

# 2022 Annual Report

## Cecil Hills Public School



4635

# Introduction

The Annual Report for 2022 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.

## School contact details

---

Cecil Hills Public School

Leopold Place

Cecil Hills, 2171

<https://cecilhills-p.schools.nsw.gov.au>

[Cecilhills-p.school@det.nsw.edu.au](mailto:Cecilhills-p.school@det.nsw.edu.au)

9822 0504

## Message from the principal

---

2022 started under the cloud of Covid, however eventually we had the opportunity for some 'normality' at school, with restrictions easing. Again our students and staff exhibited resilience and we worked hard to give students their first full year of on-site schooling since 2019.

We were able to hold assemblies, farewells and celebrations while managing the 'normality' of Covid. In the end, we made it through and for me 2022 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, returned for our students. Interschool sport returned from term 2 so students still had the opportunity be active and excel in the sporting arena. Our school again performed well on the sporting fields, winning many competitions as well as being crowned Zone cross country and athletics champions.

The belief in each child achieving their personal best continued to underpin all of our programs and planning. We are very proud of the inclusive culture and effective wellbeing programs that continue to support our students.

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 privileged to be supported by an enthusiastic and hard-working P&C Committee. In 2022, the elected P&C executive were Mrs Amy Vukosa (President), Mrs Valeria Foster (Vice President), Mrs Nadia Brosque

(Treasurer) and Mrs Oriana Pagano (Secretary). The P&C executive organise several 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.

In 2022, the P&C organised the Easter Raffle with many wonderful prizes given out at our annual Easter Hat Parade. The P&C also ran Mother's Day and Father's Day stalls, which were both well supported by our students and families. They also successfully coordinated and operated the canteen on the school Athletics Carnival day, which is the biggest fund raiser of the year. Thank you to the P&C Executive Committee and all of our wonderful parent and family volunteers for all of their efforts and assistance throughout another productive year.

## Message from the students

---

### Student Representative Council (SRC) Report

In 2022, the Student Representative Council (SRC) comprised of a student from each class. The SRC allowed opportunities for students to develop leadership skills whilst working together with their peers.

Students in the SRC worked collaboratively to gather ideas and suggestions from their classes on how to enable Cecil Hills Public School to raise much needed funds for various charities. Students developed their leadership skills by listening actively to others and considering all ideas fairly.

The members of the SRC were involved in organising and conducting the ANZAC Day service and Remembrance Day commemoration service. Both services were respectfully attended by the whole school community.

SRC students have continued to support charities through organising and hosting events.

In Term One, we had our first mufti day for the Rural Fire Service which raised \$852.00. We continued our support for Stewart House by distributing envelopes for \$2 contributions and raised \$226.00.

Throughout Term Two, the SRC ran a donation drive to collect food and toys which were donated to Ronald McDonald House. These items were distributed to assist families living away from home with children receiving treatment at Westmead Hospital. In May, we held our annual Biggest Morning Tea / Pyjama Day. SRC students hosted the morning tea and were able to attend and eat recess with the teachers. This wonderful fundraiser raised \$905.75 which was donated to the Cancer Council.

In Term Three, students wore jeans to school to support Jeans for Genes Day and we raised \$613.90. The SRC also organised a WOW orange mufti day where students came to school dressed in orange clothes which raised \$567.45 to donate to the NSW SES.

In Term Four, the SRC held our annual Red Day where students wore something red to school and raised \$571.35 which was donated to the Daniel Morcombe Foundation. We also sold bandannas for Bandanna Day and raised \$1543.00 for Can Teen. In November, we held our final fundraiser for the year. To raise funds for Rural Aid, students had a Crazy Hair and socks day and raised \$584.75.

Marianne Lia, Kylie Jack and Kristy Persen

## 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	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	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

---

**Integration funding support:** \$180,871.00

**Socio-economic background:** \$154,000.00

**Aboriginal background:** \$5,000.00

**Low level adjustment for disability:** \$80,000.00

**Literacy and numeracy intervention:** \$84,000.00

**Refugee Student Support:** \$2,750.72

**English language proficiency:** \$62,542.98

**Per capita:** \$116,000.00

### Summary of progress

---

#### Data Driven Practices

Throughout 2022 data-driven practices changed the school's focus from "what was taught" to "what was learned"? Effective strategies for analysis and reflection were embedded into weekly collaborative conversations with a focus on adjusting practice to drive improvement for all students in reading, writing and numeracy. Analysis involves systematically examining interim assessment data thoroughly to determine students' progress and areas for further development and then taking the necessary steps to address their needs. Collaboration between leadership and teaching staff was prioritised to build expertise in staff.

Staff demonstrated strong growth in their ability to effectively use data in an integral way to inform teaching and learning with a visible cultural shift in high expectations amongst staff.

Planning for K-2 syllabus implementation focused on developing a scope and sequence for both the English and Maths syllabus. The scope & sequences will support improvement in teaching practice across the school, and changes will reflect student engagement and learning outcomes as we work on enacting the syllabus scope and sequences throughout 2023.

In 2023 we will focus on using the teaching and learning cycle to effectively differentiate for all students, including quality pretesting to inform data-driven teaching practice and develop scope and sequences for the 3-6 English and Maths syllabus.

Student growth cannot be calculated for 2022 as the NAPLAN was not run for 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020 we do not have the data to calculate student growth scores for 2022.

#### Personalised Learning

The focus for 2022 was on embedding a learning culture that encompassed critical feedback as an essential feature of all teaching and learning programs and practices. Baseline data was collected to guide future directions for personalised learning in 2023. This personalised learning will include reading, writing, and mathematics and will guide professional learning, lesson demonstrations, and observations. Collaborative conversation professional learning was centered on moderation of writing samples and how to effectively assess in every grade each term using the progressions, syllabus,

data and work samples. Staff developed a writing rubric across K to 6 that has been utilised to accurately reflect without bias on student writing.

A future focus will be on individualised professional learning for staff on managing and delivering an effective teaching and learning cycle of assessment, programming, teaching and assessment for the diverse range of students in classes including HPGE students. The Assistant Principals (Curriculum and Instruction) will survey staff in order to plan for professional learning needs of each staff member and deliver learning in an individualised and small group manner. This will be followed with mentoring, observations and ongoing professional learning in differentiation, effective programming, using quality data to inform teaching and learning and High Performance and Gifted Education.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Increase top two bands of NAPLAN Reading to meet or exceed our system negotiated targets</li> </ul>	<p>In 2022, there were 46% of students who achieved in the top two skill bands in NAPLAN for reading and this was consistent with our annual trajectory. There has been a slight increase in the upper bands since 2019 for reading. There was a focus in 2022 to collect baseline data on reading instruction in the classroom to guide executive understanding of school practice for reading progress and professional learning for effective reading instruction for teachers in 2023.</p>
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth NAPLAN Numeracy, performing above system-negotiated annual target baseline.</li> </ul>	<p>Student growth for NAPLAN numeracy cannot be calculated for 2022 as the NAPLAN assessment was not run in 2020 due to the Covid 19 pandemic. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth NAPLAN Reading, performing above system-negotiated annual target baseline.</li> </ul>	<p>Student growth for reading growth NAPLAN reading cannot be calculated for 2022 as the NAPLAN assessment was not run in 2020 due to the Covid 19 pandemic. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.</p>
<p><b>Value Added Data</b></p> <ul style="list-style-type: none"> <li>• K-3 and Yr 3-5 value added data increase to sustaining and growing in Scout</li> <li>• Yr 5 - 7 value added data in scout continues to show excelling</li> <li>• All students have learning goals based on determined 'expected growth' data using literacy/numeracy progressions which are tracked and monitored using PLAN 2</li> </ul>	<p>Value Added (VA) for Years 3-5 and 5-7 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020. School VA scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate VA scores for 2022.</p>
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy</li> <li>• All teachers review student assessment data and compare results with grade colleagues through the Collaborative and Data Conversation initiatives</li> </ul>	<p>There were no Aboriginal students who completed the NAPLAN assessments in 2022.</p> <p>In 2022, there was a focus on collecting relevant numeracy data that can be effectively used and analysed to improve student progress. The assessment schedule was reviewed by all staff to create a schedule that could give progressive and relevant data to teachers across the school. There was also a comprehensive focus on storing data and having a teacher-friendly database that is used to create numeracy groups and focus areas for classrooms and support staff. In 2023, there will be an online data resource created that will allow teachers to track and monitor numeracy using the Numeracy Progressions - Number and Place Value and Additive Strategies. This will allow teachers to set progress targets and track 0.4 growth for every student for numeracy. In 2023, there will be a focus on improving</p>

<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy</li> <li>• All teachers review student assessment data and compare results with grade colleagues through the Collaborative and Data Conversation initiatives</li> </ul>	<p>student progress in Numeracy through professional learning and data conversations.</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Reading</li> <li>• All teachers review student assessment data and compare results with grade colleagues through the Collaborative and Data Conversation initiatives.</li> </ul>	<p>There were no Aboriginal students who completed the NAPLAN assessments in 2022.</p> <p>In 2022, there was a focus on collecting relevant reading data that can be effectively used and analysed to improve student progress. The effective use of reading assessment logs was reviewed and the assessment schedule was reviewed by all staff to create a schedule that could give progressive and relevant data to teachers across the school. There was also a comprehensive focus on storing data and having a teacher-friendly database that is used to create reading groups and focus areas for classrooms and support staff. In 2023, there will be an online data resource created that will allow teachers to track and monitor reading using the Literacy Progressions - Understanding Texts and Phonics and Word Knowledge. This will allow teachers to set progress targets and track 0.4 growth for every student for reading. There will be a focus on improving student progress in reading through professional learning and data conversations. Collaborative Conversations will have a reading focus across the school which will target effective reading instruction, effective reading assessment, using decodable texts, K-2, and 3-6 English syllabus embedded with the evidence-based practice for reading instruction.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Domain: Learning</b></p> <p><b>Element: Learning Culture</b></p> <ul style="list-style-type: none"> <li>• Focus theme: High Expectations (S&amp;G)</li> </ul> <p><b>Element: Curriculum</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Differentiation (S&amp;G)</li> </ul> <p><b>Element: Assessment</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Formative Assessment (S&amp;G)</li> </ul> <p><b>Element: Student Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Value Added (S&amp;G)</li> <li>• Focus theme: NAPLAN (S&amp;G)</li> <li>• Focus theme: Student Growth (S&amp;G)</li> </ul> <p><b>Domain: Teaching</b></p> <p><b>Element: Data Skills &amp; Use</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Data use in planning (E)</li> </ul> <p><b>Element: Professional Standards</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Improvement of practice (S&amp;G)</li> </ul> <p><b>Element: Learning and Development</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Collaborative practice and feedback (E)</li> <li>• Focus theme: Coaching and Mentoring (S&amp;G)</li> </ul>	<p><b>Data Use in Planning</b></p> <p>In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.</p> <p>During 2022 it was our goal to move from 'Sustaining and Growing' to 'Excelling' in this focus area. In schools that excel, school staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Additionally, strategies implemented reflect research on best practice and include ongoing monitoring of success.</p> <p>Our on balance judgement is that we are still 'Sustaining and Growing' in this area. Whilst there is a strong focus on the use of student progress and achievement data to identify strategic priorities and to develop plans for continuous improvement, the aspect of collaboration with the whole school community in this process is not yet evident. It has been our experience over time that the school community is very trusting of the school to develop and implement appropriate improvement plans, and tends not to engage with the school in these processes when invited to do so.</p> <p><b>Collaborative Practice and Feedback</b></p> <p>In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.</p> <p>During 2022 it was our goal to move to excelling in the area of collaborative practice and feedback. In schools that excel in this area there are embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers which drives ongoing, school-wide improvement in teaching practice and student results.</p> <p>Our on balance judgement is that we are still 'Sustaining and Growing' in</p>



<p><b>Domain: Leading</b></p> <p><b>Element: Educational Leadership</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Instructional leadership (S&amp;G)</li> <li>• Focus theme: High expectations culture (S&amp;G)</li> </ul> <p><b>Element: School Planning Implementation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Continuous improvement (S&amp;G)</li> <li>• Focus theme: School plan (S&amp;G)</li> </ul>	<p>this area. Our teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. Stage leaders provide regular, negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p>
<p>Numeracy</p> <ul style="list-style-type: none"> <li>• Increase top two bands of NAPLAN Numeracy to meet or exceed our system negotiated targets</li> </ul>	<p>In 2022, there were 20.73% of students who achieved in the top two skill bands in NAPLAN for Numeracy. This was inconsistent with our previous annual trajectory from 2019 - 2021. There was a focus in 2022 to collect baseline data on how numeracy is being taught in classrooms and to determine how confident teachers feel about teaching numeracy. This also included data around what type of support and professional learning is needed for improved numeracy instruction in the classroom and this will guide executive understanding of school practice for numeracy progress and professional learning for effective numeracy instruction for teachers in 2023.</p>

## Strategic Direction 2: Leaders and Learners

### Purpose

---

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

- \* high expectations
- \* continuous reflective data practices
- \* explicit instruction
- \* quality feedback
- \* whole school and executive 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:** \$45,000.00

**Literacy and numeracy:** \$29,500.00

**QTSS release:** \$154,000.00

### Summary of progress

---

#### Whole School Systems and Processes

The focus for 2022, was to develop and consolidate the core curriculum and explicit systems for collaboration to improve student outcomes in reading, writing, and number. This was achieved through all staff being active participants in the school collaborative initiative of 'Collaborative Conversations'. During 'Collaborative Conversations', the school focused on quality teaching, current research, assessment, and learning excellence in reading and writing. The process for reading that the school undertook focused on the need to build middle leadership capacity through evidence-based reading practices. As a result, all middle leaders understand and have been active participants in collecting whole school baseline reading data and analysing the results. The school also used Collaborative conversations to develop an understanding of the K-2 New English syllabus which included shifts in pedagogy and effectively using decodable texts. The data collected and analysed has focused on reading knowledge and current pedagogy in reading. This data included a middle leadership survey for reading and a whole school teacher survey for reading and has led to a whole school plan to improve reading outcomes across the school. The process for writing that the school undertook was through Collaborative Conversations and building teacher capacity to understand research-based pedagogy, assessment processes, and moderating. As a result, all teachers were upskilled in their capacity to implement explicit teaching and assessment strategies for quality writing lessons. This also led to the creation of a whole school moderating wall for staff to use and reflect upon and start a school writing guidelines booklet. Next year, the focus will be to create a whole school plan for reading, writing, and number as well as implement the new English and Mathematics syllabus documents. The school will continue building middle leadership capacity for research-based pedagogy in reading and writing practices to support teachers in the delivery of effective teaching and assessment practices. This future direction for 2023 is guided by analysing the various whole school data collected for reading, writing, and number.

#### Instructional Leadership

The focus for 2022, was to consolidate the school instructional leadership systems that target data-driven practices and personalised learning to ensure student progress and attainment are achieved. This was achieved by breaking down and exploring the new middle leadership AP and APCI role statements and creating a visual plan that included a professional learning focus. As a result, all leaders have viewed and dissected the new AP role statements and have collaboratively planned professional learning that will assist them to fulfil their roles. Next year, all leaders will continue to review and reflect on their role as leading learning and the skills and attributes of a middle leader. This review process is because there were many aspects of the role that created a need for future professional learning and curiosities of how the role would most effectively look at 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
<p><b>Tell Them from Me (TTFM) - Teacher Voice</b></p> <p>Baseline data collected from TTFM teacher voice survey to indicate that middle leadership have supported staff in feeling confident when planning, programming and evaluating reading lessons. Teacher professional learning needs are analysed to meet identified teacher need.</p>	<p>Baseline data collected from <b>Tell Them From Me (TTFM)</b> allowed for teacher voice to identify the level of how the middle leadership team has supported the staff to plan, program, and evaluate reading lessons across the school. This baseline data was essential to understand where we are situated in middle leadership supporting staff and how we can plan to improve middle leadership support for teachers to plan, program, and evaluate their reading lessons. This baseline data will inform 2023 directions.</p>
<p><b>Middle leadership Survey</b></p> <p>Baseline data collected of teachers reporting capacity of middle leaders in supporting Reading, Writing and Mathematics</p>	<p>This baseline data collected from the <b>Middle leadership Survey</b> indicated that there was a need for whole school professional learning around the new syllabus documents, the science of reading and effectively using decodable texts. Middle leadership also indicated that there was a need to upskill leaders in current research-based practices. Middle leadership indicated that there was a need to understand current DOE documents and assessments. Middle leadership indicated that there was a need to work with classroom teachers in classrooms to improve reading instruction. The survey indicated that there was a need to revise the CHPS reading guidelines with executive staff to guide effective classroom reading instruction. This will be a focus area for Collaborative Conversations in 2023.</p>
<p><b>Walk Through Data</b></p> <p>Baseline data collected of staff using effective reading practices defined by the CHPS reading guidelines (proformas, observational/annotation notes, variety of quality and authentic texts, learning expectations, purposeful roaming activities, feedback, goal setting and comprehension)</p>	<p>Middle leadership collected walk-through data on reading instruction in classrooms. This data indicated that there is a need for middle leaders to support reading instruction across the school with evidence-based pedagogy and effective reading instruction. There will be a focus on middle leaders building their capacity in supporting teachers for effective reading instruction. This will be a focus for 2023 through Collaborative Conversations, lesson demonstrations, lesson observations, and the APC&amp;I roles.</p>
<p><b>Reading Logbook Collection</b></p> <p>Collect 2022 baseline data for staff, indicating:</p> <ul style="list-style-type: none"> <li>- extent of effective use of the CHPS reading proformas</li> <li>- extent of teachers using annotations to guide future learning</li> <li>- extent of teachers using annotations to set student goals with a progression focus</li> <li>- extent of teachers using annotations with a comprehension focus</li> <li>- extent of teachers using a range of quality and authentic texts</li> </ul>	<p>Baseline data indicated that there is a need to revise the CHPS reading guidelines that include current evidence-based practices and resources for middle leaders to support teachers and quality reading instruction and literacy. In 2023, there will be a focus on using the K-2 and 3-6 English Syllabus, the Literacy Progressions, current evidence-based research, and practices for quality and effective reading to improve reading outcomes for students.</p>
<p><b>Improvement as measured by the School Excellence Framework:</b></p>	<p><b>Leading</b></p> <p>In schools that excel, the principal is the primary instructional leader in the</p>

<p><b>Domain: Teaching</b></p> <p><b>Element: Data Skills &amp; Use</b></p> <p>* Focus theme: Data use in planning (E)</p> <p><b>Element: Professional Standards</b></p> <p>* Focus theme: Improvement of practice (S&amp;G)</p> <p><b>Element: Learning and Development</b></p> <p>* Focus theme: Collaborative practice and feedback (E)</p> <p>* Focus theme: Coaching and Mentoring (S&amp;G)</p> <p><b>Domain: Leading</b></p> <p><b>Element: Educational Leadership</b></p> <p>* Focus theme: Instructional leadership (S&amp;G)</p> <p>* Focus theme: High expectations culture (S&amp;G)</p> <p><b>Element: School Planning Implementation and Reporting</b></p> <p>* Focus theme: Continuous improvement (S&amp;G)</p> <p>* Focus theme: School plan (S&amp;G)</p>	<p>school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.</p> <p>At Cecil Hills Public School we have made the on balance judgement that we are excelling in the domain of educational leadership. The leadership team has established a professional learning community which is focused on continuous improvement of teaching and learning, promoting a culture of high expectations.</p> <p>The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues.</p> <p>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</p> <p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.</p>
---	--

## 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.

- Engagement
- Quality Connections and Collaboration

### Resources allocated to this strategic direction

**Per capita:** \$80,000.00

**Socio-economic background:** \$30,000.00

**Metro Renewal Program:** \$150,000.00

**6100 Operational:** \$301,000.00

### Summary of progress

#### Engagement

In 2022, strong progress was made towards the development of visible learning systems. Through a collaborative process, involving all stakeholders (staff, students and community) visible learner dispositions were designed. Initial professional learning and ongoing collaborative conversations has led to these learner dispositions being evident in classrooms. In 2023 the school will move beyond this early knowledge of learner dispositions to the staff, students and community being able to make deep connections with the dispositions allowing for staff to co-construct success criteria with students and students analysing learning experiences.

#### Quality Connections and Collaboration

There were gains in developing new systems that targeted areas of wellbeing need, specifically those that arose for children that may have had experienced greater impact from Covid lockdown. Funding sources were used to develop and allocate staff to playground programs for students who were struggling to make connections with others or who had attendance issues due to school resistance. As a result, students made connections with a staff member who was able to mentor them through appropriate play and social cues. Further work needs to be done in this area.

Social and Emotional Wellbeing programs and construction of a formal whole school Wellbeing Policy is a priority for 2023 and could be targeted and addressed with the first step being an audit of school programs, policies and practices around the DoE Connect, Succeed and Thrive from the Wellbeing Framework.

### 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 on 2021 percentage of students represented at Meet and Greet initiative</li><li>• An increase on 2021 percentage of families who attend Parent Cafes and forums</li></ul>	<p>In 2021 467 parents booked in to attend our 'Meet and Greet' initiative with their child(ren). In 2022 this increased to 505 parents who made bookings, representing an 8% increase. The purpose of these meetings was to provide an opportunity for parents and students to share information about their learning goals and aspirations for the year, and also to ensure that each student is known, valued and cared for in an individualised way, through an opportunity to share information with the classroom teacher about a student's interests, strengths, talents and areas of need.</p>

<ul style="list-style-type: none"> <li>• An increase on 2021 percentage of students represented at Meet and Greet initiative</li> <li>• An increase on 2021 percentage of families who attend Parent Cafes and forums</li> </ul>	<p>In 2022 a parent cafe was run on Cyber Safety and information sessions were run to support parents with children transitioning into Kindergarten. Both were well attended. Feedback from participants indicated that the information provided was relevant and beneficial.</p> <p>A direction for 2023 is to survey parents to ascertain topics that they would like to see the school offer at Parent Cafe sessions, and to explore other avenues to expand parent access to these sessions (e.g. through recorded sessions). A further direction is to expand the number of parent cafes offered.</p>
<p>Percentage of students with positive wellbeing moves beyond the baseline towards the lower bound target.</p> <p>Social wellbeing programs are put in place to target playground issues.</p>	<p>Baseline data for students indicating positive wellbeing at Cecil Hills Public School is 87.05%, with the system negotiated lower bound target being 92.8%.</p> <p>Tell Them From Me student survey data gathered from students in Years 4 - 6 indicates that 70% of students feel valued and accepted by their peers and have a positive sense of belonging; 81% indicated that they have positive relationships, with friends at school that they can trust and who encourage them to make positive choices; 92% value schooling outcomes, believing that schooling is useful and will have a strong bearing on their future; 67% indicated that they are interested and motivated in their learning; and 84% indicated that they put in a high degree of effort and try to succeed in their learning.</p> <p>The 'Circle of Friends' program supported 18 individual students and several specific groups of students to navigate various playground, social or anxiety issues. This program was adjusted as differing areas of need emerged. The school funded SLSO time to facilitate the program.</p>
<p>Attendance of students above 90% of the time moves beyond the baseline target and towards the lower bound target.</p>	<p>In 2022, we had 502 students who attended school more than 90% of the time, out of a total enrolment of 758. This represents 66.2% of students attending at greater than 90% of the time. There has been a decline in the number of students attending school greater than 90% of the time when compared to 2021, which may be attributable to the opening up of international travel post the Covid pandemic period. The school's lower bound attendance target is 88.4%.</p> <p>Considerable efforts continue to be made at the school level to increase attendance rates. Grade teams review attendance data on a regular basis and there has been a school-wide emphasis on efforts to 'bump up' the attendance of students falling into the 80-89% range. School based interventions and Home School Liaison processes are engaged to support students with identified attendance concerns.</p>
<p><b>Tell Them From Me (TTFM) - Student</b></p> <p>An increase on 2021 percentage of students:</p> <ul style="list-style-type: none"> <li>• indicating interest and motivation at school</li> <li>• participating in PSSA and Extra Curricula activities</li> <li>• indicating a positive sense of belonging</li> <li>• indicating they are interested and motivated</li> <li>• indicating they are challenged with high skills and high challenge</li> <li>• indicating positive teacher-student relations</li> <li>• indicating a positive learning culture</li> </ul>	<p>Tell Them From Me student survey indicates that:</p> <ul style="list-style-type: none"> <li>• 92% of Years 4-6 students value learning outcomes and see school as useful in their everyday life.</li> <li>• 67% were interested and motivated in their learning.</li> <li>• 84% tried hard to succeed in their learning</li> <li>• Students indicated that they felt teachers set clear goals for learning, established expectations, checked for understanding and provided feedback.</li> <li>• Students also indicated that they felt that teachers are responsive to their needs and encourage independence. They also indicated that teachers emphasised academic skills and hold high expectations for success.</li> </ul> <p><b>Skills vs Challenge</b> (Students feel challenged in their English and Mathematics classes and feel confident of their skills in these subjects).</p> <ul style="list-style-type: none"> <li>• 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.</li> <li>• 27% of students were confident of their skills but did not find classes challenging.</li> <li>• 20% of students were not confident of their skills and found English or Mathematics challenging.</li> <li>• 7% of students lacked confidence in their skills and did not feel they were</li> </ul>

<p><b>Tell Them From Me (TTFM) - Student</b></p> <p>An increase on 2021 percentage of students:</p> <ul style="list-style-type: none"> <li>• indicating interest and motivation at school</li> <li>• participating in PSSA and Extra Curricula activities</li> <li>• indicating a positive sense of belonging</li> <li>• indicating they are interested and motivated</li> <li>• indicating they are challenged with high skills and high challenge</li> <li>• indicating positive teacher-student relations</li> <li>• indicating a positive learning culture</li> </ul>	<p>challenged.</p> <p>Students were asked to describe the characteristics of a good learner. Many cited the students who uphold the school's RISE values (Respect, Integrity, Strength and Excellence) as examples of good learners and an increasing number have begun referring to the Learning Dispositions to provide examples of qualities that good learners possess (Resilience, Reflectivity, Bravery, Self-Motivation, Creativity, Persistence). For example:</p> <ul style="list-style-type: none"> <li>• <i>I think the most important qualities of a good learner are kindness, a motivated attitude, self awareness , courage , respect and responsibility.</i></li> <li>• <i>[A good learner displays] persistence, self motivation, bravery, creativity, reflection, resilience, courage</i></li> <li>• <i>[A good learner is] a person that tries hard and challenges themselves. Also one that never gives up and keeps on trying until they get it right</i></li> <li>• <i>I believe that a good learner must have qualities such as bouncing back from hard times, giving constructive feedback and taking part in discussions.</i></li> <li>• <i>[A good learner shows] respect, takes feedback, has a growth mindset.</i></li> <li>• <i>Some important qualities could be having a good mindset, being persistent, reflecting on other work and being self motivated.</i></li> <li>• <i>[A good learner displays] creativity, acceptance, resilience, curiosity, adaptability, persistence.</i></li> </ul>
<p><b>Tell Them From Me (TTFM) - Parent</b></p> <p>An increase on 2021 percentage of parents:</p> <ul style="list-style-type: none"> <li>• indicating feeling welcomed</li> <li>• indicating being informed</li> <li>• indicating an inclusive school</li> </ul>	<p>Tell Them From Me parent survey data indicates that respondents generally feel welcome and appropriately informed when interacting with the school. The school rates highly in terms of its administrative staff's helpfulness when parents have a question or concern. Most parents indicated that communication from the school was clear and in a form that could be easily understood. The See Saw app was noted as a valuable tool to facilitate communication between the school and the home. Parents indicated that they found See Saw was very helpful in allowing them to communicate quick messages to the teacher and also for enabling them to have insight into some of the learning activities that their children were involved in throughout the school day. Parents did note that at times there could be inconsistencies between teachers in terms of frequency of use of this platform as a communication mechanism. Parents indicated that generally they were able to contact the appropriate member of staff if they had a question or concern, and that teachers listened to their concerns.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>• <b>Learning:</b> Wellbeing, Curriculum and Reporting are validated as Excelling</li> <li>• <b>Teaching:</b> Effective Classroom Practice and Learning and Development are validated as Excelling</li> </ul>	<p><b>Wellbeing</b></p> <p>In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</p> <p>At Cecil Hills Public School, we believe that there is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>We also believe that positive, respectful relationships are evident and widespread among students and staff. We actively promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p> <p>Our on balance judgement is that we are currently Sustaining and Growing as a school in the area of Wellbeing, In 2023 a future direction for the school will be the implementation of the Department's Inclusive, Engaging and Respectful Schools policy suite.</p> <p><b>Curriculum</b></p> <p>In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.</p>

Improvement as measured by the School Excellence Framework:  
• **Learning:** Wellbeing, Curriculum and Reporting are validated as Excelling  
• **Teaching:** Effective Classroom Practice and Learning and Development are validated as Excelling

At Cecil Hills Public School, our curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Our on balance judgement is that we are currently still at Sustaining and Growing in the area of curriculum.

### **Reporting**

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. Our on balance judgement is that we are Excelling in this area.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

### **Effective Classroom Practice**

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Our on balance judgement is that in 2022 we are currently Sustaining and Growing in this area.

Teachers collaborate across grades/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,750.72</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><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> </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 additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased staff knowledge and understanding of the academic, social and well-being needs that refugee students may have, including an understanding of trauma informed practice and the capacity to make suitable adjustments in response to identified individual needs. Refugee students receive appropriate supports as appropriate to their individual circumstances.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to ensure all staff are cognisant of the support needs that refugee students may have, and are able to make suitable adjustments to cater to these needs. To continue to provide suitable support to individual students and families as required.</p>
<p>Integration funding support</p> <p>\$180,871.00</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><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> </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>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 11 students in 2022 attracted Integration Funding Support (IFS). This funding was utilised to engage additional School Learning and Support personnel (SLSOs) who provided 1:1 support for each student, either in the classroom with an academic focus, or in the playground with a social skills focus. Altogether in 2022, the school was able to provide approximately 3,600 hours of additional SLSO support to our funded students (although it is important to note that this funding is allocated according to need, so some students receive greater time allocations than others). Personalised Learning and Support Plans (PLaSPs) were developed in consultation with the class teacher and parents for each student receiving IFS, and these PLaSPs guided the work undertaken by the supporting SLSOs. As a result, each student was supported to successfully access the curriculum in a differentiated and scaffolded manner. Individual student assessment data indicated academic growth, particularly in literacy and numeracy, for funded</p>

<p>Integration funding support</p> <p>\$180,871.00</p>	<p>students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Our 2023 program for students on Integration Funding Support will continue the 2022 model of implementation, with a focus on direct provision of either in-class academic / social or behavioural support, as well as playground social skills programs as required, through the provision of additional SLSO time.</p>
<p>Socio-economic background</p> <p>\$184,000.00</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><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>• Quality Connections and Collaboration</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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional support teaching staff and School Learning and Support Officers (SLSOs) to assist students with literacy and numeracy skill development.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Additional support teaching staff and School Learning Support Officers were engaged to provide targeted small group intervention focused on developing and extending skills in literacy and numeracy to groups of students assessed as having identified needs in these areas. Each grade team used assessment data to identify target students, and interventions were generally sharply focused, with the typical duration of a support intervention being 5 weeks. Tracking of student progress occurred regularly to ensure the additional supports being provided were achieving positive outcomes. Socio economic disadvantage was addressed through the provision of support for families in need to access uniforms, excursions, lunches and necessary school equipment as required through subsidies or payment exemption. This enabled all students to access the full suite of learning opportunities provided by the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 we will continue to provide targeted and focused support for students from Low Socio Economic backgrounds to increase literacy and numeracy skills through ongoing provision of additional support teacher and SLSO time, and tightly developed, 5 week intervention cycles. We will continue to support students in disadvantaged circumstances with assistance to access educational opportunities as required.</p>
<p>Aboriginal background</p> <p>\$5,000.00</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><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> </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 literacy and numeracy programs</li> <li>• provision of opportunities for all students to develop enhanced understanding of Aboriginal peoples and culture.</li> </ul>

<p>Aboriginal background</p> <p>\$5,000.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  In 2022 we had seven students enrolled at Cecil Hills Public School who are of Aboriginal or Torres Strait Islander background. Each student has a Personalised Learning Plan developed by the class teacher in conjunction with the student and their parents, with individualised goals identified as areas for focussed support. Student who are assessed as requiring additional support with literacy or numeracy skill development are provided with additional support opportunities. All school programs include an Aboriginal cultural perspective. Recognition and celebration of cultural diversity and heritage is celebrated at each school assembly, and also at special whole school events, including Harmony Day. In 2022 the school funded an incursion for all students, linked to NAIDOC celebrations, which focused on Science from an Aboriginal perspective.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 we will continue to strive to meet the Department's commitment to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Our goal will continue to be that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population. To achieve this we will continue to engage with Aboriginal students and their parents to develop Personalised Learning Plans, and will continue to support student skill acquisition in literacy and numeracy through targeted support where required. We will continue to ensure that Aboriginal perspectives are included in all school programs and that Aboriginal cultural heritage is recognised and celebrated throughout the school.</p>
<p>English language proficiency</p> <p>\$62,542.98</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><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> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <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</li> <li>• provision of EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All staff have completed Professional Learning on using the EAL/D learning progressions. They are successfully using the knowledge and skills from this professional learning to identify the students in their class who are from Language Backgrounds other than English, providing additional enhancements in their teaching and learning programs to cater for the student's learning needs. All class and EALD teachers are confident to plot their students against the EAL/D learning progressions. The school employed a teacher at 0.2 FTE to work with newly arrived students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  EAL/D progressions are embedded in the school's Professional Learning program for 2023. Teachers and middle leaders are allocated time to be able to adjust teaching and learning programs to meet the needs of EAL/D students. All EAL/D teacher are undertaking further professional learning. EAL/D learning phases will be incorporated during 2023 into the reports to parents that are developed at the end of each semester.</p>
<p>Low level adjustment for disability</p> <p>\$80,000.00</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>Low level adjustment for disability</p> <p>\$80,000.00</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> </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 staffing to implement Maqulit to support identified students with additional needs.</li> <li>• providing support for targeted students within the classroom through the employment of additional support teaching staff and School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support teaching staff and School Learning Support Officers were engaged to supplement the support available for identified students with low level disability 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 (\$149,397) that we have for specialist learning and support teacher time. Programs in MacqLit 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 Writing. Teachers differentiate the curriculum to challenge every student at their level, leading to enhanced learning outcomes for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> During 2023 we 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 support teaching staff and SLSOs.</p>
<p>Professional learning</p> <p>\$45,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cecil Hills 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>• Whole School Systems and Processes</li> <li>• Instructional Leadership</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>• Engagement of Corwin to run professional learning for all staff on Visible Learning and additional PL for the school leadership team to develop strategic implementation plans.</li> <li>• Targeted PL to support the individual learning needs of teachers as a component of their Professional Development Plans.</li> <li>• PL for all staff in mandatory training and compliance areas, such as CPR and Anaphylaxis.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all staff demonstrate compliance with mandatory training requirements such as CPR, anaphylaxis, Code of Conduct. The school leadership team worked with Corwin to update our "Evidence Into Action" plan which drives our focus on Visible Learning across the school. 100% of staff completed a full day PL opportunity with Corwin on 'Designing Learning Using the Solo Taxonomy' during the staff development day in Term 2. Feedback from staff indicated that the impact of this PL provided teachers with an enhanced</p>

<p>Professional learning</p> <p>\$45,000.00</p>	<p>understanding of the levels at which students gain knowledge (surface, deep and transfer) and of the need to purposefully design learning activities that promote the individual's ability to extend and generalise what they have learned into different contexts. Individual staff have been supported to access point of need PL opportunities that have either been related to their PDP goals, or to school priorities as documented within our school plan (e.g. training on the new K-2 English and Mathematics syllabii and training on decodables). In addition, Professional Learning funds have supported our fortnightly collaborative conversation initiative, in which stage teams are released for 2 hours each fortnight to examine evidence based practice, deepen syllabus knowledge, analyse stage based data and to refine differentiated teaching and learning programs targeting specific areas of identified student need. In 2022 the focus of our Collaborative Conversations continued to be on Writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ongoing work with Corwin for both the school leadership team and the whole staff. The leadership team will evaluate our progress towards the goals set in our 'Evidence into Action' plan and develop the next phase of this plan to continue to strengthen knowledge across the school of Visible Learning practices. All staff will participate in a full day PL with Corwin on "How Students Learn", which will focus on the idea that various learning strategies are differentially effective depending on the degree to which the students are aware of the criteria of success, the phases of learning process in which the strategies are used, and whether the students are acquiring or consolidating their understanding. We will continue to facilitate our fortnightly collaborative conversations, with the focus in 2023 moving to reading. Individual staff will continue to be provided with PL opportunities consistent with either their Professional Development Plans and other whole school priorities and initiatives.</p>
<p>Literacy and numeracy</p> <p>\$29,500.00</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><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>• Whole School Systems and Processes</li> <li>• Instructional Leadership</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>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• release for teaching teams to facilitate participation in fortnightly Collaborative Conversations sessions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through collaborative conversations, a distributed leadership model and instructional leadership at CHPS, a coherent culture of how all staff teach, assess, program, think and talk has been created in terms of literacy and numeracy. All staff have had input into the writing guidelines that were created as a collection of moderated work samples that now form the basis of high quality writing teaching and learning cycle of programming and assessment. Instructional leaders supported the explicit assessment of the learning needs of students, especially on entry to Kindergarten and provided classroom-based professional development for teachers in personalised learning and diagnostic assessment, resulting in an improved understanding of how to use data driven practices to inform programming, in particular in reading and writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the next steps need to focus on High Performance and Gifted Education practices and catering to the range of students in classrooms. Teacher professional learning will need to centre on quality differentiation practices and how to identify HPGE students.</p>

<p>QTSS release</p> <p>\$154,000.00</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><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>• Whole School Systems and Processes</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>• professional development of staff through Collaborative Conversations to support shared understandings of the teaching and assessment of Writing</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</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> This funding has allowed for a distributed leadership model with increased numbers of staff provided with the opportunity to lead teams through professional and collaborative conversation and learning in targeted areas of need - in particular how writing should be moderated and quality assessment tools. In addition, the instructional leaders and team leaders collaborated to engage staff in professional learning around the new K-2 syllabus and led the development of the scope and sequence for the new K-2 syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APCI and Instructional leaders will deliver professional learning to executives on decodable texts and the science of reading to ensure all staff in the leadership team share a common understanding of the science of reading and best practice in teaching reading.</p>
<p>Literacy and numeracy intervention</p> <p>\$84,000.00</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><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> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• release of Early Stage One AP and engagement of additional staff (CRT / SLSO) to facilitate Kinder Start and Kinder Transition programs.</li> <li>• Resourcing and PL for K-2 staff on Play Based Learning initiative.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 students identified as being Intervention, At Risk or Bump it Up levels in aspects of literacy or numeracy receive targeted support based around 5 weekly cycles. Pre and post assessment data ensures students are making progress and that the interventions are effective. Newly enrolling Kindergarten students benefit from Kinder Start, an extended school orientation program, which provides teachers with opportunities to make early assessments and become familiar with student needs, and students and their families with greater familiarity with the school environment. To facilitate this program the Early Stage One Assistant Principal is released one day each week for the duration of the term and a half long program to coordinate its running, with program implementation also supported by additional teaching staff and SLSOs. During 2022, the play based learning program was extended into Year One, with students benefiting from opportunities to develop and extend literacy and numeracy skills through experiential guided learning. All staff allocated to teach on K-2 in 2023 were</p>

<p>Literacy and numeracy intervention</p> <p>\$84,000.00</p>	<p>provided with PL on play based learning at the end of 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  a continuation of the use of assessment data to identify K-2 students who require additional support in literacy and numeracy and implementation of tightly focused support programs pinpointed to meet student need.  Continuation of the successful Kinder Start initiative and Kindergarten transition program, to ensure newly enrolling students into Early Stage One are well supported and have increased confidence when beginning school.  Expansion of the Play Based Learning initiative into Year 2 during 2023.</p>
<p>COVID ILSP</p> <p>\$252,054.00</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 to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Analysis of the Covid ILSP data showed that the small group tuition has been implemented well in both literacy and numeracy for Years 1-6. In line with findings from Semester 1, students across grades 1-6, who were able to have regular access to support groups were able to achieve their learning outcomes over a shorter period. By monitoring students who have and have not received support in 2022, in line with our data processes to identify appropriate students, we were able to better target students. Additionally, increased professional learning around using high expectations to set achievable learning goals, has resulted in greater student success.</p> <p>Literacy - An analysis of early Literacy data indicates:</p> <p>Year 2: 52% of the students have reached their personal learning goals; with a further 48% working towards being on track to do so.  Year 3: 75% of the students have reached their personal learning goals. 25% of students are working towards being on track to do so.  Year 4: 98% of the students have reached their personal learning goals; with a further 2% working towards being on track to do so.  Year 5: 67% of the students have reached their personal learning goals; with a further 33% working towards being on track to do so.  Year 6: 59% of the students have reached their personal learning goals; with a further 68% working towards being on track to do so.</p> <p>Numeracy - An analysis of early Literacy data indicates:</p> <p>Year 1: 93% of the students have reached their personal learning goals; with a further 7% working towards being on track to do so with continued support.  Year 2: 68% of the students have reached their personal learning goals; with a further 32% working towards being on track to do so with continued support.  Year 3: 97% of the students have reached their personal learning goals; with a further 3% working towards being on track to do so.  Year 6: 72% of the students have reached their personal learning goals; with a further 28% working towards being on track to do so.</p>

<p>COVID ILSP</p> <p>\$252,054.00</p>	<p>Analysis of staff feedback shows that teachers found the weekly check-in sessions and 5 weekly reflection and planning meetings with ILs highly effective in developing their understanding of and capacity to deliver effective small group tuition at 'point of need'. Additionally, CILSP teachers found that the inclusion of data time in the timetable resulted in more effective data collection, reflection and documentation while also ensuring that groups became fluid and catered to individual student needs. This data time was used for professional learning in analysing data to inform learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  A whole school focus on targeted support and school policy and procedure will continue to track, plan, program, assess and evaluate literacy and number support. Support will continue to be provided to classroom teachers and support teachers by the APCIs, in analysing data and targeting students effectively. A strong focus will also continue to be on effective feedback to students and the creation of challenging, yet achievable short-term goals within support groups.</p>
---------------------------------------	---



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	400	411	402	406
Girls	395	363	364	351

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	93.4	94.8	88.2
1	93.0	91.4	94.1	89.4
2	93.6	93.2	93.8	89.5
3	92.5	94.0	94.6	89.3
4	92.2	92.6	94.0	89.4
5	93.1	91.4	92.3	89.0
6	93.6	93.1	92.9	86.9
All Years	93.0	92.8	93.8	88.8
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

---

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)	30.14
Literacy and Numeracy Intervent	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

## 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

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 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 Actual (\$)
<b>Opening Balance</b>	583,091
<b>Revenue</b>	8,137,860
Appropriation	7,725,063
Sale of Goods and Services	121,171
Grants and contributions	284,334
Investment income	7,292
<b>Expenses</b>	-8,172,194
Employee related	-7,037,743
Operating expenses	-1,134,450
<b>Surplus / deficit for the year</b>	-34,334
<b>Closing Balance</b>	548,757

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>	183,622
<b>Equity Total</b>	597,110
Equity - Aboriginal	5,166
Equity - Socio-economic	184,774
Equity - Language	177,464
Equity - Disability	229,706
<b>Base Total</b>	5,867,054
Base - Per Capita	197,464
Base - Location	0
Base - Other	5,669,590
<b>Other Total</b>	479,125
<b>Grand Total</b>	7,126,911

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.

# 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 close to 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 2022 student survey are as follows:

**Positive sense of belonging** - 70% of students surveyed indicate they feel accepted and valued by their peers and others at their school.

**Positive relationships** - 81% 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 = 8.1

**Positive behaviour at school** - 93% of students surveyed indicate they maintain appropriate behaviour at school.

**Interest and motivation** - 67% of students are interested and motivated in their learning.

**Effort** - 84% of students surveyed indicated they try hard to succeed with their learning

**Value of schooling outcomes** - 92% 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 = 7.6.

**Expectations for success** - School staff emphasise academic skills and hold high expectations for all students to succeed - School Mean = 8.5.

**Explicit Teaching Practices and Feedback** - Teachers set clear goals for learning, check for understanding and provide feedback - School Mean = 8.0.

**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.
- 27% of students were confident of their skills but did not find classes challenging.
- 20% 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.

### Characteristics of a good learner

Students were asked two open-ended questions in the 2022 TTFM student survey. The first was "What do you think are the characteristics of a good learner?" and the second was "Why do you think these characteristics are important?" A sample of the responses received included:

- *I think the most important qualities of a good learner are kindness, a motivated attitude, self awareness, courage, respect and responsibility.*
- *[A good learner displays] persistence, self motivation, bravery, creativity, reflection, resilience, courage*
- *[A good learner is) a person that tries hard and challenges themselves. Also one that never gives up and keeps on trying until they get it right*
- *I believe that a good learner must have qualities such as bouncing back from hard times, giving constructive feedback and taking part in discussions.*



- *[A good learner shows] respect, takes feedback, has a growth mindset.*
- *Some important qualities could be having a good mindset, being persistent, reflecting on other work and being self motivated.*
- *[A good learner displays] creativity, acceptance, resilience, curiosity, adaptability, persistence.*
- *I think the most important qualities of a good learner is someone who cares about their education, wants to do good in school, tries their best in every lesson, is a hard worker and works well with other students.*
- *I think these are important because learning can be hard for lots of people, and we always need to have those traits and qualities to learn. So in the future we will all (hopefully) become successful and smart people who maybe can be role models to others.*
- *When you have courage you can become a learner that wants to take on challenges and tasks to the best of their ability. A courageous student knows how to be a successful but passionate learner and likes challenges. You need perseverance to persist in learning intentions and be a learner who can set goals for them self and be a person who wants to learn and trust themselves in their work in school. You need Independence to be a learner You can do work by themselves and also be a sensible person while doing work and being quiet and patient. Independent people know how to be a person who likes working by themselves.*

## **Parents and Caregivers Satisfaction**

Only 17 parents responded to the 'Partners in Learning' parent survey during 2022, which, although an increase on the rate from 2021, was still quite a low response rate given that we have 510 families altogether. Consequently 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 7.0**

- I feel welcome when I visit the school - 7.0
- I can easily speak with my child's teachers - 6.6
- I am well informed about school activities - 7.1
- Teachers listen to the concerns I have - 6.1
- Written information from the school is in clear, plain language - 7.6
- Parent activities are scheduled at times when I can attend - 5.8
- The school's administrative staff are helpful when I have a question or problem - 8.4

### **Parents are informed - School Mean 6.5**

- Reports on my child's progress are written in terms I understand - 7.1
- If there were any concerns about my child's behaviour at school the teachers would inform me immediately - 7.3
- The teachers would inform me if my child were not making adequate progress in school subjects - 6.9

### **Inclusive school - School Mean 6.9**

- Teachers help students who need extra support - 7.3
- School staff create opportunities for students who are learning at a slower pace - 6.9
- Teachers try to understand the learning needs of students with special needs - 6.8
- School staff help students develop positive friendships - 6.1

### **Safety at School - School Mean 7.4**

- Behaviour issues are dealt with in a timely manner - 6.0
- My child feels safe at school - 8.1
- My child feels safe going to and from school - 9.0
- The school helps prevent bullying - 6.6

### **School Supports Positive Behaviour - School Mean 8.0**

- Teachers expect my child to pay attention in class - 8.5
- Teachers maintain control of their classes - 7.5
- My child is clear about the rules for school behaviour - 8.8

- Teachers devote their time to extra-curricular activities - 7.1

#### **School supports learning** - School Mean 7.4

- Teachers have high expectations for my child to succeed - 7.1
- Teachers show an interest in my child's learning - 7.2
- My child is encouraged to do his or her best work - 8.4
- Teachers take account of my child's needs, abilities and interests - 6.9

#### **Parents support learning at home** - School Mean 6.6

Does someone in your family do each of the following?

- Discuss how well your child is doing in his or her classes - 5.6
- Talk about how important school work is - 6.6
- Ask about any challenges your child might have at school - 5.0
- Encourage your child to do well at school - 7.7

Parents were asked for their opinion on how beneficial the See Saw app was in terms of supporting their understanding of what their children were learning in class. The feedback was generally positive about the app's benefits as a communication tool between the home and the teacher. Comments included:

- *Seesaw helps me keep up to date with my child's work and helps me communicate with the classroom teacher.*
- *They put pictures of learning activities my child is doing as well as when they go to excursions. I communicate with my child's teacher if I need something or I need to let her know something about what is going on with my child. It is a good tool to have. The teacher also communicates with me through the app as well to inform me of things regarding my child, or reminds us of events that might be on the next day.*
- *Love the See Saw app and being able to see what my child is up to at school and on excursions through pictures and messages from the teacher.*

Parents were also asked to identify particular topics for future Parent Cafes. Responses included a desire for further information on Mathematics and Literacy programs, and how these subjects are taught. Additionally information for parents on supporting students at home with reading and comprehension would be of benefit. Parents also indicated a desire to learn more about the school's RISE values (Respect, Integrity, Strength and Excellence) and Learner Dispositions initiatives.

#### **Teacher Satisfaction**

During the *Tell The From Me* survey window in 2022 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 7.3

- School leaders have helped me establish challenging and visible learning goals for students -7.5
- School leaders have helped me create new learning opportunities for students - 7.7
- School leaders have provided me with useful feedback about my teaching - 7.2
- School leaders have helped me improve my teaching - 7.1
- School leaders have provided guidance for monitoring student progress - 7.8
- School leaders have taken time to observe my teaching - 6.2

#### **Collaboration** - School mean 8.1

- I work with other teachers in developing cross-curricular or common learning opportunities -7.9
- Teachers have given me helpful feedback about my teaching - 7.3
- I talk with other teachers about strategies that increase student engagement - 8.4
- Teachers in our school share their lesson plans and other materials with me - 8.5
- I discuss my assessment strategies with other teachers - 8.6
- I discuss learning problems of particular students with other teachers - 8.6
- I discuss my learning goals with other teachers - 8.1

### **Learning Culture** - School mean 8.4

- I give students written feedback on their work - 8.1
- I talk with students about the barriers to learning - 7.8
- In most of my classes I discuss the learning goals for the lesson - 8.7
- Students become fully engaged in class activities - 8.1
- I monitor the progress of individual students - 8.6
- I am effective in working with students who have behavioural problems - 9.1
- I set high expectations for student learning - 8.9
- Students find class lessons relevant to their own experiences - 8.2

### **Data Informs Practice** - School Mean 8.4

- My assessments help me understand where students are having difficulty - 8.6
- I use formal assessment tasks to help students set challenging goals - 8.5
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way - 8.8
- I use formal assessment tasks to discuss with students where common mistakes are made - 8.0
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve - 8.3
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) - 7.7
- I use results from formal assessment tasks to inform my lesson planning - 9.2
- I give students feedback on how to improve their performance on formal assessment tasks - 8.6

### **Teaching Strategies** - School Mean 8.4

- I help students set challenging learning goals - 8.5
- 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 - 7.6
- I can easily identify unproductive learning strategies - 8.4
- My students are very clear about what they are expected to learn - 8.1
- I use two or more teaching strategies in most class periods - 8.5
- Students receive feedback on their work that brings them closer to achieving their goals - 8.8
- I discuss with students ways of seeking help that will increase learning - 8.8

### **Technology** - School Mean 7.3

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts - 7.6
- I use computers or other interactive technology to give students immediate feedback on their learning - 7.2
- Students use computers or other interactive technology to track progress towards their goals - 6.8
- 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 - 7.7
- I help students to overcome personal barriers to using interactive technology - 7.7
- I work with students to identify a challenging learning goal relevant to the use of interactive technology - 7.5

### **Inclusive School** - School Mean 8.4

- I am regularly available to help students with special learning needs - 8.3
- I strive to understand the learning needs of students with special learning needs - 8.5
- I establish clear expectations for classroom behaviour - 9.5
- I help low-performing students plan their assignments - 8.0
- I make sure that students with special learning needs receive meaningful feedback on their work - 8.2
- I make an effort to include students with special learning needs in class activities - 8.4
- I use individual education plans to set goals for students with special learning needs - 8.3
- I create opportunities for success for students who are learning at a slower pace - 8.4

### **Parent Involvement** - School Mean 7.5

- I work with parents to help solve problems interfering with their child's progress - 8.1
- I share students' learning goals with their parents - 7.6
- I use strategies to engage parents in their child's learning - 7.6
- I ask parents to review and comment on students' work - 6.8
- I am in regular contact with the parents of students with special learning needs - 7.3
- Parents understand the expectations for students in my class - 7.8
- I make an effort to involve parents and other community members in creating learning opportunities - 7.3
- Parents are regularly informed about their child's progress - 7.9

Teachers were asked to reflect on the impacts they had observed after implementing lessons about the school's learner dispositions (resilience, creativity, reflectiveness, self-motivation, bravery and persistence). Some of the observations included:

- *I have observed students being more mindful of the dispositions and how they can draw upon them in various learning activities. Students are recognising the importance of these qualities in meaningful settings, rather than*

- just in isolation. They see more ways they can show creativity etc rather than just in one area/ subject.*
- *Students have demonstrated self awareness of how they learn. Students in my class feel proud of themselves when they have met or achieved a goal through the application of a particular learning disposition.*
  - *I have been implementing the lessons at various times during the week. I have noticed that students have become more familiar with the terminology associated with the learning dispositions and demonstrated their understanding of these dispositions by pointing them out in classroom situations.*
  - *I have observed an increasing impact on students' learning and engagement. Students want to use the various discussed tools associated with a specific learning disposition or character. The many mini-lessons have positively impacted students' thinking and improved their learning, assisting them to adapt to challenging concepts.*
  - *Students are becoming more articulate in their description of 'what a good learner is'.*

# 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 2022 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 2022 sporting programs included:

- High participation rates in the school swimming carnival - Spencer House winning the carnival
- Cecil Hills Zone Swimming Team coming 2nd
- High participation rates in the school cross country carnival - Spencer House winning the carnival
- Cecil Hills Zone Cross country Team coming 1st
- High participation rate in the school Athletics carnival - Leopold House winning the carnival
- Cecil Hills Athletics team coming 1st
- Inaugural winners of the Canuli Cup Girls Soccer competition
- Runners up in wanderers Cup

The year began promisingly with summer PSSA sports teams chosen. Unfortunately, the regular season was unable to be played due to many wet weather days. A Gala day was offered for the students in Term 4. The winter season matches were able to be played. The following Cecil Hills teams were premiers: Junior Boys Soccer, 3-6 Girls Soccer,

Year 4 Girls Netball.

Cecil Hills was awarded the Champion PSSA school for Soccer.

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

Notable students:

- Nathaniel Arrarte - Zone SSW Soccer
- Frida Karaberis and Alyssia Luna - Zone and SSW Soccer
- Nathaniel Arrarte and Frida Karaberis were our sports people of the year.

## 2022 Annual Band Report

2022 was a positive and successful year for the students in the Cecil Hills Public School Band. There was a return to normal tutorials, rehearsals and performances throughout the year. The band consisted of 33 students across the Training and Concert groups. There was a decrease in enrolments in 2022, with only approximately 7 students that were new to the band. This may have been due to a lack of recruitment opportunities at the end of 2021 because of the Covid-19 pandemic.

The Band had many performance opportunities throughout 2022. In term 1, the Concert Band performed at the ANZAC commemorative assembly and the Training Band performed at the annual Easter Hat Parade. In Term 2, the combined band performed at the Western Liverpool Performing Arts Festival which took place at the Liverpool Catholic Club (performance in link below). [https://www.youtube.com/watch?v=WY\\_Ys\\_ITRzI](https://www.youtube.com/watch?v=WY_Ys_ITRzI)

In November, we were able to hold a Band Demo Day for students in Years 2-5 to recruit students for Band in 2023. We saw a large increase in enrolments for 2023, with 28 new students enrol in Training Band for 2023. This has been our largest number of students in the Band to date. We currently have a total of 47 students in the band.



Easter Hat Parade



Easter Hat Parade



Western Liverpool Performing Arts Festival