School context statement

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’ program for highly focused and dedicated learners. Year 9 and 10 elective courses cater for a range of academic and vocational interests. Three Support classes cater for students with mild intellectual disabilities.

Seven Hills High School is 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 Breaks and Reward Excursions. Students are further encouraged to participate in community initiatives and educational programs which partner with local primary schools.

Students are able to enhance their leadership skills through participation in the Peer Support Program and 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

The Annual School Report enables us to convey to the school community the successes achieved by students during the school year and to outline a range of programs and initiatives which have enriched and extended student learning experiences.

Of particular note in the area of academia were the Record of School Achievement (RoSA) results for Year 10 students which indicated an increase in the percentage of those achieving a Grade A in Science, Grades A and B in Australian History and Australian Geography and an increase in the percentage of students achieving the highest 3 grades in English compared to 2013.

As evidenced in this report, students participated in a range of educational opportunities designed to promote skills in leadership and citizenship and encourage personal, social and academic growth.

Our ‘Self-Select’ program, targeted for self-motivated Year 7 and 8 students, again saw students’ curriculum experiences enhanced through an extension program focused on the development of inquiry and problem solving skills applied, this year, to areas of Science and Food Technology.

As always our student leadership teams were highly visible within the school and local community. The highly successful ‘Youth Off the Street’ Sleep Out, organised and managed by the Student Representative Council was just one example of programs conducted to raise student awareness and raise funds for a charity. Our Sports Council again contributed to the organisation and management of our sports carnivals and supported local primary schools through their refereeing of weekly sport competitions.

In other areas of school life our students excelled in a range of sports, both team and individual and students participated in debating, public speaking and environmental projects.

The successful student ‘Showcase’, held in Term 4, once again provided students with the opportunity to display their artistic and musical talents to the school community and students from the local primary schools.

Students enhanced their level of cultural awareness through involvement in the school’s NAIDOC and Harmony Week activities. Student citizenship skills were developed through their participation in the ‘Smooth Walking’ transition program conducted in partnership with our local public schools.

Our school continued its involvement in the Improving Literacy and Numeracy National
Partnership program which focused on embedding comprehension and reading strategies into the curriculum. Staff also developed and implemented strategies to consistently teach numeracy skills across all Key Learning Areas.

Resource Allocation Model funding was used to benefit all students within the school. Supplementation of staffing enabled the school to implement several targeted support programs. The school purchased literacy, numeracy and technology resources for use within the classroom and provided faculties with financial support to enrich the learning experiences of students through supplementation of student programs, the creation of new learning spaces and the acquisition of additional equipment for use inside and outside of the classroom.

Capital works programs within the school focused on improving the kitchen facilities. In addition to the purchase of new ovens, the facility was fitted with a data projector and an overhead mirror for use during staff and student demonstrations.

Finally, the community, in particular, the Seven Hills High School Parents and Citizens Association (P&C), provided valuable support and input into 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 Seven Hills High School P&C Association, it is my pleasure to inform parents and caregivers of our activities in 2014.

P&C meetings throughout the year provided opportunities to discuss school issues and to learn about programs and initiatives being run within the school. These meetings also enabled those present to have an input into how specific funds received, by the school, were used.

Members attended the community forum held to discuss the school’s directions for the next 3 years, contributing their ideas to the shaping of the new school plan.

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

Funds received from voluntary contributions received by the school were allocated to the PD/H/PE faculty for the purchase equipment for use in practical lessons.

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 Shave for a Cure (Cancer Council). Once again the SRC were fortunate enough to have two teachers who volunteered to have their beards shaved and another teacher who had their head shaved for this worthy cause.

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.

Several new initiatives were introduced which included R U OK? Week, to raise awareness of the importance of helping each other which culminated in a school ‘Sleep Over’. During R U OK? Week students completed classroom activities on how to be a good friend, the SRC held a breakfast and a disco to raise money for the R U OK Foundation. Over 40 students spent the night sleeping in the quadrangle to experience what it would be like to be homeless.
Money was raised for the ‘Youth off the Streets’ Program. The SRC also introduced Easter Activities such as a roll call challenge and an Easter egg hunt.

In 2014, there were two notable excursions in which the SRC participated. The first being the Grip Leadership Conference which provided our school leaders with the opportunity to share ideas and learn new skills with other schools and the second was a 3 day leadership camp.

The SRC students were involved in being guides for open nights and the school leaders attended 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 had the opportunity to dress up in Christmas clothes whilst SRC members handed out candy canes and Christmas cheer. Photos with Santa were also taken. The money raised from this event was donated to the ‘Run for the Hills’ charity.

Overall, 2014 was a successful year for the SRC. We created, led and were involved in all facets of school life.

Student information
Student enrolment profile

In 2014, 380 students were enrolled at Seven Hills High School. 23 students identified as being Aboriginal or Torres Strait Islander (ATSI). 21% of students were from a Language Background Other Than English (LBOTE).

Student attendance profile

The overall student attendance rate of 88.6% was below the State DEC rate (90.2%).

Management of non-attendance

Parents of students with unexplained absences were informed using an SMS message system. Student non-attendance was monitored by classroom teachers, administration personnel, Head Teachers and, if required, the Head Teacher Welfare and Deputy Principals.

Vivien Thurlow
SRC Coordinator
Students with absences were required to bring a medical certificate or an explanation of absence from their parents.

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

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

Post-school destinations

Seven Hills High School provided various pathways for students to engage with future learning. These included: preliminary studies at Wyndham College, TAFE, school-based apprenticeships and traineeships, as well as alternative pathways to employment.

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking employment</td>
<td>2</td>
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<tr>
<td>employment</td>
<td>1</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>2</td>
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<tr>
<td>Preliminary studies</td>
<td>95</td>
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Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>22.617</td>
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<tr>
<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>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.382</td>
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<tr>
<td>Norta Norta Tutor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>45.299</td>
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</tbody>
</table>

One staff member at Seven Hills High School in 2014 identified as being Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>41</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, whole school professional learning was driven by the key goals identified by the school.

Management and Professional Learning Plans

There were three key sessions conducted each term.

Semester 1 had a strong focus on Literacy. Continuing with the school’s participation in the ‘Improving Literacy and Numeracy National Partnership’, professional learning focused on consolidating literacy strategies. Staff engaged in further professional learning in text complexity and the Relationships, Richness, Structure, Style, Vocabulary and Purpose (RRSSVP) model.

Semester 2 continued with literacy professional learning as well as the introduction of more in-depth numeracy professional learning. Literacy professional development included staff focusing on individual numeracy professional learning. Literacy professional development included staff focusing on individual programming and planning to establish literacy reporting outcomes and the creation of learning activities to assess report outcomes. All staff participated in individual programming meetings as part of the Literacy Academic Mentoring Program (LAMP) initiative to develop literacy activities specifically designed for their class. This occurred in school at staff meetings, faculty meetings and as a one on one individual basis with the Literacy Coordinator.

Numeracy professional learning consisted of whole school sessions introducing the numeracy focus and to plan ‘Blitzes’. In addition to the numeracy ‘Blitzes’, processes for teaching and embedding numeracy titled, Presenting, Improve, Employ (PIE) and Teaching of Numeracy in the Curriculum (TONIC) were introduced. Staff workshops run by the Numeracy Committee in-serviced staff on the different areas of number. Further staff professional learning sessions were conducted on numeracy ‘Blitz’
activities and the creation of these activities. This occurred in school at staff meetings and as a one on one individual basis with the Numeracy Coordinator.

Professional Learning has continued to support staff in achieving targets within the School Plan. In 2014, the school’s Professional Learning Plan had 5 objectives that focused on various areas. These included literacy, numeracy, welfare programs, curriculum continuity and quality teaching, as well as extension and enrichment, program differentiation, the National Curriculum and technology.

In 2014, there were 95 professional learning applications, with funds 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 2014 professional learning expenditure totaled $31348 with the average professional learning expenditure per staff member being $950.

**School Development Days**

Seven Hills High School’s first School Development Day focused on a continuation of the school’s priorities in Literacy and Numeracy. Staff engaged in cross faculty and faculty based exercises in developing lessons and tasks in identified areas. The numeracy team launched the Present, Improve and Employ (PIE) initiative which was the focus of 2014. In addition, workshops were conducted addressing 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, School Development Day saw Seven Hills High School staff participate in a joint School Development Day with our Nirimba Learning Community. During the course of the day, Key Learning Areas from each of the participating schools met to further develop networks to address National Curriculum development. The day focused on implementing the National Curriculum along with program and resource development and sharing.

School Development Day, Term 3, focused on school future directions with evaluations on the school’s purpose, values and vision statements. Following scope, direction and definition of these attributes of the school strategic management plan, staff were given opportunities as a whole and as teams to identify aspects of the school they valued and wished to see Seven Hills High School strive towards for students exiting the school in 2017. In addition to the workshops conducted, faculties continued with their programming and preparation for the second semester. Following on from this development day, a Futures Committee was established with representatives from staff, executive and senior executive, to refine staff contributions along with community and student contributions to develop statements that would form the school’s purpose, values and vision for the coming school strategic management plan 2015-2017.

In Term 4 there were two School Development Days. The two days focused on 21st Century learning skills in information skills and inquiry based learning (IBL). Staff attended presentations and participated in workshops which refined and developed tasks incorporating information skills and IBL. Following submission of these tasks, a matrix was established identifying the tracking of IBL across the KLAs and areas of further development to be addressed in 2015. A continuation of numeracy strategies also took place with presentations of numeracy tasks to be incorporated into teaching and learning programs in 2015. Finally, staff utilised the SMART data package to develop 2015 class literacy / numeracy tools identifying students in need of support and those with strengths, and the teaching strategies to support and further develop these students.
Executive Conference

The annual Executive Conference was held in Term 1 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 numeracy strategies as well as the continued directions of literacy strategies. School Executive development also took place with a focus on faculty and personnel management with the introduction of the teacher mentoring program. The conference was successful with participant evaluations showing that there was a significant shift in executive knowledge, ability and skills in the following areas:

- Faculty building and leadership skills
- Mapping of the Numeracy Curriculum within KLA’s
- Understanding of curriculum-based assessment incorporating numeracy outcomes
- Developing mentoring skills as mentees
- Managing mentoring programs for beginning and early career teacher
- Modelling reading exercises and their incorporation into teaching and learning

Beginning Teachers

In 2014, Seven Hills High School supported the BOSTES accreditation process for beginning teachers for both permanent and permanent temporary staff. The number of permanent beginning staff working towards BOSTES accreditation was five. “Great Teaching, Inspired Learning” funding was used for beginning teacher release time to participate in the school’s beginning teacher mentoring program along with their supervising Head Teacher. This included classroom observations of experienced staff and instructional leaders in literacy, numeracy and ICT. Beginning teachers participated in numerous professional learning opportunities conducted by NSW DEC, NSW Teachers’ Federation and education groups. These included courses in behaviour and classroom management, programming KLA specific content, embedding ICT, literacy and numeracy into their teaching and learning, as well as courses in accreditation requirements. In addition, beginning teachers completed non-registered hours through professional learning conducted within school through mandatory requirements including E-Emergency, Anaphylaxis training and Disability Standards for Education. The number of permanent New Scheme staff maintaining their accreditation at professional competence was six. There were no staff working towards Highly Accomplished or Lead accreditation.

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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<tbody>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<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>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
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<td>Total expenditure</td>
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</tr>
<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2014 financial statement was tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

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.

The achievement 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

NAPLAN Year 7 - Numeracy
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 following graphs indicate the percentage of grades allocated for each subject in core and elective courses.
The Stage 5 results for core subjects in 2014, when compared with those for 2013, indicated that there was a reduction in the percentage of students who achieved Grades A and B in Mathematics and English; however, the percentage of students achieving C or higher increased in both subjects. The percentage of students achieving Grades A, B and C increased in Australian History and Australian Geography. In Science, the percentage of students achieving Grade A increased, however, there was a reduction in the percentage of students achieving Grades B and C.

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

**Other achievements**

‘Showcase’

‘Showcase’ was the highlight of the Creative and Performing Arts calendar. This year, student work was displayed from all KLA’s in the library prior to the main performance.

There were two performances, one during the day for primary school students and the night performances for family and friends.

During the morning performance, approximately 400 students from our local primary schools attended.
During the evening performance, an enthusiastic audience of over 300 people was treated to an array of music and dance 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 in 2014:

- Alarna Power was the 14 Years Girls Blacktown Zone Swimming Age Champion.
- Dean Lindsay and Tahlia O’Connell were Blacktown Zone Cross Country Age Champions in the 16 Years Boys and 13 Years Girls respectively.
- Bret Owen and Tahlia O’Connell competed at the All School Athletics Championships.
- Bret Owen was the 14 Years Boys and Tahlia O’Connell was the 13 Years Girls Blacktown Zone Athletics Age Champions.
- Years 9 and 10 Boys’ combined ‘Hills Cup’ team won their Grand Final against Kellyville High School.

Our school participated in a range of carnivals and some of our best performances for 2014 included:

**Sports Carnivals:**

- Alarna Power and Stephen Sands represented Blacktown Zone at Sydney West Swimming Carnival.
- Alarna Power represented Sydney West Region (SWR) at the Combine High Schools (CHS) Swimming Carnival.
- 10 students represented Blacktown Zone at Sydney West Cross Country Carnival, including: Tahlia O’Connell, Dean Lindsay, Sharmayne Melide, Brooke Lindsay, Shivon Nolland, Monzir Komei, Jacob Irwin, Connor Abnett, Stefan Stojanovic and Liam Greer.
- 11 students represented Blacktown Zone at Sydney West Athletics Carnival, including: Chloe Tuazon, Willow Way, Royce O’Dell, Jarod Rockall, Tahlia O’Connell, Dean Lindsay, Jacob Irwin, Bret Owen, Gabriel King, Alvin Ekes and Zachary O’Brien.
Debating

Seven Hills High School experienced great success in the 2014 Premier’s Debating Challenge, led by the school Debating and Public Speaking coach, Ms Angela Rose. 2014 team members consisted of: Year 10: Melody Arslancain, Emmaleigh Mclean, Raven Galistan, Keren Sheppard and Carly Spilsted. Year 7/8: Lidya Rivai, Axel Rivai, Normalita Go Smith, Alfiano Fong, Jai Angeloni, Kate Moseley and Candice Reeves. The senior debating team displayed their speaking merit throughout the debating season and were rewarded with a win. The junior debating team experienced similar success, their efforts also accumulating in a well-deserved win. Junior debaters further participated in the annual Western Sydney Debating Gala Day, where they honed their debating skills. In October, Year 9 students, Jacob Arcaba, Aiden Schmid, Cameron Pike, Daide Chaker and Eleni Tabuanivalu, represented the school at the annual Blacktown History Debating Competition. Over the course of the day, the history debaters competed against schools in the local area, with their persistence and dedication resulting in an impressive win.

NSW Legacy Junior Public Speaking Award

Year 8 students, Lidya Rivai and Normalita Go Smith, represented the school at the Legacy Junior Speaking Award held at Chifley College. In the prepared and impromptu speech sections, both girls presented exceptionally sophisticated arguments. Despite not progressing to the state semi-final, both Lidya and Normalita were excellent representatives of Seven Hills High School.

Significant programs and initiatives—Policy and equity funding

Aboriginal Education

To begin the year Aboriginal and Torres Strait Islander students attended an excursion to MuruMittigar Aboriginal Cultural and Education Centre in Penrith. The morning was spent throwing boomerangs, learning about traditional bush tucker and culture. After a lunch of kangaroo, emu and goanna, students created a piece of artwork under the instruction of John Booney a local artist.
2014 saw the creation of an Aboriginal and Torres Strait Islander roll call group. The initiative promoted positive relationships between students and ensured greater communication of upcoming events and programs.

Personalised Learning Plans (PLPs) were developed for all our ATSI students. Students and parents had the opportunity to provide input to these plans. Students reviewed the plans later in the year.

Reconciliation Week was acknowledged by our school with an assembly where Deanna Kenyon, a Year 10 student, explained what it meant to her to be Aboriginal and Mrs Tautauri also shared her experience as an indigenous person. As part of Reconciliation Week students attended an art event sponsored by Marist Youth Care. David Whitton, a local Aboriginal artist, demonstrated his techniques and talked to students about indigenous culture. Students painted a canvas and some were able to describe its features and use them to tell a story.

Seven Hills High School celebrated NAIDOC Week with a special guest, James Stephens, an indigenous business man and former teacher.

He shared his stories of growing up as an indigenous boy and described how his culture and traditions have shaped him and driven his success. James performed at our special assembly, playing the didgeridoo. Our students engaged in the celebration by performing a dance routine led by James. After the assembly students experienced a bush tucker lunch where desert was contributed by Ms Craig – a beautiful cake decorated in the Aboriginal flag.

All students were involved in painting figures that were relevant to the Aboriginal culture. All the figures were then put together to create a display that reflected each individual’s contribution. The Artwork created on the day was hung in the front office.

The ‘Walk the Way to Wyndham’ Day held at Wyndham College was attended by ATSI students. They mingled with students from other schools within the area and were given a tour of the college campus and all the facilities. Significant college staff members were introduced and an overview was provided of the opportunities available to students. The students gained an overview of the site and participated in engagement activities that highlighted some of the educational experiences on offer for ATSI students at the precinct.

Year 9 and 10 students attended 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 played a significant part in strengthening support during the transition process from Year 10 to senior school. Students participated in offsite activities at Sydney University that focussed on goal setting and working towards the achievement of those goals. Mentoring was a major factor of the program so that students felt supported throughout the process. This program was extended in 2014 to include Year 8 students so that greater impact could be made on developing self-confidence and increasing self-esteem.

Students attended a day at the Australian Museum for a guided tour of the Indigenous
Exhibition and to look at all the other exhibitions displayed.

Jai Jang was selected to attend the NuraGili Indigenous Science and Engineering Program at the University of New South Wales, based on his academic performance and application. The program promoted positive experiences at university and exposed students to possible careers in Science and Engineering. Jai participated in workshops on Robotics, Biology and Psychology and he visited the Sydney Observatory and the Powerhouse Museum.

Alicia Kidd was successful in her application for a Gili Scholarship. The scholarship celebrates and recognises excellence and achievement of Aboriginal students in public schools. Alicia is a highly motivated student who applied herself conscientiously in all aspects of her work. A Gili scholarship will ensure access to further educational experiences to assist in future career opportunities and decisions.

Deborah Placho was employed to provide Aboriginal and Torres Strait Islander (ATSI) students with support in the classroom through the Norta Norta funding program. She worked with students on minimizing the educational barriers that affected student performance and participation. Deborah also provided support and guidance to those students moving on to Senior College and assisted Year 10 students with completing assessment tasks and meeting the requirements to gain their ROSA.

Aboriginal perspectives and content are embedded into all KLA programs and incorporated into teaching and learning strategies and activities.

Multicultural and Anti-racism education

The school’s celebration of the heritage of our students, staff and community this year, aligned with National Harmony Week. The week began with a whole school presentation on Australia’s multicultural history and the value of our level of acceptance of others within the community. Students then addressed the issue throughout the week during class, using subject relevant material.

We continued to host our annual Multicultural Lunch and, once again, it was a success. All faculties were designated a continent or region and developed effective teams utilising students, staff and parent volunteers. Parents were again invited as guests in 2014.

The range of cuisines was expanded and over 300 students, parents and staff enjoyed a variety of traditional dishes. Traditional costume was worn and displayed at most stalls with a variety of artefacts on display.

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

Improving Literacy and Numeracy National Partnership

Seven Hills High School continued its participation in the Improving Literacy and Numeracy National Partnership during 2014. 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

Funding was used to appoint a temporary Instructional Leader of Literacy, who worked closely with the Learning and 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 9 students achieving well below Cluster 13 on 7-10 Literacy Continuum by 12%
- Reduce the percentage of Year 9 students achieving below Cluster 13 on 7-10 Literacy Continuum by 10%
- Increase the percentage of Year 9 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 34%
- The percentage of students achieving below Cluster 13 was reduced by 10%
- The percentage of students achieving above Cluster 13 was increased by 44%

**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 Academic Mentoring Program (L.A.M.P.)**
During the year the Instructional Leader of Literacy continued the 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 (Modelled Reading, ‘Super 6’ etc) during a lesson observation. Observational analysis indicated the extent to which 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.

**Numeracy**
During Terms 3 and 4, staff professional development branched into the area of numeracy. Testing of students in Years 7 and 8 identified Fractions and Number as areas of concern. Staff were in-serviced on utilising “PIE”, a whole school numeracy teaching method, many of whom began using this in their classes during the numeracy ‘blitz’ lessons. They were also provided with professional learning opportunities with the Leader of Numeracy on the creation of faculty based numeracy activities to be used during ‘blitzes’. Two numeracy blitzes occurred during Terms 3 and 4. Individual programming and planning meetings were held with Head Teachers to establish numeracy reporting outcomes and to create learning activities to assess report outcomes also occurred.

Professional learning sessions were held with all staff to ensure a common understanding of numerical concepts was achieved. Staff found these sessions helpful when designing learning experiences for their students and were supported with an array of resources to use in their teaching. Staff evaluations on their professional learning indicated greater confidence in the teaching of numeracy.

These initiatives provide a whole school approach to the teaching of numeracy. All staff are familiar with the process and the tools required to teach numeracy.

**Aboriginal background**
In 2014 Seven Hills High School continued its commitment to promoting Aboriginal and Torres Strait Islander (ATSI) initiatives throughout the school.

Aboriginal background funding was utilised to supplement staffing which led to the creation of an ATSI Program Coordinator which was filled by Ms Jordan. In addition, funding was also directed towards the payment of staff professional learning course fees and the supplementation of student programs.

The school continued its development of a positive and inclusive school culture by ensuring staff attendance at professional development activities that promoted ATSI engagement. One such event was the Aboriginal Education Officer and Aboriginal Education Worker Conference. Five members of staff, ranging from senior executive to SASS attended the conference. It focused on developing an understanding of the literacy and numeracy continuums and implementing strategies that would engage student interest. Ms Jordan also attended Aboriginal Education 101 at Sydney University. The course focused on the history of Aboriginal Education in Australia and how the teachers engaged ATSI and non ATSI students with the culture in the classroom through the use of traditional teaching methods and resources.
These strategies and ideas were utilised at whole school staff meetings, withdrawal support programs and individual classroom instruction.

Ms Jordan strengthened the partnership and promoted genuine collaboration between the school and ATSI families by engaging the students and their caregivers in the development of Personalised Learning Plans as well as ATSI recognition days and initiatives.

All Personalised Learning Plans were communicated to staff at a whole school staff meeting. Individual plans were explained and relevant strategies shared.

Ms Jordan also ensured whole school participation in recognition and celebration days by inviting community members to participate and incorporating students and staff contributions at whole school assemblies.

To promote a genuine, positive and inclusive culture within the school, ATSI students invited a friend to share their experiences at workshops and excursions. This increased the profile of ATSI students within the school, promoted understanding between different cultures and improved student engagement in leading whole school initiatives. Ms Jordan also introduced an ATSI roll call on Tuesday mornings and coordinated educational experiences that promoted future educational pathways.

Positive experiences with learning was another initiative encouraged by Ms Jordan in 2014. Year 7 and Year 8 students participated in the Koori Carnival at the University of Western Sydney. The event featured a range of fun and educational activities including interactive workshops, cultural awareness sessions, interesting short talks, “show-and-tells” and entertaining performances. Students familiarised themselves with the campus environment, increased their knowledge in different areas and were encouraged to consider university as an option (or strengthen their aspirations in that regard). Students had the opportunity to meet and interact with UWS academics and professional staff, Aboriginal elders and prominent community members, Aboriginal UWS students and participants from other schools.

2014 was also a highly successful year for our ATSI students in gaining recognition for their school achievements and application.

Socio-economic background

Analysis of data indicated that there were substantial improvements in a number of areas of student behaviour over the course of 2014. These reflect increasing levels of student participation and engagement with learning. Significant improvements occurred in behaviours relating to:

- staff and student relationships where incidents were reduced overall by 42% compared to 2013
- behaviours which disrupted the education of other students were decreased by 36% and
- instances of bullying and harassment between students decreased by 68%.

In addition to utilising socio-economic background funding to support students experiencing financial hardship, monies were directed towards a number of areas in order to improve the quality of teaching and learning within the school.

The school purchased resources to improve the diagnostic testing of students in the areas of literacy and numeracy. The data was utilised by the Literacy and Numeracy Committees to determine areas of focus for programs across all Key Learning Areas and the Learning and Support Team to identify those students requiring additional classroom and individual attention.

The school’s focus on improving student literacy and numeracy outcomes resulted in funds being allocated to Key Learning Areas to purchase dictionaries, texts and classroom kits designed to enable all students develop their numeracy and literacy skills across a range of subjects and subject specific text types.

Classroom signage was commissioned to support the implementation of the ‘Super Six’ comprehension strategy and all students were provided with school diaries to ensure that every student had access at home and at school, to a reference point for comprehension, writing and numeracy strategies.

The development of a Numeracy and Literacy room provided teachers with a lead-in for students to further develop their skills in problem solving and cooperative learning. Teachers were able to expose students to a variety of teaching methods giving lessons a balance in the varying learning styles of all the students within the class.
With the implementation of the new mathematics curriculum we purchased resources to ensure we had the necessary resources to complement our teaching program and provide teachers with up-to-date material to make teaching more effective and relevant.

Assessment of our students’ levels of understanding is essential in identifying the needs of students, their strengths and weaknesses, which is essential in preparing teaching programs. Our purchase of a numeracy software package provided us with a tool that made the process of pre and post testing students, time efficient and effective. We were quickly able to identify student needs and provide classroom teachers with immediate feedback.

A ‘Book and Breakfast Club’ was established and funds were utilised to staff the project as well as purchase resources for the program. Those students who were identified as requiring additional literacy support were tutored by members of the School Representative Council on a weekly basis in this before school program. By the end of 2014, all Year 7 mentees had progressed from well below cluster level for reading to at cluster level. In comprehension, 70% of students improved to be at cluster level or above and the other 30% moved up one band to be below cluster level.

To increase student involvement in the Premiers’ Reading Challenge (PRC), books were purchased to supplement the existing library selection. 58 students participated in the challenge. For two students, their participation marked the completion of seven continuous years in the PRC and they achieved the Platinum Certificate level. For three other students 2014 marked 4 years of participation and they achieved the Gold Certificate level.

The development of student organisational skills was supported by the funding of the Elevate Studies Skills program for all students from Year 7 to 10. Of the 325 students who returned surveys, 98% believed that the program was helpful in developing effective study skills and strategies. 91% of respondents found it useful to have a young presenter.

Significant funds were directed toward the procuring of computer and digital technologies and supportive infrastructure. The school continued its purchase of data projects to enable the staff and students to effectively integrate technology into classroom practice. Three computer laboratories were completely refitted enabling students to utilise the latest software. This was of particular importance to those students studying Photography and Digital Media who required greater speed and software capability for the creation of artistic works. A Digital Media Laboratory was created in the library for exclusive use by these students.

In Music the development of a sound proof practice and recording space and the purchasing of a wide range of musical equipment, had a positive impact on student learning and engagement. Students were able to perform on instruments of their choice during class time, practice during lunch breaks and record their performances. These improvements contributed significantly to an increase in the number of students auditioning for the annual showcase.

The Science faculty utilised funding to purchase literacy laboratories to develop literacy skills whilst engaging with the Science curriculum. To increase student engagement in Science and enhance curriculum offerings, Science began the first stages of developing a school agricultural plot. The Year 7 self-select class designed the garden layout and constructed beds. As part of the curriculum, students researched appropriate plants for year round crops. This program will be expanded in 2015 and Agriculture will be offered as an elective for Year 9 students.

The purchasing of the Sentral software system enhanced the ability of staff to identify and act upon attendance issues as well as student behaviour notifications. This improved the implementation of preventative, remediation and proactive welfare strategies at Seven Hills High School. The system also provided all staff with a central source of information regarding personalised learning plans, health plans and academic progress. The transitioning to this system during 2014 had the support of staff across the school.

To support existing welfare strategies two additional staff were trained in the Rock and Water Program, which aims to enhance the social and emotional development of students through the development of self-awareness and the management of responsibilities and challenges. Four staff now deliver this program to students.
In line with the School Management Plan, the school subsidised a leadership camp attended by 90% of the Student Representative Council. Held at the Sydney Academy of Sport, students participated in a range of activities designed to improve teamwork and leadership skills. All student survey responses indicated that the camp was successful in increasing their confidence, their ability to plan and manage events and in developing their leadership skills. Student enthusiasm post-camp, resulted in all but one student re-nominating for SRC and a record number of students applying for a position on this leadership body in 2015.

**English language proficiency**

All students that were assessed as requiring support with English as an Additional Language Dialect (EALD) were provided with explicit and structured assistance in the classroom. They also participated in the literacy withdrawal program so that foundational skills could be strengthened.

**Learning and Support**

Improving literacy and numeracy, as well as ensuring all students accessed resources to complete assessment tasks, were the key focus areas of Learning and Support in 2014. Seven Hills High School sought to best meet the needs of our students by providing mentoring in Key Learning Areas, literacy support through individual instruction and numeracy remediation.

The Learning and Support Teachers (LaSTs) evaluated the Literacy Withdrawal Program and re-structured the units so that skills were explicitly taught in stages. Resources were also purchased to ensure engagement and familiarity.

Additional time was given to Student Learning Support Officers (SLSOs) to reinforce concepts in the classroom, assist with special provisions for assessment tasks and modify resources to cater for individualised learning plans.

**Other significant initiatives**

**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 once again recognised and rewarded for achievement in academia, sport, the performing arts and citizenship through the school’s merit system. This year, six graduating Year 10 students, Brooke Joyner, Shivon Nolland, Courtney Stalker, Luka Stojanovic, Alexandra Taylor and Jarod Rockall received Medals of Distinction for outstanding participation across all areas of school life over four years. Jarod Rockall was also awarded the Medal of High Distinction for significant achievements in all areas of schooling over four years.

The semester reward days continued to be very successful. Qualification for students to attend these activities included the maintenance of an average of 8 out of 10 RTA merit points throughout the year, an outstanding record of attendance and the consistent wearing of school uniform. Approximately 45% of the student body was invited to the June excursion to Flipout, an increase of 10% from last year’s figures, whilst almost 45% of the school was invited to the end of year reward day to Wet ‘N’ Wild. The increase in invitations reflected our students’ increased application and commitment to their studies.

The Year Advisers’ Breakfast enabled us to celebrate the top 10% of academic performing students from each grade. Both the 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 with the Father’s Day event changing to an evening BBQ.

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 and built on its previous success. Mr Jones and Ms Buckley were trained this year, joining Mr MacLaren and Ms Brown in presenting the program.
The separate programs for the boys and girls were modified this year to better suit the needs of our students. The program aimed at enhancing student skills to deal with conflict and develop strategies to defuse potentially confronting situations.

Students from Years 7 to 10 who experienced the program expressed how challenging and rewarding they found the course to be for the participants.

Following this, the Year 5 and 6 students attended lessons in English, HSIE, Drama, Woodwork, Cooking, Computing, Physical Education, Music, Science, as well as an introduction to the Rock and Water program, with all sessions operating exactly as they would during a normal high school day.

Smooth Walking, was again received positively by public school principals, Year 5/6 teachers, parents and Year 5/6 students.

Fast Forward
Fast Forward is an initiative developed by the University of Western Sydney that targets academic performers and enables students to ‘taste’ university life.

Students were selected to attend this partnership initiative and were mentored by UWS staff and students. Selected Years 9 and 10 students attended open days at the UWS Parramatta Campus. Throughout the day they were exposed to a variety of social and study skills programs and tested on their teamwork and problem solving skills.

‘Smooth Walking’ – Year 5/6 Transition Program
Seven Hills High School continued to build on previous years by expanding the program to incorporate a greater number of subject areas. Ms Messer coordinated the program and, accompanied by a large number of students from Years 7-10, visited the local public 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.

Self-Select Program
The Year 7 ‘Self-Select’ program began with students exploring their different learning styles. Through ‘Habits of Mind’ they discovered what is needed to be successful and how to use this in their learning. Thinking tools, such as De Bono’s Six Hats of Thinking, aimed at helping students become more productive, focused, and mindfully involved in their learning.

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.
Team building activities, such as slow boards and tower constructions, allowed learnt skills to be applied to the design and creation of a school vegetable garden, which was the Semester 2 project.

Year 8 explored a science based project on water recycling in Semester 1. They developed research and practical skills to investigate whether recycled water is a feasible solution to address Australia’s water needs. Semester 2 involved students researching and creating a themed restaurant. They researched recipes, bought food, created invitations and menu cards all within a strict budget. Food was prepared and their “restaurant” opened to families, who also viewed a digital presentation of their journey.

**NSW Premier’s Sporting Challenge**

**Sport Leadership – Learning to Lead**

At the start of the year, students from Years 7 and 8 participated in Stage 1 of this leadership program, along with students from surrounding public schools. The day involved 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. All participants were positive about their experience. They came away from the challenge full of enthusiasm about participation and equipped with new skills for sports leadership.

In November, 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 educational pathway for student leaders with aspirations and interests in sport and physical activity, sport coaching and officiating, dance, fitness, recreational activity planning and coaching. Three students in Year 10, who are planning on completing 2 Unit PDHPE as part of their HSC at Wyndham College, participated in a sport leadership camp.

**Streamwatch**

Seven Hills High School is one of ten NSW schools selected to continue Streamwatch, the citizen
science program supported by The Australian Museum. Every fortnight, a group of Year 8 students walked to the local creek to make observations and to perform water quality tests.

Water samples were collected from Lalor Creek. Physical and chemical tests such as pH, temperature, salinity, dissolved oxygen, phosphates and turbidity were carried out in the laboratory at school. The 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 was an effective indicator of water health, and the group really enjoyed using their nets, dipping for macro invertebrates and catching a few feral fish.

The Australian Museum supported the Streamwatch program at Seven Hills High School with training events throughout the year. We were also fortunate to enjoy a complementary visit to the museum and met with Karen Player, Manager Museum Outreach, and Greg McDonald, Education Project Officer for Streamwatch, to discuss the findings.

National Literacy and Numeracy Week
To celebrate National Literacy and Numeracy Week, a series of events were organised by Ms Rose. Selected students were chosen to participate in an Eels Educate Literacy Program at Pirtek Stadium Parramatta. Here they completed exercises such as role play and goal setting with a focus on literacy skills to ensure their future success. They were also treated to a tour of the stadium and its facilities and met famous Parramatta Eels players such as Ben Smith, Nathan Hindmarsh and Fuifui Moimoi who discussed the importance of literacy in their own lives.

The celebrations continued with Ms Michelle Rowland, Member for Greenway, who met with students that were members of the Books and Breakfast program. Ms Rowland discussed the importance of literacy in everyday life and presented books to the school.

The week concluded with the 2014 SHHS Writing Competition. The theme for this year’s writing competition was, ‘Our Future’. Many fantastic entries were received, each with its own
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 Learning and Support and English;
- Positive Behaviour for Learning surveys of staff and students;
- Evaluation Teams reviewing teaching and learning, programming and assessment in several KLAs;
- SchoolMap surveys completed by parents and staff on whole school practices;
- 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:

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 achievement of outcomes in 2014:

- Year 9 NAPLAN numeracy results indicated an average growth score of 59.7 compared to the state average of 48.8.
- A reduction of 13% in the percentage of students achieving below national benchmarks in Numeracy compared to 2013.
- There was an increase in the percentage of Year 9 students achieving at proficiency in Numeracy compared to 2013 results.
- The average scaled growth rate for Year 9 students was above that of Year 9 students in Similar School Group (SSG) in Reading, Writing, Spelling and Numeracy.

Strategies to achieve these outcomes in 2014:

- Continue school wide focus on ‘Super 6” comprehension and reading strategies as well as modelled reading;
- Staff engaged in further professional learning in text complexity and the Relationships, Richness, Structure, Style, Vocabulary and Purpose (RRSSVP) model;
- Continued staff professional development through participation in the Literacy Academic Mentoring Program (LAMP); and
- Staff professional development focusing on numeracy ‘blitzes’ as well as the school developed numeracy programs Present, Improve and Employ (PIE) and Teaching Of Numeracy In the Curriculum (TONIC).

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 achievement of outcomes in 2014:

- Professional learning sessions addressed the learning needs and responsive teaching strategies; and

- Key personnel participated in an online training course focused on behaviour management and led whole school professional learning sessions on identification and curriculum modification.

Strategies to achieve these outcomes in 2014:

- Staff professional learning will continue to focus on developing classroom practices which enable all students to access the curriculum.

- Staff engaged in the development of inquiry and project based learning strategies within teaching and learning programs.

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 achievement of outcomes in 2014:

- Staff professional learning sessions addressed the learning requirements for ATSI students.

- 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:

- Staff professional learning focused on developing ATSI classroom practices, teaching strategies, the literacy and numeracy continuums and engagement;

- Continued development and communication of student PLPs and staff professional learning in the best ways of supporting student growth; and

- ATSI students participate in a number of initiatives promoting recognition, achievement and application.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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 these events, parents expressed a high level of satisfaction with school management and performance.

Student and parent surveys were conducted in the areas of teaching and learning of English. The findings and recommendations have been included later in this report.

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

- Nearly all respondents (93%) almost always or usually, believed that the school encouraged everyone to learn.

- Over 90% of respondents almost always or usually believed that the school appreciated having their child as a student and that students were the school’s main concern.

- 91% of respondents, almost always or usually, believed that the school praised and rewarded individuals that were successful.

- 90% respondents almost always or usually believed that the school encouraged everyone to learn.

- The vast majority of parents and caregivers, almost always or usually, believed that the school catered for the learning needs of all students. They felt that the school continually found ways to improve what it did and that, when necessary made important changes to how it operated. This same percentage of
parents expressed pride in their child’s school.

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

Survey results reflected positively on how 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 with the majority of students (86%) proud to be a student of the school. A high percentage of students (87%) felt they could achieve success in their learning with 84% of the cohort surveyed communicating that the skills acquired at school were important to them. The overall majority of students indicated that they have learnt to work hard.

The student body also expressed positive views on their achievement. A large majority of students felt they were successful and were proud of themselves. They recognised the support that staff provided with the vast majority of respondents agreeing that teachers helped them to do their best.

Staff opinions were also sought on school culture. The results of this survey indicated that:

- The vast majority of staff almost always or usually believed that the school recognised and celebrated achievement.
- Nearly all staff almost always or usually believed that the school curriculum catered for the learning needs of all students.
- Almost all staff, almost always or usually, believed that the school encouraged students to achieve their best and that meeting the needs of students was the school’s main priority.

English

Background

The school evaluation of the English faculty, conducted in Term 4, 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 efficiency of program delivery within the KLA.

The evaluation was conducted by an Evaluation Team consisting of the Deputy Principal of Seven Hills High School, Ms Macan, and the Head Teacher of English, Blacktown Girls High School, Ms Trimmis.

Information and data for analysis was collected through 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 was evident that the efforts of the faculty were valued and that the learning community was satisfied with the teaching of English at Seven Hills High School.

Staff demonstrated a strong willingness to work together. All faculty members were aware of required areas for continued development within the faculty, and the need to consolidate structures, processes and resources for these to have a greater impact on student learning.

All members of the English faculty demonstrated a sound understanding of the school’s discipline policy. Staff were aware of the processes and structures in place to support them in the classroom, however, management practices needed to be refined to ensure the consistent clear communication of expectations and enactment of consequences.

Faculty programs for the new syllabus met Board of Studies Teaching and Education Standards (BOSTES). These programs were, at the time of the review, general in nature and required further development. They would have benefited from the identification of a defined focus where specific teaching strategies were linked to reading, writing and the literacy continuum. Additionally, areas of skill development needed

Program Evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014, our school carried out an evaluation of the English faculty and the management of the Literacy Withdrawal program.
to be clearly documented in several units and extension and remedial activities included as teaching and learning programs continued to be developed and refined.

Learning activities were precise and explicit; however, the team saw the need for staff to widen the range of classroom activities to include rich tasks that enabled all students to access the content as well as extend their knowledge of the concepts taught.

Classroom engagement was a priority for the student groups interviewed. Students stated that they enjoyed group work, class discussions and being challenged; however, they expressed a desire for greater choice in the direction of their learning as well as more options with assessment tasks.

Students believed that their efforts in the classroom were being acknowledged by staff through verbal praise and when they were awarded with a high number of class merit points in their ROAD Tracking of Application (RTA) Sheets, issued every 5 weeks. The team identified the need for a more consistent faculty approach to the formal acknowledgement of student achievement through the issuing of letters of commendation and merit achievement points.

Assessment procedures were clearly understood by all stakeholders. The team recognised the need for the faculty to incorporate different assessment and presentation formats into assessment programs and that guided and modeled experiences should be provided to students to ensure they all understood the standards required for the successful completion of assessment tasks.

**Future Directions**

The evaluation team recommendations included:

- The evaluation and refinement of current behaviour management practices so that there is a consistent approach applied across all classes in all year groups.
- The greater use of student performance data when planning teaching and learning activities.
- The provision of regular opportunities for students to reflect on their learning and engage in self-assessment.
- The development of formal structures where students are acknowledged for their application and the achievement of predetermined skills.

The implementation of these recommendations will ensure that the English faculty is able to deliver high quality, relevant and engaging programs of instruction.

**Literacy Withdrawal Program**

**Background**

In 2014, Seven Hills High School reviewed the implementation and management of the Literacy Withdrawal Program provided by the Learning and Support Faculty. The evaluation team consisted of Luke Fulwood (Head Teacher English), Amrit Singh (Learning and Support Teacher), Angela Rose (English and Learning and Support Teacher) and Charlotte Hall (English and Learning and Support Teacher).

The review team collected and analysed data from different sources to determine the effectiveness of processes in achieving set goals. These included interviewing teachers, evaluating school and faculty documentation and observing a number of literacy support sessions.

After examining targeted withdrawal literacy programs at Seven Hills High School, the team recommended that the school be congratulated for their concise and clearly articulated Literacy Policy. The document demonstrated the school’s need for, and commitment to, implementing a whole school approach to improving the literacy outcomes of all students in its care. The Seven Hills High School Literacy Policy stated the expectations for teaching staff as well as students and set directions for the delivery and enhancement of literacy goals across the school.

**Findings and conclusions**

**Text and Task Complexity**

The review team found that there was an appropriate range of complexity in the texts used in the program. These texts, however, were not organised by stage or reading age levels. While most students composed a written response exploring the theme of the text read, a majority of the texts had only multiple choice style
questions which did not require students to be accountable for their comprehension.

**Student Engagement**

The review team observed that students were mostly engaged and enjoyed being withdrawn from class to visit ‘The Hub.’ This positive environment allowed rapport to develop between the LASTs and students. A variety of reading strategies were used (i.e.: modelled, guided and independent reading) to effectively engage students. The Learning Support team valued the input of students when selecting material to read.

**Assessment**

While a Year 6 Literacy examination was used to ascertain areas of literacy deficiency, the review team found that repeated use of this examination was ineffective in measuring growth. While NAPLAN data was used, other forms of data were not formally used to track student performance in identified areas of literacy.

**Documentation**

The review team found that the templates used to record student progress did not effectively provide accurate and detailed information about completion of activities and progress made, nor did they provide recommendations for future support lessons.

**Communication**

The review team found that communication between the LASTs and the Learning and Support Team was frequent and effective. The use of regular LST meetings allowed for communication regarding student literacy progress, and referrals made for additional students requiring literacy support. While this communication was effective, more communication to staff across the school was required on means of supporting specific students in the classroom.

**Future Directions**

- The Learning Support Team is encouraged to continue using texts with a range of complexities, where students are extended as they respond to texts with increasing complexity.
- It is recommended that current ‘booklets’ be replaced with stage appropriate collections of texts and that there be more emphasis on students composing an extended piece of writing.
- Each text should have a range of question styles for students to demonstrate their comprehension (i.e.: multiple choice, short response, graphic organisers etc.)
- The LASTs should make informed decisions at the beginning of each support session as to which texts students will read and respond to based on data.
- New templates should be created as to better monitor and record student progress through the program.
- A NEALE analysis (or equivalent) should be completed for each student receiving literacy support - pre and post completion of the program.
- Data regarding student ability be communicated to all staff via Individual Literacy Strategies, as well as methods to cater to individual students’ literacy needs.

The review has established that the Learning Support Team’s Literacy Program is committed to the improvement of literacy outcomes and there were a number of positive aspects instituted within the Literacy Program that should be maintained.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**School planning process**

The plan was developed by staff, students and parents as a result of a consultative process which included:

- Staff and executive meetings
- The formation of a ‘School Directions Committee’ consisting of representatives from all levels of the teaching staff as well as SASS and SLSO staff;
- Collaboration with school committees;
The convening of a community forum which included current and future parents;
P&C Meetings;
Parent surveys;
consultation with the Nurringingy AEGC and ATSI parents; and
Student Representative Council forum and student surveys.

The planning process commenced with situational analysis. In addition to the reviewing of school data community consultation, through surveys and community, student and staff forums, determined areas of practice to be continued and areas for development required to achieve the school’s vision. This process has ensured that all stakeholders are catered for in this school plan.

The school will continue to utilise community voice, through surveys, forums, consultation during program evaluations and parent meetings, throughout the implementation of this plan, to ensure it meets the needs of the Seven Hills High School community.

Strategic Direction One
Student learning, leadership and citizenship.

Purpose
To provide a learning environment where students strive for excellence and become successful 21st century learners, develop positive visions for their future and actively contribute to creating a cohesive and inclusive society.

Strategic Direction Two
Professional practice

Purpose
To create a workplace where highly skilled, innovative educators work in partnership to lead and achieve excellence in teaching and learning.

Strategic Direction Three
School-community partnerships

Purpose
To enrich student learning and wellbeing through partnerships with the community which enhance management and pedagogical practices, extend the boundaries of experiences offered to our students and promote positive student outcomes.

A copy of the school plan on our website.

www.sevenhills-h.schools.nsw.edu.au

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.

Gregory Johnstone, Principal
Ana Macan, Deputy Principal
David Erwin, Deputy Principal
Luke Fulwood, Head Teacher English and HSIE
Lisa Whiteland, P & C President
Mathew MacLaren, Head Teacher Welfare
Vivien Thurlow, Head Teacher PD/H/PE
Joanna Jordan, Teacher
Corinne Buckley, Teacher
Angela Rose, Teacher
Tonnie Slater, Teacher
Daniel Way, Sport Coordinator
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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: