

## Annual Report 2007



### From The Principal

It is with great pleasure that I present our 2007 Annual report to you.

The purpose of this report is to provide our school community with an overview of our achievements in 2007 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.

During 2007, the school underwent a comprehensive review. District Director, Mr David Price summarised by saying, "I am pleased to inform you that I find the school effective in both its reflective practice and the difference it makes to children's learning."

Congratulations, Hillcrest!

Greg Thomas  
Principal  
March 2008



**Our purpose, through cooperation and participation, is to create an environment in which children have the opportunity to develop their 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 2007, 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 based upon RESPECT.

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 2007 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 2006.

The WA School Achievement Targets (WAGSAT) are based on the normal curve with 50% being the norm. The table indicates the performance of Hillcrest students in 2007.

Year Level	Reading	Writing	Numeracy
3	53%	49%	53%
5	47%	61%	41%
7	68%	68%	75%

Year 7 students at Hillcrest PS performed beyond statistical predictions. Year 5 students at Hillcrest PS performed as statistically predicted, except in Numeracy.

In response to this, the school allocated 0.6 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 2009.

Year 3 students at Hillcrest PS performed as statistically predicted.

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 + 1 and -1 is acceptable, with 0 being the Like-school residual, or average.

Year 5	Reading	Writing	Spelling	Numeracy
Residual	-0.2	+1.0	+0.5	-0.3

All subject areas well within the limits – value added

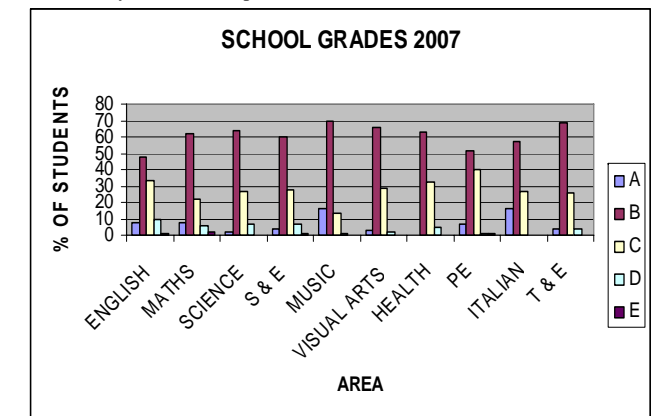
Year 7	Reading	Writing	Spelling	Numeracy
Residual	+1	0	+1.5	+1.5

All subject areas well within the limits with strong performance indicating that value has been 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 2005 assessment were most encouraging.

For the first time, the school has been able to make comparisons between different areas of the curriculum. These figures are based on the criteria for the allocation of grades (A, B, C, D or E) for each area on the end-of-year student reports.



100% of parents who participated in "Surveying the Community 2007" were satisfied with their child's educational progress at school.

## LEARNING ENVIRONMENT

Hillcrest PS offers a safe, caring and inclusive learning environment providing many stimulating programs during 2007. 100% of parent respondents in "Surveying the School Community 2007" believed that the learning environment was stimulating for their child.

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 school used the Initiatives of the Behaviour Management And Discipline in Schools Policy to support and encourage students to continue their high level of behavior and participation. As a result, student suspensions affected only 1 student to a total of 4 days. This is a significant reduction on 2006 rates. A student survey administered in Term 4, supported this result. Student perception was that there was no systemic bullying during 2007. Similarly, in a parent survey, 91% of respondents had a positive perception of the school as a caring, safe and secure environment.

The regular attendance rate for students in 2007 reflected the positive learning environment.

Overall student attendance of 94% was above the state average of 93%. The attendance of Aboriginal students improved to 83% and was better than the state average of 81%.

An Attendance Strategy was developed in 2007, with targets being set for the whole school, significant groups, and where necessary, individuals. The Attendance Strategy will continue in 2008.

Student destination post Year 7 is weighted to the nearby John Forrest SHS, with 66% going to that campus for Year 8. Many students won scholarships to specialist secondary schools. There is no indication of any drift to Non-Government Schools, strengthening the belief in the environment provided by this school.

Transience during 2007, 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.



## 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*.

A Vision for students, staff and parents/caregivers for 2007 – 2009 was completed in Semester 1 and published in the newsletter and displayed around the school. 100% of parents surveyed in 2007 agreed that the school has clear goals and a positive school identity.

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 \$8 000. A program of making consistent judgements about student performance has been linked to the new electronic format. In May 2007, a survey confirmed that teachers were satisfied in their role, their attendance rate was high, and they were confident that they are upholding the Principles of Teaching and Learning.

Parent and students surveyed throughout the year believed teachers were committed and enthusiastic, and encouraged students to achieve to the best of their ability.

## FINANCIAL AND PHYSICAL RESOURCES

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

In 2007, 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 2007, total funds available were \$398 383, 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 2006. Teaching and Learning received 43% of the budget.

Reserve carry-over to action-planned projects, including replacement of equipment and computers was \$85 000.

## PARTNERSHIP WITH THE COMMUNITY

Hillcrest Primary School operates in partnership with the community. During 2007, parents had the opportunity to give feedback to the school through "Surveying the School's Community." Responses formed the basis of the School Review process.

The School Council meets regularly to be part of the School Review process. It identifies priorities and ratifies the School Plan.

The Annual Report 2007 has been accepted by the School Council comprised of:

Mrs Bronwyn Harman	Parent Representative
Mrs Kay Oates	Parent Representative
Mr Stuart Manifold	Parent Representative
Mrs Faye Beaman	Community Representative
Mrs Marilyn Jackson	Staff Representative
Mrs Vera Apia	Staff Representative
Mr Greg Thomas	Principal

In March 2008, the School Council will convene to examine the 2008 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. Extensive shade provision through Investing in Our Schools was a major accomplishment.

## STRATEGIC PLANNING RESPONSES

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

### 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 2008, with a focus on Chance & Data, supported by First Steps Numeracy and 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 2008, especially for our 62 students with English as a Second Language.

### General

Overall school planning aligned with the eight outcomes of the School Review. In 2008, priorities will be Writing, Chance and Data, and Pastoral Care incorporating student behaviour.



Figures quoted from *Surveying the Community 2007*.

The full results are available in *What Did Parents, Teachers & Students Say About Hillcrest Primary School?* Copies can be obtained from the Principal