

2020 Annual Report

Hillston Central School



2165

Introduction

The Annual Report for 2020 is provided to the community of Hillston Central 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.

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Message from the principal

2020 has been a memorable year at Hillston Central School. Despite COVID disruptions, our student numbers continue to increase and we are always looking at ways we can further improve and support our students and families.

In 2020 Hillston Central School was part of a highly successful external validation process. The panel report indicated that Hillston Central School was 'excelling' in one area in relation to the School Excellence Framework (SEF), 'sustaining and growing' in all other areas except one where we were 'delivering'. No areas were assessed as working towards. This is wonderful recognition that affirms the positive change and growth that has and will continue to occur at Hillston Central School.

Our 2020 HSC results across Rural Access Program (RAP), continue to be strong. The number of students achieving results in the top three HSC bands is most pleasing. The 2020 Dux of Hillston Central School was Priyanka Jatan. Many students also achieved wonderful results that afforded them a variety of post-school options. Whilst NAPLAN testing did not take place in 2020 due to COVID, the state wide 'Check in' assessment for Years 3, 5 and 9 delivered most pleasing results for Hillston Central School. Results in reading were above statistically similar schools and Hillston Central data for reading was not only significantly above statistically similar schools, but above state average. Our results indicate improvement and growth has taken place since these students completed their NAPLAN testing in Years 3, 5 and 7. There is certainly much to be proud of at Hillston Central School.

One of the greatest strengths of our school is the commitment of our staff and the positive relationships that exist between the school and families as a result. This was most evident during the learning from home period in 2020. I would like to thank the entire Hillston Central community for their support, hard work and resilience in a year unlike any other and I look forward to working with our school community to further build on the wonderful achievements of 2020.

School vision

At Hillston Central School student wellbeing is at the core of our mission to deliver quality teaching and learning through diverse opportunities so that students become successful members of society.

School context

Hillston Central School is a K-12 Central school in a remote rural location. Enrolments have remained steady for several years. The school is a member of the Riverina Access Partnership which delivers the stage 6 curriculum through video conference lessons, team teaching and combined study days. Academic achievement and engagement are improving steadily in the K-10 classes.

The school has been involved in the Early Action for Success K-2 Literacy and numeracy strategy since 2015. An Instructional Leader has been appointed for 2017-2020. This has led to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with direction for future teaching. Professional learning is an active element.

The student population is 180 of which 25% identify as Aboriginal. A small number of students are from non-English speaking backgrounds. The student population fluctuates with a few families moving into or out of town for employment opportunities each year.

Education is valued as a pathway to improved employment.

The P&C is an active and supportive group within the school. Well attended meetings, working bees and community events characterise the contribution of the P&C. Building the quality of the school reputation within the wider community has been a priority during the past few years.

Hillston is a diverse agricultural area, with many large successful irrigation properties and dry land farms, although the current drought is having an impact on our families.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Strategic Direction 1

Quality Teaching

Purpose

To foster a motivated and collaborative teaching community committed to identifying, understanding and implementing effective, explicit teaching methods which are evidenced based. There are explicit systems in place to foster teacher professional development with a focus on leadership, collaboration and feedback to sustain quality teaching practices.

Improvement Measures

Increase the percentage of students achieving one years growth for one years learning (0.4) at an appropriate level.

Teaching and Learning programs will reflect the use of data (eg PLAN2, SMART, NAPLAN, PAT) to inform teaching and learning with a focus on differentiation for student needs.

100% of teaching programs demonstrate integration of effective teaching strategies highlighted through Teacher Professional Learning

Progress towards achieving improvement measures

Process 1: Systems & Procedures

Develop explicit systems and procedures for ongoing school-wide improvement in teaching practice and curriculum requirements.

Evaluation	Funds Expended (Resources)
In 2020, consistent assessment schedules were expanded from Stage 6 to Stage 4. These schedules provided a more consistent approach to student assessment procedures, students, parents and staff developing a shared understanding of assessment requirements and the standard of work required for gradings. The primary classes consolidated student writing goals which resulted in improved standards of writing as evidenced by work samples. The PGSP procedures enabled a consistent whole-school supervision plan. These procedures were started in 2018, implemented in 2019 with a review and revision during 2020. These procedures align with Process # 2 in this Strategic Direction -- please refer to this section in this report.	Professional Growth & Supervision Plan (PGSP) - school developed resource.

Process 2: Professional Learning

Develop staff skills and leadership capacities through ongoing research based and targeted professional learning activities aimed at improvement, effective feedback, quality teaching practices and leadership skills. (Visible Learning)

Evaluation	Funds Expended (Resources)
<p>In 2020 the school followed on from foundational work started in 2019 focused on quality feedback (teacher to students and students to teachers). Whole school staff meetings provided a forum for professional discussions about what effective learning behaviours are and how to use feedback to enhance learning. It was noted that feedback on learning was given more consistently in classrooms.</p> <p>The Instructional Leader (Kindergarten to Year 6) predominantly worked alongside K-2 (EAfS) teachers in their classrooms providing ongoing PL for all staff in using Literacy and Numeracy Progressions including tools available to support implementation of these as a differentiated assessment resource. The work in this area will continue as staff consolidate their skills in using data to inform teaching and learning programs. ALAN was used as a monitoring tool with an increasing use by the secondary staff.</p>	Instructional Leader 0.6 Department funded + \$27,000 school-funded using flexible funding.

Progress towards achieving improvement measures

PGSP was a focus during 2020 with notable consistent supervisory practices across the school, with teachers and executive indicating they were well supported in their professional development.

Process 3: Data Skills

Build the capacity and understanding of staff to collect, interpret, analyse and use data to develop differentiated classroom programs with a focus on Literacy and Numeracy (EAfS).

Evaluation	Funds Expended (Resources)
Refer to Process #2 in this Strategic Direction in this report.	

Strategic Direction 2

Quality Learning

Purpose

To develop resilient, self directed learners who are motivated to deliver their best and continually improve enabling them to become successful members of society.

Improvement Measures

95% of Year 10 students are meeting the HSC Minimum Standards.

100% of Year 12 students are meeting the HSC Minimum Standards.

80% of students will achieve expected growth In Literacy & Numeracy in NAPLAN in 3-9.

Increase by 8% the number of students in the top 2 bands in reading and numeracy to achieve the Premier's Priorities.

Progress towards achieving improvement measures

Process 1: Effective Learners

Develop the staff and students capacity, through targeted learning embedding a deep understanding of the elements of how to be an effective learner.

Evaluation	Funds Expended (Resources)
Maintenance in our continued focus on learning intentions and success criteria in all classrooms and whole school explicit /revision lesson in our 3 elements of an Effective Learner, has ensured new staff are upskilled in their knowledge ensuring a common language is being used in classrooms K-12.	VL team leader Funding Sources: • Low level adjustment for disability (\$30000.00)

Process 2: Effective Feedback for Learning

Develop student and staff knowledge on how to give, receive and utilise effective feedback for teaching and learning, resulting in students who are motivated to improve and deliver their best.

Evaluation	Funds Expended (Resources)
Professional learning for the whole staff on the next step in our Visible Learning journey in becoming effective learners. Effective Feedback from teachers to students, students to teachers and teachers to teachers.	Teacher release time

Process 3: Targeted Intervention

Develop structures and processes to identify and support the needs of students enabling them to meet proficiencies.

Evaluation	Funds Expended (Resources)
Student PLPs and ILPs processes were reviewed and are much more student/parent driven with less 'teacher jargon' allowing for more personal and meaningful goal setting.	SLSO to implement programs Release time to complete PLP's ILPs
MacqLit and MiniLit programs continued in Primary to provide targeted intervention for students in Literacy and we continued with QuickSmart to support numeracy.	TPL

Strategic Direction 3

Wellbeing

Purpose

To create a safe, effective learning environment for students and staff where all members of the school community work together to develop positive, respectful relationships enabling students to connect, succeed and thrive becoming confident, creative and resilient individuals.

Improvement Measures

Improve attendance rate across all grades as measured through SCOUT to above the state average of 92% by 2020.

A trend towards positive staff culture and growth measured through staff surveys

Increased parental attendance at school events and participation in surveys

Progress towards achieving improvement measures

Process 1: Wellbeing Framework

Implement a whole school wellbeing program that allows students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
In 2020 the school continued to implement whole school strategies that supported student wellbeing. Student reward systems continued to be embedded throughout the 3-year term of this plan. Extensive transition programs enabled students to develop their sense of belonging and high expectation around positive learning behaviours. The proven success of the school's student wellbeing procedures and supports was demonstrated during COVID restrictions which required learning from home. Staff and student relationships enabled individualised supports for students and the school was able to adjust these to meet student learning and wellbeing needs with enhanced contacts between the school and home. Also refer to parent and student satisfaction comments in this report.	No resources were allocated as this was ongoing work of the school.

Process 2: Staff Wellbeing

Focus on the wellbeing of staff through professional learning and the use of wellbeing tools to build a whole school culture of collegial support promoting wellbeing.

Evaluation	Funds Expended (Resources)
The foundational professional learning focused on wellbeing took place in 2018 with 'Mind Matters' as the predominant resource. 2019 and 2020 were the years in which staff applied this knowledge resulting in enhanced collegial and collaborative work practices across the school. Staff demonstrated high level personal and professional supports for others and the COVID situation showed strong relationships that enhanced staff wellbeing.	

Process 3: Community Engagement

Develop processes and structures giving parents and community the knowledge and confidence to actively engage in all aspects of school life.

Evaluation	Funds Expended (Resources)
Data from 2018 indicated that there has been an increasing number of families and community people participating in school events, celebrations and activities. Comprehensive communication practices resulted in the	Community Engagement Team with flexible funding of \$2,000 to support their work in 2020.

Progress towards achieving improvement measures

community being well-informed and verbal feedback from people indicated that the opportunities to be involved were welcomed and informative. A major achievement of the Community Engagement Team has been a pleasing upward trend in student enrolments as well as connections to the school via social media platforms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Student Learning Support Officer in class support</p> <p>QuickSmart, MacqLit, MiniLit programs</p> <p>Targeted SLSO for Yrs 11 and 12 in MPLC</p> <p>Targeted HSC Minimum Standards support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$49 058.00) 	<p>Increased the number of students achieving minimum standards in Years 10 & 11 with 100% of Year 12 expecting to gain their HSC attaining minimum standards.</p> <p>SLSO support working with our Aboriginal students to improve literacy and numeracy.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability staffing (\$65 630.00) Low level adjustment for disability (Flexible) Staffing (\$30 091.00) 	<p>The LaST's additional days were effective in being able to support a larger number of students to better engage with their learning and for social-emotional support. The LaST led support for students that require additional assistance to access their learning and providing support for teaching staff to achieve these adjustments.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) 0.186 staffing (\$0.00) 	<p>QTSS funding provided additional release for Assistant Principals for administrative duties as well as monitoring and evaluation of teaching programs.</p>
Socio-economic background	<p>Additional Teaching staff</p> <p>Additional SLSO in class support</p> <p>Student Wellbeing Teacher</p> <p>Technology</p> <p>Subsidising major excursions</p> <p>School bus</p> <p>Student assistance</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$172 038.00) 	<p>To ensure students were able to access technology to support their learning from home, laptops were purchased.</p> <p>An additional part-time staff position was created to fund a Student Wellbeing Teacher to supplement our limited access to a school counsellor.</p> <p>An additional teacher was also employed above our entitlement to reduce the number of students in our primary classes and allow for more individualised teaching in the classrooms. They were also supported with additional SLSO in class support and to run Literacy and Numeracy programs.</p> <p>Continuous upgrade/replacement of technology for use in classrooms eg data projectors / Smartboards being replaced with interactive TVs</p>
Support for beginning teachers	<p>Beginning Teacher and Mentor Release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$40 000.00) 	<p>Beginning teachers were able to access a wide range of professional learning opportunities to support their growth as professionals.</p> <p>Activities conducted at this time included observations and support with the proficient teacher process.</p>
Early action for success	<p>Funding Sources:</p> <ul style="list-style-type: none"> Early action for success (\$100 401.00) 	<p>The employment of a 0.6 instructional leader to support, monitor and professionally develop staff has had a wonderful impact on our K-2 student results. Additional 0.2</p>

<p>Early action for success</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$100 401.00) 	<p>instructional leader support for all primary has aligned systems have resulted in very clear, intentional and focussed intervention support. Planned data analysis and needs conversations occur at executive meetings, faculty meetings and between the Instructional Leader and each class teacher.</p>
<p>Integration funding support</p>	<p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$295 988.00) 	<p>All students with integration funding were supported in mainstream classes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	77	79	90	84
Girls	87	84	85	92

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.8	90.4	90.7	93.9
1	89.3	91	89.9	89.6
2	93.1	85.1	91	92.1
3	92.8	91	80.7	92.5
4	92.6	88.1	91.7	95.3
5	89.8	91.6	87.4	90.8
6	90.7	90.1	88.8	90.9
7	88.9	86.1	88.7	86.4
8	86.5	88.1	82.5	90
9	91.4	80.6	82.9	82.1
10	82.3	88.3	79.3	87.9
11	88.2	88.3	80.2	81.4
12	89.6	89	74.5	80.1
All Years	89.6	88.3	86	88.9
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	94	93.5	93	92
3	94.1	93.6	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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	30
Employment	20	29	10
TAFE entry	0	0	0
University Entry	0	0	60
Other	10	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Hillston Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Hillston Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 2020 Graduation

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	12.97
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	6.09
Other Positions	0.1

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

	2020 Actual (\$)
Opening Balance	1,045,094
Revenue	4,257,412
Appropriation	4,221,732
Sale of Goods and Services	8,525
Grants and contributions	26,474
Investment income	582
Other revenue	100
Expenses	-3,889,253
Employee related	-3,385,792
Operating expenses	-503,461
Surplus / deficit for the year	368,159
Closing Balance	1,413,253

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

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

	2020 Approved SBA (\$)
Targeted Total	295,988
Equity Total	320,693
Equity - Aboriginal	49,058
Equity - Socio-economic	172,038
Equity - Language	3,876
Equity - Disability	95,721
Base Total	2,755,192
Base - Per Capita	41,944
Base - Location	137,062
Base - Other	2,576,186
Other Total	557,200
Grand Total	3,929,073

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 to access the school data.

2020 NAPLAN

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Hillston Central School undertook the Tell Them From Me (TTFM) "Partners in Learning" Parent survey again in 2020. Each year we are having more and more parents take up the opportunity to provide us with feedback via the TTFM surveys. The results of this survey affirmed particular strengths in a number of areas where the school mean was above the NSW Government Norm. Areas of particular strength were safety at school, HCS supporting learning and our parents supporting learning at home. Through the completion of our situation analysis in 2020 we have identified a number of priority areas moving forward. This includes further increasing the methods of communications between home and school, improving the image our secondary currently has in the community, prioritising high expectations and developing a school culture that is strongly focussed on learning.

Students also completed the TTFM survey which indicated a number of positives. Particularly pleasing were the results around positive teacher-student relationships and participation in extracurricular activities. The results around positive behaviour at school and homework behaviour indicate a need to improve these habits moving forward.

Staff feedback indicated very positive results around the improvements agenda that has been prioritised at Hillston Central School. The results around our Technology, Learning Culture and Challenging and Visible Goals were above the state average. Moving forward, there is a need to make improvements related to communication of our strategic vision and data to inform practice.

Policy requirements

Aboriginal Education Policy

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

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

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.