

# Hillvue Public School Annual Report



2018



4437

## Introduction

The Annual Report for **2018** 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.

Theresa Miles

Executive Principal

### School contact details

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## 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 302 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, TAFE New England, 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Hillvue Public School is a vibrant, innovative learning community, committed to personal student and staff achievement and excellence. Every student has the opportunity to achieve their personal best in a supportive and engaging environment. Staff are supported to be innovative and exceptional educational practitioners. The community is encouraged to be actively involved in the school.

Individualised engagement and meaningful learning is the core focus in the schools management plan and overall school ethos. Hillvue Public School ensures students, teachers and families are valued and recognised as important members of our learning community.

Over the past five years, Hillvue Public School has been one of the fifteen Connected Communities schools. During this

time, Hillvue Public School has made significant changes to teaching, learning, student engagement, school aesthetics and community engagement, this has been a successful journey for Hillvue Public School. As part of the Connected Community Strategy the school community has been able flourish and move forward in all aspect of student learning, teacher professional development and community relationships.

In the School Excellence Framework domain of Learning, Hillvue Public School is **Sustaining and Growing**

The school exists first and foremost for the children in our care. The schools key deliverables are based upon the strong foundations of the school management plan, as well as the ten key deliverables of the Connected Communities strategy.

Hillvue Public School has aligned processes and products to support all learners through the implementation of current teaching pedagogy which focus on the delivery of high quality curricula.

A high quality education commences when Hillvue Public School students commence transition from pre–schooling to kindergarten. Strong foundations both academically and socially are laid for the development of both the students and parents as valued partners in their child's learning and this process continues throughout primary education and into high school.

Resources have been purchased to encourage, enhance and support the schools effective implementation of curriculum. It is widely acknowledged and appreciated that one of the greatest resource in the school is the teachers themselves.

All staff are skilled and supported to track the performance of individual students using PLAN previously. Current training and learning is occurring around the implementation of the Learning Progressions.

Students practice self assessment and self guided learning techniques, using rubrics aligned with frameworks to determine success criteria. Staff collect and analyse information to determine future learning.

Our evidence supports the improvements in practice utilising Instructional Leadership strategies throughout the whole school including K–3: EAFS and 4–6 School funded Deputy Principal focussing on Deputy Principal responsibilities and Instructional Leadership.

Hillvue Public School has been a leader in open plan classrooms and team teaching over the past 5 years. Many visitors out of the region have visited the school to look at this outstanding practice.

In the School Excellence Framework domain of Teaching, Hillvue Public School is **Sustaining and Growing**

Curriculum development at Hillvue Public School is designed with the learner in mind. Localised, individualised and culturally specific curriculum is developed and taught to focus on improving student learning outcomes across all Key Learning Areas and stages.

Hillvue Public Schools excursions are planned to meet the curriculum requirements and support learning which occurs in the classrooms. The opportunities provided by children going on an excursion brings to life the children's learning from the classroom, as well as providing wider world experiences for the children.

Staff develop and implement quality learning experiences for the children which are based on current pedagogy and research practices. The process of teacher improvement is encouraged through professional development and NESA accreditation practices throughout the school.

Professional learning is linked to both the schools management plan and individual staff Professional Development Plans. This allows a more focused and needs based approach to staff professional requirements and interests. Professional development has been delivered in the areas of data knowledge and use, technology, curriculum, behaviour management, classroom management, L3, PLAN and cultural understandings. The school utilises both internal and external expertise for staff professional development.

Evidence based teaching strategies and data collection are used to form the basis of collaborative discussions to determine student performance. Staff explicitly use current data to drive and guide their teaching and learning from where the student is exactly at. Teachers provide feedback to support student learning. Children are also encouraged to self assess and respond to peer feedback as an integral aspect of their learning.

Our classrooms at Hillvue Public School are well resourced, managed, secure and safe learning places. School and class expectations are clearly conveyed to the children on a daily basis and reinforced through positive behaviour strategies throughout the school. Positive behaviour strategies in both the classroom and playground are encouraged with class and whole school reward systems. Student achievements are celebrated with awards at assemblies and in classrooms.

In the School Excellence Framework domain of Leading, Hillvue Public School is **'Delivering'**.

The Schools leadership team is committed to communicating the school's priorities and practices to ensure our vision in the school plan is measurable and achieved.

Leadership begins in the classroom. It is expected that staff will lead by example and model school expectations to the students. Quality planning, organisation and management provides a scaffold for excellence that develops the leadership capacity of the whole school. Staff are committed to equity and high expectations of all students.

Our school is committed to the development of leadership in staff and students. A wide range of opportunities are sought using available resources to engage our school in educational, social and cultural activities. Students and teachers are actively encouraged to pursue excellence for the benefit of our community and the wider community of Tamworth.

Leadership is actively recognised and demonstrated by a large number of staff in the areas of sports and the arts. Staff are recognised as having expertise in their chosen interest fields.

Leadership for succession planning is an area which Hillvue Public School needs to focus on in the future. As we know school staffing can be very fluid and schools need to be prepared for these changes as they arise. The school currently has a number of relieving positions occurring across the school in the executive team and a number of classroom positions filled through temporary appointment. Building the capacity of our staff will ensure future changes within the school occur with minimal impact on student learning, staffing and the schools vision.

Our self-assessment and the external validation 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

### Future Focused Learning

#### Purpose

To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in high quality and relevant learning experiences which develop resilience, capacities and skills where every student can learn and grow with confidence.

#### Overall summary of progress

Staff have worked hard to develop scope and sequences for Human Society and Its Environment and Science and Technology. Staff have carefully developed these scope and sequences to reflect cultural appropriateness and curriculum expectations to develop a high quality education for all of our students.

Professional Learning is a continual focus at Hillvue Public School. Staff are engaged in one hour of professional development which is additional to their RFF time each week. Staff are encouraged to source professional development which will enhance their teaching pedagogy and impact student learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased percentage of students in the top 2 bands for NAPLAN</p> <p>Students will achieve at least 1 year's growth for 1 year's instructions. (NSW syllabus documents and Literacy and Numeracy Learning Progressions)</p> <p>Reported growth and progress as measured in the Tell Them From Me and School Satisfaction surveys</p> <p>Excelling in the wellbeing element of the Learning Domain (SEF2)</p>	<p>A lot of the initiatives and programs in this area called on local knowledge and staff expertise.</p>	<p>A staffing allocation for a LaST position was identified and two staff members with a wealth of experience have been resourced to start in the 2019 school year. This position has been identified to further improve learning and support in the programs, implement intervention programs in literacy and numeracy, improve Learning and wellbeing processes across the school.</p> <p>This section on scope and sequence has been held up with the work put into the external validation. It will be moved to Term 1 2019</p> <p>Investigation of Learning Sprints as a tool for explicit teaching completed.</p> <p>Teachers K–3 completed Progressions data collection for Quantifying Number and Creating text.</p>

#### Next Steps

Hillvue Public School is striving for excellence in the delivery of integrating quality teaching and learning opportunities which are significant and authentic to our students lives. Staff will continue to work collaboratively to ensure Key Learning Area scope and sequences, assessment data and student engagement are a core focus to ensure teaching and learning for a high quality education which develop resilience, capacities and skills where every student can grow with confidence.

Professional development programs will continue to deliver a culture which promotes learning driven by the analysis of student and staff needs. Professional learning with Instructional Leaders will develop creative and adaptive staff who are reflective and responsive to using current research based practices on a daily basis.

## Strategic Direction 2

### Leading Learning

#### Purpose

To provide diverse opportunities to build the capacity of all staff to take ownership of their professional learning and become leading learners across all career stages with a focus on continuous improvement and innovation.

#### Overall summary of progress

Instructional Leadership and professional development go hand in hand and have been an integral link to the high quality education, which is offered at Hillvue Public School. Staff work closely with the K–2 and 3–6 Instructional leaders to identify classroom practice, curriculum, assessment and relationship building to develop and deliver a high quality education which has a significant impact on successful student learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Professional dialogue that occurs during formal and informal meetings indicate that a culture of high expectations exist across the school.</p> <p>The School Excellence Framework validates the school is excelling in a culture of high expectations, professional learning and assessment.</p> <p>All professional learning opportunities are differentiated and mapped to the Australian Professional Standards.</p> <p>All teachers are familiar with and implement assessment for, as and of learning to gather evidence and make judgments about student achievement. This will be evidenced through professional learning and supervision practices.</p>	<p>Professional Learning Funds were utilised to support staff to attend Professional Learning.</p>	<p>Scope and sequence documents published and distributed to staff.</p> <p>Throughout 2018 Hillvue Public School successfully worked through and completed an External Evaluation using the School Excellence Framework. This external evaluation clearly indicated that Hillvue PS was progressing well.</p> <p>Staff were involved in a variety of Professional Learning which is identified through their PDPs and linked to the School Plan.</p>

#### Next Steps

The school will continue to build on the Professional Development of all staff. Instructional Leadership will be honed and accountable for the professional development delivered to staff at a school level. Professional Development for staff will be measured to ensure that it has a direct impact on student learning and growth.

Where necessary staff will be actively involved in external professional development that will also impact their own professional needs but also have a greater impact on student learning and development.

## Strategic Direction 3

### Stronger Partnerships

#### Purpose

To provide opportunities for genuine partnerships with parents, community, universities and government and non government agencies to develop a shared responsibility for student learning, innovation, opportunity and success. Promotion of the important role education plays in the provision of increased life opportunities.

#### Overall summary of progress

As part of the Connect Community Strategy Hillvue Public School aims to ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities. The school strives for community engagement which is authentic and valued by all stakeholders. Throughout 2018 the school community involved the broader community in a variety of events. These included but were not limited to: NAIDOC Week, Grandparents Day, Harmony Day, Book Week and commencement of a students to serve program.

Hillvue Public School uses student PLPs to guide and encourage students to achieve and aim for personal, social, academic and future aspirations. During 2019 the school will review and evaluate current student PLP processes and documents to ensure we are maximising student potential and future aspirations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance rates above 90%  Suspensions reduced by 10% in the first year, a further 20% in the second year and 20% in the third and final year of the school plan.  Hillvue is recognised as proactive and responsive to the needs of our community due to effective engagement and partnerships. This is clearly evident in Tell Them from Me Surveys, School Satisfaction Surveys, Talking Tree responses and attendance at parent workshops and community events.	Minimal funds were used to support student wellbeing initiatives throughout 2018.	During 2018 Hillvue PS developed and implemented a whole school attendance plan. Our data clearly indicates a positive increase in student attendance.  Suspension results lowered and students attendance rates increased.  Due to a high number of staff beginning at Hillvue Public School in 2018, including the employment of a Senior Leader of Community Engagement Officer, possibly issuing surveys to new staff. This will allow support for these new staff members and allow more relevant data. Culture Team to meet early Term 1..

#### Next Steps

Genuine partnerships with parents, community, universities and government and non-government agencies will continue to be a core focus for the future of Hillvue Public School. As a Connected Community school we aim high to develop strong links and relationships which are authentic to all school stakeholders for the greater benefit for our students through schooling and beyond.

Refining and developing strong practice in student Personalised Learning Plans will be a future focus to ensure students goals and aspirations are at the front and centre of all stakeholders interactions with our students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Staffing 134084 Flexible 449250  • Aboriginal background loading (\$583 334.00)	Aboriginal students, parents and community supported. Provision of cultural support and guidance with purchasing of culturally appropriate resources. Deeper understanding and increased cultural knowledge. Support for cultural awareness professional learning days, NAIDOC week activities and community engagement events. Employment of addition teaching and non teaching staff to support learning and engagement and health and wellbeing initiatives. Support for a variety of cultural activities, including dance groups and boys and girls group.
<b>Low level adjustment for disability</b>	Staffing 124936 Flexible 50777 • Low level adjustment for disability (\$175 713.00)	Funding supports integration for identified students requiring individual assistance.  Employment of school learning support officers to support students.  Support for regular assessment of students against the literacy and numeracy continuums.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing 0.549 FTE  • Quality Teaching, Successful Students (QTSS) (\$0.00)	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 and student wellbeing practices. Assistant Principals were also allocated weekly time to provide professional support for staff and students in their stages.
<b>Socio-economic background</b>	Staffing \$31 234 Flexible \$715 331  • Socio-economic background (\$746 565.00)	Employment of both teaching and non teaching staff has been successful in providing teaching and learning support for student to increase student learning outcomes. The purchase of furniture, technology and resources to support increased open plan teaching and learning spaces to ensure consistency of practice across all grades. This has resulted in a significant number of students achieving benchmark in literacy and numeracy. Employment of a garden specialist and a kitchen specialist to implement the Stephanie Alexander Kitchen Garden Program across the school has been pivotal in the development of living skills and science and technology outcomes. Support for early years transition to school and transition to high school programs has seen an increase in kindergarten enrolments at Hillvue Public School, as well as improved fine and gross motor skills and social skills of the transition students. Staff have weekly access to quality professional learning allowing for collaboration, reflection, sharing and joint programming which has supported greater student engagement and achievement.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	139	158	150	169
Girls	136	146	142	145

The population of Hillvue Public School has been steadily increasing over a number of years. This influx of numbers is across all grades within the school.

Throughout 2018 our percentage of population for Aboriginal students was 74% of the school's total population.

Student mobility is one area that impacts on the school dynamics and programs.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.6	85.3	87.6	86
1	91.5	87	85.3	86.8
2	87.4	89.7	86.6	88.7
3	91.8	84	88.4	89.4
4	88.8	88	86.9	90.2
5	86.6	85.3	86	88.5
6	88.9	83.1	76.3	84.1
All Years	89.3	86.1	85.3	87.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Throughout 2018 Hillvue Public School staff developed a new School Attendance Plan. This plan was developed to encourage and support students to come

to school each day. The plan was multi-faceted to ensure that we reached all key stakeholders in the school community.

The plan had goals and initiatives for the children to strive for on a daily, weekly and end of term basis.

The plan included implementing the Phone Intervention Program and home visits to make direct contact with our school families.

Hillvue Public School was very successful throughout 2018 in ensuring children were at school and learning on a daily basis.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.02
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	7.22
Other Positions	1

\*Full Time Equivalent

Hillvue Public School recognizes, values and respects Aboriginal identity and culture. Staff work hard to ensure that core values and social needs are delivered in a diverse and differentiated curriculum delivery to students. In 2018 no members of the teaching staff identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

### Professional learning and teacher accreditation

Hillvue Public School has staff are at various stages of the their Teacher Accreditation. 76% of teaching staff

are at Proficient. 20% of teaching staff are at Maintenance. 4% of teaching staff are working towards Proficient.

Hillvue Public School spends a significant amount of school funds and time ensuring staff have access to quality and relevant teacher professional learning. Professional learning is significant in developing the skills and knowledge of the teaching staff, yet it must have a significant impact on improving student learning outcomes.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,287,040
<b>Revenue</b>	5,294,830
Appropriation	5,189,445
Sale of Goods and Services	59,741
Grants and Contributions	42,828
Gain and Loss	0
Other Revenue	0
Investment Income	2,816
<b>Expenses</b>	-5,272,577
Recurrent Expenses	-5,272,577
Employee Related	-4,536,759
Operating Expenses	-735,817
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	22,253
<b>Balance Carried Forward</b>	1,309,294

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager (SAM). The Annual Financial Statement is linked to the School Plan in line with the budget set. The Principal and SAM monitor the income and expenditure against the budget on a regular basis.

Funds available will continue to manage salaries, professional development, school teaching and learning resources, student well-being, school maintenance, utilities, administrative resources and contract

agreements.

The school is currently in the process of seeking approval from assets department to use some funds to complete some school managed projects.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,056,458
Base Per Capita	59,457
Base Location	2,534
Other Base	1,994,466
<b>Equity Total</b>	1,506,012
Equity Aboriginal	583,334
Equity Socio economic	746,565
Equity Language	400
Equity Disability	175,713
<b>Targeted Total</b>	378,972
<b>Other Total</b>	746,091
<b>Grand Total</b>	4,687,532

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

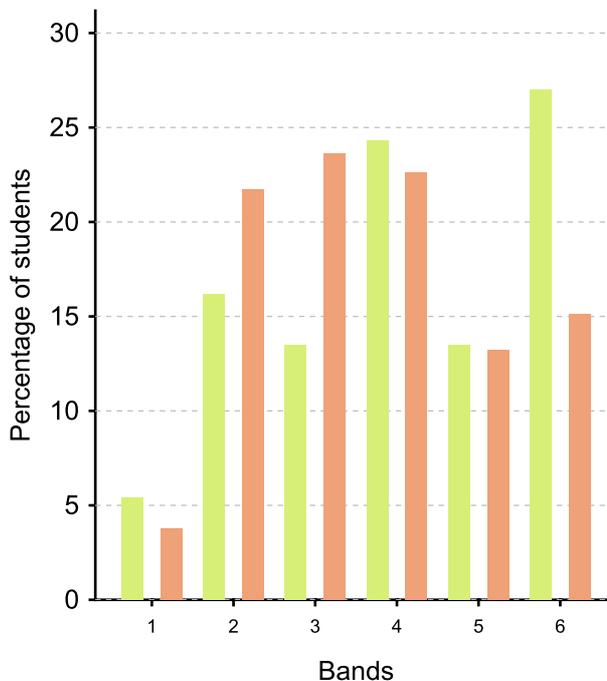
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

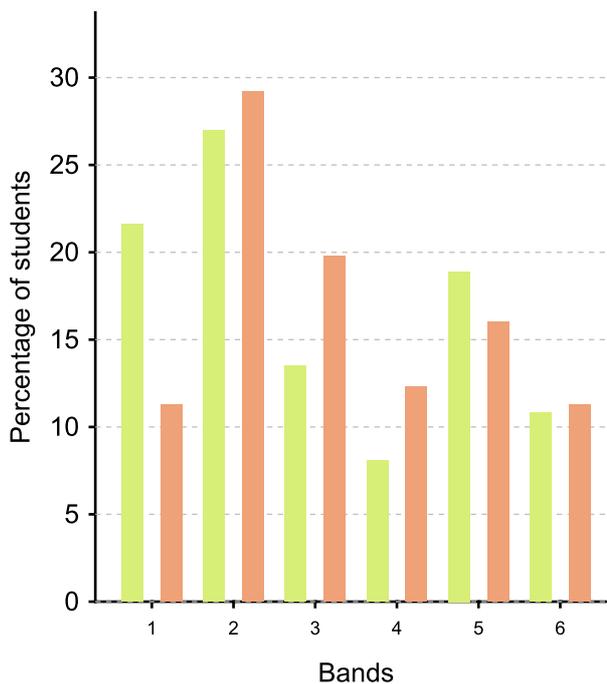
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In NAPLAN Reading, Year 3 results for students who achieved the top 2 bands shows as a 40.5% for 2018. Year 5 Reading results indicate our students performed above State DoE for 2018 the top two bands. In NAPLAN Spelling Year 3 results for students in the top two bands was 29.7% in 2018. Year 5 Spelling results for students in the top two bands was 4.35% for 2018. Our 2018 Spelling results indicate that the school will need to prioritise spelling. Year 3 writing showed an outstanding increase in performance for 2018.

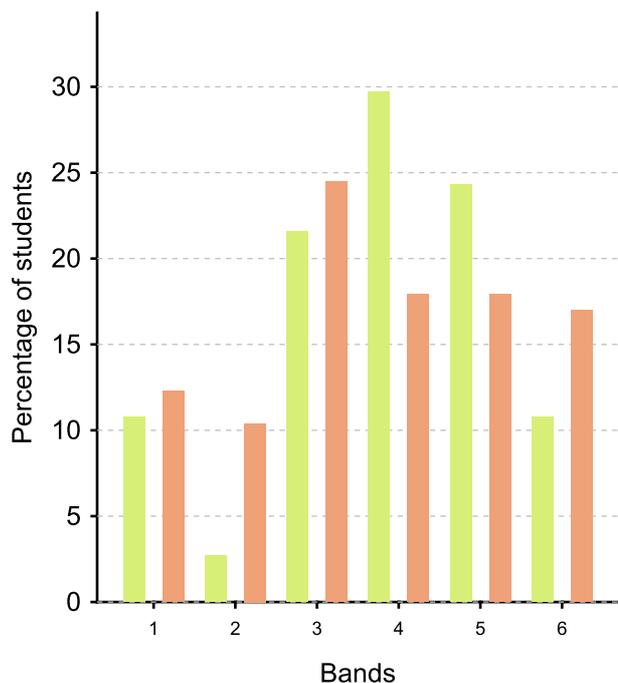
Percentage in bands:  
Year 3 Reading



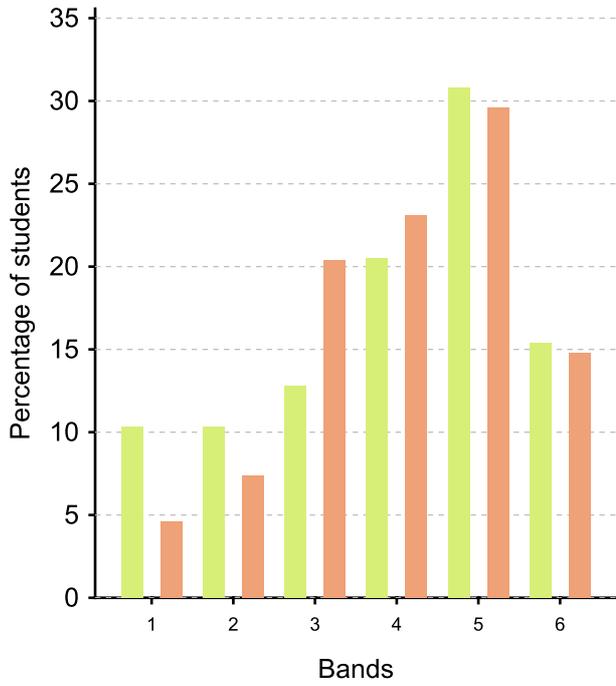
Percentage in bands:  
Year 3 Spelling



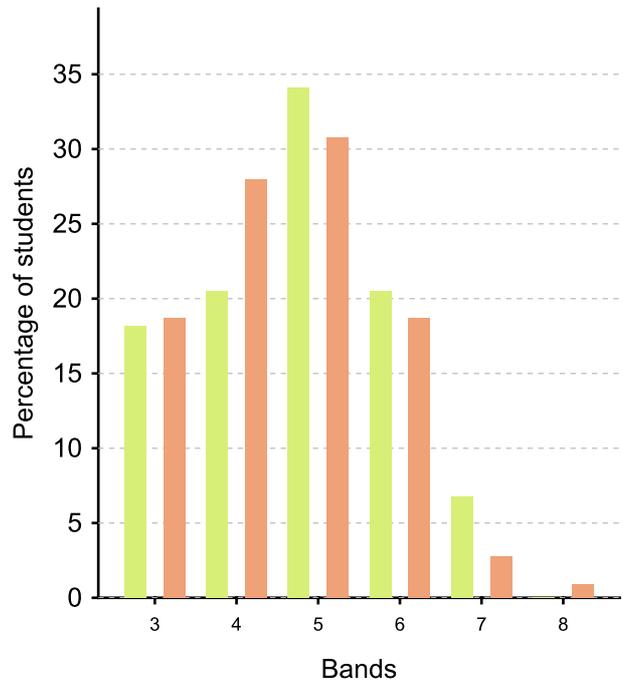
Percentage in bands:  
Year 3 Grammar & Punctuation



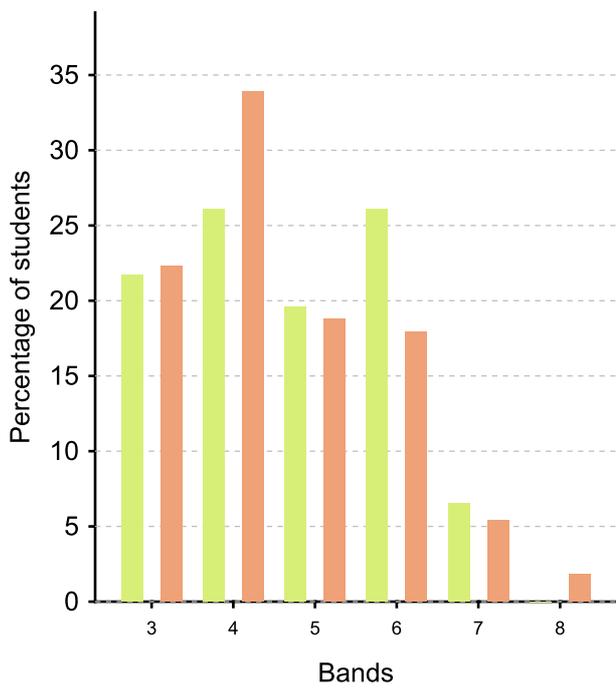
**Percentage in bands:**  
Year 3 Writing



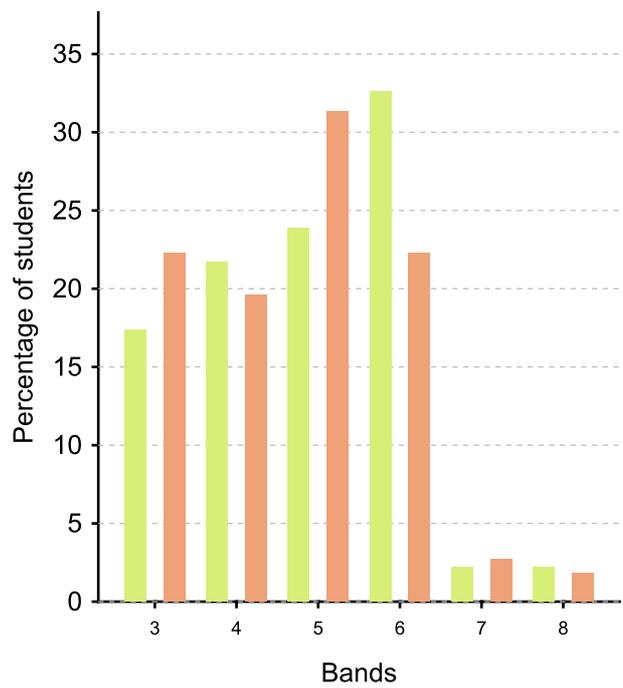
**Percentage in bands:**  
Year 5 Reading



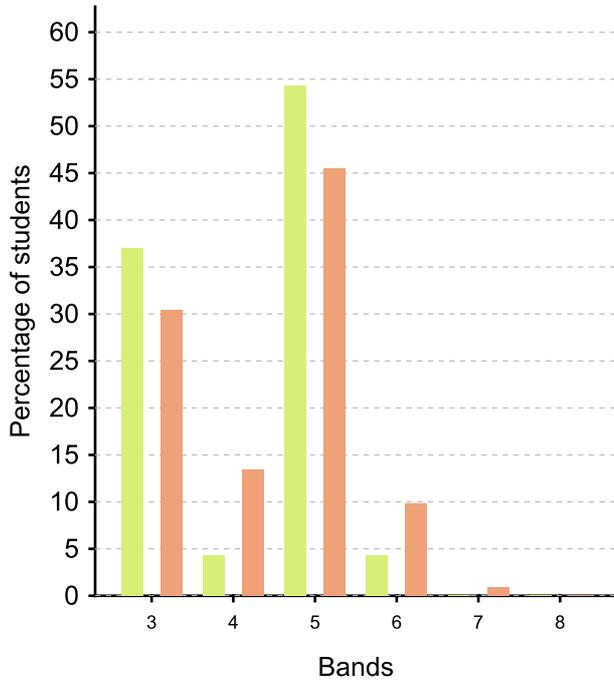
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

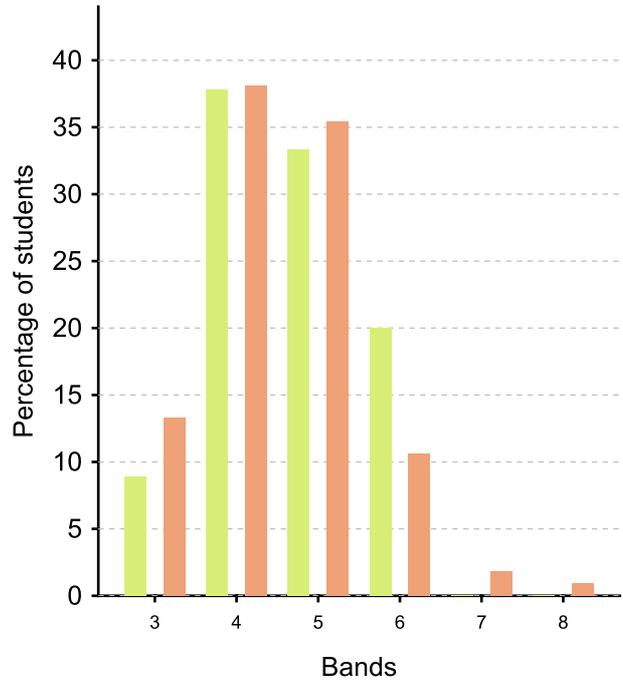


**Percentage in bands:**  
Year 5 Writing



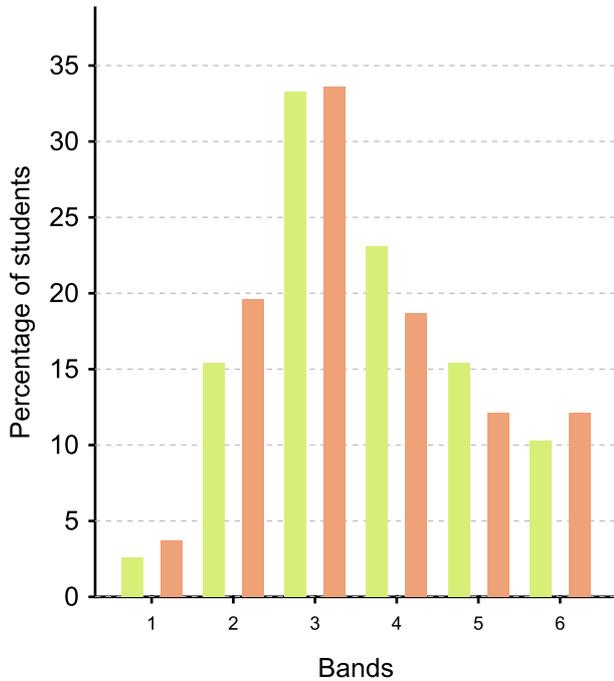
In NAPLAN Numeracy Year 3 the numbers of students who scored in the top two bands was 25.6% compared to the State DoE of 40.8%. In Year 5 our students sat in the middle two bands above state at 53.3%.

**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.

**Percentage in bands:**  
Year 3 Numeracy



In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services—Improving Aboriginal education outcomes for students in the top two NAPLAN bands, students in Year 3 scored 41.67% in Numeracy and 66.67% in Reading. While students in Year 5 scored 10% in Reading. In 2018, 108 Aboriginal students in Year 3 and Year 5 participated in NAPLAN testing.



## Parent/caregiver, student, teacher satisfaction

Hillvue Public School is an innovative and dynamic

place for students to learn. Hillvue Public School has many areas where staff and community feel the school does really well. These include and are not limited to; high standards of learning and behaviour expectations, collaboration between staff, innovative teaching styles, high level of care offered to the students and community and communication with parents.

There were a few areas suggested that the school could look at improving. These include and are not limited to improving; community involvement in the school, transition program, the garden near bus gate, structuring professional learning, student attendance and the play activities area during lunch under the large COLA.



## Policy requirements

### Aboriginal education

In 2018, 74% of students identified as being Aboriginal and/or Torres Strait Islander descent. Hillvue Public School promotes the inclusion of Aboriginal perspectives in teaching and learning programs to ensure student education opportunities are culturally inclusive. The school promotes respect of the unique and ancient culture of the Aboriginal people in the following forms: Acknowledging the traditional custodians of the land in all assemblies; Integration of Aboriginal perspectives across all Key Learning Areas, so students can develop deep knowledge and appreciation for our First Nations history and culture.

Hillvue Public School is a Connected Community School. It is with great pride and enthusiasm that we embed culture in our day to day practice. We aim to work in close relation with the students, parents and community to develop programs that meet the individual students learning and social/emotional needs. We work together to ensure that our children aspire and achieve brighter futures and generational change for our future generations of Aboriginal and Torres Strait Islander students.

The school community is proud of our students and their achievements. We encourage our students to be proud of their culture and people. And as a school community we work closely together to ensure our

children can and will achieve.



### Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help support these values.

Students, teachers, parents and the community do an outstanding job of living together in harmony and role modelling to our students expected behaviour towards other people and cultures..

At Hillvue Public School we pride ourselves on supporting and encouraging positive, healthy and respectful relationships between all students, staff and visitors to the school.

### Other school programs

Hillvue Public School is a Connect Community school. The Connected Community strategy is a 5 year strategy, with the first five year cycle finishing at the end of 2018.

The 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.

The Connected Communities strategy has a number of key features including:

- \* Cultural awareness (Connecting to Country) delivered locally for all staff
- \* Teaching Aboriginal language and culture

\* Additional school executive position – Leader: Community Partnerships

\* Early years focus through to further learning and employment

\* Personalised learning plans for all students

\* Schools as a hub for service delivery

\* Early intervention and prevention focus

\* Partnership and co-leadership with the Aboriginal Community

\* Partnership with a University and a TAFE Institute  
The strategy would be strengthened by linking with an opportunity hub and/or place based service delivery model, however it is not reliant on these approaches.

To facilitate a rigorous evaluation of the Connected Communities strategy, an evaluation framework will be in place from the outset. This framework will include milestones, targets, key data and measures, and a collection and reporting schedule, as well as a proposed methodology for the data analysis.

The key deliverables are:

\* Aboriginal children are increasingly developmentally ready to benefit from schooling – in their physical health, social competence, emotional maturity, language and cognitive skills and communication.

\* Aboriginal families and community members are actively engaged in the school.

\* Attendance rates for Aboriginal students are equal to the state average.

\* Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving.

\* Aboriginal students are staying at school until Year 12 (or equivalent training).

\* Aboriginal students are transitioning from school into post school training and employment.

\* Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.

\* Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.

\* Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class.

\* Staff report that professional learning opportunities build their cultural understandings and connections with the community.

have excelled as part of the Connected Community strategy. Staff are actively engaged in delivering high quality education for students. Staff are engaged in high quality professional learning to enhance their teaching pedagogy to develop teaching and learning programs which have a positive impact on student learning and engagement. The community are involved in the school and this involvement is still continuing to increase.

The school community continually strives to ensure that all school stakeholders are actively engaged and valued as partners in the education of all of our students.

Hillvue Public School students, staff and community