



**Hilltop Road
Public School**

**Annual School
Report**



2011



Our school at a glance

Messages

Principal's message

Hilltop Road Public School is an outstanding school within the Cumberland District, 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.

Our school was awarded the **2011 NSW Cohesive Community School Award**. This prestigious award recognises our efforts in promoting a cohesive community and developing social harmony and unity. Our school was commended on the diverse range of programs and the links established within the local community to promote cohesion. At Hilltop Road Public School parental involvement is a vital link in the partnership between, home and school.

Throughout 2011, we have worked hard to ensure the best facilities for our community. The opening of our school hall, the landscaping of the school entrance, revamped playing fields and the installation of air conditioners and smartboards in of the classrooms. During 2011 we have worked hard to ensure our school looks as good on the outside as it is within our dynamic classrooms.

The Hilltop Road school community continues to work together to enhance student learning outcomes and opportunities for students, parents and local community members.

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.

Natalie See

P & C message

What an exciting year for the staff, community and members of the Hilltop Road P&C with the

fantastic news that our school was given the 2011 Cohesive Community Award. This award recognises the massive involvement of our community in the day to day life and activities of the school and how the P&C play an important role in all key school events. Congratulations to everyone who contributed to this important award!

Our P&C is a friendly, diverse and helpful group who work together to assist the school. We are always pleased to welcome new members as it is wonderful to share new ideas and perspectives on how we can better support the school staff and students to ensure the best possible outcomes for all.

During this year the P&C took the major initiative of running the school canteen, with the aim of increasing parent involvement in menu and food choice and hopefully returning some more income to the school. It has been an adventurous time as we learn the many rules and regulations and the challenges involved in serving a lively community of over 600 students. We are pleased to report a profit from the canteen and will continue in 2012, to listen to parent and student requirements and add improvements to our service.

November 4 was a thrilling date for us all with the bi-annual school Carnivale - an amazing fun fair that was held on one of the only dry Friday evenings of the month. This year was an incredible success - while we raised money which has assisted in improving technology at the school, more importantly we had a fantastic time and everyone enjoyed seeing our school in a completely different, multi-coloured light!

We feel overwhelmed by the support from the teaching staff at occasions like Carnivale, when we had a full turn out of teachers, many of whom worked all evening. We know we are part of something special when parents, teachers, office staff, the GA and teachers aides stay long into the night to make sure everything goes well - thank you all for making our school the focus of our community.

P&C is one of the many ways in which parents and friends can be actively involved in the incredibly vibrant and exciting school that we are proud to call our own.

Anne Cuskelly - P&C President

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 have achieved three major fundraising projects this year in the following areas: a world project, a local community project and a school project.

As part of the world project the SRC raised money to purchase a barnyard of animals for an underdeveloped country through World Vision.

The local community project originated from our school involvement with the Holroyd Police Liaison Officer. The SRC raised money to purchase sleeping bags for the local homeless people in the Parramatta area.

The school project raised money to purchase and install three bubbler taps that allow the students to refill their water bottles. Hilltop Road SRC continued to sponsor a child during 2011 through World Vision.

Other fundraising events have included Smiles Day, mufti days, NRL Football mufti day and Bandage Bear Day. Hilltop Idol was also run again, giving students the opportunity to show their talents in singing and performing in front of an audience.

Riley Carroll– Girl School Captain

Parviz Ahmadi – Boy School Captain

School context

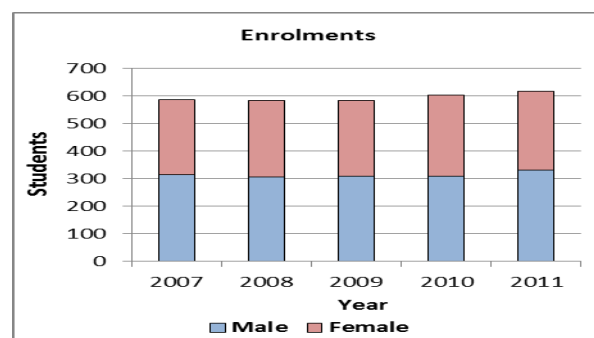
Student information

Hilltop Road Public School has a total enrolment of 610 students. There are 289 children enrolled in infants (K-2) and 321 children enrolled in primary (3-6).

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

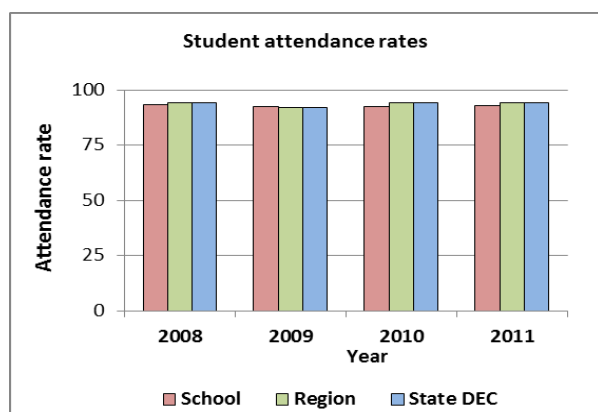
Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	314	306	308	310	331
Female	274	277	277	294	287



Student attendance profile

	Year	2008	2009	2010	2011
School	K		94.1	91.4	92.3
	1		92.3	91.4	92.3
	2		91.7	93.7	93.7
	3		92.1	93.4	92.8
	4		92.0	93.5	93.8
	5		92.5	93.0	93.9
	6		92.1	92.6	91.2
	Total	93.4	92.5	92.6	92.9
Region	K		94.1	94.6	94.7
	1		93.5	93.9	94.1
	2		93.8	94.2	94.1
	3		94.1	94.4	94.4
	4		93.9	94.4	94.4
	5		94.0	94.3	94.3
	6		93.4	94.2	93.9
	Total	94.1	92.1	94.3	94.3
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total	94.1	92.1	94.4	94.3



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. Meetings were also arranged with the Home School Liaison Officer (HSLO) that led to a referral and the development of a plan to assist in improving the attendance of one family.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Roll Class	Year	Total per Year	Total in Class
K B	K	22	22
K C	K	21	21
K M	K	21	21
K R	K	22	22
1K	K	23	23
1 GM	1	23	23
1R	1	22	22
1S	1	22	22
1/2D	1	11	25
1/2D	2	14	25
2B	2	26	26
2C	2	25	25
2K	2	24	24
2R	2	25	25
3J	3	29	29
3NG	3	29	29
3/4Z	3	20	29
3/4Z	4	9	29
4C	4	29	29
4H	4	30	30
4/5I	4	17	27
4/5I	5	10	27
5H	5	28	28
5R	5	28	28
5/6P	5	9	29
5/6P	6	20	29
6C	6	29	29
6G	6	30	30

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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	1.092
Teacher of Reading Recovery	1.05
Teacher of Early School Support	0.8
Support Teacher Learning Assistance	0.7
Teacher Librarian	1.2
Teacher of ESL	2.6
Counsellor	1.0
School Administrative & Support Staff	4.062
Total	39.504

Staff establishment

The staff at Hilltop Road Public School have a wide range of experience and are committed, dedicated teachers who work collaboratively to maximise outcomes for all students.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

In 2011, staff changes were the result of long service, maternity leave and an increase in enrolment numbers.

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:	30/11/2011
Income	\$
Balance brought forward	242090.13
Global funds	338132.87
Tied funds	227677.90
School & community sources	209343.43
Interest	14193.49
Trust receipts	76376.55
Canteen	0.00
Total income	<u>1107814.37</u>
Expenditure	
Teaching & learning	
Key learning areas	80489.59
Excursions	60687.52
Extracurricular dissections	100071.75
Library	3122.67
Training & development	456.37
Tied funds	209903.47
Casual relief teachers	32518.25
Administration & office	126507.81
School-operated canteen	0.00
Utilities	66079.44
Maintenance	90307.34
Trust accounts	62695.65
Capital programs	9198.18
Total expenditure	<u>842038.04</u>
Balance carried forward	<u><u>265776.33</u></u>

A full copy of the school's 2011 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Cohesive Community Award

Hilltop Road Public School was recognised for its outstanding achievement in 2011 and as a result, were awarded the **NSW Cohesive Community Award**.

This prestigious Award recognises the efforts of government and non-government schools in promoting cohesive communities and developing social harmony and unity. Hilltop Road Public School was commended for its diverse range of programs in place that promote a cohesive community and for the links established with the local community.

Community engagement and involvement is a key focus at Hilltop Road Public School. Our school believes this is essential for social cohesion and student achievement in a very diverse area. Parental involvement is recognised as a vital link in the partnership between home, school and the community. We have an open-classroom policy that offers many opportunities for parents, carers and community members to participate in school life. The NSW Cohesive Community award will be presented by the Minister for Education early in 2012.

Western Sydney Region Awards

In 2011 Hilltop Road Public School received three Western Sydney Region Excellence in Education Awards.

Our **Discovery Time** program operating in the K-2 classrooms, was recognised as a valuable program and received an award. One of our Year 6 students, Parviz Ahmadi, received an award for Excellence in Student Achievement - Academic.

Also one of our teachers, Cherie Cefai, received an Excellence in Teaching award. Tamara Davies, a beginning teacher, received a highly commended nomination.



Performing 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 items in the concert, which was held on August 18th 2011.

Primary children were involved in the mass choir, K-2 students were involved in the junior dance group and 3-6 students were involved in the senior dance group.

The 3-6 Bollywood dance group and the senior drumming group also made their debut performances at the concert this year. All students proudly represented our school and gave a fantastic performance.

Hilltop Road junior dance group also participated in the ***Sydney West Dance Festival*** which was held at the Hills Centre at Castle Hill on June 8th 2011.

The senior choir performed at the ***PULSE*** concert held at the Sydney Opera House on August 1st 2011.

The junior choir and dance group performed at the launch of the ***K Mart Wishing Tree*** on November 18th 2011 at the Merrylands store.

Swimming Scheme

During Week 9 and 10 of Term 3, 68 students from year 2 and 52 students from years 3 and 4 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 "Creating the future". 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, an art show 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, the Bollywood dance group and the drumming group all performed. A substantial number of parents were present.



Leadership Conferences

The School Captains, Vice Captains and Prefects of Hilltop Road Public School attended a ***National Young Leaders Day*** at the Sydney Entertainment Centre on Monday 4th 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.

Student leaders also attended an ***Impact Leadership Conference*** at Homebush. This involved lectures and videos on a variety of leadership topics to develop the skills and strategies necessary for their role as a school leader and SRC member. Students completed workbooks and activities with other school groups. They were able to make decisions about their own leadership roles within Hilltop Road Public School and the goals they would like to achieve.

Parramatta Education Learning Community (PELC)

Hilltop Road Public School continued its involvement in the learning community established with three local schools, Parramatta West Public School, Westmead Public School and Parramatta High School.

A **combined concert** was held on June 30th 2011 at Parramatta High School. Children from all four schools were involved. The choir and junior and senior dance groups, the Bollywood dance group and the drumming group from Hilltop Road participated in the concert. It was a huge success and was highly supported by our parents and community members.

Stage meetings between PELC schools were organised and held throughout the year. Combined training and development sessions led to the sharing of ideas and resources across all stages between the schools.

The executive members from Hilltop Road Public School and Westmead Public School were also involved in combined training and development throughout 2011. Both schools completed the modules from **Team Leadership For School Improvement K-6**.

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.

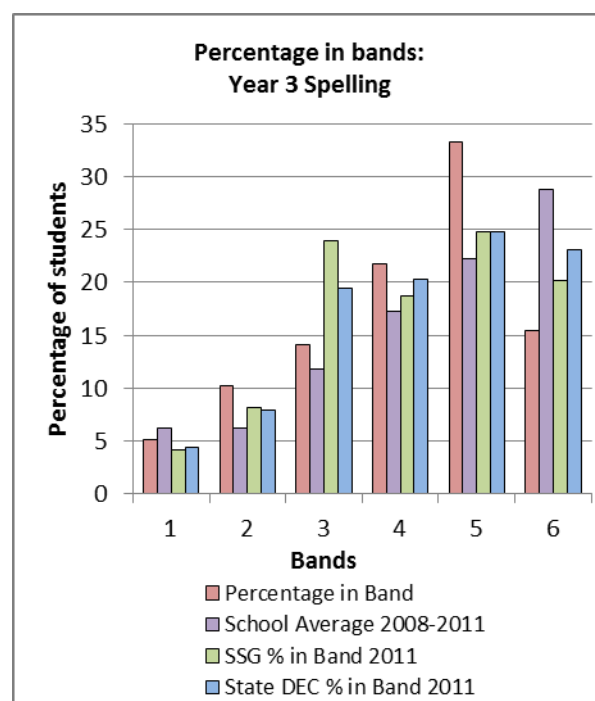
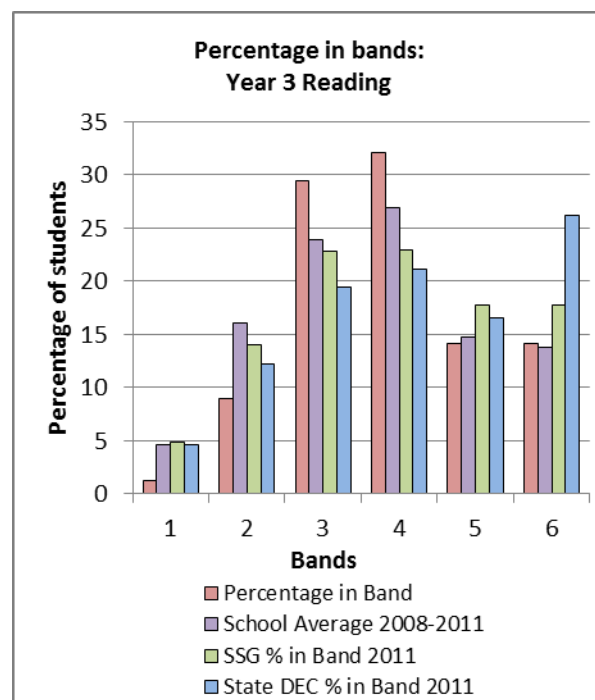
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

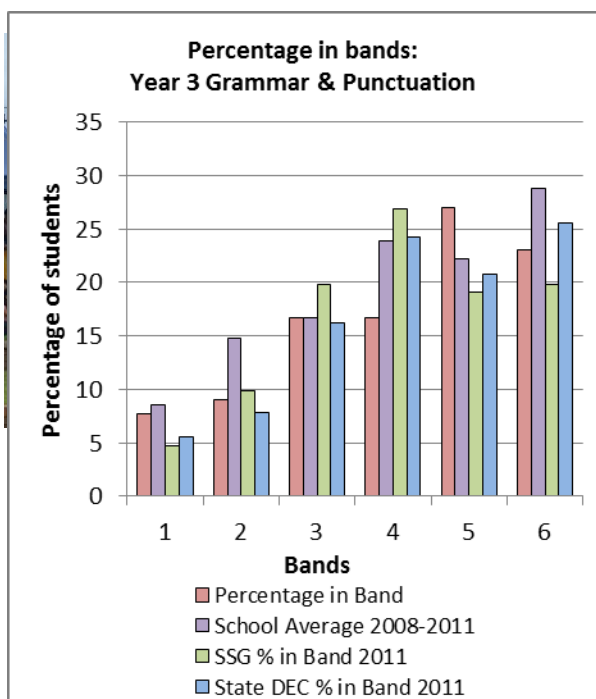
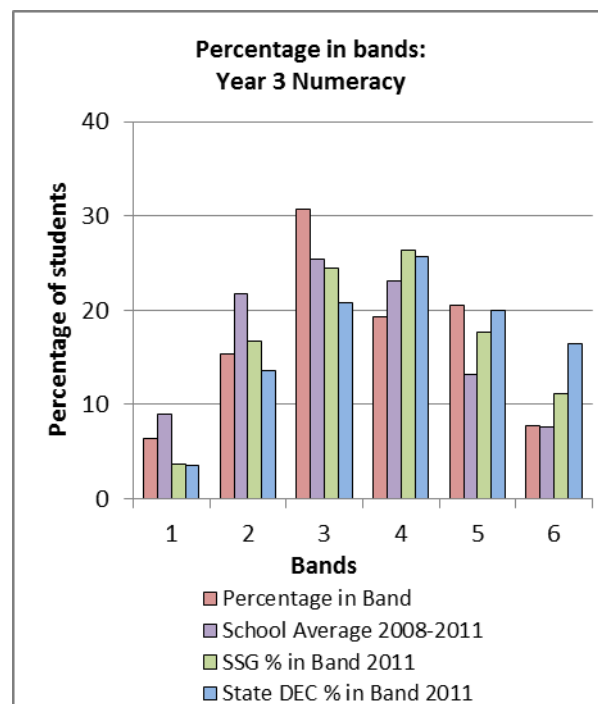
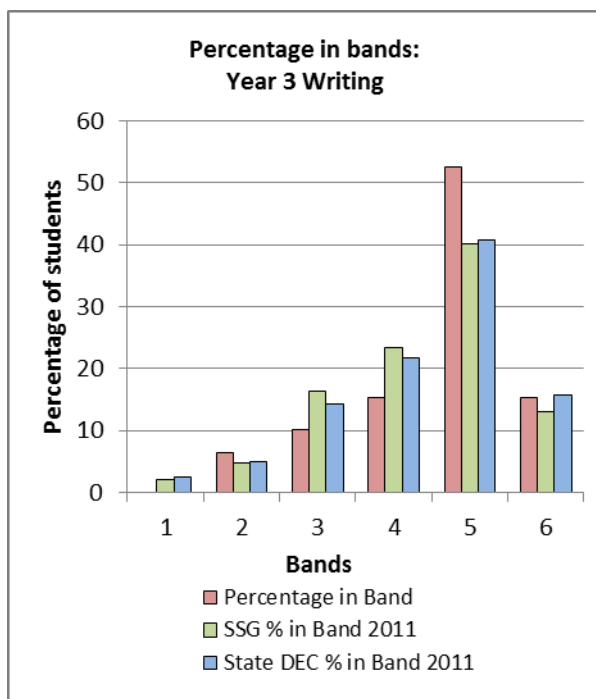
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In Year 3, 78 students participated in the NAPLAN, 45 boys and 33 girls.

In reading, 1% are below NMS, 10% are at or below NMS and 28% are at proficiency.

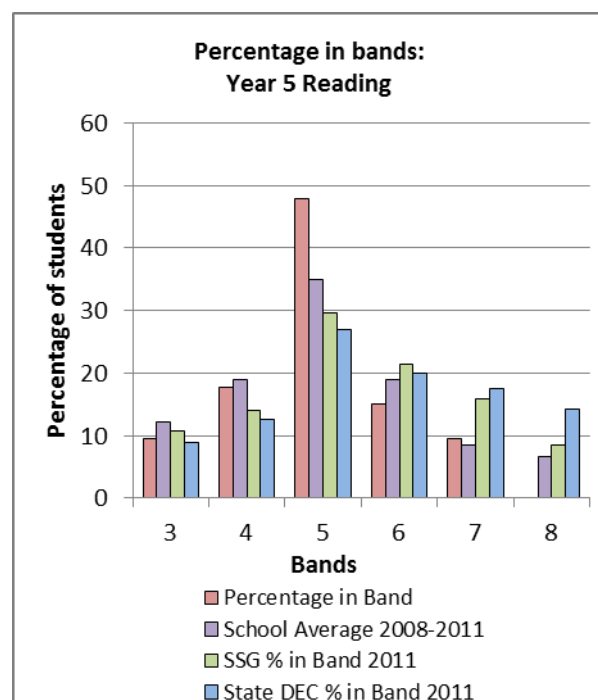




Literacy – NAPLAN Year 5

In Year 5, 73 students participated in the NAPLAN, 34 boys and 39 girls.

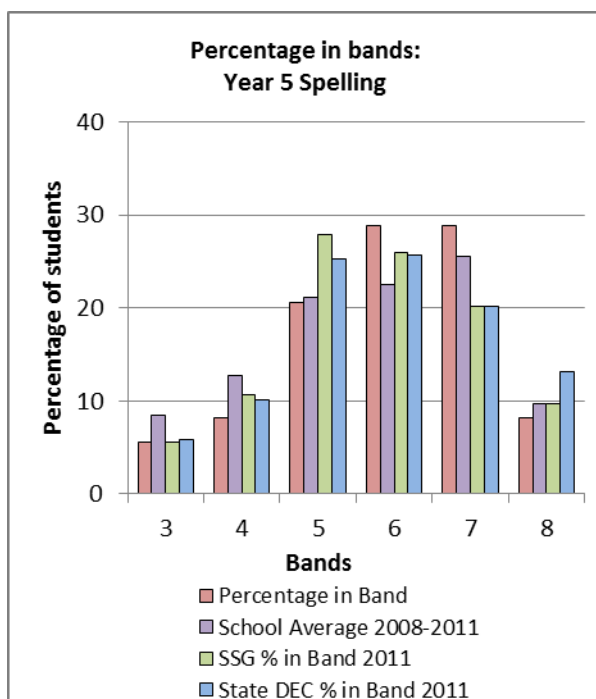
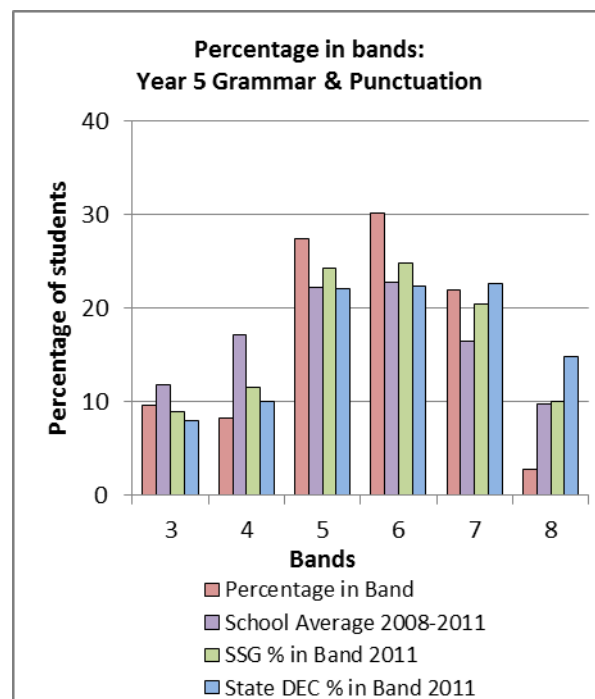
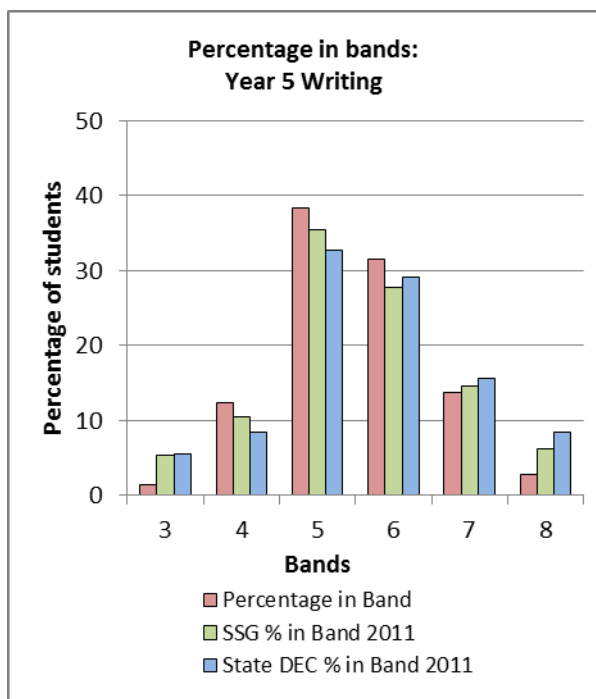
In reading, 10% are below NMS, 27% are at or below NMS, and 16% are at proficiency.



Numeracy – NAPLAN Year 3

In Year 3, 78 students participated in the NAPLAN, 32 boys and 33 girls.

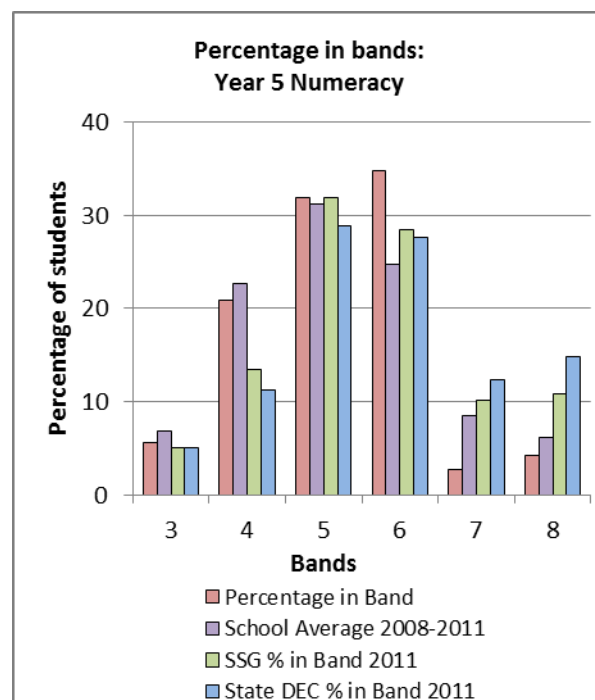
Overall in numeracy, 6% of students are below NMS, 22% are at or below NMS, and 28% are proficient.



Numeracy – NAPLAN Year 5

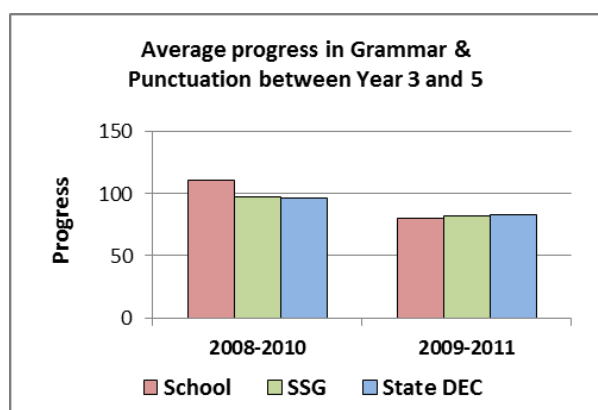
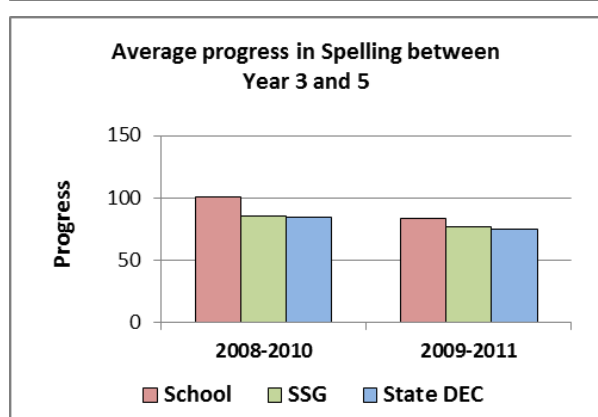
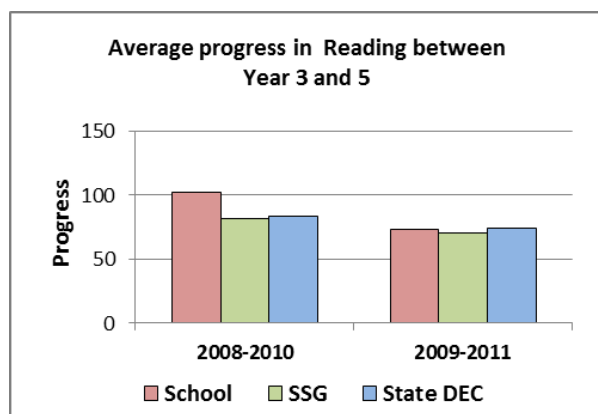
In Year 5, 72 students participated in the NAPLAN, 43 boys and 39 girls.

Overall in numeracy, 6% of students are below NMS, 26% are at or below NMS, and 7% are proficient.



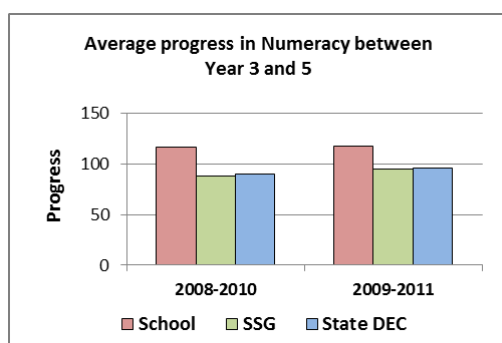
Progress in literacy

In 2011, trend data indicates an overall improvement in literacy.



Progress in numeracy

In 2011, trend data indicates and an overall improvement in numeracy.



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 student moving into bands 5 and 6.

In Year 5, the graphs indicate that we have been moving students from bands 3 and 4 into bands 5 and 6. Trend data indicates that there has been an increase in the number of students moving from lower to higher bands.

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.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	98.7
Writing	100.0
Spelling	94.9
Grammar & Punctuation	92.3
Numeracy	93.6
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	90.4
Writing	98.6
Spelling	94.5
Grammar & Punctuation	90.4
Numeracy	94.4

Significant programs and initiatives

At Hilltop Road Public School during 2011 our students have been involved in a variety of special programs and initiatives.

Discovery Time

Discovery Time is implemented in all K-2 classes at Hilltop Road. It is an integrated approach to open learning tasks which are child centred and encourage language and thinking skills. The program is focused on developing the child's positive attitude to learning by creating an intrinsically motivating and stimulating environment that encourages creativity and independence whilst learning valuable skills across all key learning areas.



Best Start Lighthouse Walks

During Term 3 fifteen schools and thirty teachers were involved in the Lighthouse Walks project. Interested schools were given the opportunity to showcase a successful program and share ideas and expertise with the other schools involved.

Hilltop Road was asked to present Discovery Time as part of the Lighthouse Walks project. Teachers from other schools took part in an information session, visited the Kinder rooms to see Discovery Time in action and then met again to debrief and ask questions. Staff at Hilltop Road also visited other schools to see reading, writing

and numeracy sessions. A follow up meeting and evaluation session was also held in Term 4.

Paint Hilltop REaD

In August Hilltop Road was visited by Holroyd Council's Poppy Possum to celebrate *Paint Hilltop REaD day*. The parents and community members were invited to come to school and share their favourite book with the children. Poppy Possum had photos with interested families reading books in the school library. The children in classes K-6 were taught a song, Gotta Get Reading and it was sung at assembly where Poppy Possum made a special appearance. Staff and children also supported the day by wearing red.



Kids Matter

Kids Matter is a national health initiative. It has been developed to focus on the social and emotional well-being of students, teachers and community members through educational programs.

Hilltop Road applied to be part of the project in 2011 as it will support current PBL and Peer Support practices. Staff have received the initial introductory workshop and completed a survey. A strategic plan was developed to commence implementing the philosophy and four components of the program in 2012.

Good mental health is vital for learning and life. Children who are mentally healthy are better able to meet life's challenges. They also learn better and have stronger relationships with teachers, family members and their peers.

PBL Mascot

In 2011 the SRC participated in workshops led by Jeff 'Joffa' Taylor, a cartoonist, to develop and design a unique school mascot. Howie Hilltop, a dog, was chosen for the new mascot as he represents loyalty, respect and friendship.

The Year 6 and SRC fundraising supported the purchase of Howie. He appears at special events and has already attended the end of year Presentation Day assemblies and the Hilltop Road Carols Evening. He is well liked by the children and they look forward to him attending future events at our school.



Clever Climate Energy Savers

Hilltop Road worked in conjunction with the Brewangle Environmental Education Centre on an action learning project. The aim was to reduce the use of energy in schools. The key focus was sustainability, making the case for change, developing a proposal for action and implementing the project. A grant for \$3500 supported the initiative.

"Power Down" posters emphasising switching off lights before leaving the room were developed after a cartoon workshop was held with Jeff Taylor and Year 3 students.

Temperature thermometers were purchased for the classrooms and posters were developed during a cartoon workshop with Jeff Taylor and year 5 students. The posters show when to open

windows or turn on the fans or airconditioners in the classrooms.

Two children from each class K-6 were selected and trained as Energy Monitors to help reduce the electricity consumption and wastage in their classroom. Solar powered lights have also been purchased to help reduce the energy bill.

Oz Green

In 2011 the students in Year 5 participated in Oz Green, a planet savers program that focuses on current environmental issues such as water, waste and energy. Ten Year 5 students took part in a full day workshop held at Merrylands High School with students from Merrylands High, Granville Boys High and Darcy Road Public School.

As a result of the training received at the workshop the year 5 leaders then trained all of the students in year 5 and also led an afternoon parent session.

Hall Opening

At the end of October a special assembly was held for the opening of our new school hall. Mr Tony Issa, the member for Granville, unveiled the plaque and declared the hall officially opened.

Carnivale

Carnivale was held in November and was supported by over 400 people from the Hilltop Road and wider community. Those who attended were able to enjoy carnival rides, stalls, showbags, face painting, dance and karate displays. The Outback Steakhouse at Wentworthville donated food and supplied cooks for the evening. It was a huge success and great fundraiser for the P&C.



Father's Day Fun Afternoon

In September Hilltop Road held its first Father's Day Fun Afternoon. Dads, grandads, uncles, older brothers and community members were invited to attend the afternoon session in the classrooms with their children or family members. After school those who attended participated in rotating fun games and sport activities. The afternoon was a great success and culminated in a BBQ for over 200 people who were in attendance.



Catch-Up Literacy

Catch-Up Literacy is a structured one-to-one literacy intervention program for learners who find reading difficult. Hilltop Road has four staff members trained to implement the program. There are 18 students in the program who have benefited from participating and on average reading levels have increased by 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 are trained and have continued to implement the program throughout 2011. All students were placed on the numeracy continuum. Regional targets were set for all K-2 students. Children were assessed and then participated in graded maths activities focusing on number. Teachers involved worked with a specific target group to move them along the continuum over a five week period. At the end of this period, students were reassessed and data was sent to Regional Office.

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 intensive half hour program are 19 students from year 5 and 6. All students have demonstrated growth in their ability to recall and retain basic mathematical strategies. The students involved have improved with fluency and automaticity across all four operations. As a result, student confidence and enthusiasm have improved when attempting mathematical problems. An increase in classroom confidence has also been evident by teachers.

Community Participation

Hilltop Road Public School is a community orientated school. There is a strong sense of community support which is enhanced by the employment of a Community Liaison Officer, Mrs Catherine Gregory. The community is supported through transition programs, playgroup, adult education, parenting courses and workshops, environmental programs and gardening club.

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.

Ready Set Go Transition Program

In 2011, over 60 children in our community participated in the Ready Set Go program. A graduation assembly was held for the children involved at the end of the year in the school hall.

Parents were offered a series of workshops about Best Start, Letterland, Discovery Time, Reading and Homework.

Outreach 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. Interested community members work together to maintain the garden each week.

Gardening Club

Every week class representatives from K-2 and interested parents meet to work together to plant, water and maintain the garden beds.



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.

Multicultural Education

Throughout 2011, 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 2011 targets

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 and implement the Five Week NAPLAN program focused on identified deficit areas.
- 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-6.

Our achievements include:

- All staff members analysed SMART data to determine areas of strength and further development.
- 61% of Year 3 students are achieving in middle bands for reading.
- An increase of Year 3 students moving into band 6 for reading.
- 48% of Year 3 students are in the higher bands for spelling. There has been an increase in the number of students moving into band 5 and 6/7. This is a significant increase compared to 2010.
- A reduction in Year 3 students not meeting National Minimum Standards in literacy.
- Students involved in the Catch Up Literacy Program have improved their reading age by 18 months.
- 90% of Kindergarten students progressed in one or more clusters on the Early Literacy Continuum.
- 90% of Stage One students progressed in one or more clusters on the Early Literacy Continuum.
- All K-2 students are tracked using the K-6 Continuum.
- The implementation of Accelerated Literacy K-6 where all students participated in quality literacy lessons, interpreting texts, analysing the structure of writing, focusing on grammar and spelling in context and reading quality literature.
- Accessing regional support, mentoring and implementing a lesson study approach in Accelerated Literacy, providing professional learning for thirty teachers.
- Development of the K-6 NAPLAN program that focused on targeting the identified deficit areas in literacy.

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 achievements include:

- An increase in the number of students who are proficient from 26% to 29% (an increase of 3%) in numeracy.
- Embedded teaching practice by all staff with the use of action learning, mentoring and lesson studies via regional and outside agency consultancy support.
- The use of Newman's Questioning cycle by all staff to assist students in improving learning outcomes. Students are exposed to a wide range of mathematical problems using more than one step.
- Student demonstration of growth in their ability to recall and retain basic mathematical

strategies. The students involved have improved with fluency and automaticity across all four operations.

- All Kindergarten students are assessed using Best Start. Data is analysed to continuously develop inclusive teaching and learning programs that cater for individual needs of all children.
- An average increase of 18 months to 2 years of development for the 18 children who participated in the QuickSmart maths program.



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 achievements include:

- 90% of teachers utilising one or more DET software packages and technology such as Web 2.0 Tools and Flip Cameras
- 90% of teachers utilising interactive technologies in classroom teaching and learning programs. This was supported by the increase in Smartboards within the school.
- All students K-2 have access to technology through Discovery Time sessions.
- Professional development for all staff conducted by ICT regional consultant, Leanne Samootin and participation in Action Learning for stage 3 teachers. This allowed for an increased understanding of the use of Web2 tools.
- The development of an ICT Scope and Sequence.
- A technology audit to improve the quality of computers in the classrooms. This allowed for upgrade of equipment for students to access.

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 achievements include:

- 95% of students following school-wide expectations.
- Twenty Year 4 and 5 students developed leadership skills from their participation in the PELC student leadership initiative.
- High school transitions were successful for most students due to the implementation of our 2010 Action Plan.

- The participation of the school community in events such as Father's Day and Mother's Day.
- The success of Gardening Club through the acknowledgement of TAFE Horticulture Department.
- The Ready Set Go program successful transitions.
- Hilltop Road Public School being the recipient of the NSW Cohesive Community School Award for 2011

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 achievements include:

- Professional development goals written by staff and discussed with supervisors.
- Staff participation in professional development in the Parramatta Education Learning Community.
- School timetabling enabling grade teams to meet weekly to develop effective teaching and learning programs.
- Professional development in the implementation of continuums K-2, which are being embedded in teaching programs and practice.

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 achievements include:

- All Aboriginal and Torres Strait Islander students (ATSI) have PLPs.
- An improved rate of attendance for students participating in the incentive program.
- Participation in Gardening Club and Dance groups.
- Parental participation in student groups providing support and guidance.

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 Clever Climate Energy Savers (CCES) Program.

Our achievements include:

- K-6 Environmental Education units of work are being implemented in all classrooms through the RFF program.
- Energy use throughout the school was reduced due to analysis and consistent monitoring.

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 2011 our school carried out evaluations of Literacy and Numeracy and Strategic Resourcing.

Educational and management practice

Strategic Resourcing

Background

All staff participated in the NSW DET Analytical Framework for Effective Leadership.

Findings and conclusions

The majority of staff believe the allocation of teaching time is reviewed at staff and executive meetings to maximise its benefits in learning.

Staff believe student needs are considered when allocating literacy and numeracy resources including ICT and it is sometimes linked to school plans.

Future directions

It is important to minimize external interruptions during instructional teaching time in order to maximise learning outcomes for students.

Staff need to be provided with time to collaborate and plan grade and stage experiences.

Information on the number and types of routines variations over a set period of time needs to be collected and analysed.

A review of ICT resources in order to align student needs with resource allocations.

Read and share research and information on new teaching resources including ICT to support the use of interactive whiteboards.

Ensure that professional learning for all staff in ICT is consistent and current, therefore to providing the optimal learning environment for students.

Curriculum

Literacy and Numeracy

Background

The School Executive Team participated in The Effective Leadership Program and School Improvement in Literacy and Numeracy, in conjunction with Westmead Public School.

Staff worked through the modules over two terms. The purpose was to evaluate and determine the direction of the 2012-2014 Plan. All staff participated in the NSW DET Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy.

Findings and conclusions

Most staff believe that literacy and numeracy targets contain clear and measurable strategies and indications of success.

More than 75% of staff are aware of and can articulate the school's goals and expectations in literacy and numeracy.

Staff believe many processes are in place for involving staff and community members in the development and review of the school plan.

School literacy and numeracy goals and targets are translated by 75% staff into measurable strategies in their teaching programs.

More than 75% of staff use student performance data to set literacy and numeracy improvement priorities.

Future directions

The implementation of induction programs for new staff members so they have the opportunity to become familiar with the school's goals and expectations.

School goals and expectations need to be aligned with regional, state and national goals.

Establish formal and frequent opportunities for staff members to collaborate on school goals in literacy and numeracy. Enable staff to share success and attain feedback about the literacy and numeracy goals.

Review current systems for the collection and analysis of student performance information to

ensure authenticity. Provide feedback to students about their achievements so they can be responsible for their learning.

Ensure that the timeline for the achievement of school literacy and numeracy goals are reviewed and maintained.

The executive staff need to report regularly at executive meetings about the progress in their areas of responsibility in the School Plan.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents fully support the school and the direction it has taken. They feel valued, welcomed, included and appreciated, as part of the Hilltop Road school community.

Hilltop Road Public School has developed a reputation of a school that sets high expectations for student academic achievement and overall well being. It has in place many initiatives and learning programs that assist in enhancing and increasing student learning outcomes.

Teachers appreciate the professional development opportunities that are provided throughout the school and the fact that they are able to confidently implement initiatives to assist in improving student learning outcomes. They also appreciate the systemic manner in which their release from face to face (RFF) is provided, allowing team planning and professional dialogue on an ongoing weekly basis.

Students enjoy coming to school and overall attendance is improving. The comments from students indicate that they recognise and appreciate the hard work of the teachers and the extra curricula programs and leadership opportunities offered to them.

Professional learning

Staff feel that they have had opportunities to continually upgrade their 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 have 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, Letterland, Action Learning in Mathematics, Authentic Assessment in mathematics and providing rich tasks 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 planning 2012-2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Literacy

Increased levels of literacy achievement with a focus on comprehension

2012 Targets to achieve this outcome include:

- Decrease the number of Year 3 students at or below National Minimum Standards in Reading to 7%
- Increase the number of Year 3 students in proficient bands in Reading to 36%
- Decrease the number of Year 3 students at or below National Minimum standards in Writing to 4%
- Increase the number of Year 3 students in proficient bands in Writing to 77%
- Decrease the number of Year 5 students at or below National minimum standards in Reading to 23%

- Increase the number of Year 5 students in proficient bands in Reading to 11%
- Decrease the number of Year 5 students at or below National minimum standards in Writing to 11%
- Increase the number of Year 5 students in proficient bands in Writing to 20%

Strategies to achieve these targets include:

- Analyse standardised data and develop targeted teaching strategies (NAPLAN).
- Focus on factual text when implementing Accelerated Literacy.
- Implement K-6 Literacy Continuum as an assessment and programming tool.
- Evaluate and refine teaching strategies in reading to focus on vocabulary knowledge.

School priority 2

Outcome for 2012–2014

Numeracy

Increased levels of numeracy achievement for students assessed and tracked on the numeracy continuum

2012 Targets to achieve this outcome include:

- 89% of Kindergarten students to be at or above the Perceptual level of the Numeracy Framework.
- 90% of Year One students or above the Figurative level of the Numeracy Framework.
- 90% of students in Year Two to be at or above Counting On and Back of the Numeracy Framework.
- Decrease the number of students at or below National Minimum standards in Numeracy to 17%
- Increase the number of students in proficient bands.

Strategies to achieve these targets include:

- Develop deep knowledge and deep understanding of teaching problem solving and the associated metalanguage through action learning and professional learning opportunities.

- Develop student comprehension of mathematical questions, by explicit teaching of problem solving and exposing students to a wide range of problems, with more than one step.
- Develop a consistent approach to teaching numeracy which is evident K-6.
- Continue to implement K-6 Numeracy Continuum as an assessment and programming tool.
- Monitor student progress and movement across all cluster levels on the Numeracy Continuum.
- Track student progress in numeracy through the continued involvement in Targeting Early Numeracy (TEN).

School priority 3

Outcome for 2012–2014

2012 Targets to achieve this outcome include:

Student Engagement and Attainment

Increased student engagement and community support through the implementation of KidsMatter

2012 Targets to achieve this outcome include:

- 100% of students will demonstrate 75% of observable behaviours on observational checklist.
- 85% of students from 20% sample group
- 85% of students from 20% sample group of students show signs of a positive social-emotional well-being.

Strategies to achieve these targets include:

- Aboriginal students set personal learning goals and develop ownership for learning.
- Aboriginal students attend Homework club.
- Student Representative programs being available for student participation in order to develop leadership skills.

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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Doreen Cavallo - Deputy Principal

Ruth Close - Assistant Principal

Jane Rowley - Assistant Principal

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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>