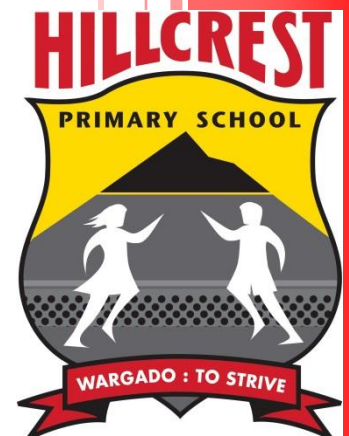


HILLCREST PRIMARY SCHOOL

2016 Annual Report

School Motto - Wargado – Strive to Achieve

School Vision - Hillcrest Primary School together with our wider community creates a positive learning environment where diversity is celebrated, excellence is encouraged and all students strive to reach their academic, social, physical and creative potential.



HILLCREST PRIMARY SCHOOL

2016 Annual Report

The 2016 Annual Report reflects the continued achievements, direction and celebrations for our school and the community around us.

Throughout 2016, Hillcrest Primary School continued to establish itself as a preferred local school of choice through its high expectations, community involvement and innovative curriculum that has resulted in national and international recognition.

Our highly experienced teaching staff continues to excel in the implementation of the Western Australian Curriculum. Our whole school curriculum implementation has resulted in smooth transitions between classes and a common understanding of the direction of students. Our development of “The Whole Child” ensures students are extended and nurtured with their individual needs and encouraged to reach their potential.



Context –

Hillcrest Primary School was founded in 1950 and is prominently situated on the crest of a hill overlooking the City of Bayswater. Tracing its history to before establishment the local Wadjuk people used the distinctive bush setting and sweeping views as a gathering place to share food and impart the wisdom and knowledge of crafting tools, spears and cooking implements. This relationship with Noongar Land is recognised in the naming of several key buildings. The most notable is our new administration opened in 2016 which is proudly inscribed with the words 'Malya-Ba Mia' signifying our 'Place of Learning'.

Our learning community currently has three hundred and seventy students with enrolments expected to grow in coming years as new families enter the school's intake area reflecting a shift in community demographics. Experienced caring and dedicated staff work closely with parents as essential partners in creating a learning environment that encourages students to realise their full educational, social, physical and creative potential.



School Profile

Hillcrest Primary School is a member of the North East Metropolitan region and a founding member of the Morley Schools network. The school staff are highly experienced and provide a supportive learning environment that caters for all students. We have a shared vision and a passion for education.



Classroom teachers deliver educational programs in English, Maths, Humanities, Science and Health. Japanese LOTE, Music, Digital Technologies and Visual Arts as well as Physical Education are taught by enthusiastic and highly skilled specialist teachers.

The strong community feel of the school is appreciated by our community, staff and students and often commented on by friends and visitors. Parents who form the Parents and Citizens Association and School Council are well informed, enjoy participating in school activities and take a genuine interest in promoting and supporting school events. Community volunteers regularly assist with school banking, student classroom instruction, canteen provision, excursion supervision, after school sport as well as contributing to the completion of our Nature Playground at the new Early Years Centre.

2016 saw the introduction of the Contributive Leadership model, which gives staff the opportunity to fill positions of leadership within the school, building on strengths and interests. Staff are supported to develop these skills through a collaborative approach that utilises expertise. This new model saw the reduction of the traditional model of a principal and two deputies, to a principal and one deputy. The student centred funding model enabled this allocation of funding to release teachers to lead and support effective teaching and learning.

The Hillcrest Primary School staffing profile includes a principal, deputy, 20 full time equivalent teaching staff and 9 full time equivalent support staff.

Student Enrolment

Hillcrest has a student enrolment that sits around 370. This student profile includes 14% of Hillcrest students with a diagnosed Special Educational Need, 10% are Indigenous students, which is twice the number since 2012 and 32% are non-English speaking background down from a previous peak of 40%.



Since 2009 our ICSEA score has shifted from comprising 70% in the lower half indicating extreme disadvantage with only 1% in the top quartile to now boasting upwards of 28% in the top quartile with a residual amount of 18% of families still being represented as severely disadvantaged.

At the end of 2015 our year six students primarily graduated into John Forrest Secondary College, Mount Lawley Senior High School, Chisholm Catholic College, Shenton College and Guildford Grammar School. Other schools where students also enrolled included Australian Islamic College, Governor Stirling Senior High School, John Curtin College of The Arts, Cape Naturalist College, Mercy College and Perth College.

Student Attendance

Our Every Student, Every Day attendance initiative celebrates students who every term reaches our Every Day attendance milestone. The termly raffle is recognition of the whole family effort in encouraging and valuing regular attendance. Success of this focus is especially notable in our pre-primary attendance rate which rose from a concerning 82.5% to our recent semester one attendance rate of 93%. Our commitment to students' attendance and our appointment of a Learning Support Coordinator ensures that students with special physical and learning needs are catered for in a supportive caring environment.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2014	92.2%	92.1%
2015	91.7%	92.7%
2016	93.4%	92.6%

Attendance % - Primary Year Levels

	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	88%	91%	92%	94%	94%	94%	94%	91%
2015	83%	95%	91%	94%	94%	92%	95%	
2016	93%	92%	94%	94%	95%	93%	94%	
WA Public Schools 2016	92%	92%	93%	93%	93%	93%	93%	

Student Behaviour

Hillcrest Primary School has collaborated together to develop a whole school approach to behaviour where expectations are consistent and taught throughout the school. The Positive Behaviour Program provides the platform to support the students' development and empowers them to take responsibility for their own behaviour and engagement. Through co-operation and participation we create an



environment in which children acquire the skills to prepare them for future endeavours.

The expected behaviours fall under the headings of Safety, Teamwork, Achievement, Respect and Responsibility (STARR). You may hear the students referred to as “Hillcrest STARRs.”

Whole school reward systems reinforce appropriate behaviours using STARR cards. Students receive ‘club’ milestones. These occur every 25 stamps. Special celebrations occur for the 100 and 200 clubs. At the end of each year, students who have reached the goal of getting into the 100 club are rewarded with a whole school activity.



In 2016, the number of office referrals and documented behaviour issues reduced dramatically, with students becoming accountable for their actions.

Embracing our cultural heritage

Our journey of cultural recognition culminates in a celebration for NAIDOC day. This original celebration of Indigenous peoples and recognition of the significance of their culture to our school saw many practices and programs become embedded into school routines.



School faction colours and mascots are renamed to reflect local Wadjuk terms and animals, whilst protocols for assemblies and special events incorporate traditional welcome or acknowledgement to country. Our cultural dance group includes students from indigenous and non-indigenous backgrounds with a significant recognition being the naming of key buildings throughout the school the most notable of which is our new administration building opened this year which is proudly inscribed with the words ‘Malya-Ba Mia’ signifying our ‘Place of Learning’.

Digitally Aware

The identification of a Digital Technologies leader and specialist teacher enabled the students to learn new technologies including robots, coding and cutting edge computer programs. Semester Two, 2016 saw a collaborative teaching model, where classroom practitioners worked together with the specialist in the state of the art library to upskill and learn new ideas to implement in the classroom. The feedback from all teachers was positive, and the classroom teachers valued the opportunity to learn these skills in a familiar context.

Hillcrest was fortunate to receive a grant to employ the services of Safe on Social, who delivered student, parent and staff presentations, demonstrating how students and their families could ensure their safety with social media presentations.



“Hillcrest Primary School makes students aware of the impact of their social footprint and educates them regarding social media usage to ensure that the decisions they make regarding social media are informed and in their best interests. We proactively teach these skills to the students in our care, in addition to parent and staff workshops with leaders in the field.”

An after school “Coder Dojo” Coding club was established, giving the students the opportunity to further develop their skills in computer coding. Visitors from outside our school community came to Hillcrest to observe what a highly successful coding club looks like.

Installation of Wireless Access Points improved connectivity for our wireless devices, ensuring that students had access to a faster Internet speed.



2016 Highlights

New Early Years facilities



ANZAC day



Year 6 Camp



Sports Carnivals



Choir presentations



P & C and fundraising –
Mother’s and Father’s day, fun
run, discos



New School uniform



STARR cards



Official Opening of School Buildings



International recognition of Jolly Grammar case study in London



Hillcrest whole school approaches



Day for Daniel



New Uniforms for sporting teams and choir



Daily Fitness



NAIDOC



Special days including WA Day



Parent workshops

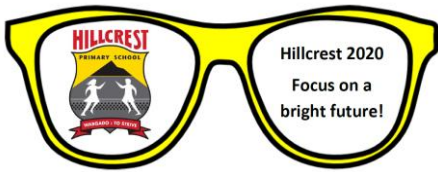


Incursions and Excursions



Coding Club





2016 Priorities

Our school strategic plan: 2020 Focus on a Bright Future demonstrates our vision for the “school on the top of the hill”

Success for all students

Hillcrest Primary School has successfully transitioned into the full implementation of the Western Australian Curriculum.

In 2016, a requirement to raise competencies and integrate technology into curriculum resulted in the appointment of a digital technologies specialist. This coupled with the purchase of 31 new computers, creation of our online presence, choice to utilise on-line subscriptions, introduction of Connect communities and further use of digital media for correspondence and communication is testimony to its success.



The whole school approach using Jolly Phonics and Jolly Grammar program was formally recognized in 2016 by a presentation by Miss Ford, Associate Principal in London, showcasing Hillcrest Primary School and the exciting results that were achieved. The partnership with the International Centre for Excellence has ensured that Hillcrest has been identified as a school that gets results.



The Learning Intervention Focus Team or LIFT assisted teachers with identification and support of students requiring curriculum divergence and enrichment. Comprising members of the school leadership team as well as School Psychologist, Learning Support Coordinator, Aboriginal and Islander Education Officer, Community Health Nurse, English as a Second Language specialist and Special Needs assistant fortnightly meetings prioritised assistance and allocated resources.

High Performing Educators



Experienced teachers formed professional learning teams aligned to phases of development, with clear roles and responsibilities articulated for team leaders and opportunities provided in the timetable to strengthen collaboration. A cycle of continuous improvement has been established and professional learning reflects teachers' needs to



become more data literate through analysis of school based data by setting and monitoring targets for improvement to inform classroom planning.

Our professional learning timeline has developed to include use of state-wide services, local school network groups, in-house expert teachers, affectionately known as Hillcrest Heroes, and includes support for staff to regularly engage in the peer observation feedback cycle.

Continuous improvement of curriculum delivery is supported through collaboration within phase of development teams. Working closely together staff is supported by educational experts and specialist teachers providing instruction in Digital Technologies, Visual Arts, Music, Physical Education and Japanese LOTE. In addition a team of highly qualified support staff provide greater assistance with differentiating the curriculum for students.



Visible leadership

Exercising new flexibilities available within the student centred funding model ensured a paradigm shift in the way school finances and responsibilities were allocated. Staff inherently feel a sense of ownership and empowerment by having direct input into the achievement of identified goals for the students.



The new “Contributive Leadership Model” provides support and leadership to staff, supporting best practice and innovation. Identified leaders within the structure model strategic direction and promote the school to the wider community.

This visible leadership within the school sets a clear vision for the future direction and growth by communicating clearly the expectations Hillcrest and empowering staff to engage students.

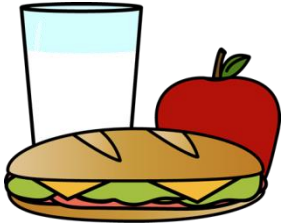


Safe and Inclusive School Environment

The centrepiece of our focus on creating a safe and inclusive environment has been the development of our Hillcrest STARR behaviour matrix. As a Positive Behaviour School, the Hillcrest STARR program embodies Safety,

Teamwork, Achievement, Respect & Responsibility. Developed in consultation with students, staff and the parent community it ensures whole school behaviour expectations and provides a consistent approach throughout the school.

The newly refurbished early childhood centre located onsite has enabled all Hillcrest students to join together on one site, with all students catered for in a fun, inclusive environment. These state of the art facilities demonstrates to the community the standard that Hillcrest is able to offer students.



Hillcrest Primary School promotes a healthy school. The healthy eating policy, school vegetable garden, healthy schools framework and daily fitness program encourages students to develop healthy habits while at school.

Addition of extra powerpoints and network points for all classes ensured that the safety of the students in the classrooms was supported.

Powerful, Positive Partnerships



The International Centre for Excellence located nearby proved invaluable in assisting our implementation of this strategy which includes the delivery of Jolly Phonics and now the Jolly Grammar program. This partnership assisted staff to develop

their own explicit instruction lesson plan based on the WAPPA ISTAR model of connected practice. The Hillcrest Way offers students six steps to mastery and is known as ISTAIR reflecting the expectation that all class lessons Inform, Show, Try, Apply, Innovate and Revise.



As a member of the WA Sustainable School's Initiative we are very appreciative of the enduring involvement of our parent and wider community in ensuring a collective commitment to creating awareness in our students of the benefits of a sustainable lifestyle

At completion of our recently opened \$1.3 million administration building, the local shire again



came to the party with a generous donation of over 400 native kangaroo paws. These were planted by students and members of our school community instantly providing a sense of belonging and ownership of the newly landscaped entrance as well as reinforcing the shires plan of encouraging native plant species in the area.

NAPLAN

NAPLAN Comparative Performance for Year 3

Year 3	Performance						Students					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
Numeracy	-0.2	0.5	-0.4	0.2	0.8	-1.6	36	56	47	45	43	42
Reading	-0.4	1.0	-0.2	0.5	0.8	-0.0	38	57	47	45	43	39
Writing	-0.4	0.8	0.2	0.6	0.3	-0.1	38	56	47	45	41	42
Spelling	-0.3	0.8	0.0	0.7	1.1	0.3	38	57	47	45	42	43
Grammar & Punctuation	0.1	1.2	0.4	1.4	1.0	-0.1	38	57	47	45	42	43

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

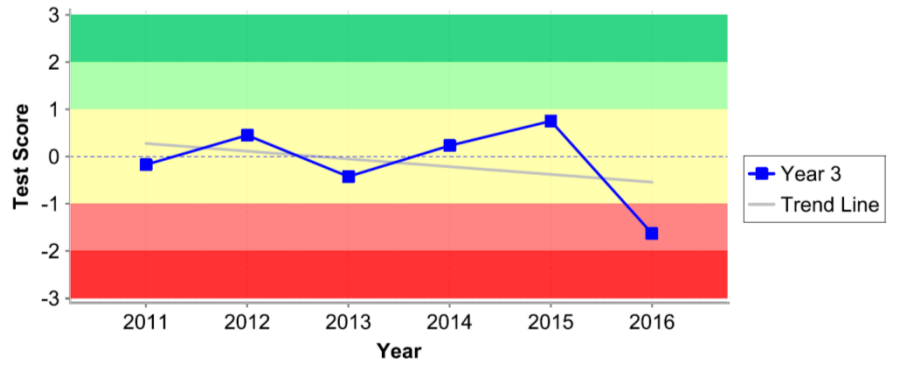
NAPLAN Comparative Performance for Year 5

Year 5	Performance						Students					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
Numeracy	-0.1	-1.3	-0.5	0.5	0.1	0.5	59	45	40	57	44	44
Reading	0.3	0.4	-0.9	0.0	0.3	-0.5	60	45	40	57	45	43
Writing	0.4	1.6	-0.2	0.4	-0.6	0.3	60	44	40	57	44	44
Spelling	0.6	-0.0	-0.4	0.4	0.4	-0.5	60	45	39	57	44	44
Grammar & Punctuation	0.2	-0.2	-0.9	0.6	0.1	-0.1	60	45	39	57	44	44

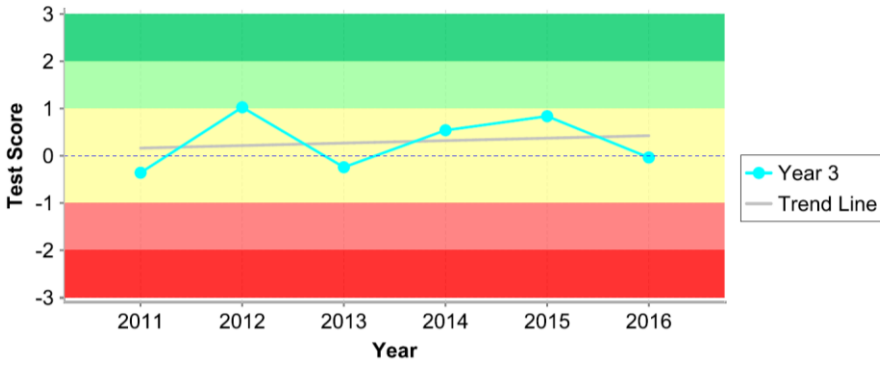
1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 3 Results

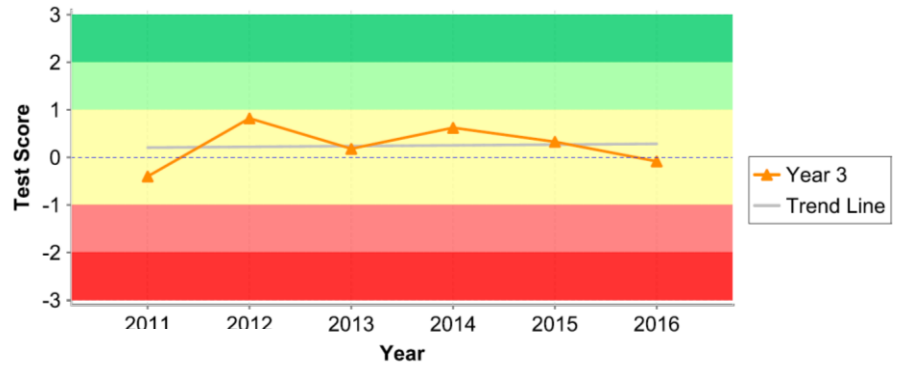
Numeracy Performance



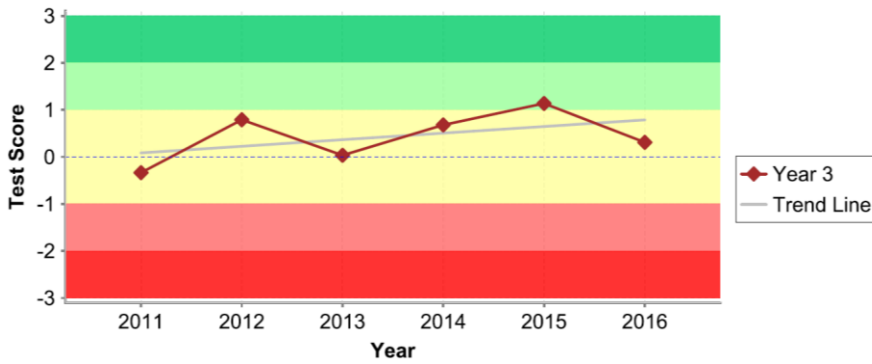
Reading Performance



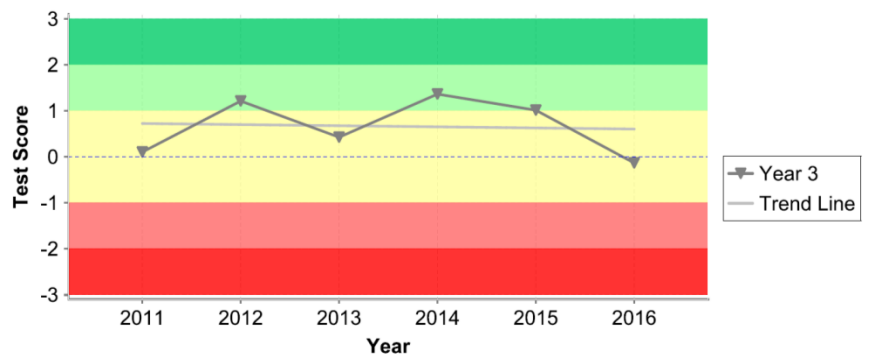
Writing Performance



Spelling Performance

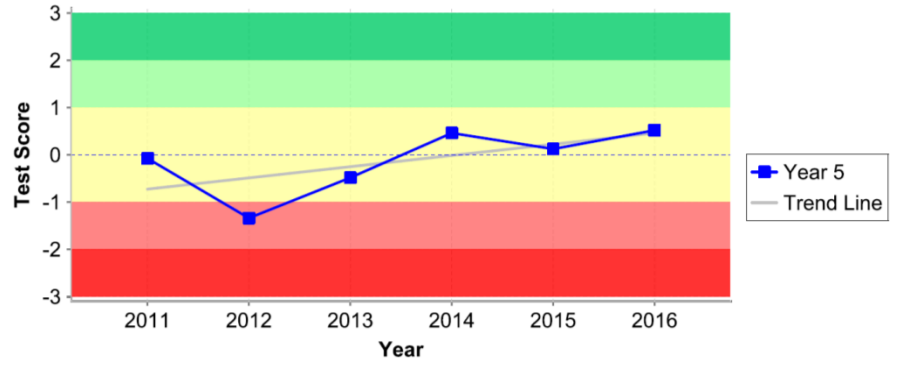


Grammar & Punctuation Performance

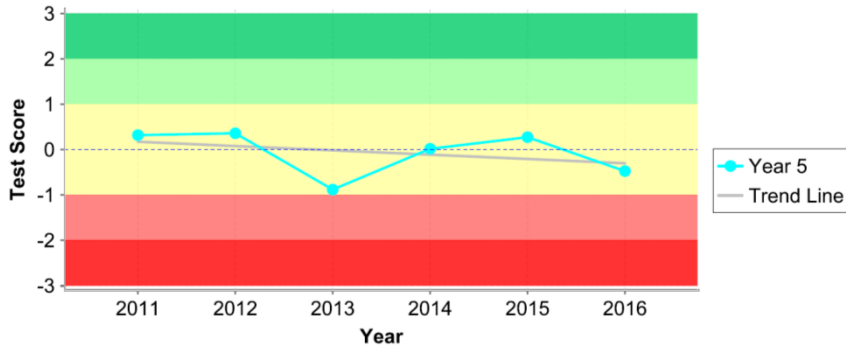


Year 5 Results

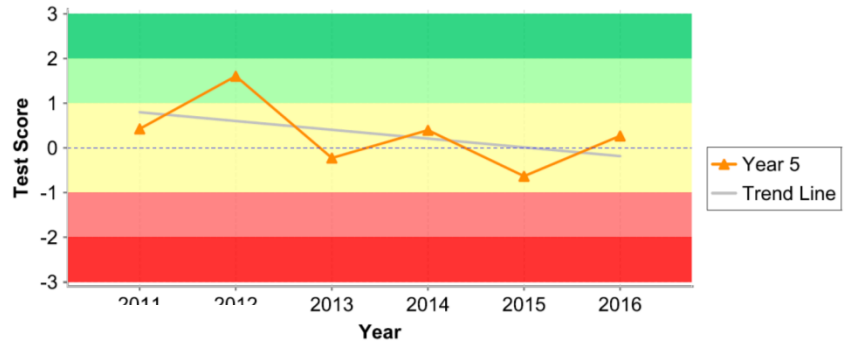
Numeracy Performance



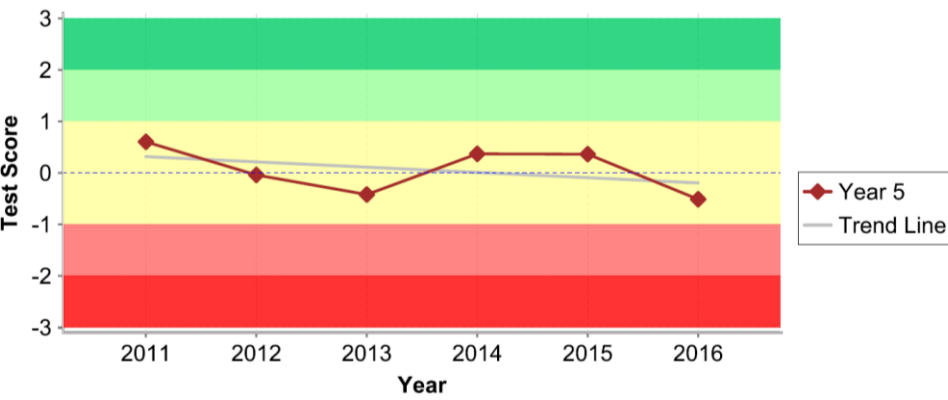
Reading Performance



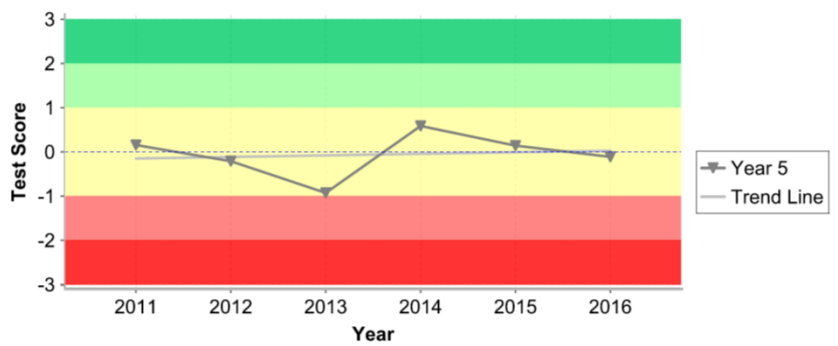
Writing Performance



Spelling Performance



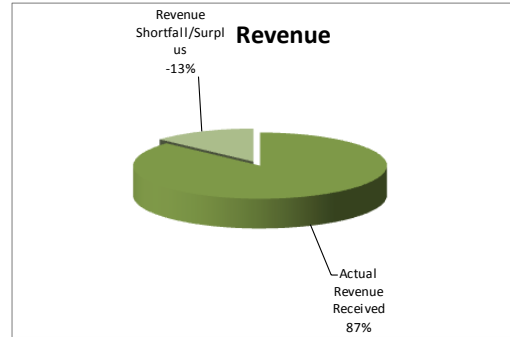
Grammar & Punctuation Performance



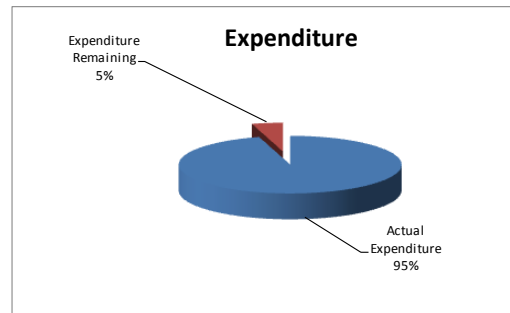
Annual Budget

The schools financial, human and physical resource management has been audited by the Audit and Risk Management Branch of the Department of Education. The school has maintained highly satisfactory processes for accurate financial management.

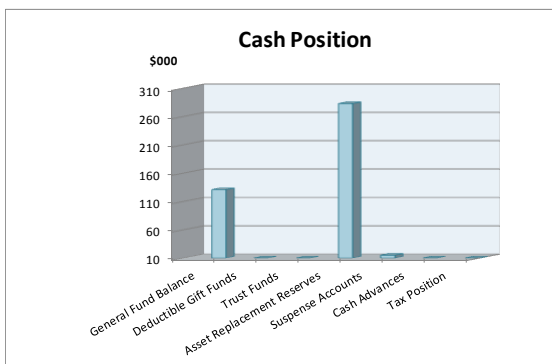
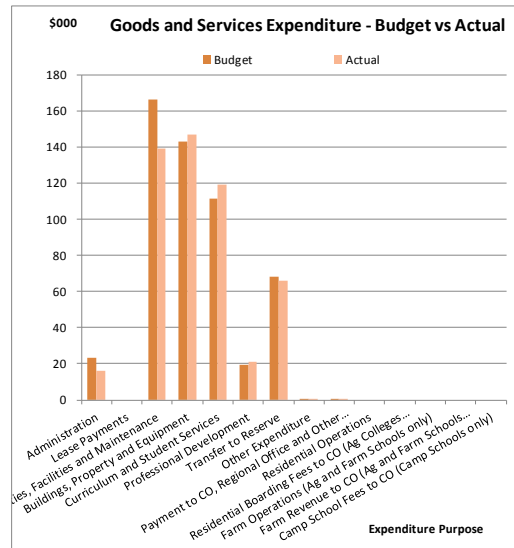
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 112,135.00
Current Year Budgeted Revenue	\$ 446,658.00
Actual Revenue Received	\$ 527,015.30
Revenue Shortfall/Surplus	-\$ 80,357.30
Revenue Collected as a % of Current Budget	118.0%
Total Funds Available	\$ 639,150.30



Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 532,302.70
Actual Expenditure	\$ 508,326.04
Expenditure Remaining	\$ 23,976.66
Cash Budget Variance	\$ 26,490.30
Variance as a % of Total Funds Available	4.1%
Actual Expenditure as a % of Budgeted Expenditure	95.5%



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,116.00	\$ 15,983.37
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 166,368.00	\$ 138,812.43
4 Buildings, Property and Equipment	\$ 143,134.00	\$ 146,932.23
5 Curriculum and Student Services	\$ 111,483.38	\$ 119,228.79
6 Professional Development	\$ 19,317.32	\$ 20,884.16
7 Transfer to Reserve	\$ 68,000.00	\$ 66,000.00
8 Other Expenditure	\$ 501.00	\$ 102.06
9 Payment to CO, Regional Office and Other Schools	\$ 383.00	\$ 383.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 532,302.70	\$ 508,326.04
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 532,302.70	\$ 508,326.04
Cash Budget Variance	\$ 26,490.30	



Cash Position as at:	
Bank Balance	\$ 423,856.29
Made up of:	\$ -
1 General Fund Balance	\$ 130,824.26
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 282,628.44
5 Suspense Accounts	\$ 15,079.59
6 Cash Advances	\$ -
7 Tax Position	\$ 4,676.00
Total Bank Balance	\$ 423,856.29

