

Hillcrest Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

Hillcrest Primary School Number: 665

Partnership: Torrens

Name of school principal:

Lissa Hutter

Name of governing council chair:

Charmaine Vearing

Date of endorsement:

20/2/2019

School context and highlights

Hillcrest Primary School offers excellent facilities, equipment and the full range of Australian Curriculum subjects within extensive grounds which encompass a large oval, running track, fitness equipment, three playgrounds, an Indigenous plant trail, an under-cover sandpit and a community kitchen garden. Our school culture is underpinned by our values of Respect & Responsibility, Care and Compassion, and Honesty and Trustworthiness. These values were identified through a consultative process with all stakeholders, as being the ones that parents, students and staff believed to be most important in building the characters and guiding the behaviours of members of our school community. We are a very multi-cultural school with families from over 38 different countries amongst our school community and a valued cohort of Indigenous students who are engaged, attending regularly and showing great achievement.

We provide quality teaching, relevant and rich learning experiences for each child and offer specialist subjects in the areas of Physical Education, Performing Arts and German with a focus on embedding STEM design processes & pedagogy across the curriculum. The school choir is highly valued by staff, students and families and in 2018, we had around 25 students in years 5 to 7 perform at the Festival of Music, school assemblies, Community Centre and the End of Year Gala Day.

We have a dedicated STEM workspace overseen by our STEM Coordinator (Simon Watts). By applying relevant literacy, mathematical and science skills and concepts, the engineering/design process along with various technologies, students are supported to seek solutions to real world problems. This focus on STEM has supplemented the work our teachers have been undertaking in lesson design through professional learning in Transforming Tasks, formative assessment and collaborative moderation.

Our exciting year culminated in our second End of Year Gala Day which was an enormous success and organised by a committed team of staff chaired by Jessica Quinn. Many of the stalls and performance items were student initiated and even the lay-out of the tents, food stalls, stage area etc. on the oval, fell to students who were given a mathematical and design task which involved research, geometry, mapping concepts, collaboration and communication. The school is supported by a collaborative, involved Governing Council who also manage an expanding, high quality OSHC service.

Lissa Hutter
Principal.

Governing council report

The role of the Hillcrest Primary School Governing Council is to work with the school principal to set and help monitor the direction of the school by:

- Setting the broad direction and vision of the site
- Involving the school and local community
- Developing and approving school policies
- Monitoring and reviewing the site improvement plan
- Management and employing authority of OSHC program and staff
- Approving and overseeing of school and OSHC budgets

Overarching these is for the Governing Council and leadership of the school to work in partnership to support the learning needs of our students. This past year has been another busy year for the Governing Council and I wish to extend my thanks and appreciation to all the council members for their hard work and dedication, especially to those members who have completed their Governing Council duties.

Decisions and achievements of the Governing Council for 2018 include:

- Approval to collect outstanding debts for School and OSHC fees.
- Fundraising activities including: sausage sizzles, gift stalls, raffles, Gala day and Sports Day where over \$6000 was raised.
- Consultation on school traffic management to Department of Planning, Transport and Infrastructure and the local council
- Parliament House visit with local member Dana Wortley and other school Governing Councils.
- Support and assistance for Gala Evening
- Discussion of NAPLAN results and implications for our school.
- Discussion and decision making with regard to school grounds and maintenance.
- General support for the management of the school from a whole school community perspective.

As mentioned, the Governing Council manage the school's OSHC service - we work closely with the OSHC Director and staff to provide a high-quality service for families. I would like to acknowledge the OSHC team and their constant hard work and dedication - the OSHC is thriving and enjoyable for students attending. Being part of this valuable team of interested parents, community members and school staff, is a great way to become better acquainted with the operations of our school and increase your knowledge of issues that affect the educational journey of your children and the school as a whole community. If you are interested or have skills that could contribute to discussions regarding the school's direction, I would encourage you to nominate yourself to be part of our Governing Council in future.

Charmaine Vearing, Governing Council Chairperson.

Improvement planning and outcomes

A strong focus on early intervention, intellectual challenge & Literacy/Numeracy achievement has informed our improvement focus over the past five years. In 2018, we committed funding to a Coordinator-Intervention Plus who worked with students, teachers & SSOs to identify students at risk of not achieving the DECD SEAs & implement programs to quickly address learning needs. To cater for students working at or above the DECD SEAs, the teachers completed and reviewed "Transforming Tasks" modules, formative assessment strategies & collaborated on moderation of student work to focus on learning design with a view to increasing intellectual challenge and student achievement through task design, feedback and consistency of assessment. Our Coordinator - Innovative Pedagogies/STEM continued to support teachers to incorporate innovative practices, tools and pedagogies in their classes and design problem centred approaches to learning tasks & assessments. Further alignment and connection with our school narrative "We will help our students to talk & question more, think deeper & work harder so they exceed their expectations & potential" occurred over 2018 and we used this narrative to underpin the following improvement goals and targets:

1. improved student engagement and growth in numeracy and mathematics
2. Improved student engagement and growth in reading and comprehension
3. Intellectual challenge – helping our students talk and question more, think deeper and work harder so they exceed their expectations and potential

Our school has seen a huge increase in enrolments and we have continued our focus on synthetic phonics instruction in the early years with funding to ensure explicit, small group instruction, regular assessment & review and a clear process for referral and intervention. The success of this initiative and the expertise of our Junior Primary teachers contributed to very good results in reading - particularly for our Reception students with 95.4% of new Receptions meeting the department's Standard of Educational Achievement (SEA) in Reading by the end of Term 3.

Our Site Improvement and self review process culminated in a Site/Student Review and Planning Day on Monday of Week 6 in Term 4. We shared and reflected on multiple measures of data (with an emphasis on achievement and growth data), reviewed our 100-90-50 targets and strategies and measured the progress we have made towards our targets. We then collated this to provide more targeted direction for specific cohorts as part of the new departmental School Improvement focus. Our 2019 Improvement Action Plan reflects the 3 year (2017-2019) Site Improvement Plan that is heavily supported by our staff and school community with a focus on improving high growth & achievement in numeracy and reading comprehension for our Years 4-7 students. Huge thank you to our deputy Principal, Robyn Holla for her hard work in collating and organising the data for this day.

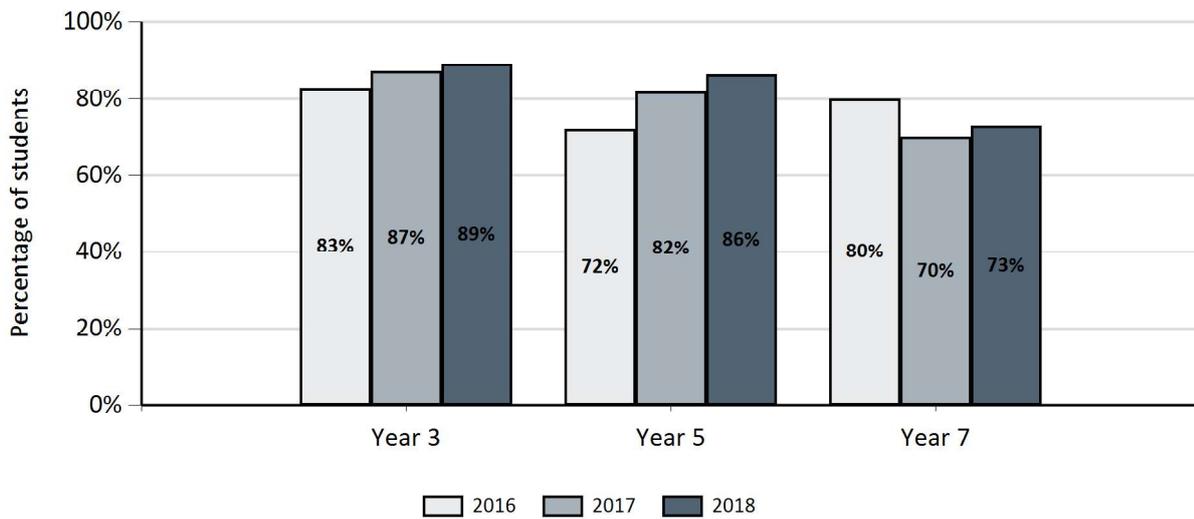
The position of Principal was re-advertised due to tenure completion. I was successful in my application and delighted to be given the opportunity to continue the work we have started here over the next five years. We have exceptional teachers and SSOs, a hardworking and committed Governing Council, a supportive parent community and outstanding students and our combined efforts and commitment to improved learning and achievement have been fundamental in attaining such positive outcomes for our children.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

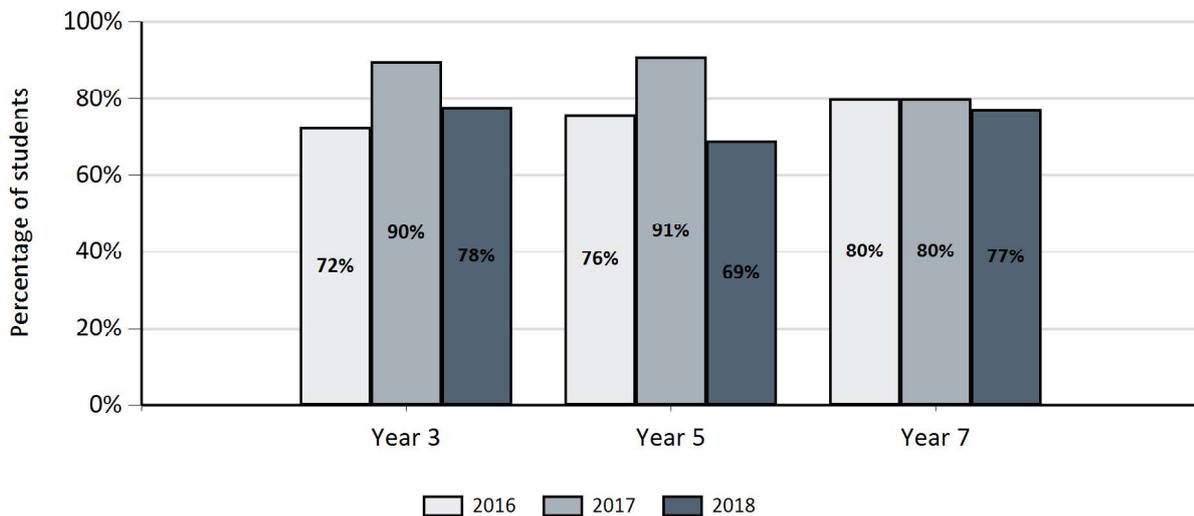
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	17%	33%	25%
Middle progress group	58%	44%	50%
Lower progress group	25%	22%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	17%	22%	25%
Middle progress group	54%	56%	50%
Lower progress group	29%	22%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	45	45	21	18	47%	40%
Year 3 2016-18 average	37.7	37.7	17.7	14.3	47%	38%
Year 5 2018	29	29	6	5	21%	17%
Year 5 2016-18 average	25.3	25.3	6.7	4.3	26%	17%
Year 7 2018	22	22	5	3	23%	14%
Year 7 2016-18 average	19.0	19.0	5.0	4.0	26%	21%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

We again strived to meet aspirational targets in order to measure student achievement and progress over our three year school improvement plan. The impact that the investment and alignment we made in our Reception to Year 2 classes over the past 4 years with the Read Write Inc. program was evident in the strong performance of our Year 3 students in the NAPLAN assessment again this year. This Yr 3 cohort had four years worth of a targeted literacy program based on explicit instruction, quality teaching practice, synthetic phonics, reading and comprehension, and the results have been outstanding. 89% of our Year 3 students met the DfE SEA in reading and 47% of students in Yr 3, achieved in the upper bands. The challenge for us is to ensure that this great foundation is built upon as these students move through their years of schooling. In respect to our performance against the school's 100-90-50 targets mentioned earlier, the following results were collated and shared at our School Performance and Review Day in Term 4, 2018.

Target : 90% of students achieve the Department for Education Standard of Educational Achievement (SEA)
Running Records: 74% R to 2 students met the Running Record SEA

NAPLAN: Year 3: Reading 89% achieved SEA / Numeracy 78% achieved SEA
Year 5: Reading 86% achieved SEA / Numeracy 69% achieved SEA
Year 7: Reading 73% achieved SEA / Numeracy 77% achieved SEA

PAT-R: Year 3 - 93% PAT-M: Year 3 - 92%
Year 4 - 89% Year 4 - 84%
Year 5 - 82% Year 5 - 82%
Year 6 - 63% Year 6 - 80%
Year 7 - 68% Year 7 - 71%

Target : 50% of students exceed the DECD SEA (using NAPLAN high band attainment)
Year 3: Reading 47% / Numeracy 40%
Year 5: Reading 21% / Numeracy 17%
Year 7: Reading 26% / Numeracy 21%

The above results in both PAT assessment achievement and high band attainment were disappointing - particular in Years 4 to 7. As a result, we have targeted our improvement goals on the 4-7 cohort in both reading comprehension and number. Some of the actions we will undertake in our 2019 School Improvement Action Plan is to look at reading over Level 30 with a greater focus on deep comprehension - in particular the skills of inferencing, visualising, summarising, questioning and predicting. In numeracy, the questions on place value, number and those that require problem solving and reasoning give our students the greatest challenge, so we will be assessing students in Year 4-7 for misconceptions in number, place value and multiplicative thinking and address those misconceptions through targeted intervention programs and explicit teaching in problem solving strategies. The two Year 7 teachers will also undergo training in Back to Front Maths and lead this with other upper primary teachers back at school over 2019 and 2020.

Attendance

Year level	2015	2016	2017	2018
Reception	91.4%	94.5%	90.5%	92.7%
Year 1	94.8%	91.3%	94.0%	92.2%
Year 2	92.4%	94.7%	92.3%	93.7%
Year 3	96.1%	93.5%	92.0%	93.7%
Year 4	95.4%	95.8%	91.1%	96.5%
Year 5	96.4%	93.7%	93.6%	92.9%
Year 6	89.8%	95.2%	95.5%	93.5%
Year 7	95.8%	87.7%	93.1%	95.9%
Primary other	94.4%	95.4%		
Total	93.8%	93.5%	92.4%	93.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance for 2018 was 93.6%. Attendance rates in individual year levels were mostly above 93%, with class/individual attendance rates of below 94% tracked and addressed through school monitoring processes. Our ATSI students averaged 93.7% attendance which is exceptional. The Deputy Principal reported on attendance patterns and concerns termly to both staff and the school community in the newsletter and extracted data to determine which children qualified for our "100% Attendance for the Term" and the highly prized, "100% Attendance for the Year" awards.

Behaviour management comment

We are very proud of the behaviour of our students & this is reflected in the very low number of incidents that occur over the year. In total, we dealt with 56 incidents of behaviour at an administrative level. The most serious incidents related to actual violence towards staff and resulted in 8 suspensions for the year. Classroom teachers do an exceptional job of promoting and maintaining safe learning environments by engaging the students in developing class agreements in the first few weeks of Term 1 of each year – guided by the model of restorative practice and our school values. The parent support and high expectations of our families in terms of student behaviour are highly valued by staff & undoubtedly contribute to our behaviour statistics.

Client opinion summary

Curriculum Areas:

95% of parents indicated that they strongly agreed/agreed that our school does an 'excellent job' teaching Physical Education, followed closely by 89% of parents who felt the areas of English, Maths and History were taught excellently. 47% of parents neither agreed or disagreed that Technology was a curriculum area of strength. It is anticipated that the focus on STEM pedagogy and resources will address this for future parent consideration. It is clear that parents especially value the work that teachers and school support officers have put into Literacy and Numeracy as per our site improvement plan and the Physical Education program.

School Resources:

In the 3 areas surveyed (educational services, resources & facilities), 79%, 74% & 79% respectively strongly agreed/agreed that our school resources, programs and facilities were of a high quality.

Behaviour:

Across the areas surveyed under this heading (which addressed behaviour management systems, staff & student awareness of, and respect for racial/cultural diversity, safety, staff & student friendliness and concern for others), 80% of respondents (averaged across the 7 questions) indicated they were happy with the social behaviours and attitudes of staff and students and the behaviour response systems the school has in place.

Parent-School Communication:

While 74 % of parent responses indicated they feel welcome at our school, we did not fair as well in respect to parents feeling they have a good understanding of our programs and operations (63% strongly agreed/agreed with this aspect) or information sharing in regards to school programs (53% strongly agreed/agreed). We endeavoured to address this through a public Facebook page, regular updating of our website, calendars in the school newsletter and we subscribed to the Skoolbag application to enable push notifications and important reminders to be sent to our school community.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	14.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	14.0%
Transfer to SA Govt School	35	70.0%
Unknown	1	2.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

The school has developed a folder and process for ensuring that all volunteers on site or at regular school events have the relevant training and DCSI screening certificates. "Reporting Abuse and Neglect – Training for Volunteers" sessions were held throughout the year for volunteers to access through the Hillcrest Community Centre. All teachers and SSOs hold the relevant up to date certification and any visiting health or support providers must provide evidence of DCSI certification prior to coming on site.

Teacher qualifications and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	27
Post Graduate Qualifications	8

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.6	0.0	8.7
Persons	0	18	0	12

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	3003247.37
Grants: Commonwealth	5566.20
Parent Contributions	88577.97
Fund Raising	8199.95
Other	10540.70

Data Source: Education Department School Administration System (EDSAS).

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	No funding received	Not applicable
	Improved outcomes for students with an additional language or dialect	Funding was directed to the role of Coordinator Intervention who supported EALD, students with oral language, intervention programs and teachers with SMARTA goal setting via ILPs.	Small group programs, tracking, monitoring & regular updated & ILP goals.
	Improved outcomes for students with disabilities	Coordinator Intervention who supported students with disabilities and those with learning difficulties with intervention programs and SMARTA goal setting via NEPs. We also supplemented SSO support across classes.	Small group programs, tracking, monitoring & regular updated NEP goals.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Numeracy and Literacy funding and funding for Students with Learning Difficulties utilised to part fund Coordinator Intervention role, extra SSO hours for intervention programs, Read Write Inc. and licensing for Quicksmart maths program. Australian Curriculum - directed to leadership team who ran PD in Transforming Task based on AC learning areas - in particular, literacy and numeracy - and in resources aligned with AC & release time for teachers to improve maths instruction using Natural Maths, iMaths and problem based tasks. Also utilised this funding for release for collaborative moderation of learning tasks and assessments.	See comments under Improvement Planning Outcomes.
Program funding for all students	Australian Curriculum	No funding received.	Not applicable
	Aboriginal languages programs initiatives		
	Better schools funding	The intent of this funding is to improve numeracy and literacy outcomes for students & we used our funds to support Read Write Inc through staffing to cater for more classes and smaller groups.	See comments under Improvement Planning Outcomes.
Other discretionary funding	Specialist school reporting (as required)	No funding received	Not applicable
	Improved outcomes for gifted students	No funding received however the school provided release time for the STEM Coordinator to support students to be involved in a secondary STEM program at Roma Mitchell Secondary College.	We closely monitor our high achieving students to ensure they are showing growth
	Primary school counsellor (if applicable)	Directed towards the Deputy Principal role which encompasses Attendance, Behaviour Management and student referral.	Improved attendance and behaviour data (see comments under relevant sections).