

# Hillvue Public School Annual Report



2017



4437

## Introduction

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

Chris Shaw

Executive Principal

### School contact details

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### Message from the Principal

My vision and focus has and always will be on the provision of creating an environment that maximises student learning with an emphasis on achievement and high expectations for both students and staff. The Connected Communities Strategy is all about developing an inclusive culture in the school. I have built my career on developing quality professional relationships with students, staff and parents. These relationships are underpinned by my knowledge and understanding of the diverse social and cultural aspects of the school community, ensuring that practices are implemented to ensure all students are given fair, equitable and significant opportunities in an environment conducive to learning.

We continue to see significant changes to how children learn and how teachers teach. Our school environment and the world in which our students grow and function continues to change in so many ways! We are responsive to the influences that impact on our community as we deliver a quality, engaging education now and into the future. Our belief that all students can learn and all students will learn because of what we do is fundamental to our ultimate goal of achieving improved outcomes for our students and families. We close the window and look at the reflection in the glass. What are we doing? What can we change? What can we control? What can we offer? We don't open the window, look outside and blame others. We get on with the business of doing.

Our journey has involved the development and implementation of many initiatives that go hand in hand to support improved outcomes for our students and families. We have a genuine focus on our learners and on the provision of a diverse and exciting curriculum supported by two Instructional Leaders and quality classroom teaching in differentiated learning environments. The design of our differentiated learning environments and innovative organisational structures across the school enables the sharing of teacher expertise and a consistency in teacher-student and student-student relationships. At Hillvue Public School, we are demonstrating success in the development and implementation of research informed and innovative learning and teaching to ensure that student learning is maximised.

A shared vision for high impact learning and teaching and a cohesive organisational culture is resulting in growth in literacy and numeracy achievement and a significant increase in student engagement. Student success in learning is the only option at our school. The high expectations held by our team and our sense of collective efficacy is fundamental to our ultimate goal of achieving improved outcomes for our students and families.

I am very proud of our achievements over the last 5 years and I wish the school community all the very best as I move into my role as Director Educational Leadership Western Plains in 2018.

Chris Shaw

Executive Principal

## School background

### School vision statement

Our aim is to further the development of each student by providing a happy and safe environment where everyone is encouraged to be the best person they can be. Innovation, Opportunity and Success are a key focus at Hillvue Public School. Established core values such as personal pride, respect for self, family, school and community and a rigorous curriculum underpinned by strong welfare and aspirational programs support students with their learning journey. We encourage our community to respect the past, value the present and aim high for the future. Student success in learning is the only option at Hillvue Public School.

### School context

Hillvue Public School has an enrolment of 287 students, with 78% of students identifying as Aboriginal or Torres Strait Islander. The school, located in Tamworth has well maintained expansive grounds and is one of 15 Connected Communities Schools in New South Wales.

The Connected Communities strategy positions schools as community hubs. It broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further training, study and employment.

Hillvue Public School has a strong focus on student welfare, community engagement and quality teaching and learning.

Key initiatives such as Early Action for Success, Stephanie Alexander Kitchen Garden Program, Differentiated Learning Environments, boys and girls groups and the teaching of the Gamilaraay Language are examples of the development and implementation of innovative programs that cater for the needs of students from Aboriginal and Torres Strait Islander and low socio-economic backgrounds.

This is also supported by our close links with the University of Newcastle Rural Health, the University of New England, the Opportunity Hub, Tamworth TAFE, Tamworth AECG and St Peters Anglican Church Volunteers.

Hillvue Public School has a genuine focus on children and the provision of a diverse and innovative curriculum supported by two Instructional Leaders and quality classroom teaching. Our enthusiastic, approachable staff are highly trained and experienced professionals who provide the foundation for our motto of Innovation, Opportunity and Success. We work together to ensure our teachers, students and families are supported and recognised as important members of our school community.

## 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, our school 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.

### Learning

In the domain of learning our focus remains on the elements of student wellbeing and curriculum and learning. We continue to excel in Learning Culture, Wellbeing and Curriculum and Learning. These areas will remain key focus areas in 2018.

The strong performance of the school in creating a positive and engaging learning culture among students, staff and parents has been a feature of our progress. The fundamental importance of wellbeing is providing a foundation for the building of trust and respect. The results have been evident in the changes we have seen in relationships between students and significantly increased engagement in learning.

Our Instructional Leaders continue to mentor staff in their knowledge of pedagogy to support learning. This enhances their understanding of how to use evidence/data to reflect on their own practice and inform their next teaching.

The focus on differentiation continues to support engagement and on task learning. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Personalised Learning Pathways for all students and targeted Individual Education Plans provide a vehicle for discussion and active participation by all stakeholders in each child's education.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

## **Teaching**

In the domain of teaching our focus remains on shared and collaborative practice for all members of staff. Our Instructional Leaders continue to facilitate a culture of effective classroom practice, collaboration, reflection and a shared vision through weekly professional learning, mentoring and coaching sessions.

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Staff are developing evidence based practice through their reflections and evaluation of our collective work.

The training of school facilitators in Targeting Early Numeracy(TEN), Taking Off With Numeracy (TOWN) and Accelerated Literacy (AL) have also played their part in improved student performance as measured on the literacy and numeracy continuums and significantly higher numbers of students reaching expected benchmarks.

## **Leading**

In the domain of Leading, our focus continues on the development of leadership capacity and management procedures. Leadership development is crucial in the achievement of school excellence. We continue to Excel in Leadership. The leadership team has been successful in leading the initiatives outlined in this report and mentoring and coaching staff to build a dynamic school learning culture.

Hillvue Public School has been recognised for taking a lead role and excellence in the Early Action for Success program. This had led to visits from schools across the state wanting to view, discuss and work with our team on the development of best practice in their own schools.

Strong partnerships continue to develop with University of Newcastle and University of New England, through After School Learning programs, the Eat Well 2 Learn Well initiative and mentoring of student teachers.

Hillvue Public School continues our focus on strengthening partnerships with parents, community and external agencies.

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

### Development of Stronger Partnerships

#### Purpose

Stronger partnerships with community, universities, government and non-government agencies are crucial to the success of the Connected Communities Strategy. Without quality collaborative partners we will not achieve the ten key deliverables outlined in the Connected Communities Strategy. We should never consider education a luxury; it is a necessity, especially for children from Aboriginal and low socio economic communities, so they can enjoy a high quality of life. It may be their only chance at a better life. Strong partnerships will enhance our capacity to achieve this.

#### Overall summary of progress

Many opportunities were provided for parents to celebrate student achievement and the attainment of student learning goals. There was an increase in the number of parents attending these events such as the Celebration of Learning Day, Grandparents Day and NAIDOC day. Workshops, held for parents to make resources to use at home for reading and maths, were well supported, as were the information sessions for parents on the TEN program and high school enrolment.

The Skoolbag application was implemented and is used by the majority of parents and community to keep informed about what is happening at school. Information about events, alerts and up dates are posted daily to keep parents informed and up to date. A text messaging system also provides parents with updates in relation to student absences.

The parent component of the Kindergarten Transition program was extremely well attended with a range of topics presented, all aimed at increasing parent knowledge in ways that they can help their children succeed in their learning.

Strong partnerships continue to be developed with external agencies such as Occupational Therapists, Speech Therapists, Hunter New England Health, University of Newcastle Rural Health, Opportunity Hub and Tamworth Aboriginal Lands Council. They continue to work closely with us in the pursuit of improved outcomes for students and families.

Stronger relationships between school and home are evidenced by increased attendance at school and community events. Positive feedback from our "Talking Tree" continues to see a significant increase in support for our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Improved communication with parents and community</b></p> <p>95% of parents actively involved in Personalised Learning Pathways</p> <p>All community events (weekly assemblies, Grandparents Day, NAIDOC Week, Harmony Day, Parent information sessions, sharing of student learning goals sessions) are now strongly supported with an average of 50% of parents and carers attending events.</p> <p>Evidence of happy and engaged students with a 50% reduction of students in school referrals for disengaged and disruptive behaviour. (Sentral)</p>	<p>Due to the Connected Communities Strategy focus on an integrated approach to supporting students, parents and community please refer to key initiatives for details on funding and resourcing.</p>	<p>Communication with parents and community has increased significantly. We have also seen an increase in parent and community participation and engagement in the day to day life of the school. The purchase of the Skoolbag application and the provision of training for staff, parents and community members has allowed regular, up to date communication to take place.</p> <p>Personalised Learning Pathways(PLP's) were evaluated and updated in consultation with students, parents and community.</p> <p>The implementation of the Uplifting Australia Program was implemented to help build community confidence in appropriate ways to interact with the school and support their children.</p> <p>The Skoolbag Application is being accessed by parents and community. Positive feedback is being received on a daily basis supporting the introduction and use of the application.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Attendance rates for Aboriginal students are equal to the state average.</p> <p>Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.</p>		<p>All students now have a PLP guiding their educational goals throughout the year assisting with their individual learning needs. these plans were developed in three way interviews with parents, students and teachers.</p> <p>Parents and community feedback strongly indicates the Uplifting Australia initiative has led to strengthened family relationships and stronger parent networks.</p>
<p><b>Enhancing Partnerships for improved outcomes</b></p> <p>Feedback from parents, feeder highs and through AECG indicate a greater percentage of students maintain attendance and engagement in year 7 and beyond.</p> <p>Evidence of happy and engaged students with a 50% reduction of students in school referrals for disengaged and disruptive behaviour. (Sentral)</p> <p>An increase from 2 students to 45 students demonstrating pride in culture through participation in CAPERS indigenous dance program.</p> <p>Staff members complete certificate 1 and 2 in Gamilaraay Language with ongoing lessons achieving high levels of students and community engagement.</p> <p>Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.</p> <p>Staff report that professional learning opportunities build their cultural awareness and connections with community.</p>	<p>Due to the Connected Communities Strategy focus on an integrated approach to supporting students, parents and community please refer to key initiatives for details on funding and resourcing.</p>	<p>Stronger links have been developed with our feeder high schools. Surveys will take place in 2018 to collate data and provide direction for future initiatives.</p> <p>There has been an overall reduction in the number of students being referred during class time for disengagement and behaviour concerns.</p> <p>We have seen a significant increase in students wanting to represent their culture in indigenous dance activities.</p> <p>After consultation with the Tamworth Aboriginal Education Consultative Group and TAFE Western an implementation plan for the teaching of Gamilaraay has been developed and implemented this year.</p> <p>Evaluations provided by staff after Connecting to Country and our Cultural Awareness Professional Learning indicate that 100% of staff feel more confident when teaching Aboriginal culture and working with Aboriginal parents and community members.</p>

## Next Steps

Provide opportunities for genuine partnerships with parents, community, universities and government and non government agencies to strengthen a shared responsibility for learning, innovation, opportunity and success. Development and implementation of a communication/social media strategy led by a social media/digital technology team. Promotion of Hillvue Public School as a quality learning environment that supports innovation, opportunity and success through the use of Facebook, School Website, Skoolbag Application, electronic sign and traditional paper communication.. Implement additional workshops to build parents capacity and skills to support students learning that leads to improved understanding of literacy, numeracy and wellbeing. Form a cultural team to guide and support the teaching of language and culture. Review the Personalised Learning Pathways process.

## Strategic Direction 2

### Engagement through quality teaching

#### Purpose

To ensure that teachers and the school leadership team consistently promotes, models and supports quality teaching and learning practices across the school to engage all students in learning and allow them to be the best they can be. We must set high expectations and engage our students if we want them to learn. We believe that will and skill must go hand in hand if we are to improve. As educators we must have the skill to teach and the will to improve.

#### Overall summary of progress

The establishment of two Instructional Leader positions and their work in providing guidance and support to teachers has enabled us to achieve progress in this strategic direction. Assistance from Instructional Leaders is provided via lesson observations and feedback, provision of demonstration lessons, release to observe colleagues and assistance with programming and lesson planning. There is a commitment to improving professional practice across the school through ongoing teacher support and through professional learning. Teachers are developing a shared understanding of effective teaching practices through professional learning on the professional teaching standards. There is ongoing discussion about the standards in staff meetings and stage team meetings.

Effective teaching practice reflecting the professional teaching standards occurs in classrooms across the school and this contributes to improvements in learning outcomes. The school leadership team demonstrates instructional leadership by promoting and modeling explicit teaching. Executive teachers are skilled in mentoring and supervisory practices and are providing valued support to teachers across the school. The expansion of peer observations (teacher observing other teachers) is supporting the exchange of a greater range of effective teaching practices.

The implementation of the Performance Development Framework has contributed to greater levels of teacher reflection on their teaching practice and on their professional learning needs. They effectively plan and deliver learning programs that reflect quality teaching practices in the classroom. The results have been evident in lesson observations that reflect the strengthened teaching practices and increased levels of student engagement in learning activities. Teachers express greater confidence in their teaching and this is reflected in their willingness to be observed in classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Professional Learning</b></p> <p>All staff have developed PDPs that align with school priorities.</p> <p>All staff trained in TEN, TOWN and Accelerated Literacy pedagogies. As a result students are accurately mapped on PLAN with results demonstrating student growth at or above like school groups in all areas of literacy and numeracy.</p> <p>Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving.</p> <p>Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students.</p>	<p>Due to the Connected Communities Strategy focus on an integrated approach to supporting students, parents and community please refer to key initiatives for details on funding and resourcing.</p>	<p>All teaching staff have PDP's that align with school priorities, targets and key deliverables.</p> <p>100% of staff have been trained in TEN. New members of staff will be trained in AL and TOWN in 2018.</p> <p>Progress is being made on Aboriginal students achieving at or above national standards. The Premiers target of 9% increase in bands 5 &amp; 6 in year 3 writing has been met and exceeded.</p> <p>Staff are developing evidence based practice through reflection and evaluation. 100% of staff report that professional learning builds their capacity to personalise their teaching to meet the learning needs of all students in their class. Our Instructional Leaders facilitate a culture of effective classroom practice, collaboration, reflection and a shared vision through weekly professional learning, mentoring and coaching sessions.</p> <p>Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.</p>

## Next Steps

The Instructional Leaders will continue to embed high quality teaching practices in classrooms across the school including a strengthened focus on curriculum differentiation. Teaching and learning activities reflect a suite of differentiation strategies that are responsive to the diverse learning strengths and needs of all students. Teachers develop, select and use a variety of assessment strategies to assess student learning and participate in assessment moderation activities to support valid judgement of student learning. Development of a professional learning schedule and identification of opportunities to drive and sustain ongoing school wide improvement in teaching practice and student outcomes. These opportunities will be reflective of the school priorities, the Australian Professional Teaching Standards and evidenced based professional learning strategies..

Assessment and feedback strategies being used will be evaluated, refined and implemented consistently across the school.

The schools strategic directions will be revised.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	608,334 • Aboriginal background loading (\$608 334.00)	<p>Aboriginal students, parents and community supported. Provision of cultural support and guidance with purchasing of culturally appropriate resources.</p> <p>Deeper understanding and increased cultural knowledge. Support for cultural awareness professional learning days, NAIDOC week activities and community engagement events.</p> <p>Employment of addition teaching and non teaching staff to support learning and engagement and health and wellbeing initiatives.</p> <p>Support for a variety of cultural activities, including dance groups and boys and girls group.</p> <p>Support for teaching and non teaching staff to complete Certificate 1 &amp; 2 in Gamilaraay language.</p>
<b>Low level adjustment for disability</b>	\$209,727 • Low level adjustment for disability (\$209 727.00)	<p>Funding supports integration for identified students requiring individual assistance.</p> <p>Employment of school learning support officers to support students.</p> <p>Support for regular assessment of students against the literacy and numeracy continuums.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.227 FTE=\$23,057 • Quality Teaching, Successful Students (QTSS) (\$23 057.00)	<p>This part time allocation was combined with our Instructional Leader Primary position to support teachers to embed high quality teaching practices in classrooms across the school, including a strengthened focus on curriculum differentiation.</p>
<b>Socio-economic background</b>	\$731,855 • Socio-economic background (\$731 855.00)	<p>Employment of both teaching and non teaching staff and purchase of furniture, technology and resources to support increased open plan teaching and learning to ensure consistency of practice across all grades.</p> <p>This has resulted in a significant number of students achieving benchmark in literacy and numeracy.</p> <p>Employment of a garden specialist and a kitchen specialist to implement the Stephanie Alexander Kitchen Garden Program across the school.</p> <p>Support for early years transition to school and transition to high school programs.</p> <p>Weekly access to quality professional learning. Weekly stage time allowed collaboration, reflection, sharing and joint programming which has supported greater student engagement and achievement.</p>

<b>Socio-economic background</b>	\$731,855 • Socio-economic background (\$731 855.00)	Access to curriculum through excursions, breakfast program, lunches and uniforms.
<b>Support for beginning teachers</b>	• Support for beginning teachers (\$0.00)	<p>Three beginning teachers were supported through a combination of additional release from face to face teaching and mentoring from our Instructional Leaders.</p> <p>Support with behaviour management, programming and the opportunity to undertake lesson observations was also provided for the beginning teacher.</p> <p>A greater understanding of the professional teaching standards support the teacher with successfully achieving Proficient Teacher Accreditation status.</p>
<b>Early Action for Success</b>	No flexible funding was provided for 2017. FTE – Instructional Leader was provided as a staffing allocation  • (\$0.00)	<p>One additional fulltime teacher allocation to work with identified students to improve student outcomes in literacy and numeracy.</p> <p>Funding support to employ an interventionist part time to support students in need of tier 3 intervention.</p> <p>Purchase of additional resources to support teaching and learning.</p> <p>Provision of weekly professional learning to support teachers in improved pedagogy.</p> <p>Additional weekly stage time allowed collaboration, reflection, sharing and joint programming.</p>
<b>Health and Wellbeing</b>	\$85,000 • (\$85 000.00)	<p>One additional fulltime teacher allocation to work with identified students to improve student outcomes in literacy and numeracy.</p> <p>Funding support to employ an interventionist part time to support students in need of tier 3 intervention.</p> <p>Purchase of additional resources to support teaching and learning.</p> <p>Provision of weekly professional learning to support teachers in improved pedagogy.</p> <p>Additional weekly stage time allowed collaboration, reflection, sharing and joint programming.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	138	139	158	150
Girls	134	136	146	142

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.8	89.6	85.3	87.6
1	86.7	91.5	87	85.3
2	90.7	87.4	89.7	86.6
3	88.1	91.8	84	88.4
4	89.7	88.8	88	86.9
5	88.6	86.6	85.3	86
6	87.5	88.9	83.1	76.3
All Years	88.5	89.3	86.1	85.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
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

A school attendance plan has been developed and attendance continues to be a key focus area for the school. The use of Skoolbag which includes a text notification to parents when students are absent continues to be well received and support parents with student attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.7
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.2
Other Positions	1

\*Full Time Equivalent

The experienced and committed staff collaborate with students, parents and local organizations to raise expectations, address core values, social needs and provide a challenging and diverse curriculum. The staff recognizes, values and respects Aboriginal culture and student identity as an intrinsic part of the school community. Nine members of staff identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

## Professional learning and teacher accreditation

All teaching staff have developed Performance and Development Plans in line with associated policy and guidelines. School priorities and program targets are used to inform professional learning planning across the school.

In 2017, all staff participated in targeted professional learning which was aimed at increasing their capacity to implement programs and support the achievement of improved outcomes for students. All classroom teachers were provided with additional release time so they could be involved in a range of professional learning activities to build knowledge, understanding and capacity.

Professional Learning strategically planned to meet the needs of all staff is developed and implemented in line with whole school planning and departmental policies. The grade focus to support Early Action for Success continued this year. The initiative was again extended to stages 2 and 3 with the continued employment of our Instructional Leader Primary.

Teachers were also supported with beginning teacher funds. Beginning Teacher funding is designed to support teachers through their first year and is costed as being equivalent to two hours per week release time and an additional one hour per week release time for an expert teacher to provide practice-based mentoring support.

The funding is being used to support performance and development including, induction, professional learning and achievement of accreditation at the level of Proficient Teacher.

The majority of teachers at Hillvue Public School are at Proficient level. Two teachers are at Graduate Status and one teacher is seeking accreditation at Lead level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>1,038,244</b>
Global funds	492,461
Tied funds	1,416,880
School & community sources	76,089
Interest	17,249
Trust receipts	2,262
Canteen	41,611
<b>Total Receipts</b>	<b>2,046,553</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	29,951
Excursions	5,960
Extracurricular dissections	24,160
Library	2,704
Training & Development	0
Tied Funds Payments	1,049,768
Short Term Relief	26,768
Administration & Office	170,465
Canteen Payments	46,187
Utilities	75,133
Maintenance	52,722
Trust Payments	2,266
Capital Programs	125,081
<b>Total Payments</b>	<b>1,611,164</b>
<b>Balance carried forward</b>	<b>1,473,633</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,637,640
Appropriation	1,585,816
Sale of Goods and Services	12,210
Grants and Contributions	39,614
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-350,600
Recurrent Expenses	-350,600
Employee Related	-262,216
Operating Expenses	-88,384
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,287,040
<b>Balance Carried Forward</b>	1,287,040

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### 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>	2,031,799
Base Per Capita	49,219
Base Location	2,816
Other Base	1,979,764
<b>Equity Total</b>	1,551,663
Equity Aboriginal	608,334
Equity Socio economic	731,855
Equity Language	1,747
Equity Disability	209,727
<b>Targeted Total</b>	375,695
<b>Other Total</b>	695,274
<b>Grand Total</b>	4,654,432

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.

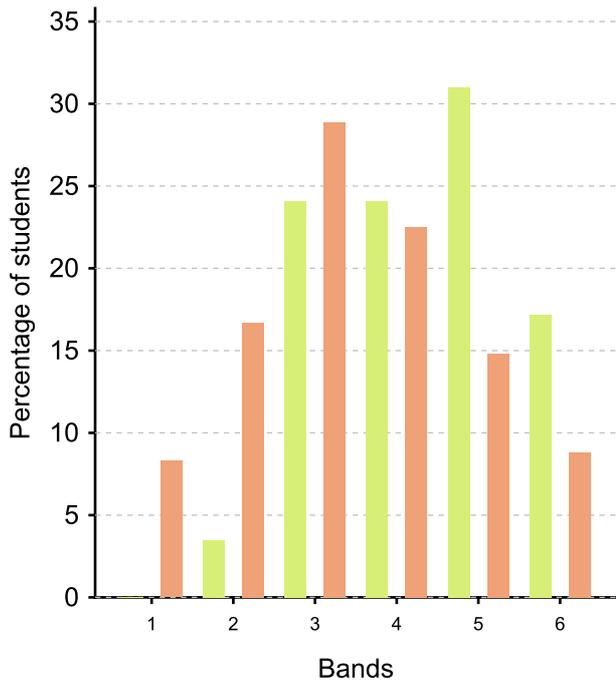
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

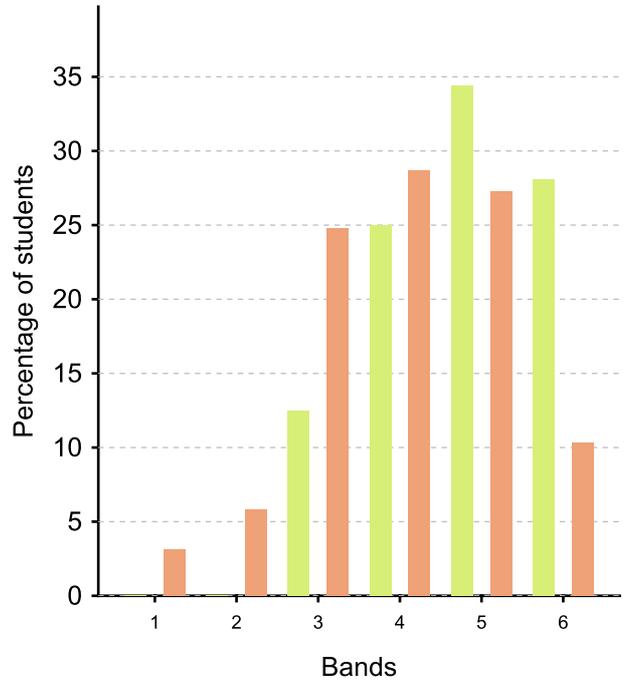
### NAPLAN

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.

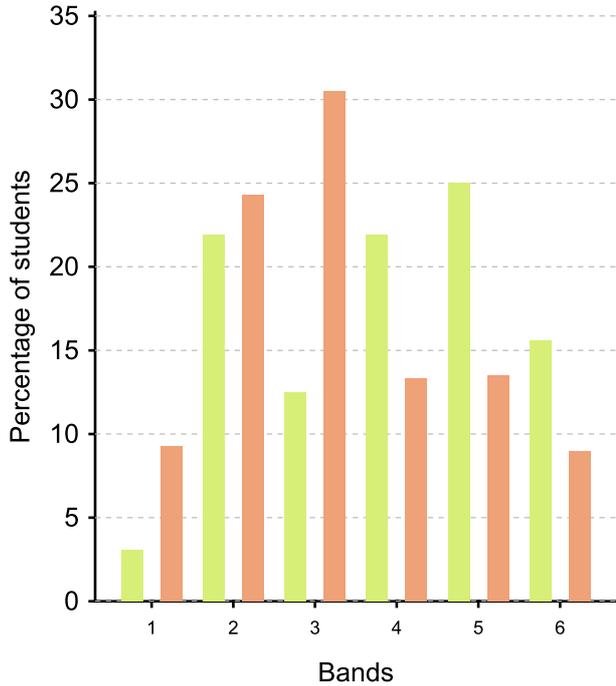
**Percentage in bands:**  
Year 3 Reading



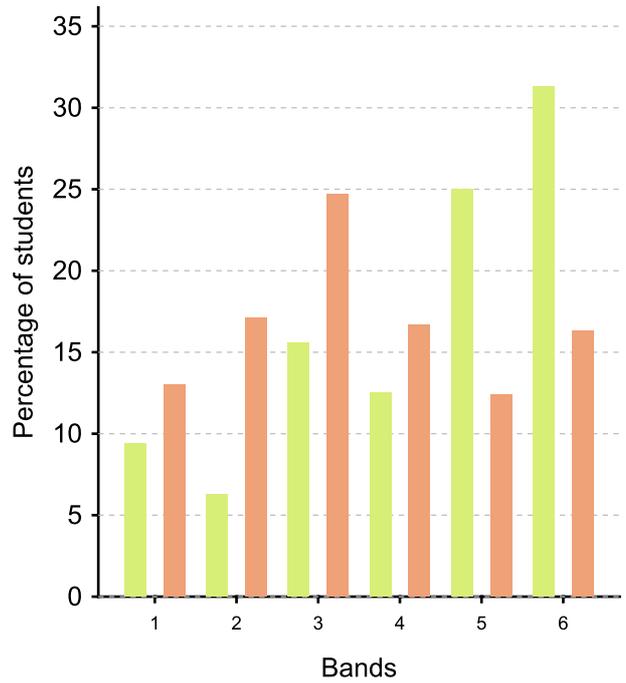
**Percentage in bands:**  
Year 3 Writing



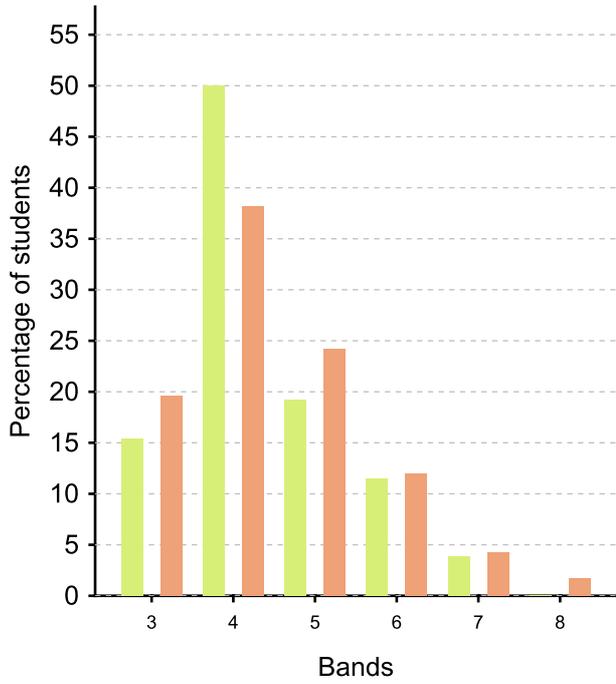
**Percentage in bands:**  
Year 3 Spelling



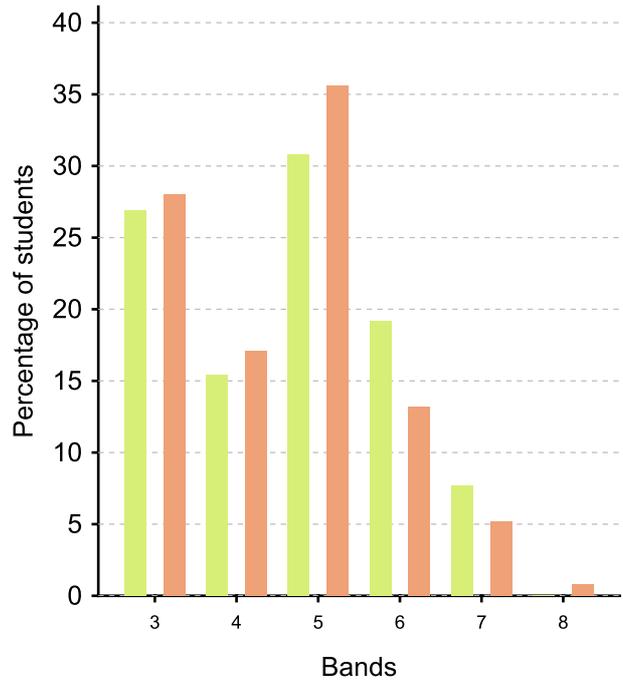
**Percentage in bands:**  
Year 3 Grammar & Punctuation



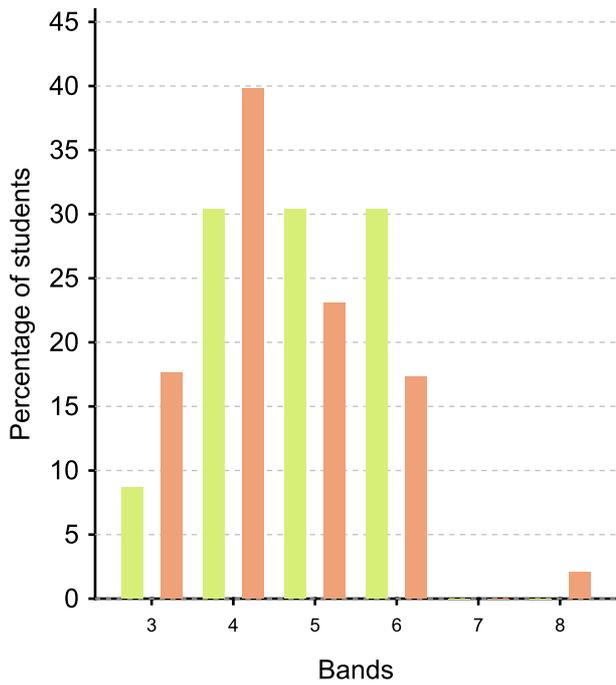
**Percentage in bands:**  
Year 5 Grammar & Punctuation



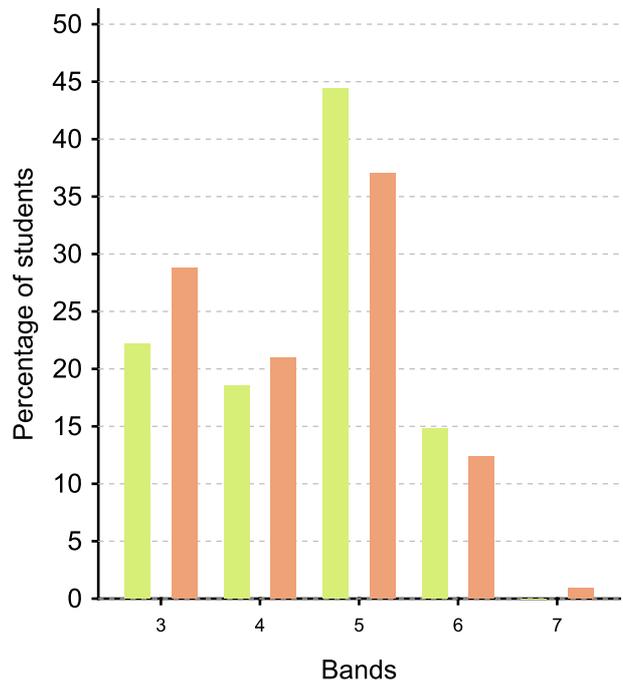
**Percentage in bands:**  
Year 5 Spelling



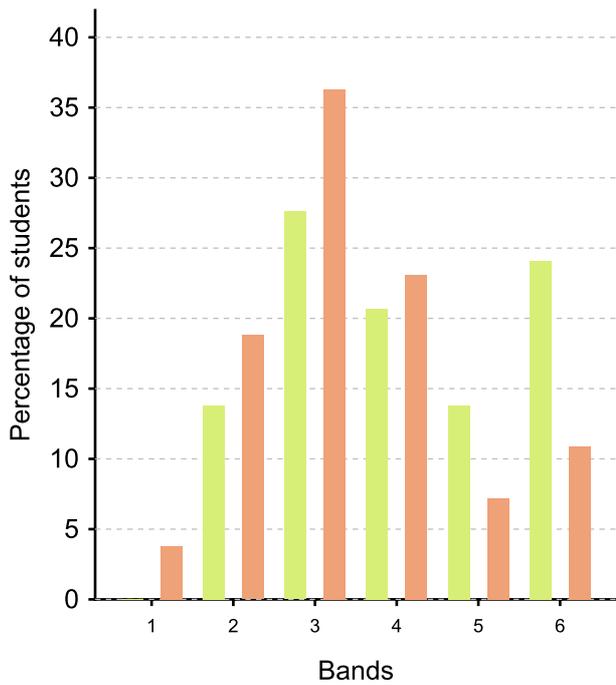
**Percentage in bands:**  
Year 5 Reading



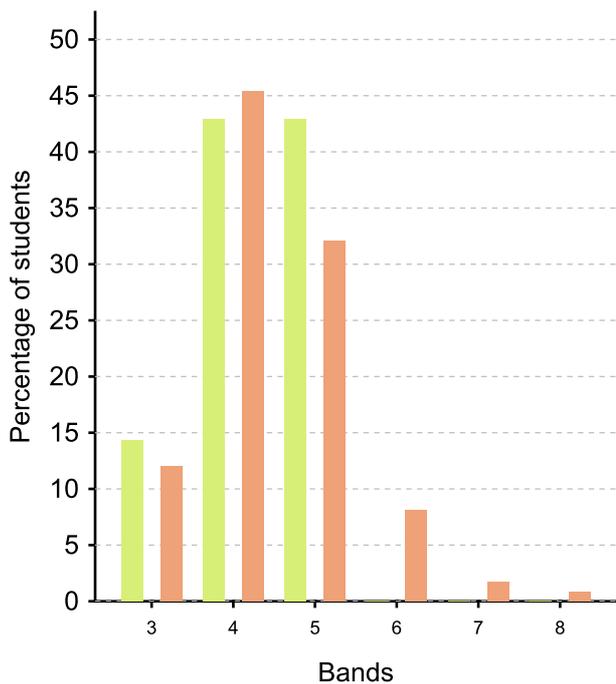
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 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.>

The Premier set a target to increase the proportion of

NSW students in the top 2 bands in NAPLAN by 8% by the year 2019. Year 3 students have met and improved on the targets in literacy and numeracy.

In 2017 48% of year 3 students were placed in the top 2 bands in reading. This is an increase of 45% on the previous years results. The percentage of students in the top 2 bands in writing increased by 36%. In 2017 38% of year 3 students were placed in the top 2 bands in numeracy. This was an increase of 25% on 2016 results.

Year 5 did not show the same level of improvement. This can be attributed to the effect of the Early Action for Success initiative on the Year 3 cohort.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school on a regular basis. As we continue our Connected Communities journey, it is vital that we engage our entire school community in the process of positive change. Information was obtained through surveys, focus group discussions, observations and interviews. There is a strong indication of a shared understanding of the school's purpose and there is a school structure and plan to support this belief. The staff are seen by the students and community as having and possessing a range of talents and being committed and very supportive.

The renewed focus on learning is supporting improved outcomes for our students. Parents and community feel welcome at our school. This is supported by significantly increased numbers of parents and community members at parent information sessions, Personalised Learning Pathways discussions, school open days, sporting events and formal and informal assemblies.

There is a school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement. Hillvue Public School is recognised as a warm, welcoming environment with the front office staff and teachers being constantly acknowledged for their approachability, care and support. Community members value the use of the Skoolbag application as a communication tool. The majority of our parents feel welcome when they visit the school and are well informed about school activities.

In the Tell Them From Me survey that measures indicators based on recent research on the influences which determine student learning outcomes, students feel accepted and valued by their peers. They enjoy coming to school and are engaged in learning. Students believe teachers have high expectations, care about them and are responsive to their needs. Students have developed a strong sense of culture and are proud of their culture. Staff enjoy coming to school and talk to each other about student engagement. They use a variety of strategies to differentiate learning. 100% of

staff acknowledge and support the positive impact our Instructional Leaders have made to teaching and learning across the school.

## Policy requirements

### Aboriginal education

At Hillvue Public School 78% of our students identify as Aboriginal or Torres Strait Islander. Programs are designed and implemented to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. Aboriginal Elders designed and painted our new totem poles near our yarning circle and team members from the Opportunity Hub continue to support us with teaching our students about Aboriginal culture.

We are currently working with the school reference group to implement the teaching of Gamilaraay language across the school. Staff have participated in AECG Connecting to Country and cultural awareness training. The Australian, Aboriginal and Torres Strait Islander flags are flown each day at school and there is a weekly acknowledgement of country at the weekly whole school assembly. NAIDOC Week and Harmony days are major celebrations each year.

A cultural group was formed this year to purchase resources and facilitate the development of a whole school scope and sequence for our cultural and language programs.

Hillvue Public School also won the 2017 NSW NAIDOC Language Competition

### Multicultural and anti-racism education

All students at Hillvue Public School come from English speaking and Aboriginal English speaking backgrounds. This emphasises the need to raise the students' awareness of a national and global society that is significantly different from that of Tamworth. We celebrate the diversity of cultures in many ways, but mainly through a focus on multicultural education in the curriculum. Harmony Day is celebrated each year with members of the community.

### Other school programs

#### Language Matters—Teaching Gamilaraay Language to students K–6

You can't teach language without teaching culture. We have staff trained in both Certificate 1 and Certificate 2 Gamilaraay language through TAFE Western. Gamilaraay language is taught in every classroom every week at Hillvue Public School. This is not release. Our language teacher works with classroom teachers to embed the teaching of language across the school. Language is now part of the school culture and is present in teaching and learning, on word walls in

classrooms and each classroom block is named in English and Gamilaraay.

### TAFE Classes for parents

TAFE classes commenced at school to engage parents and community in lifelong learning. Each session started with a wellbeing session. Parents went for a walk and did some exercise. The focus in the classroom was literacy and numeracy. This initial introduction has led to a number of parents enrolling full time in classes at the TAFE campus. Two parents are now employed as a result of their commitment to learning and the confidence they gained from attending and developing skills.

#### Stephanie Alexander Kitchen and Garden Program

Pleasurable food education teaches students positive food habits through fun, hands-on learning. Students learn to grow fresh, seasonal produce and use it to prepare nutritious, delicious food. They are given all the skills, experiences and role modelling they need to learn to love their veggies and make healthier choices about what to cook and eat, for life. A kitchen specialist and a trained horticulturalist are employed to implement the Stephanie Alexander program. Students grow and harvest from the vegetable garden each week and then prepare and cook meals in the kitchen. Each session is completed by sitting and sharing the meal that has been prepared. Parent sessions, grandparent's high tea and cafes run by students for parents also take place in the kitchen throughout the year.

#### Wii–Ma–Li (Light the Fire) Early Years Extended Transition Program

This program is based on the Early Years Framework and aims to build strong relationships between the school and the home, ensuring a positive experience as each child starts school at Hillvue. Children attend a session each week in terms 2, 3 and 4. The development of school readiness programs, social skills and building strong partnerships with families to support attendance are priorities. Screening of students – sight, hearing, speech and dental along with building parental confidence in attending and engaging with the school are also key priorities of the program. Parents are provided with take home packs which contain resources to assist their children at home with school readiness activities.

#### Eat Well 2 Learn Well (Breakfast Club)

Eat Well 2 Learn Well continues to operate at the school each morning and is available for all students free of charge. A warm healthy breakfast is a great way to start the school day. Between 40 and 60 students have breakfast at school each day. Eat Well 2 Learn Well is supported by University of Newcastle Rural Health, members of the local Anglican Church and Rotary Club.

## **Targeted Professional Learning**

Targeted Professional Learning of teachers at Hillvue Public School has seen a significant growth in teacher knowledge. Teachers who originally worked as “silos” are now collaboratively planning and sharing, enjoying rich pedagogical discussions during weekly dedicated PL sessions. These weekly sessions allow teachers to be reflective of their practise and to discuss individual student learning needs and achievements through supported valid teacher judgement. This professional learning has allowed teachers to hone their skills in the design and delivery of rich literacy and numeracy learning for their students and to develop common assessment tasks. They know where their students are in their learning, what next teaching needs to occur, and what the expectations are for success. Expectations have been raised and a growth mindset has been established among all teachers.

We have trained our own facilitators in TEN, TOWN and Accelerated Literacy and all staff have been trained and are continually updated in these pedagogies/interventions. Teachers have also trained in L3 to support learning. Interventionists continue to support students with tier 3 interventions to individualise learning and maximise student growth

By embedding learning goals and success criteria students now have a voice in their own learning and the direction of their learning. Students are active participants in the discussion with teachers. This self-directed learning challenges students to reach higher levels of achievement. We now have joint ownership of assessment data. Students, teachers and parents are familiar with children's progress and targets throughout the year, not just at report intervals. Highly targeted use of data enables all those involved in teaching, planning, supporting, leading and managing to respond to issues quickly and efficiently. Regular celebrations of student achievement are held in each grade across the school.

## **Differentiated Learning Environments**

Differentiated Learning Environments have been created by opening up classrooms and breaking down silos to address the needs of students through open ended activities and scaffolding strategies while maintaining high expectations. All grades are taught together in these open plan areas. The fostering of collaboration and group skills in students and teachers is a priority.

## **Values Education**

Our focus on values education plays a big role in preparing our students for an uncertain future. Through language and culture we are instilling inner strength, pride and resilience in our students so they will be far better able to cope as they move through their school careers and into adult life. This is supported through the teaching of Gamilaraay Language, boys and girls groups, Stephanie Alexander Kitchen Garden Program, Personalised Learning Pathways and focused wellbeing programs utilising the principles connect, succeed and thrive that underpin The Wellbeing

staff using wellbeing funding has supported many initiatives across the school. We talk to students and community about being a positive and active part of their community and facilitate ways to make his happen.