



Education &
Communities

Public Schools NSW

3997

2012

Hilltop Road Public School Annual School Report



Messages

Principal's message

Hilltop Road Public School is an outstanding school within the Western Sydney Region, 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, to be equipped with the skills required for the 21st century.

Our school was awarded **2012 NAB School Impact Award**. This prestigious award recognises our efforts in promoting a cohesive community and developing social harmony with our partners: Club Merrylands and Granville TAFE Outreach. 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 2012, our staff have participated in various professional learning opportunities including: Focus on reading (FOR), Taking Off With Numeracy (TOWN) and Thinking Mathematically. These professional learning experiences ensure our students engage in differentiated, high quality learning experiences.

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 - Principal

P & C and/or School Council message

The P&C at Hilltop Road are a friendly group of parents and helpers who support the school in its endeavours, as together we grow a vibrant and strong community partnership.

This was without a doubt our most successful year ever for the P&C. There was a huge increase in participation at community events held at the school such as the Fathers and Mother's Day activities and school-led activities such as the family based Carols Evening. Carols was a fun and relaxing evening and a chance to enjoy a peaceful evening in the lead up to Christmas. Our usual events such as the stalls for Mothers and Fathers Day were successful in raising money and we were fortunate to have many additional helpers assisting with these events.

In this past year the school also won the NSW Community Cohesion Award, which is certainly valuable recognition for the role our community and a strong P&C play, in making the school a better place for children, teachers and families.

The P&C has actively committed to assist the school by funding our Community Liaison Officer, Catherine Gregory and to support the running of the Community Resource Centre and the programs that make such a difference to our school.

At the start of the year The P&C decided to raise even more funds by utilizing the strategy of applying for grants. This has been a wildly successful strategy!

In 2012 we were successful in receiving a whole range of grants and funding sources, including:

\$9900 from **Club Merrylands** for Ready Set Go for Kindy.

\$4,000 from **Fuji Xerox Australia** for a staff community participation award won by Anne Cuskelly.

\$12,000 from **Club Merrylands** for the speech program from Ready Set Go for Kindy.

\$30,000 from **NAB** for a Schools First Impact Award.

We are very lucky to have built up a strong and continuing relationship with Club Merrylands and look forward to further opportunities to continue working together.

Thank you to all parents, students, community members and staff for all the support during this awesome year – we have a wonderful school community and together we look forward to growing even more.

Anne Cuskelly - P&C Representative



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 community project and a school project.

As part of the world project the SRC have sponsored a child through World Vision.

The community project was developed as a result of the flooding in Wagga Wagga. The SRC raised money to purchase books and school resources

for the children at North Wagga Wagga Public School.

The school project raised money to purchase and install outdoor bench seating for the children in the primary playground.

Other fundraising events included Shades Day, NRL Football mufti day, Bandana 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.

Boy School Captain – Jack Morgan

Girl School Captain – Teannie Makdessi

Our school at a glance

Students

Hilltop Road Public School has a total enrolment of 620 students. There are 268 children enrolled in infants (K-2) and 352 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.

School context

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	314	306	308	310	331	328
Female	274	277	277	294	287	291

Student attendance profile

Year	2008	2009	2010	2011	2012
K		94.1	91.4	92.3	92.9
1		92.3	91.4	92.3	91.1
2		91.7	93.7	93.7	93.3
3		92.1	93.4	92.8	91.8
4		92.0	93.5	93.8	94.1
5		92.5	93.0	93.9	93.7
6		92.1	92.6	91.2	94.8
Total	93.4	92.5	92.6	92.9	93.0

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) to discuss, monitor and improve the attendance rates of the students K-6.

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

Roll class	Year	Total per year	Total In class
KB	K	21	21
KC	K	22	22
KM	K	22	22
KR	K	22	22
1E	1	20	20
1GM	1	21	21
1L	1	21	21
1R	1	21	21
2G	2	24	24
2HW	2	24	24
2K	2	24	24
2R	2	25	25
3AG	3	29	29
3B	3	27	27
3H	3	30	30
3R	3	30	30
4D	4	30	30
4Z	4	29	29
4/5I	4	22	30
4/5I	5	8	30
5H	5	30	30
5R	5	31	31
5/6D	5	15	29
5/6D	6	14	29
6C	6	30	30
6P	6	29	29

2012 Class Size Audit conducted in March 2012.

Staff information

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.



Staff retention

In 2012, staff changes were the result of long service, leave without pay, carers leave, 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	30/11/2012
Income	\$
Balance brought forward	265,776.33
Global funds	292,155.02
Tied funds	245,066.65
School & community sources	208,868.80
Interest	12,032.22
Trust receipts	81,702.85
Canteen	0.00
Total income	839,825.54
Expenditure	
Teaching & learning	
Key learning areas	92,177.60
Excursions	50,332.18
Extracurricular dissections	85,648.09
Library	7,819.90
Training & development	603.26
Tied funds	194,661.00
Casual relief teachers	29,126.26
Administration & office	90,217.43
School-operated canteen	0.00
Utilities	64,013.77
Maintenance	24,983.19
Trust accounts	88,165.92
Capital programs	0.00
Total expenditure	727,748.60
Balance carried forward	377,853.27

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Minister's Award

Ivana Zekanovic, one of our teachers, was put forward by the Western Sydney Region, as a state nominee, for the 2012 Minister's Quality Teaching Awards. This is the highest award for government teachers in New South Wales.

Miss Zekanovic was successful at regional and state level for separate quality teaching awards and as a result, was awarded a **2012 Minister's Award** at a ceremony held at the William Wilkins Gallery in Sydney.

Western Sydney Region Awards

In 2012 Hilltop Road Public School received three Western Sydney Region Excellence in Education Awards.

One of our teachers, Ivana Zekanovic, received an **Excellence in Teaching** award.

Our **Ready Set Go transition to school** program received an award, as it was recognised as a valuable program that prepares children for Kindergarten.

Catherine Gregory, our community liaison officer, was recognised for her contribution to the Hilltop Road school community, by being awarded a highly commended certificate, for an **Outstanding Contribution to a school by a community member** award.

Building Inclusive Communities Award

Hilltop Road Public School received a '**Highly Commended**' award in 2012. These Awards recognise and showcase individuals and groups in NSW whose work promotes harmony and understanding of others and makes a significant contribution in helping to build a diverse and tolerant Australia.

Hilltop Road Public School Community Resource Centre serves the community of children, parents and citizens associated with our school.

Hilltop Road PS also connects with our community through programs, workshops and the general working of our school.

NAB School First Impact Award

On Thursday 1st November 2012, our project '**Strong Community Stronger Students**' had the pleasure of receiving an NAB Schools First Impact \$30,000 award. Over 750 schools applied for this prestigious award. Hilltop Road Public School is one of the 17 NSW winners.

Our application '**Strong Community Stronger Students**' highlighted our schools achievements with the Garden Club and Ready Set Go for Kindergarten programs.

This award recognised our community partnerships with **TAFE Outreach Granville** and **Club Merrylands Bowling** who have worked in partnership to support the Hilltop Road School Community.



Performing Arts

Celebrating the Arts Festival 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 September 11th 2012.

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 stage 2 dance group, senior dance group and the boys dance group.



Hilltop Road senior dance group also participated in the ***Sydney West Dance Festival*** which was held at the Hill Centre at Castle Hill on June 8th 2012.

The senior choir performed at the ***PULSE*** concert held at the Sydney Opera House on August 2nd 2012.

The junior choir and dance group performed at the launch of the ***K Mart Wishing Tree*** on November 14th 2012 at the Merrylands store. On the same day these groups performed on stage at the ***Stockland Mall*** shopping centre, along with the stage 2 dance group and the boys dance group.

The senior choir, junior dance and stage 2 dance groups all participated in a Christmas performance for the elderly residents on December 3rd 2012 at ***Cardinal Gilroy Village***, Merrylands.

The ***Rotary Club of Holroyd*** invited our students to perform at Club Merrylands on the 4th December 2012. The junior dance group, the senior dance group and the boys dance group performed in the auditorium in a combined concert, along with students from local schools, for the senior citizens.

Parramatta Education Learning Community (PELC)

Hilltop Road Public School continued its involvement in the learning community established with 3 local schools, Parramatta West Public School, Westmead Public School and Parramatta High School.

A ***combined concert*** was held on July 28th 2012 at Parramatta High School. Children from all four schools were involved. The stage 2 and senior dance groups, the Bollywood dance group and the junior drumming group from Hilltop Road participated in the concert. It was a huge success and was highly supported by our parents and community members.

AP Network 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.

On 24th October 2012, twenty five school executive members from the PELC schools participated in ***professional development*** provided by the Regional Quality Teaching team. This professional learning focused on the new NSW curriculum and the learning needs of

the 21st Century learner. Our school will be trialing components of the syllabus throughout 2013.

Ready Set Go Transition Program

Ready Set Go is a school readiness program which aims to provide families with children enrolling in school in 2013 an opportunity to experience life at “*big school*”.

The program is based on the early years learning framework and targets skills that are required for starting Kindergarten such as social, emotional, fine and gross motor and language.

In 2012, over 70 families in our community participated in the Ready Set Go transition 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 and early literacy and numeracy. Local professionals such as speech therapists, road safety officers and the police were also invited to inform and educate the parents.



Transition Forum

Over 300 staff members from early childhood settings and primary schools from three local government areas attended the Transition Forum held at Rooty Hill RSL on 11th October 2012.

Two teachers from Hilltop Road PS were invited to present our school's transition program and Kindergarten teaching and learning program, to those present at the forum. This included a workshop presentation about **Discovery Time** at Hilltop Road PS. As a result of the forum, five interested schools have visited Hilltop Road to view Discovery Time being implemented in the classroom.

Leaders Of the Future in Training – LOFT

On 12th June 2012 over 100 Year 5 students from Hilltop Road PS, Parramatta West PS, Westmead PS and Year 11 & 12 students from Parramatta High, attended a training day held at Bundilla Scout Camp, Northmead. The one day workshop focused on developing leadership skills and investigating solutions for environmental issues.

As part of the LOFT initiative, students developed an environmental action plan in consultation with the teachers involved.

Hilltop Road Public School's environmental project was to monitor the water consumption at school, using a computer program from the company, **Water Save**. After collecting data the year 5 students problem solve ways to educate their peers at school and reduce water usage. They also monitor and check the taps at the end of recess and lunch and after school, in order to ensure water is not being wasted.

Operation Art

Artwork from two students at Hilltop Road PS was selected for the Operation Art Teacher's Resource CD. This is a fantastic achievement as their artwork will be utilised as a stimulus to encourage other teachers and students to engage in visual art experiences

Premier's Reading Challenge

Hilltop Road Public School received an invitation to attend the Premier's Reading Challenge Reception at Parliament House on the 23rd November 2012.

A teacher and two year 6 students attended the reception, which was held to thank Reading Challenge sponsors for their support. This year the new Platinum certificate winners from year 6 were invited to celebrate their success.

The Premier asked Gabrielle Upton, Member for Vacluse, to represent him at the reception. A tour of Parliament House was organised for students and teachers and a short tour of the State Library was also arranged.

2013 Western Sydney Environment Calendar

On 21st November 2012, two teachers and two parents attended the launch and art exhibition of the **2013 Western Sydney Environment Calendar**, held at Calmsley Hill City Farm. There were over 500 calendar entries this year and two of our students were successful and received awards on the day.

One of our year 4 students was a **winner** and her artwork of a frog in its natural environment will feature in the 2013 calendar.

Another one of our year 1 students was a **Highly Commended Student** winner for his artwork of a colourful fish.

Visiting Author - Libby Hathorn

On 24th October 2012, Libby Hathorn, a children's author, visited our school as part of Paint Hilltop REaD, which promotes the importance of reading.

Libby is an Australian writer and has received many awards for her books, some of which have been translated into several languages. In 2003 she was awarded a Centenary Medal for her contribution to children's literature.

A special assembly was held where Libby read two of her stories and chose some primary

children to dramatise one of her poems. At the conclusion of the assembly Libby donated one of her books to our school library.

Olympathon

In Term 3 on 3rd August 2012, Hilltop Road Public School held its biggest fundraising event of the year, the Olympathon. The London Olympics provided a framework for a set of Olympic-based activities that the students could participate in and enjoy.

Students were organised in their Peer Support Groups and given a country participating in the Olympic Games. Students dressed in their countries' colours on the day. The activities commenced with a parade of countries and an opening ceremony.

Throughout the day, students rotated around 16 activities, scoring points along the way. At the end of the day, points were tallied and the bronze, silver and gold medals were awarded to the winning countries.

The money collected from this Olympathon reached over \$17 000. This money was used to purchase outdoor picnic tables and seating for the students.



Sport

Hilltop Road Public School values the positive impact sport has on the lives of students.

Programs emphasise participation, personal best and sportsmanship.

Throughout the year students have been involved in school based activities, PSSA competitions and zone representation.

At a school level, students have participated in a well organised in-school sports program that

promotes the acquisition of basic sports skills, coordination and fitness.

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

In Term 2, students had the opportunity to participate in the Sports in Schools program, which developed coordination and agility skills. In Term 3, students had the opportunity to participate in the school Swimming Scheme which aims to improve water awareness and develop basic swimming skills.

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)

Minimum standards

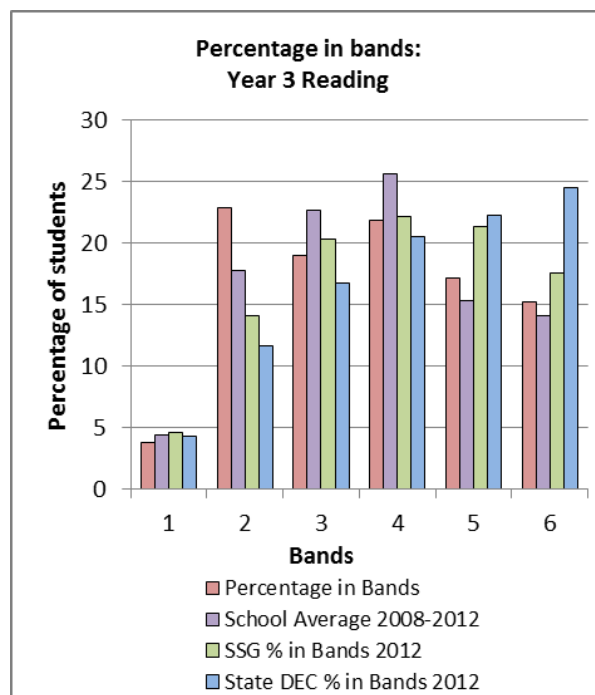
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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.

Literacy – NAPLAN Year 3

In Year 3, 116 students participated in the NAPLAN, 65 boys and 51 girls.

In reading, 3.8 % are below NMS, 96.2 % are achieving at or above minimum stand



Numeracy – NAPLAN Year 3

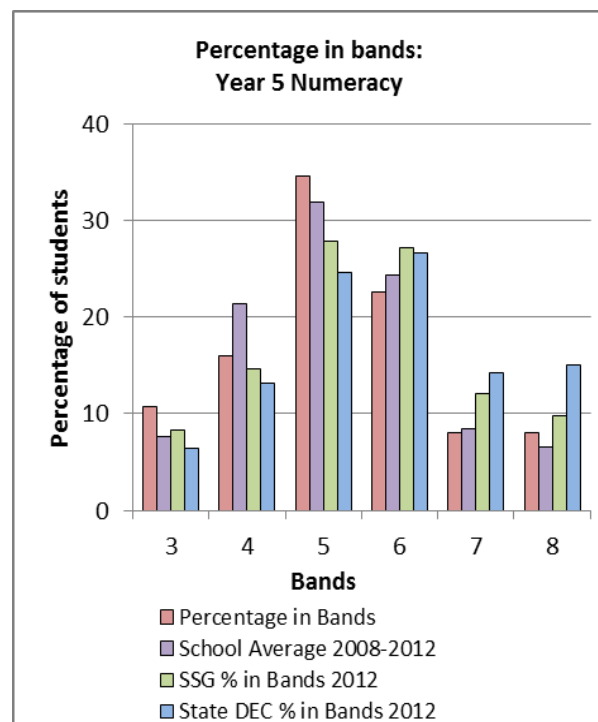
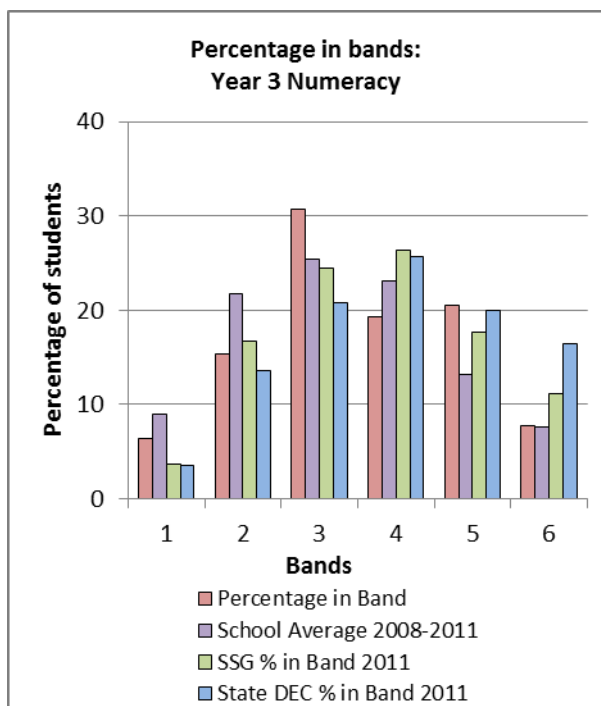
In Year 3, 116 students participated in the NAPLAN, 65 boys and 51 girls.

Overall in numeracy, 32% of students are below NMS, 46% are at NMS, and 22% are proficient.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	96.2
Writing	97.2
Spelling	92.5
Grammar & Punctuation	86.0
Numeracy	89.8

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	89.2
Writing	97.3
Spelling	94.7
Grammar & Punctuation	89.3
Numeracy	89.3



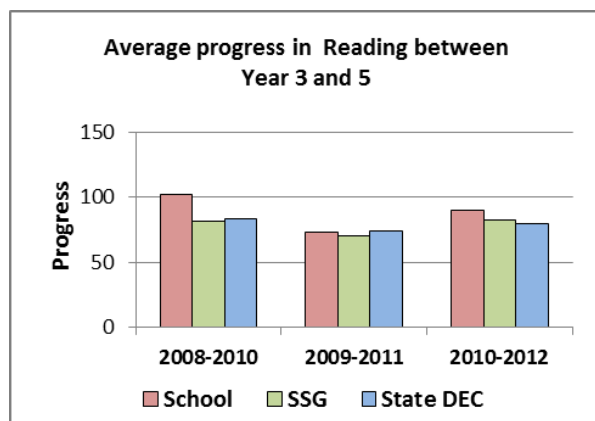
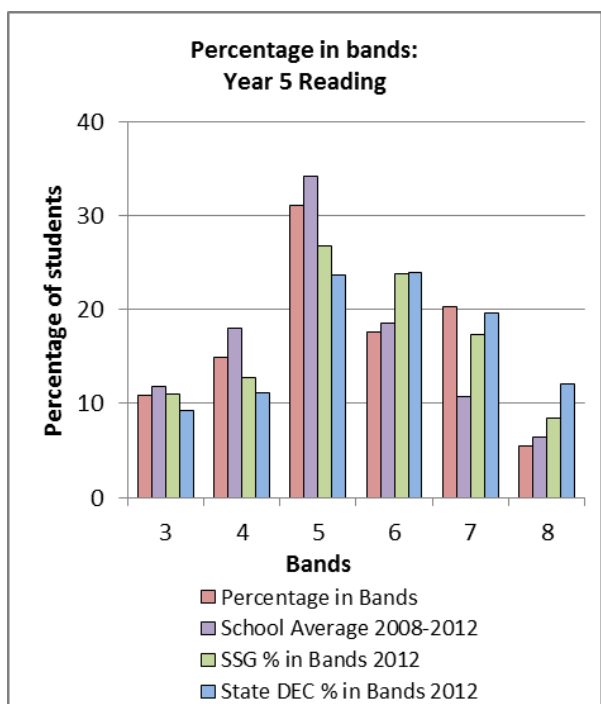
Literacy – NAPLAN Year 5

In Year 5, 74 students participated in the NAPLAN, 34 boys and 40 girls.

In reading, 10.8% are below NMS, 89.2% are achieving at or above NMS.

Progress in Literacy

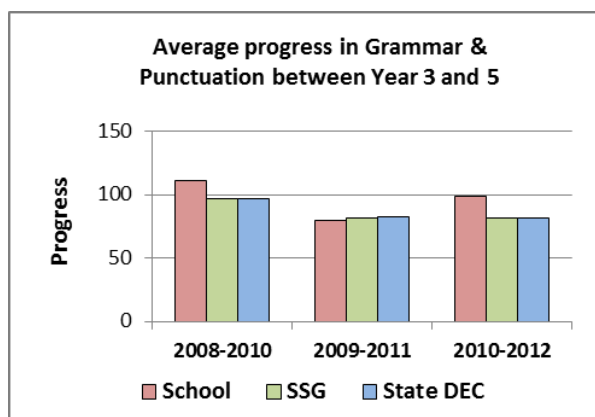
In 2012, trend data indicates an overall improvement in literacy.

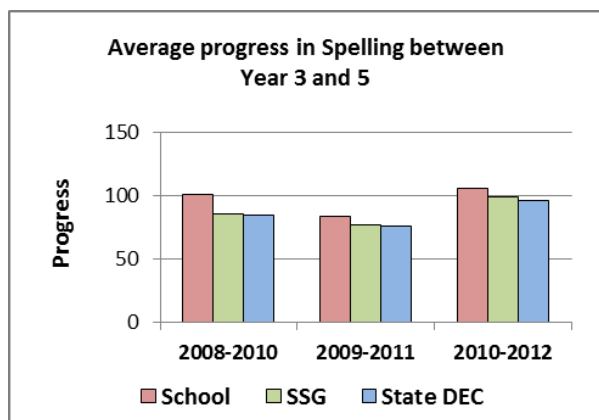


Numeracy – NAPLAN Year 5

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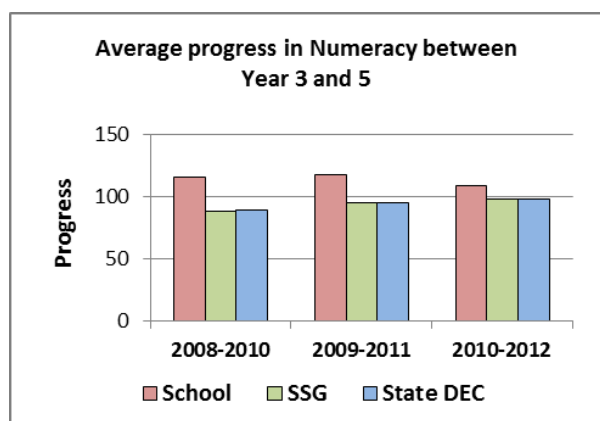
Overall in numeracy, 26% of students are below NMS, 58% are at NMS, and 8% are proficient.





Progress in numeracy

In 2012, trend data indicates an overall improvement in numeracy.



Significant programs and initiatives

Middle Schooling

In term 4, ninety three year six students participated in a Middle Schooling Program every Monday and Tuesday for four weeks. It was aimed at developing the skills and strategies needed to support their transition to high school in 2013.

Students rotated through nine subjects including; Mathematics, English, Geography, History, Health/PE, Visual Arts, Languages (Italian) and Design and Technology.

Students followed a timetable, utilised a diary and brought essential equipment for each subject. The program resulted in the

development of organisational skills, independent work habits and prioritising homework and assignments.

PELC Public Speaking

In term 3 2012, the Parramatta Education Learning Community of schools participated in a public speaking initiative. All K-6 classes took part in class and stage competitions, at an individual school level.

Three public speakers from each stage were then selected to represent their school at the PELC Friendly Competition.

During week 10 the school representatives went along to the various PELC schools hosting the friendly competition and they were judged by the Deputy Principals.

The Public Speaking finals for Early Stage 1 and Stage 1 students were held at Parramatta West PS, Stage 2 finals were held at Westmead PS and Stage 3 finals were held at Hilltop Road PS.

There was also strong support from the parents and community members, who were invited to attend each final.

Teachers from the PELC schools provided positive feedback and worthwhile evaluations on the new initiative. They suggested that public speaking become an annual event in the future, as it provided an opportunity for developing the confidence of the students when speaking in front of a large group or audience.



2012 WSR Equity Symposium

The Western Sydney Region held the annual Equity Symposium at Rooty Hill RSL on the 11th October 2012. The theme for this event was **"Connect Collaborate Celebrate"**.

WSR Schools, staff, parent representatives, consultants and students participated in the celebration of achievements in new initiatives that have been successful in each school community. It was attended by over 300 people with the aim of connecting us with each other and with what is happening in education in the Western Sydney Region.

Hilltop Road Public School was asked to present during the sharing time for schools : The engaging and enabling trade show. Information was presented on the effective school program at Hilltop Road PS – Ready Set Go 4 Kindy, our successful transition program.

Guest Speakers, performances and workshops were held throughout the day to celebrate the ongoing professional, resourceful, creative work that occurs in schools in the Western Sydney Region every day.



Life Education Centre

During term 2 the Life Education Australia van visited Hilltop Road PS in week 9 and 10 to support the PEHPD drug education RFF program at our school. All children K-6 were given the opportunity to participate in grade specific lessons that covered topics including medicine safety, healthy living, making informed decisions, smoking and drugs.

The aim of each lesson was to empower the children to make informed choices for a safe and healthy life by challenging their values and attitudes, expanding their knowledge and developing their skills. Life Education Australia strives to motivate, encourage and empower the children to exercise real choice and make informed healthy lifestyle decisions.

Gifted & Talented Project

The G&T project is part of the Best Start initiative and looks specifically at the Kindergarten students who start school achieving above expected stage outcomes.

Teachers involved in the project participated in ongoing training and development session about the identification of G&T children and planning differentiated units of work appropriate for the mainstream classroom.

A sharing session was also held for the schools involved to report on their progress at the end of the project.

Peer Coaching

All staff at Hilltop Road PS participated in a Peer Coaching professional learning session presented by Leanne Samootin, ICT Consultant K-12, in term 2. As a result of the information presented, five staff members committed to ongoing Peer Coaching and continued professional learning, led by Leanne Samootin, for the following semester.

Peer Coaching sessions were held at Hilltop Road PS before and after school, 3-4 times per term. Teachers involved explored ideas and issues related to building blocks of trust, learning activities that are standards-based, engaging, problem-based and where technology enhances academic achievement. Self-assessment, improvement in teaching practice and probing questions were also reflected upon to provide goals, options and the way forward for the teachers involved.

Holroyd Council Sustainability Expo

On 25th October, Year 5 went to Central Gardens for the Holroyd Council School Sustainability Expo. The emphasis of the day was to teach the students about what can be done to help save the planet and also to learn about some of the services that the Council provides.

The students painted boomerangs to learn about Aboriginal culture, made library bags with environmental messages on them, played a human board game about how to recycle and learnt about sports that vision-impaired people can play, like goal ball.

A nature expert brought some local native animals for the students to get to know – Gumnuts, the ring-tailed possum, Freddo, the green tree frog, Tawny, the tawny frog mouth and Blue, the blue tongued lizard.

The students also met a representative from **VISY Recycling** who taught them about the process of recycling and the stages in the recycling process.

Aboriginal Education

During 2012 Hilltop Road PS was involved in a new initiative in partnership with the Cumberland Women's Health Group. This initiative allowed for aboriginal students to participate in a cultural awareness program.

Funding from the Cumberland Women's Health Group was used to employ an aboriginal worker at our school every Tuesday afternoon from 3.30-5.00 pm.

Approx. 24 aboriginal students attended each week and participated in dance, storytelling and performances. Involvement in the program allows for cultural immersion and teaching the values of respect and pride in society.

A number of children from the group were also trained in performing the Welcome To Country dance and successfully opened many major assemblies and special events throughout 2012.

Multicultural Education

Throughout 2012, 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, STL (Support Teacher Learning) and Reading Recovery staff.

This year Hilltop Road PS acknowledged the cultural diversity of our students and community with ceremonies and celebrations.

Other programs

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 16 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 2012. 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 16 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.

Progress on 2012 targets

Target 1

Literacy

Increased levels of literacy achievement with a focus on comprehension

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)
- In school facilitators are trained in Focus On Reading
- 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

Our achievements include:

- All staff participated in professional learning sessions about the K-6 Literacy Continuum and Focus On Reading
- Teaching programs show evidence of NAPLAN questions being used as a teaching focus in classrooms
- Teachers tracked student progress in literacy every five weeks
- Teachers are familiar with multimodal literacies and embed these in their teaching and learning experiences
- Grade and stage teams determined expectations and the setting of criteria
- Students are engaged in collaborative, self-directed personalised learning

Target 2

Numeracy

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

- 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%

Strategies to achieve these targets include:

- *Implement K-6 Numeracy Continuum as an assessment and programming tool.*
- Monitor student progress and movement along the Numeracy Continuum
- Track and collect student data twice a term

- Provide professional learning in developing rich tasks, with aligned assessment, catering for the diversity of learners

Our achievements include:

- All staff participated in professional learning sessions about the K-6 Numeracy Continuum.
- Student progress is utilised to determine focus areas and appropriate learning experiences
- Teachers tracked student progress in numeracy every five weeks
- Teacher programs reflect differentiated learning experiences that support student learning

Target 3

Student Engagement and Attainment – Student Resilience

Increased student engagement and community support through the implementation of Kids Matter

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

Strategies to achieve these targets include:

- Implement the Kids Matter program across the school community
- Conduct parent workshops to support the Kids Matter program
- Align PBL with the Kids Matter pedagogy

Our achievements include:

- Kids Matter principles are embedded into the school community
- Teachers implemented the *Bounce Back* program in classrooms K-6, to support the Kids Matter philosophy

- Students resilience has improved and their social and emotional well-being is enhanced
- Parents support the Kids Matter philosophy and understand the factors that enhance the wellbeing of their child

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Leadership and Management and Middle Schooling.

Educational and management practice

Leadership and Management

Background

All staff participated in evaluation sessions conducted in early Term 4, with regards to the leadership and management of the school. This was to enable executive feedback in order to improve, maintain or change leadership and management situations. This worked concurrently with the LMBR program for executives.

Findings and conclusions

The results are as follows:-

- 86% of staff believe that leaders usually/almost always improve the school through an understanding of the school's strengths and weaknesses
- 90% of staff believe that school leaders usually/almost always demonstrate an interest in, and an accountability for student learning outcomes
- 82% of staff believe that school leaders usually/almost always effectively implement change processes which result in improved student learning outcomes

However,

- 42% of staff believe that staff, parents and students are only sometimes encouraged to take leadership roles at the school.

Therefore, the leadership and management of our school seems to reflect a positive and successful environment.

Future directions

More opportunities need to be made available for staff to take on leadership roles by leading KLA committees and other school initiatives.

Curriculum

Middle Schooling

Background

Year 6 students were provided with an opportunity to participate in a high school experience style education in order to prepare them for the following year.

The duration of the program was four weeks, two days a week, during Term 4. It was two weeks, camp for a week, then another two weeks.

Students rotated through nine subjects including; Mathematics, English, Geography, History, Health/PE, Visual Arts, Languages (Italian) and Design and Technology.

Students were required to:

- provide a folder sectioned for each subject;
- move to and from classroom in which subjects were being taught;
- follow the timetable and stay with their class
- bring clothes to change into for Sport lessons.

Findings and Conclusions

Students and staff that participated in Middle Schooling had very positive feedback

All would recommend this for next year as a valuable experience for Year 6 students in preparing for high school

Students enjoyed subjects and were engaged for longer. They had no anxiety with following the timetable and where to go. Students showed an

interest in all subjects but were keen to include Science

Some students found the completion of homework more difficult as the time frame given to complete it was less

In conclusions, students and staff found this to be a great preparation for high school as it taught them the expectations for their future schooling.

Future Directions

Some future directions for Middle Schooling would be:

- to implement a Science component
- maintain 2 days per week
- maintain 5 teachers to participate
- keep class sizes the same
- teach students how to manage their time effectively in order to complete tasks given

Parent, student and teacher satisfaction

In 2012 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 wellbeing. 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.

Students enjoy coming to school. 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

The staff of Hilltop Road has participated in various professional learning activities throughout the year. Professional learning is aimed at maximising student learning outcomes by supporting teachers' through a well-constructed training and development program.

Ongoing professional learning was provided throughout 2012 with the major focus in the following areas : Focus On reading (FOR), Taking Off With Numeracy (TOWN) and Thinking Mathematically.

Focus On Reading (FOR)

Two staff members at Hilltop Road PS were trained as Regional School Facilitators in FOR. This allowed for the professional learning of a total of 30 hours for all K-6 staff, to enhance and increase levels of comprehension in all students.

Focus On Reading supports Accelerated Literacy at Hilltop Road PS and provides explicit and systematic teaching ideas in the development of comprehension strategies.

Taking Off With Numeracy (TOWN)

Taking Off With Numeracy (TOWN) is a whole-class intervention program which focuses on improving numeracy skills of students in the upper primary years identified as not performing at expected stage level. The program provides ongoing professional learning over the school

year to assist teachers to assess each student's current numeracy understanding and to monitor student progress against a research-based framework.

Beyond this, the program aims to provide explicit guidance in designing whole class teaching programs to further develop each student's numeracy understanding. Emphasis is given to the teaching sequence related to developing Place Value, as it underpins the four operations and decimals, as well as important concepts in measurement. Focus is also given to the teaching of Multiplication and Division concepts.

Thinking Mathematically Project

The **Thinking Mathematically Project's** aim was to develop an understanding of how children think mathematically, so teachers can identify where student solution methods break down and know how to scaffold children's further thinking.

As a result of staff being involved in the project throughout 2012 the following outcomes were achieved :

- Enhanced teacher capacity to understand and use learning frameworks to see how children think mathematically
- Strengthened the teacher's deep knowledge of current brain research, threshold concepts and numeracy process- rends of 21st Century
- Improved use of numeracy strategies and enhanced outcomes for all 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.

2013 Targets to achieve this outcome include:

- Decrease the number of Year 3 students at or below National Minimum Standards in Reading to 4%
- Increase the number of Year 3 students in proficient bands in Reading to 47%
- Decrease the number of Year 3 students at or below National Minimum standards in writing to 3%
- Increase the number of Year 3 students in proficient bands in Writing to 80%
- Decrease the number of Year 5 students at or below National minimum standards in Reading to 22%
- Increase the number of Year 5 students in proficient bands in Reading to 16%
- Decrease the number of Year 5 students at or below National minimum standards in Writing to 5%
- Increase the number of Year 5 students in proficient bands in Writing to 26%

Strategies to achieve these targets include:

- Continue the implementation of Quality Literacy sessions (Accelerated Literacy) K-6
- Train all new staff members in the Accelerated Literacy pedagogy.
- Train in-school facilitators to implement the **Focus on Reading (FOR)** program Phase 2, K-6
- Train all new staff members in the FOR Phase 1
- Implement the **Focus on Reading** program Phase 2
- Train in-school facilitators to implement the **Quality Teaching of Comprehension K-2**
- Implement the Quality Teaching of Comprehension K-2 program
- Continue the implementation of K-6 Literacy Continuum as an assessment and programming tool.
- Monitor student progress and movement across cluster levels on the literacy continuum
- Track and collect student data twice a term

School priority 2

Outcome for 2012–2014

Numeracy

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

2013 Targets to achieve this outcome include:

- 85% of Kindergarten students to be at or above Perceptual level of the Numeracy Continuum
- 92% of Year One students at or above Figurative level of the Numeracy Continuum
- 85% of students in Year Two to be at or above Counting On and Back of the Numeracy Continuum
- Decrease the number of Year 3 students at or below National Minimum standards in Numeracy to 13%
- Increase the number of Year 3 students in proficient bands in Numeracy to 36%
- Decrease the number of Year 5 students at or below National Minimum standards in Numeracy to 11%
- Increase the number of Year 3 students in proficient bands in Numeracy to 35%

Strategies to achieve these targets include:

- Evaluate current assessment procedures using authentic assessment and rich tasks
- Continue the implementation of K-6 Numeracy Continuum as an assessment and programming tool.
- Monitor student progress and movement along the Numeracy Continuum
- Track and collect student data twice a term
- Utilise district consultants in the delivery of professional learning for the PELC Assistant Principals Network

- Assistant Principals attend PELC professional learning workshops regarding the new syllabus
- Assistant Principals lead school based staff development regarding the new syllabus by utilising on-line courses and professional readings
- Utilise consultancy support to provide professional learning regarding: numeracy framework, measurement framework, space and geometry, problem-solving and differentiating NAPLAN items incorporating Newman's Error Analysis
- Track student progress in numeracy through the continued involvement in Targeting Early Numeracy (TEN)
- Train new staff about the TEN program
- Implement individual programs to support targeted students including Quicksmart

School priority 3

Outcome for 2012–2014

Student Engagement and Attainment

Increased student engagement and community support through the implementation of KidsMatter.

Increased levels of student engagement through the use of Inquiry Based Learning, Information Communication Technology and the development of 21st century skills.

Enhanced links with the broader community.

2013 Targets to achieve this outcome include:

- 80% or more of teachers surveyed using the KidsMatter evaluation tool indicate a positive school environment Positive School Community
- Increase the percentage of students' participating in the Ready Set Go program to 75%
- Increase the Year 6 students' participating in Transition to High School programs to 95%
- 80% of teachers utilise the Technology Facilitator to increase their ICT knowledge
- 20% increase in the staff Microsoft Partners In Learning survey results
- 20% increase in student access to ICT to enhance their understanding, knowledge and skills

Strategies to achieve these targets include:

- Implement the KidsMatter program across the school community
- Conduct parent workshops to support the KidsMatter program
- Align PBL with the KidsMatter pedagogy
- Continue the Ready Set Go for Kindergarten program and make links with the Early Years Learning Framework
- Continue to and increase the employment of a Community Liaison Officer (CLO) to support and strengthen community programs
- Survey parents to determine focus areas, community plan, workshops and programs to support a cohesive community
- Continue to embed Positive Behaviour for Learning in all aspects of school life
- Participate in the Parramatta Education Learning Community
- Participate in the School Chaplaincy program
- Develop and implement Personalised Learning Plans (PLP) for aboriginal students in consultation with families and communities
- Support student engagement through the development of a cultural awareness program through Cumberland Women's Community Health
- Provision of a homework club for Indigenous students once a week
- Utilise a speech pathologist to build teacher capacity to develop an understanding of expressive and receptive language

- Utilise team teaching sessions to implement general language strategies K-6
- Provide parent workshops to increase community understanding of receptive and expressive language difficulties
- Build teacher capacity through professional learning in the use of Inquiry- Based Learning and technology to promote 21st century learning skills
- Establish a Technology Hub which enables students, parents and community members to utilise a variety of technology in an open plan learning space, which support new modes of learning
- Utilise a technology facilitator to mentor the use of ICT with students, teacher and parents
- Technology Facilitator trains student mentors to facilitate peer coaching K-6
- Target professional learning to build the capabilities of all staff in Inquiry Based Learning
- Engage in professional learning opportunities which develop coaching, mentoring and collaboration with all members of the school community
- Participate in the implementation of the Learning Management and Business Reform (LMBR)

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.

Natalie See - Principal

Doreen Cavallo - Deputy Principal

Cherie Cefai – 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>