

Seven Hills STAR

Achieving a quality education for all students in a caring environment

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Term 1 Week 6

Friday, 8th March 2019



Dates for your Diary

Week 7

Thursday, 14th March Sport in Schools K-6

Week 8

Thursday, 21st March Sport in Schools K-6
Friday, 22nd March K-6 Assembly (all K-6 parents are welcome to attend)

Canteen: Wed- Fri
8.45am - 1.40pm

OOSH: Mon-Fri
6.30am - 8.30am &
3.00pm - 6.00pm
0421 058 783

Principal's Message

The last two weeks have been extremely busy with lots of activities taking place across the school. Staff have been engaging in dynamic professional learning practices to build their capacity in areas such as reading and writing, future focused learning, student learning and support and restorative practices, aligning with the goals set out in our School Plan.

I wanted to take this opportunity to unpack the major projects outlined in the school plan and our intended action plan to work towards these goals for the remainder of 2019.

Our School Plan

Our School Plan 2018-20 consists of three strategic directions, which were highlighted as areas of focus by students, staff and parents during its development at the end of 2017.

Over the next three editions of the newsletter, I'd like to unpack one of the strategic directions to give you further information about what each involves and how these are currently being addressed.

School strategic directions 2018-2020



Purpose:

To improve individual student capabilities through the use of formative assessment to deliver high quality curriculum, differentiated learning and future-focused teaching practices.

Students at Seven Hills Public School will be supported to connect, succeed and thrive in meaningful and challenging learning experiences.



Purpose:

To build teacher capacity to implement innovative teaching practices and high quality personalised learning programs for all students.

Staff at Seven Hills Public School will engage in dynamic professional learning. A culture of leadership and collective efficacy will be inspired and supported at all levels.



Purpose:

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and continuous improvement.

Effective organisational practices enhance parental partnerships and support improvements in student learning experiences.

Strategic Direction 1: Excellence in Learning

At Seven Hills Public School our goal is to improve individual student capabilities, through the use of formative assessment to deliver high quality curriculum, differentiated learning and future-focused teaching practices.

BIG PROJECT 1: Assessment for learning: *Implement whole school approaches to evidence-based assessment practices, including; learning progressions, data analysis, tiered interventions, data-driven practices, formative assessment, high quality feedback and student self-regulation.*

What are the learning progressions?

The learning progressions are a teaching and learning resource. They describe common pathways of literacy



Education
Public Schools

and numeracy development from Kindergarten to Year 10. The learning progressions mapped against the NSW syllabuses and the Australian curriculum in English and mathematics, demonstrating the learning pathway to meet stage outcomes. They can be used to determine what students know and what they need to learn next.

How are we incorporating this as a school?

Through the use of school funds, we have been able to release Mrs Rowe, off class, to undertake the role of Instructional Leader across K-6. Her role is to build staff capacity to use the learning progressions to determine where each student is at and to build a range of explicit evidence-based teaching practices with the staff to move our students to the next level. Mrs Rowe will do this via demonstration lessons, team teaching and lesson observations, to enhance our teaching practices in both reading and writing. She will assist staff in unpacking the learning progressions so that each student K-6 is plotted accurately against the progressions.

School funds planned/utilised: \$ 30 000



Data analysis

The analysis of student data forms a large part of staff being able to effectively cater for the diverse needs of our students. At Seven Hills Public School, this is done on a regular basis, with K-2 and 3-6 teams being released fortnightly on alternate weeks to engage in rigorous data analysis. Staff look at areas for development and conduct research around effective evidence-based teaching methods that will improve student learning outcomes.

Currently, staff are unpacking NAPLAN results from the last 3 years to determine trends, anomalies and adjustments to teaching practices that are required to enhance student learning in areas identified.

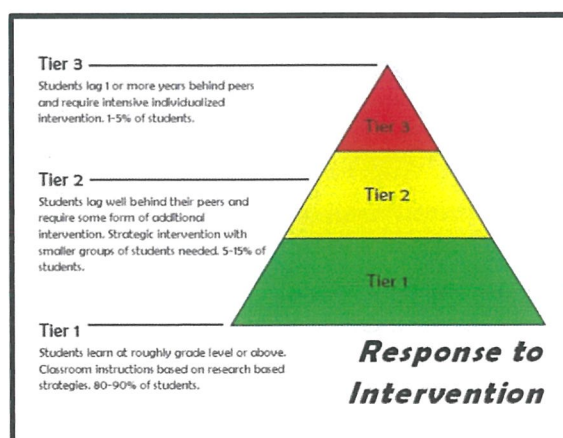
In the coming weeks, I will be hosting a parent information session, where I will unpack the data and findings for you. Stay tuned as this will be announced in the next edition.

School funds planned/utilised: \$25 000 (subsidised Sport in Schools program)



Tiered Interventions

At Seven Hills Public School, we adopt the Response to Intervention or tiered model approach to learning and support.



Tier 1: evidence-based whole-class quality teaching practice. Through the use of an Instructional Leader (Mrs Rowe) and the expertise of the staff, we are able to embed quality teaching practices that are current and known to have a positive impact on student learning outcomes. This is effective for the majority of our students.

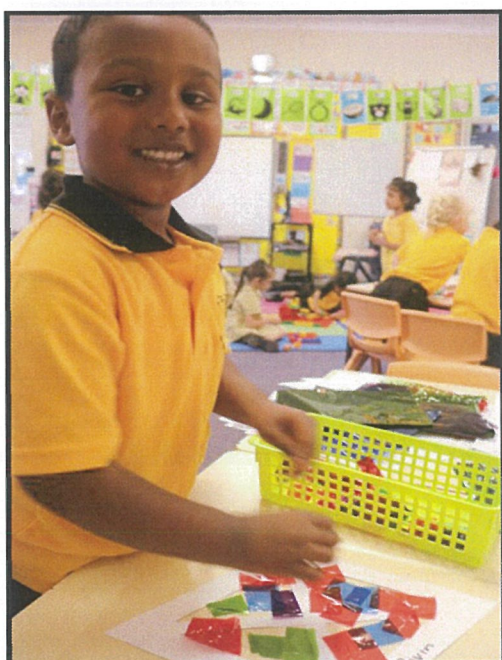
Tier 2: The Learning and Support Teacher, English as an Additional Language/Dialect teacher and School Learning Support Officers work in the classroom each morning to assist the teacher, particularly in literacy development. Their expertise and training in MiniLit and MacqLit, together with that of the classroom teacher enables students to receive explicit teaching at their level of need to maximise their learning opportunities. Some students acquire additional support in the classroom and the support staff are trained to offer this to the students.

Tier 3: After receiving tier 1 and 2 support, some students will require additional assistance, via methods of withdrawal or as individual support. Again, our support staff have been trained in a range of evidence-based teaching methods that have been shown to maximise student learning outcomes. This is undertaken of an afternoon so that students are not withdrawn during core literacy and mathematics lessons.

How are we incorporating this as a school? Through strategic timetabling of support staff to address all three tiers of support.

School funds utilised: approximately \$100 000 above establishment to employ School Learning Support Officers and apply additional hours above our allocation for Learning and Support and EAL/DS teacher.

What is formative assessment?



Formative assessment refers to a wide range of strategies that teachers use to monitor student learning throughout the teaching cycle. Teachers then use this to inform their future teaching and make adjustments to their teaching methods along the way.

Teachers constantly ask themselves:

Where are my students now?

Where do I need to get them to?

How will I know that they're there?

Assessment methods vary (formal tests, observational records, rubrics etc...) and teachers know which methods are best, depending on the type of activities they are undertaking.

What is visible learning?

Professor John Hattie's research around visible learning has brought about significant change in the way that teachers deliver lessons to students. His research concludes that to maximise student learning outcomes, teachers need to teach students about learning. Teachers can only do that if they can see through the eyes of the students and consider three main things:

1. **Help Students Understand the Task.** Make learning expectations visible before and during the learning.

How do teachers do that? They state the learning intentions and specifically tell/show the students what success will look like, via success criteria- see below as an example of a learning intention and success criteria used within a lesson.

Learning Intention:

I am learning to create a clear picture in my audience's head, using drawings and descriptive language.

Success Criteria:



I can listen to the description of the monster in the story and draw a picture.



I can identify the adjectives/noun groups that the author uses to describe the monster

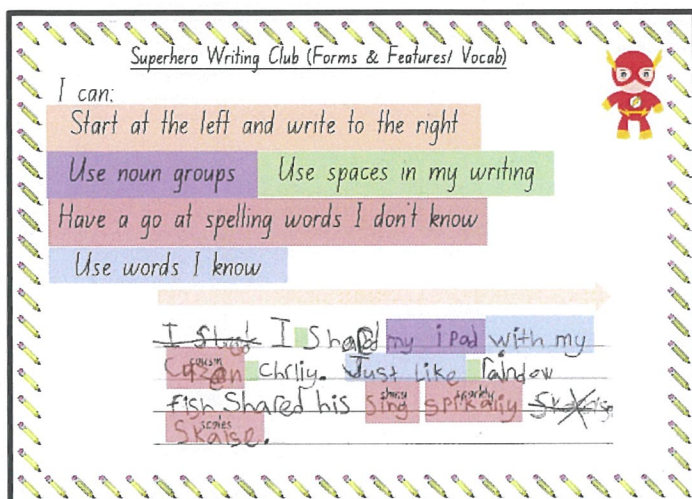


I can brainstorm some of my own adjectives that would describe the monster which will be placed on our word wall

2. **Make Learning Processes Visible.** It's not just *what* they are learning – it's also about *how* they are learning.

How do teachers do that? Using 'think alouds' to model the desired thought processes to students.

Provide examples around the room of the learning processes or annotated samples through 'Walls that teach' - see example below of a piece of writing that could be placed on the wall to demonstrate the desired task in its completed form.



3. Visible Learning as Reflection. Students can "see" their learning better if you incorporate self-evaluation.

How do teachers do that? Surveys, questionnaires, reflection time, having students reflect against set criteria before their work is seen by a teacher- see example below:

Week: 4 Same and Dave Dig a Hole	
Planning	
	I can draw a picture of the place where Sam and Dave landed.
	I can organise my thoughts around what the place looks like, sounds like, feels like, using imagery and descriptive language to describe it.
My Goals	
or where do I go from here?	
Date:	Signed:

How are we addressing this as a school? Funds to employ Instructional Leader (previously mentioned), release teachers to conduct 'learning walks' at other schools to obtain ideas around effective visible learning practices

utilised, purchasing of teaching resources and reorganising our learning spaces.

School funds planned/utilised: \$ 5000

BIG PROJECT 2: Future Focused Learning: Building staff capacity to implement inquiry-based learning, STEAM, Visible Learning practices and technology to build student ability to communicate, collaborate and think critically and creatively.

What we've done so far in 2019:

- STEM room established and STEM programs running across the school.



- Flexible furniture purchased to create an innovative learning environment that is conducive to the learning modes of STEM: collaboration, problem-solving, critical and creative thinking/planning and designing and making.
- 20 laptops purchased to bring our desired ratio of 1 device: 2 students closer to fruition.
- Registered for the Blacktown Learning Community's STEAM Project

What's coming in 2019?

- Mrs Rowe, Mrs Sigg and Mrs Prout will be attending the futures-learning conference in Melbourne in Week 8 and undertaking a STEAM/Maker master-class and a series of professional learning sessions around future-focused learning and how to embed it effectively across the school.
- Term 2 Staff Development Day is to be held at Field of Mars Environmental Learning Centre to unpack the new Science and Technology syllabus.
- Professional learning for staff around future-focused learning and building the required skills in

students to become effective citizens of the future.

- A specialist STEM teacher to be employed to continue the STEM RFF programs during Mrs Blatch's maternity leave. They will also be utilised to build staff capacity in utilising STEM resources and equipment to embed into teaching and learning programs.
- Further STEM equipment purchased as needed.
- Ongoing professional learning for staff throughout the year.
- Successfully obtaining a STEM Share 3D printing kit to trial for a term, starting Term 2.
-

School funds planned/utilised: \$73 000

BIG PROJECT 3: Wellbeing: All staff will engage the systems and practices of Positive Behaviour for Learning in their classroom and playground relevant to student needs, including; universal programs, targeted academic social skills, resilience skills and personalised support plans.

Positive Behaviour for Learning has continued to be our system of behaviour management at Seven Hills Public School in 2019, with all staff having a common understanding of this system.

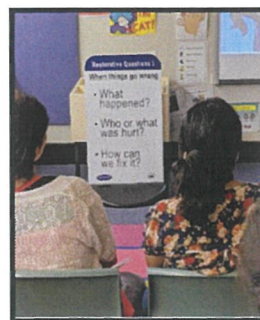


We are currently looking at engaging a partnership with a local sign maker to develop some PBL boards (similar to the ones shown) to be displayed across our school. This will ensure that our values are clearly communicated and understood by all stakeholders across the school.



This year, we have dedicated a number of staff meetings to Learning and Support to ensure that student needs are being met and to allow for staff feedback around student progress.

This week, all students, staff and community members have had an opportunity to engage with Vic and Liz from Restorative Practices Australia to develop their understanding of this approach. Staff will now develop an action plan for the rollout of this initiative to complement our current PBL practices in place.



The purchase of Sentral, a digital platform that allows us to maintain thorough records for each and every student has ensured that the tracking of student learning is paramount and that communication systems are in place to ensure that every child is known, valued and cared for within our school.

Staff release has been budgeted throughout the year to ensure that PBL continues to evolve at Seven Hills Public School relevant to the student needs at our school.

School funds planned/utilised: \$9 800

School Leaders Induction Assembly

It was an absolute privilege to watch the School Leaders be inducted at our special assembly this week. It was nice to see the students celebrating this special occasion with their families. I would like to thank Mrs Sigg for organising such a lovely assembly. Here are some highlights from the ceremony:



Let's go Digital!

We live in a society where technology is at our fingertips. With that in mind, I wish to inform you that **as of Term 2, our newsletters will be moving to a digital format.** For those families who do not have access to the internet, you will still be able to request a paper copy of the newsletter from the office.

At Seven Hills Public School, our preferred method of payment is online.

It is really simple to make an online school payment for any event.

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Upcoming Assemblies



Just a reminder that K-6 Assemblies are held fortnightly on Friday (even weeks) from 2:10pm-3:00pm. **All parents** are invited to attend. We hope to see you at the next assembly.

Looking forward to sharing the wonderful events and achievements of our students in the next edition of the newsletter.

You're a winner!

The winner of the P & C Survey \$50 movie ticket is:

Darshan Kaur

Please pick up your movie voucher from the office.

Mrs Prout

Principal



Kindergarten Buddies

Last fortnight the Stage 3 class and all the Kindy students (from KA and K/1R) had their first Buddies session. They participated in a 'Getting to Know You' activity where they drew a picture of their buddy, wrote their name and talked together about the things they like. This program is designed to assist the Kindergarten students transition into school life, give them a big 'buddy' to look out for them in the playground if they are experiencing difficulties and to teach the older students patience and empathy as well as improve their leadership skills. Both Mrs Antala and Mrs Sigg are looking forward to a fabulous year of 'Buddies' this year.



Smooth Walking

Last week Stage 3 spent the day at Seven Hills High School for their first Transition Day called Smooth Walking. The purpose of the program is to orient the Stage 3 students to the high school environment and begin exploring the different resources and subjects available to them. The students had a fabulous day! They coded Edison Robots, made Tie-Dye cloths in Visual Arts, learned new games in a PE lesson and played percussion instruments in a music lesson. Overall the day went very smoothly and the students experienced following a time table and moving around from room to room and changing teachers for each session. They are very much looking forward to going again later in term 3.





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FOR MORE INFORMATION PLEASE CONTACT
Mrs Robyn McKenzie: 0409 391 084 Email: gcxc.newsg@airleague.com.au
Girls Squadrons also located at Albion Park, Beverly Hills, Blacktown, Daylesford, Mudgee, Penrith, Southern Highlands
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