Cecil Hills Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Cecil Hills Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2019 has again embodied a commitment to nurture, guide, inspire and challenge students and staff of Cecil Hills Public School. Our students continue to excel in all areas of school including academically, on the sporting fields and in the performing and creative arts.

Some of these programs include debating, public speaking, spelling bee, school camps and excursions, choir, dance groups, skipping squads, aerobics teams, and a variety of artistic and designing activities across the school. We aim to assist in the development of happy children who are resilient, confident, conscientious, self–disciplined and caring of others, ready and skilled to meet future challenges.

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

I must highlight and congratulate our teaching and administration staff for their professional approach and the care they show towards our students. They work together with our parents to ensure a cohesive school community. Our staff takes every opportunity to develop their own skills which enhances teaching practices, thus enriching the learning experiences for every student. I must also acknowledge our parents and carers who support our school so well. Our P&C were able to raise money to allow us to upgrade our playground, with more equipment and play areas to be developed for our students.

2019 also saw the completion of our new building which included 15 new flexible learning spaces. This was the culmination of 3 years of planning and building, officially opened by NSW Premier, the Honourable Gladys Berejiklian and Education Minister, the Hon Sarah Mitchell MLC.

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

Believe and Achieve.

Jason King

Principal

Message from the school community

Parents and Citizens (P&C) Committee Report

The P&C is a very active part of the school community. Our focus is to support the students and the school community

through fundraising and practical assistance.

2019 was another productive year for our P&C – it is very satisfying to look back on 2019 and reflect on the work that the P&C has done. There was a wonderful commitment, not only by the P&C committee, but by all our parents, school staff, generous community members and, importantly, our children in supporting all our fundraising efforts.

The amounts of funds raised in 2019 are to go towards the upgrading and improvement of our school's playgrounds. Events in which the P&C were involved throughout 2019 were:

- Easter Hat Parade $3,310.80
- Mother's Day Stall $1841.23
- Father's Day Stall $1553.97
- Canteen at Athletics Carnival $1,190.39
- Helping in the preparation and serving of food at Harmony Day

The biggest event of the year was our '*Run 4 Fun Colour Explosion'*. This was our second year running this event and it was well attended by all students. All of the children that participated had a fun–filled day and, thanks to their very generous families and friends, the P&C were able to raise $6931.47

In all the P&C raised a total amount of $14,827.86 during 2019.

In December we had some special people attend our school for the official opening of our new building. Premier Gladys Berejiklian and Minister for Education Sarah Mitchell opened our new building with a short ceremony.

I had the privilege of being invited to the opening of the new building and the unveiling of the plaque and it was an honour to be able to represent the P&C Committee.

The P&C has meetings twice a term. This is a great forum for parents to discuss ideas and concerns with other parents and the Principal. Everyone is welcome to attend.

The P&C's voluntary fundraising contribution continues to raise significant funds to support the school.

In 2020, the P&C and the school will continue to maintain the voluntary contributions and support the school in working towards achieving the many milestones set out.

Sharon Oppedisano

P&C President

Message from the students

Student Representative Council (SRC) Report

In 2019 the Student Representative Council (SRC) was comprised of a student from each class. The SRC provided opportunities for students to develop leadership skills whilst working together with their peers.

Students in the SRC worked collaboratively to gather ideas and suggestions from their classes on how to improve and enhance Cecil Hills Public School. Students developed their leadership skills by listening actively to others and considering all ideas fairly.

The SRC students also continued the initiative they began in 2015 which was to clean up the Cecil Hills public park areas near the school. We allocated two days during the year to continue this initiative. The students followed the walking path around the lake area whilst collecting rubbish. This has proven to be a very dynamic activity and we will be aiming to continue this initiative in 2020.

The SRC members are involved in organising the ANZAC Day service for the school. Members of the SRC wrote a letter to the local council and were successful in obtaining new flags to mount on our flagpoles.

SRC students have continued to support charities through organising and hosting events such as the collection of Stewart House clothing bags, donations for Stewart House through the annual envelope appeal, collecting donations for Bear Cottage, Superheroes Day for the TDC foundation, mufti day for the RSPCA, selling bandannas for Bandanna Day, making daily coin lines to donate to the Rural Fire Service, Red Day for the Daniel Morcombe Foundation and Australia's Biggest Morning Tea and Crazy Hair day for the Cancer Council.

The SRC also collected and collated vouchers for the Woolworths '*Earn and Learn'* program. We were able to order a large selection of classroom resources to be used by all students.

School background

Nurturing a love of learning and creativity, believing in one's self.

'Believe and Achieve!' is at the centre of what our community stands for.

It takes a village to raise a child.

Values

Respect

Integrity

Strength

Excellence

School context

Cecil Hills Public School is a strong, dynamic learning community catering for students from Kindergarten to Year 6. We have approximately 773 students enrolled at our school, including 3 Autism/Multi Categorical classes. We are a unique setting characterised by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision of an inclusive, safe and happy learning environment where student wellbeing is paramount.

At Cecil Hills Public School we are committed to providing an inclusive and vibrant learning environment, which celebrates the uniqueness of individuals whilst fostering a love of learning. We facilitate innovative and differentiated curriculum, nurturing creativity, critical thinking, collaboration and communication. This ensures students are successful learners, confident and creative individuals and active and informed citizens, and promotes equity and excellence.

We aim to create a learning environment where every child is known, valued and cared for, where each child develops socially and academically, and where relationships are characterised by care, compassion and a sense of responsibility. The core values of Respect, Integrity, Strength and Excellence are evident and embedded in every aspect of our educational programs.

A dedicated staff comprised of experienced and early career teachers work towards innovative curriculum, differentiated program implementation and integrated technology to prioritise future focussed learning capabilities. The school is committed to all students achieving success through the implementation of explicit teaching and learning programs that are underpinned by effective and diverse student wellbeing practices.

Apart from offering excellent programs in class to support academic development, our school also has a range of extra–curricular activities. The Creative Arts program offers students access to a large range of art, dance, skipping, dramatic, theatrical and musical programs. Although quite a young school, we have a strong sporting history with representation across all codes of sport and high levels of participation and success. We endeavour to continually strengthen our partnership between school and the home. We have an excellent reputation within our community as a school where learning is enhanced and families feel they belong. The school community actively participates in school life, enriching learning opportunities for all students.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Learning

Purpose

Quality learning experiences that are focussed and differentiated to produce self–directed learners.

Improvement Measures

Increased percentage of students demonstrating expected outcomes, including the Premier's priorities, in Literacy.

Increased percentage of students demonstrating expected outcomes, including the Premier's priorities, in Numeracy.

Embedded whole school approach to formative assessment with evidence in all classes of students' ability to articulate aspects of learning significance.

Overall summary of progress

During 2019, the school continued to support teacher efforts to develop and implement a range of formative assessment practices. Teachers were provided with regular opportunities, through fortnightly Collaborative Conversation sessions and five weekly structured data conversations, to review a range of assessment data which was then used to drive each subsequent planning cycle, ensuring that teaching programs were suitably differentiated and targeted at the point of student need. Tracking processes were implemented across the school to ensure the effective monitoring of student achievement and to provide teachers with an additional tool to further inform future planning.

A specific focus on Mathematics was incorporated into each fortnightly Collaborative Conversation session across the school. This enabled teachers to examine current research into evidence–based, best practice approaches to pedagogy pertaining to Mathematics education, combined with specific and focused shorter term goals targeting identified areas of need.

Teachers have continued to maintain a focus on high expectations of student learning outcomes, with differentiated learning experiences tailored to meet specific student need, in a quality teaching context.

Progress towards achieving improvement measures

Process 1:   Differentiated Curriculum and Learning

Develop an integrated approach to quality teaching and self–regulated learning experiences, enabling students to understand how they learn. Promote learning excellence and responsiveness, meeting the needs of all students, with students setting and achieving their own learning goals. Develop a school culture strongly focused on learning and ongoing performance improvement. Staff collaboratively plan and differentiate learning experiences and effectively use data to provide clear, timely and accurate information to support further progress and achievement for all student learning.

Evaluation	Funds Expended (Resources)
Significant achievements during 2019 **NAPLAN – Premier's Priorities** The Premier's Priority for education is to increase the proportion of public school students in the top two NAPLAN bands for literacy and numeracy by 15% by 2023. Our progress towards the achievement of this priority is outlined below: • In 2019, 50.89% of Year 3 students achieved results in the top two skill bands for Reading in NAPLAN. This represents an increase of 13.82% above 2016 results (37.07%). • In 2019, 32.69% of Year 5 students achieved results in the top two skill bands for Reading in NAPLAN. This represents an increase of 6.88% above 2016 results (25.81%). • In 2019, 31.82% of Year 3 students achieved results in the top two skill	• 1.3 FTE Low Level Adjustment for Disability (Staffing allocation) • 1.0 FTE – English Language Proficiency *Staffing allocations and flexible funding allocations provided direct, in–class support for students via additional teacher and SLSO time. Refer to 'Targeted support for students' section. **Funding Sources:** • Aboriginal background loading ($4079.00) • English language proficiency

bands for Numeracy in NAPLAN. This represents an increase of 11.99% above 2016 results (19.83%).
 • In 2019, 36.89% of Year 5 students achieved results in the top two skill bands for Numeracy in NAPLAN. This represents an increase of 6.78% above 2016 results (30.11%).
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Targeted support for students
 • School equity funds were used to provide significantly increased levels of support for students. This was achieved through the employment of additional teachers and School Learning and Support Officers who worked across the school in mainstream classrooms. Strategic timetabling ensured this additional support was particularly targeted during peak learning times. The additional support not only ensured that students at risk received additional assistance, but also facilitated a 'Bump it up' strategy for students whose learning could be further boosted with appropriate assistance.
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Collaborative planning / Differentiated curriculum / Formative assessment / Data analysis
 • In 2019 there was full implementation of revised school scope and sequences for English, Mathematics, Science and Technology, History and Geography across all stages.
 • Stage teams met regularly to plan learning programs that align with the school's scope and sequence documents. Staff are incorporating differentiated learning activities in all areas of English and Mathematics.
 • In stage teams, teachers met every two weeks (during Collaborative Conversations sessions) to discuss current research and embed evidence–based practice into their learning programs.
 • Through Collaborative Conversations sessions, teachers developed a deeper knowledge and understanding of the Mathematics syllabus and its content. This knowledge was then transferred into producing quality learning experiences and assessments for students.
 • Teachers K–6 engaged with a school developed Assessment and Monitoring tracker. Each stage team chose syllabus markers that they would be focusing on in their upcoming learning programs, then assessing, monitoring and evaluating. Stage teams regularly reflected on student work samples and assessment data to make consistent judgements on and to accurately pinpoint student achievement. This process of analysis also supported teachers in identifying subsequent syllabus markers for the next fortnightly teaching cycle.
 • Teachers explored and trialled a variety of strategies to ensure that students were provided with meaningful and quality feedback on their learning outcomes, and were supported in identifying their next steps for learning. Classroom walk throughs indicate that learning intentions and success criteria are transparent and visible, assisting students to independently set their own personal goals in learning.
 • As a result of Collaborative Conversations sessions, there has been greater and more consistent reflection on student data, giving teachers a deeper understanding of the impact they are having on their students' learning.
 • Five weekly, structured data conversations were implemented as a regular part of the school's PL timetable. They have driven future learning and planning to address learning needs as determined through the school's scope and sequences.
 • School executive met with DoE Literacy and Numeracy Advisors in order to develop tailored support with a focus on Mathematics. (Additive & Quantitive Strategies–Numeracy Progression). Implementation of this support is ongoing.

($38260.00)
 • Low level adjustment for disability ($89822.00)
 • Socio–economic background ($125694.00)
 • Literacy and Numeracy Intervention ($78436.00)
 • Integration Funding ($178659.00)

Process 2: Personalised Learning and Assessment

Develop consistent school–wide practices for assessment to monitor, plan and report on student learning. Formative assessment is integrated into teaching practice in every classroom. Feedback for all students reflects best practice and students access tailored support, extension, or enrichment to

Progress towards achieving improvement measures

Process 2:   maximise outcomes.

Evaluation	Funds Expended (Resources)
Significant achievements during 2019 • All teachers participated in PL in order to share ideas and extend their knowledge of a range of formative assessment strategies. • A consistent school–wide process for tracking student progress against targeted syllabus markers was implemented, based on strengthened formative assessment practices and regular collaboration between teachers (ensuring consistency of teacher judgement). • An assessment schedule for each stage was developed and implemented. • The School Professional Learning Plan includes scheduled times for teams of teachers to have extended meetings where they review and discuss stage data. Teachers spend time reflecting on student samples and data to make consistent judgements on progress and achievement, including plotting data and growth using the progressions. • Teachers use assessment to provide quality feedback to their students. Students reflect upon their Literacy and Numeracy achievements against a 'Bump it Up' wall and / or success criteria. Students are able to articulate where they are in their learning in order to set future goals.	*QTSS is provided as a staffing allocation of 1.414 FTE – supports data conversations **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($150896.00)

Next Steps

During 2020, we will provide further ongoing whole school professional learning for all staff in John Hattie's Visible Learning research. We will work with specialist Visible Learning facilitators to build teacher understanding of evidence–based practices proven to have the most beneficial effect sizes in promoting strong and sustained student growth. Our goal is to continue to support our students in developing the skills to be assessment capable learners and to ensure that we, as educators, are selecting teaching strategies that are proven to provide the greatest levels of impact on student learning outcomes.

We will continue to work with the Department's Literacy and Numeracy Strategy Advisors to establish a Numeracy Project Team, which will identify areas of focus in the Number and Algebra strand using a spirals of enquiry approach. The team will develop professional learning opportunities to support teachers in expanding their repertoire of practice to support student learning in the specific areas identified.

In 2020, our fortnightly Collaborative Conversations will move to a focus on improving student outcomes in Writing. Professional Learning for staff will be provided using *'The Seven Steps to Writing'* PL suite and associated resources, which focus on the explicit teaching of a series of specific strategies to enhance the quality of children's writing.

Strategic Direction 2

Quality Teaching & Leadership

Purpose

Create an engaging environment for the school community through collaboration and by fostering individual and collective capacity.

Improvement Measures

Embed use of evidence–informed pedagogy by all teachers.

Evidence of teachers using collected evidence and evaluative thinking to improve student progress.

Engagement in collaborative conversations, sharing individual expertise, building teacher confidence as educational leaders.

Overall summary of progress

Our fortnightly Collaborative Conversations sessions during 2019 have had a strong focus on strengthening the teaching of Mathematics K–6 by drawing on contemporary research evidence and models of best practice, such as those presented by Professor Jo Boaler, and the CESE paper *"What Works Best – Evidence–based practices to help improve NSW student performance"*. Each stage conducted an analysis of student performance data to identify areas of specific focus, and to develop both broader, long term goals for the year, and tighter shorter term goals which were regularly tracked through a variety of assessment strategies. Data analysis assisted teachers to make judgements about 'where to next' for particular groups of students and to make adjustments to teaching and learning programs. Teachers discussed, shared and trialled examples of different approaches to teaching mathematical concepts, and promoted a growth mindset approach to mathematical learning with students. High expectations were also a focus of each Collaborative Conversation session. Teachers reported (through the TTFM 'Focus on Learning' survey) positive impact on their classroom practice and professional understandings as a result of the Collaborative Conversations sessions throughout 2019.

"*Through data conversations, lessons have altered according to students needs. Students have been tracked constantly during lessons during formative and summative assessment and this has allowed me to constantly monitor students' learning and plan for future curriculum*" (TTFM Teacher Survey feedback).

Progress towards achieving improvement measures

Process 1:   Research Informed Pedagogy & Professional Learning

Committed to identifying, understanding and implementing the most effective explicit teaching methods, with highest priority given to research–based teaching strategies through high quality professional learning. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Staff are responsible for maintaining and developing their professional standards, using this as a reference point for whole school reflection and improvement.

Evaluation	Funds Expended (Resources)
Collaborative Conversations School and equity funds were utilised to enable each stage team to be released for a fortnightly two hour session to facilitate our Collaborative Conversations initiative. This enabled each stage team to develop both longer and shorter term targets with a focus on improving student outcomes in Mathematics, with a focus on high expectations. This was supported by professional learning and discussion for teachers utilising current research and evidence–based approaches. Teachers shared examples of best practice and analysed student performance data gathered through both formative and summative assessment strategies. Through the Collaborative Conversation sessions, stage teams:	Collaborative Conversations release for teachers is funded through a combination of school and community sources, RAM equity and Support For Beginning Teachers funding. $27,628 (School and Community funding) – Got Game program (runs parallel with Collaborative Conversations) $12,000 (School Operation funds) expended on implementation of Play

Progress towards achieving improvement measures

• developed stage–based assessments, including both formative and summative assessment tasks
• explored research including *What Works Best*, collaboration, high expectations, data, the Quality Teaching Framework, Number Talks, Talk Moves, Play Based Learning, syllabus, DENs, Choice Theory, number sense, formative assessment, questioning, growth mindset, problem solving, wait time, effective feedback, and '*Let the Children Play' and 'Play Matters'* book and author studies
• developed videos of lessons for their colleagues to view and discuss
• developed their understanding of the numeracy progressions, focusing on Additive Strategies and Quantifying Numbers
• developed comprehensive and dynamic programs that were differentiated and adjusted to the needs of all students
• analysed data including SENA, PAT and NAPLAN, in addition to student work samples, formative assessment outcomes and summative assessment results
• engaged in constant review and reflection of programs
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2019 NAPLAN data in Numeracy indicates:
• Every student displayed growth between Year 3 and Year 5 in Numeracy during 2019
• 66% of students at CHPS attained results in the top three skill bands in Numeracy during 2019, an increase of 22% over 2018 performance.
• There was a decrease in students performing in the bottom two skill bands of 12% in 2019 (13% in 2019 compared with 25% in 2018).
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Targeting Early Numeracy (TEN)
• Teachers have continued to incorporate Targeting Early Numeracy (TEN) strategies as an integral component of Mathematics programs. Training in TEN was provided for new staff via demonstration lessons, lesson observations and mentoring.
• K–2 classes have trialled collating data for Additive Strategies (Learning Progressions) from SENA data to evaluate TEN progress. This data has been added to the K–2 tracking booklets for 2020 and was used in Data Conversations and Collaborative Conversations sessions to direct future learning and track student progress. A parent helper program was also established through these discussions to target students at risk in early number skills and strategies. This will be continued in 2020 with a focus on Numeracy Progressions, Number Talks and Working Mathematically through a whole school Numeracy Project and the Literacy and Numeracy Strategy Advisor (LANSA) team.
• SENA testing was implemented for all students K–3 and on a needs basis in Years 4–6.
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Impacts
• In Early Stage One, 71 students were tested in Week 15 for Quantifying Numbers using the numeracy progressions. Results indicated that 34% were working below stage expectations, with 66% working at or above. In Additive Strategies, 27% were working below grade expectations, 36% working at, and 15 students working above. Intensive targeted support was implemented which included a parent helper program and a focus on TEN and Number Talk professional learning. This led to 22 out of 24 students involved in the program moving from working below to achieving at or above stage outcomes by Week 30.
• In Year One, SENA data at Week 10, 2019 in the areas of Quantifying Numbers and Additive Strategies indicated that 25% of students were working at facile level or beyond. By the end of the year, 43% students were working at facile level or beyond.
• In Year Two, SENA data at Week 10 2019 in the areas of Quantifying Numbers and Additive Strategies indicated that 45% of students were working at facile level or beyond. By the end of the year, 98% students were working at facile level or beyond.

Based Learning Program

Funding Sources:
• Socio–economic background ($35812.00)
• Support for beginning teachers ($24757.00)
• School Operational Funds ($12000.00)
• Teacher Professional Learning ($45723.00)

Progress towards achieving improvement measures	
. **Play Based Learning** In 2019, the Kindergarten team worked at setting up a play–based learning curriculum that included designing a purpose designed space for indoor and outdoor play–based activities with resources. This process started with the Kindergarten team engaging in research, professional learning, professional discussions and visiting other sites where play–based learning spaces were being implemented. This process also included book and author studies of current play – based theories including, *The Kathy Walker Approach to Play Based Learning* and *Let the Children Play* by Pasi Sahlberg. The impact this program has had on student outcomes has been amazing with students being able to acquire a deep understanding of concepts through play, investigations and hands on activities. There was an improvement in student engagement, increase in rich vocabulary, social skills, interests and motivation which was incredible, with teachers, parents and students observing the benefits of the program. . **Other achievements during 2019** • Performance and Development Plans (PDPs) were developed by all teachers, with implementation and reviews supported through an instructional leadership model in collaboration with teachers' supervisors. All PDPs included one goal which was reflective of specific stage related targets, developed as a part of Collaborative Conversations. All teachers are familiar with the Australian Professional Standards for Teachers and use the standards to reflect on their own teaching practice. Reflective feedback was completed at least once for every teacher and this will be a future focus with at least one opportunity per term for every teacher. • A teacher mentoring program was implemented during 2019 with supervisors meeting with individual teachers on their team each fortnight. Observation reflective feedback is negotiated and facilitates discussion points between the teacher and their mentor. These opportunities for mentoring have positively supported ongoing teacher professional growth and development. • A program of choice–based Professional Learning opportunities was developed for teachers in response to teacher feedback. This provided opportunities for staff to engage with PL topics more targeted around areas of self–identified professional need and / or interest. The choice–based PL sessions have also provided teachers who have particular areas of knowledge or expertise to share their insights with colleagues. • All staff completed a TPL survey based on Evaluation of Pedagogy (TEN, SOLE, Reciprocal Reading, mentoring and STEM) initiatives to inform planning for the 2020 TPL calendar. • All staff participated in a professional learning session that focused on multi–modal texts. Staff were guided through how to include students making, viewing and evaluating multi–modal texts in programs. • 4 Early Career Teachers were supported in their professional learning through mentoring and instructional leadership targeted at meeting their specific needs, and supported through Support For Beginning Teachers funding ($36,798). Further information on the supports implemented is provided in the Key Initiatives section of this report. • STEM continues to be embedded across all stages through choice PL, demonstration lessons and mentoring. • A strong emphasis on embedding *Focus on Reading* (FoR) strategies into literacy programs was continued. Reciprocal Reading and Focus on Reading training was offered as a part of choice PL for new staff. • Self–Organised Learning Environments (SOLE) teacher professional learning continued across the school. Teachers planned Science and Geography lessons using SOLE for Semester Two.	

Process 2:   Collaborative & Evaluative Practice

Progress towards achieving improvement measures

Process 2:

Continuous analysis of school–wide student assessment data identifies student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgement. Strengthen evaluative culture by establishing regular reflective feedback of teaching and learning practices whilst providing professional learning on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers collaborated and used team meetings and professional learning to discuss Mathematics syllabus content and markers, current research, student progress, summative and formative assessment results and student voice for lesson planning. Formative and summative assessments were used to make accommodations and adjustments were made to suit student needs as they arose. Students were individually assessed using SENA 1, 2, 3 and 4 to track progress and guide future programs and learning. Student results were analysed and using the progressions, learning goals were set for the next five weeks of teaching and learning. A parent support program was established in Early Stage One to assist students at risk and a timetable was developed to ensure these students received daily repetitions of number concepts. This parent program was successful as 15 out of the 16 students targeted achieved stage outcomes in number and several achieved well beyond. Program differentiation in number groups was used to extend and cater for where student learning was at and where to go next. Explicit teaching of number sense through number talks was researched and used to extend students' ability to use numbers and work mathematically. Lesson differentiation in programs was adjusted to meet the needs of all students and their progression. Learning intentions were planned in the program, so students knew what they were learning to do and when they had achieved it. Feedback was given to students through whole class explicit learning, small group work, partner work and individual work samples. Each stage met on a 5 weekly basis to hold 'Data Conversations', where shorter and longer term planning goals were reviewed in light of formative and summative assessment data on student performance against focus curriculum markers. Subsequent planning took account of student performance data, leading to future programming being more accurately pinpointed at the point of student need. Student performance data was tracked by each teacher using a school developed tracking system. Staff also used planning days and data discussions in their grade teams to collaborate on English markers and outcomes, through analysing work samples and collecting data to evaluate and direct programs and pedagogy in English. Data was collected and evaluated around the effectiveness of both Collaborative Conversations and Data Conversations, and presented to staff. All staff completed a survey to evaluate the effectiveness of Collaborative Conversations and the Mathematics focus during 2019. Each team presented the benefits and impacts of Collaborative Conversations pertaining to their stage to the whole school during a PL session towards the end of 2019. The focus for 2020 Collaborative Conversations will change from Mathematics to writing. A continual focus on Mathematics will happen through team meetings and whole school Mathematics PL. A Numeracy Project involving DoE Literacy and Numeracy Strategy Advisors began in 2019 with a focus on Mathematical Thinking and Number Talks and this will continue into 2020. An assessment schedule for 2019 was completed and tracking information transferred to 2020 classes and shared at transition meetings.	*QTSS is provided as a staffing allocation of 1.414 FTE – supports data conversations **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($150896.00)

Next Steps

Areas of focus in 2020 will include:

- All staff will commence professional learning in Visible Learning, supporting our efforts to develop our students' capacity to be assessment capable learners. Visible Learning strategies will assist teachers to select approaches that are demonstrated to have greater levels of impact and effectiveness based on current research evidence.
- Collaborative Conversations will continue to be implemented across the school on a fortnightly basis. The emphasis for 2020 will move to a focus on developing students' capabilities in writing. In addition, high expectations will continue to be embedded as a central theme. A staff team will attend Professional Learning in '*The Seven Steps to Writing'* strategies, sharing expertise gained through this PL with colleagues to further impact the teaching of writing across the school.
- The use of data to inform teaching and learning programs and to support accurate pinpointing of curriculum and program differentiation will continue with the five–weekly data conversations cycle developed in 2019.
- A Numeracy Project Team will be formed to provide continued support for staff in improving practice in Mathematics teaching. This will be supported by external Literacy and Numeracy Strategy Advisors.
- Play Based Learning programs and pedagogy will be expanded across K–2.
- Students and staff working in our new learning building will reflect on the opportunities provided by this teaching space to promote the development of communication, collaboration, critical thinking, and creativity.
- Focus On Reading strategies will continue to be a source of focus in classrooms K–6.
- Reciprocal reading, STEM and SOLE will continue to be a focus across K–6 with choice PL.
- The executive team will be provided with opportunities to undertaking training in coaching.

Strategic Direction 3

Wellbeing

Purpose

Develop and embed a sustainable culture of wellbeing that supports all community members to be respectful, resourceful and resilient, reflecting the core values (R.I.S.E – Respect, Integrity, Strength and Excellence) of the school.

Improvement Measures

Tell Them From Me student and staff data on engagement and wellbeing consistently improved.

Evidence of school values (R.I.S.E) embedded in daily practice, leading to improved wellbeing.

Overall summary of progress

The focus for Strategic Direction Three in 2019 has continued to be based around developing and embedding a sustainable culture of wellbeing. The school's core values of RISE (Respect, Integrity, Strength and Excellence) continue to be embedded in different learning programs and linked with the *Bounce Back* program.

A variety of strategies and processes were used throughout the year to ensure that all students were known, valued and cared for and had opportunities to connect, succeed, thrive and learn.

During 2019 the school offered a small number of *Parent Cafes*, where the information presented was based on areas of identified parent need. The communication app '*See–Saw*' was used by all teachers K–6 to allow students to share their learning and to provide an additional source of direct communication with parents.

The school's updated Wellbeing policy continues to be developed and refined. Staff will participate in professional learning based on restorative practice.

Progress towards achieving improvement measures

Process 1: **Wellbeing Values & Themes:** Implement a strategic whole school approach to wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Embed principles of the Wellbeing Framework across the school and promote school values of R.I.S.E.

Evaluation	Funds Expended (Resources)
The annual *Tell Them From Me* (TTFM) suite of student, parent and teacher surveys provides the school with a valuable independent metric to track our success in ensuring the provision of positive and effective well–being programs and processes. Analysis of our TTFM data shows that our school continues to track well when compared to NSW Government Norms. Tell Them from Me data from the 2019 survey indicated the following: • 80% of students had a positive sense of belonging (NSW Government Mean 81%) • 92% of students indicated that positive behaviour is demonstrated by students at the school (NSW Government Mean 83%) . • 85% of students indicate they are socially engaged with the school community (NSW Government Mean 85%) . • 82% of students felt that they have a positive relationship with at least one teacher (NSW Government Mean 81%) . • 88% of students have an expectation that they will succeed while at school. • 73% of students felt they were supported to be interested and motivated to learn (NSW Government Mean 78%) . **Further information on our Tell The From Me data is provided in the Parent / caregiver, student, teacher satisfaction section of this report. All students continued to engage with the school's core (R.I.S.E) values – Respect, Integrity, Strength and Excellence. We have seen a year on year	$8,633 (RAM equity funds) – RISE awards, gold party expenses (school values program) $10,000 (Socio–economic background funding) and $10,000 (School operational funding) to provide support for students requiring additional assistance, ensuring maximum participation. **Funding Sources:** • RAM Equity ($8633.00) • Socio–economic background ($10000.00) • School operational funding ($10000.00)

Progress towards achieving improvement measures	
increase in the number of students achieving at their 'gold level' award for positively reflecting these values on a consistent basis. Teachers consistently used the language of the RISE values in the classroom and playground to promote positive interactions and citizenship. The majority of students were able to articulate the meaning of each of the RISE values and could provide relevant examples of the values in practice. Equity funding was strategically directed to ensure that maximum levels of support was provided for students to facilitate their continued growth in learning, with curriculum differentiated to support individual learning needs. Low–Socio Economic Funding also enabled the school to provide equity of access to curricular and extra–curricular programs for students and families that needed additional assistance, for example, subsidies for excursions, band program participation, uniform purchases, and books and materials for student use in the classroom.	

Process 2: Emotional & Social Wellbeing: Create motivation and productivity through self–awareness and emotional regulation. Develop positive relationships, connectedness to others, empathy and students understanding of growth mindset, neuroscience and resilience principles.

Evaluation	Funds Expended (Resources)
Throughout 2019, High Expectations was a theme that was embedded within the work undertaken by teachers during Collaborative Conversations sessions, and subsequently translated into the classroom. Students were supported in understanding the continuum of their learning through the use of Visible Learning Strategies, including learning intentions, success criteria, rubrics, exemplars of work, bump it up walls, and growth mindset strategies. Tell Them From Me student data in 2019 indicates that of students at Cecil Hills Public School: • 80% have a positive sense of belonging • 92% have the capacity to self–regulate by exhibiting positive behaviour at school • 95% value schooling outcomes • 90% try hard to succeed in their learning by always giving their best efforts A majority of students felt that school staff emphasise academic skills and hold high expectations for all students to succeed (School mean 8.8 / NSW Govt Norm 8.7). . **Brain–based learning, Growth Mindset, Innovative and Flexible Learning Spaces** During 2019, Cecil Hills PS had a focus on developing teacher's knowledge of future focused learning principles. This was achieved by facilitating several whole–school teacher professional learning sessions and instructional leadership opportunities. As a result, teachers have become more collaborative, flexible and reflective, and use a diverse range of effective teaching strategies to differentiate and inspire learning. Students have responded positively and have been encouraged to adopt a growth–mindset approach when faced with new challenges in their learning. In addition to professional learning, a significant amount of research was conducted on connecting and engaging students in the learning process by using flexible learning spaces. Staff at Cecil Hills PS were provided with the opportunity to visit other schools to observe effective practice in flexible areas to assist the physical set up of their classrooms. Funding was provided to purchase new furniture to facilitate the changes. Construction on our new learning building was completed in October 2019 and, since handover, students have experienced the benefits of flexible	$17,247 Expended on T3 SDD – (Teacher Professional Learning Funds) – cost to engage Educations Changemakers to run Term 1 School Development Day and Andrew Fuller to run Term 3 School Development Day. **Funding Sources:** • Teacher Professional Learning Funds ($12247.00)

Progress towards achieving improvement measures	
learning spaces in this new, purpose–built environment. As a result of both the new building, and a whole–school approach to flexible learning, teachers have noted that students work more collaboratively in groups, are more flexible and resilient, and are more engaged across a range of school activities, demonstrating critical and creative thinking. Teachers have also responded positively to the changes, reporting that collective teacher efficacy has improved. Opportunities to work closely together with colleagues in a flexible learning space through collaborative action provides greater opportunity to differentiate teaching and allows for sharing of expertise. In Term 3, the school engaged clinical psychologist Andrew Fuller to lead professional learning on the resilient mindset and learning strengths to support the effective implementation of brain–based learning principles. As a result students were able to more powerfully engage in learning and discover pathways to success by focusing on their learning strengths.	

Process 3: **Connectedness & Engagement:** Develop collective responsibility for student wellbeing and success across the community, with high levels of student, staff and community engagement. Model instructional leadership and support a culture of positive and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
During 2019, parents were surveyed about specific topics for Parent Cafes however the response rate was limited. A small number of Parent Cafes were run throughout the year with varied levels of attendance.. Parents with children in K–2 indicated an interest in sessions which provide information on how they can help their children improve in Literacy and Numeracy skills. A Parent Cafe was also run by our local Police School Liaison Officer on Cyber–Safety. During 2020 it will be a priority of the school to provide increased opportunities for Parent Cafes on areas of identified interest. During 2019, all teachers (K–6) connected with the *See–Saw* app and this has now become a valuable tool for students, parents and teachers. Classes across the school use *See–Saw* to post student work and videos of activities, which allows students greater levels of self–reflection and to share with their parents aspects of their learning and progress at school. The app has also become an important additional tool to facilitate communication between the school and the community. Parent feedback provided through a tailored question on communication strategies in the 2019 TTFM parent survey indicated broadly positive views on the benefits of *See–Saw* as a communication link between the school and the home, however parents did note some inconsistencies in the frequency of updates depending on the teacher, and the age and grade level of their children. This may be an area for further exploration in 2020. Examples of parent feedback included: • *"See saw is an excellent tool, especially for working mums. [I can] contact my child's teacher, particularly when things get cancelled at school or pickup arrangements change. The communication strategies are very good. I can't see how to improve current methods"*. • *"I'm happy with current usage, just require the teachers to provide descriptions of the photos posted on Seesaw, as we sometimes see our children doing a task, but no details are provided about what the task entails... Not all tasks are easily identifiable from a photo"*. • *"I am very happy with the communication methods used at the moment by the school, especially the See–Saw app. Helps immensely but it does differ I've noticed depending on the teacher."* (with reference to the frequency of updates being posted). . Teachers have regular opportunities to develop areas of their own professional practice, supported by stage supervisors who operate in an instructional leadership model. Each stage has regular, timetabled	$1037 – Expenditure on parent cafes $3900 – See–Saw app subscription **Funding Sources:** • School Operational Funds ($1037.00) • School Operational Funds ($3900.00)

Progress towards achieving improvement measures	
opportunities where teachers work closely with their stage supervisor. Lesson observations, reflection opportunities, and tailored feedback assist professional growth and development.	

Next Steps

Future directions for 2020

- To develop a scope and sequence to lead a whole school approach to implementing neuroscience and brain based learning principles, to underpin effective quality teaching.
- Re–evaluate Parent Cafe implementation to focus areas to meet the needs of our wider community

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($4 079.00)	In 2019, there were 4 students enrolled at Cecil Hills Public School who identify as having Aboriginal or Torres Strait Islander background. All Aboriginal and Torres Strait Islander (ATSI) students have a Personalised Learning Pathway (PLP) to ensure progress across the curriculum. The Aboriginal background loading is used to supplement in class support available to ATSI students through the provision of additional School Learning Support Officer (SLSO) time
English language proficiency	Individualised / small group targeted EALD support [1.0 FTE] Additional SLSO support $144,976 English language proficiency loading. This was inclusive of 1.0 FTE staffing component ($106,716) and $38,260 in flexible funding (utilised to supplement direct teacher & SLSO support for EALD students). *FTE = Full time equivalent **Funding Sources:** • English language proficiency ($144 976.00)	In 2019, Cecil Hills Public School had 624 students enrolled who have a language background other than English. Of these students, 480 require some level of EALD support. 12 students were in the beginning phase of their English language acquisition, and received more intensive support. 39 students were in the emerging phase, 93 in the developing phase and 480 were in the consolidating phase. One teacher is employed specifically to support students with English as an Additional Language or Dialect (EALD). Flexible English Language Proficiency funding provides extra in class support via School Learning Support Officers for these students. The EAL/D teacher attended several network meetings and undertook professional learning around using the EAL/D learning progressions and designing learning for diverse classrooms..
Low level adjustment for disability	$228,553 Low level adjustment for disability loading. This was inclusive of 1.3 FTE staffing component ($138,731) and $89,822 in flexible funding (utilised to supplement direct teacher and SLSO support for students requiring low level adjustment for disability). *FTE = Full time equivalent **Funding Sources:** • Low level adjustment for disability ($228 553.00)	Equity loading for low level adjustment for disability is used through collaborative partnerships with speech pathology services where teachers gain practical strategies to address expressive and receptive speech issues. Equity funding provides a 1.3 FTE Learning and Support staffing allocation. Flexible funding is used to engage additional teacher support and Learning and Support Officer time to assist students with their learning and social needs. Teachers differentiate the curriculum to challenge every student at their level, leading to enhanced learning outcomes for all students.
Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Students staffing allocation in 2019 was 1.414 FTE .*FTE = Full time equivalent **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($150 896.00)	The QTSS allocation facilitated school–based instructional leadership targeted at supporting teachers in data analysis, strengthening syllabus knowledge in Mathematics, and targeting students at their point of need through curriculum differentiation and evidence based practice. This occurred through a structure where Assistant Principals on each stage worked with their team members as Instructional Leaders. engaging in evidence–based Collaborative Conversations, identifying both short term and longer term goals drawn from the teachers' Performance and Development Plans , stage

Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Students staffing allocation in 2019 was 1.414 FTE .*FTE = Full time equivalent **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($150 896.00)	goals and priority areas of the school plan. The Assistant Principals provided demonstration lessons and observations of classroom practice, supported by feedback and discussion with individual teachers at their particular points of need.
Socio–economic background	$125,694 Socio–economic background loading provided direct, in–class support for students via additional teacher and SLSO time, as well as the purchase of additional technology resources to assist students without access to ICT devices. **Funding Sources:** • Socio–economic background ($125 694.00)	Equity loading for socio–economic background is used to employ additional staff to meet the needs of low SES students to increase the level of participation and engagement. It also supports students with excursions, resources and other program areas (e.g. the school band) where families require financial assistance and to ensure equity.
Support for beginning teachers	$36,798 – Support for beginning teachers allocation. **Funding Sources:** • Support for beginning teachers ($36 798.00)	The support for beginning teachers funding allocation, combined with the QTSS staffing allocation, facilitated school–based instructional leadership supporting 4 early career teachers in data analysis, strengthening syllabus knowledge, and targeting students at their point of need through curriculum differentiation, formative assessment and evidence based practice. This occurred through a structure, where early career teachers worked closely with their stage supervisor, who provided an Instructional Leadership role, engaging in evidence–based collaborative conversations, identifying both short term and longer term goals drawn from the teachers' Performance and Development Plans, stage goals and priority areas of the school plan. The Instructional Leaders provided demonstration lessons and observations of classroom practice, supported by feedback and discussion with individual early career teachers at their particular points of need. Additional release time provided opportunities for beginning teachers to work closely with peers and mentors.
Targeted student support for refugees and new arrivals	$5526 Equity loading for targeted support for refugees and new arrivals .0.2 (FTE) staffing allocation allocated (from Week 3, Term One) to provide additional support for targeted student under the EAL New Arrivals Program. *FTE = Full time equivalent	During 2019 two students from refugee backgrounds were enrolled at Cecil Hills Public School. $5526 in targeted funding and an additional 0.2 FTE staffing allocation ensured that individualised support was able to be provided to assist newly arrived students in their initial transition to Australian schooling and also with early development of English language skills. The school's EAL/D teacher attended professional learning on supporting successful transitions which was offered through a Refugee Network meeting.

| Targeted student support for refugees and new arrivals | **Funding Sources:**
 • Targeted student support for refugees and new arrivals ($5 526.00) | During 2019 two students from refugee backgrounds were enrolled at Cecil Hills Public School. $5526 in targeted funding and an additional 0.2 FTE staffing allocation ensured that individualised support was able to be provided to assist newly arrived students in their initial transition to Australian schooling and also with early development of English language skills. The school's EAL/D teacher attended professional learning on supporting successful transitions which was offered through a Refugee Network meeting. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	371	384	403	400
Girls	373	379	399	395

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.5	94.5	95.3	92.9
1	93.3	93.5	94.5	93
2	95	93.1	94.9	93.6
3	95.3	95.1	92.8	92.5
4	95.1	94.3	95.1	92.2
5	92.9	95	95.4	93.1
6	94	94.6	94.6	93.6
All Years	94.3	94.3	94.7	93
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.35
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	1
School Administration and Support Staff	7.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	711,218
Revenue	7,559,559
Appropriation	7,065,213
Sale of Goods and Services	124,273
Grants and contributions	362,375
Investment income	7,599
Other revenue	100
Expenses	-7,321,855
Employee related	-6,288,436
Operating expenses	-1,033,419
Surplus / deficit for the year	237,705

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	698,209
Equity Total	503,303
Equity - Aboriginal	4,079
Equity - Socio-economic	125,694
Equity - Language	144,976
Equity - Disability	228,553
Base Total	5,081,295
Base - Per Capita	192,417
Base - Location	0
Base - Other	4,888,878
Other Total	458,507
Grand Total	6,741,314

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.
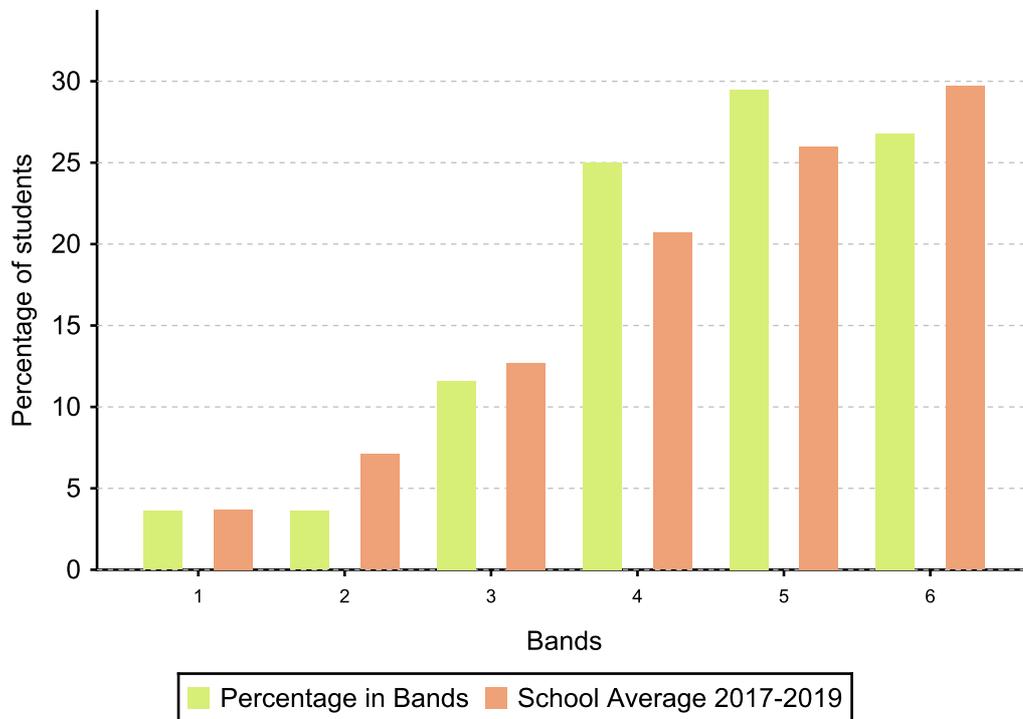
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
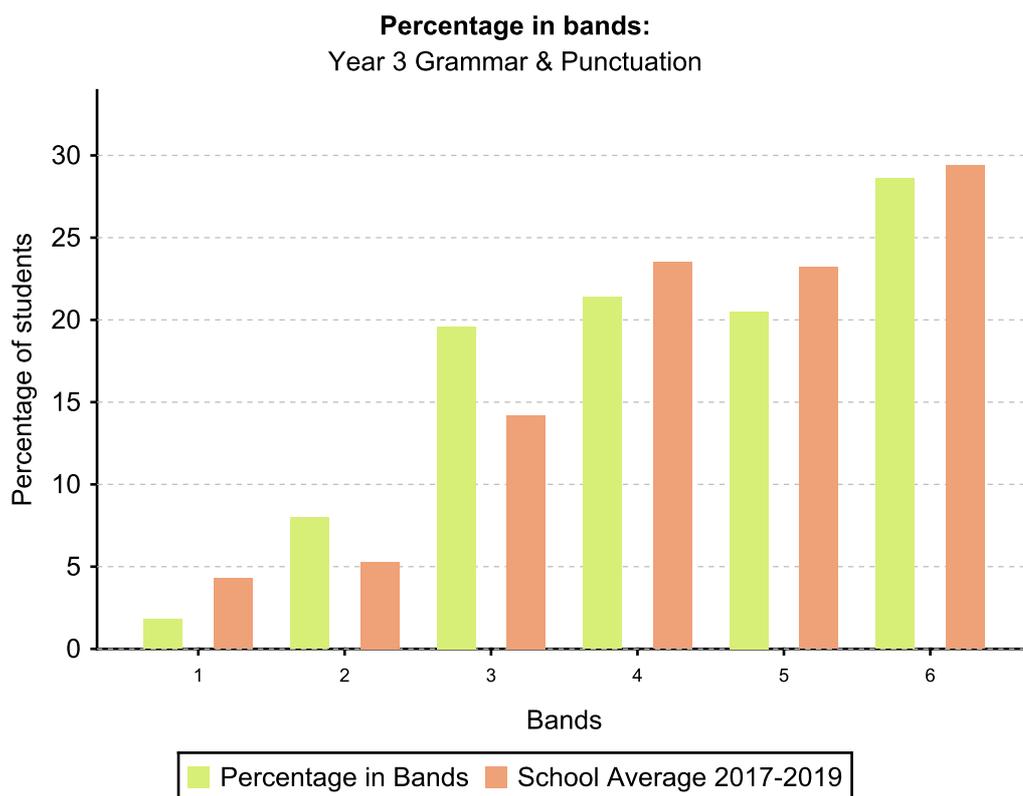
Band	1	2	3	4	5	6
Percentage of students	1.8	8.0	19.6	21.4	20.5	28.6
School avg 2017-2019	4.3	5.3	14.2	23.5	23.2	29.4

Percentage in bands:
Year 3 Reading
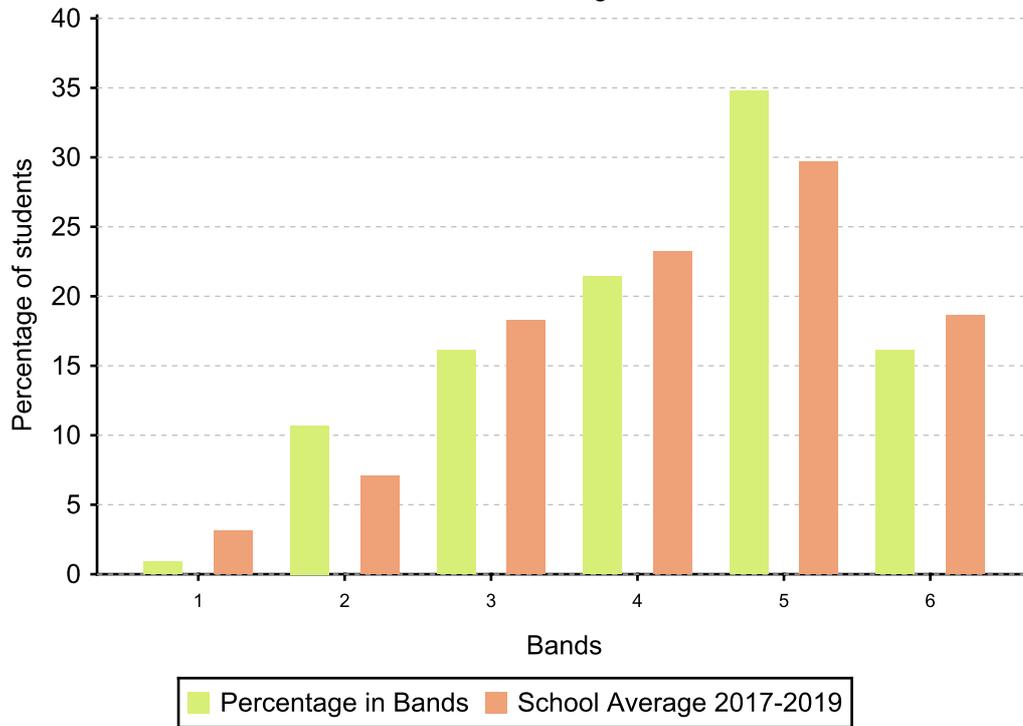
Band	1	2	3	4	5	6
Percentage of students	0.9	10.7	16.1	21.4	34.8	16.1
School avg 2017-2019	3.1	7.1	18.3	23.2	29.7	18.6

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	3.6	3.6	11.6	25.0	29.5	26.8
School avg 2017-2019	3.7	7.1	12.7	20.7	26	29.7

Cecil Hills Public School 4635 (2019)

Percentage in bands:
Year 3 Writing
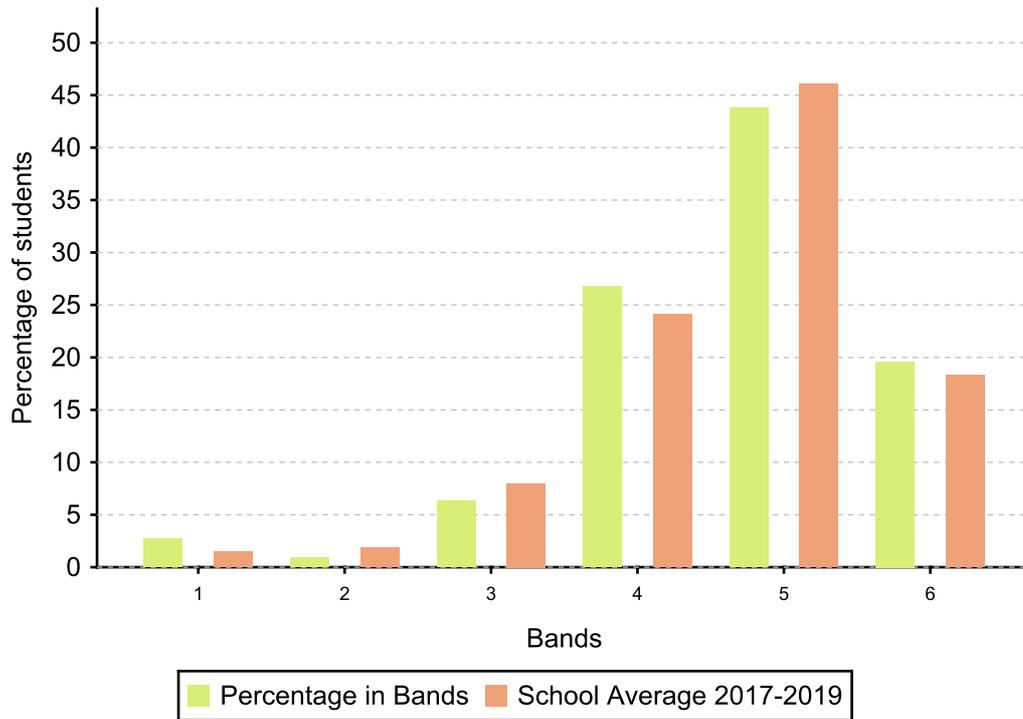
Band	1	2	3	4	5	6
Percentage of students	2.7	0.9	6.3	26.8	43.8	19.6
School avg 2017-2019	1.5	1.9	8	24.1	46.1	18.3

Percentage in bands:
Year 5 Grammar & Punctuation
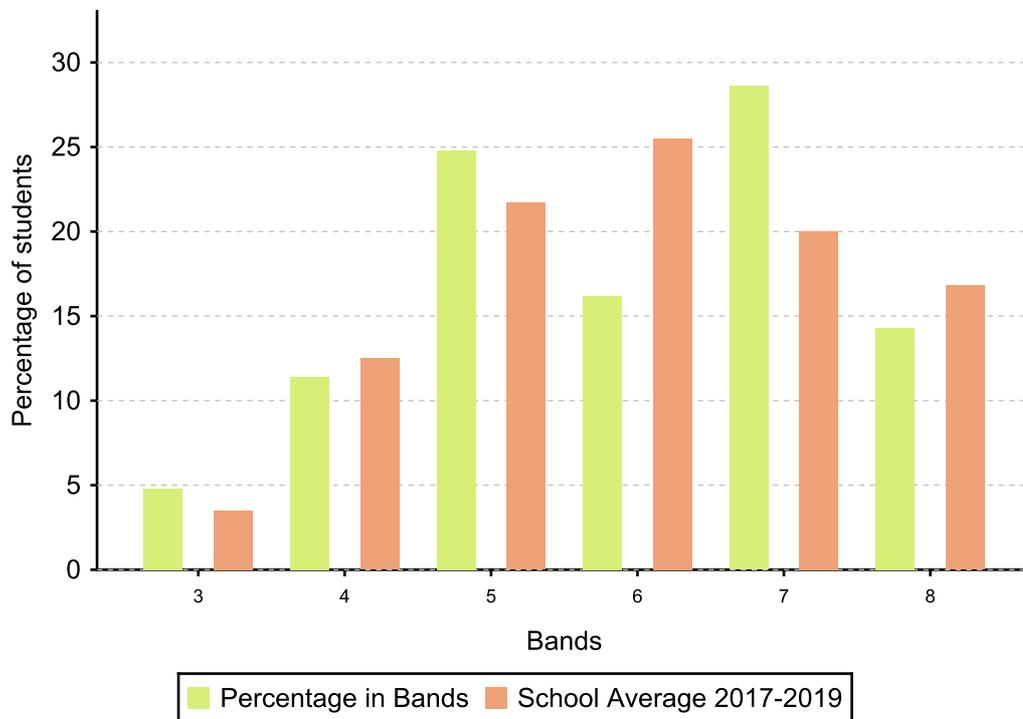
Band	3	4	5	6	7	8
Percentage of students	4.8	11.4	24.8	16.2	28.6	14.3
School avg 2017-2019	3.5	12.5	21.7	25.5	20	16.8

Percentage in bands:
Year 5 Reading
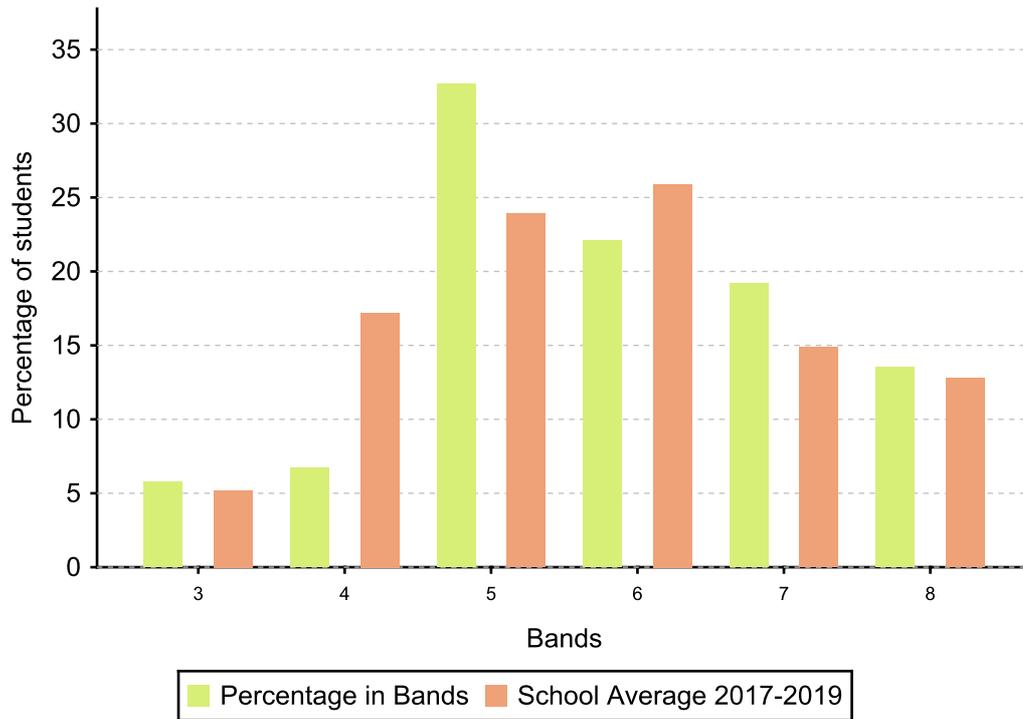
Band	3	4	5	6	7	8
Percentage of students	5.8	6.7	32.7	22.1	19.2	13.5
School avg 2017-2019	5.2	17.2	23.9	25.9	14.9	12.8

Percentage in bands:
Year 5 Spelling
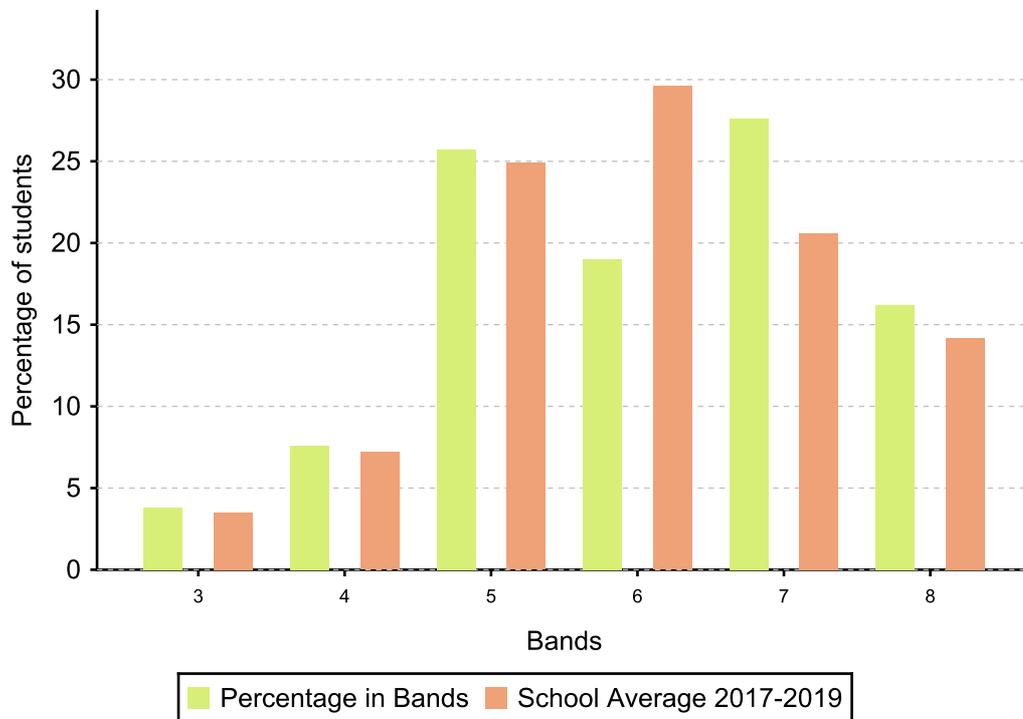
Band	3	4	5	6	7	8
Percentage of students	3.8	7.6	25.7	19.0	27.6	16.2
School avg 2017-2019	3.5	7.2	24.9	29.6	20.6	14.2

Percentage in bands:
Year 5 Writing
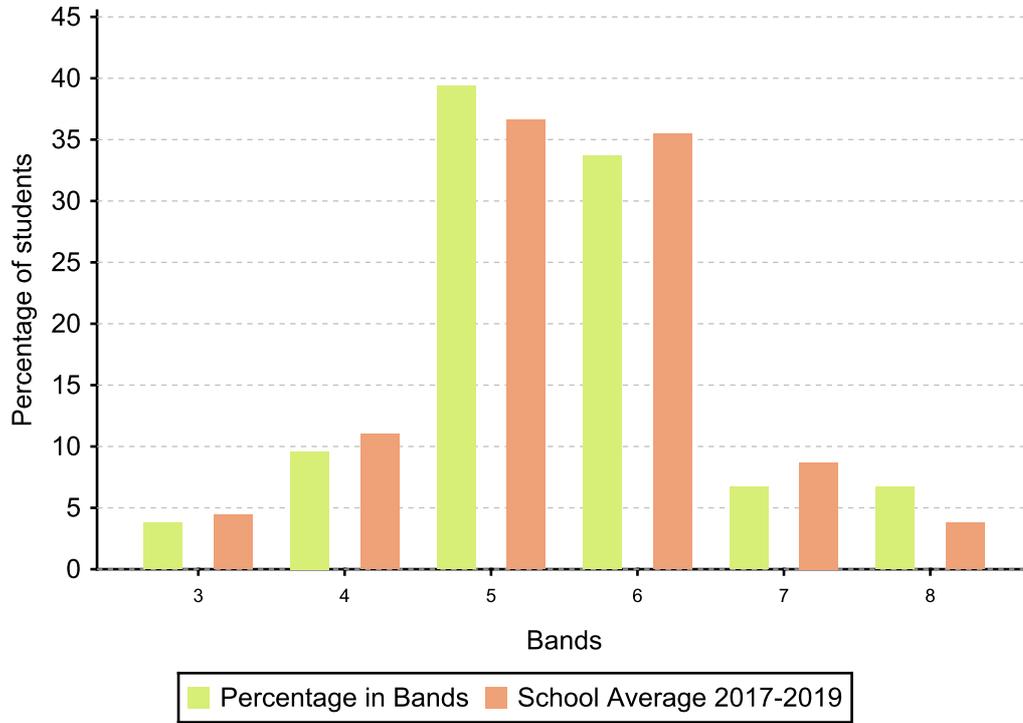
Band	3	4	5	6	7	8
Percentage of students	3.8	9.6	39.4	33.7	6.7	6.7
School avg 2017-2019	4.4	11	36.6	35.5	8.7	3.8

Percentage in bands:
Year 3 Numeracy
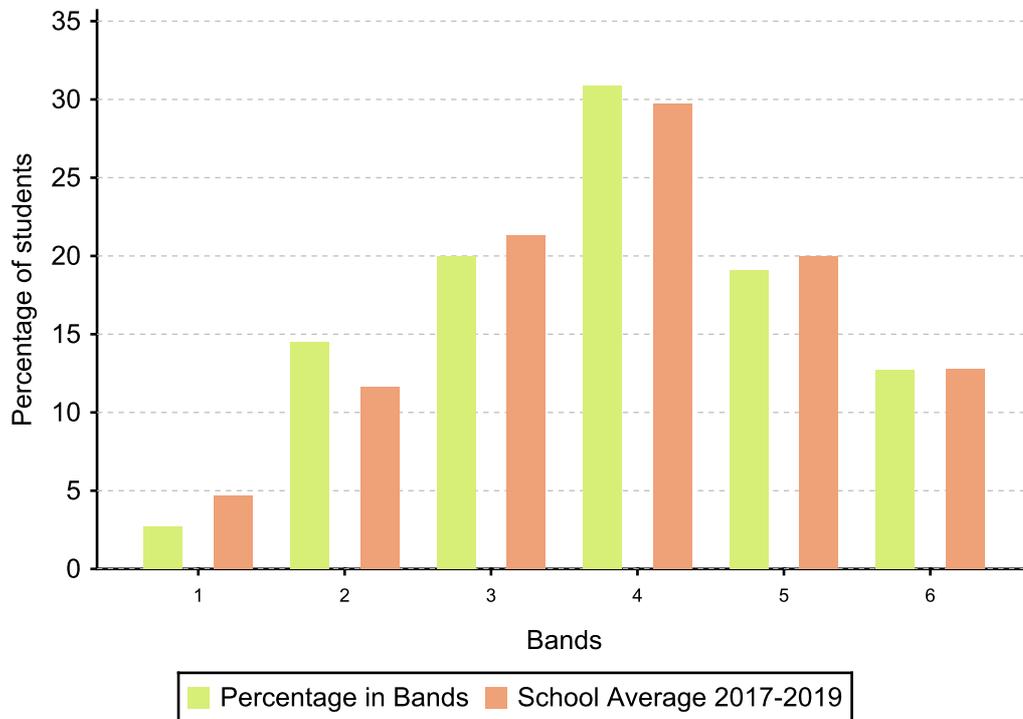
Band	1	2	3	4	5	6
Percentage of students	2.7	14.5	20.0	30.9	19.1	12.7
School avg 2017-2019	4.7	11.6	21.3	29.7	20	12.8

Percentage in bands:

Year 5 Numeracy
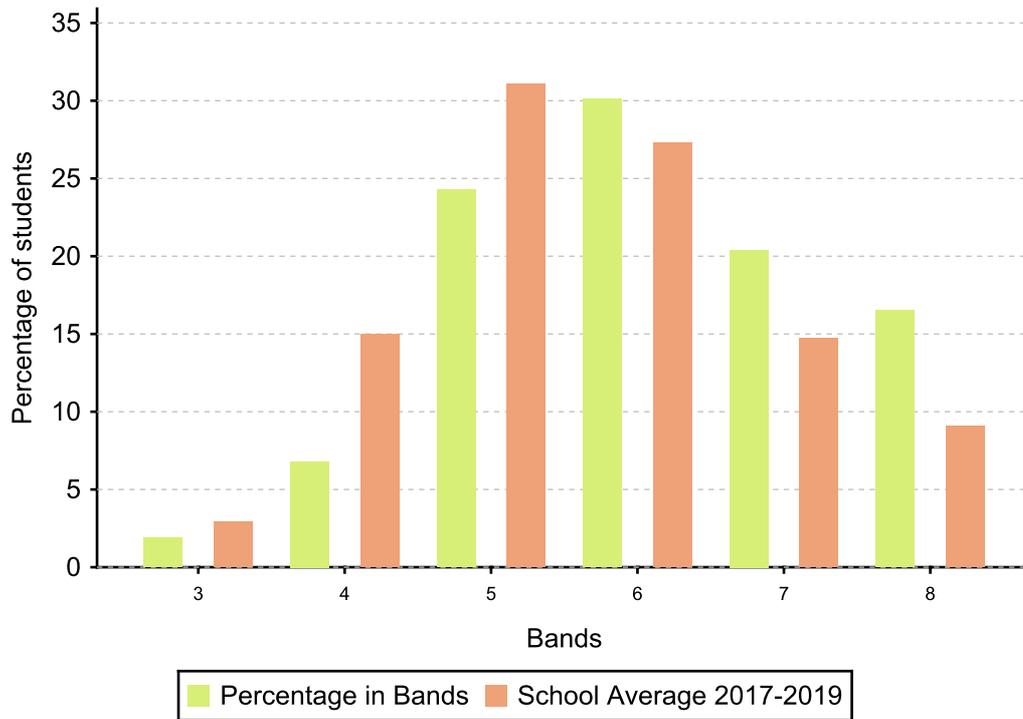
Band	3	4	5	6	7	8
Percentage of students	1.9	6.8	24.3	30.1	20.4	16.5
School avg 2017-2019	2.9	15	31.1	27.3	14.7	9.1

Cecil Hills Public School 4635 (2019)   Printed on: 29 May, 2020

Parent/caregiver, student, teacher satisfaction

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

Student Satisfaction

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

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

Since our first year of participation in the *Tell Them From Me* surveys (2016) the school has consistently tracked slightly above the NSW Government Norm in each of the measures of advocacy at school, expectations for success and sense of belonging, with minimal variation in trend from year to year.

Some of the key findings from the 2019 student survey are as follows:

Positive sense of belonging – 80% of students surveyed indicate they feel accepted and valued by their peers and others at their school (NSW Govt Norm = 81% of students).

Positive relationships – 85% of students surveyed indicate they have friends at school that they can trust and who encourage them to make positive choices (NSW Govt Norm = 85%).

Positive teacher–student relationships – Students feel teachers are responsive to their needs and encourage independence – School Mean = 8.2, NSW Govt Mean = 8.4

Value of schooling outcomes – 95% of students surveyed indicate they believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW Govt Norm is 96%).

Relevance – Students find classroom instruction relevant to their everyday lives – School Mean = 8.1, NSW Govt Mean = 7.9

Rigour – Students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn – School Mean = 8.3, NSW Govt Mean = 8.2

Expectations for success – School staff emphasise academic skills and hold high expectations for all students to succeed – School Mean = 8.8, NSW Govt Mean = 8.7.

Positive behaviour at school – 92% of students surveyed indicate they maintain appropriate behaviour at school (NSW Govt Norm = 83%).

Effort – 90% of students surveyed indicated they try hard to succeed with their learning (NSW Govt Norm = 88%).

Positive growth orientation – Students set challenging goals for themselves in their schoolwork and aim to do their best. Measures included:

- I try to improve (60% strongly agree / 28% agree)
- I try to do the best (51% strongly agree / 37% agree)
- I set challenges (38% strongly agree / 29% agree)
- I like challenging goals (46% strongly agree / 35% agree)

Explicit Teaching Practices

- Teachers tell us what is expected (59% strongly agree / 30% agree)
- Teachers set clear goals – (41% strongly agree / 43% agree)
- Teachers ask us to explain our answers (58% strongly agree / 28% agree)
- Teachers ask me questions – (51% strongly agree / 32% agree)

Areas for further exploration

Interest and motivation – 73% of students indicated that they are interested and motivated in their learning (NSW Govt norm is 78%). Students in Year 4 showed higher levels of interest and motivation (86%) than those in Years 5 (65%) and Year 6 (69%). Girls were slightly more interested and engaged (76%) than boys (72%).

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

- 45% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt Norm for this category is 53%.
- 33% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 16% of students were not confident of their skills and found English or Mathematics challenging. The NSW Govt Norm this category is 14%.
- 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Parents and Caregivers Satisfaction

70 parents responded to the 'Partners in Learning' parent survey during September / October 2019. This is down from 114 responses in 2018.

The survey captures data in the following areas:

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

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

Some of the findings of note include:

Parents feel welcome – School Mean 7.9, NSW Government Norm 7.4

- I feel welcome when I visit the school – 8.5
- I can easily speak with my child's teachers – 8.5
- I am well informed about school activities – 8.5
- Teachers listen to the concerns I have – 8.0
- Written information from the school is in clear, plain language – 8.4
- Parent activities are scheduled at times when I can attend – 6.6
- The school's administrative staff are helpful when I have a question or problem – 8.2

Parents are informed – School Mean 7.6, NSW Government Norm 6.6

- Reports on my child's progress are written in terms I understand – 8.2
- If there were any concerns about my child's behaviour at school the teachers would inform me immediately – 8.0
- The teachers would inform me if my child were not making adequate progress in school subjects – 7.6

Parents were also asked to provide feedback on the effectiveness of the current communication methods and strategies used by the school. Most parents who responded to this survey item indicated that they were generally satisfied with the existing communication strategies used. The app *See Saw* was mentioned by several respondents as a positive communication strategy, however there may be some inconsistency across the school in the frequency that this app is used by teachers. Several respondents suggested the school should look at implementing a social media page (e.g. Facebook) as an additional method of communication.

Inclusive school – School Mean 7.6, NSW Government Norm 6.7

- Teachers help students who need extra support – 7.6
- School staff create opportunities for students who are learning at a slower pace – 7.5
- Teachers try to understand the learning needs of students with special needs – 7.4
- School staff help students develop positive friendships – 7.7

Safety at School – School Mean 7.7, NSW Government Norm 7.4

- Behaviour issues are dealt with in a timely manner – 7.4
- My child feels safe at school – 8.1

- My child feels safe going to and from school – 7.8
- The school helps prevent bullying – 7.4

School Supports Positive Behaviour – School Mean 8.2, NSW Government Norm 7.7
- Teachers expect my child to pay attention in class – 8.3
- Teachers maintain control of their classes – 8.0
- My child is clear about the rules for school behaviour – 8.7
- Teachers devote their time to extra–curricular activities – 7.6

School supports learning – School Mean 7.9, NSW Government Norm 7.3
- Teachers have high expectations for my child to succeed – 7.4
- Teachers show an interest in my child's learning – 8.0
- My child is encouraged to do his or her best work – 8.4
- Teachers take account of my child's needs, abilities and interests – 7.6

Parents support learning at home – School Mean 6.9, NSW Government Mean 6.3

Does someone in your family do each of the following?
- Discuss how well your child is doing in his or her classes – 6.0
- Talk about how important school work is – 6.5
- Ask about any challenges your child might have at school – 5.5
- Encourage your child to do well at school – 7.9

Teacher Satisfaction

During September / October 2019 teachers responded to the 'Focus on Learning' survey which is focused around eight drivers of student learning identified by research. These drivers of student learning include:
- Leadership
- Collaboration
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Technology
- Inclusive School
- Parent Involvement

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

Some of the findings of note include:

Leadership – School mean 7.5, NSW Government Norm 7.1)
- School leaders have helped me establish challenging and visible learning goals for students –7.4
- School leaders have helped me create new learning opportunities for students – 7.5
- School leaders have provided me with useful feedback about my teaching – 7.4
- School leaders have helped me improve my teaching – 7.3
- School leaders have provided guidance for monitoring student progress – 7.7
- School leaders have taken time to observe my teaching – 8.0

Collaboration – School mean 8.1, NSW Government Norm 7.8
- I work with other teachers in developing cross–curricular or common learning opportunities –8.0
- Teachers have given me helpful feedback about my teaching – 7.6
- I talk with other teachers about strategies that increase student engagement – 8.5
- Teachers in our school share their lesson plans and other materials with me – 8.0
- I discuss my assessment strategies with other teachers – 8.5
- I discuss learning problems of particular students with other teachers – 8.6
- I discuss my learning goals with other teachers – 8.0

Learning Culture – School mean 8.2, NSW Government Norm – 8.0
- I give students written feedback on their work – 7.8
- I talk with students about the barriers to learning – 7.3

- In most of my classes I discuss the learning goals for the lesson – 8.2
- Students become fully engaged in class activities – 8.0
- I monitor the progress of individual students – 8.8
- I am effective in working with students who have behavioural problems – 8.4
- I set high expectations for student learning – 8.8
- Students find class lessons relevant to their own experiences – 8.1

Data Informs Practice – School Mean 8.1, NSW Government Norm 7.8

- My assessments help me understand where students are having difficulty – 8.2
- I use formal assessment tasks to help students set challenging goals – 7.8
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way – 8.4
- I use formal assessment tasks to discuss with students where common mistakes are made – 8.0
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve – 8.4
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) – 7.4
- I use results from formal assessment tasks to inform my lesson planning – 8.6
- I give students feedback on how to improve their performance on formal assessment tasks – 8.2

Teaching Strategies – School Mean 8.2, NSW Government Norm 7.9

- I help students set challenging learning goals – 8.0
- When I present a new concept I try to link it to previously mastered skills and knowledge – 8.6
- Students receive written feedback on their work at least once every week – 8.0
- I can easily identify unproductive learning strategies – 7.8
- My students are very clear about what they are expected to learn – 8.2
- I use two or more teaching strategies in most class periods – 8.6
- Students receive feedback on their work that brings them closer to achieving their goals – 8.4
- I discuss with students ways of seeking help that will increase learning – 8.2

Technology – School Mean 6.2, NSW Government Norm 6.7

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts – 6.3
- I use computers or other interactive technology to give students immediate feedback on their learning – 5.5
- Students use computers or other interactive technology to track progress towards their goals – 5.3
- I help students set goals for learning new technological skills – 6.4
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter – 5.9
- I help students use computers or other interactive technology to undertake research – 6.5
- I help students to overcome personal barriers to using interactive technology – 6.9
- I work with students to identify a challenging learning goal relevant to the use of interactive technology – 6.4

Inclusive School – School Mean 8.3, NSW Government Norm 8.2

- I am regularly available to help students with special learning needs – 7.5
- I strive to understand the learning needs of students with special learning needs – 8.3
- I establish clear expectations for classroom behaviour – 9.1
- I help low–performing students plan their assignments – 7.7
- I make sure that students with special learning needs receive meaningful feedback on their work – 8.1
- I make an effort to include students with special learning needs in class activities – 8.8
- I use individual education plans to set goals for students with special learning needs – 8.3
- I create opportunities for success for students who are learning at a slower pace – 8.4

Parent Involvement – School Mean 7.5, NSW Government Norm 6.8

- I work with parents to help solve problems interfering with their child's progress – 8.1
- I share students' learning goals with their parents – 7.4
- I use strategies to engage parents in their child's learning – 7.6
- I ask parents to review and comment on students' work – 6.1
- I am in regular contact with the parents of students with special learning needs – 7.6
- Parents understand the expectations for students in my class – 7.7
- I make an effort to involve parents and other community members in creating learning opportunities – 7.6
- Parents are regularly informed about their child's progress – 7.7

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Completion and official opening of new learning facilities

2019 saw the completion of a major NSW Government infrastructure project at Cecil Hills Public School which has provided the school with a much needed extension to our hall, significantly increasing its capacity, and the construction of a brand new two–storey learning building designed to provide flexible and innovative learning spaces for students.

The new learning building was handed over to the school for occupancy in the early weeks of Term 4, 2019 and was officially opened by The Hon. Gladys Berejiklian MP, Premier of NSW, and the Hon. Sarah Mitchell MLC, Minister for Education, on December 2, 2019.

The building is designed around 4 learning hubs, three of which cater for mainstream classes, and one that has been configured to cater to the needs of students in our support unit classes. Each learning hub has been purposely designed to provide flexibility in use, and can be opened up to facilitate classes working together in a collaborative environment, or sectioned off by means of movable partitions to provide more intimate learning spaces. Within each hub there are practical activities areas, dedicated presentation spaces, spaces for small group work and spaces suitable for traditional class groupings. Also incorporated in the design is a resource and meeting space for teachers. Fittings and furnishing have been designed to be flexible and adaptable to a range of purposes. Some spaces have both indoor and outdoor learning options. A sensory garden, climbing wall, and landscaped external learning and play spaces add to the flexibility and functionality of the building's design. Altogether, the new building accommodates 15 classes, and its completion has enabled the removal of all demountable buildings from our school site, which has in turn opened up more of the available space in the school for student playground use.

The new learning facilities at Cecil Hills Public School are providing opportunities for increased levels of collaborative practice, and have been well received by students, teachers and the broader school community.

Play Based Learning – Early Stage One

In 2019, the Kindergarten team worked to develop a play–based learning curriculum that included designing a space for indoor and outdoor play–based activities with resources. This process started with the Kindergarten team engaging in research, professional learning, professional discussions and visiting other sites where play–based learning spaces were being implemented. This process also included book and author studies of current play – based theories including, The Kathy Walker Approach to Play Based Learning and Let the Children Play by Pasi Sahlberg.

The investigative play program was trialled throughout the year and adjustments were constantly being made challenging many traditional styles and practices to educational settings, programming, learning and timetables. Some of these changes included; incorporating real life resources for play like hammers and nails, timetabling play for mornings sessions, incorporating English, Mathematics, Science, History, Geography, Creative Arts and PDHPE into the play program, students as reporters and photographers, tuning in to learning and using provocations for learning.

During 2019, Kindergarten staff reflected on each stage and completed surveys every fortnight on the benefits, strengths, areas of concern and ideas to improve the play space, resources bought and new resources to be purchased, student engagement and student learning and progress. This constant reflections and improvements have led to in 2020, Cecil Hills Public School having a sustainable play–based program that includes an outstanding indoor and outdoor play space, a high–quality program that caters for rich educational learning and student progress. Each play session consists of tuning in, investigations, resetting the environment and reflections, and all Kindergarten students and teachers participating in the program together.

The impact this program has had on student outcomes has been amazing with students being able to acquire a deep understanding of concepts through play, investigations and hands on activities. There was an improvement in student engagement, increase in rich vocabulary, social skills, interests and motivation which was incredible with teachers, parents and students observing the benefits of the program. The learning spaces that are created include; symbolic play, socio–dramatic play, social play, creative play, communication play, dramatic play, locomotor play, risky play, exploratory play, fantasy play, exploratory play, imaginative play, mastery play, object play, role play and recapitulative play.

Debating

Cecil Hills Public School has two debating teams comprised of eight Stage 3 students. Our two teams competed against other schools in the Cowpasture Cluster Debating Competition throughout the year. In 2019, both of our teams came first in their competition and we won the overall competition. This marks the third consecutive year that our debaters have taken out first place in the competition. The success of our teams is a testament to the team members' hard work and dedication. Their tenacious spirit and energy during practices and their commitment and support of one another definitely paid off. They represented our school remarkably well.

Sport

Throughout 2019 Cecil Hills Public School continued to offer students a wide range of opportunities to excel in sporting endeavours. Some of the key achievements and highlights of the 2019 sporting programs included:
- High participation rates in the school swimming carnival – Edinburgh House winning the carnival
- High participation rates in the school cross country carnival – Leopold House winning the carnival
- High participation rates in the school athletics carnival – Edinburgh House winning the carnival
- 2019 Zone Athletics – Champion School
- 2019 Zone Cross–country – Champion School
- 2019 Football – Champion School
- 2019 AFL – Champion School
- Year 6 Netball – Runners up
- Year 3 Netball – Premiers
- Senior Girls Basketball – Premiers
- Senior Boys Football – Runners up
- 3–6 Girls football – Premiers
- Junior Girls AFL – Premiers
- Senior Girls Touch – Premiers
- Senior Girls Softball – Premiers
- 2019 Wanderers plate – Runners up
- Kids versus cops Oz tag – Participation
- Wanderers Cup Soccer – Participation
- Talented Football program (run in conjunction with staff from Westfields Sports High School).

Support Unit

The Support Unit consists of three separate classes (2 autism and 1 multi–categorical). Each class had seven students,

one teacher and one Student Leaning Support Officer (SLSO). All students had a Personalised Learning and Support Plan (PLaSP) that was written collaboratively between the teacher and parent. Each PLaSP was tailored to suit the student's individual learning style and needs. We did not have enough student interest to run an overnight camp this year. All students had the opportunity to participate in numerous community access excursions throughout the year (ice skating, Sydney Royal Easter Show, a music concert etc). Two students also attended the Great Aussie Bush camp and completed a variety of activities including the rock climbing, archery, fishing and kayaking.