



# 2020 Annual Report

## Hillvue Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Hillvue Public School

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## School vision

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**

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>

## 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.

#### Improvement Measures

Increased percentage of students in the top 2 bands for NAPLAN

Students will achieve at least 1 year's growth for 1 year's instructions. (NSW syllabus documents and Literacy and Numeracy Learning Progressions)

Reported growth and progress as measured in the Tell Them From Me and School Satisfaction surveys

Excelling in the wellbeing element of the Learning Domain (SEF2)

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Proactive initiatives which measurably improve individual and collective wellbeing are embedded in school practice as a whole school focus.

Evaluation	Funds Expended (Resources)
<p>The school was extremely successful in ensuring wellbeing initiatives were successful throughout 2020.</p> <p>These included, but were not limited to: * Home visits; * Delivery of learning packs; * Phone calls; * Facebook interaction with staff. Both individually from staff, as a stage group and as a whole staff; * Individual learning packs were made for stages and students to work on; * Produce from the school garden was delivered to families; * The school remained operational for front line working families and for students who may have been in high risks environments;</p>	<p>COVID19 ensured the school spent plenty of resources both human and physical to ensure well being of students was at the forefront of our practice.</p> <p>* Students were provided with exceptional at home learning packs;</p> <p>* Students were phoned on a regular basis to touch base on their learning;</p> <p>* The school developed strong Facebook protocols and practices to ensure that connection and communication still occurred with the students and school community.</p> <p><b>Funding Sources:</b> • (\$0.00)</p>

##### Process 2: Teaching and Learning

Learning environments reflect and support quality teaching, effective student grouping and collaborative learning.

School scope and sequence documents reflect current NESA requirements, current research, data and innovative thinking while supporting cross curriculum links.

Evaluation	Funds Expended (Resources)
SMART spelling has been deemed successful in most instances but staff need to collaboratively plan to ensure there are no gaps in the teaching across and	Regular payment of fees for SMART spelling as new staff were trained.

## Progress towards achieving improvement measures

between years. Teachers need to be selective about the words chosen and check that students can read and know the meaning of words they are spelling. The strong link to phonics needs to be exploited at every opportunity. The Stage 1 phonic assessment will determine where students are and what explicit teaching is or is not occurring. ES1 will be working on phonemic awareness all year in 2021 as this has a significant effect on reading ability.

The shift to number talks and mathematical reasoning has been well received by staff and this needs to be rigorously combined with explicit teaching of the syllabus. Check in assessments showed gaps in student knowledge that need to be addressed in professional learning. ES1 and S1 will be implementing number talks regularly with an emphasis on building even stronger early numeracy strategies. All stages now have an effective mathematics scope and sequence to work with and some teachers have demonstrated a talent for producing and sharing these documents.

Check in assessments also revealed a deficit in student comprehension, despite reading level attainment. There will be an emphasis placed on fluency in Term 1 2021 as a way forward to address this. It is recommended that all staff complete the fluency modules online during professional learning.

Most staff collaboratively planned English units using Textual Concepts. All staff reported satisfaction at covering the English syllabus and found it an effective way to do so. There was heavy reliance on the IL to be the main writer of these units and staff now need to accept responsibility for this planning. It is recommended that planning time be given to staff to collaborate, incorporating their weekly professional learning. Many of the completed units can be reviewed for the current cohort and used again where appropriate.

### Process 3: Differentiated Learning

Student profiles are utilised by all staff to assess, plan, differentiate and monitor progress according to students' individual level of need.

Evaluation	Funds Expended (Resources)
The PLP team spent a lot of time working with the staff to develop and devise a new PLP proforma for our students and families.	* PLP relaunch
The PLP negotiated with external agencies to have yarning circles for PLP development of learning goals and future aspirations for the children.	* PLP proforma
The PLP team organised and hosted an outstanding PLP relaunch day for the children and families to celebrate the children's differentiated learning pathways.	* PLP team meetings
The students, staff and families were all on board and ready to meet when COVID19 hit and halted the process across the whole school.	* Community Centre
The team devised a smaller scale PLP plan and process for the students, staff and families to use for 2020. These were successfully implemented across the whole school.	* Yarning circles
It was decided that another PLP relaunch will occur in 2021 to move forward.	* Contact with external agencies to work with the children
	* Food and beverages for student family and school functions

## 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.

#### Improvement Measures

Professional dialogue that occurs during formal and informal meetings indicate that a culture of high expectations exist across the school.

The School Excellence Framework validates the school is excelling in a culture of high expectations, professional learning and assessment.

All professional learning opportunities are differentiated and mapped to the Australian Professional Standards.

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.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

Professional learning is sustained, reflected and embedded in school wide explicit teaching practice, teacher accreditation and student outcomes.

Evaluation	Funds Expended (Resources)
All 2020 PDPs for teaching and non-teaching staff are signed off and completed as per 2020 PDP timeline.  Some staff have gained accreditation as proficient, maintaining and one staff member is working through HALT accreditation.  Staff are to reflect on their goals and as we move into a new school planning cycle ensure their PDP aligns with the school strategic directions for 2021 - 2024.	PDP documents of all teaching and non-teaching staff.  Provide support and resources for Early Year teachers.  Access and reflection of our practice in line with the Australian Professional Standards for Teachers.

##### Process 2: Data - Innovative Teaching Practice

Student learning data and assessment is evident in innovative teaching practices, consistent teaching judgement, effective monitoring of student data and formative feedback processes.

Evaluation	Funds Expended (Resources)
Staff are regularly engaged in Professional Learning to enhance their own teaching practice and knowledge of data use, student assessment and current and innovative teaching pedagogy. The staff are engaged through weekly professional learning opportunities , sessions with the Instructional Leader and through rigorous school based professional dialogue. The importance of all these processes is to ensure we have high impact data and practice driving teaching and learning at Hillvue Public School.	PL limited face to face access due to COVID 19 restrictions.  Staff were directed to the incredible amount of new online PL offered to schools due to COVID19.

##### Process 3: Effective Learning Practices

Assessment for, of, as learning is embedded K-6, developing consistent teacher practice, cross stage collaboration and deep understandings.

Evaluation	Funds Expended (Resources)

## **Progress towards achieving improvement measures**

Direction for 2021 - Professional Learning Assessment for Learning - Guidance and advice for assessment supports high-quality assessment practices and provides teachers with specific information to target the learning needs of students.

## 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.

#### Improvement Measures

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.

#### Progress towards achieving improvement measures

##### Process 1: School and Community Involvement

Cultural initiatives, protocols and community involvement are embedded throughout the whole school community.

Evaluation	Funds Expended (Resources)
COVID19 restrictions limited community involvement throughout 2020.  The school engaged families, the school community and the broader community through the use of Facebook in 2020. The number of engagements and the high interaction rate of the schools Facebook page clearly indicates that this was a successful mode of communication for our school community through the COVID19 challenges.	Costs related to the employment of Peter Sutton Social Media expert

##### Process 2: Social Media/Digital Technology

ICT teaching and learning, innovative practice and communication are embedded into all curricular as a whole school initiative.

Evaluation	Funds Expended (Resources)
COVID restrictions limited STEM days being held at school. Facebook remains to be the main way of communication to the community.  Our community has limited availability to ICT and the school utilised hard copy packs for at home learning in 2020.	Increase in school photocopying costs  Purchase of materials (eg pens/pencils etc for take home learning packs)  Purchase of maths texts to support at home learning  Postage

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funds allocated for salaries PL for MacqLit program Culture teams funds Funds to support students wellbeing initiatives	<p>The SLSOs are an integral resource and support to the students' learning. The SLSO's are able to assist with small group work for the children, assist with supporting the children in the playground during breaks and contribute to the ongoing wellbeing initiatives developed for the children.</p> <p>The ACIP DP has been pivotal in ensuring that wellbeing initiatives for the children are ongoing and meet the needs directly of our children. The ACIP DP significantly contributes to the smooth running of the school and provides additional teaching and learning support to the staff and students.</p> <p>The culture team have carefully devised cultural opportunities in the school for significant events and celebrations to continue across the school. Although challenging with the COVID19 restrictions the team were able to do this successfully in the climate of 2020.</p>
<b>Low level adjustment for disability</b>	Salaries for staff when required Purchase of learning aids to assist individual students	<p>Employment of SLSOs ensures students are provided with the necessary one to one support and guidance for the students to be actively engaged in their learning, social and wider school events.</p> <p>The purchase of additional learning devices are vital to ensure that the students who require them have the appropriate tools they need to be successfully engaged and learning at school.</p>
<b>Socio-economic background</b>	Salaries for staff Funds for purchase of resources for the support and implementation of teaching and learning programs	<p>The employment of additional teachers has allowed the structure of the school to facilitate smaller more directed teaching and learning opportunities for the children.</p> <p>The employment of additional release staff opens the opportunity for the classroom teachers to be involved in additional weekly Professional Learning. This release time is pivotal in developing quality teachers who manipulate data, and teaching and learning programs that are directly related to student learning assessment and teacher professional judgement impacting student learning outcomes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	150	169	185	183
Girls	142	145	162	178

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.6	86	87.5	88
1	85.3	86.8	84	85.5
2	86.6	88.7	85	84.7
3	88.4	89.4	88.6	86.6
4	86.9	90.2	86.8	86.8
5	86	88.5	87.5	83.6
6	76.3	84.1	82.4	88
All Years	85.3	87.6	86	86.2

  

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
All Years	93.9	93.4	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
Assistant Principal(s)	5
Classroom Teacher(s)	15.43
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	8.22
Other Positions	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 <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>	1,005,608
<b>Revenue</b>	6,331,442
Appropriation	6,230,024
Sale of Goods and Services	65,725
Grants and contributions	34,538
Investment income	1,057
Other revenue	100
<b>Expenses</b>	-5,891,030
Employee related	-5,301,308
Operating expenses	-589,722
<b>Surplus / deficit for the year</b>	440,412
<b>Closing Balance</b>	1,446,020

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>	16,528
<b>Equity Total</b>	1,913,691
Equity - Aboriginal	744,561
Equity - Socio-economic	983,146
Equity - Language	0
Equity - Disability	185,984
<b>Base Total</b>	3,035,315
Base - Per Capita	89,453
Base - Location	2,053
Base - Other	2,943,809
<b>Other Total</b>	887,641
<b>Grand Total</b>	5,853,175

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**

A cross selection of parents/carers and students were asked to identify the strengths and areas for development of the school.

### **The parents identified:**

- \* The teachers are caring, brilliant at their job, friendly, approachable, welcoming;
- \* The teachers are supportive to the students and the parents;
- \* The students love coming to school at Hillvue PS;
- \* The parents feel safe and secure with the staff;
- \* Excellent community involvement;
- \* The communication between the home and school is exceptional;
- \* Hillvue PS is a family orientated school;
- \* Hillvue PS is the best school in Tamworth;
- \* Students feel happy, safe and comfortable at school;
- \* The school provides learning and opportunities for all children;
- \* The number of incidents between students has lowered and any issues are dealt with immediately and fairly;
- \* Wonderful school setting;
- \* Everyone is friendly; and
- \* The education programs and opportunities are excellent;

### **The parents suggested:**

- \* Playground equipment for the children;
- \* An upstairs library;
- \* More shade at the front of the school;

### **The students identified that:**

- \* The students love their teachers, their generosity, their kindness, and that the teachers accept and contribute to developing student ideas;
- \* The students identified that the teachers actually really care for the students and want them to succeed.;
- \* The students identified that learning is fun and valued;
- \* The students identified that incidents between students has lowered significantly and the school includes everybody in what we do;
- \* The students have identified that the number of students in the school has grown and that they may need a bigger playground; and
- \* The students believe that the teachers are very protective and proud of the students.

# 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.