



Hillcrest Primary School

2021 annual report to the community

Hillcrest Primary School Number: 0665

Partnership: Torrens

Signature

School principal:

Mrs Lissa Hutter

Governing council chair:

Karien Marshall

Date of endorsement:

21 March 2022



Government
of South Australia
Department for Education

Context and highlights

Hillcrest Primary offers excellent facilities, equipment and the full range of Australian Curriculum subjects within extensive grounds which encompass a large oval, running track, fitness equipment, playgrounds, an under-cover sandpit and a community kitchen garden. We do not have a school gymnasium and lease the adjacent Hillcrest Community Centre hall for our physical education lessons and whole school assemblies.

Our school culture is underpinned by our values of Respect & Responsibility, Care and Compassion, and Honesty and Trustworthiness. 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 engaging teaching and 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. As part of the Department's focus on rigorous school improvement, our student learning priorities concentrated on increased growth and high achievement of student in Years 4 -7 in reading comprehension and number sense. Actions to address these goals include funding a Reading Engagement teacher to work with our Indigenous students, identified students who needed support with reading and raise the profile of reading for enjoyment within the school community. Our improvement actions in relation to numeracy saw the middle and upper primary teachers focus their work on student misconceptions in number and address these through a targeted and explicit teaching program based on Back to Front Maths. To stretch all students, our teachers also ensure their learning tasks are carefully designed to enable students to display their critical thinking and problem solving capabilities.

Governing council report

Our last 12 months as a Governing Council, rather than being quiet because of Covid, turned out to be eventful, and quite unusual. As we entered the 2nd year of the pandemic, it became clear that we would have to be on our toes somewhat, ready to adapt to changing conditions at short notice. I'm pleased to say that our wonderful Governing Council worked together and navigated this with aplomb, continuing to do all we could to keep on doing what matters, supporting our school and the students. This support was largely achieved through 3 main focus areas: fundraising, outreach to parents, and working with OSHC. Fundraising was surprisingly only slightly hampered but generally this was not due to Covid restrictions, more related to a lack of parent volunteers able to help on the committee with organization. The fundraising committee ran most of the usual planned fundraisers and these were, for the most part, quite lucrative. We were pleased with the student turnout for the Mother's Day and Father's Day stalls, and we received a number of compliments from students, staff and parents on the variety, quality and choice of gifts that we supplied. For both of these stalls, we were able to make a substantial profit, but more importantly, these stalls were a great chance for the children to practice their maths skills, to spend some time considering what their parents and carers might like, practicing some independence with decision making, and certainly showing the parent volunteers at the stall what wonderful manners they all had. The engagement from the students makes running these stalls very rewarding and enjoyable. Our Gala Sausage Sizzle was a bit more frenetic than usual, mostly due to the fact that Gala Day was held during the day, rather than in the evening, meaning that we had less attendees there to buy from the stall. We still managed to make a profit albeit small, but we were still happy for the opportunity to be there, working with parent volunteers and enjoying the wonderful atmosphere of the Gala. In 2022, we have decided to appoint a Governing Council member to the gala committee to work as a liaison and work more effectively with the Gala Committee. Our fundraising efforts are one of the primary ways that we maintain our outreach to parents within the school. This is a great way for these parents to feel connected to our community, for us as council members to learn more about the people that we're here to serve, and to even scout new future council members.

Quality improvement planning

Our challenges of practice throughout the 2019-2021 school improvement plan (SIP) cycle were:

To have a consistent approach to the explicit teaching of reading for meaning and enjoyment for student in years 4-7 which:

- elicits questioning, reflection and deeper thinking from students
- uses effective formative assessments and PAT-R question analysis to determine if students have mastered inferring, connecting, visualising, summarising and predicting,

To design our learning programs in number to:

- elicit more problem solving and reasoning from students and,
- use effective interventions, PAT-M question analysis and formative assessments to determine if students have consolidated number concepts.

Our targets in Number & Reading for 2021 were: (Reading Comp.)	What we achieved (Number)	What we achieved
100% of Yr 4-7 students not at SEA* exceed (PAT-R) a years' growth	100% (PAT-M)	89%
95% of Yr 4-7 students achieve the SEA 93% (NAPLaN)	96% (PAT-M) 94% (NAPLaN)	96% (PAT-R)
50% of Yr 4-7 students exceed the SEA 49% (NAPLaN)	76% (PAT-M) 34% (NAPLaN)	70% (PAT-R)

In our final year of this SIP cycle the 4-7 cohort consisted of 159 students and of these, we had 9 students who are not quite at SEA for PAT-M and/or PAT-R. Of these 9 students, 5 are currently in Year 6 or 7 and have been identified with Secondary school transition leaders, as vulnerable students. The remaining 4 students (along with any other students outside this SIP cycle's focus cohort) will be highlighted with 2022 classroom teachers and intervention/differentiation will be implemented to ensure their ongoing academic growth and achievement.

In Week 0 of 2021 as a staff team, we identified two students in each class who were above the SEA, two students at SEA but had potential for high band achievement, and 2 students below the SEA (i.e. six children in each class). In professional development meetings, staff meetings and PLTs, we focused our task design, teaching sprints and conversations on the strategies we could employ with these six children per class in mind. The intent was to ensure we maintained growth and consequently, higher academic achievement for our students already exceeding the SEAs and at SEA, and ensure that our students not at SEA were given the required intervention to enable them to meet the academic standard expected.

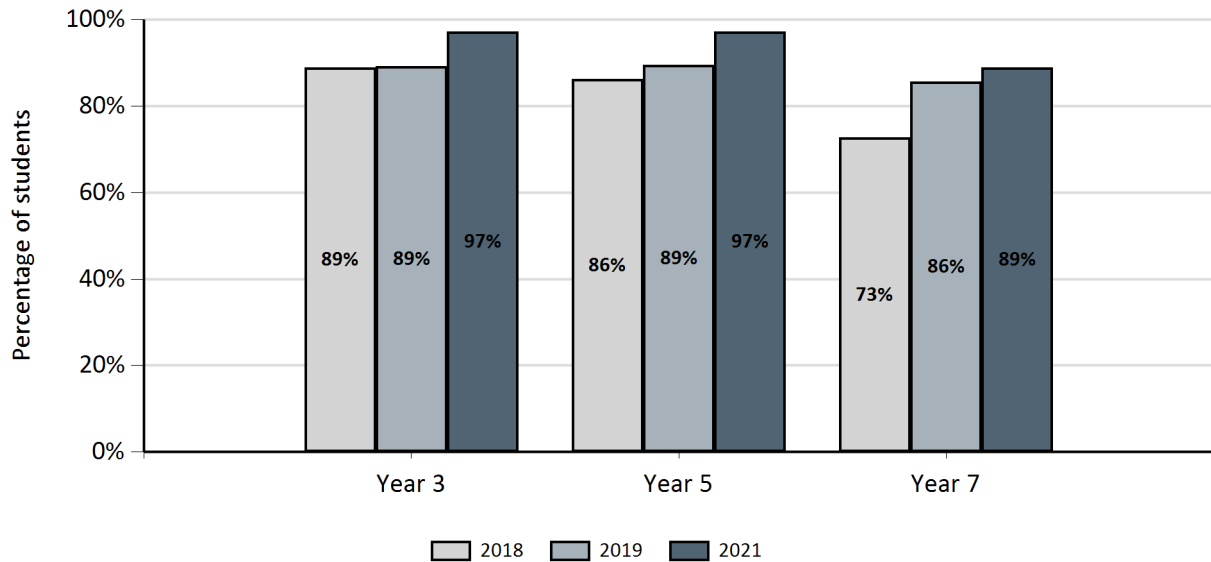
SEA - Standard of Educational Achievement

Performance Summary

NAPLAN Proficiency

The Department 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

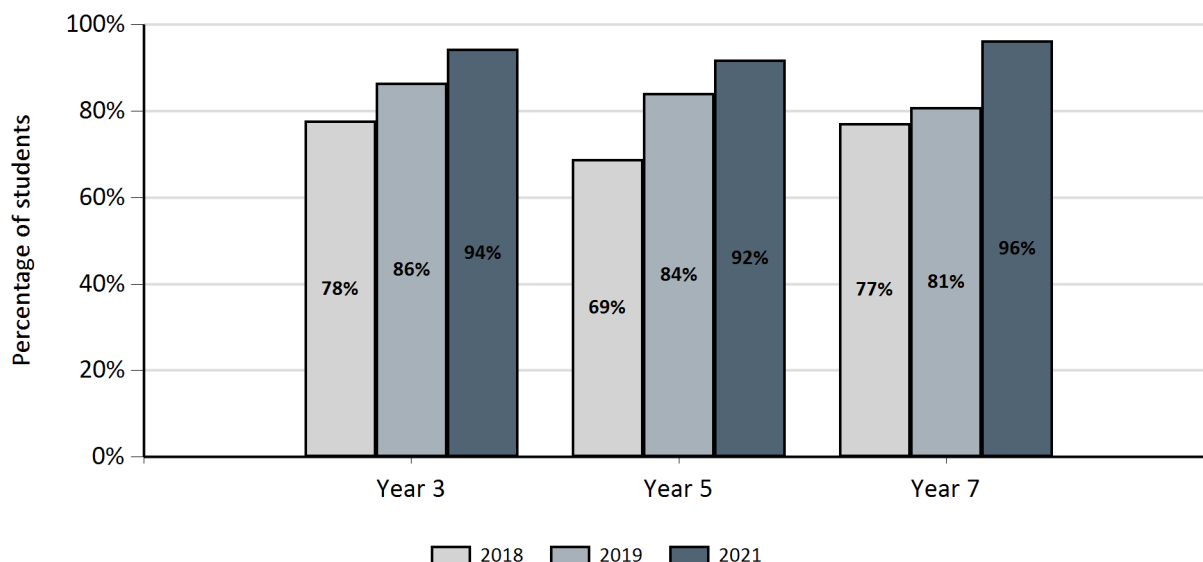


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	53%	44%	33%
Middle progress group	41%	36%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	47%	36%	33%
Middle progress group	41%	48%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	72	72	39	40	54%	56%
Year 3 2019-2021 Average	54.5	54.5	31.5	27.0	58%	50%
Year 5 2021	37	37	21	16	57%	43%
Year 5 2019-2021 Average	37.5	37.5	17.5	12.0	47%	32%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

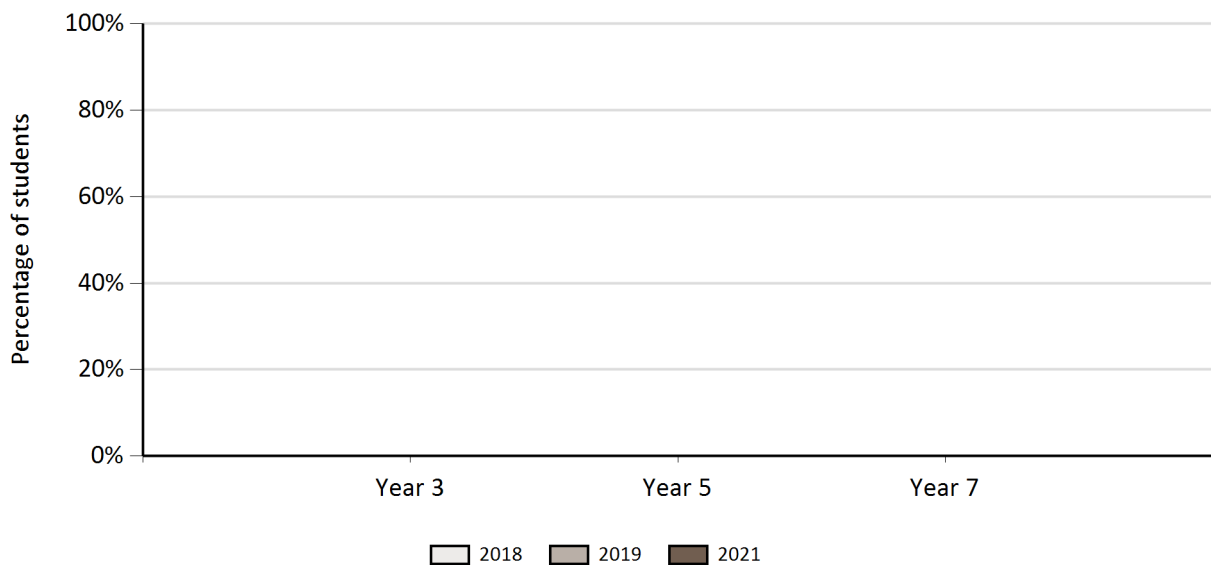
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



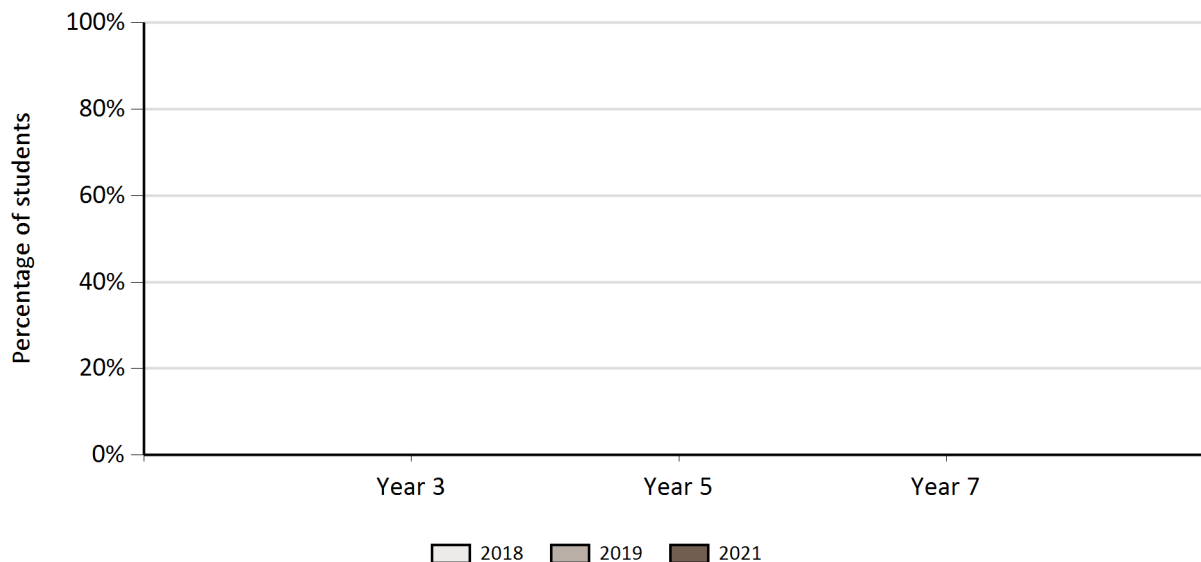
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We had a small but very engaged and high achieving cohort of Aboriginal learners in 2021. Four of these students were heading off to a secondary setting and the key elements of the ALALR that we focused on to ensure their transition was smooth and successful, was tracking, monitoring and clearly communicating their growth and achievement and ensuring that we addressed learning gaps through strategic and timely interventions.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Three of our students who were initially quite reluctant readers, worked closely with our Reading Engagement teacher who ensured that the reading material we had available for them to borrow was culturally appropriate and individually engaging. They helped her identify, choose and order new texts and acted as book reviewers to inform other students about the new reading material. The majority of our cohort of Aboriginal learners exceeded the SEAs in PAT Reading and PAT Maths.

School performance comment

The intervention and classroom practices in Maths certainly had a positive impact on our school performance – particularly for those children who were not at SEA* in Maths in 2020. While there is some discrepancy between higher achievement in PAT-M (76%) and High Band achievement in NAPLaN (34%) it needs to be noted that determining growth & high achievement using PAT data is somewhat unreliable as the department has not defined what a high achieving scale score or achievement band is for each year level. We used effect size formula for growth, determining the growth for each child not at SEA. Our data for "exceeding the SEA" is based on 10 scale scores above the SEA for each year level of our focus cohort.

We found that those teachers who undertook "Misconceptions in Number" pre-assessments early in Term 1, and deliberately addressed those misconceptions uncovered in at least one dedicated lesson a week, had students who showed the highest growth according to PAT-M data. Moving forward, we need to cement this practice and ensure we have embedded timelines, planning and programming in place along with consistent pedagogical practices, transformational task design and unit plans that are being finalized through our whole school Maths agreement. For this reason, we will retain number on our 2022-2024 School Improvement Plan.

Likewise, there is a difference between our PAT-R achievement (96%) and high achievement data (70%) and that of NAPLaN Reading (93% & 49% respectively). We feel that the actions undertaken in respect to reading throughout this SIP cycle have certainly contributed to consistent intervention processes & programs, differentiated instruction, and increased engagement, higher order comprehension and achievement in reading. The introduction of a Term 1 focus on the explicit instruction of high order comprehension strategies followed up with multiple exposures of these over the year in guided reading groups, were positively reflected in the question analysis of students' PAT-R assessments undertaken in our Term 4 Data review day and throughout our Individual Student Analysis sessions in Week 0 of 2022.

While we did not make our high targets according to NAPLaN data, we exceeded them (in both number and reading) when we look at the achievement of our Year 4 -7 students according to their PAT assessments. More importantly, this gradual improvement can be seen throughout the progress of this improvement cycle as teachers, SSOs and leader set ever more challenging targets to ensure every child received their academic entitlement.

*Standard of Educational Achievement

Attendance

Year level	2018	2019	2020	2021
Reception	92.7%	92.9%	86.9%	94.7%
Year 1	92.2%	93.2%	87.6%	96.1%
Year 2	93.7%	93.4%	88.1%	94.3%
Year 3	93.7%	93.7%	86.1%	95.9%
Year 4	96.5%	94.5%	89.4%	96.1%
Year 5	92.9%	95.6%	85.6%	96.2%
Year 6	93.5%	93.7%	89.3%	95.0%
Year 7	95.9%	94.2%	89.4%	97.5%
Primary Other	N/A	11.1%	N/A	N/A
Total	93.6%	93.7%	87.6%	95.6%

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

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

Attendance comment

Despite the continued spectre of COVID and the disruptions this has presented to learning nationally and globally, we were pleased that our attendance for 2021 was 95.5%. There is no doubt that the engagement and consistent attendance of the vast majority of students in large part, contributed to the excellent academic results achieved by our students. Teachers have been outstanding in re-engaging students after lockdowns, quarantining or extended illness and following up the reasons for non-attendance to ensure our unknown absences are kept to a minimum. The Deputy Principal monitors attendance each week and presents termly reports on attendance to teachers.

Behaviour support comment

We are very pleased to report that we have continued the downward trend over the past 3 years in respect to suspensions (2019 = 22; 2020 = 14; 2021 = 1); take homes (17-6-5) and detentions (69-125-58).

Given our school has increased student enrolments steadily over the same 3 year period (360-375-403), we believe our clear behaviour expectations, the focus and training all staff have in Restorative practices and facilitating restorative conversations, and our fair and consistent approach to managing and responding to, inappropriate behaviours will continue to ensure that our school is seen as a safe, inviting and supportive place for all students.

Parent opinion survey summary

From an enrolment of 405 students in 2021, we had a very good parent response to our survey (205 responses). Over 90% of our parent community either agree or strongly agree that people (teachers and students) at our school are respectful, that staff believe that children are important, that regular communication is provided effectively, that children are talked to and that education is seen as important.

In respect to areas for improvement, 19 responses indicated we could do better in providing parents with opportunities to have input into their child/ren's learning and 25 responses would like the school to provide more useful tips on how to help students learn at home.

It is very clear from Governing Council members and feedback from our Out of School Hours (OSHC) committee, that parents are unhappy that we do not have our own school gymnasium. We have a lease agreement between the Department for Education and the Port Adelaide/Enfield Council to lease the Hillcrest Community Centre hall for three and a half days per week until 4.00. This means we cannot increase our OSHC license or offer any extra-curricular, after hours sport or community events.

This is an ongoing topic of discussion in Governing Council and OSHC committee meetings - our increasing enrolments, our enrolment projections based on our enrolment register, and the development of the Lightsvue and outer Oakden areas, will see an even greater need for extended use of the community hall which we have been told is not possible.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	25	96.2%
U - UNKNOWN	1	3.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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 Working With Children check/DCSI screening certificates. Given the COVID restrictions over the year, only one "Reporting Abuse and Neglect – Training for Volunteers" session was held with 6 parents in attendance. All teachers and SSOs hold the relevant, current certification and any visiting health or support providers must provide evidence of the WWC or DCSI certification prior to coming on site and working with children.

Qualifications held by the teaching workforce 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	33
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	22.4	0.0	6.7
Persons	0	25	0	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,792,086
Grants: Commonwealth	\$5,800
Parent Contributions	\$148,159
Fund Raising	\$16,001
Other	\$57,889

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

2021 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 2021 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 wellbeing and engagement	None received.	Not applicable
	Improved outcomes for students with an additional language or dialect	Funding was directed to the AP – Intervention and Improvement role who supported teachers, EALD students, students with learning difficulties or disabilities with tailored intervention programs and SMARTA goal settings	Small group and individual programs focused on oral language and vocabulary for
	Inclusive Education Support Program	Supplemented SSO hours to enable support during Read Write Inc program to ensure Year 1 students were successful in the Year 1 Phonics screening check.	90% of Year 1 students passed the screening check in 2021.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	We had a very small group of Aboriginal students and as mentioned previously, our small AET allocation was in part, used to fund a Reading Engagement teacher to work with these students.	Refer ALALR comment in this report.
Program funding for all students	Australian Curriculum	Pupil Free days focused on the levels of Curriculum planning and the familiarization with the Year 3 – 5 Units of work.	Many teachers in Years 3 – 5 will be using the Units of work in 2022.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Contributed to Read, Write, Inc (R-2) and Comprehension X Express (years 3-5) resources, training and classroom support hours.	Refer Performance comment in this report.
	Specialist school reporting (as required)	Not applicable	Not applicable.
	Improved outcomes for gifted students	Not applicable	Not applicable.

