

## Annual Report 2006



### From The Principal

It is with great pleasure that I present our 2006 Annual report to you.

The purpose of this report is to provide our school community with an overview of our achievements in 2006 as well as to share the future directions we aim to pursue in order to continue improving the quality of education we provide our students.

The 2006 school year has seen the implementation of new initiatives, including the End of Year Fun Day, underpinned by the support and collaboration of both staff and parents. This team approach has helped us to succeed in what we do.

Greg Thomas  
Principal  
March 2007



**Our purpose, through cooperation and participation is to create an environment in which children have the opportunity to develop their own potential to the fullest in educational, social, physical and creative abilities and acquire the skills to asset them in their next stage of development.**

Hillcrest Primary School is part of the Swan Education District. The school is atop a substantial hill and offers wonderful views of Perth to the south. Hillcrest Primary School has effectively served its community since opening in 1950.

In 2006, the school provided programmes for approximately 400 students from the off-site Kindergarten (4 year olds) through to Year 7, across fifteen classrooms. Students with mild intellectual disabilities were fully integrated.

Students from Years 1 – 7 accessed Specialist programmes in Music, Physical Education and Italian. The school's environmental programmes are gaining recognition within the community and the school is renowned for its Pastoral Care programmes.

The School is staffed by caring and experienced people.

Participative decision-making processes are evident in the strong involvement of the P&C, School Council and staff committees in the operations of the school.

At Hillcrest Primary School our Vision is:

***We value and practise Justice, Unity, Respect and Responsibility***

The ethos of our school is

***WARGADO: To Strive***

### IMPROVING STUDENT PERFORMANCE

At Hillcrest Primary School we act to improve student performance based on quality data and its analysis.

The information provided through the Western Australian Literacy and Numeracy Assessment (WALNA) was one of many sources analysed. Analysis of the 2006 cohort indicated the following trends:

92.25% of students met the minimum performance requirement – the Benchmark- in Reading, Writing, Spelling and Numeracy. This is a similar percentage to 2005.

Year 7 students at Hillcrest PS performed beyond statistical predictions. As a cohort, they exceeded the WA Government School Achievement Targets for Reading Writing and Mathematics.

Year 5 students at Hillcrest PS performed as statistically predicted. As a cohort, they exceeded the WA Government School Achievement Targets for Writing and Mathematics, and were very close in Reading.

Year 3 students at Hillcrest PS performed as statistically predicted.

As a cohort, they exceeded the WA Government School Achievement Targets for Writing and Reading, but did not meet the Mathematics target.

In response to this, the school has allocated 0.8 FTE support time to Mathematics through the *Getting it Right* program and set improvement targets within the School Improvement Plan.

The school looks forward to a positive result from this cohort when it is next assessed in 2008.

The "Like –school Residual" scores measured by WALNA give the best indicator of the progress of a cohort. It measures the "value added" to students from one assessment to the next, a period of two years. A score of between + 2 and -2 is acceptable, with 0 being the Like-school residual.

Year 5	Reading	Writing	Spelling	Numeracy
Residual	+0.25	0	0	+0.75

All subject areas well within the limits – value added

Year 7	Reading	Writing	Spelling	Numeracy
Residual	+1	0	+1.5	+1.5

All subject areas well within the limits with strong performance - value added

In general, student gains were positive, indicating that the school delivers learning experiences that are outcomes focussed and responsive to the needs of our students

Gains made by the Year 5 and 7 cohort from their 2004 assessment were most encouraging.

Improving Student Performance was examined in the 2006 School Review and was judged to be developed.

### LEARNING ENVIRONMENT

Hillcrest PS offers a safe, caring and inclusive learning environment. The learning environment provided many stimulating programs during 2006.

- Virtues Program
- Inquiry Model
- Higher Order Thinking
- Wireless Networked Computer Access
- Whole School Reflective Behaviour System
- Students at Educational Risk
- Getting It Right Mathematics Specialist
- Physical Education Specialist Program
- Italian for years 3 - 7
- Music program
- Primary Extension and Challenge Courses
- Interschool sport
- Positive Parent Partnerships in the Classroom
- Partnership with ECU
- Onsite Autism Unit for Kindergarten and Pre-Primary
- Support for Aboriginal Students through the Aboriginal and Islander Education Officer
- In-term swimming

Hillcrest PS has a firm but flexible approach to behaviour management based on positive relationships between staff and students with a focus on positive reinforcement. The Traffic Light system, based on self-reflection was introduced, leading to a significant increase in positive behaviours. As a result, student suspensions affected only 5 students to a total of 18 days.

The regular attendance rate for students in 2006 reflected the positive learning environment.

Overall student attendance of 93% was above the state average.

The attendance of Aboriginal students of 79.5% was slightly below the state average.

An Attendance Strategy has been developed for 2006, with targets being set for the whole school, significant groups, and where necessary, individuals

Student destination post Year 7 is heavily weighted to the nearby John Forrest SHS, with 77% going to that campus for Year 8. There is no indication of any drift to Non-Government Schools, strengthening the belief in the environment provided by this school.

Transience during 2006, and indeed over a longer period of time, has meant that only 25% of our current Year 7 students have been at Hillcrest for all their years of schooling.

The Learning Environment Performance was examined in the 2006 School Review and was judged to be effective.

#### **LEADERSHIP AND STAFF**

The leadership within Hillcrest PS is committed, responsive and collaborative. Project leaders guide the school's direction across the eight learning areas. The Junior and the Senior Learning teams meet to discuss and resolve issues related to the curriculum as they arise.

A Curriculum Coordinator was appointed to oversee the implementation of the *Curriculum, Assessment and Reporting K – 10 Policy and Guidelines*.

Work has commenced on a Vision for students, staff and parents/caregivers for 2007 – 2009 to be completed in Semester 1.

Leadership is scheduled for School Review in 2007.



The Merit Selection process used by Hillcrest PS reinforces that the staff members of the school are motivated, engaged and competent.

All teachers are members of the WA College of Education, with 11 achieving Senior Teacher status. All staff met required professional development targets, supported by expenditure of \$5 000.

A program of making consistent judgements about student performance has been linked to the new electronic format.

In May 2006, a survey confirmed that teachers were satisfied in their role, their attendance was high, and they were confident that they are

upholding the Principles of Teaching and Learning. The attendance rate for staff was high

Staff performance was examined in the 2006 School Review and was judged to be effective.

#### **FINANCIAL AND PHYSICAL RESOURCES**

Hillcrest's financial and physical resources are managed to optimize learning outcomes for students.

In 2006, the school's finances and processes were audited through the School Review process and the Self Control Assessment Survey.

The audit found all processes to be effective and efficient.

In 2006, total funds available were \$353 211, which included voluntary contributions of \$40 per child.

Voluntary Contribution monies were spent in accordance with the Schedule of Contributions and Charges supplied to parents in November 2005.

Teaching and Learning received 43% of the budget.

Reserve carry-over to action-planned projects, including replacement of equipment and computers was \$46 000.

The effective use of financial and physical resources is scheduled for School Review in 2007.

#### **PARTNERSHIP WITH THE COMMUNITY**

Hillcrest Primary School operates in partnership with the community. The School Council meets regularly to be part of the School Review process. It identifies priorities and ratifies the School Plan.

The Annual Report 2006 has been accepted by the School Council comprised of:

Mrs Bronwyn Harman	Parent Representative
Mrs Belinda McGuiness	Parent Representative
Mrs Janet Jacques	Parent Representative
Mrs Faye Beaman	Community Representative

Mrs Joanne Barratt	Staff Representative
Mrs Vera Apia	Staff Representative

Mrs Sue Waterhouse	Principal
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In March 2007, the School Council will convene to examine the 2007 School Improvement Plan to ensure that it addresses identified priorities.

The School's P & C is an active and focussed body. Its profile extends beyond fundraising, and is a fundamental source of information and ideas to improve student outcomes. In conjunction with the school, it uses a variety of tools, such as surveys, to respond to educational issues.

"Partnerships with the Community" is scheduled for School Review in 2007.

#### **STRATEGIC PLANNING RESPONSES**

The Hillcrest Primary School Improvement Plan responds to the strategic directions of the Plan for Government School Education 2004 – 2007 through the 2006 School Improvement Plan. Detailed strategic plans were produced for the priority areas of Oral Language, Science and Mathematics, as identified by the School Council.

##### Behaviour Management

The existing BMIS Policy was reviewed, resulting in a reflective behaviours approach. The Traffic Light initiative was found to be an appropriate one for this school's community. Further information can be found in Learning Environment.

##### Science

Learning activities were structured to give students the opportunity to plan, conduct, process and evaluate their own investigations, with teachers modelled the process.

A Science Attitude questionnaire was administered and results indicated increasingly positive attitudes towards Science for both boys and girls. Achievement in Science is a Department of Education focus for 2007, and therefore will continue as a priority.

##### Mathematics

The Getting it Right teacher developed programs of support for classroom teachers. Staff engaged in extensive collaborative planning and moderation leading to positive student outcomes. (See Improving Student Performance.)

Mathematics will continue as a priority in 2007, with a focus on measurement and estimation, supported by First Steps Numeracy and increased Getting It Right teacher time.

##### Oral Language (K-P)

The focus of strategies was to provide quality professional development for staff, and to develop tools that could accurately measure oral language. Comprehensive profiling of students occurred.

These profiles will inform planning for 2007, especially for our 62 students with English as a Second Language.

##### General

Overall school planning began to align with the eight outcomes of the School Review. In 2007, priorities will be Oral Language and Science. Learning areas not identified as priorities (Maintenance Items) will be guided by a short statement of direction

