



# 2020 Annual Report

## Hillside Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Hillside Public School

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## School vision

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

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Student success as learners

### 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.

Successful learners take responsibility for their own learning.

### Improvement Measures

Increase the number of students demonstrating above expected growth on the Literacy and Numeracy Continuums/Progressions.

Increased use of student journals for reflection of learning.

All teachers (100%) demonstrate their understanding of BOSTES syllabus requirements and the Professional Standards for Teachers as evidenced by class programs

### Progress towards achieving improvement measures

#### Process 1: Successful Learners Project

Research shows that students who are emotionally and socially competent are better able to achieve success as learners. The delivery of a high quality teaching/ learning program is critical to the development of successful learners.

- Facilitate better understanding, practice of self-assessment, growth mind set and goal setting as part of student participation and learning student engagement and authentic feedback.

Evaluation	Funds Expended (Resources)
Students achieved personal learning goals. These were modified due to COVID and learning from home during Term 1 and 2.	Growth Mind Set Professional Learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$250.00)</li></ul>

#### Process 2: Effective Pedagogy Project

Draw on research to promote, build and sustain high quality professional learning of all staff members. Creating a culture of continual professional development; collaborative teamwork; shared purpose; and high expectations.

Analysis of internal and external assessment data will be used to inform and differentiate teaching and learning programs, with a focus on improved teaching methods in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Professional learning completed by teachers - The Write Stuff On-line. Program to be implemented in 2021.	Purchase The Writing Stuff On-line Course  Purchase Writing Stuff lesson plans  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$135.00)</li><li>• Professional learning (\$400.00)</li></ul>

## **Next Steps**

Implementation of The Write Stuff program K to 6.

Utilisation of PLAN2 data to track students progress.

## Strategic Direction 2

### Inclusive and Engaging Communities

#### Purpose

The management of a systematic student well-being framework to ensure coherent, consistent and fair practices to support teaching. Respectful, Responsible Learning is the foundations of our school community.

To create a wider sense of community purpose and belonging through the Small School's Learning Alliance (SSLA).

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

#### Improvement Measures

The school has in place a comprehensive and inclusive framework to support well-being of all students.

Increased opportunity for students to have social and academic interaction with the SSLA and GCOS.

Staff and leaders collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision making.

#### Progress towards achieving improvement measures

##### Process 1: Mindset Project

Maintaining and refining an integrated approach to student well-being, in which students can thrive and succeed in their learning.

Expectations of behaviours are explicitly taught to students.

Evaluation	Funds Expended (Resources)
Students actively participated in PBEL lessons and activities. PBEL Passport well received and ensured students had a comprehensive understanding of school expectations.	PBEL Passports PBEL prizes <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Literacy and numeracy (\$200.00)</li></ul>

##### Process 2: Inclusive Community Project

Through the establishment of a Small Schools' Community, provide opportunities for students to learn and socialise together and increased Professional Learning for all staff.

Evaluation	Funds Expended (Resources)
All four schools, staff and communities felt the heavy impact of Covid 19, through the postponement and cancellation of our planned sporting and professional development activities.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$225.00)</li></ul>

#### Next Steps

Our school will continue to be actively involved in all activities planned through the Small School's Learning Alliance in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher time.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2 090.00)</li> </ul>	Very successful program. Data showed significant improvement by all students due to smaller class sizes.
<b>Low level adjustment for disability</b>	<p>Teacher time 0.1 FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$13 610.00)</li> </ul>	Student well-being was supported through Learning and Support to meet the learning, social and emotional needs of the students with small class sizes.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teacher employed.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$3 063.00)</li> </ul>	QTSS funds used to employ above establishment classroom teacher to reduce class sizes.
<b>Socio-economic background</b>	<p>Classroom teacher employed.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3 832.00)</li> </ul>	Socio-economic money was used to employ an above establishment classroom teacher to reduce class sizes. Greater student engagement and student focussed classroom.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	11	11	11
Girls	10	7	7	8

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	97.4	100	97.2
1	90.1	96.6	92.5	89.9
2		97	99.6	96.9
3	90.8		94.5	94.5
4	97	98.1	94.2	93.1
5	92.4	97.4	97.1	84.5
6	96.5	96.1	92.3	95.6
All Years	93.8	97	95	94.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2		93.5	93	92
3	94.1		93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.3	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	<b>2020 Actual (\$)</b>
<b>Opening Balance</b>	29,624
<b>Revenue</b>	453,625
Appropriation	425,058
Sale of Goods and Services	4,797
Grants and contributions	23,548
Investment income	122
Other revenue	100
<b>Expenses</b>	-459,227
Employee related	-412,586
Operating expenses	-46,641
<b>Surplus / deficit for the year</b>	-5,602
<b>Closing Balance</b>	24,023

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

## Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	19,532
Equity - Aboriginal	2,090
Equity - Socio-economic	3,832
Equity - Language	0
Equity - Disability	13,610
<b>Base Total</b>	332,112
Base - Per Capita	4,329
Base - Location	1,519
Base - Other	326,264
<b>Other Total</b>	8,300
<b>Grand Total</b>	359,944

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## **Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. The large majority of parent, staff and student feedback was of a positive nature which is encouraging and validates many of our current practices.

Students were interviewed in small groups and completed written surveys. All students reported feeling valued and safe at school. They felt they could talk to their teachers if they had a problem. Students indicated high levels of satisfaction with the school, with student well-being practices highlighted as a strength. Students feel the Year 6 Leadership Program is beneficial to students and the school community. An area for development noted by the students was technology resourcing.

Parents indicated a school strength in student well-being practices through our PBEL programs and clear school expectations.

Teachers indicated the need to implement a research based writing program as current program not achieving desired results.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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