

# 2021 Annual Report

## Hillside Public School



2164

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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. Hillside's vision is to through high expectations and strong community connections. high quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing.

## School context

Hillside is a small, harmonious school situated on 1.4 hectares in the semi-rural area of north-western Sydney that sits on the land of the Dharug people.

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.

The school completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan.

Student growth and attainment:

- Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement.
- Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.
- Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.
- Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Student Wellbeing:

- Review of PBEL program indicated the need to also focus on activities that have been proven to work in other settings and are likely to work in ours.
- Implementation of Bounce Back and Smiling Mind programs. These activities drawn from the evidence base can be grouped broadly into 'promoting social and emotional learning', 'strengthening transitions' and 'creating a safe environment'.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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 growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

**New Arrivals Program:** \$22,424.00

**Literacy and numeracy:** \$2,071.00

**Socio-economic background:** \$4,084.00

**Aboriginal background:** \$1,902.00

**English language proficiency:** \$4,454.00

**Low level adjustment for disability:** \$13,884.00

**QTSS release:** \$3,364.00

**School support allocation (principal support):** \$13,605.00

**Location:** \$1,367.00

**Professional learning:** \$4,000.00

**COVID ILSP:** \$11,212.00

### Summary of progress

In 2021 staff engaged in Professional Learning to build their knowledge and understanding of data analysis, planning and implementation. All staff were able to engage in learning around PLAN 2 and What Works Best. Teachers have demonstrated increased proficiency in the use of PLAN 2 to inform planning and to support student learning. In 2022 we will prioritise embedding the use of Data Driven practices.

Staff undertook professional learning in explicit instruction with a particular focus on writing. Teachers developed student capacity to deconstruct texts through explicit instruction and feedback. We have seen a lift in student engagement and writing outcomes and teachers capacity to deliver quality personalised instruction. Moving forward we will prioritise building the capacity of students to articulate their personalised learning goals in writing.

Teachers began to use student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Staff are beginning to track student learning outcomes through the collection and analysis of assessment data and have shown improvement across all stages. In 2022, we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs. This will support further improvement in teaching practice across the school. Staff will continue to collaboratively design and deliver lessons, observe each others practice and provide professional feedback.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b>  NAPLAN-Top 2 bands: Increase the percentage of students in the top two bands for reading by 4% for the lower band target.  NAPLAN-Top 2 bands: In numeracy we	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading.  NAPLAN scores indicates the maintenance of students in the top two bands for numeracy, greater than our upper band target.

<p>will be maintaining percentage of students in the top two bands greater than our upper band target.</p>	
<p>NAPLAN- Expected Growth: In reading there will be an uplift of 20% from the lower bound of students achieving expected growth target.</p> <p>NAPLAN-Expected Growth: In numeracy we will maintain the percentage of students achieving expected growth target.</p>	<p>75% of Year 5 students achieved expected growth in NAPLAN numeracy and demonstrated a 15% growth from the Lower bound target.</p> <p>75% of Year 5 students achieved expected growth in NAPLAN reading and demonstrated a 15% growth from the Lower bound target.</p>
<p>All students reach their individual reading targets mapped against the progressions.</p> <p>All students reach their individual numeracy targets mapped against the progressions.</p> <p>Teaching differentiate curriculum delivery to meet the learning needs of students at different levels of achievement.</p>	<p>Delay in tracking student reading and numeracy achievement against the progressions due to Covid Learning from Home and will be actioned in 2022.</p> <p>Students were tracked using Acadience Reading Diagnostic to assess and map student progress in reading.</p> <p>Classroom programs are differentiated in literacy, numeracy and writing and individualised intervention is also provided by Learning Support and Covid Intensive Learning Programs. Explicit teaching of decoding strategies and phonemes at point of need for individual students.</p>

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow, working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inclusive and Engaging Community
- Planned approach to wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$490.00

**Aboriginal background:** \$200.00

### Summary of progress

In 2021 introduced significant programs in the PBEL framework with particular student resilience and well being. Staff were upskilled in Bounce Back and Smiling Minds and this was implemented across the school. Staff and students reported a positive impact in student wellbeing and capacity to deal with challenging situations.

In 2022 the focus will shift to building the capacity of the students in Growth Mind set.

In 2021 our school prioritised a robust framework that underpinned our school community commitment to intercultural understanding. Our first phase of this project was to engage with our Aboriginal community to build our school community understanding of Aboriginal cultures and histories. Involvement with key cultural groups has strengthened our school's ongoing commitment to and ongoing actions towards reconciliation.

In 2022 the cultural connections will be used to support teachers to embed culturally appropriate content across the curriculum.

Collaborative practises: teacher to teacher, teacher to student, school to school and school to community.

In 2022 we will prioritise collaborative practice beyond reach and the school gate to broaden the network and access to expertise and resources.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.</li><li>• Decrease negative recorded behaviours in PBEL data by 100%.</li><li>• Tell Them From Me survey to be utilised and data indicates students reporting a sense of belonging, expectations for success and engagement in learning.</li><li>• We will continue to achieve Excelling in Wellbeing in the SEF.</li></ul>	<p>When surveyed, 95% of students reported positive wellbeing outcomes..</p> <p>Tell Them From Me Survey was not utilised in 2021.</p> <p>Analysing our school based Positive Behaviour Engaging Learners (PBEL) data we found a decrease in the number of students showing negative behaviours in both the classroom and playground.</p> <p>Positive, respectful relationships are evident and widespread among the school community.</p> <p>School is yet to demonstrate Excelling in Wellbeing and currently is Sustaining and Growing.</p>
<ul style="list-style-type: none"><li>• Attendance plans are embedded</li></ul>	<p>In 2021 the number of students attending greater than 90% of the time or</p>

practice and achieved for all students.  
• Percentage of students attending 90% of the time increase by 25% from the lower bound target.

more has increased by 13% from 2020.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,424.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hillside Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students supported in class and through small groups to support learning outcomes and increase vocabulary.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to identify and monitor the needs of EALD students in the beginning and emerging phases.</p>
<p>Socio-economic background</p> <p>\$4,084.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hillside Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement MultiLit program to support identified students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional support provided in class to support students after the learning from home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue utilising a Student Learning Support Officer to support in class intervention programs to target identified students and areas of need.</p>
<p>Aboriginal background</p> <p>\$2,102.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hillside Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of PLP,</li> </ul>

<p>Aboriginal background</p> <p>\$2,102.00</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of students who identify as Aboriginal now have a completed and differentiated PLP</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All staff will attend professional learning around updated policies.</p>
<p>English language proficiency</p> <p>\$4,454.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hillside Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students supported in class and through small groups to support learning outcomes and increase vocabulary.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to identify and monitor the needs of EALD students in the beginning and emerging phases.</p>
<p>Low level adjustment for disability</p> <p>\$13,884.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hillside Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student growth in reading, as analysed through PLAN2 data on the progressions and Acadience Reading Diagnostic.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to identify and target students areas of need. Data will continue to be collected and analysed against the learning progressions in both numeracy and reading and Acadience Reading Diagnostic.</p>
<p>Location</p> <p>\$1,367.00</p>	<p>The location funding allocation is provided to Hillside Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational</b></p>

<p>Location</p> <p>\$1,367.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing above establishment.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 3 classes successfully running across the school for 3 days a week.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide funding for classes so that we retain small class sizes and expert teachers.</p>
<p>Professional learning</p> <p>\$4,490.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hillside Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Inclusive and Engaging Community</li> <li>• Planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staff were engaged to ensure all teachers had access to online professional learning focused on Write Stuff program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff feeling more confident in using Write Stuff writing program. This has allowed for closer analysis of student writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to evaluate each staff members professional development plan and allocate funding for specified areas of development for staff.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Hillside Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employing above establishment classroom teacher.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the ability to maintain 3 classes with low student numbers to ensure quality teaching and learning and positive student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to maintain 3 classes where possible. The use of this funding in this area allows for intervention and small class sizes.</p>
<p>Literacy and numeracy</p> <p>\$2,071.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hillside Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Data Driven Practices</li> </ul>

<p>Literacy and numeracy</p> <p>\$2,071.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the purchasing of decodable readers that align with the latest evidence based research on the science of reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further professional learning in structured synthetic phonics programs to support the development of reading skills in emerging readers and targeted students.</p>
<p>QTSS release</p> <p>\$3,364.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hillside Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the ability to maintain 3 classes with low student numbers to ensure quality teaching and learning and positive student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to maintain 3 classes where possible. The use of this funding in this area allows for intervention and small class sizes.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The continuation of an expert teacher delivering small group instruction in reading. Assessments were undertaken and students identified for targeted intervention in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to focus on small group interventions with a strong focus on reading and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	11	11	14
Girls	7	7	8	12

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.4	100	97.2	94.5
1	96.6	92.5	89.9	94
2	97	99.6	96.9	82.8
3		94.5	94.5	94.5
4	98.1	94.2	93.1	92.5
5	97.4	97.1	84.5	90.8
6	96.1	92.3	95.6	78
All Years	97	95	94.5	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3		93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	0.58
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	24,023
<b>Revenue</b>	605,878
Appropriation	579,809
Sale of Goods and Services	6,524
Grants and contributions	19,403
Investment income	42
Other revenue	100
<b>Expenses</b>	-559,682
Employee related	-505,051
Operating expenses	-54,632
<b>Surplus / deficit for the year</b>	46,196
<b>Closing Balance</b>	70,218

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	24,524
Equity - Aboriginal	2,102
Equity - Socio-economic	4,084
Equity - Language	4,454
Equity - Disability	13,884
<b>Base Total</b>	386,124
Base - Per Capita	4,684
Base - Location	1,367
Base - Other	380,073
<b>Other Total</b>	10,662
<b>Grand Total</b>	421,310

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our parents and students provided us with positive feedback:

- Thank you for providing such an amazing environment for our children to grow and learn, and for giving so much love and attention to every single child as an individual.
- Thank you all so much for all you have done this year! We appreciate you all so much. Moving to Hillside was the best decision we have made. Thank you!
- We are very thankful that you are our teachers, and we are growing up with your passionate teaching and abundant care.
- Thank you to all my teachers for everything you do for us. I have learnt so much.
- To all you legends, words cannot express how much we appreciate you all.
- We appreciate your wisdom, care, and guidance.
- Thank you for being the most amazing school.
- Thank you so much for your kind, calm, and welcoming ways! You do so much to care for and teach the students at our wonderful school. It is an amazing, warm, consistent, and caring environment you have created for our students and school community.



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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.