

2022 Annual Report

Hillvue Public School



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Introduction

The Annual Report for 2022 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.

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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

In 2022, Hillvue Public School has an enrolment of 394 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 33 Connected Communities Schools in New South Wales. Along with mainstream K-6 classes, the school houses four support classes ; two Multi Categorical, Mild Intellectual and Emotional Disturbance.

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 and community engagement.

Key initiatives such as extensive P-K and 6-7 Transition programs, Stephanie Alexander Kitchen Garden Program, Differentiated Learning Environments, Creative Arts Enrichment Groups, boys and girls cultural groups, Gaba Binaal/Grow Your Mind wellbeing programs 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 a committed P and C with close links to the University of Newcastle Rural Health, the University of New England, the Opportunity Hub, TAFE New England, Tamworth AECG, Healthwise, Hunter New England Health, PCYC 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 Assistant Principals Curriculum and Instruction and quality classroom teaching. Our enthusiastic, approachable staff are highly trained and experienced professionals who provide the foundation for our motto of 'To Greater Heights'. We work together to ensure all staff, students and families are supported and recognised as important members of our school community.

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: \$38,838.95

Socio-economic background: \$259,600.00

English language proficiency: \$3,764.49

Low level adjustment for disability: \$206,380.58

Integration funding support: \$65,346.00

Summary of progress

Reading with a focus on Comprehension

Staff have revised their teaching programs and are providing students with learning opportunities that focus on building comprehension skills through Close Reading of a Text. Professional Learning has enabled teachers to focus on comprehension skills.

Resources that were purchased and that are now in classrooms include: whiteboards and whiteboard markers, magnetic alphabet letters, comprehension games, magazine subscriptions and comprehension dice.

All staff K-6 have been involved in professional learning around Comprehension during staff meetings. K-2 staff have extensively engaged in professional learning around the new K-2 English Syllabus.

Resources and staffing have been a barrier to accessing professional learning and implementing some programs.

Explicit teaching of comprehension will remain a focus for 2023. Resources purchased in 2022 will continue to be utilised and updated throughout 2023 in line with the new K-2 Syllabus.

The MultiLit Closing The Gap initiative will continue to be implemented in an intervention capacity in 2023. This will see some staff access further training to implement the initiative.

Reciprocal Reading, Close Study of a Text and Accelerated Literacy will continue to be a focus during the teaching and learning of comprehension.

Using the Hillvue Public School Assessment Schedules developed during 2022, regular assessment of comprehension will be completed using the Departmental short assessments and then analysed to determine future teaching points.

Numeracy with a focus on Place Value

Going forward in 2023 teachers will continue to engage in professional development and dialogue to ensure that Place Value is being embedded into classroom practice as a priority. This will have an impact on student achievement within this focus area. All stages are to work towards using the same mathematical language from Kindergarten to Year 6 and participate in lesson observations across the school. This will help staff to gain an understanding and a consistent approach to teaching Place Value.

To answer Place Value questions online, students need to up skill in digital literacy to answer without using concrete materials.

Through participating in the Curriculum Reform Early Adopter in 2022, Year 1 have given the school a snap shot of what changes and adjustments will need to be made for 2023 K-2 staff implementing the Mathematics Syllabus

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
The proportion of students in the top two bands in reading reaches the lower bound of 23.6%.	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 7 students in year 3 are in the top two skill bands for reading.• 2022 NAPLAN data indicates 3.3% of year 5 are in the top two skill bands for reading.
Increase the percentage of students moving between the lower and upper bound.	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 47.8% of year 3 students are in the middle two bands and 6.7% of year 5 students are in the top two skill bands for numeracy.
The proportion of students with expected growth in reading is moving towards the lower bound of 60.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of students with expected growth in numeracy is at or above the lower band of 47.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

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

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

Socio-economic background: \$649,691.13

AP Curriculum & Instruction: \$210,799.40

QTSS release: \$70,791.34

Aboriginal background: \$200,000.00

Summary of progress

Analysis of Data assessment / Assessment for learning practices:

Our school's curriculum provision and evidence-based teaching practices provide high expectations framework, within which all of our students effectively develop their knowledge, understanding and skills. Teachers are consistently monitoring and reviewing the teaching and learning cycle to meet the changing requirements of our students. Teaching and learning programs reflect expected student progression in knowledge, understanding and skill and the assessments that inform them. Teachers are more consistent when differentiating the curriculum to meet the needs of students at different levels of achievement. Success criteria and learning intentions allow students to articulate their learning and understand what they need to learn next to enable continuous improvement. Teachers are embedding the use of assessment for learning practices into their teaching and learning programs. Teachers use a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of the students. With the support of the APC&I's teachers analyse data to identify learning progress of individual students and student cohorts. The APC&I's and Executive promote and demonstrate professional learning in data concepts, analysis and use of student assessment data. Teachers use data effectively to evaluate student understanding of lesson content. The implementation of an Assessment schedule across K-6 has allowed for regular assessment across the whole school, this has helped promote consistent and comparable judgement of student learning, monitor student progress, and identify skill gaps for improvement and areas of extension.

Developing English and mathematics syllabus knowledge:

In professional learning sessions with the APC&I, aspects of the Year 1 units were discussed and the outcomes dissected to enhance teacher understanding. Rich and rigorous conversations were the norm and a more reflective approach led to stronger student results. Differentiation was perfected and teacher strengths worked with. There is now a high level of confidence heading into 2023.

Barriers:

- Teacher staffing - impacted class cohorts and the professional learning timetable
- Teacher knowledge - differs to varying degrees based on expertise and time spent at Hillvue PS. This was addressed during meetings with the APC&I's and professional learning
- The English units began in a more advanced place than our cohort was ready for, particularly in the aspect of Phonics and Spelling.
- Staff soon became aware that the new syllabus units of work are not a "one size fits all" and needed to be adjusted to fit our context.

Next Step:

A coordinated effort by school staff to engage school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Professional learning to improve:

- All teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all student continue to be challenged and all adjustments lead to improved learning.
- All teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Teachers respond to trends in student achievement, at individual, group and **whole school levels**.

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 school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.</p>	<ul style="list-style-type: none"> • APC&I Professional Learning program which included observation, modelling and mentoring staff to embed quality teaching pedagogy into classrooms indicates an increase of 95% or 18 of staff have actively collaborated with practitioners from other stages to reflect and improve upon teaching practice. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.
<p>Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.</p> <p>Schools that excel, have consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.</p>	<ul style="list-style-type: none"> • Observation indicates 78% of staff utilise learning intent and success criteria in their lessons to establish learning goals for all students. • Self-assessment against the School Excellence framework shows the theme of Differentiation to be sustaining and growing. • Self-assessment against the School Excellence framework shows the school currently performing at delivering excelling in the element of data skills and use while the element of assessment has remained at sustaining and growing.

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: \$135,876.30

Aboriginal background: \$677,206.00

Per capita: \$98,423.98

Location: \$1,669.07

Summary of progress

Attendance

We have developed an Attendance Matters Action Plan which outlines the responsibilities and actions of staff according to the attendance percentage tier as per the 'Understanding Attendance' Document Visual display of data wall informs staff and encourages positive communication with the students and parents. Breakfast club and emergency lunches are a vehicle for students to attend school.

Parents can sometimes be unclear about attendance procedures and expectations. They can be confused by letters and the Home School Liaison Officer's role.

Information needs to be provided at Kindergarten Transition and for the general school community at the beginning of each year. Parents enrolling new students are to be provided with our attendance policy and 'Attendance Matters' documents. The school will continue to recognise and reward significant attendance improvement at major assemblies and on social media.

A review will take place to evaluate the present Attendance awards system.

Whole School Community Well being Programs

The Creative Arts Programs have allowed for a large group of students to commit to lunch time programs. One student has had his art work included in the 'Touring 50' for Operation Art. Three other students have had their artwork chosen to be displayed at Tamworth Base Hospital. The students are becoming aware of Grow Your Mind animals and their correspondence to their feelings and actions, resulting in a developing awareness of mental health and its impact on themselves, others and their learning.

To strengthen the Grow Your Mind program, there needs to be a whole school commitment. Classrooms must reflect the program and the school values. Professional learning in Grow Your Mind will be organised to gain a whole school commitment and shared language across the school.

In 2023 the school will continue to implement the programs introduced this year such as Taekwondo and Bouldering.

Community Engagement

The students have been fortunate to have engaged with many community organisations over the course of 2022.

They have included organisations within the health and emergency departments. From guest speakers addressing current issues to all students being provided with dental, hearing, sight, speech and occupational therapy.

The Local Lands Council, through the Opportunity Hub have provided programs explicitly designed for the older students such as Sista Speak and Joblink with cultural activities such as didgeridoo building and associated cultural history lessons.

Uraah Innovations supplied Gomerio Language tutors who have attended weekly to provide all students with the opportunity to learn, practice and become immersed in the Gomerio language. This program ran alongside the AECG Satellite nest Language and Culture tutors who also provided intensive linguist instruction.

The school will continue to promote positive interactions in the social media, communicating through Facebook, Skoolbag and written notices and support and celebrate student success in an authentic manner.

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
5% increase in students achieving success, advocacy and a sense of belonging to their school from the Tell Them From Me survey data.	Tell Them From Me data shows 70% of students reported positive feelings of wellbeing, including 76% of students believe there is advocacy at school, 54% have a sense of belonging and 90% believe there is high expectations of success across the school community.
Expectations of community involvement are continually reviewed and refined will all students, staff and community.	Tell Them From Me survey data shows an improvement, showing that 90% of the school community reported positive interactions, which resulted in 100% of the community believe there is advocacy at the school, 60% having a sense of belonging and 80% of the school community have an expectation of success.
Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.	88% of students reported having a positive association with the school, which has increased by 3% from the previous year.
Increase the proportion of students attending > 90% of the time to the lower bound of 59.4%.	Students attending school at a rate greater than 90% of the time or more, has increased by 9.5%.compared to 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,346.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * an increase in place value knowledge demonstrated in the student's results in the Check-In Assessment, PLAN 2 and from the classroom observations and assessments. * an improved understanding of how place value needs explicit teaching <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continued engagement in teacher professional learning to embed and sustain classroom practice on place value * shared mathematical language to be used consistently from Kindergarten to year 6
<p>Socio-economic background</p> <p>\$1,045,167.43</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Professional Learning for Rigorous Curriculum Implementation. • Attendance, Wellbeing and Community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through APC&I program to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> *all staff were involved in professional learning on Comprehension and the new K-2 Syllabus. * Stage 1 engaged in professional learning on Close Reading of a text for consistency in teaching of comprehension. * Class groupings have been modified and adapted to cater for the explicit teaching and learning of Comprehension skills. *Targetted intervenetion groups were implemented to address discepancies in Comprehension skills. * The studensts were able to attend weekly lunchtime workshops to cater for high interest and potential to increase their creative skills and talents. Studenst were successful in gaining recognition in the Operation Art project, while others have performed on many occasions in music, drama and dance. * Employment of external services such a Taekwondo, Bouldering, Fit for Function (Yoga) and Dance Tutors have provided community services at the school for all students, K-6, to experince and enjoy. This has built knowledge and confidence in all students to engage in the formal side of education.

<p>Socio-economic background</p> <p>\$1,045,167.43</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Explicit teaching of Comprehension (reciprocal reading, close study of a text and Accelerated Literacy(will remain a focus with further resources purchased, especially in the implementation of the new K-2 syllabus. * Implement the HPS Assessment Schedule along with the department's short assessments for continued analysis of student progress and achievement. * continued employment of the external services within the school grounds.
<p>Aboriginal background</p> <p>\$877,206.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning for Rigorous Curriculum Implementation. • Attendance, Wellbeing and Community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> *professional Learning release for teachers / teams undertaking special projects such as Jocelyn Seamer Education and Year 1 implementation of English K-2 and Mathematics K-2 Digital Curriculum * Continual review and use of Dylan Wiliam and Shirley Clarke texts so as lessons are structured around the learning intention and success criteria. * all students receive a specialist tutor in Gomeroi language and culture throughout the week from the AECG Satellite Nest and local Aboriginal elders. * the whole school,has embraced the Gomeroi langugae and culture throughout daily life , teaching and learning programs. The students are immersed by verbal and visual cues as part of the community engagement program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue the employment of local Aboriginal elders and build a school-based program that matches the age and level of understanding of our students. * sustain present knowledge of the Gomeroi culture and continue to seek local services to strengthen the student's skills and sense of belonging.
<p>English language proficiency</p> <p>\$3,764.49</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the student has developed improved communication skills through the explicit teaching of Comprehension and classroom practices that are equitable and inclusive. <p>After evaluation, the next steps to support our students will be:</p>

<p>English language proficiency</p> <p>\$3,764.49</p>	<p>* continue tracking the students progress through the phases of learning and provide explicit support from the teachers and support staff in their class.</p>
<p>Low level adjustment for disability</p> <p>\$206,380.58</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * students received iextensive ndividual support in the areas of place value so they could understand and achieve in the other strands within the Mathematics curriculum. * all staff were engaged in pofessional learning of DoE Numeracy suite with allocated staff meeting time which included the study of materials and articles, allocation of appropriate place value resources and the utilisation of staff expertise. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continued to be supported by a School Learning Support Officer in their classroom, providing guidance and prcatical experiences to successfullu gain a sound understanding of Place Value. * all teachers, alongside with the APC&I and AP Mentor within their classroom settings as well as in a team professional learning experience will increase their classroom prcatices that encompass the theories of What Works Best .
<p>Location</p> <p>\$1,669.07</p>	<p>The location funding allocation is provided to Hillvue Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance, Wellbeing and Community engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the majority of students across Stage 2, 3 and the Support Unit were able to attend the Canberra and Coffs Harbour excursions. *engagement with Clontarf to work with Stage 3 boys with their leadership skills and provided an opportunity for Stage 3 girls and boys to attend dance workshops provided by Peel High students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to strengthen ties with Clontarf and feeder high schools - Peel High Scool, Tamworth Hgh School and Oxley High School - to support Stage 3 students in their final years of primary education and link into transition programs. * develop across schools 'skill sharing' opportunities allowing the older students to lead the HPS students in the area of leadership and culture.

<p>Professional learning</p> <p>\$38,838.95</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 Hillvue Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Teacher release for focused PL sessions around creating an authentic comprehension tasks throughout the teaching and learning cycle. * Increase of rich quality texts in the school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * staff revise their teaching programs with the focus on building comprehension skills and the development of appropriate and effective resources. * staff critically analyse the Check In and NAPLAN assessments data to inform explicit teaching and professional learning goals.
<p>QTSS release</p> <p>\$70,791.34</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning for Rigorous Curriculum Implementation. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Analysis of data assessment being collected in the school to determine teaching direction to impact student learning outcomes K-6. <p>The allocation of this funding has resulted in the following impact: the data assessment supported embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.</p> <p>After evaluation, the next steps to support our students will be: All teaching staff have access to a broad range of student achievement data and use it to analyse, study and display individual and cohort progress.</p>
<p>COVID ILSP</p> <p>\$251,339.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Strategic groups of students receiving data driven explicit instruction in the</p>

COVID ILSP

\$251,339.00

areas of literacy and numeracy.

After evaluation, the next steps to support our students will be:

Teachers monitoring the students progress and exit students from the program when focus areas of achievement are successful.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	185	183	178	181
Girls	162	178	184	194

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.5	88.0	81.4	76.5
1	84.0	85.5	83.2	75.3
2	85.0	84.7	82.1	79.8
3	88.6	86.6	84.6	76.7
4	86.8	86.8	85.1	79.3
5	87.5	83.6	81.3	83.2
6	82.4	88.0	81.8	75.0
All Years	86.0	86.2	82.7	77.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.4
Classroom Teacher(s)	15.4
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	8.22
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,381,516
Revenue	7,858,997
Appropriation	7,682,798
Sale of Goods and Services	117,567
Grants and contributions	54,190
Investment income	4,342
Other revenue	100
Expenses	-7,158,984
Employee related	-6,019,774
Operating expenses	-1,139,210
Surplus / deficit for the year	700,013
Closing Balance	2,081,528

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	65,346
Equity Total	2,132,794
Equity - Aboriginal	877,482
Equity - Socio-economic	1,045,167
Equity - Language	3,764
Equity - Disability	206,381
Base Total	3,119,712
Base - Per Capita	98,424
Base - Location	1,669
Base - Other	3,019,619
Other Total	1,343,943
Grand Total	6,661,796

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Throughout the 2022 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 towards the end of 2022., 106 students in years 4 to 6 provided responses that indicated the following:

- * 81% of students love coming to school to learn

- *85% of students felt valued, known and cared for at the school.

The capture of parent satisfaction in 2022 responses indicated the following:

- * 94% claimed satisfaction with the school

- * 74% felt welcome at the school and confident to discuss their child's education

- * 82% of parents surveyed commented that the communication channels are open and the staff regularly contact parents

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.