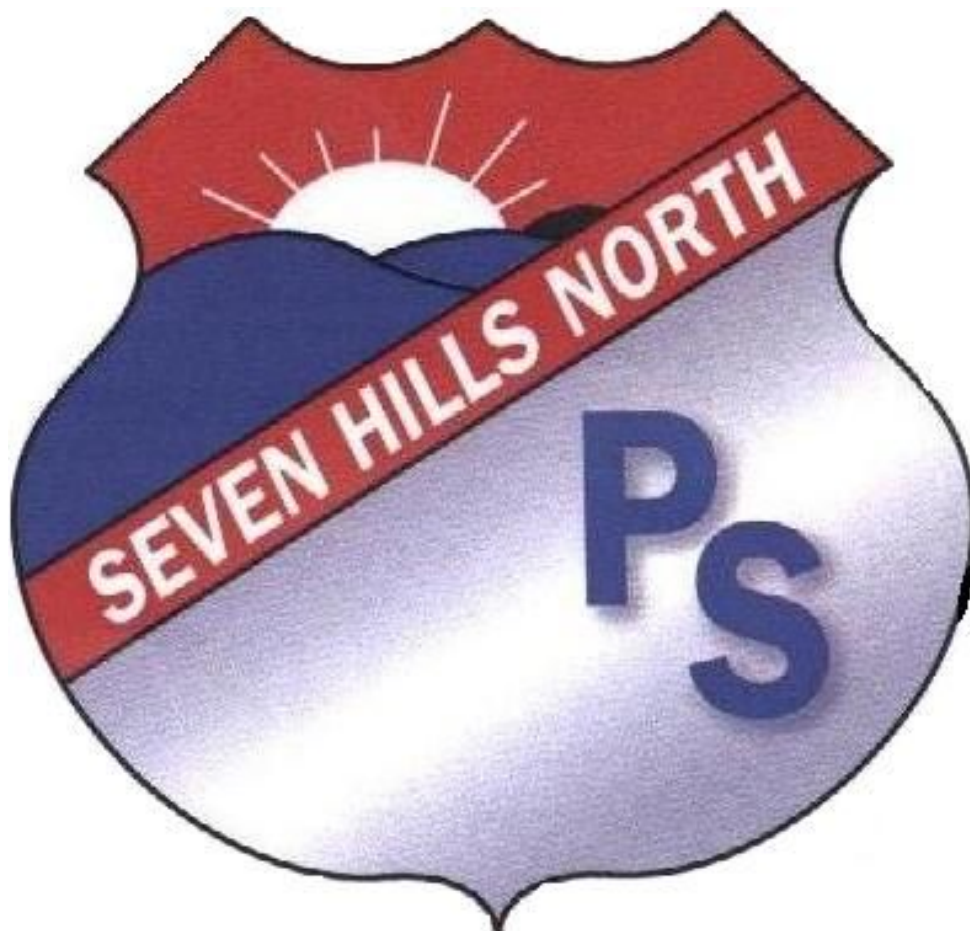


# 2022 Annual Report

## Seven Hills North Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Seven Hills North Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Seven Hills North Public School

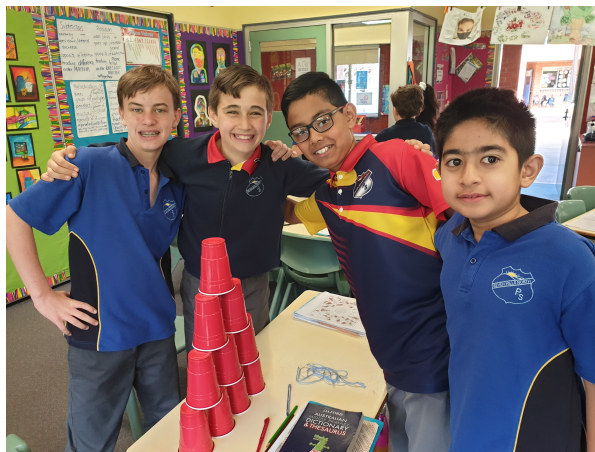
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## School vision

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

## School context

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

Our school enjoys a rich cultural diversity. There are 270 students currently enrolled at the school, with 49% of students coming from a non-English speaking background and 9% who are Aboriginal and/or Torres Strait Islander. Our school values the identity, culture, heritage and languages of all students, delivering quality education and cultural programs with strong community support. The school is a member of the Bungarribee Principal's Network and has a strong partnership with the Blacktown Learning Community of Schools and the Nurrungingy Aboriginal Education Consultative Group (AECG).

Our school provides high quality educational programs with a strong focus on improving literacy and numeracy outcomes for all students. An emphasis on individual learning goals and student engagement ensures that every student has the opportunity to attain high personal standards of performance. We are deeply committed to developing well-rounded citizens and work tirelessly to support the academic, social, emotional, physical and behavioural goals of each child.

The school staff is comprised of dedicated early career and experienced teachers with a variety of strengths and skills, who work collaboratively to deliver differentiated learning programs. The school provides a nurturing and caring environment that promotes positive relationships and encourages students to achieve their full potential. Our school priorities include maximising learning outcomes for all students; using data to inform teaching practices; developing innovative classroom practices that integrate technology and promote future-focused skills; promoting student wellbeing; and providing quality extra-curricular programs. The school has made a strong collective commitment to building teacher capacity through quality professional learning and developing reflective teaching practices.

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data Driven Practices
- Personalised Learning

### Resources allocated to this strategic direction

**QTSS release:** \$40,000.00

**Low level adjustment for disability:** \$79,948.01

**English language proficiency:** \$77,876.74

**Aboriginal background:** \$10,000.00

**Integration funding support:** \$30,643.00

**Socio-economic background:** \$15,586.01

### Summary of progress

In 2022, the school continued to maintain a strong focus on developing and refining data driven practices to maximise student learning outcomes. To improve our practices and processes, 'Data Dives' were introduced and provided regular opportunities for stage teams to collaboratively use data to monitor and assess student progress. The executive staff refined the assessment scope and sequence to include additional student assessment data sources. This included the Department of Education's 'Check-in' assessment for students in Years 4 and 6, as well as 'on-demand' assessments available for reading and numeracy. Additionally, tracking of student achievement against the Literacy and Numeracy progressions enabled formative assessment opportunities for stage teams. Team leaders developed a schedule of 'areas of focus' within reading and numeracy and supported teachers to develop assessment rubrics for these areas. During 'Data Dives', stage teams were able to analyse student progress, determine teaching effectiveness and direct future teaching and learning.

By embedding the regular analysis of student assessment data, class teaching and learning programs demonstrated curriculum planning and delivery that was differentiated to meet the needs of all students. Student progress was monitored using school-wide tracking systems, ensuring that learning needs were identified and catered for, with targeted intervention programs provided to those students in need of intensive levels of learning support. Learning needs were supported by a range of evidenced-based intervention and support programs, including MiniLit, MacqLit, COVID Intensive Learning and Support and QuickSmart numeracy support. Learning Support and English as an additional language or dialect (EALD) teachers provided support in the form of team-teaching, in-class support and intensive small-group withdrawal. A learning and support case management approach addressed specific student learning needs, including collaboratively developed personalised learning support plans and a strong partnerships between class teachers, specialist support staff and parents.

To ensure that teaching and learning programs were effectively differentiated to cater for the full range of abilities, there was an increased focus on personalised learning in the area of High Potential and Gifted Education. The High Potential and Gifted Education Evaluation and Planning Tool was used to evaluate schoolwide teaching strategies, practices and programs that extend those students who have high potential and giftedness beyond their current level of mastery. Staff used 'Data Dives' to assess and identify the specific learning needs of high potential students. To continue our improvement in this area, teachers will be supported to identify those students requiring extension, and additional programs will be delivered to engage students in higher-order thinking and learning extension.

In 2023, we will continue our strong focus on data driven practices by participating in the *Leading Evaluation, Evidence and Data (LEED)* program. This will support all staff to develop skills in data literacy and will embed quality professional practices that focus on student growth and attainment. We will continue to ensure that teaching and learning programs across the school show evidence that they are adjusted to address individual learning needs, ensuring that all students are challenged, and adjustments lead to improved learning. In K-2, there will be a focus on ensuring that assessment practices align to the new English and Mathematics syllabus. In all stages, assessment data will continue to be collected on a regular and planned basis and used responsively as an integral part of classroom instruction.

## 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"> <li>An increase of 6% of Year 3 and Year 5 students in the top 2 bands of NAPLAN numeracy to achieve the lower bound system-negotiated target.</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN scores indicate that the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN numeracy has declined in 2022.</li> <li>46.5% of students achieved in the top two bands in NAPLAN numeracy, indicating a decrease from the system-negotiated lower bound target of 51.0%.</li> <li>Despite this downward trend, students outperformed NSW state averages with 47.2% of Year 3 students achieving in the top two bands of NAPLAN numeracy compared with 37.0% of Year 3 students in NSW and 45.7% of Year 5 students achieving in the top two bands of NAPLAN numeracy compared with 29.4% of Year 5 students in NSW.</li> </ul>
<ul style="list-style-type: none"> <li>An increase of 6% Year 3 and Year 5 students achieve in the top 2 bands of NAPLAN reading to achieve the system-negotiated lower bound target.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading has increased from 2021 to 2022.</li> <li>67.8% of students achieved in the top two bands in NAPLAN reading, indicating attainment beyond the lower-bound target of 59.3% and the upper bound target of 64.3%.</li> <li>There has been a significant increase (19.9%) in the percentage of Year 3 students achieving in the top two bands, from 52.8% to 72.7%.</li> </ul>
<ul style="list-style-type: none"> <li>An increase of at least 15% of students achieving expected growth in NAPLAN reading to be trending upwards towards the system-negotiated lower bound target.</li> </ul>	<ul style="list-style-type: none"> <li>No NAPLAN reading growth data is available due to the suspension of the National Assessment Program in 2020.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be at the system-negotiated lower bound target.</li> </ul>	<ul style="list-style-type: none"> <li>No NAPLAN numeracy growth data is available due to the suspension of the National Assessment Program in 2020.</li> </ul>
<ul style="list-style-type: none"> <li>School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Differentiation (Learning Domain, Curriculum) to be achieving sustaining and growing (S&amp;G).</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of Differentiation and working towards excelling.</li> </ul>
<p>School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Data Skills and Use to be achieving sustaining and growing (S&amp;G).</p>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Data Use in Planning and working towards sustaining and growing.</li> <li>It also shows the school is sustaining and growing in the themes of Data Literacy, Data Analysis and Data Use in Teaching and working towards excelling.</li> </ul>
<ul style="list-style-type: none"> <li>PLAN 2 data indicates an increase in targeted school cohorts meeting grade expectations in Understanding Texts and Phonological awareness sub-elements of the Literacy learning progressions.</li> <li>PLAN 2 data indicates an increase in targeted school cohorts meeting grade expectations in Quantifying Numbers and Additive Strategies sub-elements of the Numeracy learning progressions.</li> </ul>	<ul style="list-style-type: none"> <li>PLAN2 data indicates that 86% of ES1 students met grade expectations in Phonological Awareness (PhA3.1) sub-elements of the Literacy learning progressions. This is an increase of 33% from 2021 to 2022.</li> <li>78.7% of Stage 2 students met grade expectations for Understanding Texts (UnT6-UnT7) sub-elements of the Literacy learning progressions. This was a slight decrease of 3.3% from 2021 to 2022.</li> <li>Students were assessed against Counting Processes (CPr) due to changes to the Numeracy progressions in 2022.</li> <li>86% of ES1 students met grade expectations in Counting Processes (CPr4.1) sub-element of the Numeracy learning progressions.</li> <li>83.3% of Stage 2 students met grade expectations in Additive Strategies (AdS6-AdS8) sub-elements of the Numeracy learning progressions. This was a slight increase of 3.3% from 2021 to 2022.</li> </ul>

### Purpose

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

### Initiatives

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

- High Impact Professional Learning
- Collaboration for Improvement

### Resources allocated to this strategic direction

**Professional learning:** \$19,139.63

**QTSS release:** \$11,024.92

### Summary of progress

In 2022, the school continued to embed collaborative practices that support ongoing school-wide improvement and develop a culture of continuous improvement. The executive team engaged in professional learning on curriculum reform, upskilling leaders to guide their stage teams through the implementation of new syllabus. The Assistant Principal Curriculum and Instruction (APC/I) worked collaboratively with executive, delivering professional learning in both team activities and through one-on-one coaching sessions. The APC/I guided the leadership team in completing the *Lead Learner* suite of professional learning. This support and guidance strengthened the instructional capabilities across the curriculum for middle leaders. The APC/I and executive team collaborated to enhance the professional growth of teachers by selecting and developing professional learning pathways to meet the needs of teachers. In collaboration with middle leaders, the APC/I provided guidance in using data to inform practice, establishing 'Data Dives' and assisting stage leaders to guide their teams through data inquiry processes that directed future teaching and learning cycles.

Staff were provided with stage planning days which enabled staff to engage in structured sessions to plan, develop and refine teaching and learning programs. Led by executive, stage teams were able to share evidence-informed practices and engage in professional discussion to improve their own knowledge and practice. In K-2, there was a focus on engaging with the new English and Mathematics syllabus. Early Stage 1 and Stage 1 teachers engaged in NESA professional learning on the new syllabus, explored the new curriculum and units of work and drafted Stage scope and sequences. This ensured processes and structure were in place to support teachers to collaboratively plan teaching programs, teach the new curriculum and evaluate practice as the curriculum implementation commenced in 2023.

In building a culture of continuous professional learning and improved teaching practices within the school, professional learning was linked to our School Improvement Plan, teacher Performance and Development Plans and the School Excellence Framework. Teachers engaged in learning activities that further developed their understanding of *What Works Best (CESE)*, with a focus on Assessment, Use of data to inform practice and Collaboration. Staff also participated in professional learning on the Inclusive, Engaging and Respectful Schools reform with a focus on the new Student Behaviour Policy. This led to a review of the school's current procedures for managing and supporting student behaviour. Further development of the new Student Behaviour Management and Support Plan will continue in 2023 and there will be a professional learning focus on the new Restrictive Practices Policy.

Staff engaged in a number of networks that enabled effective collaboration and the sharing of successful and innovative evidenced-informed practices. The Assistant Principal Curriculum and Instruction network supported APC/I's from across the Bungarribee network to collaborate and share data informed practice, professional learning on curriculum reform, and strategies and systems for building the capacity of middle leaders within their schools. In 2023, there will be opportunities to visit various schools across the network to share practice. There will also be a focus on embedding quality Indigenous literacy texts within teaching and learning programs, aligned to the new curriculum. Links with the Blacktown Learning Community have supported our staff to engage in teaching support networks, including those for Early Career Teachers and Aspiring Leaders. Assistant Principals regularly participated in professional learning opportunities provided by the Director, Educational Leadership, as part of the Bungarribee Middle Leaders network.

In 2023, staff will continue to engage with the new curriculum, with Stage 2 and Stage 3 teachers participating in professional learning and planning in preparation for implementation in 2024. All teachers will be provided with additional release to engage in this process, with a provision for executive staff to be released for one day per week to guide curriculum reform and implementation.



## 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"> <li>All staff begin to implement key components of explicit teaching theme (What Works Best - CESE) in classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher self-assessment reported 88.9% of teaching staff felt confident in their ability to implement key components of explicit teaching in their classroom practice, with a further 11.1% somewhat confident.</li> <li>All staff understood the connection of explicit teaching to best classroom practice.</li> </ul>
<ul style="list-style-type: none"> <li>School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Data Use in Teaching (Teaching Domain, Data Skills and Use) to be sustaining and growing.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of Data Use in Teaching and working towards excelling.</li> </ul>
School Excellence Framework (SEF) self-assessment indicates improvement in SEF element Learning and Development (Teaching Domain) from sustaining and growing to be working towards excelling.	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the overall element of Learning and Development. The themes of Coaching and Mentoring and Professional Learning are delivering and working towards sustaining and growing.</li> </ul>
School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme School Plan (School Planning, Implementation and Reporting, Leading Domain) to be sustaining and growing.	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the overall element of School Planning, Implementation and Reporting. The theme of Annual Report is sustaining and growing and working towards excelling.</li> </ul>
<ul style="list-style-type: none"> <li>School Excellence Framework (SEF) self-assessment indicates improvement in all themes of SEF element Effective Classroom Practice (Teaching Domain) to be maintaining towards sustaining and growing.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the overall element of Effective Classroom Practice and working towards excelling.</li> </ul>



## Strategic Direction 3: Wellbeing and Connections

### Purpose

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

### Initiatives

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

- Connecting with Community
- Succeeding and Thriving Together

### Resources allocated to this strategic direction

**Per capita:** \$35,000.00

**Aboriginal background:** \$438.87

### Summary of progress

The focus in 2022 for Strategic Direction 3 was to review and refine school processes and systems to support the implementation of the Inclusive, Engaging and Respectful Schools Reform. As part of this process, several areas of wellbeing framework were evaluated to ensure that all students were able to connect, succeed, thrive and learn. There was a strong focus on including student voice in decision-making and school initiatives and in ensuring that Aboriginal culture and perspectives were incorporated in an authentic way in across all school activities.

The Positive Behaviour for Learning team reviewed the current behaviour and reward system, conducting surveys of students and parents. In responding to feedback, several changes were made to the system to enable parent suggestions to be included in the new processes. Following a school-wide cultural immersion day held for Reconciliation Week, the goanna was chosen as a new school mascot. The mascot design linked local Aboriginal culture and school history and was endorsed by the Nurrungingy AECG. Our Aboriginal and Torres Strait Islander students worked with local language experts to name the mascot, 'Wirriga Midigaa'. The new mascot and Aboriginal Dharug language have been incorporated into the school's new reward system, which will launch school-wide in 2023. The process of design and the authentic inclusion of Aboriginal culture was shared by Aboriginal and Torres Strait Islander students with staff from schools in the Bungarribee network.

Throughout 2022, we continued to develop connections with local Aboriginal community members to enhance the provision of Aboriginal education across the school. A parent 'Yarn Up' was held for Aboriginal and Torres Strait Islander families and provided an opportunity for parents to learn about initiatives to embed Aboriginal culture, history and languages across the school. Staff attended the Nurrungingy AECG meetings and liaised with staff from other schools to share best practice. Several students also attended the inaugural Nurrungingy Junior AECG, providing a platform for Aboriginal and Torres Strait Islander student voice and empowering students through real and active decision-making. In Term 2, Aboriginal and Torres Strait Islander students participated in the North and West Wiradjuri Language and Culture Nest online camps. The school commenced works on a Yarning Circle, which will be used as an outdoor learning place in which to talk and share, to build respectful relationships and to enrich students' learning experiences. A mural for the area was designed in consultation with students and staff, and a local Dharug language expert was consulted to support inclusion of Dharug language.

In our planned approach to wellbeing, a number of evidence-based wellbeing programs were provided by the school Chaplain to meet the emotional and social needs of students, including Positive Kids, Seasons for Growth and Drumbeats. The Learning Support Team embedded a case management approach to ensure that students social and emotional needs were being catered for by personalised support and intervention programs that focused on developing emotional resilience and a sense of wellbeing. Additionally, a self-referral process was developed for students to access the support of the school Chaplain. In Term 3, Student Wellbeing Officers were introduced as a support for students in the playground. The Wellbeing Officers were trained in peer mediation strategies and assisted students who were requiring support to engage positively in the playground. Students responded well to this initiative and the Student Representative Council voted to expand this program in 2023.

In 2023, the school will develop a new Student Behaviour Support and Management Plan in line with the Inclusive, Engaging and Respectful Schools Reform. We will continue to revise and update the whole-school approach to wellbeing to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement is a shared responsibility. There will continue to be a focus on connecting with community, increasing student voice and embedding Aboriginal histories, language and culture across the school.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Increase the percentage of students attending &gt;90% of the time to be at or above the lower bound system-negotiated target.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2022, the number of students attending greater than 90% of the time or more has decreased away from the lower bound target to 61.9%</li> </ul>
<ul style="list-style-type: none"> <li>• TTFM Wellbeing data (Advocacy, Belonging, Expectations) increases to be at or above the lower bound system-negotiated target.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me Wellbeing data shows that 78% of students in June 2022 report a positive sense of wellbeing (Advocacy, Sense of Belonging and Expectations for Success), which trended towards the lower bound target.</li> <li>• When this survey was repeated in October 2022, 70% of students reported a positive sense of wellbeing, declining away from the lower bound target.</li> </ul>
<ul style="list-style-type: none"> <li>• School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Wellbeing (Learning Domain) to be maintaining sustaining and growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Wellbeing and working towards excelling.</li> <li>• It also shows the school is excelling in the theme of Behaviour, maintaining positive, respectful relationships among students and staff.</li> </ul>
<ul style="list-style-type: none"> <li>• School Excellence Framework (SEF) self-assessment indicates improvement in SEF element Attendance (Learning Culture, Learning Domain) to be maintaining sustaining and growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the theme of Attendance in the element Learning Culture.</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,643.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Seven Hills North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• the employment of Student Learning Support Officers (SLSOs) to support students with a disability to equitably access and engage within our mainstream school setting.</li> <li>• students having their additional learning needs met and ensuring access to the full range of curriculum learning experiences for all students.</li> <li>• Personalised Learning and Support Plans (PLSPs) were developed by class teachers through collaboration with the Learning and Support Teacher and in partnership with parents.</li> <li>• regular monitoring of student progress towards SMART goals through the analysis of assessment data and collaborative review meetings.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Funding will continue to be used to support specific students with a disability who have moderate to high support needs. This will enable the provision of additional School Learning Support Officers to assist with personalised learning and support for students who require accommodations and adjustments within the classroom and playground. This funding source will also provide additional resources to enable those adjustments necessary for students to equitably access learning opportunities and school experiences.</p>
<p>Socio-economic background</p> <p>\$15,586.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Seven Hills North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional SLSO staffing to implement students' Personalised Learning Support Plans (PLSPs) to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• A strong focus on improving literacy and numeracy outcomes for all students K-6.</li> <li>• The employment of a Student Learning Support Officer (SLSO) to support students with additional learning needs.</li> <li>• The delivery of individualised instruction by reducing the student-to-teacher ratio during instruction.</li> <li>• Effective implementation of adjustments and accommodations within</li> </ul>



<p>Socio-economic background</p> <p>\$15,586.01</p>	<p>the classroom and playground, enabling equitable engagement for students with additional academic, social and emotional needs.</p> <ul style="list-style-type: none"> <li>• The provision of resources to ensure that all students had access to school programs and initiatives.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to employ Student Learning Support Officers (SLSOs) to support students with additional learning needs and to support effective implementation of Personalised Learning and Support Plans. Further professional learning will be delivered to all staff on developing individualised SMART learning goals that incorporate needs-based adjustments for teaching and assessment. Personalised learning support will continue to be regularly reviewed and adjusted through the analysis of PLAN data and collaboration of all stakeholders.</p>
<p>Aboriginal background</p> <p>\$10,438.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Seven Hills North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Connecting with Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• teachers have been provided with professional learning and release time to develop Personalised Learning Pathways for their Aboriginal students.</li> <li>• parents were involved in the development of PLPs, strengthening partnerships and promoting genuine collaboration between the school and Aboriginal families.</li> <li>• improved quality of teaching and learning for Aboriginal students and an increase in Aboriginal students' attendance, participation and engagement in learning.</li> <li>• personalised learning pathways articulate explicit learning goals and outline support strategies to achieve the goals.</li> <li>• Aboriginal students were provided with additional quality learning support in line with their individual learning needs.</li> <li>• class teachers and an SLSO provided personalised learning support to assist Aboriginal students to work towards achieving their educational goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> All staff will continue to engage in professional learning activities to enhance their knowledge and understanding of strategies to support Aboriginal and Torres Strait Islander students. Staff will collaborate with parents and community to develop a new school Personalised Learning Pathway which incorporates 8 Ways pedagogy. The school will continue to work alongside our local AECG to build opportunities for staff to develop increased connections for our Aboriginal students. The school will continue to expand the 'Yarn Up' sessions with parents and increase the involvement of Aboriginal and Torres Strait Islander parents in the school's decision-making processes.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>



<p>\$79,948.01</p>	<p>students at Seven Hills North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• the Learning Support teacher providing assistance to those students who require additional support and adjustments to meet their learning needs. The use of flexible timetabling to ensure that support is responsive to the needs of students.</li> <li>• Leading learning support personnel and programs across the school including the management of external agencies such as the Australian Catholic University's Speech Pathology program.</li> <li>• the school implementing a more consistent approach to student learning support and interventions, with the learning and support teacher working with students in a case management role within the classroom/whole school setting. The effective use of evidence-based reading intervention programs such as Mini-Lit and Macq-Lit.</li> <li>• a flexible SLSO timetable was regularly reviewed and modified, ensuring that those students identified as requiring support were allocated additional needs-based learning assistance</li> <li>• Student Learning Support Officers (SLSOs) supporting the effective implementation of Personalised Learning and Support Plans.</li> <li>• regularly monitoring student progress and effectiveness of personalised learning support through the analysis of data and learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Learning and Support teacher and Student Learning Support Officers (SLSOs) to support students with additional learning needs. Teachers will collaborate with specialist staff and parents/carers to develop and implement effective Personalised Learning and Support Plans to ensure achievement of learning outcomes for all students.</p>
<p>Professional learning</p> <p>\$19,139.63</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Seven Hills North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> <li>• Collaboration for Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• enabling teachers to to engage with the Assistant Principal Curriculum and Instruction to unpack evidence-based approaches to teaching.</li> <li>• providing release for teachers to attend high impact professional learning activities to further develop their knowledge and practice and knowledge</li> <li>• providing stage planning days each term to enable opportunities for teacher collaboration to develop of high quality teaching and learning programs and analyse assessment data.</li> <li>• enabling opportunities for staff to participate in professional learning activities that meet their Performance and Development goals.</li> </ul>

<p>Professional learning</p> <p>\$19,139.63</p>	<ul style="list-style-type: none"> <li>• Early Stage 1 and Stage 1 teachers engaging with the new English and Mathematics syllabus, in preparation for implementation in 2022.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• K-2 teachers have a knowledge and understanding of the new English and Mathematics curriculum and are well placed for the implementation of new syllabus in 2022.</li> <li>• greater team collaboration in programming and assessment by participating in stage meetings and stage planning days.</li> <li>• consistency of teacher judgement as a result of opportunities to assess collaboratively.</li> <li>• teachers being released to work with their team and leaders in a learning sprint, where data is gathered, improvement measures are trialed and then data is regathered to track student improvement and growth</li> <li>• teachers collaborating with staff across learning networks to share and embed effective practice, facilitate professional dialogue and support ongoing improvement in teaching practice.</li> <li>• teachers being able to meet their identified Performance and Development goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>All staff will continue to develop a Performance Development Plan which outlines identified professional learning goals. Staff will be supported to engage in professional learning which improves teacher capacity and effective classroom practice across the school. The initiatives and success criteria of the schools' Strategic Improvement Plan will continue to drive the focus areas of professional learning for staff. There will to be a focus on delivering professional learning in the areas of CESE's What Works Best and supporting staff to expertly use student assessment data to drive the teaching and learning cycle. School leaders will participate in the Leading Evaluation, Evidence and Data (LEED) program to develop skills in data literacy and embed quality professional practices that focus on students growth and attainment.</p> <p>In 2023, professional learning funds will allow teachers to participate in professional learning through attendance at workshops, conferences, staff development days, staff meetings, network meetings and online training, with a particular focus on Aboriginal Education and embedding practices that support high potential and gifted students across all domains. Additionally, teachers in 3-6 will be supported to develop their understanding of curriculum reform as part of the 'engage' phase of the new curriculum implementation process. They will be guided by the Assistant Principal Curriculum and Instruction to become familiar with the new syllabus, teaching units and resources to support implementation in 2024.</p>
<p>QTSS release</p> <p>\$51,024.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Seven Hills North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Collaboration for Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Executive staff have been supported by the Assistant Principal Curriculum and Instruction to enhance their knowledge and skills in literacy and numeracy curriculum, instruction and assessment.</li> </ul>

<p>QTSS release</p> <p>\$51,024.92</p>	<ul style="list-style-type: none"> <li>• Stage team leaders have strengthened their understanding of the Literacy and Numeracy progressions and have supported teams to analyse assessment data gathered from various internal and external sources, including PLAN 2, Check-In assessment, on-demand assessments, NAPLAN and school- based data.</li> <li>• teachers have engaged in guided data dives and explicit professional learning on data literacy skills in order to identify trends and plan teaching cycles.</li> <li>• stage supervisors have been released to engage in collaborative planning and assessment with their teams.</li> <li>• teachers have an increased understanding of the role of student assessment data in informing teaching and learning programs and a deeper understanding of PLAN2, SCOUT and PAT analysis when using data to inform the planning of programs and reporting to parents.</li> <li>• staff have participated in effective Performance and Development processes, including opportunities for observation of practice, collaborative goal setting and opportunities for feedback.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b>  Opportunities for collaborative practices within and beyond stage teams will continue to be provided to ensure that collective knowledge is cultivated to improve learning outcomes for all students. Stage planning days will enable collaborative programming and assessment and allow teachers to develop a consistency of judgement as they analyse student assessment data. This analysis will identify particular areas of student need and lead to short, focused teaching cycles to improve student achievement in targeted areas. Collaborative practices will support teachers to identify, understand and implement effective, explicit teaching practices. Stage leaders will continue to support their teams to understand, develop and apply a range of assessment strategies to monitor student progress, determine teaching effectiveness and direct future teaching and learning.</p>
<p>COVID ILSP</p> <p>\$79,296.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition using evidence-based intervention programs</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition in Stage 1 to Stage 3 and monitor the progress of these students.</li> <li>• providing targeted, explicit instruction for student groups in literacy (reading focus) and Mathematics (number strand focus)</li> <li>• employing staff to provide online tuition to student groups in literacy/ (reading focus) and Mathematics (number strand focus)</li> <li>• employing/releasing staff to coordinate the support program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• additional support being provided to identified students from K-6, in both Literacy and Numeracy, as evidenced by assessment data.</li> <li>• students in Years 3-6 being supported to develop improvements in fluency and comprehension, with a focus on developing sentence structures for writing and Super 6 reading strategies.</li> <li>• delivery of the QuickSmart mathematics support and intervention program to develop foundational skills in mathematics for those students for whom gaps were identified.</li> <li>• training being regularly provided by the Learning Support Teacher to ensure that small-group tutors were able to implement current evidenced-based practices to support students' needs in literacy and numeracy.</li> <li>• student progress and achievement data was tracked weekly using</li> </ul>

<p>COVID ILSP</p> <p>\$79,296.00</p>	<p>PLAN 2 and analysed at weekly support team meetings, leading to programming of teaching and learning activities that was responsive to current needs.</p> <ul style="list-style-type: none"> <li>improved student learning outcomes supported by this intervention program which focused on reading comprehension, writing and number strategies.</li> <li>refined systems to effectively coordinate, implement, track and monitor the student progress and achievement data.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue to provide targeted teaching to students with additional learning needs in the focus areas of literacy and numeracy.</li> <li>to continue to regularly track students progress using PLAN 2, and using this data to identify growth and gaps of targeted students.</li> </ul>
<p>English language proficiency</p> <p>\$77,876.74</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Seven Hills North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to support delivery of targeted initiatives</li> <li>provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>additional staffing intensive support for students identified in beginning and emerging phase of English language learning.</li> <li>additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>provide EAL/D Progression levelling PL to staff and attend networking opportunities with other schools within our network.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>employment of a specialist English as a Language Dialect (EAL/D) teacher.</li> <li>provision of support to EAL/D students through various structures, including team-teaching, small group support and individualised programs.</li> <li>the specialist teacher has supported EAL/D students and their classroom teachers by implementing appropriate assessment to develop needs-based teaching programs based on current learning needs.</li> <li>EAL/D students were assessed and placed on the relevant ESL Scales and the EAL/D Learning Progression.</li> <li>thorough formative assessment to identify point of time language needs</li> <li>all EAL/D students being placed on the EAL/D learning progressions and teaching programs were developed to support EAL/D students' development of English proficiency.</li> <li>an increase in participation and achievement for EAL/D students.</li> <li>the EaLD teacher provided professional learning for all teachers in EaLD pedagogy and best practice.</li> <li>all teachers were supported to assess their EAL/D students against the EAL/D progressions. This supported all staff in planning and programming; differentiating for EAL/D students in teaching programs, whole school and classroom assessment practices and incorporating EAL/D pedagogy and strategies in classroom practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The school will continue to engage a specialist teacher to support EAL/D students in their development of language proficiency. Student progress will continue to be tracked and monitored against the EAL/D learning</p>

<p>English language proficiency</p> <p>\$77,876.74</p>	<p>progressions. Due to a changeover of staff, the specialist teacher will provide EAL/D Progression levelling professional learning to all staff again in 2023.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• ensured that literacy and numeracy knowledge and skills were embedded in curriculum and assessment; high quality teaching practices were enhanced; and the capabilities of middle leaders were strengthened in literacy and numeracy instruction.</li> <li>• maintained an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</li> <li>• provided high support and guidance to enhance teacher growth and development in literacy and numeracy and strengthens school wide instructional capabilities across the curriculum for middle and senior leaders.</li> <li>• collaborated with the executive leadership team to enhance the professional growth of teachers by selecting and developing professional learning pathways that meet data-informed needs of teachers and provides opportunities for teachers to transfer new learning into classroom practice.</li> <li>• demonstrated, co-presented and evaluated the impact of professional learning on student progress and achievement, and teacher growth.</li> <li>• worked collaboratively with teachers and leaders to address student learning needs in literacy and numeracy through rigorous and ongoing collection, analysis and use of student data.</li> <li>• communicated identified trends analysed from internal and external whole school data (PAT, PLAN2, SCOUT) to help inform next steps for teachers.</li> <li>• supported Assistant Principals in using this data to lead professional conversations with teaching teams.</li> <li>• • connected with and presented exemplar 'stories from the field' at the local Assistant Principal, Curriculum and Instruction network to ensure currency and consistency across the Bungarribee network.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Through guided data dives and explicit professional learning on data literacy skills, staff reported an increased understanding of the role of student assessment data in informing teaching and learning programs and a deeper understanding of PLAN2, SCOUT and PAT analysis when using data to inform the planning of programs and reporting to parents.</li> <li>• Teachers in K-2 developed their understanding of the curriculum reform as part of the 'Engage' phase of the curriculum implementation journey. They were guided by the Assistant Principal, Curriculum and Instruction and stage supervisor in becoming familiar with the K-2 digital curriculum, teaching units and resources to support implementation in 2023 and assessment options on ALAN to monitor student progress against version 3 of the literacy and numeracy progressions.</li> <li>• Whole school refinement of the professional learning model to include tri-weekly focuses on the Strategic Improvement Plan, Data literacy skills through data dives and responsive High Impact Professional Learning in the areas of Literacy, Numeracy and CESE What Works Best: 2020 update.</li> <li>• Evaluation of current stage-based approach to assessment and identification of the need to approach assessment from a whole-school perspective, lead to the development of shared data storage so that all stakeholders could easily access assessment data to make analysis trend focused across year groups.</li> <li>• Demonstration lessons and team-teaching opportunities further developed teacher capacity in delivering lessons using the CESE What</li> </ul>



Works Best theme 'Explicit Instruction'. Professional learning ensured a whole school approach to explicit instruction, including consistency of language that focused on the gradual release of responsibility model using 'I do, we do, you do'.

- Positive engagement with the executive team built leadership knowledge, skills and self-efficacy in literacy and numeracy through the new and current curricula. Leaders were mentored and coached at point of need to apply new learning in their practice, to challenge themselves and to articulate what student success looks like, leading to an increase in leadership capacity and understanding when addressing the same understandings in stage teams.

**After evaluation, the next steps to support our students will be:**

- Enrich the leading, teaching and learning of big ideas and core concepts in Mathematics across the school by engaging in High Impact Professional Learning (HIPL) targeted at teacher-identified and student data-driven need. Collaborative professional learning will be facilitated in the course Big Ideas to Start Strong across K-6 for all staff, showcasing examples of classroom practice, tasks and assessment tools related to big ideas and core concepts. Teacher confidence in the teaching and learning of mathematics will be built through exploring evidence-based mathematical pedagogies and research, demonstrating and co-teaching the implementation of new understandings and modelling and supporting effective programming, assessment and reporting.
- Ensure an ongoing focus on the improvement of data literacy skills through guided data dives and building the capabilities of the executive team to lead stage teams in evaluation processes and student growth and attainment data analysis through the Leading Evaluation, Evidence and Data Tranche 2 in 2023-2024. This is in alignment with the need to develop data literacy and analysis skills and use in teaching and planning compared to the School's Excellence Framework Self-Assessment Survey.
- Guide K-2 teachers in the 'Enact' phase of the curriculum implementation journey by supporting staff to plan and deliver effective learning experiences for a full range of students. School processes and systems will be adjusted to allow K-2 teachers opportunities to collaborate with the Assistant Principal, Curriculum and Instruction in planning, teaching and evaluating new curriculum units. Effective use of curriculum release to evaluate school processes in assessment and reporting to parents/caregivers will also support implementation and communication to the community of the reform.
- Lead 3-6 staff through the 'Engage' phase of the curriculum implementation journey in preparation for the implementation of the new 3-6 curriculum in 2024 by engaging in professional learning that explains the research underpinning the reform. As part of curriculum release, staff will access professional learning led by the Assistant Principal, Curriculum and Instruction to familiarise themselves with the new syllabus. Development of a local implementation plan to ensure that staff meet planning, programming, assessing and reporting requirements and identify required resources.



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	152	150	136	141
Girls	141	130	122	131

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.6	93.9	88.7
1	91.1	94.7	92.6	88.5
2	93.7	95.4	96.0	90.2
3	94.7	94.8	94.2	90.3
4	93.6	95.6	95.3	91.0
5	93.9	94.7	95.2	88.5
6	93.2	95.0	94.8	86.9
All Years	93.6	95.0	94.6	89.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	9.41
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.62

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	383,724
<b>Revenue</b>	2,961,584
Appropriation	2,810,706
Sale of Goods and Services	1,428
Grants and contributions	143,546
Investment income	5,704
Other revenue	200
<b>Expenses</b>	-2,908,709
Employee related	-2,477,506
Operating expenses	-431,203
<b>Surplus / deficit for the year</b>	52,875
<b>Closing Balance</b>	436,599

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.

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	30,643
<b>Equity Total</b>	183,850
Equity - Aboriginal	10,439
Equity - Socio-economic	15,586
Equity - Language	77,877
Equity - Disability	79,948
<b>Base Total</b>	2,129,402
Base - Per Capita	65,191
Base - Location	0
Base - Other	2,064,211
<b>Other Total</b>	277,844
<b>Grand Total</b>	2,621,738

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](https://myschool.edu.au) to access the school data.

In 2022, students at Seven Hills North Public School demonstrated pleasing NAPLAN results, performing well above the percentages for similar schools and the statewide results in all areas.

### Year 3 2022

- In Year 3, 72.7% of students achieved in the top two bands for NAPLAN Reading, significantly higher compared to 63.3% in similar schools and 54.0% statewide.
- The average score for Year 3 Reading was 468.1, well above the statewide average of 437.65 and reflects the highest average score at Seven Hills North PS since recording started in 2010.
- 65.9% of Year 3 students achieved in the top two bands for Writing in 2022, compared to 64.9% in similar schools and 55.7% statewide.
- 62.2% of students achieved in the top 2 bands in Spelling, outperforming 58.1% in similar schools and 51.9% statewide.
- Year 3 NAPLAN data demonstrates that 71.1% of students achieved in the top 2 bands in Grammar and Punctuation, significantly higher when compared to 60.5% in similar schools and 52.6% statewide.
- 44.4% of Year 3 students achieved the top two bands of Numeracy in 2022, compared to 43.6% in similar schools and 37.0% statewide.

### Year 5 2022

- In Year 5, 62.9% of students achieved in the top two bands for NAPLAN Reading, significantly outperforming 46.5% in similar schools and 40.5% statewide.
- 37.1% of Year 5 students achieved in the top two bands for Writing in 2022, compared to 29.0% in similar schools and 26.6% statewide.
- Year 5 NAPLAN data demonstrates that 57.1% of students achieved in the top 2 bands in Spelling, significantly higher compared to 45.6% in similar schools and 40.8% statewide.
- 48.6% of students achieved in the top two bands for NAPLAN Grammar and Punctuation, outperforming 36.9% in similar schools and 34.0% statewide.
- 45.7% of Year 5 students achieved the top two bands of Numeracy in 2022, significantly higher than 32.0% in similar schools and 29.4% statewide.

Expected growth in NAPLAN assessment was unable to be measured in 2022 due to the 2020 NAPLAN assessment cancellation due to the COVID-19 pandemic. Internal school progress and achievement data shows that most students are showing at or above expected growth.



## Parent/caregiver, student, teacher satisfaction

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

In 2022, students, parents and teachers were given the opportunity to provide the school feedback through surveys, forums and questionnaires. Data was gathered through *Quality of School Life School Satisfaction* surveys for students, staff and parents and *Tell Them From Me* student surveys.

Key findings from this consultative process are shared below.

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

- 94.7% of staff and 93.3% parents agree that 'Seven Hills North is an attractive and well-resourced school, including classrooms, library, technology and grounds.'
- 100% of staff and 95% parents agree that 'The school is connected to its community and welcomes parental involvement.'
- 100% of staff and 98.3% parents agree that 'Parents are encouraged to contact the school to discuss concerns relating to their child.'
- 100% of staff and 98.3% of parents agree that 'The school is a friendly school and that is tolerant and accepting of all students.'
- 94.7% of staff and 93.3% of parents agree that 'The students are the school's main concern.'
- 89.4% of staff and 93.4% of parents agree that 'The school has supportive wellbeing programs'.
- 73.7% of staff and 85% of parents agree that 'The school offers challenging programs for its students'.
- 94.7% of staff and 98.3% of parents agree that 'The school maintains a focus on literacy and numeracy'.
- 100% of staff and 100% of parents agree that 'The school teaches and promotes core values'.
- 94.8% of staff and 96.7% of parents agree that 'Seven Hills North Public School has competent teachers who set high standards of achievement.'
- 83.3% of staff and 96.6% of parents agree that 'Fair discipline exists within the school.'
- 84.9% of students agree that 'My school is a place I really like to go each day'.
- 96.8% of students agree that 'My teacher is fair to me'.
- 98.3% of students agree that 'I learn to get along with other people'.
- 93.4% of students agree that 'I enjoy what I do in class'.
- 94.3% of students agree that 'Other students accept me as I am'.
- 91.8% of students agree that 'I know how to cope with the work'.
- 98.3% of students agree that 'I get on well with other students in my class.'
- 95.1% of students agree that 'The things I learn are important to me.'

In 2022, staff and students in Years 4-6 participated in the *Tell Them From Me* student surveys in June and October, where average school results were comparable to the NSW Government Norm. The responses are presented below:

### June 2022

- 58% of students indicate that they participate in extracurricular activities, above the NSW norm of 55%.
- 83% of students who completed the survey reported that they have positive relationships at school compared to 85% for the NSW Government Norm.
- 92% of students have positive student behaviour at school, well above the NSW Government norm of 83%.
- The number of students who reported being victims of bullying was well below the NSW Government norm of 36%.
- 97% of students indicated that they 'feel proud of my school'.

### October 2022

- 100% of Year 4 students and 93% of Year 5 and 6 students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 98% of students have positive student behaviour at school, an increase of 6% from the June *Tell Them From Me* survey.
- 88% of students reported that they believe that 'students try hard to succeed in learning' matching the NSW Government Norm and increasing from the June *Tell Them From Me* survey by 6%.
- Teachers strongly agreed (9.2/10) that inclusive classrooms are established at Seven Hills North Public School through 'clear expectations for classroom behaviour'.

### Future Directions

The results of all *Quality of School Life*, *Tell Them From Me* and online parent surveys were very positive, particularly those gained from parents. There has been an increase in parent satisfaction in all areas of the survey, indicative of their renewed involvement in school activities post COVID lockdowns. Survey results indicate that parents feel connected to



the school and that the school has competent teachers who maintain a strong focus on literacy and numeracy and who set high standards of achievement.

The results of *Quality of School Life* student surveys indicated an increase in students wanting to be at school each day, from 84.9% in 2021 to 88.5% in 2022. Likewise, there has been a significant improvement in the number of students who feel they get on well with other students in their class, from 90.4% in 2021 to 98.3% in 2022. Student data from the *Tell Them From Me* survey reinforced this positive connection to returning to school with upward trends in the areas of positive behaviour at school, interest and motivation, effort toward learning and positive relationships. Additionally, staff data reported high levels of collaboration across the school when planning learning opportunities and assessing student achievement.

Surveys of various curriculum, management and cultural practices over the past few years expressed a high level of satisfaction with aspects of our school and will continue to be used as an ongoing guide for continued improvement of practices to maintain satisfaction. It was noted that 39% of students reported that lessons were 'high skill', yet 'low challenge'. Similarly, only 73.7% of teachers and 85% of parents believe that the 'school offers challenging programs for its students'. The school will continue to drive improvement in this area through initiatives within Strategic Direction 1, Growth and Attainment and Strategic Direction 2, Professional Practice. Further professional learning in *High Potential and Gifted Education* and *CESE What Works Best*, will support teachers to extend those students who require personalised learning support in challenge and extension. An increase in efficient data-driven practices will focus on identifying those students who require personalised learning at 'beyond' their stage expectations to meet their current point of need and set challenging learning goals. Students will continue to participate in the *Tell Them From Survey* and other student voice forums to provide staff with valuable insights and trends about student satisfaction and engagement at our school.





# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

