School context

A member of the Nirimba Collegiate, Seven Hills High School provides quality education focused on the learning needs of young adolescents. Students who successfully complete Year 10 gain automatic entry into Wyndham College.

The school draws students from a diverse range of socio-economic and cultural backgrounds. The school places emphasis on Literacy, Numeracy and the practical application of Technology throughout a broad curriculum. A range of programs cater for the full spectrum of student academic abilities. In Years 7 and 8, the school offers a Self-Select Class for highly focused and dedicated learners. Year 9 and 10 elective courses cater for a range of academic and vocational interests. Two Support classes cater for students with mild intellectual disabilities.

A Positive Behaviour for Learning (PBL) school where students are supported in their education with a behavioural education and reinforcement program designed to realise improvements in student learning outcomes. Student endeavour, social responsibility and mutual respect are actively encouraged through our merit scheme and events such as Multicultural Days, NAIDOC celebrations, Recognition Breakfasts and Reward Excursions as well as participation in community initiatives and the partnering of educational programs with local primary schools.

Students are able to enhance their leadership skills through participation in the Peer Support Program, the Student Representative and Sports Councils.

Students are provided with extended opportunities to display their talents through participation in a variety of extra-curricular activities.

Principal’s message

In 2013, students were once again provided with a wide range of educational opportunities intended to promote academic, social and personal growth. Beyond the classroom, outdoor education, leadership, citizenship and cultural and environmental awareness programs were some of those delivered to our students.

Teaching and learning focused on Literacy and Numeracy across the curriculum and many hours of staff professional learning explored comprehension and reading fluency which had a positive impact on student capabilities in these particular areas.

The school maintained its strong PBL focus, with staff and student representatives joining together to implement a range of whole school initiatives designed to enhance student social and learning outcomes.

Students continued to demonstrate their prowess at sport, public speaking and the creative and performing arts in a range of public and school arenas.

Finally, the community, in particular, the Seven Hills High School Parents and Citizens Association (P&C), provided valuable support and input into staff and student led initiatives designed to improve the quality of educational experiences provided to our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Greg Johnstone
Principal

P & C message

On behalf of the P&C, it is my pleasure to inform parents and caregivers of our achievements in 2013.

Over the year, we received funds from voluntary contributions paid by families as well as those received as a result of our successful Trivia Night.

The funds were used to purchase equipment, guitars and keyboards, for the Music faculty.

Members of the P&C represented the school community on merit selection panels for the appointment of various teaching positions within the school.

A special thank you to all the members of the P&C at Seven Hills High School. They are a small, truly dedicated group willing to assist at any school function and fund raising opportunity, so as to improve the educational opportunities for all of our students.

Lisa Whiteland
P&C President
Student representative’s message

The Student Representative Council (SRC) conducted many school events and provided leadership and school service opportunities for its members and their peers.

Throughout the year, many fundraising events were held such as Jeans for Genes Day, Shave for a Cure (Cancer Council) Australia and Daffodil Day. Once again the SRC were fortunate enough to have two teachers and one student who volunteered to have their heads shaved for this worthy cause. The SRC hopes to contribute more time and money in 2014.

The SRC also ran events such as Valentine’s Day Roses, Mufti Days, Students versus Staff sporting games and Crazy Hat/Hair Day, raising money for projects around the school and subsidising students on leadership excursions.

In 2013, there were two notable excursions in which the SRC participated. The Grip Leadership Conference provided our school leaders with the opportunity to share ideas and learn new skills with other schools. The School Captains, Abby-Rose Cowell and Ryan Owen, attended both Government House and Parliament House.

The SRC students were involved in being guides for Open nights and the school leaders attending the ANZAC Day children’s March and VP Day at the Seven Hills/Toongabbie RSL club.

The SRC ended the year with a fun activity: the Santa Mufti Day. Students were able to dress up in Christmas clothes whilst SRC members handed out candy canes and Christmas cheer. The money raised from this event was donated to the City West Christian Church.

Overall, 2013 was a successful year for the SRC. We created, led and were involved in all facets of school life.

Kim Clemson
SRC Coordinator

Student information

Student enrolment profile

In 2013, 379 students were enrolled at Seven Hills High School. 23 students identified as being of Aboriginal or Torres Strait Islander (ATSI) heritage. 21% of our students were from a Language Background Other Than English (LBOTE).

Student attendance profile

The overall student attendance rate of 88.9% was 3.3% above that of 2012 but below the Region (89.9%) and the State (89.9%) rates.
Parents of students with unexplained absences are informed using an SMS message system. Student non-attendance is monitored by classroom teachers, administration personnel, Head Teachers and, if required, the Head Teacher Welfare and Deputy Principals.

Students with absences are required to bring a medical certificate or an explanation of absence from their parents.

The Year Advisers, Head Teacher Welfare and Deputy Principals contact parents by phone when there is cause for concern and attendance is tracked electronically using Central, on online student database.

The Home School Liaison Officer supports the work of the school in improving school attendance.

Post-school destinations

Seven Hills High School provides various pathways for students such as Senior High School studies at Wyndham College. The school also provides a TAFE pathway with significant opportunities to participate in TAFE, School Based Apprenticeships and Traineeships, as well as alternative pathways to employment.

Eighty five students completed Year 10 in 2013. Of these:

• 94% (80) continued to Year 11 at Wyndham College or another high school to study for the Higher School Certificate; and

• 6% (5) are in an apprenticeship or entered the world of work.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td>Income</td>
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<td>Balance brought forward</td>
<td>249825.74</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
<td>24857.29</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>898447.48</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       |              |
|                          | $            |
| Key learning areas        | 71151.46     |
| Excursions                | 63255.28     |
| Extracurricular dissections| 11991.17    |
| Library                   | 1897.63      |
| Training & development    | 1183.17      |
| Tied funds                | 124431.4   |
| Casual relief teachers    | 47378.78     |
| Administration & office   | 62335.06     |
| School-operated canteen   | 0.00         |
| Utilities                 | 80792.18     |
| Maintenance               | 56876.01     |
| Trust accounts            | 29,000       |
| Capital programs          | 9223.00      |
| Total expenditure         | 559515.15    |
| Balance carried forward   | 338932.33    |
A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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. This scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 7 – Numeracy
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**Record of School Achievement (RoSA)**

The RoSA is a cumulative credential for students allowing them to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to the HSC.

Stage 5 student grades for this credential in all subjects are determined through internal school based assessment with students no longer completing state wide examinations in English,
Science, Mathematics, Australian History Civics and Citizenship and Australian Geography Civics and Citizenship.

The Stage 5 results for core subjects in 2013, when compared with those for 2012, indicated that there was a reduction in the percentage of students who achieved Grades A and B in Mathematics and Australian History. The percentage of students achieving Grades A, B and C declined in English. In Science, the percentage of students achieving Grade A remained consistent, however, there was a reduction in the percentage of students achieving Grades B and C. In Australian Geography, the percentage of students achieving Grades A, B and C increased from 38% to 70%.

In addition to the study of these subjects and Personal Development, Health and Physical Education, students studied the following electives; Food Technology, Graphics Technology, Industrial Technology (Timber), Information and Software Technology, Drama, Music, Photographic and Digital Media and Visual Arts.

### Arts

**PULSE Exhibition**

Alisha Cochran’s artwork was selected as part of Western Sydney Visual Arts Group PULSE exhibition held at the Sydney Opera House in August.

![Image of Alisha Cochran with her artwork](image)

**‘Showcase’**

‘Showcase’ was the highlight of the Creative and Performing Arts calendar. This year, staff and students displayed their work from all Key Learning Areas (KLAs) in the library before the main performance. There was an excellent buzz during the night, as sport competitions were...
organised, Drama students performed theatre sports and Food Technology students prepared canapés.

An enthusiastic audience of over 300 people was treated to an evening of music, dance and drama performances. Many students from all year groups and members of staff worked tirelessly to bring the evening to reality and make ‘Showcase’ a wonderful spectacle of student talent.

**Sport**

In a year of many highlights in Sport, there were some standout achievements.

- Aliti Namoce was selected in the Sydney West Open Girls Rugby Union team, which competed in the Combined High Schools (CHS) Championships in Canberra.
- Dean Lindsay was selected in the Sydney West Cross Country team and competed at the CHS Cross Country carnival.
- Ryan Owen and Shivon Nolland competed for Sydney West at the CHS Athletics carnival.
- Ryan Owen achieved the feat of overall Boys Champion across all age groups at the Blacktown Zone Athletics Carnival.
- Our boys Junior and Intermediate Hills Cup teams won their finals in the Hills Cup Rugby League competitions.

Our school participated in a range of carnivals and some of our best performances for 2013 included:

- Ryan Owen, Bret Owen and Willow Way were the respective 15 Year, 13 Year and 12 Year Age Champions at the Blacktown Zone Athletics Carnival.
- Ryan Owen was the 15 Year Age Champion at the Sydney West Athletics Carnival.

- Shivon Nolland, Alarna Power, Jarod Rockall, Rhys Kelly, Dylan Pride and Stephen Sands represented Blacktown Zone at the Sydney West Swimming Carnival.
- Shivon Nolland, Alarna Power, Ryan Owen, Jarod Rockall, Dean Lindsay, Connor Abnett, Tim Gilbert and Liam Greer represented Blacktown Zone at the Sydney West Cross Country Carnival.
- 17 students were selected to compete for Blacktown Zone at the Sydney West Athletics Carnival.
- Rhys Kelly competed in the Sydney West Lawn Bowls Championships.
- Ashlee Wills represented Sydney West at the CHS Water Polo Championships.
- Jarod Rockall represented Sydney West at the CHS Rugby League Championships.
• Our Girls Years 9 and 10 Rugby League team defeated all opposition in the Parramatta District.
• The Years 9 and 10 Boys Rugby League Team were placed third in the Parramatta Knock out Competition.

The school entered teams in the Combined High Schools’ (CHS) knockout competitions in Boys Soccer, Girls Soccer, Boys Cricket, Boys Touch Football, Girls Touch Football and Girls Netball.

Citizenship
Brooke Joyner received a Certificate of Merit for her contribution to the school and local community at the Rotary Districts 9675 and 9685 annual Recognition of Youth Awards held at the Blacktown RSL Club.

Debating and Public Speaking
Years 9 and 10 students were involved in the Premier’s Debating Challenge and Years 7 and 8 students participated in the Western Sydney Debating Gala Day. The junior squad were particularly successful, winning two of their three debates but, unfortunately did not progress to the second round of the competition.

Normalita Go-Smith and Grace Morley also represented the school at the Legacy Public Speaking Competition. Both students spoke with poise and control, and should be proud of their efforts in both the prepared and impromptu speeches.

Significant programs and initiatives
Aboriginal education
Students began the year by attending the Australian Indigenous Mentoring Experience (AIME) held each term at the University of Sydney. AIME is an educational program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers. AIME uses structured education mentoring to link university students in a one-on-one relationship with high school Indigenous students.

Debbie Placho was employed to provide Aboriginal and Torres Strait Islander (ATSI) students with support in the classroom through the NORTA NORTA funding program. Debbie took part in Developing Personalised Learning Plans (PLP) for all our ATSI students. In her role, Debbie liaised with Indigenous families and supported students, working towards decreasing the gap for those experiencing educational barriers, as well as providing support and guidance to those students moving on to Senior College or choosing to take an alternative educational pathway.

ATSI students created a banner of hands to present to the school in recognition of NAIDOC week. Leah Winslow spoke about its significance during the NAIDOC assembly and explained the 2013 theme.

The annual NAIDOC assembly was opened with Aunty Stella Cunningham playing clapping sticks and performing her ‘Raise the Aboriginal Flag’ song. Guest speakers included Uncle Wes Marne who presented, ‘Welcome to Country’, followed by a dance performance given by the Doonside Public School’s Aboriginal Boys Dance Group. Uncle Wes performed a smoking ceremony and spent time talking to students with the celebration ending with a shared lunch.

ATSI students attended the 2013 Indigenous Job Market Day at Wyndham College. They attended presentations given by different fields of employment which include, Australian Navy, NSW Police Force, TAFE and NSWDET. The day provided students with information and options relating to career choice.

ATSI students also attended the ‘Walk the Way to Wyndham’ Day held at Wyndham College. Students had the opportunity to mingle with students from other schools within the area and familiarise themselves with the college campus and all the facilities. Year 12 Music students presented an overview of their body of works which was well received and an excellent insight for those ATSI students heading to Wyndham in 2014.

All ATSI students who completed Year 10 transitioned to Wyndham College.
Multicultural education
The school celebrated the heritage of our students, staff and community at our annual Multicultural Lunch. All points of the globe were represented at the seven stalls organised and run by members of the Welfare Team with their many student, staff and parent volunteer helpers.

Parents were again invited as guests in 2013. The range of cuisines was expanded and over 250 students, parents and staff enjoyed a variety of traditional dishes. Traditional costume was worn and displayed at most stalls with a variety of artifacts on display. Next year will see a change to this celebration as it will be combined with Harmony Week early Term 1.

Multicultural aspects are embedded into all KLA programs and incorporated into teaching and learning strategies and activities.

English as a Second Language (ESL) support programs continued as part of Multicultural Education in the school. Individual support for ESL students assisted the development of subject-specific Literacy and academic skills. The support was provided by the ESL teacher 2 days a week.

The school has a trained member of staff as the Anti-Racism Contact Officer.

National partnerships and significant Commonwealth initiatives
Improving Literacy and Numeracy National Partnership
Seven Hills High School began its participation in the Improving Literacy and Numeracy National Partnership during Term 2, 2013. Based on the needs of students, Literacy was selected as the area on which to report, with the 2013 Year 8 cohort of students comprising the focus group. According to the National Partnership Agreement, the targets of the program were:

- to improve the literacy outcomes of targeted students (focusing on the critical aspects of Reading Texts and Comprehension)
- to impact on the quality of teachers’ professional learning programs and improve the quality of whole-school teaching practices and student outcomes across the school.

Target 1: Improving the literacy outcomes of targeted students

Reading Texts and Comprehension Testing
Funding was used to appoint a temporary Instructional Leader of Literacy, who worked closely with the Learning Support Team to develop and implement pre and post literacy examinations that assessed the critical aspects of Reading Texts and Comprehension, and placed students in clusters as defined on the Literacy Continuum. Targets were amended in the management plan to reflect the new goals to:

- Reduce the percentage of Year 8 students achieving well below Cluster 13 on 7-10 Literacy Continuum by 12%
- Reduce the percentage of Year 8 students achieving below Cluster 13 on 7-10 Literacy Continuum by 10%
- Increase the percentage of Year 8 students achieving above Cluster 13 on 7-10 Literacy Continuum by 30%

When comparing the data obtained from the pre and post tests conducted in May and November respectively, the following findings were made:

- The percentage of students achieving well-below Cluster 13 was reduced by 53%
- The percentage of students achieving below Cluster 13 was reduced by 37%
- The percentage of students achieving above Cluster 13 was increased by 200%

Target 2: Impacting on the quality of teachers’ professional learning programs and improving the quality of whole-school teaching practices and student outcomes across the school.

Literacy Continuum
The Head Teacher of English delivered teacher professional learning exploring all critical aspects of the Literacy Continuum. Close attention was paid to Reading Texts and Comprehension, where staff tracked ‘strands’ over several clusters in order to develop their ability to more effectively place students onto the continuum, and understand the associated implications for their teaching.
Text Complexity

The Instructional Leader of Literacy provided teacher professional learning for all staff in using the RRSSVP (Relationships, Richness, Structure, Style, Vocabulary and Purpose) model to assess the complexity of texts read in their classes. Deep understanding of each element was developed during the sessions, and many examples of a range of text complexities from various subject areas used to apply the RRSSVP model.

‘Super 6’ Comprehension Strategies

The Instructional Leader of Literacy provided intensive training in the ‘Super 6’ for the Literacy team, which comprised members from all faculties across the school. This training was then delivered to all staff over several staff meetings. A focus on resource development and coaching-in strategies allowed staff to develop 100 ‘Super 6’ resources to be used with Year 8 students during Semester 2, leading to these comprehension strategies being used an average of once every two days in 2013. In Term 4, the development of ‘Super 6’ activities was extended to other year groups over several teacher professional development sessions.

Curriculum-based Assessment of Fluency and Comprehension

A large component of the 2013 Executive Conference was devoted to developing an understanding of Curriculum-based Assessment of fluency and comprehension. Executive staff explored various models of assessment, and designed a 2014 assessment schedule for all Stage 4 students to be assessed and placed onto the Literacy Continuum once each term.

Literacy Academic Mentoring Program (L.A.M.P.)

In Term 4, The Instructional Leader of Literacy began to provide individual mentoring for all staff. This process involved an exploration of class data (based on NAPLAN and internal assessment results) and subsequent experimentation of a chosen literacy pedagogy (Modeled Reading, ‘Super 6’ etc) during a lesson observation. Observational analysis indicated that staff were effectively incorporating a range of literacy pedagogies into daily practice, and reflection was used to guide and improve the teaching of specific literacy skills and plan for future practices.

Modeled Reading

During the Term 4 Staff Development Days, staff were provided with teacher professional learning of ‘modeled reading.’ Staff developed a deep understanding of the procedures involved with this pedagogy, as well as its effectiveness in terms of the explicit teaching of specific reading skills. Staff were exposed to many examples of their colleagues already using modeled reading with their classes, practised with a range of text types and literacy skills and planned for its implementation in 2014.

Welfare

The Welfare Team continued its three level approach to meeting the needs of students at Seven Hills High School.

Students across the school were recognised and rewarded for achievement in academia, sport, the performing arts and citizenship through the school’s merit system. This year, four graduating Year 10 students, Jade Brookland, Serena Doran, Daniel Mobsby and Ryan Owen received the Medal of Distinction and Maryknoll Pinat was awarded the Medal of High Distinction.

The semester reward days continued to be very popular. Approximately 35% of the student body was invited to the June excursion to Flipout, whilst almost 60% of the school was invited to the end of year reward day to Wet ‘N’ Wild. The increase in invitations demonstrated that our students increased their application and commitment to their studies.

The structure of the Year Advisers’ Breakfast was changed this year to enable us to celebrate the success of the top 10% of academic performing students from each grade. Both Term 1 and Term
3 breakfasts were well received. Our Mother’s Day and Father’s Day celebrations were also successful in building relationships with the broader community.

Selected groups of students continued to attend student engagement programs including Take 5, Fast Forward, Boys and Girls Groups and Peer Support. Students were selected on the basis of interest, ability and need. Most students found these developmental courses beneficial.

**Rock and Water**

Rock and Water was re-introduced by the Welfare Team in 2013. Mr MacLaren and Ms Brown were trained late in 2012 and have developed a program that suits both boys and girls. The program is aimed at enhancing student skills to deal with conflict and develop the strategies to defuse potentially confronting situations.

Students from Years 7 to 10 experienced what the program had to offer and word quickly spread about how challenging and rewarding the course can be. Next year we are looking to expand the program, having more teachers trained in the delivery, enabling a greater number of students to complete the course.

**Fast Forward**

Fast Forward is an initiative developed by the University of Western Sydney that targets academic performers and enables them to ‘taste’ what university may be like. Similar to our Smooth Walking program, the students selected are mentored by UWS employees and are given the opportunity to ask questions and experience university life.

Late last year, students from Year 9 attended an open day at UWS Parramatta Campus. Throughout the day students were exposed to a variety of social and study skills programs and were tested on their teamwork and problem solving skills. The program will run again in 2014 for Year 10 students and will be introduced to Year 9 students.

**Smooth Walking**

Seven Hills High School again built on last year’s Smooth Walking Program, expanding it to incorporate not only the Year 5 and 6 students from the local primary schools but also to Year 4 students from some selected schools. The program was designed to ease the transition of students from primary school to high school.

This year Mr MacLaren, accompanied by a large number of students from Years 7-10, visited the primary schools and ran question and answer sessions with Year 5 and 6 students, discussing the changes, differences, expectations and similarities between primary school and high school.

Following this, the local primary schools visited Seven Hills High School to experience lessons in specialised fields. Primary school students attended English, HSIE, Drama, Woodwork, Cooking, Computing, P.E., Music and Science lessons, with all sessions operating exactly as they would on a normal High School day.

Smooth Walking, a community based initiative, was again received very well by Primary School Principals, Year 5/6 teachers, parents and Year 5/6 students. The Smooth Walking Program is looking to expand further in 2014, especially in the areas of sport, art and drama.

**Self-Select Program**

The Year 7 Self-Select Program saw students complete a number of enrichment activities throughout Semester 1. A particularly strong focus was placed on students exploring their individual learning styles based on the theory of Multiple Intelligences. Students were introduced to a number of Web 2.0 tools which provided a medium for them to research, collaborate and present their work in an on-line environment.

In Semester 2, students applied their new skills and built upon their teamwork abilities to complete a group project. The task of designing, constructing and evaluating a Land Yacht made entirely of recycled materials proved to be a challenging exercise. With persistence and strong teamwork, students were able to produce a quality end product.
During Semester 1, Year 8 students, in the Self-Select program, studied screen plays and how to write and make a movie. They wrote their own screen play and filmed a movie. A large part of Term 2 was spent editing the movie and creating a trailer for it.

In Semester 2, Year 8 students created their own restaurants, decorated tables, produced menus and cooked and served their meals at the end of a ‘Year-Parent’ presentation.

On November 10, students in Years 9 and 10 PASS classes completed two level ‘O’ coaching courses as part of the Stage 2 Leading with Action program. The Sports Leadership program supports schools in providing an education pathway for student leaders with aspirations and interests in sport and physical activity, sport coaching and officiating, dance, fitness, recreational activity planning and coaching.

NSW Premier’s Sporting Challenge—
Sport Leadership – Learning to Lead

In March, students from Years 7 and 8 eagerly participated in Stage 1 of this program, along with students from surrounding Primary schools. The day was full of physical activities led by Year 9 and 10 students from the Year 9 and 10 Physical Activity and Sports Studies (PASS) classes who completed the Leading with action course the previous year. Sports sampled on the day included AFL, Oz tag, Soccer, Netball, and Basic Sports Skills. The students involved were very positive about their experience and certainly came away from the challenge full of enthusiasm about participation and equipped with new skills for sports leadership.

Careers Education Program

In 2013, students were offered career guidance by the highly capable Ms A. Tourikis. Year 9 and 10 students were able to participate in the following programs:

- Work Experience
- Wood Turners Mentor Program
- Careers Expo Days
- Tax File Number application
- Try-A-trade Day

Year 10 students were individually interviewed and provided with an individual post Year 10 schooling plan. This was inclusive of student’s primary, secondary and/or tertiary back-up plans with respect to both study and employment as
required. Ongoing support and assistance was provided to all exiting students for the remainder of Term 4, 2013.

**Streamwatch**

Seven Hills High School was one of the ten NSW schools selected to continue the Streamwatch program supported by The Australian Museum.

Year 8 students involved were Matthew Heron, Cameron Pike, Ryan Porter, Aiden Schmidt, Gerado Sidari, Jacob Arcaba, Andrew Davies and Christopher Waters.

Water samples were collected fortnightly from Lalor Creek and physical and chemical tests, such as pH, temperature, salinity, dissolved oxygen, phosphates and turbidity, were carried out back in the laboratory. These results were entered into a public database which can be accessed by local councils and catchment authorities to identify local issues and evaluate effectiveness of remediation projects. Students also participated in a bug survey which is an effective indicator of water health.

The Australian Museum supported the program with training events held throughout the year and will continue to do so in 2014.

**William Rose Integration Program**

During 2013, Seven Hills High School participated in an enrichment program with William Rose School. This program focused on developing leadership skills and provided opportunities for students from William Rose School to be mentored by our students whilst participating in Visual Arts activities. This program has proven to be most successful and was extended to run over two terms this year.

The program enabled all students to experience different ways of learning through varied teaching styles that catered to individual needs.

Our students were invited to a celebration lunch at William Rose School which was enjoyed by all.

The following students were involved in the enrichment program: Jarod Rockall, Brooke Joyner, Raven Galiston-Lee, Camilla Passe, Kimberley Passe, Nina Junio, Patrick Petersons, Courtney Stalker, Nicholas Tabuanivalu, James MacWilliams, Ryan Witt and Shivon Nolland.

**Students Create Litter Awareness in the Community**

Selected Visual Artists from Seven Hills High School were privileged to work under the guidance of Community Artist Danielle Rawnsley-Galistan and her assistant, Chanti Hunia, to create designs for the Blacktown City Council, Waste Management Department.
The students planned, drew and painted their own designs onto wooden boards for a Litter Awareness Bin Art Project. The final designs will be scanned and printed onto metal bins in the local area.

The students also assisted in creating the slogans, ‘Clean Community, Clean Future’ and ‘Keep Our Community Clean’, which will help encourage local residents to be more aware of litter in their area.

**Information and Communication Technology**

The school continued to improve its information and communication facilities. The support class and the library had interactive projectors installed for effective presentations. A lab equipped with laptops was also set up in the library. There were three additional class sets of laptops set on trolleys so that they could be wheeled to classrooms. Both the support classrooms had a set of four computers installed.

Teaching staff attended professional development courses focusing on the use of Web 2.0 tools such as Edmodo, Keep Vid and Prezi. By the end of the year the majority of Year 7 students were using Edmodo. Staff displayed a keen interest in learning about, and using, Edmodo.

Seven Hills High School investigated the role of technology in the new Australian curriculum. The needs of the school were determined and resources acquired. Staff incorporated specific software applications and skills into the newly written programs at the relevant stage.

Online roll marking at the school was fully implemented this year. The staff adapted well to its full introduction.

An online computer room booking system was implemented this year. This streamlined the process and made our booking system more effective.

The majority of staff are now conversant with information and communications technology and are freely and confidently using them to deliver quality lessons. They have responded to digital education with vigour and enthusiasm.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The analysis of SMART data in relation to NAPLAN;
- The analysis of student behaviour notifications through Sstarts;
- Evaluations Teams appraising school programs including Literacy, Learning and Support and Positive Behaviour for Learning;
- Evaluation Teams reviewing teaching and learning, programming and assessment in several KLAS;
- SchoolMap surveys completed by staff, students and parents involved in KLA evaluations; and
- Quality of School Life surveys completed by students.

**School planning 2012—2014: progress in 2013**

**School priority 1**

Improved Literacy and Numeracy outcomes for all students.

**Outcomes from 2012–2014**

- A reduction of 5% in Year 9 students achieving below national benchmarks.
- An increase of 5% in Year 9 students achieving proficiency in NAPLAN.
- Above state average growth in all aspects of NAPLAN for Year 9 students.

**Evidence of progress towards outcomes in 2013:**

- A reduction of 5% in Year 9 students achieving below national benchmarks in Reading (6%), Punctuation and Grammar (5%);
• An increase in students achieving proficiency in Reading and Grammar & Punctuation;
• Above state average growth in all aspects of NAPLAN (Literacy) for Year 9 students, with significant growth in Writing and Punctuation and Grammar (9.2 and 10.6 points above stage growth respectively); and
• Above state average growth in the Numeracy aspect of NAPLAN for Year 9 students (45.7 compared to 40.4).

Strategies to achieve these outcomes in 2014:
• Continue school wide focus on ‘Super 6” comprehension and reading strategies;
• Evaluate and modify the programs instituted by the Learning and Support staff for targeted students; and
• Targeted Staff professional learning on the development of tasks, within each KLA, that enable staff to identify, teach and assess a range of skills within the numeracy continuum.

School priority 2
Staff employ quality teaching practices for all students with a focus on personalised learning.

Outcomes from 2012–2014
• All staff participated in professional learning programs which targeted curriculum differentiation.
• All staff identified how they catered for learner diversity through faculty registration.

Evidence of progress towards outcomes in 2013:
• School Development Days and other professional learning sessions addressed the learning needs and responsive teaching strategies; and
• Key personnel participated in an online training course focused on autism and led whole school professional learning sessions on identification and curriculum modification

Strategies to achieve these outcomes in 2014:
• Welfare staff and executive will participate in an online course on behavior management strategies; and
• Staff professional learning will continue to focus on developing classroom practices which enable all students to access the curriculum.

School priority 3
The academic performance of Aboriginal student is improved through the implementation of PLPs and supportive staff professional learning.

Outcomes from 2012–2014
• All staff increase their capacity to cater for and improve the academic performance of Aboriginal students.

Evidence of progress towards outcomes in 2013:
• NAPLAN Data for Year 9 ATSI students indicated growth above DEC average for all students in Writing, Spelling, Grammar and Punctuation and Numeracy;
• Student personalised learning plans were communicated to staff as well as successful strategies to be implemented within their teaching programs; and
• Individualised support was provided to students by the Norta Norta Tutor in the area of task completion with all students engaged with program achieving course outcomes.

Strategies to achieve these outcomes in 2014:
• Employment of a staff member as an academic mentor for the ATSI students;
• Continued development and communication of student PLPs and staff professional learning on the best ways of supporting student growth; and
• Staff will participate in professional learning in the ‘8 Ways of Learning.’

A copy of the school plan on our website.
http://web1.sevenhills-h.schools.nsw.edu.au

Professional learning
In 2013, whole school Professional Learning was driven by the key goals identified in the School Management and Professional Learning plans. There were three key sessions conducted each term.

Term 1 had a strong focus on classroom management. Behaviour management systems were explored following the models and systems of classroom management lecturer, Bill Rodgers. Staff completed a series of workshops containing
presentations, demonstrations and role plays addressing classroom management.

As a result of the school’s participation in the ‘Improving Literacy and Numeracy National Partnership’, Term 2 saw staff introduced to the Literacy Continuum and unpacking this model. Staff were further extended, exploring text complexity and the Relationships, Richness, Structure, Style, Vocabulary and Purpose (RRSSVP) model.

Term 3 provided staff with the opportunity to develop Literacy resources using the “Super 6” comprehension strategies. Staff participated in numerous professional learning meetings gaining an understanding of the “Super 6” model before developing resources targeting Year 8 classes.

Term 4 continued the Literacy focus with the ongoing development of “Super 6” resources for Year 9 classes. Combined with this focus, staff participated in workshops addressing student learning needs in the areas of autism, dyslexia, lesson and assessment differentiation/modification and teaching students from a non-English speaking background. Finally staff began to unpack the Numeracy Continuum with this key focus following through into 2014.

Professional Learning has continued to support staff in achieving targets in the School Plan in the context of Regional, State and DEC priority areas. In 2013, the school’s Professional Learning Plan had 5 objectives that focused on various areas. These included Literacy, Numeracy, Welfare Programs, Curriculum Continuity, Quality Teaching, Extension and Enrichment, Program Differentiation, the new National Curriculum and Technology.

In 2013, there were 86 Professional Learning applications and funds were utilised across faculties as detailed in the graph below.

The distribution of funds allowed staff to attend meetings, workshops and conferences specifically aimed at developing aspects of their knowledge, expertise and teaching skills. In 2013 professional learning expenditure totaled $21830 with the average professional learning expenditure per staff member being $590.

School Development Days

Seven Hills High School’s first School Development Day included 3 key workshops. The workshops addressed ROAD and PBL strategies, classroom management systems as well as mandatory Anaphylaxis and Child Protection Update training. Staff were given the opportunity to work in groups across KLA’s as they rotated through the sessions.

Term 2, began with two School Development Days. On the first day Seven Hills High School staff participated in a joint School Development Day with our Nirimba Community of Schools. During the course of the day, Key Learning Areas from each of the participating schools met to develop networks to address National Curriculum development. The day had a strong focus on the impending National Curriculum along with program and resource development and sharing. The second School Development Day continued to focus on National Curriculum planning and development.

School Development Day Term 3, comprised of workshops on classroom management through assertive discipline. A major focus for the day was the introduction to staff of the Literacy Continuum and the direction Seven Hills High School was heading in implementing literacy projects across the whole school in the coming year.

The final School Development Days in Term 4 included further National Curriculum planning and Literacy workshops in addition to a series of presentations from the Learning Support team focusing on numerous areas including autism, dyslexia, lesson and assessment differentiation/modification and teaching students from a non-English speaking background.

Executive Conference

The annual Executive Conference was held in Term 4 and was used to re-examine school priorities and directions and develop leadership capacity within the school executive.

A key outcome of the conference revolved around the continued planning of the implementation of
Literacy strategies as well as an introduction of the Numeracy Continuum and the directions the school will follow in implementing numeracy strategies. School Executive development also took place with a focus on faculty and personnel management. The conference was successful with staff evaluations showing that there was a significant shift in executive knowledge, ability and skills in the following areas:

- Faculty Building and Leadership Skills
- Understanding of curriculum-based assessment of fluency and comprehension
- Modelling reading exercises and their incorporation into teaching and learning
- Understanding the Numeracy continuum

**NSW Institute Accreditation**

In 2013, Seven Hills High School supported the accreditation process for New Scheme teachers to both permanent and permanent temporary staff. The number of permanent New Scheme staff working towards NSW Institute of Teachers accreditation is two. The number of permanent New Scheme staff maintaining their accreditation at professional competence is eight.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Parent/Teacher nights, P&C meetings, information nights and informal community gatherings provided opportunities for parental comment and discussion. At each of the events, parents expressed a high level of satisfaction with school management and performance.

Student and parent surveys were conducted in the areas of the teaching of Visual Arts, Digital Media and Language. The findings and recommendations have been included later in this report.

Parents also completed the School Map survey so that relevant data was collected and meaningful analysis took place. The results were:

- All parents almost always or usually believed that their child’s teacher knows what their child can do and what they need to learn
- 91% almost always or usually believed that the way their child’s teacher manages the class help them to learn
- Approximately 90% almost always or usually believed that what their child learns is important and that their child has access to good equipment that helps them to learn

- Over 80% of parents almost always or usually believed that their child’s teacher expects students to achieve to the best of their ability and provides a balance of learning activities that are new and different

One means by which student opinion of their education at Seven Hills High School was gauged was through their completion of the Quality of School Life Survey.

Survey results reflected positively on how the students viewed the curriculum studied, their relationships with staff and their pride in being a student at Seven Hills High School.

An overwhelming percentage of students (83%) agreed that teachers treated them fairly and 82% felt proud to be a student of the school. 74% of students indicated that they really enjoyed being at school and 80% of students agreed that teachers helped them to do their best. 73% of students agreed that the work they do is good preparation for the future.

Staff and student opinions were regularly sought on the progress of our Positive Behaviour for Learning program. The data collected provided the ROAD team with areas of emphasis throughout the year in its planning of ROAD assemblies and social skills lessons.

Focus committees were created in three key areas of the school’s strategic management and professional learning plans – Literacy, Numeracy and ICT. Each staff member selected a committee in which to participate. Committees met every three weeks and as needed and formulated their own strategic plans addressing the needs of the members and the above mentioned management plans. Staff surveys indicated an 82% level of satisfaction in meeting their individual professional learning needs through their involvement in the committees. Furthermore, 91% of staff reported satisfaction with the committee’s contribution to the school targets in Literacy, Numeracy and ICT. 86% of staff indicated an increase in their knowledge and skills through the committees with a further 79% identifying transference of those skills into improving their teaching and learning.
Program evaluations

Visual Arts

Background

The school self-evaluation and review of the Visual Arts faculty, conducted in Term 3, focused on the effectiveness of teaching and learning programs, practices to support improved student learning outcomes and the assessment strategies utilised by the KLA. The evaluation also examined the pedagogical strategies employed and the efficacy of program delivery within the KLA.

The evaluation was conducted by a team consisting of the Deputy Principal of Seven Hills High School, Ms Macan, and the Head Teacher of Visual Arts, Blacktown Boys High School, Ms Burne.

Information and data for analysis were collected from interviews with students and staff, lesson observations, surveys of students, staff and parents and faculty documentation, including teaching and assessment programs.

Findings and Conclusions

Survey responses from students and parents were positive. It is apparent that the efforts of the faculty are valued and that the learning community is satisfied with the teaching of Visual Arts at Seven Hills High School.

Data from student interviews and classroom observations confirmed that students overwhelmingly enjoyed the practical aspects of this subject and eagerly anticipated involvement.

In all curriculum areas, faculty documentation reflected current Department of Education and Communities (DEC) and NSW Board of Studies (BOS) requirements. Faculty programs were thorough and included teaching strategies, resources and learning outcomes; however, it is suggested that the Digital Media elective be reviewed and refined.

Lesson observations, programs and student interviews indicated that more emphasis was needed on creating lessons that engaged boys. A greater variety of teaching strategies and resources should provide students with options that help them to connect more readily with the ideas/concepts presented.

Learning activities were precise and explicit. There was, however, limited evidence of task modification or extension activities. The team identified the need to widen classroom activities to include rich tasks that enable all students to access the content as well as extend their knowledge of the concepts taught.

Literacy, numeracy and technology have been incorporated into lessons; however, there is a need for all three areas to be taught explicitly and implemented on a regular basis.

Assessment procedures were fair, relevant and meaningful. There is a need to investigate and incorporate different formats for assessment tasks and ensure they are consistently linked to the standards.

The leadership of this faculty has been the responsibility of one teacher – this includes policy development, resource management and professional learning. Feedback was relayed informally between staff as they were teaching the topic. The team believed that the faculty would benefit from a collaborative approach to take into account the learning outcomes of all students over the curriculum areas of both Visual Arts and Digital Media.

Future Directions

The evaluation team made the following recommendations:

- Establish roles and responsibilities within the Visual Arts faculty for programming and professional learning purposes;
- Establish a regular meeting time for staff to further engage in professional discussions on teaching concepts, program modifications and the sharing of resources;
- Evaluate and refine the suitability of the Digital Media program and the effective use of faculty resources for the elective;
- Develop a collaborative approach to evaluating current programs in Visual Arts;
- Greater emphasis to be placed on the inclusion of literacy, numeracy and ICT activities in the classroom; and
- Provide regular opportunities for students to reflect on their learning and engage in self-assessment.

The implementation of these recommendations will assist the Visual Arts faculty to build upon current strengths and increase their ability to deliver high quality, relevant and engaging programs of instruction.
Positive Behaviour for Learning (PBL)

Background

In 2013, Seven Hills High School reviewed the implementation and management of Positive Behaviour for Learning. The Positive Behaviour for Learning Evaluation team consisted of Luke Fulwood, Head Teacher English, Seven Hills High School, and Gregory Johnstone, Principal, Seven Hills High School. The evaluation team examined and reported on two focus areas:

- The implementation of Positive Behaviour for Learning in School-wide, Non-classroom, Classroom and Individual systems.
- The effectiveness of the Positive Behaviour for Learning committee and its structures.

Data and information were collected from the following sources:

Effective Behaviour Support (EBS) survey

The EBS Survey was used by school staff for assessment of effective behaviour support systems in the school. The survey examined the status and need for improvement of four behaviour support systems: (a) school-wide discipline, (b) non-classroom management systems, (c) classroom systems, and (d) systems for individual students engaging in chronic behaviours.

Benchmark of Quality (BoQ) assessment

The Benchmark of Quality assessment was used by the Positive Behaviour for Learning committee to evaluate the status of School-wide PBL systems and to provide a way to assess and identify areas of strength and need for establishing future action plans for sustained implementation.

Findings and conclusions

School-wide systems

Staff indicated the explicit teaching of core values (Respect, Organisation, Application and Determination) and the regular rewarding of students demonstrating them to be effective. Staff were able to clearly identify problem behaviours; however, staff were less clear in regards to consequences for, and the distinction between, office and classroom managed problem behaviours. Although staff indicated an awareness of support systems, data suggested increased reporting to other teams and faculties was an area in need of development.

Non-classroom systems

Data suggested that school-wide values and expected student behaviours were effectively applied to all non-classroom settings. Staff were confident in regards to active supervision, although were less clear about methods of rewarding those students displaying expected behaviours.

Classroom systems

The majority of staff identified that classroom routines and procedures were clearly defined and positively stated. The use of differentiation and matching teaching strategies to student ability were strengths communicated through the data collected. Staff, however, identified a need for improvement of students experiencing high rates of learning success (>80% correct) and increased positive reinforcement for positive behaviours.

Individual systems

Staff demonstrated a clear understanding of effective processes for requesting assistance when managing individual students. Data suggested, however, that staff would like more prompt communication from the behaviour support team with students exhibiting chronic problem behaviours. Staff also perceived a lack of communication with parents and community stakeholders regarding the PBL structures and systems operating within the school.

Positive Behaviour for Learning Committee

BoQ results showed that the PBL Committee has been effective in developing clear values and rules for specific settings, as well as effectively developing new reward systems, including the R.O.A.D. Tracking of Application (RTA). The team communicated strong principal support and met regularly throughout the year.

The use of student discipline data was identified as an area in need of development. Staff felt that increased communication and sharing of resources with parents and the community would enable school systems to be more effective, as would increased training for newly appointed staff to the school.

Future Directions

As a result of the findings, the following recommendations have been made:
• Increased and ongoing communication of the Positive Behaviour for Learning strategies used within school systems, as well as the provision of increased support for parents and members of the community.
• Increased communication between the PBL team and other teams/faculties within the school in relation to students with chronic behaviour issues.
• Development of reward systems and structures that apply to non-classroom settings.
• Continued teacher professional development in all aspects of Positive Behaviour for Learning, particularly for newly appointed staff to the school.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: