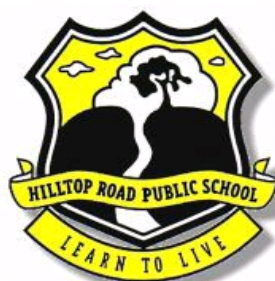
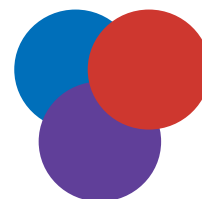


Hilltop Road Public School Annual Report



2015

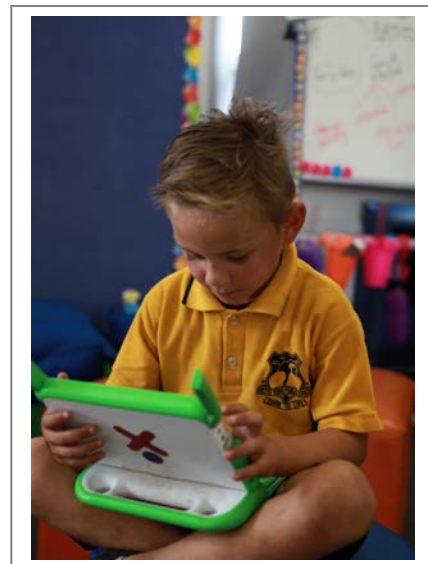
3997

Introduction

The Annual Report for 2015 is provided to the community of **Hilltop Road Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie See
Principal



School contact details:

Hilltop Road Public School
81 Hilltop Road
Merrylands, 2160
www.hilltoprd-p.schools.nsw.edu.au
hilltoprd-p.school@det.nsw.edu.au
9635 7722

Message from the Principal

Hilltop Road Public School is a fantastic school that continues to have a shared responsibility for learning; where students, teachers, parents and community members work together with the belief that learning is everybody's responsibility.

As a school we are always looking to the future to ensure we progress with current teaching practices and provide our children with the best education pathways possible. This year our school has implemented a wide variety of innovative programs and strategies to ensure our students engaged in authentic learning experiences and understood themselves as learners.

During the year our school has implemented a number of new practices aimed at enhancing deeper learning and heightening student engagement. Engagement in school and learning has been recognised globally as one of the greatest challenges on the educational landscape.

Throughout the year, all teachers have continued to refine and develop the implementation of Project based Learning, Self-Organised Learning Environments (SOLE) and Genius Hour. These highly engaging practices have resulted in rich learning experiences to increase our students' opportunities to engage in authentic and connected learning.

The introduction of Student Engaged Assessment through the use of learning intentions, success criteria, step it up walls, the digital portfolio seesaw, multiple drafts and critiquing have seen our students' empowered to make

judgments about their learning, set directions and begin to articulate their learning and set personalised learning goals.

Our teachers are dedicated, hardworking professionals who are committed to our school. They continually participate in high level professional learning opportunities to develop and improve their practice and skills.

Our students are hardworking, engaged in the classroom, help others and make a difference with their PBL projects, whilst being active participants in all areas of the life of our school. It's wonderful to know the students make a difference and continue to make our school shine.

Our parents continue to foster our strong community partnerships. Our school continues to grow in strength because we are all working together with one common direction and goal; we all want what is best for our students. We appreciate the continued support from the parents as we work together to make a difference.

Our school is making a difference to our students and we will continue to develop and refine these areas in 2016 and undertake new pathways to improve the learning opportunities for entire school community.

School background

School vision statement

Our community of learners must succeed in an education worth having.

School context

Hilltop Road Public School enrolment 740 students, including 68% from a non-English speaking background, has a dynamic, dedicated staff and supportive community. Students, staff and the community work closely together to promote a positive and engaging learning environment. The school promotes community involvement in all aspects of school life and has been recognised for its authentic and strong community engagement. Hilltop Road Public School provides an outstanding education for students from Kindergarten to Year 6. Quality teaching, stimulating and challenging learning environments and opportunities for everyone are evident throughout the school. Our school provides an extensive and varied curriculum with a strong academic focus on developing students' skills in literacy and numeracy. Curriculum differentiation is enhanced through innovative practices and technology. Extra curricula activities develop students' social, cultural, emotional and physical wellbeing.

The highly professional, cohesive staff is committed to professional learning, collaborative team work and designing learning which inspires students to succeed in an inclusive environment. This nurtures individual differences, fosters high engagement and prepares students to be active members of society.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Curriculum provision is enhanced by learning alliances with other schools and organisations.

Our school actively collects and uses information to support students' successful transitions.

There are systematic policies, programs and processes to identify and address student learning needs.

Our school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

Teaching

Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Teachers regularly review and revise teaching and learning programs.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Our school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Leading

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

The school leadership team communicates clearly about school priorities and practices.

Staff have purposeful leadership roles based on professional expertise.

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Engaged, responsible and successful learners.

Purpose

Inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices.

Students develop a greater capacity for independent learning, self-regulation and critical thinking. They are able to articulate their learning, take risks, set learning goals and track their own progress to become successful learners.

Develop positive learning partnerships to enrich student experience and provide authentic and connected learning opportunities.

Overall summary of progress

Students

- Developed their ability to articulate their goals and learning, before, during and after learning experiences.
- Engaged in authentic learning experiences where they know they are learning for a purpose because they create ideas, products and services for others.
- Engaged in their learning; know what learning looks like and can confidently talk about what and how they are learning

Staff

- Embedded a deep understanding of student engaged assessment.
- Facilitated authentic and personalised learning opportunities for students.

Parents/Carers

- Engaged in active partnerships to share student learning and success.
- Participated and contributed to authentic learning experiences

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Student learning is evident through digital portfolios and the articulation of their learning.	Action research conducted by executive members who interviewed their classes and collected data during the year to allow students the opportunity to articulate what they were learning at the end of each term Students can confidently talk about their learning Samples of work Uploaded to SeeSaw for families to view	\$ 10 800

<p>All learning programs embed student engaged assessment (SEA) and provide meaningful feedback.</p>	<p>Developed, distributed and presented SEA toolkit to all staff members</p> <p>All staff embedded SEA strategies in writing lessons.</p> <p>Staff meetings conducted to share and reflect on implementation of SEA across the grades</p> <p>Parent workshop held on SEA during Education Week Open Day</p>	<p>\$ 8 000</p>
--	---	-----------------

Next steps

- Frequent reflection of class data, continuum data, teacher programs and student portfolios will be used to inform and evaluate school directions.
- Student engaged assessment ensures learning intentions and success criteria provide descriptive, automatic feedback to promote success for all students.
- Action Research will promote ongoing reflection to drive future school directions



Strategic Direction 2

Strategic and personalised professional learning.

Purpose

Creation of processes and practices that support staff to be change agents in which they enhance a culture of innovation and future thinking for effective teaching and learning.

Enhance personalised professional learning opportunities for staff that reflect current learning pedagogy and utilise the NSW Professional Teaching Standards, aligned to school directions

Overall summary of progress

Students

- Participated in learning experiences that enabled them to think deeply and critically, making relevant connections between concepts.

Staff

- Developed a deep understanding of the NSW Teaching Professional Standards through the development of Professional Learning Plans and appropriate evidence.

Parents/Carers

- Understood how important engagement is to student success. Parents supported the school and participated in learning activities and reflection at various stages throughout the year.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Staff will have developed a professional learning plan to show evidence of attainment of NSW Professional Teaching Standards	PL conducted on performance and development framework All staff set goals and developed an individual PDP Goal review meetings were conducted with supervisors	\$8 600
School leaders guide a process of personalised professional learning, accreditation, goal setting and curriculum delivery	Data was collated on needs and staff professional learning implemented in - <ul style="list-style-type: none">Project Based Learning TrainingTENSnew K-6 Science syllabus Staff were surveyed and Mini Catch Up Courses (CUCs) were implemented based on personal identified needs	\$ 33 620

Next steps

- Staff will use Professional Learning Plans to guide collegial discussions and future directions.
- School leaders will provide feedback aligned to the Performance Development and School Excellence Framework to determine future goals



Strategic Direction 3

Authentic community learning and partnerships.

Purpose

Co-create learning partnerships to increase student and parent engagement in the learning process.

Enhance partnerships through innovative parent and community learning

Overall summary of progress

Students

- Opportunities were provided to engage with the community in authentic learning experiences through Project Based Learning PBL
- Students lead conferences and shared digital portfolios, communicating individualised progress to their families.
- Co-created and supported learning opportunities for the community.

Staff

- Interacted with community partners to enhance student learning opportunities which were authentic and relevant to real world contexts
- Facilitated and designed workshops to engage the community.

Parents/Carers

- Engaged in active partnerships to share student learning and success
- Participated in a range of adult learning programs and experiences to enhance their understanding of school.
- Engaged in a range of adult learning programs and experiences to further develop their knowledge and skills

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increase partnerships with community organisations and businesses	Employment of a Community Liasion Officer Foster and develop partnerships through PBL Resource tracking kit developed for community involvement (ie. Document experts who work with the school as a point of contact for future grades) Liase with P and C about Carnivale and community events/involvement Liase with high school teachers in planning transition workshop for parents/caregivers	\$ 16 000
An increased number of parents will participate in opportunities provided	Survey parents at Best Start interviews for Ready Set Go and school plan.	\$ 19 000

by the school for meaningful parent and community learning.	<p>Survey parents at Mother's day breakfast for School plan</p> <p>Data collated to inform future plans</p> <p>community workshop protocols and procedures kit created</p> <p>Social media workshops conducted (See-saw, twitter, app, FB)</p> <p>staff and guest presenters used Swivel when hosting or participating in workshops</p> <p>Transition to high school workshop for parents/caregivers conducted</p> <p>The use of Seesaw and social media encouraged</p>	
---	---	--

Next steps

- Feedback and evaluations from students, staff, parents and community partners will determine future directions
- Evaluate the type and number of meaningful and sustained partnerships formed.
- Continue to utilise digital platforms to engage and inform the community.
- Provide embedded practices for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Initiate, investigate, enable and provide ongoing opportunities for meaningful parent and community learning.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Funding was used to develop and deliver professional learning for all staff.</p> <p>Culture and homework club was maintained and ongoing for aboriginal students every week.</p>	\$ 11 272
English language proficiency funding	<p>Funding was used to employ 3.6 teachers and develop and deliver professional learning opportunities for all staff to enhance understanding of EAL/D learning and the ESL scales.</p> <p>Whole school audit was conducted of EAL/D data.</p>	\$ 378 494
Targeted students support for refugees and new arrivals	<p>Refugee and newly arrived students are identified and assessed for immediate support to ease their transition to school and students participate in the new arrivals program.</p> <p>Specialist teachers focus on English language and social skills for all students. They also provide in class and mentor support for teachers.</p>	\$ 10 209
Socio-economic funding	<p>Additional classroom teachers are employed to support classroom programs eg Speech Therapist employed one day a week.</p> <p>Mentoring is provided for teachers to support with the school strategic directions</p>	\$ 120 601
Low level adjustment for disability funding	<p>All children requiring adjustments and accommodations are catered for within the school.</p> <p>Students are referred to the learning Support Team who meet weekly to discuss and determine future action.</p>	\$ 0
Support for beginning teachers	<p>All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisor and grade team.</p>	\$ 12 957

Student information

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	308	310	331	328	356	375	381
Female	277	294	287	291	309	346	367

Student attendance profile (mandatory)

	Year	2010	2011	2012	2013	2014	2015
School	K	91.4	92.3	92.9	95.5	94.4	93.4
	1	91.4	92.3	91.1	94.5	94.4	91.7
	2	93.7	93.7	93.3	92.3	93.6	93.3
	3	93.4	92.8	91.8	94.3	93.6	92.6
	4	93.5	93.8	94.1	94.1	94.1	94.2
	5	93.0	93.9	93.7	93.6	94.0	94.3
	6	92.6	91.2	94.8	95.3	93.4	91.2
	Total	92.6	92.9	93.0	94.3	94.0	92.9
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Class Sizes			
Roll class	Year	Total in class	Total per year
YEAR KA	K	21	21
YEAR KG	K	22	22
YEAR KHW	K	21	21
YEAR KP	K	20	20
YEAR KR	K	21	21
YEAR KT	K	21	21
YEAR 1H	1	26	26
YEAR 1M	1	26	26
YEAR 1R	1	26	26
YEAR 1S	1	26	26
YEAR 2AC	2	25	25
YEAR 2H	2	24	24
YEAR 2NM	2	24	24
YEAR 2R	2	25	25
YEAR 2S	2	24	24
YEAR 3B	3	31	31
YEAR 3GS	3	31	31
YEAR 3R	3	32	32
YEAR 4B	4	30	30
YEAR 4D	4	30	30
YEAR 4E	4	30	30
YEAR 5L	5	25	25
YEAR 5R	5	26	26
YEAR 5T	5	25	25
YEAR 5W	5	26	26
YEAR 6C	6	29	29
YEAR 6I	6	27	27
YEAR 6K	6	25	25
YEAR 6Y	6	28	28

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
General Assistant	1.0
Classroom Teacher(s)	23.0
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	2.0
Teacher Librarian	1.2
Teacher of ESL	3.6
School Counsellor	1.0
School Administrative & Support Staff	3.472
Other positions	4.702
Total	47.894

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Hilltop Road PS has two staff members who identify as being of Aboriginal descent.

Workforce retention

In 2015, staff changes were the result of long service, leave without pay, maternity leave, retirement and an increase in enrolment numbers.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

There were 3 teachers who successfully completed and submitted the necessary evidence for accreditation in 2015.

Financial information

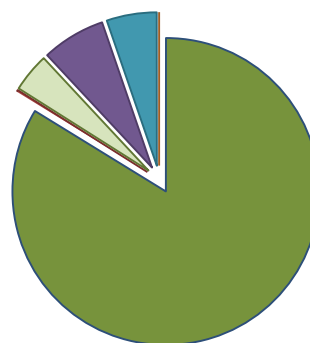
Funds received through the Resource Allocation Model (Hilltop Road Public School)

Component		RAM
Base	4,433,313	4,749,542
Location	-	
Other Base	4,433,313	
Equity	919,356	
Aboriginal	11,272	11,272
Socio-Economic	230,517	230,517
Language	378,494	378,494
Disability	299,073	299,073
Equity Transition	-	-
Targeted Total	120,249	
Other Total	195,980	
Total	5,668,898	

Financial Summary for the Year Ended 31 December 2015 (Hilltop Road Public School)*

	2015 Actual (\$)
Opening Balance	526,571
Revenue	6,131,308
Appropriation	5,862,189
Sale of Goods and Services	92,700
Grants and Contributions	165,545
Investment Income	10,873
Gain and loss	-
Other Revenue	-
Expenses	(5,835,838)
Recurrent Expenses	
Employee Related	(5,246,606)
Operating Expenses	(589,232)
Capital Expenses	
Employee Related	-
Operating Expenses	-
Surplus/Deficit for the Year	295,470
Balance Carried Forward	822,041

RAM Funds



Education (83.8%)	Aboriginal (0.2%)
Socio-Economic (4.1%)	Language (6.7%)
Disability (5.3%)	Equity Transition (0%)

0.06677 Language (6.7%)

0.05276 Disability (5.3%)

School performance

NAPLAN Targeted Total (0%)

0 Other Total (0%)

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 assessments.

2015 Actual (\$)

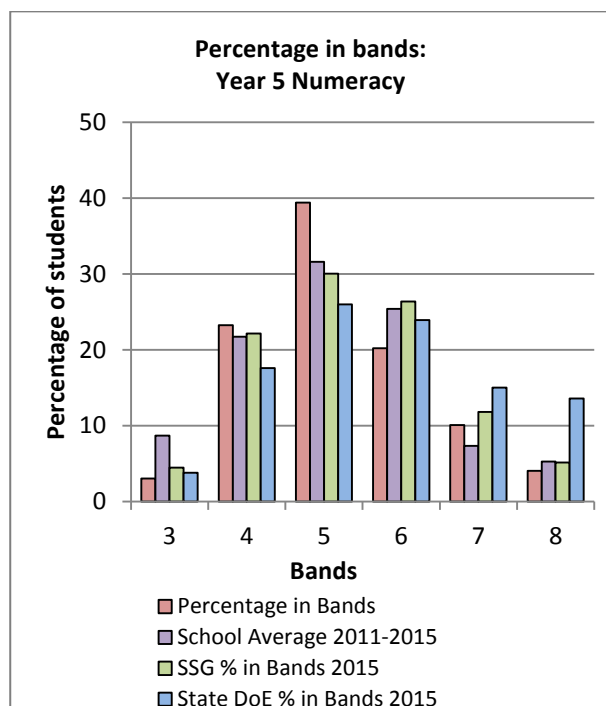
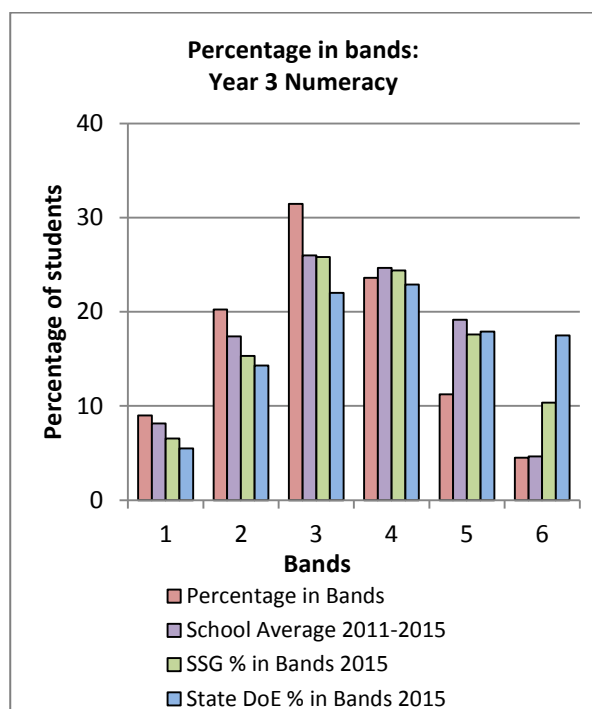
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	87.8
Writing	93.4
Spelling	92.3
Grammar & Punctuation	89.0
Numeracy	90.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	94.1
Writing	95.1
Spelling	95.1
Grammar & Punctuation	90.2
Numeracy	94.1

Average progress in Writing between Year 3 and 5*			
	2011- 2013	2012- 2014	2013- 2015
School	40.6	46.6	54.7
SSG	56.8	48.8	60.7
State DoE	55.2	49.3	61.3

NAPLAN - Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were continually surveyed throughout the year and data was collected, both formally and informally. As a result of feedback from parents and their identified needs, parent workshops were developed and implemented.

Constant communication with parents occurred through the introduction of the SeeSaw app, which allowed the community to have real time access to what was happening in their child's classroom as work was posted and notifications were sent to parents phones for them to view throughout the day, while their child was at school.

Teachers were surveyed regarding the **Peer Support Program** and its implementation at Hilltop Road PS. Hilltop Road is a Kids Matter school and our focus is on the emotional well-being and mental health of our student and this is supported through Peer Support lessons.

80 % of staff rate the program as very valuable and 20 % of staff rate it as valuable for the students in their class.

90 % of staff found the program very relevant and 10 % of staff rate it as mostly relevant to the needs of students in their class.

100 % of teachers surveyed indicated that they would like to continue to implement the Peer Support program in 2016.

Students were surveyed through the online **Tell Them from Me** survey regarding social and emotional well-being at school and the findings are below.

- 97% of students surveyed valued school outcomes
- 93% of students surveyed tried hard to succeed at school
- 85% of students surveyed felt they had positive relationships with peers and teachers

Policy requirements

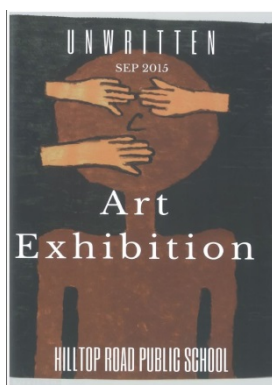
Aboriginal education

Our school celebrated **Reconciliation Week** by participating in whole school activities and designing posters to be displayed around the school.

As part of **NAIDOC** week and also in line with Reconciliation week, Hilltop Road students created our own 'sea of hands' in the front garden at school. "Planting a sea of hands is an act of recognition – of identities, cultures and history."



The Year 5 students studied Aboriginal history as part of their project based learning unit. The students used art to represent their understanding of the struggle and hardship faced by those of the stolen generation. An art exhibition was held and community members and local elders attended.



Multicultural Education and Anti-racism

Harmony Day

The continuing message of Harmony Day is that everyone belongs. It's about community participation, inclusiveness, respect and a sense of belonging for everyone. Harmony Day is a day of cultural respect for everyone who calls Australia home.

Hilltop Road Public School celebrated Harmony Day in a number of ways that included: whole school Zumba at morning assembly, yoga for parents, a short film festival at assembly and a shared community lunch, with over 100 people in attendance.



English Language Proficiency

English Conversation Café

Kim Whale, the school chaplain, continued her initiative of the English conversation café in 2015.

Parents from backgrounds other than English attended an informal weekly get together every Monday afternoon at 2pm, in the community resource centre. The parents practiced their English conversation and language skills while meeting new people and having a cup of tea.

This ongoing initiative was well attended and supported by our community and will continue each year.

A speech therapist continues to be employed one day a week at Hilltop Road to work with the preschool children attending our Ready Set Go program and the Kindergarten children.

The new arrival and refugee children are supported through specialist teachers and programs implemented at Hilltop Road PS.

Other school programs

Kinder Welcome Afternoon Tea

On Thursday 19th February Hilltop Road held the annual welcome afternoon tea for new Kinder families. It was pleasing to see so many new families attend and get to know one another. Our Year 6 families donated the cakes, drinks and afternoon tea. A big thank you to Catherine Gregory, who coordinated the event and made sure it was such a success. We welcome all the new Kinder families to the Hilltop Road PS community and look forward to sharing many more milestones with them.

Induction Assembly

On Thursday 5th March Hilltop Road held the semester one induction assembly for class captains, sport house captains and the Year 6 school leaders. It was wonderful to see so many parents attend the assembly to support their children.

Mr Tony Issa, Member for Granville, also attended the assembly and presented our school with a \$25,000 cheque. A big thank you to Mr Issa for his continued support of our school



Swimming program

One hundred students in Year 3-6 completed an intensive swimming program with the Royal Life Saving Society at the Aquatic Safety Training Facility, Seven Hills. The students attended from Monday 3rd March – Friday 13th March. They were able to develop water confidence and were provided with the basic skills in water safety and survival. This initiative was financially supported by The Royal Life Saving Society Australia. Each student also received a certificate and a \$30 voucher that can be used for further lessons.

Grip Leadership

On Wednesday 4th March our year 6 leaders attended the Grip Leadership conference at Homebush, with Mrs Stanic and Mrs Hanna. The GRIP Student Leadership Conference is unique in that it concentrates specifically on training student leaders for their role as school leaders. The style, topics and content of the conference focused on



what the students can do right now. The goal of the conference was for student leaders to leave the conference with a clear vision, a solid understanding and lots of ideas to implement during their time as a leader.

ANZAC Dawn Service at Merrylands RSL

On Saturday, 25th April, 2015, Merrylands RSL held their Dawn Service, commencing at 5.00am, to commemorate 100 years of ANZAC.

Hilltop Road Public School has a strong tradition of attending the Dawn Service and for the last 10 years, we have proudly marched behind the school flag. This year, Merrylands RSL invited Hilltop Road to speak at the service about the meaning and importance of the 100 year celebrations.

Over 100 teachers, students and family members attended the service and represented our school and the 100 years of ANZAC.

Hilltop Road PS organised a specially designed 100 year ANZAC centenary commemorative t-shirt that was worn by staff and students at the Dawn Service.



Merrylands RSL Project



On Tuesday, 17th March, three veterans from Merrylands RSL visited our school to work with our Year 6 students, as they continued to catalogue the RSL memorabilia. Syd, Stan and Charlie shared stories about their service within the army. It was wonderful to see our students engaged in deep conversations, sharing stories and learning from Syd, Stan and Charlie

This authentic learning project with Merrylands RSL Sub-Branch was a valuable learning experience.

XO KidsMeet

On Wednesday 3rd June, Hilltop Road PS held the first KidsMeet in our Tech Hub, with children from six surrounding primary schools. Approx. 40 children attended and took part in networking, collaborating and sharing ideas with one another to improve their technical skills. The students defined the role of an XO mechanic, completed basic coding, set up a google account and learnt how to swap from one network to another. The day was organised by Mrs Turrini and was a great success. All of the schools involved expressed an interest in continuing the KidsMeet and making them a regular event.



Refugee Week



On Tuesday, 9th June, 18 selected year 6 students and approx. 20 teachers and community members attended Auburn Centre for Community, as part of Refugee Week Events. The centre was open in the morning for students to visit and from 1-3pm for teachers and parents to visit. Our school took part in a professional development tour of a Refugee Camp. The tour aimed to help everyone understand what life in a refugee camp is like and the impact it has on the lives of the families who live there.

Seesaw App



Hilltop Road Public School started utilising the **Seesaw App**. Seesaw empowers students to independently create and organise their work in a digital journal, develop their academic voice and collaborate with classmates. Seesaw facilitates parent communication with real-time notifications, giving parents a glimpse of their child's day and an opportunity to support learning at home. Parents received a QR code that is unique to their child and this enabled parents to see their child's work, as soon as it is uploaded by the teacher. **ALL** classes utilised the seesaw app and parents have reported that they find the notifications very valuable as they are able to have meaningful conversations with their child about what they are doing at school.

Year Six- Is the Law Fair ? PBL project

Yr 6 showcased their work around their Project Based Learning (PBL) Is the law fair? This unit was co-created with students from Mylor Public School in Adelaide. In teams, students investigated laws which they were passionate about and created products and presentations exploring if this law is fair. Thank you to the Mayor, Greg Cummings, who attended the PBL showcase.



Dan Haesler Workshop

Hilltop Road Public School was fortunate to have an international keynote speaker, educator, writer and consultant at our school. Over 60 parents and community members attended a parent workshop held in the Tech Hub on Tuesday, 28th July. Dan worked with parents highlighting the relationships between student engagement, wellbeing, a growth or fixed mindset and achievement.

Kindergarten Emergency Vehicle Showcase



Kindergarten presented a showcase of emergency vehicles they designed and constructed throughout Term 2 as part of their Project Based Learning.

Local heroes, including Paramedics, SES volunteers and the Fire Rescue Services were invited and the classrooms were transformed into a gallery of the students' projects.

Students enjoyed sharing their creations and presenting their understanding of how transport is used to meet a need in the community.

Visit to the Federal Member for Parramatta

On the 4th August, four students from 6C visited our Federal Member, Ms Julie Owens, to discuss their Project Based Learning (PBL) topic about Is the law fair? Our four students Ariona Haxhijaj, Arunita Seth, Eli Dean and Rakaya Ghamrawi had a passionate conversation about how Australia can become a happier, healthier and safer country. Ms Owens presented our students concerns in the Federal Parliament.

Year Three Anti Bullying Campaign



Our Year Three students campaigned and sold badges they created through their PBL project. During term two, students devised a campaign to respond to their driving question: As citizens of Hilltop Road Public School, how can we support others to interact positively and Say NO to Bullying? Year Three worked in three mini project groups to design and produce the badges, develop anti-bullying posters to be used during the Bounce Back program and devise vests to be utilized in the Positive Playground Pals Program.

NSW Club Grants

On Thursday, 13th August, Catherine Gregory, Lianne Andrews and the principal, Natalie See, attended a Club Grants NSW presentation at Club Merrylands. Hilltop Road was given a grant of \$9000 to continue to fund our Ready Set Go for Kindy program. This funding has been provided for over 10 years and Club Merrylands has ensured the success of this positive start for our Kindergarten students and families.

Book Week Parade



On Wednesday, 26th August we held our annual Book Week parade. The parade was a wonderful success with students and teachers enjoying the spirit of dressing up and celebrating the joy of

reading. Book Week is a valuable week which is run by the Children's Book Council of Australia and aims to promote the importance and enjoyment of reading among young Australians. Congratulations to the students who received book prizes and thank you to our families for preparing costumes.

Operation Art

Each year our school enters art works into Operation Art. Operation Art is an initiative of The Children's Hospital at Westmead in association with the NSW Department of Education and Communities.

Each year 50 works are selected to become part of the permanent art collection at The Children's Hospital at Westmead. These selected works will also be exhibited at the Art Gallery of NSW later in 2015 and tour regional art galleries across NSW in 2016.

This year several of our students were selected from many artists across NSW, for their art work to be shown at the Armory Gallery, Sydney Olympic Park from 5 September – 25 October 2015. Congratulations to the following students :

Simay Kamas 5T

Emily Hoesterei 5R

Adem Karabulut 6C

Systems Leadership Grant

Recently, our school received a Systems Leadership grant. This grant for \$40,000 will facilitate high level professional learning across a number of schools including: Auburn West Public School, Ambarvale high School, Camdenville Public School, Campbelltown Performing High School and Turramurra North Public School.

Hilltop Road Public School is looking forward to collaborating with these schools to enhance student engagement and learning outcomes through professional learning.

CSIRO Vegetable Education Program



All students K-6 participated in the CSIRO Vegetable Education Program. This program was a series of five lessons that aimed to increase the students' awareness and knowledge of vegetables as well as

increase their acceptance, enjoyment and willingness to taste vegetables. The Vegetable Education Program was developed by the CSIRO Food and Nutrition Flagship in collaboration with CSIRO Education. The content of the lessons linked closely with science and PDHPE syllabus outcomes. Students had a great time discussing and tasting different vegetables and using their senses to identify taste solutions, vegetables and herbs. The program proved to be a great success with teachers commenting that students were engaged, curious and really loved experimenting with the vegetables.

The 2015 Merrylands/Parramatta Zone Athletics Championships

In 2015 Merrylands/Parramatta Zone Athletics Championships Field / Track Events took place and Hilltop Road had a number of representatives who took part.

Congratulations to the following students who achieved the following results:

Latecia Lolohea: 1st Shot Put (Under 10s Girls)
1st Long Jump (Juniors) 3rd High Jump (Juniors) 1st 100m 1st 200 m and 3rd 800 m

Natalie Pesa: 2nd Long Jump (Juniors)

Mohamed Ghaddar: 1st High Jump (11 yr old)
2nd Long Jump (11 yr old)
2nd Shot Put (11 yr old boys)
1st 100m (11 yr old boys)
1st 200 m and 1st 800 m

Hung Tran: 2nd 200 m (12/13 yr boys)

Ryan Malvacino: 1st 100 m (12/13 year old boys) and 3rd 200 m (12/13 boys)

Spelling Bee

On the 11th and 12th August the Stage 2 and 3 Spelling Bee was held. Many students participated in the event and demonstrated great determination when attempting to spell some very tricky words. Congratulations to all students that participated as it took a lot of courage to stand on stage and spell words aloud in front of their peers.



Regional Spelling Bee

On Wednesday, 9th September, four students participated in the regional spelling bee and did an outstanding job representing Hilltop Road Public School. Many students from lots of different schools within our region participated in the event. Congratulations to our stage 2 competition representatives, Kadircan Yilmaz (4D) and Isabelle Phillips (3R) and our stage 3 competition representatives, Arunita Seth (6C) and Sayel Elwan (6C) for a job well done. A very big thank you to Miss Shabaz for all her hard work and organisation, ensuring our students were able to take part in this new initiative.

Year Five Unwritten Art Exhibition



Congratulations to our Year 5 students and teachers who did an outstanding job with their PBL Art Exhibition. The artwork showcased their understanding of the issues facing Indigenous communities past and present. The catalogue created captured the deep understanding of Indigenous history and the opinions and interpretations of Year 5 students at our school. Our invited guests and parents were impressed with the high standard and deep knowledge our students possess.

Social Ventures Australia – Bright Spot Schools Connection Star Hub

On Thursday, 8th October, we welcomed Ms Suzanne Cridge to our school.

Ms Cridge is a member of the valuable Social Ventures Australia (SVA) organisation and leads the **SVA Bright Spots Schools Connection Star Hubs**.

Ms Cridge was greeted by our Prefects and had the



opportunity to hear about the Unwritten Art Showcase by a small group of Year 5 students. Ms Cridge was impressed with the

artworks produced and the deep level of understanding about Indigenous history.

Our executive team with Miss Catherine and Mrs Panaretto lead a discussion about our school, sharing our strong community partnerships and exploration of future focused pedagogies.

Our schools involvement in the **SVA Bright Spots Schools Connection Star Hubs** is a wonderful opportunity for our school community.

How will Star Hubs develop?

The Bright Spots Schools Connection Star hubs are designed to create exchange of practice and learning for educators skilled in schools. The priorities are:

- Empowerment of education practitioners to learn from each other in order to act to address real issues with proven practical ideas
- Support for the implantation of evidence based practices to improve student learning
- Redirection of existing professional learning investment resources to improve impact

Enhanced impact of professional learning through practitioner led opportunities based on the individual needs of participating schools

State Representatives

Congratulations to Mohamad Ghaddar in 6I and Latecia Lolohea in 5R, who both represented our region in the NSW PSSA Athletics State Carnival on Wednesday, 14th and Thursday, 15th October.

Mohamad competed in the 100 metres, 200 metres and the long jump, against his 11 year old peers. He has also been named Regional Athletics Age Champion.

Mohamad finalised 8th in the 100m finals and 4th in the 200m finals.

Latecia competed in the 200 metres against her 10 year old peers. She finished 23rd overall in the whole state of NSW and broke her personal best record time.

ELEVATE

Hilltop Road Public School has been selected to participate in the Australian Independent School NSW (AIS NSW) initiative ELEVATE.

The ELEVATE program comes at a time when there is considerable interest, both nationally and internationally in reshaping schooling to optimise the strengths of ALL learners. The program will support educators to collaboratively design and

implement powerful practices to lift learning outcomes for high potential learners. ELEVATE has been initiated by AIS NSW and amplified by strategic partnerships with the UK-based Innovation Unit, and the Australian Institute for teaching and School Leadership (AISTL).

Kids Matter



On Tuesday, 20th October Miss Rowley, Mrs Turrini, Mrs Gregory, Mrs Andrews and Ms See went to the Mecure Hotel in Parramatta. Hilltop Road PS was one of 5 schools in attendance and we were very privileged to receive a **Kids Matter Recognition Award**, for our wonderful work and support of Kids Matter, wellbeing and mental health. Congratulations to the Kids Matter Team mentioned above, as your continued hard work has allowed Hilltop Road PS to be amongst the first schools in NSW to receive this prestigious award.

Junior Big Day In



On Tuesday, 27th October Hilltop Road PS hosted the first **Junior Big Day In** for primary aged students and it was a huge success. The students in years 4-6 completed a variety of activities focused on Science, Technology, Engineering and Mathematics (STEM). Our students had the opportunity to interact with Australia's technology leaders and gain valuable knowledge and advice from keynote speakers and industry exhibitors. They explored careers in technology and were highly engaged in the many hands on activities the day had to offer. Racing the Formula 1 cars was an amazing experience and certainly one the students will always remember.



Parents attended the exhibitor session in the hall to hear more about the importance of STEM.

Two staff members, Mrs Sleiman and Mr Kent, were involved in coordinating the event and participating in the day, by running workshops for our students.

A very big thank you to all of the partners involved in the day: UTS – University of Technology Sydney, Our Lady Of Lourdes, Earlowood, Makerspace, Code Camp, Westpac, DC Scratch, DC Ozbots, Bebras Australia, NCSS, F1 in Schools, Minecraft, Robocup, Adobe and Microsoft. Your valuable contribution to the day made it so engaging for our students



Carnivale

On Friday 6th November, Hilltop Road Public School held our Carnivale and what a great night it was ! We were extremely lucky with the weather and the rain held off, allowing everyone to enjoy the fantastic atmosphere. It was great to see so many children and families enjoying the rides, buying show bags, having their hair sprayed and buying lots of glow items and yummy food. A special thank you to the teachers who were brave enough to volunteer for the water bucket challenge, as it was one of our most popular events of the night.

A big thank you to the P&C who worked to ensure the night was a great success. Special thanks to the Outback Steakhouse at Wentworthville for their continued support and sponsorship of our school



Immersion Day

On Monday 23rd and Tuesday 24th November, our Year 5 and 6 students participated in an Immersion Day with Auburn West Public School. Our students had the opportunity to network and meet other students, build new friendships and engage in a range of experiences including STEM and S.O.L.E. Our students enjoyed the day and meeting children from another school. The STEM activities were a highlight and allowed our students to collaborate and problem solve. Thank you to Mrs Lavery for coordinating the day.



Remembrance Day



On Wednesday, 11th November Hilltop Road Public School was proud to host the Remembrance Day ceremony for the Merrylands RSL- Sub-Branch, at Merrylands Memorial Park. The ceremony was held to honour our service members and to remember the sacrifices they have made of duty, honour and country. There were invited guests, Julia Finn, MP Member for Granville, the President of Merrylands RSL Sub-Branch and members of the Merrylands RSL Sub-Branch and Club Limited, the Mayor of Holroyd, the NSW Police, Fire and Rescue and Holroyd SES,

representatives from ten of our local public schools and the community of Merrylands all in attendance. Our Year 5 students did an outstanding job hosting the ceremony and a big thank you to Miss Rowley who organised the service at Merrylands as well as the service held here at school.



Our K-6 students took part in a Remembrance Day service at 2.00pm, held at school and it was wonderful to see so many children bringing floral tributes and being respectful on this meaningful occasion.

Coo-ee March

On Monday 9th November, our school lined Centenary Road to welcome the Coo-ee Marchers to Merrylands. This was a wonderful experience for our students as they waved their Australian flags to show their support and respect, for these amazing Australians. The marchers stopped and spoke to our students, high fiving and thanking them for their support. The group leader commented "This has been the biggest and best reception we have had from a school for the entire 600km."

The Coo-ee Marchers had been walking for 600km



when they reached Merrylands. This event was part of the 2015 Anzac centenary commemorations. It commemorates the original recruitment march that was held 100 years ago, which had been planned and executed as a means to increasing recruits to fight for King and Country in the Great War, following the devastating casualties of the Gallipoli Campaign.

EOS Carl Jarvis Visit

On Friday 6th November, the staff at Hilltop Road were fortunate enough to work with Carl Jarvis throughout the day. Carl Jarvis is an international speaker and educator and the executive head teacher at Hartsholme Academy in the UK . While he was at Hilltop Road he took the staff through an engaging session on feedback and critiquing. We look forward to continuing this partnership with him in 2016.



I On The Future3.5

On Saturday 7th November, several staff members attended the I On the Future Conference at Turramurra North Public School. It was led by Carl Jarvis and Alan November. The conference looked at who owns the learning and the key note speakers and workshops focused on student centred learning practices. It was a thought provoking day that allowed for reflection and discussion, about how these ideas can be implemented into our classrooms.

