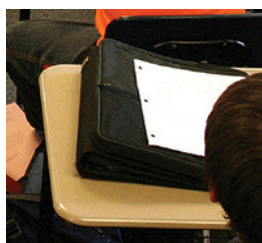


# 2008 Annual School Report Hilltop Road Public School

NSW Public Schools – Leading the way



## Principal's message

Our catch cry for 2008 was "To have the courage to challenge ourselves in our learning where as a school community we learn together". The success of the year was highlighted on Friday 7<sup>th</sup> November, 2008 where we combined our Celebration Day and Carnivale Night. The day was organised to say 'thank you' to our school community, wonderful students, dedicated teachers and staff for all the work they had achieved throughout the year. It was wonderful to see the delight our students had playing on seven jumping castles.

Hilltop Road Public School shares and reflects a strong sense of community in providing our students the social and academic success to be the best that we all can possibly be. Hilltop Road continues to pursue excellence and is recognised as a premier school in the Sydney West Region. Schools from across the state and department personnel visit our school regularly to see how we have implemented Positive Behaviour for Learning. Our school has created an environment that all our students feel supported, safe and valued in their learning.

Our belief is "it's not how smart you are, but rather what you are smart at. If we respect each other we will engage in learning together". Another demonstration of this is the transition to school program that has been recognised in Victoria as an exemplary program. Hilltop Road, with two local council child care centres and a private early childhood centre, developed a transition program to meet the needs of working families with pre-schoolers getting ready for school, so they have the best possible start to school life.

Every student is known and valued at Hilltop Road for their uniqueness and individuality. I am proud to be Principal of Hilltop Road where our core business is about making a difference in students' lives and taking care of each other.

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.

**Peter Thompson**

## Messages

### P&C and/or School Council message

The School Council and P&C work collaboratively to promote positive relationships within the school and local community.

The School Council in collaboration with the P&C has reviewed and discussed the school uniform policy and implemented new school and sports uniforms for 2009.

The P&C has continued to provide support for Hilltop Road Public School. Fundraising events have been held throughout the year including Mother's Day and Father's Day stalls, Trivia Night, along with Carnivale. Financial assistance was provided towards the Adventure Playground and other resources for students. The P&C continue to support the running of the Community Resource Centre through funding.

**Elizabeth Cutts - School Council President**

**Lee-Anne Van Leeuwen - P & C President**

## Student representative's message

In 2008 the Student Representative Council (SRC) met every fortnight. During Semester 2 all grades within the school were represented. The SRC's biggest fundraiser of the year was Pyjama Day and Movie Night. All students were involved and raised money for SMART boards. The students enjoyed participating in mufti days, discos and Hilltop Idol. Captains and Prefects have been involved in special events such as Anzac Day and Remembrance Day ceremonies and Presentation Days.

**Salih Sari - School Captain**

**Samantha Barnes - School Captain**

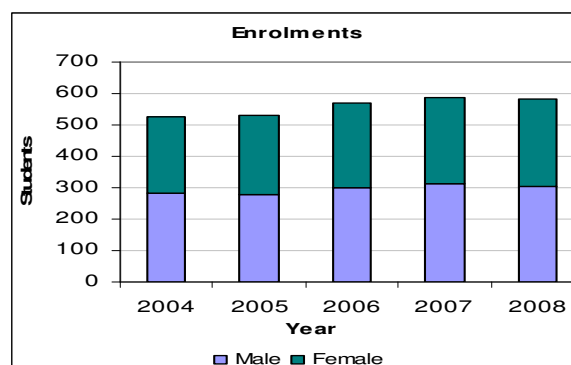
## School context

### 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 profile

	2004	2005	2006	2007	2008
Male	283	279	298	314	306
Female	244	252	270	274	277

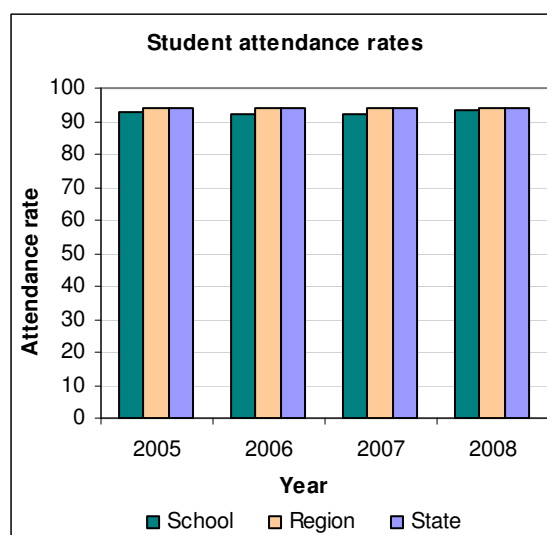
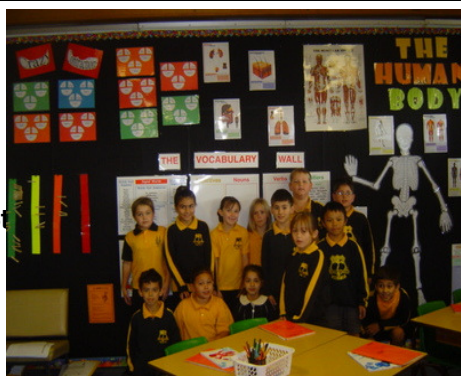


## Class sizes

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 2008 class size audit conducted on Tuesday 25 March 2008.

Roll Class	Year	Total per Year	Total Class in
1 C	1	23	23
1 N	1	20	20
1 PK	1	22	22
1 R	1	23	23
1-2A	1	9	22
1-2 A	2	13	22
2 B	2	24	24
2 SG	2	23	23
2 W	2	23	23
3 B	3	26	26
3 C	3	29	29
3 T	3	26	26
4 B	4	29	29
4 G	4	28	28
4 J	4	28	28
5 B	5	29	29
5 G	5	29	29
5-6 R	5	15	30
5-6 R	6	15	30
6 C	6	31	31
6 S	6	30	30
K C	K	21	21
K D	K	22	22
K H	K	20	20
K R	K	20	20
K Z	K	21	21



## Student attendance rates

	2005	2006	2007	2008
<b>School</b>	93.0	92.4	92.4	93.4
<b>Region</b>	93.7	93.8	93.9	94.1
<b>State</b>	93.8	94.0	94.0	94.1

## 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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teachers	19
Teacher of Reading Recovery	1
Support Teacher Learning Assistance	0.7
Teacher of Early School Support	0.4
Teacher of Release from Face to Face (RFF)	2.6
Part-Time Teacher	1.0
Teacher Librarian	1
Teacher of ESL	2.6
Counsellor	0.4
<b>Total</b>	<b>33.15</b>



### Staff retention

In 2008, staff changes were the result of long service, maternity leave and an increase in enrolment numbers.

### Staff attendance

Staff can access to leave entitlements such as sick leave. In 2008 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:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	319 802.11
Global funds	244 387.00
Tied funds	153 328.24
School & community sources	159 245.47
Interest	23 920.69
Trust receipts	36 609.89
Canteen	0.00
<b>Total income</b>	<b>937 293.40</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	44 757.32
Excursions	44 065.04
Extracurricular dissections	63 815.03
Library	3 604.84
Training & development	1 102.74
Tied funds	191 524.53
Casual relief teachers	33 164.11
Administration & office	68 653.30
School-operated canteen	0.00
Utilities	31 148.65
Maintenance	65 976.76
Trust accounts	34 362.15
Capital programs	38 302.90
<b>Total expenditure</b>	<b>620 477.37</b>
<b>Balance carried forward</b>	<b>316 816.03</b>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and P & C. Further details concerning the statement can be obtained by contacting the school.

### School performance 2008

#### Achievements

##### Sport

Hilltop Road Public School values the positive impact sport has on the lives of students. Programs emphasise participation, personal best and sportsmanship. Throughout the year students have been involved in school based activities, PSSA competitions and zone representation.

At a school level, students have participated in a well organised in-school sports program that promotes the acquisition of basic sports skills, co-ordination and fitness.

Students have also represented the school in the Merrylands District PSSA competition. These sports include netball, newcombeball, cricket, softball, T-ball, soccer and rugby league. Students participated in the annual PSSA carnivals including swimming, cross country and athletics.

Winter sports teams were successful; some going to semi- finals and grand finals.

In Term 2, students had the opportunity to participate in the Sports in Schools program, which developed coordination and agility skills. In Term 4, students had the opportunity to participate in the school Swimming Scheme which aims to improve water awareness and develop basic swimming skills.

##### Other

#### Premier's Sporting Challenge

Hilltop Road Public School participated in the Premier's Sporting Challenge 2008. The purpose of the Premier's Sporting Challenge is to give young people the opportunity to become healthier, fitter and enjoy the benefits of sport and physical activity.

The challenge involved primary school classes participating in a minimum 10 week sport and physical activity challenge, over Terms 2 and 3, in 2008. All 24 classes at Hilltop Road participated, accumulating the time spent each week on sport and physical activity, including those at lunchtimes, school sport programs, during class time and on the weekends.

All students received a Gold Award for their high participation and achievement in the challenge. Hilltop Road received a grant to purchase sports equipment to enhance students' continued participation in sport and physical education at our school.

## Olympathon and Adventure Playground

In Term 3 2008, Hilltop Road Public School held its biggest fundraising event of the year, the Olympathon. The Beijing Olympics provided a framework for a set of Olympic-based activities that the students could participate in and enjoy. Students were organised in their Peer Support Groups and given a country participating in the Olympic Games. Students dressed in their countries' colours on the day. The activities commenced with a parade of countries and an opening ceremony.

Throughout the day, students rotated around 11 activities, scoring points along the way. At the end of the day, points were tallied and the bronze, silver and gold medals were awarded to the winning countries.

The money collected from this Olympathon reached over \$10 000. This money was used to build an Adventure Playground and sandpit play area for students.

## Celebration Day - Carnivale

In Term 4 2008, Hilltop Road Public School held a Celebration Day in conjunction with Carnivale Night. Celebration Day was to thank staff, students and parents for their dedication and hard work towards quality teaching and learning programs.

The students participated in a variety of activities for the day. There were 7 jumping castles for the students to have fun on. The activities were rotated including time on the jumping castles. Other activities included a movie in the school hall, outdoor fun which consisted of sport games and skills, and producing artworks.

The staff, students and parents had a wonderful day and enjoyed themselves. That night all staff, students and parents returned to school to celebrate Carnivale.

## 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 the assessments.

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

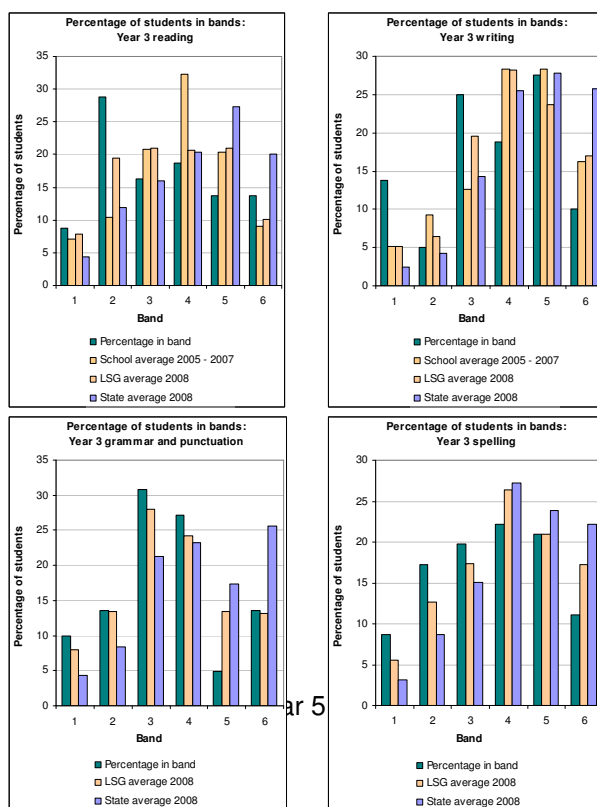
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In graphs, LSG stands for Local School Group.

## Literacy – NAPLAN Year 3

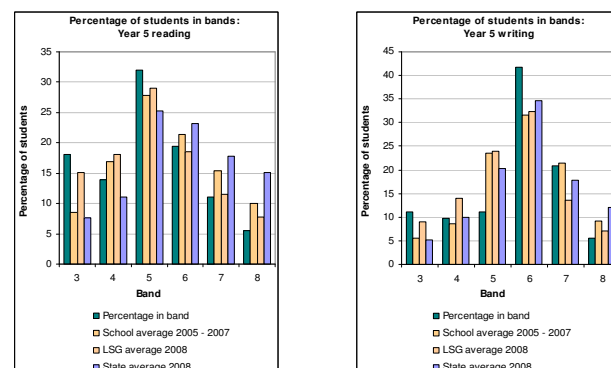
In Year 3, 81 students participated in the NAPLAN literacy, 46 boys and 35 girls.

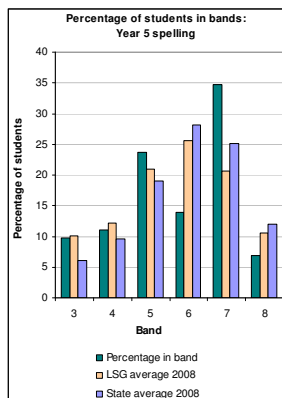
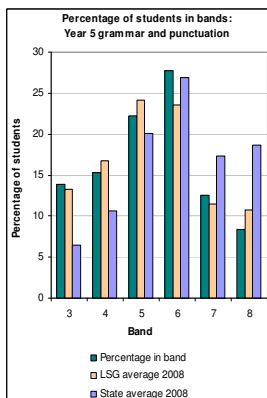
In literacy, reading, 16.3% of students achieved at or above state average in Band 3; in writing, 25% of students achieved at or above state average in Band 3; in spelling, 19.8% of students achieved at or above state average in Band 3; in grammar and punctuation, 27.2% achieved at or above state average in Band 4.



In Year 5, 72 students participated in the NAPLAN literacy, 39 boys and 33 girls.

In literacy, reading, 31.9% of students achieved at or above state average in Band 5; in writing, 41.7% of students achieved at or above state average in Band 6; in spelling, 34.7% of students achieved at or above state average in Band 7; in grammar and punctuation, 27.8% of students achieved at or above state average in Band 6.

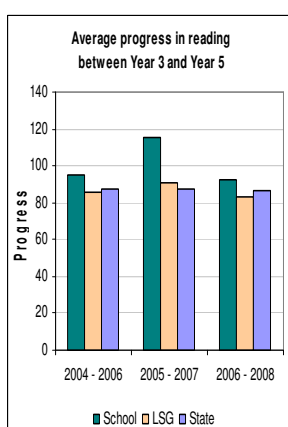
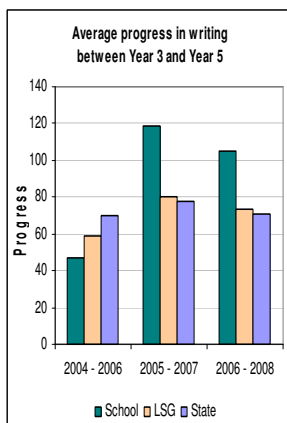




## Progress in literacy

In 2008, 68% of Year 5 students achieved equal to or an improvement of one or more skill bands.

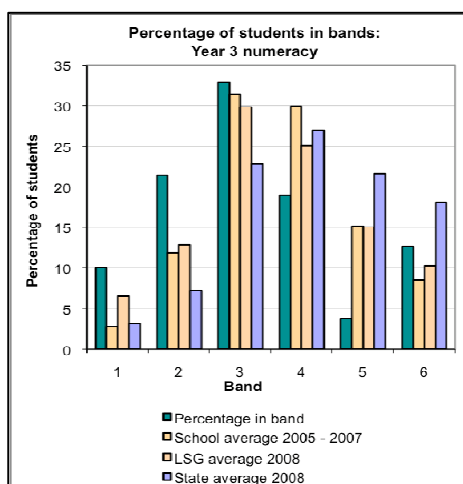
Although trend data indicates a decrease in reading and writing, overall students have made an improvement and maintained at or above state average.



## Numeracy – NAPLAN Year 3

In Year 3, 81 students participated in the NAPLAN numeracy, 46 boys and 35 girls.

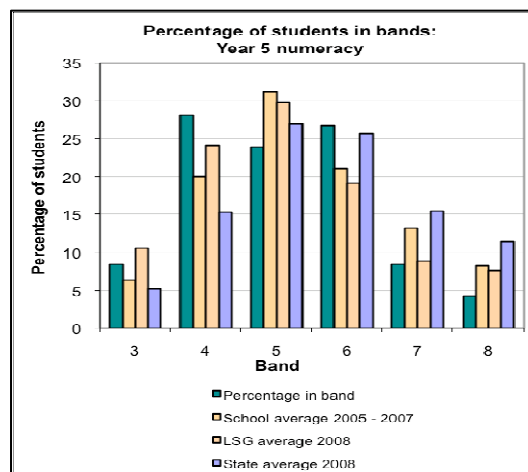
In 2008, 70% of students performed at or beyond Band 3. Trend data indicates that there was little or no difference between measurement and space and number.



## Numeracy – NAPLAN Year 5

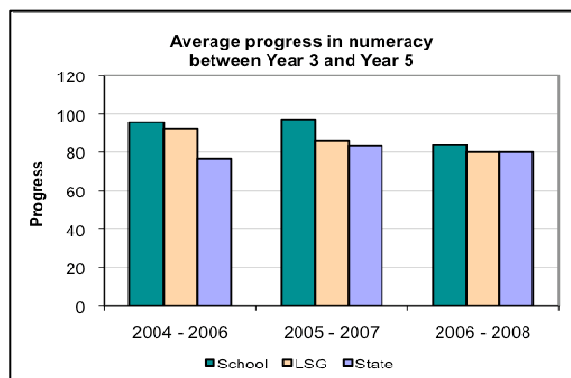
In Year 5, 72 students participated in the NAPLAN numeracy, 39 boys and 33 girls.

In numeracy, 62% of students performed in Band 5 and above. Analysis of data indicates that results were better in number than in measurement and space.



## Progress in numeracy

In 2008, 85% of students achieved equal to or an improvement of one or more skill bands and above or at state average.



## 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 students in our school achieving at or above the minimum standard in 2008.**

Percentage of Year 3 students achieving at and above minimum standard	
Reading	91
Writing	86
Spelling	91
Punctuation and grammar	90
Numeracy	90

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008.**

Percentage of Year 5 students achieving at and above minimum standard	
Reading	82
Writing	89
Spelling	90
Punctuation and grammar	86
Numeracy	92

## Significant programs and initiatives

### Best Start

Hilltop Road Public School was involved in the pilot program for Best Start Initiative. The initiative is a Federal Government program which looks at what skills a student brings to school. The students are assessed in the critical aspects of literacy and numeracy. All Kindergarten teachers were trained in administering the assessment and students were assessed in the first few weeks of school. Follow up training was given to staff on how to program activities in the areas of literacy and numeracy that best suit each student's learning needs.

Our assessment in numeracy showed that the majority of students came to school able to count from 1-5 with a large number counting beyond. In literacy, students had difficulties with most tasks. They showed the most weakness in the area of language.

As a result, Kindergarten programs reflected the student's position on the literacy and numeracy continuum and students were grouped according

to their learning needs, enabling them to move along this continuum.

To further develop the knowledge of staff, all teachers in Years 1 and 2 were inserviced on the program and the remainder of the staff were given an overview of the program in a staff meeting.

### Aboriginal education

In 2008, the number of Aboriginal students at Hilltop Road Public School grew to 16. As a result, we received a grant from the Federal Government - Whole School Intervention. An Aboriginal teacher's aide was employed for one term, using these funds.

The teacher's aide worked closely with these students to start the development of their Personalised Learning Plans and improve their skills in literacy. Also as part of the grant, culturally appropriate resources were purchased for the students to use as reading materials. A mathematics kit was also developed and distributed to families to provide parents with resources and ideas to improve students' computation skills.

After discussions with parents, a Homework Help Centre was set up. It was held on Tuesday afternoons. This often had 6 to 8 students in attendance. Two teachers staffed this initiative.

The Aboriginal students all took part in a cultural excursion to Murri Mittiga in term four.

The Aboriginal Dance Group performed at the major assemblies held throughout the year, including Presentation Day ceremonies.

At all school assemblies the Acknowledgment of Country is now included.



### Multicultural education

Throughout 2008, our school recognised the importance of cultural diversity. The need to enhance congruence between the home and the school is continued with workshops for parents with a Non-English Speaking Background (NESB). The 'Reading with your Child' workshop

was developed by our English as Second Language (ESL) staff and our Community Information Officer, held in the school library, during Term 1, 2008. At least 4 different interpreters were provided for about 8 parents who attended. The areas covered were: what is reading and why is it important, reading success, phonemic awareness, hands on activities, what to read, hints for listening to your child read and parent initiatives at home and at school. Parents were positive in their feedback.

Hilltop Road has a high proportion of NESB (Non-English Speaking Background) students. These students are catered for within their classroom settings which provide extra support in literacy from their classroom teacher, ESL, STLA (Student Teacher Assisted Learning), ESS (Early School Support) and Reading Recovery staff. The students are also provided with support programs such as Multi-Lit.

Hilltop Road acknowledges our variety of cultures each year with ceremonies and celebrations. Harmony Day is celebrated by students and staff wearing the colour orange to symbolise harmony between cultures. All students participated in a Harmony Day activity and discussed the diversity of cultures within our school.

### **Respect and responsibility**

Hilltop Road Public School's involvement in the Values in Action project has continued throughout 2008. The Commonwealth funded project, which involves Merrylands High School and seven local primary schools, has further highlighted Hilltop Road's substantial values education program. The Hilltop High 5 value lessons are a strength of the Hilltop Road's teaching program. The Hilltop High 5 Values of Cooperation, Pride, Responsibility, Respect and Trust appear in all classrooms and playground settings, as a visual reminder and learning tool for students. Hilltop Road has showcased their knowledge of the topic in the Values Forum which was presented by the Student Representative Council to the school community during Education Week. Throughout the year, officials have visited our school to observe values in education in action.

### **Other Programs**

#### **School-Based Student Reporting**

Two staff participated in School-Based Student Reporting (SBSR) training in Term 1, 2008. Later, in the term, all staff was trained in SBSR via the DET website.

The program was implemented across Hilltop Road Public School for Semester One Reports, 2008. This reporting program informed parents and students of their achievements in all Key Learning Areas. It identified social skills,

attendance, extra curricular participation and any support given to students.

### **Effective School-Wide Reading**

Hilltop Road Public School became involved in a pilot program to highlight and enhance students' needs of strategic and intensive instruction in reading. All staff participated in the training and administering testing materials.

Effective School-Wide Reading (ESWR) focuses on the need for a whole school approach to reading instruction. It is based on the five big ideas of reading: phonemic awareness, fluency and accuracy, vocabulary, alphabetic principle and comprehension. These five big ideas are assessed through the measures of Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

With these results, teachers are able to target the needs of specific students and implement appropriate programs at either the strategic or intensive level, in order to achieve reading success.

Testing measures are continuous throughout the yearly cycle, in order to monitor the progress of each student. This allows for constant teaching program evaluation and implementation.



### **Stewart House**

Two students visited Stewart House from our school in 2008. Stewart House is situated at South Curl Curl on the northern beaches. Stewart House has a proud 78 year record of providing short term respite care for over 1800 public school students in need of a break from their current circumstances each year.

Each fortnight, 90 students from across NSW and the ACT arrive at Stewart House and participate in a 12 day program. During their stay the students: receive free eye, dental and health screening and treatment, develop self care and conflict resolution skills, learn to relax and have fun, participate in excursions and activities that broaden their outlook on life, establish friendships and have a great time living by the beach.

Hilltop Road Public School is a proud supporter of Stewart House.



## **Professional Learning Communities Project**

Over the past 3 years, Hilltop Road Public School has been involved in a professional learning and leadership development project entitled Leading Quality Professional Learning.

In 2008, the school was invited to participate in an additional mini-project involving two New Scheme Teachers and their supervisor. The mini-project involved three Stage 1 classes and was designed to look at positive changes to learning achieved through cooperative learning strategies.

The mini-project was based upon educational leader, Edward De Bono, and his "Six Thinking Hats", and strategies to develop cooperative learning skills using Dr Spencer Kagan's work.

The project was conducted over a semester with baseline data collected prior to the implementation of strategies and then progress data at the completion of the project. Results indicated that students gained a great deal of benefit from working cooperatively in teams because of the sharing of skills and ideas. Students felt greater support in their learning, providing that all team members were contributing to the task at hand.

The teachers involved in the project presented their learning journey and student results in a Power Point slideshow which was then presented at State Office in West Ryde in September.

## **Maths/Sports Enrichment Program**

The Maths Enrichment Program was held every Tuesday for 1-1.5 hours at Merrylands High School. Eight students (five students from Year 6 and 3 students from Year 5) attended accelerated maths lessons in Semester 1.

The Sports Enrichment Program was held at Merrylands High School for two terms. One student, Muhammad Orker, attended soccer workshops every three weeks. This student developed his soccer skills and played games against other schools as a combined team member.

## **Progress on 2008 targets**

### **Target 1**

#### **Literacy**

##### ***To improve student writing***

Our achievements include:

- Making links to NAPLAN results and providing feedback to staff on the content, student progress and the implications for teaching and learning programs.
- Extensive training and development sessions provided staff with strategies for teaching sentence structure, utilising

scaffolds and frameworks to improve writing outcomes.

- Students' literacy progress was recorded and reported using the School-Based Student Reporting (SBSR).
- Grade teams analysed the board of studies writing samples to mediate and determine students' success and areas of development.
- The majority of Year 5 students showed growth of one or more skill bands in NAPLAN writing.

### **Target 2**

#### **Literacy**

##### ***To improve reading comprehension through the use of questioning techniques***

Our achievements include:

- All staff received training in School Wide Effective Reading Phase 1. This program identified the five big ideas in beginning reading including; phonics, phonemic awareness, fluency, comprehension and vocabulary. Teachers were trained in administering the DIBELS assessment.
- Culturally appropriate resources were purchased for Aboriginal students. These resources were utilised by our Aboriginal worker to support individual reading programs and support reading comprehension.
- Western Sydney region reading benchmarks were utilised to guide the development of shared, guided and independent reading programs.
- K-2 teaching staff participated in the BEST start program. Students were assessed and placed on the learning continuum. Teachers planned appropriate learning experiences based on student data.

### **Target 3**

#### **Mathematics**

##### ***To improve student skills in Space and Geometry***

Our achievements include:

- Staff analysed NAPLAN results to determine areas for development, appropriate content, individual student progress and the implications for teaching and learning programs.

- Teachers implemented a variety of stage appropriate teaching strategies to support the teaching of space and geometry.
- The allocation of appropriate resources to support space and geometry programs in the classroom.
- Mathematical language posters were distributed to K-6 classrooms. Staff received training and development and a mathematical booklet to highlight the importance of vocabulary development in space and geometry.
- Training and development for staff focused on the language found within space and geometry.

## Target 4

### Student Welfare

#### *To develop positive student welfare programs*

Our achievements include:

- Continued implementation of the Positive Behaviour for Learning (PBL) program.
- The new Student Welfare policy informed teachers about school rules, values, procedures and school expectations.
- Play Leaders continue to assist students to utilise playground areas and participate in structured games leading to a more harmonious playground.
- Kindergarten teachers trialled three-way reporting to parents. Students actively participated in the reporting process and parents celebrated their children's learning achievements.
- The Peer Support program continues to provide opportunities for Year 6 students to assume leadership roles and encourages students to develop relationships in K-6.

## Target 5

### Community

#### *To continue the development of positive partnerships with the school community*

Our achievements include:

- The 'Ready Set Go for Kindy' transition to school program was very successful with 67 pre-schoolers participating in the program and learning valuable skills to assist with the transition to school.
- Parent workshops were provided on Key Learning Areas and Child Protection. These sessions were supported by

utilising interpreters to support our NESB community members.

- 41 families from our local community attended the Kindergarten Information Evening.
- 8 students attended the Merrylands High School Mathematics Enrichment program. This program provided students with the opportunity to participate in extension mathematics activities and become familiar with a high school environment.
- A parent forum was held to determine community ideas, suggestions and future directions for the Office of School Plans 2009-2011.
- The Aboriginal worker provided literacy support for Aboriginal students and their families. An after school homework centre was developed to support literacy and numeracy learning.



## 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 2008 our school carried out evaluations of Gifted and Talented Education and Mathematics.

## Educational and management practice

### Gifted and Talented Education

Gifted and Talented Educational programs encompass a wide array of styles and abilities. Its purpose is to cater for all learning styles, not just those who achieve in top academic percentiles.

Hilltop Road Public School has adopted an inclusive approach to ensure all students' needs are met.

### Background

Current staff had varying levels of training and development in the area of differentiation. Most staff already employed a differentiated program in spelling, reading and mathematics groups, either

in class or across grades. Whilst this was successful in catering for individual student ability, it did not fully encompass the differentiated curriculum principles based on improving skills and content learnt.

From current school practices and willingness to extend all student abilities, three teachers were identified as having a keen interest in the area of differentiation. They underwent specialist training to update their knowledge of current gifted and talented practices and were exposed to practical and hands on approaches to differentiating a unit of work.

### **Findings and conclusions**

The knowledge these teachers came away with from the training sessions was that a differentiated curriculum would cater for all students, with the ability to specifically target students who require support, core or extension learning.

The three teachers, from Stages 1, 2 and 3, piloted a differentiated unit of work, with a Science and Technology focus, during Term 4, 2008. Each of the three classes introduced the unit with a pre-test to gauge students' prior knowledge. From here the 'real' learning began.

Based on the results from the pre-test, the teachers from Stage 1, 2 and 3 could continue with their planned unit.

Students participated in whole class instruction, as well as differentiated lessons that focused on skills or content relevant to their stage of learning.

At the conclusion of the unit, students were to complete a post-test to assess the knowledge gained. The post-test was designed to evaluate the quality of their learning based upon, knowledge learnt and skills obtained.

All students showed positive growth from the pre to post tests. Growth was recorded in their knowledge and skills from participating in a differentiated curriculum.

### **Future directions**

Based on the results and positive feedback from the pilot group of teachers and students, differentiated units of work will be implemented throughout the whole school.

The three initial teachers trained in current differentiation will train the remaining staff and assist in writing units to cater for all students.

## **Curriculum**

### **Mathematics**

#### **Background**

In 2008, Hilltop Road Public School's teaching program had a strong emphasis on mathematical language. Teaching programs needed to include

the teaching component of language in the mathematics program.

After analysing BST results from 2007, it was identified that a key area that needed to be addressed was the mathematical language used in solving number problems.

The Mathematics Committee endeavoured to address this need. These teachers participated in inservices and mathematics networks that engaged in analysing mathematical language.

### **Findings and conclusions**

The Mathematics Committee developed mathematical language posters based on the four operations; addition, subtraction, division and multiplication, as well as the concepts of measurement, space and geometry.

This was a K-6 focus. All grades were included and the language used to teach these concepts was derived from the mathematics syllabus.

Each poster had a colour theme, character, symbols and many words associated with the concept, appropriate to the stage level.

In order to make these posters a useful teaching tool, the Mathematics Committee also devised a booklet of activities to use in conjunction with the posters for teaching and learning experiences. These ideas were presented to the staff and they were given opportunities to discuss, implement and evaluate the use of activities.

Each classroom is equipped with displayed posters and a resource booklet.

Teachers found this resource valuable and practical for students as they began to use and have an understanding of mathematical language.

### **Future directions**

The Mathematics Committee will continue to implement and devise language based learning in mathematics. The aim is to continue to improve students' knowledge and understanding of the language used in mathematical problems.

### **Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

School satisfaction data was collected from surveys, formal interviews and informal conversations. Data indicates that students, parents and teachers are satisfied with learning programs and the level of care and support provided by the members of the school community.

Parents feel the school is positive and that teachers help their students achieve their best. It

is also recognised by parents that the school celebrates the diverse culture of its community. Parents acknowledge teacher commitment to school activities such as discos, morning teas, Year 6 Farewell, parent/teacher interviews and Meet the Teacher evenings.

Students feel happy to come to school. They feel supported in their learning and that 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.

Staff feel they have had opportunities to upgrade teaching skills through professional training and development. With this, teachers are able to provide learning experiences for all students.



The staff of Hilltop Road Public School 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. The staff were surveyed to identify their professional needs and a program was developed to cater for these needs.

In support of the Effective School-Wide Reading Program, much training and development occurred involving reading, phonics and the collection of data. Hilltop Road networked with staff from other primary schools for these workshop sessions. Other topics included, mathematical language, differentiated curriculum, Positive Behaviour for Learning, cooperative learning and analysis of NAPLAN data.

It has been indicated that professional learning has met the identified needs of teachers and students.

### **School development 2009 – 2011**

During 2009-2011, Hilltop Road will focus on training and development, and teaching and

learning programs towards achieving the following targets.

### **Targets for 2009**

In 2009, Hilltop Road Public School will achieve these targets.

#### **Target 1**

##### **Literacy**

***To improve literacy outcomes for all students.***

Strategies to achieve this target include:

- The implementation of the Effective School-Wide Reading Program.
- The majority of students achieving at or beyond state average NAPLAN results in reading.
- All K-2 classes implementing the BEST start.

Our success will be measured by:

- 80% of all students meet grade benchmarks in literacy (DIBELS).
- < 15% in Tier 2, 5% in Tier 3 (DIBELS assessment).
- Less than 30% of Year 3 students in the bottom 2 bands of NAPLAN reading results.
- Less than 25% of Year 5 students in the bottom 2 bands of NAPLAN reading results.

#### **Target 2**

##### **Numeracy**

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

Strategies to achieve this target include:

- Provide staff with training and development in problem solving in mathematics.
- All teachers implementing a variety of teaching strategies to support problem solving skills.
- All students are developing an understanding of mathematical language.

Our success will be measured by:

- 75% of Year 3 and Year 5 students achieving at or above minimum standards in Numeracy.
- 10% of students achieving in the highest band in Numeracy NAPLAN.



- 80% of students achieving or exceeding state average growth 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:

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

Our success will be measured by:

- 80% of teachers utilising one or more DET software packages.
- 70% of teachers utilising information communication technology in classrooms.

### 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.
- All teachers, students and community members are involved in school activities.

Our success will be measured by:

- 85% of students following school-wide expectations.

### 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.

Our success is measured by:

- 100% of staff to write and review personal professional development goals.
- 80% of teachers to achieve their professional goals in 2009 Teacher Assessment and Review Schedule (TARS).

### 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.

Our success is measured by:

- 2012, all Year 3 Aboriginal students achieving Band 2 or above in NAPLAN.
- All Year 5 Aboriginal students achieving Band 4 or above in NAPLAN.
- All Aboriginal and Torres Strait Islander students (ATSI) will have PLPs.



## 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.

Peter Thompson - Principal

Natalie See - Deputy Principal

Jane Rowley - Assistant Principal

Sandra Santoro - Assistant Principal

Ruth Close - Assistant Principal

Doreen Cavallo - Assistant Principal

Jennifer Wragg - Parent Representative

## School contact information

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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>