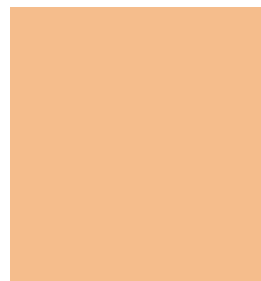


2010 Annual School Report Hilltop Road Public School

NSW Public Schools – Leading the way



Our school at a glance

Messages

Principal's message

Hilltop Road Public School is committed to providing quality teaching and learning programs that enable all students to reach their full learning potential.

Hilltop Road Public School continues to grow and change to meet the learning needs of our students. Our school is always looking to the future to ensure we progress with current teaching practices and provide our students with the best educational pathways possible.

In Literacy, we have seen the continuation of the Accelerated Literacy program with all classes K-6 participating in explicit literacy lessons. Accelerated Literacy focuses on rich literature whilst providing insight into how good authors construct interesting and well written text. Hilltop Road Public School will continue to support this valuable pedagogy and nurture literacy development in our students.

An Action Learning Project in Mathematics has resulted in changes to our school's approach to mathematics. Professional learning supported by mentoring and a lesson study approach has enhanced the way our teachers and students engage in mathematical experiences. Our students are learning to utilise a variety of problem solving strategies and are highly engaged in their mathematical experiences.

The Hilltop Road school community continues to work together to enhance student learning outcomes and opportunities.

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.

Ms Natalie See Relieving Principal

School Council message

Our School Council is made up of the Principal (Peter Thompson), Deputy Principal (Natalie See), Teacher Representatives (Doreen Cavallo, Emma Geelan, Cheryl Romer), Parent Representatives (Sevil Ilkbahar, Mohamed Ismail, Michael Webb), Community Representative (currently vacant), and the P&C President (Anne Cuskelly).

During the year, the Principal has led the development of the School Plan, being responsible for priorities, targets and allocation of resources within the school. The School Council come together once a month and has been well informed about relevant school and wider matters such as new buildings, air conditioning upgrades, new programs and initiatives introduced into classroom, and professional development for teachers. The School Council has had appropriate opportunities to express their views, demonstrating parents and staff working together to advance the best interests of the school. The School Council provided positive input into the decision making processes.

School Council President

Sevil Ilkbahar

P&C's Message

During 2010, the Parents' and Citizens' Association (P&C), have continued to welcome new members and with them, new ideas and a larger support network for our school. The P&C have continued its support of the school in many ways including a teachers' morning tea to say thank you for their hard work and dedication, Mother's and Father's Day Stalls, and the World Cup-a-Thon. We hope to continue contributing in as many ways as directed by school needs.

We have expanded our activities to a Christmas Raffle which was generously supported by all families in the school community. The raffle raised enough money to buy and install air conditioning units for classrooms. Thank you to all families who supported this.

Our P&C also support the school in other ways such as, Ambulance cover for all students at the

school and funding for the Community Resource Centre.

Members of the P&C play an important role in guiding and supporting the parents and teachers of the school. This is what makes our P&C the success that it is. We are lucky to be involved with that we love, teachers who are committed and children who make us proud.

P&C President

Anne Cuskelly

Student Representative's message

The Student Representative Council (SRC) of Hilltop Road Public School represents the student body and encourages fundraising and community involvement.

The SRC has achieved two major goals through fundraising this year. We have sponsored a guide dog to help a person with vision impairment. Sponsorship goes towards the training of a guide dog and preparing them for their job. The SRC has sponsored a World Vision child from India in order to provide him with clean food, water and an education. Other fundraising events have included Environment Week, Mufti Day, NRL Football Mufti day and Pyjama day. Hilltop Idol was also run again, giving students the opportunity to show their talents in singing.

Proceeds have gone towards supporting our students' learning by integrating technology into our classrooms, Year 6 farewell, air conditioning and supporting a needy family within our community through the Rotary Club.

Faith Matic – Girl School Captain

Craig Spencer – Boy School Captain

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

	2006	2007	2008	2009	2010
Male	298	314	306	308	310
Female	270	274	277	277	294

Student Attendance

	Year	2007	2008	2009	2010
School	K			94.1	91.4
	1			92.3	91.4
	2			91.7	93.7
	3			92.1	93.4
	4			92.0	93.5
	5			92.5	93.0
	6			92.1	92.6
	Total	92.4	93.4	92.5	92.6
Region	K			94.1	94.6
	1			93.5	93.9
	2			93.8	94.2
	3			94.1	94.4
	4			93.9	94.4
	5			94.0	94.3
	6			93.4	94.2
	Total	93.9	94.1	92.1	94.3
State DET	K			94.3	94.7
	1			93.7	94.2
	2			94.0	94.4
	3			94.1	94.5
	4			94.0	94.5
	5			94.0	94.4
	6			93.6	94.0
	Total	94.0	94.1	92.1	94.4

Management of non-attendance

Management of non-attending students was by constant monitoring and correspondence with parents and staff. Letters, phone calls and interviews were part of the process of increasing attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
K S	K	21	21
K R	K	21	21
K C	K	21	21
K G	K	20	20
K W	K	21	21
1 C	1	23	23
1D	1	23	23
1K	1	23	23
1SN	1	24	24
1/2B	1	14	23
1/2B	2	9	23
2R	2	25	25
2Z	2	25	25
2M	2	24	24
3W	3	28	28
3H	3	27	27
3NG	3	27	27
4C	4	31	31
4I	4	31	31
4/5G	4	18	31
4/5G	5	13	31
5R	5	29	29
5S	5	29	29
5/6J	5	12	30
5/6J	6	18	30
6C	6	29	29
6S	6	29	29

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

The staff at Hilltop Road Public School is diverse in years of experience and talents. This has enabled teaching and learning programs that are aimed towards maximising each student's learning potential.

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Classroom Teachers	20.0
Part Time Teachers	1.0
Teacher of Release from Face to Face (RFF)	1.092
Teacher of Early School Support	0.4
Teacher of Reading Recovery	1.05
Support Teacher Learning Assistance	0.7
Teacher Librarian	1.2
Teacher of ESL	2.8
Counsellor	1.0
School Administrative & Support Staff (SASS)	4.062
Total	39.70

Staff retention

In 2010, staff changes were the result of long service, maternity leave and an increase in enrolment numbers.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2010, the average daily attendance rate for staff, as determined by the Department, was 96.0%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	39

Financial summary

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

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	300685.19
Global funds	284206.19
Tied funds	202936.86
School & community sources	191977.67
Interest	15518.09
Trust receipts	30421.61
Canteen	0.00
Total income	1025745.61
Expenditure	
Teaching & learning	
Key learning areas	128766.20
Excursions	58824.05
Extra curricular dissections	105418.04
Library	4036.72
Training & development	3377.48
Tied funds	235158.41
Casual relief teachers	33441.89
Administration & office	84201.08
School-operated canteen	0.00
Utilities	48446.29
Maintenance	45919.35
Trust accounts	36065.97
Capital programs	0.00
Total expenditure	783655.48
Balance carried forward	242090.13

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Celebrating the Arts

Celebrating the Arts is a concert of performing arts for schools in the local community working together. At Hilltop Road Public School K-6 students were involved in choir and dance. The Junior Dance group, consisting of 32 students, performed "Glitter Bugs". The Senior Dance group, consisting of 31 students, performed "Beach Bonanza". All students proudly represented our school and gave a fantastic performance.



Water Wise

Hilltop Road Public School was selected to be one of 41 schools to participate in Every Drop Counts (EDC). The program aims to help schools become water efficient, develop water responsible citizenship through the school curriculum and fulfil some requirements of the NSW Environmental Education Policy for Schools.

Hilltop Road Public School installed a smart meter to monitor water usage. In late term one, the principal and a class teacher attended a training session at Sydney Water to learn how to reduce water usage. An initiative from this was that students designed a water mascot to remind all student, staff and community members to save water. Jeff 'Joffa' Taylor, a professional cartoonist, designed our posters which are proudly displayed in classrooms (A3 laminated posters) and around our school (large metal posters).

The school inducted water monitors from each grade. These water monitors underwent training and were given responsibilities such as water audits, checking for leaking taps, bubblers and toilets, monitoring daily water usage and attending water wise meetings. Water Efficiency was also integrated into the K-6 RFF curriculum where students learnt about being water wise.

Hilltop Road Public School has replaced old taps and bubblers with spring loaded fixtures. The school has fixed all leaks, replaced toilets with adjusting flush valves, locked school grounds

after hours and mulched gardens to retain moisture in the soil. Hilltop Road Public School is working towards a saving of 15% of water.

Live Life Well

Live Life Well is linked to PULSE and Crunch 'n' Sip. Two teachers attended a course over three days in term one and two.

Crunch 'n' Sip Launch

Crunch'n'Sip is a healthy eating initiative to encourage students to eat well to enhance learning. At 10am each day a bell is rung and students stop for a few minutes to eat a piece of fruit or drink water in order to refresh and engage students in learning. The goal is to have 90% of students regularly participating in Crunch 'n' Sip.

Crunch'n'Sip was launched during Education Week, Open Day. At this time, students received a Crunch'n'Sip Pack which consisted of a plastic container with fruit in it, a bottle of water and other activities and games related to healthy eating.

PULSE – completion of program

The PULSE program has continued at Hilltop Road Public School in order to develop and enhance a healthy lifestyle for our students. As part of the program, regular fitness and sport skills sessions were encouraged and taken on by each grade. Teachers were provided with a Fitness Activity Booklet. Students received an educational booklet on Healthy Lifestyles by Jeff Taylor. Partnerships with external sports providers continued such as Sports in Schools, Footsteps (Dance), Football Elite and Karate. A fitness track and equipment for students was installed in the Secret Garden in order to promote the development their fitness, strength, stamina and agility.



Swimming Scheme

During Week 9 and 10 of Term 3, 60 students from year 2, and 60 students from years 3-6 participated in Swimming Scheme. These students were taught water skills and safety by qualified DET instructors at Guildford Pool. Swimming groups were arranged according to water skill ability. All students participated daily in swimming sessions for 30 minutes.

Education Week

In Term 3, Week 3, Hilltop Road Public School, participated in Education Week. The theme for this year was "Year of Sustainability". Staff and students invited parents to an Open Day to visit their classrooms and view the teaching and learning achievements of students. Hilltop Road's Open Day consisted of an assembly and classroom visits. At the assembly, one child per class was recognised for their learning and given an award. The K-2 and 3-6 dance and choir groups performed. A substantial number of parents and guests were present.



National Young Leaders Day

The School Captains, Vice Captains and Prefects of Hilltop Road Public School attended a Leaders Day at the Sydney Entertainment Centre on Monday 1st March. They listened to inspirational leaders talk about leadership and their personal experiences. Students completed a workbook reflecting on their own leadership style and they had question and answer time with each speaker.

Impact Leadership

Student leaders attended an Impact Leadership Conference at Homebush. This involved lectures and videos on a variety of leadership topics such as, role models, responsibility and school respect. Students completed workbooks and activities with other school groups. They were involved in discussions and interactive communication which allowed them to meet new people with common traits. Student leaders were able to make decisions about their own leadership roles within Hilltop Road Public School and the goals they would like to achieve.

Peer Support

Peer Support continues to have a positive impact on all students at Hilltop Road Public School. A two day training course was conducted for Year 6 students. The first day of training in school developed skills in communication, group dynamics and effective leadership. The second day, held at Campbell Hill Reserve, focused on

working together, establishing agreements, working it out, effective decisions and managing a group. Each leader received a training manual and a program entitled "Keeping Friends".

Peer Support groups consisted of K-5 students with 14-15 students in each group. These were lead by two support leaders and a teacher mentor. Every Tuesday for 45 minutes leaders implemented interactive activities for students in order to learn how to keep friends.



Parramatta Education Learning Community (PELC)

Hilltop Road Public School formed a learning community with 3 local schools, Parramatta West Public School, Westmead Public School and Parramatta High School.

A combined concert was held during 2010 at Parramatta High School. Children from all four schools were involved. The choir and junior and senior dance groups from Hilltop Road participated in the concert. It was a huge success and was highly supported by our parents and community members.

Meetings between PELC school executive members have taken place in order to plan for future professional development of the combined PELC school staff members during 2011.

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.

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

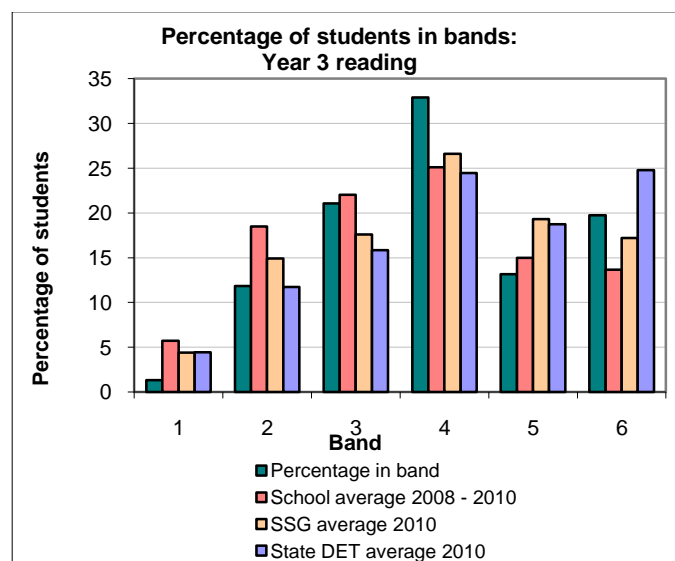
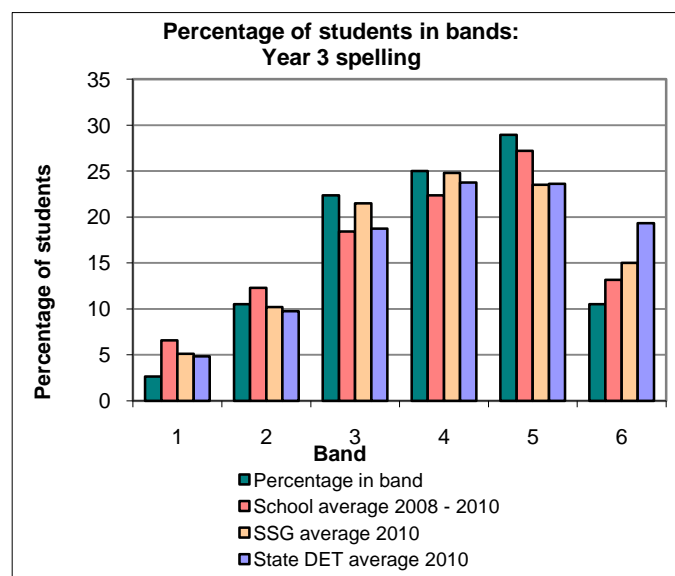
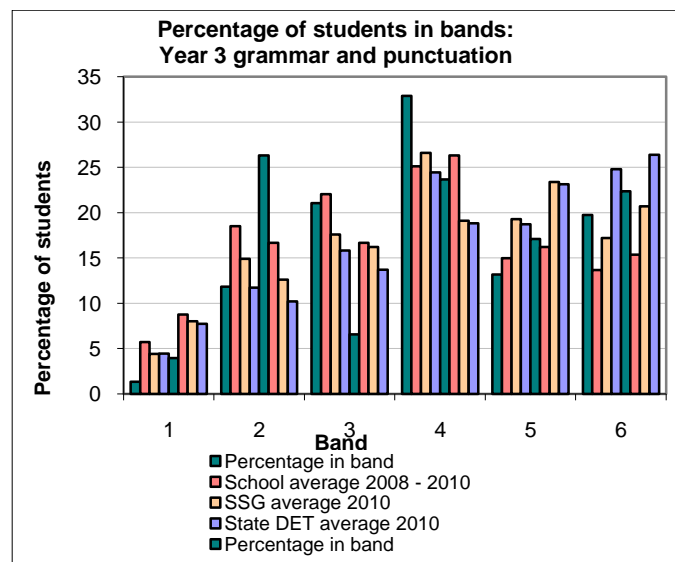
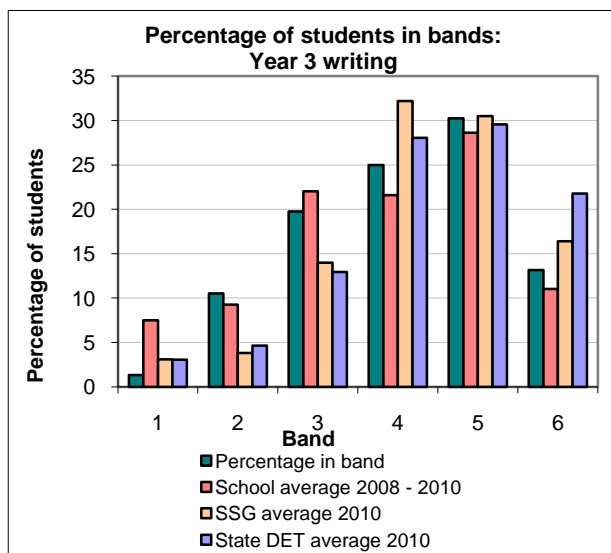
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In Year 3, 76 students participated in the NAPLAN literacy, 32 boys and 44 girls.

Overall, in literacy, 5% are below National Minimum Standards (NMS), 29% at or below NMS and 25% are proficient.

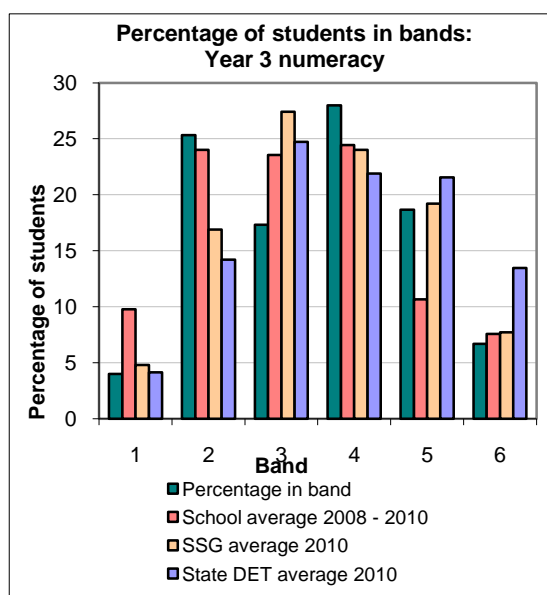
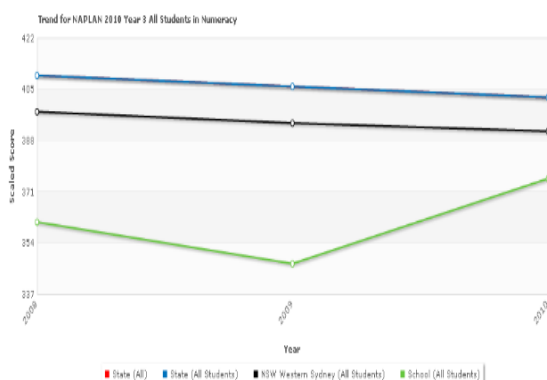
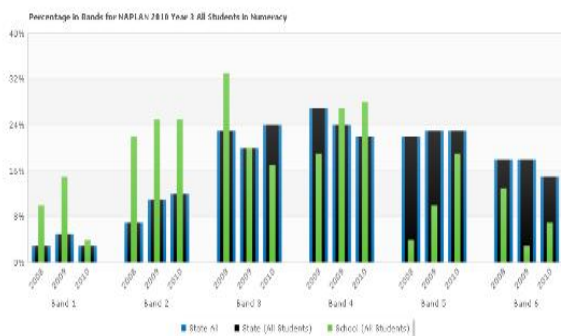
In reading, 3% are below national minimum standard, 13% are at or below national minimum standard and 33% are proficient.



Numeracy – NAPLAN Year 3

In Year 3, 75 students participated in the NAPLAN numeracy, 32 boys and 43 girls.

Overall in numeracy, 29% of students are in the lowest 2 band, 45% of students are in the middle 2 bands and 26% of students are in the higher bands.

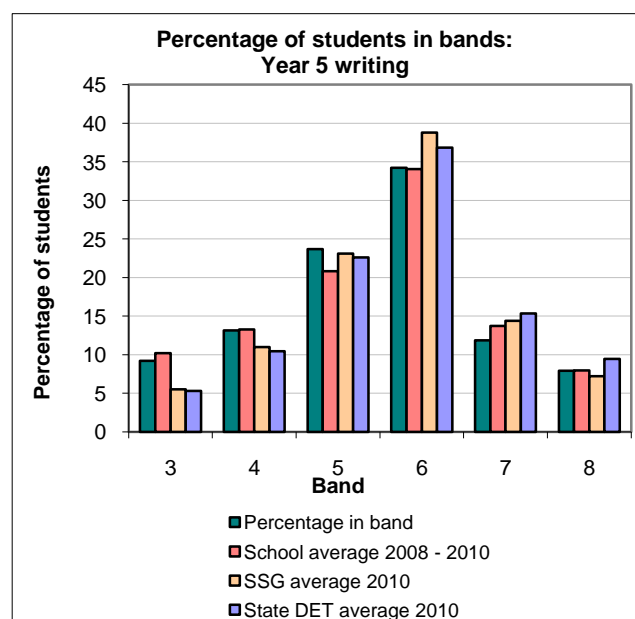
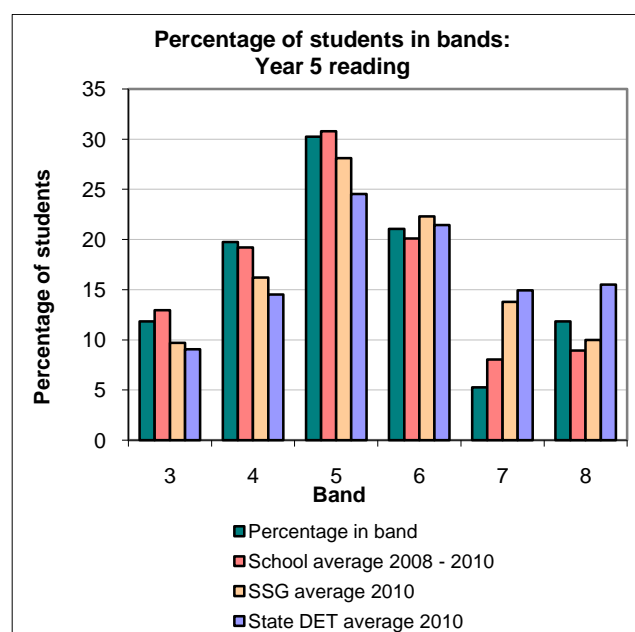


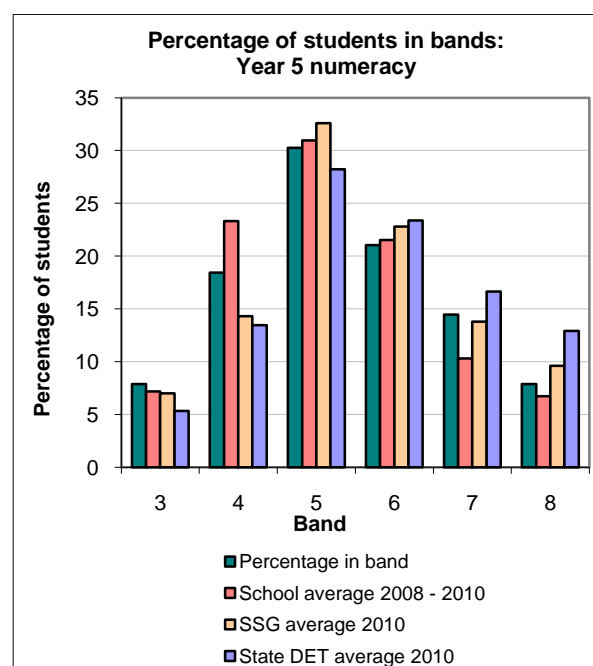
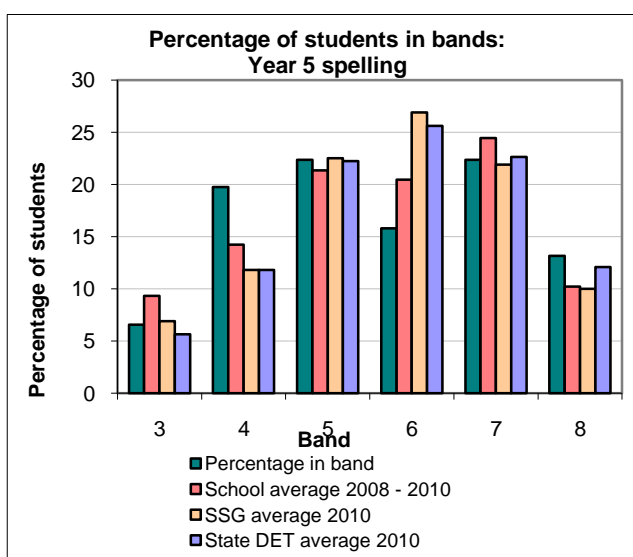
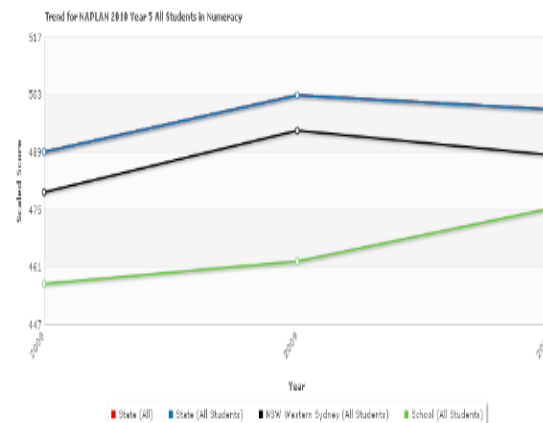
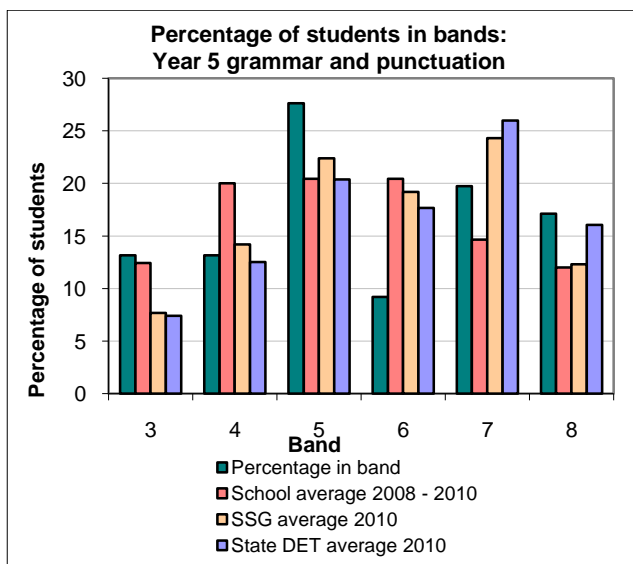
Literacy – NAPLAN Year 5

In Year 5, 76 students participated in the NAPLAN literacy, 43 boys and 33 girls.

Overall, in literacy, 11% are below NMS, 32% are at/or below NMS, and 17% are proficient.

In reading, 15% are below National Minimum Standards. 13% are at or below NMS and 33% are proficient.

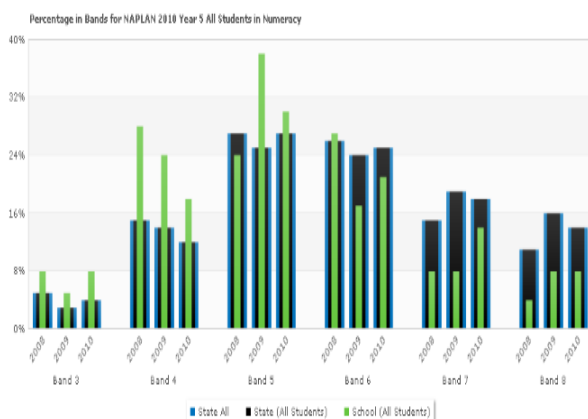




Numeracy – NAPLAN Year 5

In Year 5, 76 students participated in the NAPLAN numeracy, 43 boys and 33 girls.

Overall, in Numeracy, 26% of students are in the lowest 2 bands, 51% of students are in the middle2 bands and 22% of students are in the higher bands



Progress in literacy

In 2010, 32% of students improved overall in literacy. 33% improved in one or more skill bands. Trend data indicates an overall improvement in literacy.

Average progress in reading for matched students*

	2006 - 2008	2007 - 2009	2008 - 2010
School	92.7	59.1	102.0
SSG	N/A	N/A	82.2
State DET	87.5	88.4	83.4

Average progress in grammar & punctuation for matched students*

	2008 - 2010
School	110.9
SSG	96.7
State DT	95.7

Average progress in spelling for matched students*

	2008 - 2010
School	100.4
SSG	88.5
State DET	84.5

Average progress in writing for matched students*

	2006 - 2008	2007 - 2009	2008 - 2010
School	105.1	36.4	94.5
SSG	N/A	N/A	68.6
State DET	69.3	57.7	66.8

Progress in numeracy

In 2010, 41% of students improved overall in numeracy and 27% improved in one or more skill bands.

Average progress in numeracy for matched students*

	2006 - 2008	2007 - 2009	2008 - 2010
School	84.2	77.8	116.2
SSG	N/A	N/A	88.5
State DET	77.3	93.4	89.3

In Year 3, the graphs indicate that we have been moving students from band 3 into band 4. There has been an increase in the number of students moving into band 5.

In Year 5, the graphs indicate that we have been pushing students from band 4 into band 5 and from band 5 into band 6. There has been an increase in the number of students moving into band 6 and 7. Trend data indicates an overall improvement in numeracy.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 and 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	97
Writing	97
Spelling	96
Punctuation and grammar	95
Numeracy	95

Percentage of Year 5 students achieving at or above minimum standard	
Reading	85
Writing	88
Spelling	91
Punctuation and grammar	85
Numeracy	89

Significant Programs and Initiatives

Accelerated Literacy Training (AL) and Network Meetings

Teachers at Hilltop Road Public School engaged in further training and development in Accelerated Literacy (AL). Accelerated Literacy has a focus on assisting students in literacy through analysing and identifying the author's intent through using quality literature. It aims to increase their skills in reading, writing and spelling.

A two day professional learning course was conducted for new staff members. Network

meetings provided a forum for teachers to share their ideas with regards to AL in the classroom.

Catch- Up Literacy

Catch-Up Literacy is a structured one-to-one literacy intervention program for students who are experiencing reading difficulty. Four staff members have been trained and 18 students have benefited from their involvement in the program. These students have improved their reading age by an average of 18 months.

Targeting Early Numeracy (TEN)

TEN is a K-2 based initiative to support students who have not met grade outcomes in number. All K-2 staff at Hilltop Road Public School were trained. All K-2 students were placed on the numeracy continuum. Regional targets were set for Kindergarten, Year One and Year Two students. Children were assessed and then participated in graded maths activities focusing on number. Each teacher worked with a specific target group to move them along the continuum over a five week period. Staff engaged in ongoing professional development and follow up sessions have been available. At the end of this period, students were reassessed and data was sent to Regional Office.

Promotional DVD

Year 12 students from Parramatta High School produced a DVD to promote Hilltop Road Public School's involvement in the Parramatta Education Learning Community (PELC) . It was part of their HSC media requirement. Ten students, staff members, the principal and the community liaison officer were interviewed and used as voice overs throughout the DVD. Footage was also taken of the Year 5 Play Leaders, classroom and technology lessons, the dance group, the choir, sport groups, the debating team and SRC members. The DVD was officially launched during Education Week and is a valuable tool to promote our school.

Language Program

A Speech Therapist and six third year students from Macquarie University took part in "Kinder Kapers", a program which targets language and language development in Kindergarten. The course provided the Kindergarten teachers and students the opportunity to take part in activities developed specifically for the program.

An intensive language program was also developed for identified students in Year 1 and 2. They were withdrawn for an hour each week to receive targeted support.

During Term 4, the Speech Therapist provided in-class support for children in grades 1-5. She worked with the students and teachers, once a week, for a five week period.

Effective School Wide Reading (ESWR)

ESWR has continued at Hilltop Road Public School. The main focus is the use of the DIBELS testing and its results to develop our literacy program to accommodate student needs. Teachers are using data to intensify the learning of students in reading. The data from DIBELS assessments are reported on and given to teachers in order to analyse student growth, achievements and areas of need. The cluster of schools involved use this data to progress and move forward. Regular meetings are attended by executive members of staff.

Action Learning in Mathematics

Carol Spencer, a private mathematics consultant, was employed by Hilltop Road Public School during Term 1, 2 and 3. This assisted us in improving our students' understanding of mathematical concepts and problem solving. This was done through whole school staff meetings, classroom support and mentoring.

In term 1, staff developed a mathematics program based on problem solving, mathematical thinking, metalanguage and working

mathematical outcomes. The use of the syllabus and other support documents was accessed. In term 2 and 3, team teaching and mentoring was a focus, in order to enhance teacher practice in the use of questioning and grouping students according to ability. Differentiating tasks for students was a high priority.



QuickSmart

QuickSmart is an intervention program designed to support numeracy skill development. It focuses on automaticity and quick recall of basic mathematical facts. Involved in the program are 12 students from year 5 and 6. Each student is involved in working with the teacher's aides for three half hour blocks each week. The children have improved their automaticity and are developing their own strategies for solving mathematical problems. An increase in classroom confidence has been evident to teachers. Students are seeing their own improvement each week, this encourages them to strive to reach the next level each week.

Community Resource Centre

Parent Workshops

Catherine Gregory, our Community Resource Centre Liaison, has provided our parent community with valuable opportunities to attend courses.

A computer course with Granville TAFE and Boronia Multicultural Service was run in term 1

and 2. Ten local parents and community members attended and completed a basic computer skills course.

A Senior First Aid Course was run in conjunction with Granville TAFE. Sixteen parents and local community members attended.

Playgroup

Approximately 10-15 families access our Playgroup on a weekly basis. Playgroup provides an opportunity for parents and carers with children under 5, to get together in an informal and friendly environment. Many of our families are from the school or have sent their children to Hilltop Road Public School since attending Playgroup.

Community Garden

This is an ongoing project which is overseen by an interested parent whose daughter attends Hilltop Road Public School. She tirelessly works in the school community garden to produce beautiful flowers and herbs.

Parent/Youth Information Sessions

Parent and youth information sessions were conducted in Term 2 and 4 for parents of Year 3-6 students. Approximately 15 families attended these sessions. In Term 4, two parent workshops were held to assist Year 6 parents with Transition to High School.

Ready Set Go

In 2009, we had over 40 families in our community access the Ready Set Go program.

This year we have 45 families attending each week. We are offering parents a series of Parent workshops such as Best Start, Letterland, Early Literacy and Numeracy training. New parents are encouraged to build friendships and develop a sense of belonging to the community.

Parent Packs

Parent Packs are a resource that has been made available for families at our school. Simple games and activities in specific areas of Literacy and Numeracy have been developed for K-2 students. Parents can borrow these packs from Catherine Gregory, the Community Liaison Officer, on Thursdays from 2.30-3.15pm. These parent packs were an initiative which provided an opportunity for staff and parents to work together.

Focus School Support - Numeracy

Focus School Support is a two year mathematics initiative utilising a DET consultant who works with teachers to determine areas of need. Focus School Support targeted Stage Two students in the areas of problem solving using Newman's Error Analysis .

Teachers on stage two were given support through planning, programming and resource development. They also participated in team teaching and demonstration lessons. Stage two analysed NAPLAN – numeracy results and developed a responsive program for Term 4, Weeks 1-5.

As a whole school, support was given through staff meetings in order to develop a K-6 approach.

Homework Club

Hilltop Road Public School started an initiative in mid-Term 2 called Homework Club. The concept is to assist students who are struggling to complete their weekly homework tasks and provide an environment to complete these tasks. It runs weekly on a Tuesday from 3–4pm. Hilltop Road students have engaged in this enthusiastically and there is a regular core group that attend each week.

School-Based Student Reporting (SBSR)

In 2010 we continued to use the School-Based Student Reporting (SBSR) program to complete our Semester One and Semester Two reports. A member of staff facilitated the running of the program and participated in further training sessions. All members of staff then participated in re-training in the use of the new version of the SBSR program.

Best Start Interviews

Best Start Interviews were held in Term 1 and Term 3. In term 1, teachers were given an opportunity to inform parents on how their child performed in the Best Start Assessment and how parents can help their child at home to move them along the continuum. In term 3, teachers were able to give an update to parents on their child's improvement since term one.

The majority of Kindergarten parents attended and found these interviews most valuable. At each interview parents are given a feedback report.

School Image

The staff at Hilltop Road Public School believes we uphold a positive school image. To promote our reputation selected staff members have been working on the school image and prospectus documents in order to increase community awareness of our school. A focus on technology, opportunities, curriculum and diversity are building a positive profile for our school.

World-Cup-A-Thon

All students participated in the World-Cup-A-Thon, representing the countries in the 2010 World Cup. Students raised money through sponsorships, for SMART boards and air conditioning. It was one of our major funding raising events and embraced our rich cultural diversity. Every student contributed and parents were highly supportive of the event. Prizes were given to the most money raised by a student and

class and for the highest money raiser in each grade. It was a huge success.

Footsteps

Footsteps is a dance program which supports the dance curriculum in PDHPE. It was organised into two components, dance and aerobics. It involved high impact, progressive dance movements which develop and focus on students' fitness, rhythm, coordination, movement and social skills. These areas developed an understanding of the correlation between movement and music.

Multicultural Education

Throughout 2010, our school continued to recognise the importance of cultural diversity. We continued to enhance educational links between home and school through workshops for parents with a non-English speaking background.

Hilltop Road has a high proportion of NESB (Non-English Speaking Background) students. These students are catered for within their classroom settings through extra support in literacy from their classroom teacher, ESL, STLA (Student Teacher Assisted Learning), ESS (Early School Support) and Reading Recovery staff.

This year Hilltop Road acknowledged the cultural diversity of our students and community with ceremonies and celebrations. Harmony Day was celebrated by students and staff wearing the colour of orange to symbolise harmony between cultures.

Progress on 2010 targets

Target 1

Literacy

To improve literacy outcomes for all students.

Our achievements include:

- All students K-6 have been assessed using the DIBELS assessment. This has assisted in the identification of students at risk in literacy.
- 97% of Year 3 students achieving at or beyond national minimum standards in NAPLAN.

- 85% of Year 5 students achieving at or beyond national minimum standards in NAPLAN.
- Five Kindergarten classes implemented the Best Start with 85% of parents attending the follow up interviews.
- Accelerated Literacy is implemented as an integral part of the daily literacy block with a focus on writing skills.
- 20 students participated in the Catch Up Literacy program to improve student results and develop understandings and skills. Students improved four or more reading levels.



Target 2

Numeracy

To increase levels of numeracy achievement using NAPLAN results, with a focus on mathematical language and problem solving.

Our achievements include:

- Providing all staff with professional learning workshops in problem solving through the action learning project.
- All teachers implementing a variety of teaching strategies to support problem solving skills using Newman's Error Analysis.
- K-2 teachers are implementing the (Targeted Early Numeracy) TEN program in their classrooms.
- Teachers working in stages with a Mathematics Consultant to develop a

consistent approach to maths programming, development of effective teaching and learning programs within the classroom and problem solving techniques and questioning skills.

- Focus School Support targeted staff working in Stage 2, resulting in all students being assessed and placed on the Place Value Framework.
- QuickSmart program implemented with Year 5 and 6 students which resulted in an improvement in automated numeracy skills.

Target 3

Technology

To increase teacher access to digital educational resources.

To effectively use interactive technologies for teaching and learning.

To provide curriculum opportunities for students to use information technology.

Our achievements include:

- Developing teachers' skills in the area of technology through professional development programs.
- Implementing the use of SMART boards and software to enhance learning for students.
- Allowing students the opportunity to access information technology for learning.

Target 4

Student Engagement

To improve student engagement by developing positive relationships between the staff, students and community.

Our achievements include:

- The continued implementation and development of Positive Behaviour for Learning pedagogy.
- All teachers, students and community members are involved in school activities.

- The coordination of fundraising events by utilising the skills of the Student Representative Council (SRC).

Target 5

Teacher Quality

To strengthen teacher capacity to improve student learning outcomes through consistency of teacher judgement.

Our achievements include:

- Examination of current supervision practices to ensure consistency of teacher judgement. Teaching and learning programs were developed in line with the quality teaching framework.
- New Scheme teachers were supported through professional development programs and mentoring opportunities.
- Professional development opportunities have been implemented using in-school expertise, regional support and external courses.

Target 6

Aboriginal Education

To improve student outcomes for Aboriginal students.

Our achievements include:

- Strategies for developing of Personal Learning Plans (PLP) for Aboriginal students were sourced.
- All Aboriginal students participated in the Aboriginal Dance Group who performed at formal school events and assemblies.

Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Action Learning and Numeracy.

Educational and management practice

Action Learning

Hilltop Road Public School staff decided that it was essential for action learning to occur in the

area of Mathematics in response to our 2009 NAPLAN results.

Background

A private mathematics consultant was employed to provide professional learning for all staff in order to develop our practice and knowledge in the classroom. Our focus was on implementing problem solving strategies for students and providing them with opportunities to work mathematically.

The use of curriculum content via the syllabus, frameworks and mathematics continuums allowed teachers to implement and embed this practice in programs to cater for the needs of students.

Findings and conclusions

All staff were enthusiastic about embedding this practice through mentoring and action learning with the consultant. It was evident that it was a valuable and worthwhile process.

Professional dialogue between staff occurred frequently with regards to the implementation of the action learning process. Mentoring times were organised with executive staff mentoring their team and offering support and feedback.

Pre and post assessments showed an increase in student performance in working mathematically and problem solving.

Future directions

An improvement in NAPLAN 2010 results in numeracy allowed staff and students to see the significance of this action learning. This will continued to be used and developed in 2011.



Curriculum

Numeracy

Hilltop Road Public School focused on numeracy in many areas during 2010. Professional development for staff and the implementation of programs for students were provided to enhance student outcomes.

Background

For the staff, professional development through action learning in numeracy was provided by consultants and program implementation.

For the students, Targeting Early Numeracy (TEN) K-2, Focus School Support (FSS) Stage 2, and QuickSmart (Stage 3) were implemented.

TEN provided K-2 students with the opportunities to develop their number skills and move them along the numeracy continuum. It provided professional development for staff in targeting students and working with them in five week blocks.

Through the FSS, a consultant from the Department of Education worked with staff and provided mentoring and action learning for Stage 2 in the area of place value.

QuickSmart, worked with Stage 3 students in developing numeracy automaticity. Staff were trained in implementing the program on a daily basis.

Findings and conclusions

Staff and students have made great gains in numeracy instruction and learning outcomes.

TEN has moved many students along the K-2 number continuum. Most students are where

they need to be for their grade due to the implementation of this program.

FSS has shown an improvement in NAPLAN 2010 results in the area of place value, space and problem solving. This extensive training of staff and the implementation of the program has reflected on students' learning outcomes in positive results.

QuickSmart has proven to be a worthwhile program, resulting in students' improved automaticity and developing their own strategies for solving mathematical problems. An increase in classroom confidence has been evident to teachers.

Future directions

Hilltop Road Public School will continue with these programs as they have provided staff and student with improved learning outcomes.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Three areas were surveyed:

1. Focus on improving learning outcomes.

Parents believed that 70% of the focus was always on improving learning outcomes and 30% was usually on improving learning outcomes. Staff believed that 100% of the focus was always on improving learning outcomes. Students believed that 85% was always on improving learning outcomes, 10% usually and 5% unsure.

2. Teaching for Learning - Student Engagement

Parents believed that 65% was about student engagement, 20% usually, 10% sometimes and 5% unsure. Staff believed that 85% was always about student engagement and 15% was usually. Students believed that 70% was always about student engagement, 20% usually and 10% sometimes.

3. Professional Practice and Learning – Teaching and Learning at the core.

Parents believed that 70% was always about professional practice and learning, 15% usually and 5% sometimes. Staff believed that 70% was always about professional practice and learning,

20% usually and 10% sometimes. Students believed that 75% was always about professional practice and learning, 10% usually, 5% sometimes and 5% unsure.

Students feel happy to come to school. They feel supported in their learning and believe that the teachers help them to achieve their best. Students have shown continued success in demonstrating the school rules and values. Students are taking pride in their learning by engaging in school activities.

Overall, parents, staff and students are in agreement about the positive nature and learning environment of Hilltop Road Public School.

Professional Learning

Staff feel that they have had opportunities to upgrade teaching skills through professional training and development. With this, teachers are able to provide meaningful learning experiences for all students. The staff of Hilltop Road has participated in various professional learning activities throughout the year. Professional learning is aimed at maximising student learning outcomes by supporting teachers' through a well-constructed training and development program. Staff have been trained and supported by mentoring in Accelerated Literacy, Best Start, Action Learning in Mathematics, Newman's Problem Solving strategies and cooperative analysis of NAPLAN data to focus teaching and learning. It has been indicated that professional learning has met the identified needs of teachers and students.

School Development 2009 – 2011

During 2010-2011, Hilltop Road will focus on training and development, and teaching and learning programs towards achieving the following targets.

Targets for 2011

Target 1

Literacy

To improve literacy outcomes for all students.

Strategies to achieve this target include:

- Targeting students who achieved at or below national minimum standards by

implementing an explicit program, Catch Up Literacy.

- Assessment of new Kindergarten students to identify their prior to school knowledge using the Best Start program.
- Continue to embed Accelerated Literacy in teaching programs through ongoing targeted professional learning and regional support.
- Analyse NAPLAN and school-based data to implement programs that address areas of weakness in order to determine future directions.
- Differentiating literacy programs by developing early learning plans for students who did not meet national minimum standards.
- Utilise the Early Literacy Continuum to identify, monitor and track student progress K-2.

Our success will be measured by:

- An increase in the number of students who are proficient from 33% to 41% (an increase of 8%) in reading.
- Less than 11% (2% reduction) of Year 3 students achieving at or below national minimum standards in reading.
- Less than 30% (2% reduction) of Year 5 students achieving at or below national minimum standards in reading.
- Students involved in the Catch Up Literacy Program will improve their reading age by 12 months.
- 90% of Kindergarten students to progress by one or more cluster on the Early Literacy Continuum.
- 90% of Stage One students to progress one or more cluster on the Early Literacy Continuum.

Target 2

Numeracy

To increase levels of numeracy achievement in NAPLAN results with a focus on mathematical language and problem solving.

Strategies to achieve this target include:

- Continue professional learning for Stage 2 staff utilising Focus School Support (FSS) to support understanding in the areas of Space and Geometry and the Number framework.
- Enhance teacher capacity to analyse school-based and external data by planning authentic assessment tasks.
- Continued involvement in an action learning project with a focus on quality lessons and open-ended assessment planning in mathematics.
- Analyse NAPLAN and school-based data to implement programs that address areas of weakness in order to determine future directions.
- Continued implementation of QuickSmart as a targeted intervention for Stage 3 students who do not meet national minimum benchmarks and stage appropriate outcomes.
- Assessment of new Kindergarten students to identify their prior to school knowledge using the Best Start program.
- K-2 staff engage in professional learning concerned with the assessment and identification of students who have not met grade benchmarks in early arithmetical strategies.

Our success will be measured by:

- An increase in the number of students who are proficient from 26% to 29% (an increase of 3%) in numeracy.
- Less than 23% (6% reduction) of Year 3 students achieving at or below national minimum standards in numeracy.
- Less than 24% (2% reduction) of Year 5 students achieving at or below national minimum standards in numeracy.

Target 3

Technology

To increase teacher access to digital educational resources.

To effectively use interactive technologies for teaching and learning.

To provide curriculum opportunities for students to use information technology.

Strategies to achieve this target include:

- Professional development of staff to increase their knowledge and confidence in using the Connected Classroom suite.
- The purchase of hardware to facilitate the implementation of information communication technologies.
- Continued implementation of SMART boards and software to enhance learning for students.

Our success will be measured by:

- 90% of teachers utilising one or more DET software packages.
- 80% of teachers utilising interactive technologies in classroom teaching and learning programs.
- 50% of students have access to technology through Discovery Time sessions.

Target 4

Student Engagement

To improve student engagement by developing positive relationships between the staff, students and community.

Strategies to achieve this target include:

- The continued implementation and development of Positive Behaviour for Learning pedagogy.
- Stage 2 and 3 students have opportunities to participate in student leadership initiatives with the PELC network.
- Development of a Transition to High School Program for Year 6 students.

Our success will be measured by:

- 95% of students following school-wide expectations.
- Twenty Year 4 and 5 students will develop leadership skills as a result of their participation in the PELC student leadership initiative.
- An action plan is developed and implemented for students entering high school in 2012.

Target 5

Teacher Quality

To strengthen teacher capacity to improve student learning outcomes through consistency of teacher judgement.

Strategies to achieve this target include:

- Provide support and feedback from supervising teachers.
- Use mentoring to support New Scheme Teachers.
- Provide sufficient time for grade/stage meetings to implement consistent teacher judgements.
- Networking with other schools in the Parramatta Education Learning Community to combine professional development with common goals and purpose.

Our success is measured by:

- All staff to write and review personal professional development goals.
- Staff participate in professional development in the Parramatta Education Learning Community.
- School timetabling will enable grade teams to meet weekly to develop effective teaching and learning programs.

Target 6

Aboriginal Education

To improve student outcomes for Aboriginal students.

Strategies to achieve this target include:

- Devise and implement Personal Learning Plans (PLP) for Aboriginal students.
- Increase participation of Aboriginal families in school activities.
- Provide opportunities for Aboriginal students to develop and grow in learning through teacher support and assistance.
- Development of an incentive program to improve student attendance.

Our success is measured by:

- In 2011, all Year 3 Aboriginal students achieving national minimum standards or above in NAPLAN.
- In 2011, all Year 5 Aboriginal students national minimum standards or above in NAPLAN.
- All Aboriginal and Torres Strait Islander students (ATSI) will have PLPs.
- Improved rate of attendance for students participating in the incentive program.

Target 7

Environment

To align school practice and create a sustainable school environment.

Strategies to achieve this target include:

- Implement Sustainability Education Management (SEMP) Policy in classrooms through units in Environmental Education.
- Implement Climate Clever Energy Savers (CCES) Program.

Our success is measured by:

- Environmental Education units of work are implemented in all classrooms through the RFF program
- Energy use throughout the school was analysed and a whole school initiative to reduce energy was developed.

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:

<http://www.schools.nsw.edu.au/asr>