

# 2021 Annual Report

## Hillvue Public School



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# Introduction

The Annual Report for 2021 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 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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Hillvue Public School

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## School vision

At Hillvue Public School our aim is to further the development of each student by providing a happy and safe environment where all students are 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 wellbeing and aspirational programs support students with their learning journey. We value our strong partnerships with our school community.

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 357 students, with 75% 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 quality teaching and learning, student wellbeing, community engagement.

Key initiatives such as Early Action for Success, Stephanie Alexander Kitchen Garden Program, Differentiated Learning Environments, Conservatorium of Music, boys and girls groups and the teaching of the Gamilaraay Culture 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.

Hillvue Public School is 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, Healthwise, Hunter New England Health and St Peters Anglican Church Volunteers.

Hillvue Public School has a genuine focus on children and the provision of a rigorous 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.

At the commencement of 2021 there has been a significant changeover in the school teaching staff. A number of these staff are early career teachers and will need professional learning to ensure success for staff and students alike.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds on the work done in the previous school plan cycle around Future Focused Learning, Leading Learning and Stronger Partnerships. Communication with the School Reference Group, school staff and feedback from interagency has been used to add further depth and insight into the future direction of the school. The three focus areas identified for the 2021-2024 school plan are:

1. Student Growth and Attainment
2. Curriculum and Assessment for Learning
3. Student Wellbeing and Community Involvement

The school has liaised with the schools School Reference Group (SRG) throughout the process of the situational Analysis. Sharing with the SRG we were able to collaborate and agree on the strategic directions and where we need to move forward within each direction.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

**Literacy and numeracy:** \$5,000.00

### Summary of progress

At the beginning of the school year, it was decided that Accelerated Literacy, place value and visuals in mathematics would be a whole school focus.

All staff were given professional learning in Accelerated Literacy and are embedding the pedagogy into their classroom practice. Staff received point of need professional learning from the Instructional Leaders in Plan 2, investigating one area of literacy - Understanding Texts, teachers selected a cohort of students to track and monitor using PLAN2. This professional learning provided opportunity for discussion, organisation and forward planning with PLAN 2 taking into consideration our school context, students, and size. Collegial discussions across the school indicated a need to change the Progression literacy focus to Creating Texts for 2022, as this will enable staff to make connections of how the strand connects with their current programs for writing. Being able to organise stage and individual professional learning opportunities including face to face and online activities enabled staff to engage in curriculum discussions, log onto PLAN2 and navigate around the site in a supportive environment.

The time spent away from the school in with COVID and lockdown, the necessary follow up in Numeracy for data collection and entry data became restricted. This disruption took time away from face to face teaching, collaborative practice and created management matters that meant some of the schools planned activities had to be postponed until restrictions were lifted. Concentrating on one focus area will allow all teachers to implement it well, engage in professional conversations and plan for consistency in teacher judgment.

#### Next Steps:

In 2022 the Assistant Principals Curriculum (APCI) Instruction will have a focus on whole school professional development in visuals in maths and place value. This will hopefully begin in Semester 1 2022 resulting in the reassurance that teachers are embedding this into classroom practice.

Teachers will undertake professional development in the implementation of the new K-2 English and Maths syllabus with the areas place value and visuals in maths as a focus in preparation for 2023 implementation.

In Strategic Direction 1, the school will keep working towards our target in reading and numeracy. The focus will be on student growth between Year 3 & 5 NAPLAN results with potential growth into the top 2 reading and numeracy bands. This will be achieved with the support of the APCI, COVID funding targeting small groups of students where this growth can be achieved. In addition scope and sequences will be revisited so that they align with areas of concern within NAPLAN results and the new syllabus documents. in areas of need.

### 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
Increase the percentage of students	Data indicates 15.22% of students are in the top two skill bands for reading

achieving in the top 2 bands of NAPLAN reading to be above the system- negotiated target baseline of 23.6%.	which is decrease against baseline data.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system- negotiated target baseline of 15%.	Data indicates 5.68% of students are in the top two skill bands indicating a decrease against baseline data.
The proportion of students with expected growth in reading is above the baseline of 54.2%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased to 55.17%.
The proportion of students with expected growth in numeracy is above the baseline of 29.6%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased to 23.08%.

## Strategic Direction 2: Curriculum and Assessment for Learning

### Purpose

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Our purpose is to ensure all students show strong growth in their learning through explicit, consistent and evidence-based teaching and learning practices. Our teachers will evaluate their effectiveness, drawing upon relevant and reliable data to make evidence-informed decisions about teaching and learning, and further refine their practice through quality targeted professional learning and the implementation of evidence-based practices.

### Initiatives

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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.

- Professional Learning for Rigorous Curriculum Implementation.

### Resources allocated to this strategic direction

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**Early Action for Success (EAFs):** \$169,999.97

**Aboriginal background:** \$455,322.00

**Literacy and numeracy:** \$6,401.43

**Professional learning:** \$5,000.00

### Summary of progress

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The school focus in Strategic Direction for 2021 was on the building of teacher skills to analyse, interpret and use achievement data to improve student progress. Focusing on High Impact Professional Learning, school teams were guided through a process of developing consistent evidence-informed practices across the school and embedded assessment for learning to identify the point of need with student learning.

Professional dialogue on teaching strategies taken from the evidence-based data was a focus in Staff Meetings, Stage Meetings, Executive Teams and Professional Learning to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching and adapted teaching and learning programs to reflect this. Support across most teams, in the form of modeled lessons and mentoring from Instructional Leaders, was provided for staff at their point of need, however further support for part time teachers and new staff is required. Student learning outcomes have been tracked through the triangulation of NAPLAN, Check-in and in class assessment data. This has been shared with all stakeholders.

A significant barrier for the school were the COVID Semester 2 interruptions. The school being non-operational, lockdowns and poor return of student attendance have all been barriers to moving forward in this strategic direction.

### Next Steps:

In Strategic Direction 2, we will continue to analyse NAPLAN, PLAN, Internal and Check in Assessment data to identify target areas for explicit teaching plans. We will continue to adopt a whole school approach of assessment collection processes because this will drive our targeted and ongoing staff professional learning programs to build teacher capacity, to use relevant data sources to inform their teaching practice and improve student achievement.

In 2022 part time and graduate teachers will be added to the schools professional learning plan. We will be more flexible with our approach to professional learning and target areas of need from a teacher perspective because staff K-6 collaboration and understanding of evidenced based data is paramount to promote consistent judgement and inform practice across the whole school.

The school will work to provide all teaching staff with professional learning that builds a consistent approach aimed at triangulating data across K-6. We will aim to establish processes to provide staff with feedback on their teaching and learning programs to address consistency across the whole school to meet the needs of the learner. This will further support improvement in teaching practice across the school.

### Progress towards achieving improvement measures

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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
Reviewing teaching practices and learning programs to meet the needs of the learner.	Document analysis of teaching and learning programs indicate all include evidence of adjustments made to accommodate individual student needs.
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	PLAN2 data entry indicates an increased number of staff regularly using PLAN2 data to inform literacy and numeracy teaching and learning programs.

## Strategic Direction 3: Student Wellbeing and Community Involvement

### Purpose

Our purpose is to develop wholistic students within an inclusive environment to allow them to connect, thrive and succeed whilst fostering an inclusive, connected partnership with our broader school community. We aim to strengthen community partnerships by developing close partnerships with parents and promoting our student successes.

### 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.

- Attendance, Wellbeing and Community engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,000.00

: \$171,898.00

### Summary of progress

Throughout 2021 a continued focus on attendance calls, home visits and the Phone Intervention Program occurred. The school maintained extensive records and initiated many new wellbeing initiatives across the school to meet the individual needs of our students. The school introduced and expanded the 'Fit For Life' program to involve more students.

The restrictions of COVID19 hampered many face to face community engagement events. However, the school was exceptionally successful in engaging the school families and the much wider community through both our public and closed Facebook groups. The data for the engagement of this strategy is exceptional.

COVID19 dampened our newly initiated and very successful community afternoon teas and open classrooms. These afternoon teas were very successful in building positive relationships between staff, families and the school as a whole.

Next Steps:

In 2022, adjustment of our attendance reward system and improve the incentives to students to increase attendance.

In Strategic Direction 3, non-attendance excuses that are not valid will not be accepted. We value daily attendance to support learning and wellbeing.

We will continue, introduce and retain outside agencies to support students and families.

### 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
<p>The proportion of students with attendance &gt;90% to be above the baseline of 53.4%.</p> <p>A data wall has been produced and displayed in the staffroom. Regular discussions take place to plot students' attendance. Unfortunately with the 5 week lockdown and periods of isolation for a group of students, attendance in term 4 has decreased. Methods of phone call, home visits and HSLO have been the procedures followed. Class groups continue to reward students with</p>	<p>The number of students attending greater than 90% of the time or more has decreased to 38.75%.</p>

100% attendance every week.	
The school coordinates and monitors a whole school approach to student wellbeing to promote learning. The team assessed the school by plotting school success from the School Excellence Framework and Wellbeing Framework.	Self-assessment against the School Excellence framework shows the element of Wellbeing to be Sustaining and Growing.
The school coordinates and monitors a whole school approach to community engagement to promote student learning. IN 2021, a new Senior Leader for Community Engagement was employed. Jacob Way has made an excellent effort to connect with many outside services.	Facebook data and trends clearly indicate an increase of community engagement through an electronic means during 2021 when COVID restrictions were in place. Parents and community were not able to be on school site, however, their engagement through school based Facebook pages, both open and closed was extremely high. An increase of community inter-agency involvement in the school also indicates a significant increase in community services available to our students.
Employment of AP Wellbeing to assist with the LaST program and research initiatives to support all students at Hillvue PS.	Documented analysis of wellbeing programs in the school indicates an increase in the number of wellbeing and learning programs initiated in 2021. These programs were overseen by the Assistant Principal - Wellbeing ensuring they included evidence of adjustments made to accommodate individual student and staff needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$19,049.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hillvue Public School in mainstream classes who require moderate to high levels of adjustment.</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>• Other funded activities</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>• additional staffing to assist student with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The student received one to one learning support with a School Learning Support Officer.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The student only remained at the school for a short period of time and the funding was transferred accordingly.</p>
<p>Socio-economic background</p> <p>\$1,016,748.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hillvue 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>• Attendance, Wellbeing and Community engagement</li> <li>• Other funded activities</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 TTFM to support students with accessing and using the survey</li> <li>• employment of additional staff to support MacqLit program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Children involved in the MacqLit program increased their reading skills and strategies which enabled students to access other key learning areas. The school received complete data from the Tell Then From Me survey to be able to reflect and make informed decisions to address student voice across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Tell Them from Me data will be used to address student voice across the school. The MacqLit program will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$852,191.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hillvue 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>• Professional Learning for Rigorous Curriculum Implementation.</li> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$852,191.27</p>	<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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for all students</li> <li>• employment of specialist additional staff (LaST) to support all students</li> <li>• employment of specialist additional staff (SLSO) to support all students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Employment of additional teaching and non-teaching staff to support student learning in Literacy and numeracy. Employment of 3-6 Instructional Leader to work closely with teaching staff to develop contextualised teaching and learning programs for students in Literacy and Numeracy. Employment of Deputy Principal to support the Executive Principal in school based organisation, students management and teacher support. Instructional leaders are employed across the whole school setting to drive curriculum development, data driven practice and research based pedagogy across the K-6 school setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to employ additional staffing to support individualised and contextualised learning for the children. As well as professional development in curriculum support for staff to develop quality teaching and learning programs for the children.</p>
<p>English language proficiency</p> <p>\$13,474.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hillvue 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>• Other funded activities</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 Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students have improved English proficiency enabling them to access curriculum content, to participate fully in schooling, communicate effectively with their peers and teachers, and achieve equitable learning outcomes across all Key Learning Areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The funding for these students is only for 2021. The students will continued to be monitored carefully in class, and School Learning Support Officers and Learning and Support Teachers will make classroom learning adjustments for the students on an individualised case by case basis.</p>
<p>Low level adjustment for disability</p> <p>\$189,264.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Hillvue 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>• Other funded activities</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 teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul>

<p>Low level adjustment for disability</p> <p>\$189,264.67</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The children made individual learning progress in relation to their Individualised Education Plans and Personalised Learning Pathways in a safe and supported classroom environment. The children successfully reached their goals outlined in their Individualised Education Plans and Personalised Learning Pathways to prepare for new goals to focus in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will continue to work on achieving their Individualised Education Plan and Personalised Learning Pathway goals. Students and staff will work together to ensure children are achieving their Individualised Education Plan and Personalised Learning Plan goals.</p>
<p>Location</p> <p>\$1,847.65</p>	<p>The location funding allocation is provided to Hillvue 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching support cross the whole school context</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of a casual teacher to fill staff absences on a daily basis. This has resulted in a more cohesive and consistent approach to back filling the absent teacher position with a consistent and known teacher resulting in less disruption to student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to use allocated funds to employ an 'in house' casual to meet the needs associated with our schools location.</p>
<p>Literacy and numeracy</p> <p>\$11,401.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hillvue 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>• Numeracy</li> <li>• Professional Learning for Rigorous Curriculum Implementation.</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>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading and numeracy resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers accessing and embedding Literacy and Numeracy into their classroom practice this is clearly evident through the student work samples that have been collected across the school. Instructional Leaders have commenced the training of staff in Literacy and Numeracy and staff have taken on board various strategies. Teachers across the school regularly and thoroughly collect data and then analyse, to plan effective teaching and learning activities. Throughout the year professional learning for staff has been a priority to enable teachers to build capacity in Literacy and Numeracy strategies and data assessment across the school.</p>

<p>Literacy and numeracy</p> <p>\$11,401.43</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The Early Action For Success strategy ceases at the end of 2021. This position will be replaced by the Assistant Principal Curriculum and Instruction in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Hillvue Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Professional Learning for Rigorous Curriculum Implementation.</li> <li>• Other funded activities</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>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> <li>• employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The Instructional Leaders have supported students in K-2 and 3-6 in literacy and numeracy through instructional leadership providing high quality professional learning, diagnostic assessment, differentiated teaching and targeted interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Employment of the Assistant Principal Curriculum and Instruction for 2022 to focus on the leadership of effective evidenced based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
<p>QTSS release</p> <p>\$76,576.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hillvue 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>• Other funded activities</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Employment of additional teaching staff to release Assistant Principals to support their teams with the teacher professional standards and quality teaching instruction to improve student learning outcomes.</p>

<p>QTSS release</p> <p>\$76,576.59</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Quality Teaching Successful Students funds will be combined with other school based funds to employ temporary teachers in the school to support release for high impact professional learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hillvue Public School who may be at risk of not meeting minimum standards.</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>• Other funded activities</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>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of two interventionists to support individualised Literacy learning intervention for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued employment of interventionists to focus on learning support for students requiring Literacy and Numeracy learning intervention.</p>
<p>COVID ILSP</p> <p>\$314,174.39</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>• Other funded activities</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 to provide targeted, explicit instruction for student groups in and individually literacy/numeracy for children's individualised needs</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Employment of additional teachers to work in small group and provide individualised tuition to target Literacy and Numeracy outcomes for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The tuition will continue in 2022 as the funding has been approved to continue.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	169	185	183	178
Girls	145	162	178	184

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	86	87.5	88	81.4
1	86.8	84	85.5	83.2
2	88.7	85	84.7	82.1
3	89.4	88.6	86.6	84.6
4	90.2	86.8	86.8	85.1
5	88.5	87.5	83.6	81.3
6	84.1	82.4	88	81.8
All Years	87.6	86	86.2	82.7
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	93.6	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	93.4	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
Assistant Principal(s)	5
Classroom Teacher(s)	15.47
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 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>	1,446,020
<b>Revenue</b>	7,114,272
Appropriation	6,996,489
Sale of Goods and Services	91,720
Grants and contributions	24,817
Investment income	446
Other revenue	800
<b>Expenses</b>	-6,994,232
Employee related	-6,184,168
Operating expenses	-810,064
<b>Surplus / deficit for the year</b>	120,040
<b>Closing Balance</b>	1,566,060

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>	19,049
<b>Equity Total</b>	2,071,679
Equity - Aboriginal	852,191
Equity - Socio-economic	1,016,748
Equity - Language	13,475
Equity - Disability	189,265
<b>Base Total</b>	3,059,048
Base - Per Capita	95,141
Base - Location	1,848
Base - Other	2,962,059
<b>Other Total</b>	940,053
<b>Grand Total</b>	6,089,828

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

Throughout the 2021 school year, the school sought the opinions of parents, students and staff about the school. This information was sought through key advisory networks such as the P&C, Student Leadership Team, Federation staff representatives, staff meetings and the School Reference Group. The majority of responses and feedback indicated that stakeholders are happy with the school and the direction it is taking.

Tell them from Me Student surveys were conducted throughout 2021. 99 students responses indicated the following:

- \* 78% of students love coming to school to learn
- \* 81% of students felt valued, known and cared for at the school.

The capture of parent satisfaction in 2021 was challenging to due to COVID restraints. but ...parent responses indicated the following:

- \* 94% claimed satisfaction with the school
- \* 68% felt welcome at the school and confident to discuss their child's education
- \* 77% of parents surveyed commented that the communication channels are open and the staff regularly contact parents
- \* Our school is an inclusive school 7.5 school mean compared to 6.7 NSW govt mean.

# 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.