Our school at a glance

Students

At Hillvue School there were 252 students enrolled at the beginning of 2012. There were 124 boys and 128 girls. 72% of these students identified as having an Aboriginal cultural background.

Hillvue’s motto of “Caring, Smart and Proud” is evident in everything that occurs within the school. A school visitor wrote of the students “the students displayed exemplary manners at all times, were helpful to staff and they made our visit a very enjoyable one.”

Staff

In 2012 the school staffing allocation was 22.5 teachers. This included part-time teachers, specialist teachers and itinerant teachers. These teachers and our additional support staff come from a variety of backgrounds and experiences and bring diversity and vibrancy to the learning community.

The staff shares a strong commitment to the school’s focus of supporting all students in improving and achieving outcomes.

In 2012 there were 5 executive staff, 10 classroom teachers and 5 specialist support staff, a number of these teachers share a class on a part time basis. There are a number of itinerant teachers based at our school. These teachers support students in many schools across our district. Other staff includes Aboriginal Education Officers, In-class tutors, learning support officers and specialist computer teacher.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Aboriginal Education
Multicultural Education
Priority Schools Program
Schools in Partnership
National Low SES program
Every Student Every School
Literacy Programs

Student achievement in 2012

In the 2012 NAPLAN literacy and numeracy assessments our students continued to show improvement. They are achieving at a higher level than in previous years and are achieving better than our Statistically Similar Group (SSG) however they are below state average. The students have shown continued growth from Year 3 to Year 5. In 2013 all teachers will focus on improving the achievements of our students. See the School Targets for 2013.

Messages

Principal’s message

2012 has been an enjoyable year that has seen extensive changes to the structure of the role of principal.

We commenced the year with Mr. Ben van Aanholt as the principal. Ben has worked tirelessly during his leadership of seven years and has been an advocate of Hillvue PS and strongly promoted our motto of Caring Smart and Proud in every aspect of learning, citizenship and leadership.

Mr. van Aanholt accepted a promotion as the Instructional Leader of both Hillvue Primary School (PS) and West Tamworth PS. This has meant that we have had the great fortune to continue to work with Ben in his new role as the Instructional Leader. Mrs. Lynette Grimes has
also accepted a position at Hillvue as an Instructional Leader and is working with Ben and Mrs. Kay O’Brien to create new and innovative programs in our Kinder to Year Two area.

The Department of Education & Communities (DEC) introduced Every Student Every School (ESES) during 2012. ESES involves learning and support and is an integrated strategy for building the capacity of all NSW public schools to improve outcomes for students with disabilities and additional learning and support needs. It provides a structure and framework, for improving and enhancing learning and support in our schools.

During Term Two the Department of Education and Communities announced that Hillvue PS was 1 of the 15 schools that had been selected to be a Connected Community. The Department, in partnership with the Aboriginal Education Consultative Group (AECG) has selected 15 schools in some of our most complex communities, to become Connected Community Schools.

The schools that have been selected will be linked with other service providers such as health, welfare, early childhood education and care and vocational education and training at the local level to ensure the needs and aspirations of students are addressed in a holistic way.

Ms. Michele Hall has been appointed as Executive Director, Connected Communities and commenced in the role on 17 September 2012. Ms. Hall was previously the Director, Aboriginal Education and Training, in the NSW Department of Education and Communities. She has extensive experience in a range of senior roles and in Aboriginal education. She also brings a deep understanding and knowledge of current issues in education and training at a state and national level.

A recent exciting announcement, by the Minister, was the funding for the establishment of community-based preschools at the six Connected Communities locations that do not have a Department preschool. Hillvue will be able to establish an Early Learning Centre.

At Hillvue we have a dedicated focus on children and their families aiming to provide children with a diverse and exciting curriculum. We work together to ensure our teachers, staff, students and families are supported and recognised as important members of our school community. We aim to further the development of each student by providing a happy and safe environment where everyone is encouraged to be Caring, Smart and Proud.

The values of Public Education are honesty, integrity, excellence, fairness and cooperation. At Hillvue we are a school that embraces these values through our You Can Do It Program, helping to support emotional and intellectual development. Hillvue has students from diverse backgrounds and we strongly encourage acceptance of differences and high expectations through our motto of Caring, Smart and Proud.

In 2013 we will focus on developing as a Connected Communities School. We look forward to an exciting and very productive year especially in regards to our partnership as a Connected Community.

Hillvue is a special place. The staff is to be congratulated on the outstanding job they do on a daily basis. The staff includes teachers, administration staff, learning support officers, canteen support and our general assistant.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Tina – Louise White
Acting Principal

P & C message

Hillvue P&C is a small but very hard working group of interested people who aim to support the school as much as possible for the common goal of improved outcomes for all the children.

The P&C farewelled Mr. van Aanholt after 7 years and contributed to his farewell gift from the school. We also said farewell to Bruce Adams (GA), Yvonne Russ (Cleaner) and Barry Denovan (Classroom Teacher).

The P&C continued to run discos in our fantastic hall in conjunction with Kidco and teaching staff. These have been very successful community events for Hillvue during the year. A big thank you must go to the McLeod family who assist at all our events.
Our school canteen continued its membership of the Healthy Kids Canteen and is supported by a highly valued group of volunteers. This year saw the hours of the canteen reduced to being opened only during first break each day. A number of special days have been tried second semester and they have been successful.

The P&C has valued the leadership of Mrs. White since May and her partnership with us. We are looking forward to some new events in 2013 such as an Afternoon Fete and an Art Show.

The P&C executive, Kristie Mordue, Tanya McLeod, Leanne Courtney and myself, Vicki Fisher, are looking forward to the Connected Community Strategy and welcome more families to participate in school and P&C activities.

Vicki Fisher
P&C President

Student representative’s message
This time last year it was announced that Nicholas and I had been chosen as school leaders for 2012 along with Taylor and Mitchell as Prefects. Now we are standing here 12 months later reflecting on the wonderful leadership opportunities we have experienced during this our final year.

We have taken part in numerous activities as school leaders and have met many important people whilst representing Hillvue at school and community functions.

As School Captains, experiences such as attending the laying of wreaths on ANZAC Day, participating in the Dawn Service at the Anzac Gates and the Anzac Day March, have all helped us to develop our leadership skills. Meeting the Minister for Education Mr. Picolli when he visited our school was a highlight.

We would like to thank our teachers and the staff of Hillvue who have guided us through our primary schooling and helped us in our senior year to prepare for High School.

We would like to pass on our congratulations to Hillvue’s new Captains and Prefects. Now that Nicholas, Taylor, Mitchell and I will be handing our roles over to you we hope you’ll enjoy representing Hillvue as much as we have. We know you will represent our school in a caring, smart and proud way.

Sophie McLeod and Nicholas Birrell Captains
Taylor Nean-Bell and Mitchell Adams Prefects

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Male</td>
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<td>165</td>
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<td>159</td>
<td>148</td>
<td>160</td>
<td>125</td>
<td>123</td>
<td>128</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.2</td>
<td>87.3</td>
<td>92.4</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>87.9</td>
<td>87.1</td>
<td>89.1</td>
<td>89.7</td>
<td></td>
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<tr>
<td>2</td>
<td>90.8</td>
<td>89.0</td>
<td>89.4</td>
<td>85.0</td>
<td></td>
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<tr>
<td>3</td>
<td>85.7</td>
<td>91.1</td>
<td>92.9</td>
<td>90.9</td>
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<td>90.3</td>
<td>92.3</td>
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<td>6</td>
<td>88.7</td>
<td>89.4</td>
<td>92.1</td>
<td>89.4</td>
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</tr>
<tr>
<td>Total</td>
<td>90.2</td>
<td>88.6</td>
<td>91.2</td>
<td>89.3</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is continually monitored by teachers, the learning support team, the Principal and the DEC Home School Liaison Officer. Teachers who are concerned about a student’s attendance contact parents by phone, letter or interview. This contact seeks to support parents in ensuring that the student’s attendance improves. Parents may also be sent a letter by the Principal if there is still poor attendance. Should there be no improvement to a student’s attendance then a referral is made to the Home School Liaison Officer.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Classroom Teachers</td>
<td>7</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Priority School Funding Program</td>
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</tr>
<tr>
<td>Primary Home School Liaison Officer</td>
<td>1</td>
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<tr>
<td>Itinerant Teacher of Behaviour Disorders</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Teacher of Visual Disabilities</td>
<td>2.4</td>
</tr>
<tr>
<td>SS Teacher Early School Support Prog</td>
<td>1</td>
</tr>
<tr>
<td>SS Teacher of Emotional Disabilities ED</td>
<td>1</td>
</tr>
<tr>
<td>Student Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
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</tr>
<tr>
<td>AP Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Itinerant AP Behaviour Disorders</td>
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<tr>
<td>TOTAL TEACHER ENTITLEMENT</td>
<td>22.55</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>General Assistant District Scheme</td>
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<tr>
<td>Aboriginal Education Officer</td>
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<tr>
<td>School Administration Officer</td>
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</tr>
<tr>
<td>School Administration Manager Level 3</td>
<td>1</td>
</tr>
<tr>
<td>Learning Support Officer ED</td>
<td>1</td>
</tr>
<tr>
<td>Learning Support Officer Mild</td>
<td>1</td>
</tr>
<tr>
<td>Total Non-Teaching Entitlement</td>
<td>6.902</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The experienced and committed staff collaborates with students, parents and local organisations to raise expectations, address core values, social needs and provide challenging experiences that set high standards for achievements. The staff recognises values and respects Aboriginal culture and student identity as an intrinsic part of the school community. There are 5 members of staff who identify as Aboriginal.

**Staff retention**

The school maintains a very high retention rate of enthusiastic and dedicated teachers. This year Mrs. Jill Morphett (School Administrative Manager) was again seconded to Regional Office. Miss Wendy Foster remains on secondment to Regional Office in 2011-12 as a New England PSP Consultant and Mrs. Sara Chambers has been relieving AP. Mrs. Kirrily Milton provided support across the school as the Teacher of Engagement.

The school welcomed four new staff members Mrs. Owens, Mr. Hurn, Mrs. Porter and Miss Johnson. Miss Johnson and Mr. Hurn are beginning teachers. Mrs. Leanne Grinter and Mrs. Eggins are new additions to the administrative staff.

In 2012 the school farewelled Mr. Ben van Aanholt our principal who accepted a promotion and Mrs. Kim Falkenmire who transferred. Mr. Barry Denovan a teacher of long standing, Mr. Bruce Adams, our General Assistant, who had worked at our school for 18 years and Mrs. Yvonne Russ, a cleaner, who had worked at our school for over 30 years all retired during 2012.

At the New England Public Education awards Mrs. Leanne Courtney received recognition for her marvellous contribution over many years to various P&C Associations. Leanne was further recognised when she received the State P&C Award.

The school celebrated SASS Week to recognise the invaluable contribution they make to the students, parents and staff of the school. During Education Week, Sue Swanston, Wendy Craswell, Jimmy Alley, Tania McLeod and Alison Murray were recognised for their contribution to the school.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>176564.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>332387.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>367564.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66541.45</td>
</tr>
<tr>
<td>Interest</td>
<td>12062.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4160.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>959281.39</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 25549.79   |
| Excursions                | 7867.04    |
| Extracurricular dissections| 55584.64  |
| Library                   | 3782.25    |
| Training & development    | 1106.93    |
| Tied funds                | 297907.85  |
| Casual relief teachers    | 34544.02   |
| Administration & office   | 88031.01   |
| School-operated canteen   | 0.00       |
| Utilities                 | 70182.50   |
| Maintenance               | 31204.43   |
| Trust accounts            | 8521.30    |
| Capital programs          | 30017.57   |
| **Total expenditure**     | 654299.33  |
| **Balance carried forward**| 304982.06 |

The majority of the balance carried forward includes money that can only be used for specific continuing programs within the school. As well there are global funds to be used for administration of the school. This includes casual teachers’ salaries, outstanding orders, minor maintenance and other administrative programs. This also includes monies for the After School Learning Centre for the continuation of this program.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

In 2012 the students have participated in dance classes and gymnastics as well as their choice of elective sport and interest clubs.

The students in Stage 2 and 3 participated in the Dance Festival. Each stage group presented an individual dance. Students met new friends from many schools across the region. A thank you letter congratulated the students saying “...the night was a credit to you all and we enjoyed it immensely.”

The School Choir sang two songs in the Tamworth City Eisteddfod. They represented the school with pride. Congratulations to the students and Miss Levingston for their dedication.

Sport

The following sporting opportunities were provided for students: netball, football, basketball, touch, rugby union, rugby league, hockey, auskick, tennis, golf, cross country, fun run, baseball, softball, junior oztag, water polo and active after school sport. Development officers from a variety of sports also provided skill sessions for the children.

Elective sport was held three times a term. Activities were selected on the criteria of sports that our students may not have access to. These activities included ten pin bowling, dance, futsal, indoor basketball and fitness. Fitness included Zumba and aerobics sessions

Twelve students participated in the Premier’s Sporting Challenge Leadership Day. Sports included football, golf, tee-ball, lacrosse and a fitness circuit. Participating students have used the skills learnt to plan and lead activities for Stage 1 students during the lunch break. Classroom teachers also conducted physical activity sessions most days of the week.

Taylor Nean-Bell, Sharika Nean-Bell, Barbara Flett, Debra Flett and Dhalara Knox were selected in the North West Girls Basketball team. Hillvue Girls Basketball team was Inter Regional
Champion and they were defeated in the state final of the PSSA KO. Congratulations girls!

In Rugby League the Hillvue Opens team won the Peel Schools Carnival and the 10 Years team was runner up. Both the girls and boys teams won the Primary Schools Rugby League Wednesday competition.

Three students qualified to compete at state level in Athletics. They were: Barbara Flett for senior 800 metres, Debra Flett for 13yrs 100 metres, and Sheleaka O’Leary for 11yrs shot put.

Other

Four students, Tanayah Madams, Tiani Yates, James Kellner and Thomas McGrath accompanied by Mrs. Chambers and Mrs. Owen, were selected to attend the National Young Leaders Conference in Sydney. Their persuasive texts which convinced the teachers to include them in the group were very convincing.

The School Captains attended the ANZAC Dawn Service and the Town Hall Service and students from the school marched at the ANZAC Day March. It was as always a memorable and respectful occasion.

During National Literacy and Numeracy Week students, in each class, were challenged with a daily mathematical problem. These problems though mathematical in nature required students to read, write, spell, comprehend, analyse and use mathematical language.

Students who received awards from the UNSW in maths were: Jackson Harpur-Rutter, Alex McLeod, James Kellner and Thomas McGrath who received a credit and Zali Lake, Tabitha Miller who received certificates of participation. Seven students sat the International Competitions and Assessments for Schools (ICAS) for computer knowledge. Alex McLeod and Thomas McGrath received distinctions and Sophie McLeod, James Kellner, Jackson Harpur-Rutter and Brodie Barry received credits.

Eight students represented the school at the Tamworth Schools One Day Chess Tournament in A, B and C teams. All students used the experience to improve their chess skills including developing “four move check-mate”.

Mollie Carter and Zane Brooks were the school finalists at the Regional Spell-Offs. They represented the school in a caring, smart and proud manner.

During Education Week Jarrod Peaches and Jessica Hunt were recognised for outstanding contribution to our school.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](chart.png)
Numeracy – NAPLAN Year 3

Numeracy – NAPLAN Year 5

Reading – NAPLAN Year 5

Progress in reading

Progress in numeracy
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Hillvue Public School has 72% of students who identify as Aboriginal. As in all New South Wales Public Schools programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school’s culture. The Aboriginal flag is flown each day and there is a daily welcome to country at the school assembly.

The school celebrated NAIDOC Week with the raising of the flag carried out by Elder Paul Craigie and Taylor Nean-Bell. This was followed by the NAIDOC Week Assembly. At this assembly students and staff presented a cheque to Inspector Jeff Budd for the David Rixon fund. Students also participated in Classroom Cultural Activities during the week. These NAIDOC activities occurred in the afternoons with students rotating around a variety of Aboriginal Cultural activities.

Students, parents, friends and family attended an Indigenous Games Afternoon which included a Welcome to Country followed by participation in a variety of Aboriginal games. Students in Kindergarten painted a mural which reflects the Aboriginal Culture. This is displayed in the School Hall.

Each year the staff is trained to implement the 2009 Aboriginal Education and Training Policy. Appropriate cultural resources are provided for classrooms and teachers implement innovative activities to celebrate Aboriginal culture throughout the year.

The Principal, executive and selected staff members attended the Connected to Country Workshop involving cultural training over a number of days. These workshops were organized and run by the local Aboriginal Education Consultative Group (AECG). These outstanding workshops provided the opportunity for attendees to understand and visit some local Aboriginal sites of significance and gain an understanding of the relevance of these sites.

Hillvue staff and community members regularly attend the monthly meeting of the AECG.

**Multicultural education**

All students at Hillvue Public School come from English speaking and Aboriginal English speaking backgrounds. This emphasises the need to raise the student’s awareness of a national and global society that is significantly different from that of Tamworth.

We celebrate the diversity of cultures in many ways, but mainly through a focus on multicultural education in the curriculum particularly in Human Society and its Environment (HSIE) and by providing learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

In 2012 the students again participated in Harmony Day celebrations which provided
students the opportunity to acknowledge the importance of recognising and accepting our differences and to utilise our diversity to live in peace and harmony.

**National partnership programs**

**Priority Schools Program**

Hillvue Public School receives Priority Schools Program (PSP) funding which is used to support the achievement of improved literacy and numeracy outcomes for our students. In 2012 funding was provided for additional Support Teacher Learning Assistance (STLA) time to implement programs which would reduce the literacy and numeracy achievement gap. Funds also supported the QuickSmart numeracy program and the Multilil literacy program.

The PSP funds have also enabled our teachers to continue the development of more effective ways of supporting and developing students who are underachieving. It has been used to support classroom teachers to raise the level of outcomes achieved by students thus decreasing the proportion of lowest performing students and reducing the literacy and numeracy gap.

In 2012 continued support was provided for a numeracy coordinator who coordinated the implementation of a K-6 Go Maths program in all classrooms and continued to support the implementation of the QuickSmart program. As well extra resources were purchased to support the teaching of literacy and numeracy.

The PSP staffing supplement was also used to release the school executive to support the implementation of Quality Teaching with a focus on literacy and numeracy teaching in the classrooms. The executive role was to support and supervise the implementation of teaching programs and ensure the teachers are catering for student needs by implementing strategies to consolidate NAPLAN data and analysing and using SMART data to drive teaching and learning in all classrooms.

**Schools in Partnership**

The Schools in Partnership (SiP) is based on the equity program principle of whole school change to achieve improved outcomes for students. The SiP advisory committee has strengthened the partnership and led to inclusive decision making.

Our aim is, in partnership with our parents and community, to continue to provide excellent educational opportunities for our students. The Schools in Partnership Advisory Group meets regularly to provide guidance on the school’s programs and initiatives.

In 2012 the engagement of students in the classroom continued to be a major focus. Teachers use assessment data to inform systematic and explicit teaching practice. The teachers have focused on maintaining a culture of high expectations in all classrooms and aimed at raising student’s expectations for their own achievements. The demonstrated growth of students from Year 3 to Year 5 highlights the success of this strategy.

Parents and caregivers in previous surveys indicated that teachers and community successfully work together to improve student outcomes and highlighted the PLP parent-teacher interviews as the most successful way of doing this. Students, in consultation with their parents and their teacher, set their goals at the meeting. Teachers reported that this has resulted in deeper understanding of students’ interests, needs, capabilities and general background.

**Low SES School Communities National Partnerships (Literacy and Numeracy)**

In 2012 the teachers have continued to implement a number of reforms that have significantly improved student engagement in classroom learning activities through:

- An AP Engagement teacher was employed to provide in and out of classroom support to teachers, allowing them to focus on student learning to achieve improved engagement and learning outcomes.
- An additional classroom teacher was employed to reduce class sizes, enabling an increase in engagement with each student and greater curriculum differentiation.
- Implementation of culturally appropriate pedagogies, especially Accelerated Literacy, by building background knowledge and utilizing scaffolding techniques based on rich authentic texts.
to ensure engagement and success for all students.

- Use of information communication technologies (ICT) to improve learning and teaching through enhanced quality professional learning and access to curriculum resources, including increased use of Smartboards, iPads and iPods.

- Ongoing implementation of You Can Do It welfare program across the school as well as working with the community organisations to implement Eat Well to Learn Well breakfast facility, After School Learning Centre and Active after School Sport.

- Students have continued to strive for achievement of rewards for classroom engagement, playground behaviour and good attendance.

Other reforms have focused on improved teaching and learning practices and processes to strengthen parent/family engagement in school life.

All of these reforms have resulted in a large number of students demonstrating significant long-term improved learning outcomes as a result of targeted intervention programs in the school. Programs are implemented by teachers and tutors who are trained and supported by LaST teacher and in-school co-ordinators. Programs of significance are:

- MultiLit (Making Up Lost Time in Literacy) reading tutoring program, strengthening students’ sight words, word attack skills and oral reading and comprehension.

- QuickSmart intervention, strengthening students’ numeracy skills.

- LaST classroom intervention programs, including development and implementation of individual Learning Plans.

- Reading Recovery teacher supporting students in Year 1 and Norta Norta programs to support all students.

Other programs

Every Student Every School

Every Student, Every School is an initiative providing better learning and support for students with a disability, learning difficulty or behaviour support needs in our public schools.

Every Student, Every School aims to provide better outcomes for students with a disability. It will provide more immediate support for our students and their classroom teachers.

This means our teachers will gain more expertise in educating students at Hillvue Public School. It will significantly reduce administration and improve the coordination of educational services to our students in regular classes who have additional and support needs.

Hillvue Public School has two specialist Learning and Support Teachers working directly with our students. Mrs. Lynn McDonald and Mrs. Mary Potter have provided additional support and expertise for our students and our classroom teachers in 2012.

Every Student, Every School is beginning to build the skills and knowledge of all Hillvue PS staff to better understand and respond to the needs of our students with a disability and effectively work, in consultation, with students and our community.

Literacy

Throughout 2012, analysis of school-based and NAPLAN data and implementation of L3, Best Start, Accelerated Literacy and Focus on Reading strategies have been continued across the school. Allocations of additional executive release, and L3 and literacy coordinators have resulted in teaching and learning programs reflecting thorough implementation of these programs and pedagogies. Modelling of teacher strategies, programming support and systematic implementation have resulted in positive gains in student outcomes.

As a result of professional learning, teachers have an increased understanding of how data analysis informs their programming, how to scaffold and systematically teach literacy strategies based on rich authentic texts and how to explicitly teach comprehension strategies.
Multilit programs and Norta Norta support for students requiring additional intervention, implemented by additional STLA time and tutors, have resulted in positive growth in word attack skills, sight word recognition, reading levels and comprehension.

Progress on 2012 targets

Our school established target areas for 2012 with the aim of providing every student with the opportunity to succeed and to improve the educational outcomes for all students at our school.

**Target 1**

- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Reading from Year 3 to Year 5, 2011-2013 by 10%
- To increase the percentage of students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Reading over 2 years 2011-2013 by 10%

Our achievements include:

- 54% of 2013 Year 5 students have received Multilit intervention programs or Norta Norta support
- 40.9% of 2012 Year 5 students achieved greater than or equal to expected growth in 2012 NAPLAN reading, an increase of 12.8% from 2011
- 45% of 2012 Year 5 students received Multilit intervention or Norta Norta support. 68% of these students achieved above expected growth in NAPLAN Reading
- 34.6% of 2012 Year 7 students achieved greater than or equal to expected growth in 2012 NAPLAN Reading.
- Intervention programs have resulted in an average growth of 6 Reading Recovery levels and positive growth in word attack skills, sight words recognition and comprehension.
- Teachers have reported an increased understanding of how data analysis can inform programming and how to explicitly teach comprehension strategies.

**Target 2**

- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Year 5 Numeracy 2013 by 10%
- To increase the percentage of students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Numeracy over 2 years 2011-2013 by 10%

Our achievements include:

- 44.2% of 2012 Year 5 students achieved greater than or equal to expected growth in 2012 NAPLAN Numeracy. This is an increase of 10.9%.
- 32% of 2013 Year 5 students are currently receiving QuickSmart intervention
- Go Maths numeracy is taught in an explicit and sequenced manner
- Ability groupings ensure students experience success
- In-depth analysis of NAPLAN has ensure individual student’s needs are identified and supported.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics and Supervision.
Mathematics

Background

The school, as part of the management plan undertook an evaluation of the Scope and Sequence and implementation of Maths.

In 2010 the staff decided to adopt a whole school approach to teaching maths. It was identified that we needed a consistent approach that focused on mental computation strategies and use of mathematical language to improve the students’ comprehension of maths problems. We chose to follow the Go Maths Program Kindergarten to Year 6. This program is explicit in its instruction and is sequenced to build on prior knowledge. The staff also decided to place the students in ability groups for maths.

Findings and conclusions

NAPLAN data shows:

- In 2012 there was a decrease of 10% in Year 5 students who performed at and below national minimum standard.
- 44.2% of 2012 Year 5 students achieved greater than or equal to expected growth in 2012, an increase of 10.9% from 2011.

Growth in numeracy since implementing a whole school approach using Go Maths has been positive. Trend Data shows a steady increase since 2010.

Staff and students participated in focus groups to discuss the Go Maths program and student achievement. All participating staff felt that the Go Maths program had improved:

- Student engagement
- Automaticity
- Mental computation
- Understanding of metalanguage
- The teachers ability to build on prior knowledge
- The structure of maths lesson

Students reported that they like the structure of the lessons and felt they were better at mental computation as a result of Go Maths. Some students also said they had a better understanding of maths language because, “Go Maths teaches me different words to do with maths”.

Future directions

In 2013 the school will be involved in training for the new National Curriculum. We have decided to continue with Go Maths for 2013 and evaluate its effectiveness and suitability in relation to the new National Curriculum.

Supervision

Background

Data was collected by Mrs. Tina White who attended team meetings and discussions and completed a survey of Executive Assessment and Review Schedule (EARS) and Teacher Assessment and Review Schedule (TARS) processes. Three strengths and three areas of improvement were identified.

Findings and Conclusions

Strengths were:

- Provision of flexible time frames for teams and executive to meet to plan programs and assessment tasks to ensure improved outcomes for students.
- Regular meetings; staff, team, executive and Learning Support Teams (LST).
- Expectation for supervisors to be in classrooms
- Very supportive team environment
- Consistent program expectations and evaluations
Areas for improvement:

- Use of professional learning to build in time to meet with staff to view and critique other peer lessons. Time for modelling lessons across all stages
- Use of professional learning to build in time to meet with supervisors outside team meetings to collaboratively program, assess, and evaluate
- Professional goals; why are they written and are they referred to during the year.
- To embed our professional goals into our school plan and professional learning.
- Programs – executive need to be consistent on request of program documentation so that all staff put forward their program on time
- Expectation of handing in programs is frequent particularly with current practice of also handing in literacy program and maths program to the literacy and numeracy coordinators
- Mentoring for particular strengths e.g. Information Technology (IT), mathematics, special needs and behaviour
- Orientation for new staff - particularly beginning teachers
- LST communication often slow
- Extension for capable students

Future Directions

- Professional goals are to be built into our professional learning in line with our School Plan
- Development and ongoing support for new staff and in particular beginning teachers
- Collaboration of programming and assessment for consistent teacher judgment to be developed
- Mentoring for all staff so that teaching practice can be reflected and critiqued to improve instructional practice and delivery

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents and students about the school and the Learning that takes place.

Parents were surveyed on their understanding of the extent of learning in the school.

95% of parents either agreed or strongly agreed that this is a school where:

- Their child’s classroom is an interesting place to learn
- Teachers communicated to them about their child’s learning
- Children have access to good equipment that helps them to learn
- Expectations are high and that the students achieve to the best of their ability
- Students demonstrate pride in their learning
- Their child’s teacher provides a balance of independent and group learning activities in the day
- Their child has the opportunity to try and do new and different things in their school day
- Teachers share ideas about teaching and learning with other teachers

Three areas that did not receive as strong agreement were that this is a school where:

- Children look at samples of work over time to see how improvement has occurred
- Teachers are continually upgrading their skills
- People other than my child’s teacher helps them learn

Students completed a survey relating to their learning.

96% of students believed:

- Their classroom and school were interesting learning places
• The equipment was good and helped them to learn
• People other than their classroom teacher helped them to learn
• The school had high expectations and ensured that students would achieve to the best of their ability
• They had pride in their learning
• They looked at samples of their work to assess their development and learning
• Teachers work together to help the students

4% of students believed that only sometimes:
• Teachers provided a balance of engaging activities that involved independent and group learning
• They do things in the classroom that are new and different.

During the year all staff completed Module 1 of Focus on Reading and this learning will continue in 2013.

An academic partner, Dr. Peter Merotsy from the University of New England has worked part-time with staff in Stage 2 to strengthen action research in classrooms with a focus on the NSW Quality Teaching framework and integrated technology.

During Term 2 staff meetings focussed on The Art and Science of Teaching by Robert Marzano. Staff gained a greater understanding of the comprehensive framework that focused on effective instructional classroom practice. Staff focussed on establishing and communicating learning goals, which then assisted teachers in guiding parents through goal setting in Personal Learning Plans.

Staff has also worked with Equity Consultants to ensure all students have necessary technology skills and understandings.

Teachers and SASS staff attended the iTec Conference. They were able to consolidate their working practices after attending the Keynote Addresses and participating in the workshops.

Numerous staff including SASS staff attended professional learning courses organized by the Regional Leadership Team and Regional SASS Reference Group (RSRG).

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School Priority 1**

**Outcome for 2012–2014**

Increased levels of Reading achievement for every student in line with State Plan Targets

**2013 Targets to achieve this outcome include:**

• To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Reading from Year 3 to Year 5, 2011-2013 by 10%
To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Reading from Year 5 to Year 7, 2011-2013 by 10%

**Strategies to achieve these targets include:**

- Ensuring that quality literacy programs are supporting students’ needs using explicit criteria for assessment
- A whole of school approach to the teaching and learning of Standard Australian English literacy
- Teachers develop and implement individual Learning Plans, Individual Educational Plans and Personalised Learning Plans for all students
- Training all teachers in additional focus on reading and the new NSW syllabus for the Australian curriculum for literacy

**School Priority 2**

**Outcome for 2012–2014**

Increased levels of numeracy achievement for every student in line with State Plan Targets

**2013 Targets to achieve this outcome include:**

- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN numeracy from Year 3 to Year 5, 2011-2013 by 10%
- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN numeracy from Year 5 to Year 7, 2011-2013 by 10%

**Strategies to achieve these targets include:**

- Teachers and executive analyse NAPLAN data to inform programming and teaching
- Use whole school planning processes to identify aspects of numeracy where students are underperforming
- Training all teachers in new NSW syllabus for the Australian curriculum for Mathematics K-10
- Use a whole school approach to the teaching and learning of Standard Australian English and numeracy which builds from students’ first language.
- Teacher of Engagement to support with student engagement, enabling maximum learning in all classrooms

**School Priority 3**

**Outcome for 2013**

All students attending and engaged at school

**2013 Targets to achieve this outcome include:**

Increase of 1% in annual attendance rate of students based on DEC data

**Strategies to achieve these targets include:**

- Involvement of HSLO, area staff, Community Liaison Officer and Learning Support Team in devising and implementing a new School Attendance Action Plan
- Assistant Principal Student Engagement to monitor and support students and parents and implement consistent rewards program
- Daily Phone Intervention Program
- All teachers to closely monitor their students partial and whole day absences
- Continue the Eat Well to Learn Well (EW2LW) Breakfast Club

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The
self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: