

# Hillside Public School

## Annual Report



2017



2164

## Introduction

The Annual Report for **2017** is provided to the community of **Hillside 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.

Judy Eastman

Principal

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### Message from the Principal

Hillside Public School had a very successful 2017. Our students excelled in all areas including academic, sporting, creative and social learning. It has been a pleasure to lead our journey as a school community, demonstrating how we value quality education in a caring, supportive environment. The achievements of students across a range of pursuits has been exceptional. A number of students achieved credits, distinctions and high distinctions in external University competitions. Hillside showed outstanding growth in the NAPLAN results for students in Year 5, compared to their results in Year 3. One of our Year 6 students received a scholarship to Galston High School for 2018. All students successfully completed the Premier's Reading Challenge.

In the sporting arena, students achieved outstanding results, the swimming and running relay teams both competing at state level, with the running team finishing second in the state. A marvellous achievement. We entered the Small Schools' Soccer Knockout Competition, but were unfortunately knocked out in the first round.

The creative arts have continued to be showcased through weekly music lessons, dance lessons and outside performances. The whole school performed 'The Three Billy Goats Gruff' for the parents on Open Day. Years 5 and 6 were fortunate in being able to participate in ukulele lessons during term 3. We were privileged in performing at Christmas time for the shoppers at the Galston Shopping Centre.

Our school continued to develop and maintain a strong, effective partnership between the school and the community. Our P & C worked hard to raise finances to employ an extra teacher to enhance our teaching and learning programs. They provided lunch for the Vintage Bike Club, operated the BBQ at Bunnings and held a very successful Dinner and Auction Night. The teaching, administration and support staff at our school are exceptionally dedicated and professional in manner. They are focused on providing the very best learning opportunities for all of our students.

I sincerely and warmly extend my appreciation and thanks to the entire school community, and to the staff. It is indeed a privilege to hold the position of Principal at this wonderful school. The Annual School Report provides a summary of our endeavours and achievements in 2017 and gives a structure to communicate our priorities and the focus of our learning in 2018. This report highlights many of our fine achievements.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements as well as a guideline for the future development.

## School background

### School vision statement

Hillside Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn.

Our whole community supports our Respectful, Responsible Learners.

### School context

Hillside is a small, harmonious school situated on 1.4 hectares of peaceful native bushland. Dedicated and experienced staff members promote a high level of empathy, co-operation and fulfilment of individual potential. The school caters for children of all abilities and fosters participation in special focus activities including performing arts, student leadership, academic competitions, peer support and sport. A community-minded family atmosphere and high expectations are a feature. Hillside Public School creates well-rounded, confident and self-reliant students who are willing to take on challenges.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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, the staff undertook self-assessment using the School Excellence Framework. 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.

Time was dedicated during the year to examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high-level expectations.

In the domain of Learning, our efforts have been primarily focussed on wellbeing, curriculum and learning. A feature of our progress has been the strengthening of our positive and productive learning culture amongst staff and students. The fundamental importance of wellbeing is providing a way to build a culture of trust, respect and valuing of each other. Increased engagement of students with their learning is evident in the classrooms. Attention to the individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in supporting the learning directions for them.

In the domain of Teaching, the focus has been on utilisation of data and the development of a growth mindset in the classrooms. Assessment is used regularly to identify skill gaps and influence the planning for learning by teachers. The teachers participated in professional learning that targeted the school priorities and their professional needs. The expertise of the staff is recognised and is further utilised to develop the professional community.

In the domain of leadership, there is a broad understanding of and support for school expectations and for improving student learning across the community. Through parent/teacher sessions, public meetings there are opportunities for the community to provide constructive feedback on school practice and procedures. The school continually acknowledges the students, staff and community and their achievements.

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/sef-evidence-guide>

## Strategic Direction 1

Student success as learners, leaders and responsible and productive citizens

### Purpose

Personalised, creative approaches to learning to be in place to ensure that every student develops a core of academic knowledge and a love of learning.

Our teachers to demonstrate a passion for and deep understanding of their teaching content and to have high expectations for every student.

Our students and staff to be confident and highly skilled in the use of ICT.

### Overall summary of progress

Strong collegiality amongst staff demonstrated the genuine support and collaborative nature of our workplace.

Learning and support team processes have been enhanced to monitor and plan student progress in Literacy and Numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focussed support to individual students in partnership with their parents.

G Suite is being utilised by all staff to share resources within the school and with colleagues within the small school network.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The teaching and learning outcomes of the respective NSW Curricula will be fully implemented in all classrooms as evidenced through: <ul style="list-style-type: none"><li>• Documentation of classroom programs</li><li>• Observation of lessons</li><li>• Framework</li></ul>	\$800 for professional learning.	Geography syllabus implemented in all classrooms.  All teachers implementing Seven Steps to Writing in the classroom.
Increased number of staff confident in utilising ICT.	No cost	All staff trained on using Google Drive for collaboration and the sharing of resources.
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and diverse delivery mechanisms.	No cost	All staff complete Building Blocks for Numeracy.

### Next Steps

Professional development opportunities for staff in Seven Steps to Writing, Formative Assessment and utilising MAPPEN in the classrooms.

Learning opportunities for students in coding and use of robotics during classroom lessons.

Continuation of use of Google drive to share professional resources, classroom resources and students' work.

## Strategic Direction 2

Effective whole school systems and practices

### Purpose

The management of a systematic student well-being framework to ensure coherent, consistent and fair practices to support teaching.

Respect, Responsible Learning are the foundations of our school community.

Our students to be supported in their learning through comprehensive K–6 assessment and feedback practices.

Our teachers to value and model opportunities to improve their teaching practice and learn from others.

### Overall summary of progress

The continuation of our school-wide focus in Positive Behaviour Engaging Learners (PBEL) has ensured a cohesive and supportive teaching/learning environment. The school has consulted, planned and delivered a broad and rigorous professional learning schedule that included:

- creative and critical thinking skills and their impact on achievement
- implementation of formative assessment in the classroom
- Seven Steps to Writing
- Building Blocks for Numeracy
- Implementation of the Geography syllabus
- Growth mind set through full day workshop – Minds Wide Open
- mandatory training in child protection, CPR and anaphylaxis.

The continuation of Literature Circles with colleagues from the small school network. This provided opportunity for professional dialogue around best practice and how to implement change within the classroom.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students showing positive behaviours.  Increased proportion of staff meaningfully connecting with the PBEL program within the school.  Increased proportion of staff using across-stage moderation to monitor student achievement.  Staff feedback on professional learning to improve teaching practice indicates high levels of satisfaction.	Professional Learning  \$3 269	Continued decrease in unacceptable behaviours indicated by data collection of classroom and playground behaviours.  Formative assessment implemented in the classrooms.  All staff completed Professional Development Plans.  Lunchtime drawing classes implemented for all students.

### Next Steps

Continued monitoring of student behaviour through relevant data collection.

Continued focus on formative assessment within the classroom.

Professional learning opportunities for staff to continue in Seven Steps to Writing.

Professional development on Learning Progressions.

### Strategic Direction 3

Strong community partnerships and connections

#### Purpose

Our staff to make connections with families and engage with the local and broader community to maximise student engagement and achievement.

Joint initiatives between the school and the local community to bring mutual benefits and a sense of responsible citizenship.

Communication between home and school to be multifaceted and timely to ensure parents can positively engage with their child's education.

#### Overall summary of progress

The school ensured that parents were fully aware of PBEL program and the School Award Scheme through publication in the school's newsletter.

The schools social media site has been regularly utilised to highlight the achievements of all students and to promote upcoming events.

Professional readings, combined staff meetings and professional development opportunities ensured continued strong community partnerships within the small schools network.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of parents and community members participating in school programs and initiatives.	No cost	Parents supporting school events and assisting in school programs.
Increased parental feedback showing the success of the school's educational programs.	No cost.	Parents utilising Facebook site to comment on school achievements.
Increased numbers of staff contribute to professional networks across the Galston Community of Schools and build productive links with the wider community to improve teaching and learning.	\$580 professional development	Combined professional development opportunities with colleagues from the Small Schools network – Minds Wide Open, Formative Assessment, Building Blocks for Numeracy.

#### Next Steps

Regular communication with parents through school newsletter and Facebook site.

Regular information sessions for parents and the broader community.

Combined activities for students, staff and parents with the newly formed Small Schools Learning Alliance.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$10 157 Disability \$1 510 Flexible funding	Student wellbeing was supported through Learning Support to meet learning, social and emotional needs of students,  The employment of a Learning and Support teacher half a day per week.  Employment of extra classroom teacher time.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$1,930	Quality Teaching, Successful Students funds have been utilised to employ extra classroom teaching time.
<b>Socio-economic background</b>	\$4,642	Targeted funds used to employ extra classroom teaching time. This ensured small class sizes and student focussed outcomes.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	25	21	16	12
Girls	28	27	12	10

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.6	97.8	97.2	93.5
1	95.2	95.6		90.1
2	92.3	96.8	98.9	
3	94.4	96.5	96.5	90.8
4	96.6	98	94.3	97
5	94.5	93.6	98.6	92.4
6	96.7	93.5	96.8	96.5
All Years	95.1	95.4	96.9	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8		93.8
2	94.9	94	94.1	
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Class rolls are marked by the classroom teachers daily on EBS Central. Administrative staff review all data and contact parents of students who have been absent without explanation through unexplained absence letter. Any student repeatedly absent is referred to the HSLO.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Hillside Public School is committed to providing Indigenous Australians with every opportunity to undertake employment as they arise. In 2017, we did not have any Indigenous Australians under taking roles in the school.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

### Professional learning and teacher accreditation

The professional development opportunities offered to staff are directly supported and linked to our school targets or specifically focussed on an individual area of need or interest. The teachers combined with Middle Dural Public School for Term 2 and Term 3 SDD and on many occasions during Terms 2, 3 and 4. During these sessions we investigated Formative Assessment and its place in the classroom. All teachers completed the Building Blocks for Numeracy online course. We also completed a full day with The Minds Wide Open organisation, looking at Growth Mind Set. One member of staff completed the Seven Steps to Writing one day program.

All teachers and SASS staff completed mandatory

CPR, Anaphylaxis, Child Protection and Code of Conduct training during the year. SASS staff attended training on Budgeting and the new library management program 'Oliver'.

Hillside Public School has a strong culture of professional learning (TPL) amongst the staff which is evident in their effective teaching and work practices.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	14,128
<b>Revenue</b>	477,053
Appropriation	437,134
Sale of Goods and Services	3,684
Grants and Contributions	35,924
Gain and Loss	0
Other Revenue	0
Investment Income	311
<b>Expenses</b>	-447,884
Recurrent Expenses	-447,884
Employee Related	-411,983
Operating Expenses	-35,901
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	29,169
<b>Balance Carried Forward</b>	43,297

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	415,769
Base Per Capita	4,279
Base Location	2,084
Other Base	409,406
<b>Equity Total</b>	16,310
Equity Aboriginal	0
Equity Socio economic	4,642
Equity Language	0
Equity Disability	11,668
<b>Targeted Total</b>	0
<b>Other Total</b>	1,937
<b>Grand Total</b>	434,015

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

School based standardised testing is conducted across the school twice a year. Utilising the ACER tests, students were assessed in Spelling, Mathematics, Comprehension and Vocabulary. There were significant gains made by students in all subject areas across the grades from March to November. All Kindergarten students were assessed at the beginning of the year using the Best Start Program. The analysis of the results enabled the Kindergarten teacher to individualise the learning programs for students.

All students are tracked using PLAN Continuum for Literacy and Numeracy. This information is utilised by the teachers to effectively program for the individual needs of the students.

### 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.

No students, in Years 3 and 5, were below the National Standards in Aspects of Literacy. All of the Year 5

students achieved results equal to or greater than expected growth in Reading, Spelling and Grammar and Punctuation.

No students, in Years 3 and 5, were below the National Standards in Numeracy. All of the Year 5 students achieved results equal to or greater than expected growth in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



## Parent/caregiver, student, teacher satisfaction

During 2017 the students, teachers and parents were surveyed.

The parents reported that they found the revised School Awards Scheme was fair and equitable. They appreciated the publication of the document and responded that it should be published at the beginning of each year.

The parents fully support the use of the Facebook social media platform to highlight the achievements of the students.

The student leaders commented on their responsibilities within the school. They indicated that the roles allocated to them ensured that they made the transition to high school easily and with confidence. It was mentioned by a number of students that a more formal transition to high school program could be beneficial.

The teachers completed a survey on the Seven Steps to Writing. Teachers found the program contained many valuable strategies that could be implemented in

a whole class setting. Feedback indicated that now the program has been implemented for nearly a year that attending further professional learning in the program would be extremely beneficial.



## Policy requirements

### Aboriginal education

Hillside Public School provides programs designed to educate all students about Aboriginal history, culture and contemporary issues. Students investigate the development of Australian culture and appreciate the unique role Aboriginal people have played in shaping Australia's identity. We aim to develop in all students and understanding and respect of both traditional and contemporary Aboriginal society.

Aboriginal perspectives continue to be embedded in all Learning Areas, particularly Literacy, Creative Arts, HSIE and Science. The school recognises The Dharug People as the traditional custodians of our area with an 'Acknowledgement of Country' at School Assemblies and major school events.



### Multicultural and anti-racism education

Multicultural education is integrated throughout the school via units of study in History and Geography and the other Learning Areas. The school encourages cultural diversity within an atmosphere of unity by participating in various whole school activities, such as Harmony Day.

The school has a trained Anti–Racism Officer who is available for students, staff and school community.

## Other school programs

### NSW Premier's Reading Challenge 2017

All students at the school are offered the opportunity to participate in the NSW Premier's Reading Challenge. It is a personal challenge for individuals to experience and read across a wide variety of children's literature genres from a selected list.

The Library supports the challenge through the provision of resources for students to borrow during their weekly library lesson. The program is an integral part of the whole school approach to Literacy and fosters a love of reading in all students.

Class teachers are highly supportive of the challenge using PRC books for story sharing and classwork. This year 100% of the students successfully completed the challenge.

### Student Leadership

All Year 6 students are required to take on a leadership role, becoming responsible in the planning, running and evaluating many school activities. This included the running of School Assemblies and assisting younger students during many whole school activities, such as weekly sport activities. All Year 6 students are trained as Library Monitors and assist the library staff with the smooth running of the library.

Two of our Year 6 leaders attended the Hills District SRC Leadership Camp where they combined with leaders from surrounding schools and participated in teambuilding skills designed to assist them in their leadership role.

Fundraising is another initiative, where Year 6 plan and undertake activities like Muffin Monday, Ice Blocks on Fridays and a fortnightly sausage sizzle run with the support of our Year 6 parents. The funds raised are used for charities and an end of year gift to the school. We would like to thank our 2017 Year 6 students and their supportive parents for their contribution to Hillside Public School.

### Environmental education and sustainability

The vegetable garden and small orchard have continued to flourish with many gardeners planting, watering and of course harvesting a fabulous crop of fruit and vegetables. The students love tending the vegetables and especially enjoy harvesting the bountiful crop.

The whole school participated in an environmental excursion to Muogamarra Nature Reserve. This involved a whole day of environmental activities and the students loved pitching tents, cooking damper over the open fire and learning more about our indigenous

culture, native plants and animals.

The school participated in the Hills Shire *EnviroMentors* program. This free and very worthwhile environmental program taught students about the environmental implications of littering and the appropriate ways to dispose of waste.

### Performing Arts

During 2017, there was a continuation of the school's performing arts programs. All students were involved in weekly music lessons incorporating percussion, recorder and singing. Dance lessons continued during Term 4 as a lead up to the school disco, providing opportunities for students to learn various styles of dance. Years 5 and 6 were fortunate to spend Term 3 learning how to play the ukulele. We were donated 20 ukuleles from the Berowra Bugs Ukulele group. It was a wonderful opportunity for the students and teachers.

For Open Day the students performed a short musical for the parents and grand parents. The students thoroughly enjoyed entertaining their visitors with *The Three Billy Goats Gruff*. Another huge success and a big thank you to the wonderful teachers who made the performance possible.

The whole school had the opportunity to attend Galston High School's musical *Grease*. The students thoroughly enjoyed the experience of watching a live show. The GHS cast and staff are to be commended on their outstanding performance.

### Science and Technology

Science continues to be an important focus area for students at Hillside. All students participate in weekly science lessons with our dedicated science teacher. Students enjoyed participating in STEM challenges where they had to plan and construct a variety of devices to solve given problems. The use of technology is incorporated by all teachers in their teaching and learning programs. The school is fortunate enough to have iPads and notebook computers for use by all students.

### French

All students participate in weekly French lessons, delivered by our dedicated RFF teacher. Students enjoy learning through games, songs, oral and written activities.

### Learning and Support

To support the school's achievements, in consultation with classroom teachers our Learning and Support Teacher (LAST) provides educational programs for students with disabilities, additional learning needs or gifted and talented needs.

The LAST works consistently with classroom teachers to ensure that the learning program is tailored to the needs and aims for optimum achievement for the students.

MultiLit continues to be implemented to ensure all students achieve minimum standards in reading across all grades. MultiLit is a research-based initiative of Macquarie University, which aims to address the needs of students with reading difficulties and similar problems.

### **Achievements in Sport**

2017 has been another successful year for Hillside's students who are always participating in a wide range of sporting activities throughout the year. At Hillside Public School, we believe that the provision of sporting opportunities for students is vital in ensuring students engage in active healthy living. In 2017 students at our school participated in the following:

- Athletics carnivals at school, zone, area and state levels.
- Swimming carnivals at school, zone, area and state levels.
- Cross Country at school and zone levels.
- School sport
- Gymnastics lessons during Term 1.
- Tennis lessons during Term 2.
- PSSA League Tag during Term 3.
- Footsteps Dance lessons during Term 4.
- We entered the Small Schools Soccer Knockout.
- All students from Years 3 to 6 participated in the NRL League Tag Gala Day.
- Personal Development programs were part of the year's program for all students.
- Our Swimming Relay Team competed at State level.
- Our Athletics Relay Team came 2nd at State level.

### **Premier's Sporting Challenge – Learn to Lead**

The students in Years 5 and 6 had the opportunity to participate in the PSC Learn to Lead initiative at Galston High School. During the day they participated in a variety of sports coached by the high school students. Our students then were able to use these skills to work with the younger students back at school. A great leadership initiative for the senior students.

### **Transition Programs**

#### **High School Orientation**

District Transition to High School Programs allows teachers and students from local DEC primary schools to visit their local high school during the year. This program conducted during Term 1 gave Year 5 & 6 students the opportunity to hear information that will assist with familiarity and expectations of the secondary school. Year 5 and 6 students were given the opportunity at school to meet with students from local high schools and informally listen to recounts of experiences and possible expectations they could experience in 2018. The Year 6 teacher met with the

Year 7 coordinator to discuss needs of students requiring special assistance to commence high school life independently and confidently next year.

### **Early Birds – Kindergarten Orientation**

Our Kindergarten orientation program consisted of two-hour sessions conducted over three weeks. The 2018 kindergarten students were given opportunities to socialise with all of our students. The children experienced a mini school day where they engaged in reading, craft, fine and gross motor activities and mathematics.

Students gained confidence in the classroom and in the playground each week. The Orientation days gave the students opportunity to become familiar with their surroundings and the routines of everyday school life.

### **Galston Community of Schools (GCoS)**

Hillside is a member of the Galston Community of Schools, a group of local primary schools and Galston High School. The GCoS work together to provide support networks and shared teacher professional learning opportunity for staff members with the goal of improving student learning outcomes. Transition to high school programs are also a focus.

### **Small Schools Learning Alliance (SSLA)**

During 2017 the SSLA was established. Hillside has joined with Arcadia, Annangrove and Middle Dural Public Schools to develop a small schools network for professional learning for teachers and learning opportunities for our students such as writers' workshops, sporting days and STEM activities.