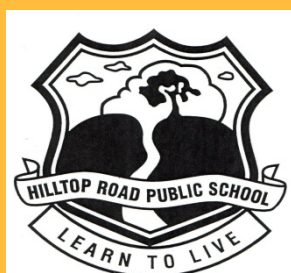


Hilltop Road Public School Annual School Report 2013



Principal's message

Hilltop Road Public School provides outstanding education for students from Kindergarten to Year 6. Quality teaching, stimulating and challenging learning environments and opportunities for everyone are evident throughout our school. We provide an extensive and varied curriculum, with a strong academic focus on developing students' skills in literacy, numeracy and technology. Alongside these programs, extensive extra curricula opportunities develop students socially, culturally and physically.

At Hilltop Road PS we provide a friendly, safe and stimulating environment for our students to achieve their personal best. Our dedicated and talented staff strive to bring out the best in every student, through quality teaching and learning programs, delivered in a supportive environment.

Student wellbeing is a high priority. Our school is a KidsMatter, Positive Behaviour for Learning and Bounce Back school. Students prosper in a safe, inclusive and nurturing learning environment, where they learn about wellbeing, leadership and supporting each other through Peer Support, Buddies and the Play Leader program.

Hilltop Road PS is a leader in embedding innovative technology in education. We provide a range of technology in our learning environment to enable our students to become effective 21st century learners. We pride ourselves on delivering outstanding education through our 1:1 ratio, with every student having an XO Duo laptop and access to ipads, interactive SMART boards, a computer lab and a state of the art Technology Centre.

Hilltop Road Public School is held in high esteem by the local community. A strong sense of belonging and pride is evident amongst students, staff and families. We are a welcoming, friendly school community. A strong partnership exists between parents and staff, characterised by mutual interest, support and cooperation.

Natalie See

Principal

P & C message

2013 was another successful year for the P&C. We hosted another Hilltop Carnivale, which was once again a great success. Carnivale helped us raise much needed funds, to support the school and most importantly, the experience was that of a feel-good event for our students and families. Our annual events such as the stalls for Mothers, Father's and Election Day were also great successes and Hilltop Road PS families were enthusiastic in supporting these.

In addition to our support for a Community Liaison, the P&C also supported the introduction of a student welfare worker through the auspices of the National Chaplaincy Program. This added another dimension to what the school can offer from a community point of view.

Building on last year's successes we have gone from strength to strength in fundraising including

- \$9000 from Club Merrylands for our Ready Set Go 4 Kindy program,
- \$30,000 jointly from Club Merrylands and Guildford Leagues for technology programs; and
- \$30,000 from the Office of Communities for our In It Together program.

The P&C has maintained strong ties with Club Merrylands and that relationship continues to flourish. Their support has been invaluable to our school, as always in supporting our Community Liaison role and further this year, with technology programs.

As the retiring P&C President, I would like to thank the broader school community for their commitment to Hilltop Road Public School. Mums, dads, grandparents and carers have all put in a great effort this year. I would especially like to thank the teaching and support staff. Our school is fortunate to have such strong support from its dedicated professionals and it has been a pleasure to work with them.

Hilltop Road Public School is an excellent example of the proposition that if we as a community,

support our teachers, they do an amazing job of supporting our children.

Well done everyone!

Warren Gregory

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 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 bushfires in the Blue Mountains, Sydney. The SRC raised money for the schools that lost everything during the bushfires.

The school project raised money to fund a new stage for the morning assembly area.

Other fundraising events included Red Nose 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 – Blake Kuhner

Girl School Captain – Claire Cuskelly

Our school at a glance

Students

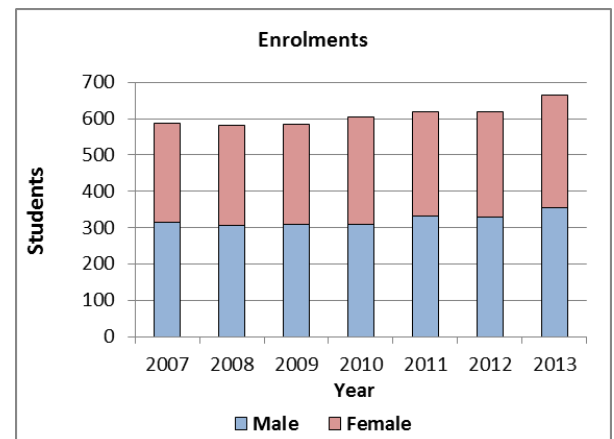
Hilltop Road Public School has a total enrolment of 673 students. There are 296 children enrolled in infants (K-2) and 374 children enrolled in primary (3-6). It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Our school at a glance

Students

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Student enrolment profile



Student attendance profile

	Year	2008	2009	2010	2011	2012	
School	K		94.1	91.4	92.3	92.9	95.5
	1		92.3	91.4	92.3	91.1	94.5
	2		91.7	93.7	93.7	93.3	92.3
	3		92.1	93.4	92.8	91.8	94.3
	4		92.0	93.5	93.8	94.1	94.1
	5		92.5	93.0	93.9	93.7	93.6
	6		92.1	92.6	91.2	94.8	95.3
	Total	93.4	92.5	92.6	92.9	93.0	94.3
Region	K		94.1	94.6	94.7	93.9	94.9
	1		93.5	93.9	94.1	93.4	94.2
	2		93.8	94.2	94.1	93.8	94.6
	3		94.1	94.4	94.4	94.0	94.9
	4		93.9	94.4	94.4	94.1	94.7
	5		94.0	94.3	94.3	94.0	94.6
	6		93.4	94.2	93.9	93.5	94.2
	Total	94.1	92.1	94.3	94.3	93.8	94.6
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

Class Sizes

Roll class	Year	Total in class	Total per year
KB	K	22	22
KC	K	21	21
KE	K	21	21
KHW	K	20	20
KL	K	19	19
KR	K	22	22
1CS	1	23	23
1L	1	23	23
1M	1	23	23
1R	1	23	23
2C	2	27	27
2K	2	26	26
2VS	2	26	26
3B	3	30	30
3H	3	30	30
3R	3	30	30
3/4S	3	11	30
	4	19	30
4J	4	30	30
4M	4	30	30
4NG	4	30	30
5D	5	29	29
5H	5	29	29
5R	5	29	29
6C	6	26	26
6D	6	26	26
6I	6	25	25

Management of non-attendance

Management of non-attending students was by constant monitoring and correspondence with parents and staff.

Classroom teachers identified students with attendance concerns at weekly administration meetings and these students of concern were followed up with phone calls to families and sending letters home.

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

from Kindergarten to Year 6. Two families were monitored by the HSLO and put on an attendance improvement program, with successful results.

Staff information

Staff establishment

Hilltop Road Public School staff has a wide range of experience and are committed, dedicated teachers who work collaboratively to maximise outcomes for all students and equip them with 21st century learning skills.

Staff retention

In 2013, staff changes were the result of long service, leave without pay, maternity leave and an increase in enrolment numbers.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	24.2
Teacher of Reading Recovery	0.73
Teacher of RFF	1.26
Learning and Support Teacher(s)	1.6
Teacher of Priority School Funding	1.2
Teacher Librarian	1.2
Teacher of ESL	2.8
School Counsellor	1.0
School Administrative & Support	4.472
Total	44.826

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Hilltop Road PS has one staff member who identifies as being of Aboriginal descent.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	15
NSW Institute of Teachers	20

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	30/11/2013
<i>Income</i>	\$
	377,853.27
	485,122.32
Tied funds	362,560.25
School & community sources	234,590.97
Interest	14,090.80
Trust receipts	25,362.00
Canteen	0.00
Total income	1499579.61
<i>Expenditure</i>	
Teaching & learning	
Key learning areas	121,837.52
Excursions	65,048.81
Extracurricular dissections	139,685.25
Library	4,183.12
Training & development	9,246.81
Tied funds	274,210.91
Casual relief teachers	12,647.49
Administration & office	120,705.64
School-operated canteen	0.00
Utilities	59,529.51
Maintenance	32,239.58
Trust accounts	32,192.25
Capital programs	0.00
Total expenditure	871526.89
Balance carried forward	628,052.72

A full copy of the school's 2013 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 2013

Sydney Dance Festival

On Thursday 6th June the **Senior Dance group** performed at the Sydney West Dance Festival at Penrith. The girls were outstanding as they danced along to Justice Crew – The Best Night of our Lives. The night was filled with a very high

standard of routines and our dance group was amazing. A big thank you to Miss Caliskan who has worked tirelessly coordinating the dance group and organising costumes. Thank you to our dedicated teachers who supported the event and helped to transport students to Penrith.



\$20,000 Grant – In It Together

Mr Tony Issar MP, the member for Granville was pleased to announce that our school was to receive a \$20,000 grant under the **In It Together** submission. This was another wonderful achievement for our school community and will provide opportunities for community engagement and new partnerships.



Club Grants Program

Hilltop Road Public School received two generous grants through the Club Grants program.

Our **first grant for \$32,000** to provide parent and community education in our Technology Centre which was funded by **Club Merrylands** and **Guildford Leagues**.

This grant will provide valuable education for members of our school and local community.

The **second grant of \$9,500** was to fund our Ready Set Go for Kindy program. This funding has been provided for over 8 years and Club Merrylands has ensured the success of this positive start for our Kindergarten students and families.

A special thank you to Club Merrylands and Guildford Leagues for providing significant financial support, for projects and services that contribute to the wellbeing of the local communities, such as infrastructure, sporting, health and community activities.

Regional Technology Presentation

Hilltop Road Public School was asked to present our school's "**Technology Journey**" to Western Sydney Regional Consultants. Our school was selected due to the innovative teaching and learning experiences using technology. The consultants were amazed at our students work using technology such as the iPads, video recorders, digital microscopes, x0 laptops, robotics and programs including; adobe elements, In design, Sketch Up, Photoshop, Educreations, and Weebly. Our school has made great gains in embedding technology into quality teaching and learning experiences and we are valued as a leader in these areas.



XO's laptops

Hilltop Road is the first metropolitan school in New South Wales to participate in the XO one laptop per child program. This unique program runs globally and aims to provide each child with a rugged, low-cost, low-power, connected laptop. Each laptop is designed with hardware, content and software for collaboration, joyful and self-empowered learning. The XO program aims to engage children in their own education, to learn, share and create together.

In order for our school to participate in this initiative teachers had to commit to 15 hours of

professional learning in their own time, using the device. As the name suggests each class has one laptop per child and these devices remain with each child as they participate in their everyday learning experiences.

High levels of student engagement with the devices are evident and the staff's willingness to engage in the 15 hours training to participate in the program, have ensured its success across the whole school.

The program is well regarded internationally, with Hilltop Road being the first school in urban Sydney to engage with the program.



21st Century Learning Space – Tech Hub

Hilltop Road Public School officially opened a new 21st century learning space, which was developed using current research around the needs of the 21st century learner. This space was designed with a variety of furnishing and ICT resources including robotics, ipads, microscopes, high end computer technology, an interactive table and a film studio.

K-6 students can be seen collaborating, creating, exploring and investigating through an inquiry based learning experience.

Students, teachers and the community are supported by a full-time technology mentor who supports inquiry based learning, computational and design thinking, with a variety of technologies and experiences.



CC21 project

The **Researching Connected Communities 21 Project** aimed to investigate the components of change required as schools implemented the Australian curriculum. The project supported the identification and development of transformative pedagogies that allow the effective integration of the general capabilities in Information and Communication Technology (ICT) and critical and creative thinking.

The project was in conjunction with Macquarie University and the DEC.

The Hilltop Road Public School project encompassed a whole school approach to learning in the 21st century. This project included the needs of students, teachers and the community.

Our project explored the 21st century fluencies and tools to develop quality teaching and learning experiences for all.

Through embedding these fluencies and tools, our teachers and community embraced current pedagogy and utilised a variety of technologies.

Students, teachers and the community have been supported by a full-time technology mentor throughout the project. The mentor has up skilled teachers whilst working in a team teaching environment in the computer room and technology centre.

The technology learning centre that was developed using current research around the needs of the 21st century learner was an essential element to the success of the project.

Teachers have engaged in a variety of professional learning opportunities including; robotics, web 2.0 tools, filming/editing, animation, online communication and collaboration platforms and Adobe software.

This has then led to teachers embedding these technologies and tools into their everyday practice. Teachers continue to communicate and collaborate through social media, digital communication and cloud computing.

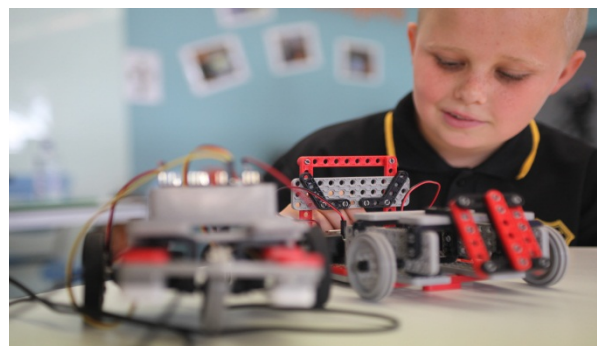
This includes the use of: Edmodo, digital programming, Google Apps and email communication.

Our community was supported in the use of technology through differentiated, leveled computer courses and ongoing workshops. 32 community members including parents, grandparents and local community members participated in a 10 week program.

This has led to many of these community members wanting to pursue in further study.

Through this project, it is now evident that teachers are more able to independently embed technology into quality teaching and learning experiences, cater for the needs of the 21st century learner, as well as addressing the requirements of the new curriculum.

Students are now familiar with utilising technology as part of their learning and have the expectation that technology will be part of their learning.



CC21 Showcase

The CC21 Showcase was held on Tuesday, 10th September and Hilltop Road Public School showcased our school's technology journey.

Seventeen schools were involved in the project from Western and North Sydney. Each school presented their technology journey at Macquarie University to over 150 people. Our team showcased the new Technology Centre, our wide variety of devices, student work samples and the One laptop Per Child (OLPC) program. Many schools were interested in our school's journey and the impact it has had on student learning outcomes.

Three students, Nicole Spencer, Mathew Lee and Melina Ilkbahar represented our students and explained the capabilities of the XO devices to many principals and school representatives who attended the showcase.

Carnivale

Carnivale was an amazing community event held in November that was well attended by over 300 students, parents and community members. Thank you to the P&C, parents, local businesses, community groups, staff and families who supported the evening. It was wonderful to see so many people enjoying time with their family and friends.



Sponsors and Community Support for Carnivale

Thank you to the following local businesses and community groups who supported Carnivale. We appreciate the support, time and resources provided by:

The Outback Steak House, Wentworthville
Merrylands Scouts
Girl Guides, South Wentworthville
GPK Karate
Talent Zone Dance Group



Kids Matter

Kids Matter is a mental health and wellbeing framework for primary school and is proven to make a positive difference to the lives of children. Our school participated in Component Three training and we continue to implement the Bounce Back program K-6.

On Tuesday 26th February, the KidsMatter Action team attended the next phase of professional learning, 'Working with Parents and Carers'. This professional learning highlighted the importance of working with parents in supporting the mental health and wellbeing of their students. The focus of the training included further understanding the way collaborative relationships with families can improve student mental health, wellbeing and educational outcomes, the need to deepen our understanding of the importance of systematically building relationships with families and increasing familiarity with different types of parenting information and support, including community and KidsMatter resources. Hilltop Road Public School is featured on the KidsMatter website www.kidsmatter.edu.au



Inquiry Learning

Inquiry Learning is a collaborative process in which teachers and students work together to negotiate various aspects of the curriculum. Inquiry Learning involves students posing their own questions, exploring answers and solving problems. Inquiry learning enables learners to examine the complexity of their world and form concepts and generalisations, instead of having simple answers to complex problems. It is based on the belief that students are powerful learners and must be actively engaged in the investigating, collaborating, creating, processing and refining their knowledge within a topic.



Cyber Safety Program and Parent Workshop

Hilltop Road hosted a *Cyber Smart Outreach—Internet Safety Awareness Program*. Designed for parents, teachers and students, this presentation is provided by the Australian Communications and Media Authority (the ACMA) as part of a national program of cyber smart initiatives.

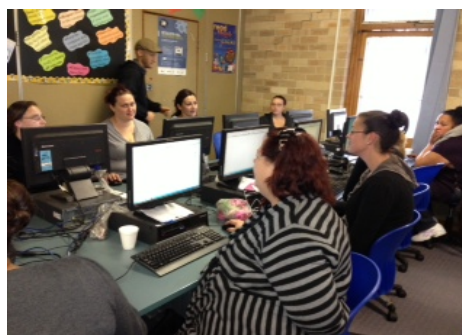
The Cyber Smart Outreach—Internet Safety Awareness presentation covered a range of issues including:

- the ways children use the internet and emerging technologies;
- potential risks for children online, such as cyberbullying, identity theft, inappropriate contact and exposure to inappropriate content; and
- tips to help children stay safe online.

This was provided free of charge to Year 3, 4, 5 and 6 students in a 60 minute session. Teachers had a 90minute session during a scheduled staff meeting time and over 50 parents attended the 90 minute session in the evening.

Technology Courses

In partnership with Granville TAFE and Hilltop Road teaching staff, we have run a series of IT Courses for parents and community members with childcare provided. The aim of the course is to ensure our parents/community members are up to date with 21st Century learning and with the technology that is being taught in the classroom.



In Term 2 we had 32 parents enrol and complete a 10 week technology course covering topics such as basic Microsoft skills through to 2.0 Web Tools. This course was a great success with participants offering to become mentors in future courses.

In term 4 we welcomed a class of 8 parents/volunteers/grandparents and community members to an introduction computer class. This was a short 6 week introduction for participants who had no previous experience with technology. The course was a great success and will be continued next year.



Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

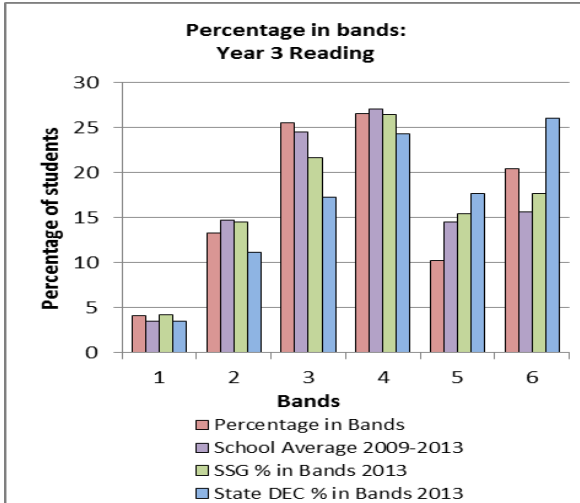
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

NAPLAN Year 3 - Numeracy

NAPLAN Year 3 - Literacy

Year 3 boys have improved 47 scale scores since 2012 data in grammar and punctuation.

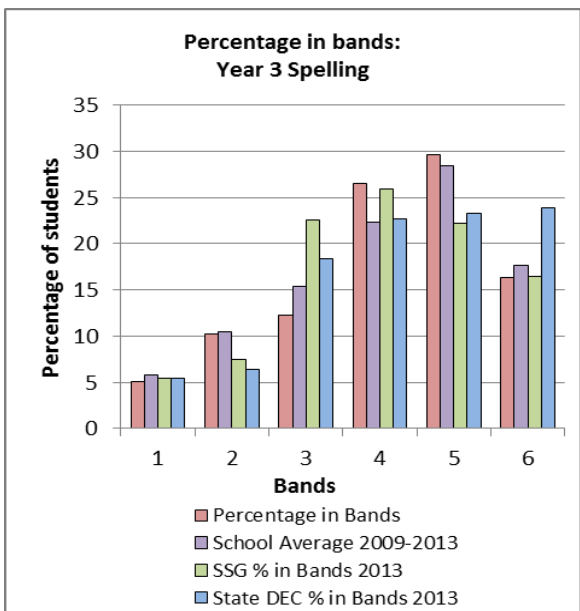
Year 3 boys are 11 scale scores above the state average in writing.



Trend data indicates a growth of 12 scale points from 2012.

95.9% are at or above National minimum standards.

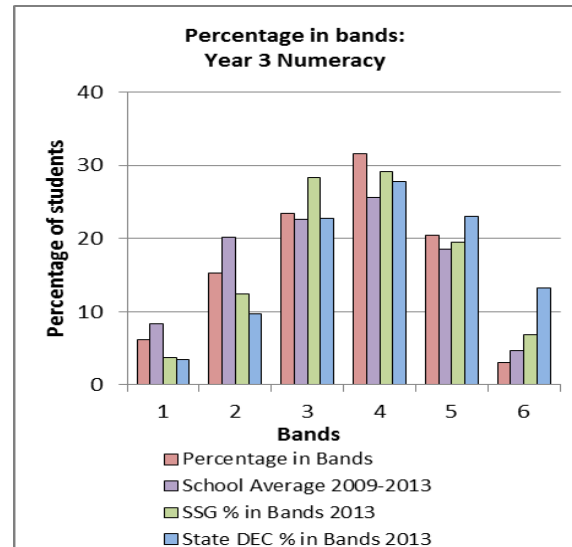
43 students moved into the middle and higher bands.



The majority of students have moved from the bottom bands into bands 4, 5 and 6.

94.9% are at or above minimum standards.

There has been a 5 scale point increase in spelling from 2012.

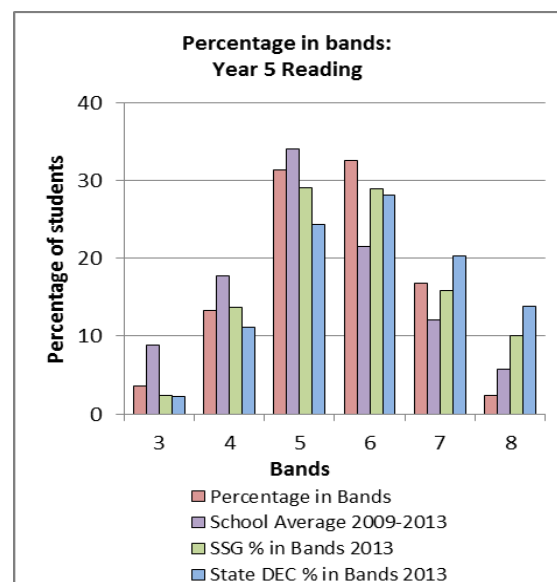


93.9% at or above national minimum standards.

Students are moving from the bottom bands into the middle and higher bands.

There has been a 7 scale point increase in numeracy from 2012.

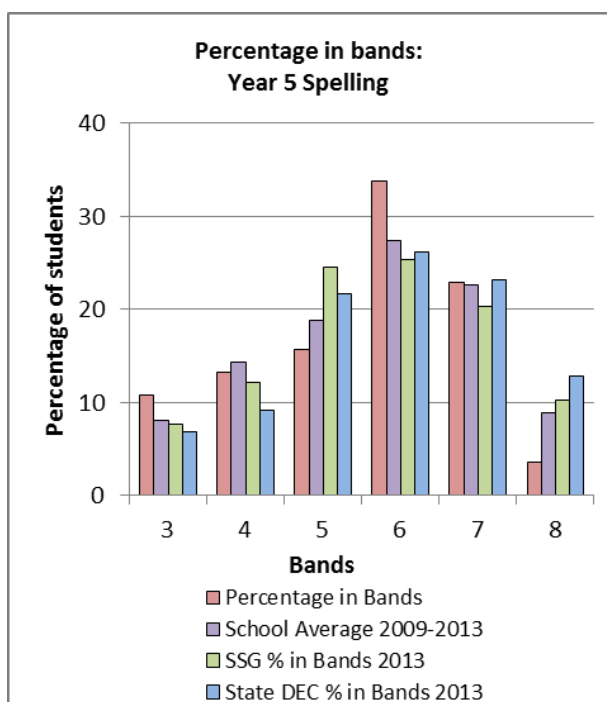
NAPLAN Year 5 - Literacy



96.4% are at or above minimum standards.

The majority of students have moved into the top 3 bands.

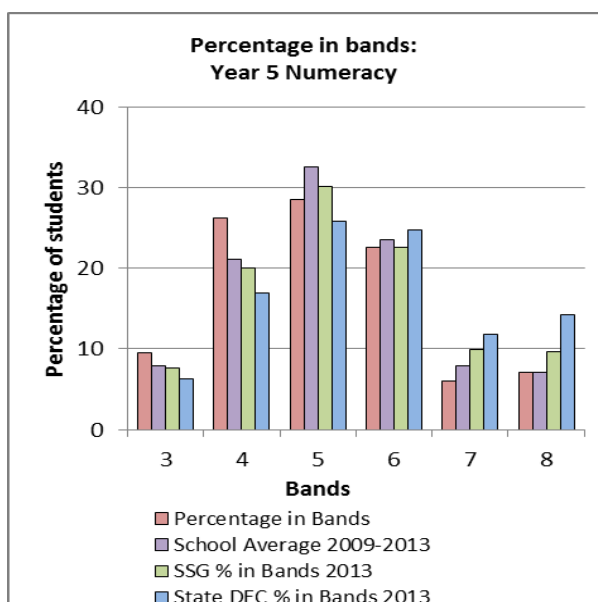
The average growth for students was 81.6 scale points.



89.2 % are at or above minimum standards.

The average growth for students was 78.5 scale points.

NAPLAN Year 5 - Numeracy



The average growth for students was 85.9 scale points.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

Reading	94.9
Writing	99.0
Spelling	93.9
Grammar & Punctuation	94.9
Numeracy	92.9

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

Reading	95.2
Writing	96.4
Spelling	88.1
Grammar & Punctuation	90.5
Numeracy	89.4

Other achievements

PSSA RESULTS/SPORTING ACHIEVEMENTS

2013 was another successful year in the sporting arena for students at Hilltop Road Public School. Our participation in PSSA and Zone sports continues to set the standard for schools in the Merrylands Parramatta Zone. In winter PSSA, 7 out of our 8 teams were semifinalists, with our Junior Rugby League, Junior Soccer and Senior Soccer being named as premiers. In summer PSSA, 5 out of our 6 teams qualified for semifinals, however were unable to play due to wet weather.

113 students represented Hilltop Road Public School at Merrylands Parramatta Zone Trials and Championships.

28 students represented Merrylands Parramatta Zone at Sydney West Trials and Championships.



SYDNEY WEST SPORTS REPRESENTATIVES -

This year, Hilltop Road was represented at NSW PSSA Sports Carnivals by three students. Their achievements are quite remarkable and are listed below:

Kristie Caplikas (Sydney West Cross Country & Athletics Representative):

After winning the school cross country carnival and finishing second at the Merrylands Parramatta Zone carnival, Kristie ran an excellent last five hundred metres at the International Regatta Centre. As a result, she was chosen to be part of the Sydney West 11 Years Girls team to compete at the NSW All Schools Cross Country Championships. Running at Eastern Creek Raceway, Kristie finished her event in 68th place with a time of 15 minutes 48 seconds.

Later in the year, Kristie also qualified for the NSW All Schools Athletics Championships, after finishing 2nd in the 11 Years Girls Shot Put, at the Sydney West Athletics Carnival. Throwing an amazing 10.89 metres, Kristie finished in 5th place.

Claire Cuskelly (Sydney West Water Polo Representative):

In Term Three, girls from all schools in Sydney West region were invited to trial for the Sydney West Water Polo team, which played at the NSW Water Polo Gala Day during term four. After attending trials at Ripples Swimming Centre at St Mary's, Claire was selected in the 20 person squad. The Gala Carnival was held at Sutherland Leisure Centre on a wet and cold day in November, in which Claire's team recorded one win and a draw from its three matches.

Jacob Sebayang (Sydney West Athletics Representative):

After dominating the 11 Years Boys High Jump at the School and Zone Athletics Carnivals, Jacob qualified for the NSW All Schools Athletics

Championships by finishing 2nd, with a jump of 1.30 metres. At his first State Championship, Jacob was unable to clear the initial qualifying heights and did not progress past the first round.

Operation Art

Each year our school enters art works into Operation Art. Operation Art is an initiative of the The Children's Hospital at Westmead, in association with the NSW Department of Education and Communities. Each year 50 works are selected to become part of the permanent art collection at The Children's Hospital, Westmead. These selected works are also being exhibited at the Art Gallery of NSW later in the year and tour regional art galleries across NSW the following year.

This year two of our students, **Melina Ilkbahar** and **Abas Kazemi**, have been selected from many artists across NSW for their work. Their winning entries were shown at the Armory Gallery, Sydney Olympic Park.



Significant Programs and Initiatives

School App

Hilltop Road PS has a school app that is available for parents to download from the App Store and Google Play Store.

The app includes an updated school calendar, notes that get sent home and all newsletters for easy access. Parents receive regular notifications and alerts to remind them of school events. Over 350 parents have downloaded the app since it has been available in May.

ICT Mentor

The Priority Schools Scheme funding allowed for the creation of a teacher mentor position. The mentor works with K-6 staff to develop and enhance their ICT skills. Professional development and guidance is provided in the Tech Hub, Computer Lab and in the use of Ipad apps and XO's. Teachers collaborate with each other to develop and learn new ways of using the XO's in the classroom. Technology is embedded into the curriculum being taught and in the classrooms.

The tech hub provided students and staff with the use of 21st Century technology to enhance and embrace learning. The use of talking pegs, spheros, robotics, green screen filming, interactive table, microscopes and microphones allowed students to apply learning concepts in a different way. Through embedding these fluencies and tools, our teachers and community embraced current pedagogy and utilised a variety of technologies.



Meet the Teacher Evening

Over 345 families attended the Meet the Teacher evening. This valuable event allowed parents to meet the teacher, visit their child's classroom and collect information about class routines and practices. The distribution of an A-Z booklet provided an overview of school and grade expectations.

High School Information Evening

Over 50 parents attended the High School Information Evening session that explained to parents the necessary steps to enrol their child in high school. We are very fortunate to have a wide variety of excellent high schools within the area. Mr Grant Sparke's, the principal from Greystanes High School and Mrs Sue Stread, the Community Liaison Officer from Merrylands High School, also attended the evening to speak to the parents and answer any questions about their child moving to high school.

Middle Schooling

Year Six were involved a Middle School Program to develop skills and strategies to support their transition to high school in 2014. Students participated in subjects including: Mathematics, English, Geography, History, Science, Language, Health and Visual Arts. Year Six are following a time table, utilising a diary and bringing essential equipment for each subject. Parents reported that involvement in the program allowed for a smooth transition to high school for those involved.

University of Western Sydney – First Foot Program

On Thursday 28th November the Year six students and teachers visited the University of Western Sydney, Parramatta Campus, as part of a new initiative called the First Foot Forward Primary Program.

Our Year Six students were taken on a campus tour, participated in Fizzics Education science workshops and a Dream Big Action Planning for the future session.

Hilltop Road is looking forward to establishing and developing this partnership with the University of Western Sydney and providing yet another opportunity for our students.



Cool Kids Music

A number of students participated in the **Cool Kids Music Program** this year. The program allows students to learn a musical instrument at school. This is a great opportunity for our students to build self-confidence and music skills. The programs cost \$99 a term.

On Wednesday 27th November a showcase concert was held for the students who have been involved in Cool Music lessons. Parents were invited to attend and enjoy the musical talents of the students involved in the program.



Active After-school Communities (AASC) program

On Monday and Thursday afternoons in semester two, Hilltop Road students participated in the Active After-school Communities (AASC) program for children in years 3-6. This Australian Government program is run by the Australian Sports Commission and provided opportunities for primary school children to participate in free sport and other structured physical activities, after school.

A diverse and dynamic AASC program was put together for children to enjoy, including soccer and hockey. These activities focused on increasing physical activity and improving skills in a fun, safe and inclusive environment.

Hilltop Road Public School was nominated for the annual NSW Super Site Award. This award celebrates best practice and recognises the outstanding contribution made by schools to deliver the Australian Government's Active After-school Communities program.

Merrylands High School – Transition Program

Over the past 10 years, Merrylands High School has supported and initiated a number of transition programs with our school. This semester a new program has been developed focusing on Science and Information Communication and Technology.

Both Year 5 and Year 6 are participated in this program. Every Tuesday afternoon for 3-4 weeks, a specialist teacher from Merrylands High visited a class to implement highly engaging learning experiences. They used science experiments related to class topics or developed a web page to support class content.

PBL Conference

Ms Close attended a very successful Positive Behaviour for Learning : Engagement, Learning and Research Conference. The two day conference involved over 220 participants representing 80 public schools. The conference focused on strategies to build behavioural expertise, the relationship between academic and social success, ways of sustaining school systems and effective strategies. This information was utilised by our Positive Behaviour for Learning Team and all staff.

Howie Pins

As part of the school merit procedures Howie Pins have been introduced this year, as part of our Positive Behaviour for Learning (PBL) school wide systems.

Children who have already received a 30 merit Principal's award can continue earning merit awards and when they have received **50 merits**, they qualify for a Howie Pin.

Howie Pins are presented at K-6 assemblies and once received, the children wear them daily.



School Matrix Posters

The SRC worked with a cartoonist, Jeff “Joffa” Taylor, to develop and create a set of updated posters that were displayed around the school and in the classrooms.

The SRC looked at the behaviour expectation matrix for the classroom, playground, hall, canteen, transition areas, assemblies and all settings. The expectations posters were related to the school rules and were explicitly taught to the children in order to deepen their understanding of the school wide expectations.



Crazy Talk Workshop & Competition

In Term Four, teams of two students from local schools were invited to attend a CrazyTalk workshop and competition held in our Technology Hub. The workshop and competition were organised and run by Matt Gillard from Sammat Education. Hilltop Road was represented by Year Five students, Breanne Makdessi and Mohamed Ghamrawi. Students were taken through the basics of the program during the early stages of the day before being set the task of completing a presentation about an aspect of Australia.

After rendering the project and having lunch, students presented their projects to an audience of the other participants, as well as teachers and principals from the participating schools. There were some very creative and innovative projects with Carlingford PS and Burnside PS being awarded the major prizes.

PELC Executive Day

Twenty five school executive members from the Parramatta Education Learning Community participated in a professional development day provided by Regional Consultants.

The professional learning focused on the new NSW English syllabus and the role of the teacher within the 21st Century. Our school trialed components of the English syllabus throughout 2013 in preparation for the mandatory implementation of this new document in 2014.

NAPLAN Workshop

A large number of parents attended the NAPLAN workshops held at Hilltop Road PS. There were 2 sessions held, morning and afternoon, that were aimed at unpacking the NAPLAN assessments and explaining what the test involves, how the school utilises the school wide data and how to best support your child through the NAPLAN testing period. The workshops were facilitated by Miss Rowley, Mr Harvey and Mrs Catherine Gregory (CLO). Feedback from the parents that attended was positive.



Gymnastics Program

Our school implemented a gymnastics program, SportPro Gymnastics, for all K-6 students in term 3. This program was implemented as a direct result of parents wanting the school to offer an alternate program to Sport in Schools.

The SportPro Gymnastics program supported the implementation of the Personal Development, Health and Physical Education syllabus. After feedback provided by families and staff in 2012 the gymnastic program was selected to develop gross motor, co-ordination and balance skills.

Trained professionals implemented the program and the children attended in class groups over a two day period.

Eat It to Beat It

Our school participated in the Cancer Council NSW's Eat It to Beat It program. The program aims to help families to eat adequate amounts of fruit and vegetables all their lives, to help protect against diseases, including some forms of cancer.

Other healthy programs are aimed at students, however, the Eat It to Beat It program is aimed at parents as what parents eat influences the whole family. Tips for the program were regularly included in the school newsletter for families to refer to.

Community Resource Centre

Hilltop Road Community Resource Centre has been in operation since March 1998. It was originally established by the P&C Association to provide support and information for parents and to meet the changing needs of the Hilltop Road Community.

Over the last 15 years the CRC has grown from strength to strength and is now an important part of the everyday Hilltop Road School Community experience with programs throughout the school.

Hilltop Road Playgroup

Our playgroup has been running for over 7 years and we have over 20 families attending regularly each week. It is a multicultural playgroup, with

families coming together from all over the world for the same purpose of having fun with their children.

The group runs for 2.5 hours per week during term time and each week different play activities are planned, both structured and unstructured, along with art & craft experiences and story/song time that aim to meet the needs of each child.

The parents, grandparents and friends that attended the group have a great time meeting new friends, socialising and playing with their child.

Smart Sprouts

Smart Sprouts is a parent initiative that has grown from the success of our original Secret Garden Club. Through funding from the Environmental Council Eco food garden program we introduced Smart Sprouts to the school timetable and ran it during RFF.

With the support of the classroom teacher, the CLO and Smart Sprouts volunteer parents, the year 2 students learnt all about planting and growing vegetables, maintaining the garden, worm farm and compost bin. The project was supported in the classroom with curriculum based activities and workshops on sustainability, worm farms and recycling.



Ready Set Go 4 Kindy - Transition to School

Program

Our Transition to school program is a great opportunity for families with children starting kindergarten to experience life at Big School prior to starting. The program runs for 2.5 hrs each week, throughout term 3 and 4. It aims to introduce the children to school routines and build the skills required for kindergarten, through play based activities such as turn taking, listening, sharing, socialising and early literacy and numeracy.

The program also provided a series of information sessions run by the teaching staff on topics such as Discovery Time, Best Start, Letterland, Information Technology & Reading with your child etc.

We had over 70 families access the program, including siblings, who also benefited from the program. Students leave the program with greater confidence and the ability to become successful leaders of tomorrow.

The Ready Set Go 4 Kindy program is proudly supported by Club Merrylands and we appreciate their continued support.



Hilltop Helpers

Throughout the year our school participated in a wide variety of community events and activities. Community members joined this new initiative, **Hilltop Helpers**. This group of volunteers were notified of upcoming events and assisted when they were available.

Pop Up Café

Catherine Gregory, our Community Liaison Officer (CLO), hosted a number of Pop Up Cafés throughout the year with a group of volunteer Hilltop Helpers.

This initiative was an excellent idea and proved to be a great success. The cafe supported community partnerships, developed networks and was a place to grab a coffee and get to know other members of our school community. Parents baked cakes, biscuits and treats and were happy to share ideas in this unique environment. This idea will now be a regular feature at our school.



Aboriginal education

During 2013 Hilltop Road PS has maintained its partnership with the Cumberland Women's Health Group, allowing 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. 20 aboriginal students attended each week and participated in dance, storytelling and performances

Involvement in the program allowed for cultural immersion and teaching the values of respect and pride in society. Children from the group were also trained in performing the Welcome to Country dance and successfully opened many major assemblies and special events.

Indigenous Dance Group Performance

On Sunday, 14th July our Indigenous Dance Group was invited to perform at the Burramatta Family Fun Day, at Prince Alfred Park in Parramatta, as part of NAIDOC week

celebrations. This was a great privilege as we were the only school being represented. The students performed in front of a large crowd and did an amazing job.



Hilltop Homework & Culture Club Art Launch

On Tuesday 29 October an Art exhibition was held at a local studio in Macquarie Street, Parramatta. The art launch was a joint venture sponsored by the Cumberland Women's Health Centre.

In term 2 and 3 the group learnt about their Aboriginal culture through art. They created artworks which were then displayed in an exhibition at the gallery, weaving workshops were held and bush tucker was supplied for those attending the launch.

Multicultural education

Harmony day

Harmony Day is a day of cultural respect for everyone who calls Australia home. The continuing message of Harmony Day is that everyone belongs. It's about community participation, inclusiveness, respect and a sense of belonging for everyone. Hilltop Road PS celebrated Harmony Day in a number of ways including the parents participating in a yoga session, students and community members adding their image or name to an outdoor mural, students performing at our K-6 assembly and at Stockland Merrylands, our school community watching a short film – Many Stories - One Hilltop, where individuals shared their stories and the day concluded with the parents sharing a traditional lunch in the Rose garden.

Transitional Equity Funding

Hilltop Road Public School received Transitional Equity Funding (TEF) in 2013. A literacy mentor

was employed and the focus for the **Improving Literacy and Numeracy Partnerships (ILNPP)** was to improve the literacy performance of all students in stage 1. The areas focused on were increasing fluency, reading sustainability and access to a variety of multi-modal texts.

Literacy Mentor

Stage 1 was part of National Partnerships with a focus on Reading Texts and Comprehension.

Teachers involved were asked to develop strategies to increase students' skills in these areas using explicit teaching tools. Students needed to show growth between May 2013 and November 2013 by movement in cluster levels.

Teachers implemented the use of the Super 6 strategies for Comprehension across Stage 1 through the use of the Letterland characters that are already embedded in Kindergarten. Posters were created combining the two concepts and taught explicitly. For example, 'Peter Puppy PREDICTS'.

For Reading Text, teachers increased daily reading in both to self and in groups, in order to increase fluency and sustain comprehension.

Lizzie Chase was part of our focus to implement Super 6 Strategies and develop comprehension and English concepts K-6. She mentored classroom teachers and engaged in professional dialogue in order to develop teaching skills and strategies for students.

Lizzie Chase was able to support staff with her expertise and vast knowledge of literacy and the new curriculum.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus group surveys – including students, staff and parents
- NAPLAN analysis
- PLAN continuum analysis
- Data wall analysis
- Staff survey and collection of data

School planning 2012—2014: Progress on targets in 2013

School priority 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 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 outcomes include:

- Analyse standardised data and develop targeted teaching strategies (NAPLAN)
- In school facilitators are trained in Focus On Reading Phase 2
- Focus on factual text when implementing Accelerated Literacy

- Implement PLAN data and create a whole school data wall as an assessment and programming tool
- Evaluate and refine teaching strategies in reading to focus on vocabulary knowledge

Evidence of progress towards outcomes in 2013:

- All staff participated in professional learning sessions about the PLAN software and Focus On Reading Phase 2
- Teaching programs show evidence of NAPLAN questions being used as a teaching focus in classrooms
- Teachers tracked student progress in literacy every five weeks and updated their movements on the K-6 data wall
- 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



School priority 2 : Numeracy

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

- 85% of Kindergarten students to be at or above the Perceptual level of the Numeracy Framework
- 92% of Year One students or above the Figurative level of the Numeracy Framework
- 85% 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 13%

Strategies to achieve these outcomes include:

- utilise the *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 and update their progress on the K-6 data wall

Evidence of progress towards outcomes in 2013:

- All staff participated in professional learning sessions about the implementation of PLAN software
- Student progress is utilised to determine focus areas and appropriate learning experiences
- Teachers tracked student progress in numeracy every five weeks and updated their progress on the K-6 data wall
- Teacher programs reflect differentiated learning experiences that support student learning



School priority 3 : Information Communication

Technology (ICT)

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

- 80% of teachers utilise the Technology Facilitator to increase their ICT knowledge
- 20% increase in the staff Microsoft Partners In Learning survey results

- 80% increase in student access to ICT to enhance their understanding, knowledge and skills

Strategies to achieve these outcomes include:

- Build teacher capacity through professional learning in the use of Inquiry-Based Learning and technology to promote 21st century learning skills
- Utilise the Technology Hub and XO devices which enable students, parents and community members to become familiar with 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, teachers and parents
- Target professional learning to build the capabilities of all staff
- Engage in professional learning opportunities which develop coaching, mentoring and collaboration with all members of the school community

Evidence of progress towards outcomes in 2013:

- All staff completing 15 hours of professional learning using the XO device
- 100% deployment of XO devices to every student in the school. Over 700 students have access to their own laptop as part of the One Education – one laptop per child initiative
- Staff collaborating and working together with the ICT mentor utilising the computer room and technology centre to enhance teaching and learning opportunities
- 99% of staff attending a weekend professional learning day regarding ICT workshops about Web 2.0 tools, filming and editing, cartooning and XO sugar lab activities

Professional learning

The staff of Hilltop Road participated in various professional learning activities throughout the year. Professional learning is aimed at maximizing student learning outcomes by supporting

teachers' through a well-constructed training and development program.

Ongoing professional learning was provided throughout 2013 with the major focus being in the following areas: Focus On reading (FOR), ICT and the new English syllabus implementation.



Refugees in the Classroom

This 10 hour course was delivered by Sherin Nair a Refugee Student Support Officer. The course aimed to develop teacher's skills and strategies in accommodating the needs of refugees in the classroom.

There were 5 modules presented that covered a range of areas which included information and background about refugees, how to assess and identifying the needs of these students, strategies for teaching and learning in the classroom and teacher support and professional learning access.



Focus on Reading

Hilltop Road PS participated in Phase Two of the Focus on Reading K-6 Program. This was an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base and is a supported program within the Western Sydney School Region.

NSW Syllabus

Our school participated in focused professional learning to support the implementation of the new NSW syllabus; English, Mathematics, Science and History. Teachers participated in a variety of e-learning and professional development opportunities to support 21st Century learning and the implementation of the new documents, which will be phased in over the next two years.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were surveyed about their need in regards to parent workshops that they wanted offered at school. Their responses included NAPLAN preparation, teaching reading and writing and basic computer and Ipad courses.

Teachers were surveyed regarding their well-being and were asked what they would find helpful. The responses were confidential

de-briefing sessions (42%), colleague mentoring opportunities (31%) and conflict resolution/ working with difficult people skills (26%).

Staff rate their knowledge and skills to manage potentially difficult/conflicting situations with parents in the following ways: more than adequate (42%), somewhat adequate (16%) and adequate (42%).

Staff rate their feelings about meeting with parents for a variety of purposes in the following ways: competent (59%), very competent (33%) and somewhat competent (8%).

Students were surveyed regarding their engagement and interest at school and the findings are below.



Student Engagement

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of student engagement.

Background

All students participated in evaluation sessions with regards to engagement. This was to enable feedback in order to improve, maintain or change classroom practice.



Findings and conclusions

Over 700 students were surveyed and the results are as follows:-

Interested in what I am learning: always 64%, sometimes 35% and never 1.5%

Usually bored at school: always 6.4%, sometimes 45.6% and never 48 %

Talk to others about what I am learning: always 40.5%, sometimes 46.3% and never 13%

Make things at school: always 40%, sometimes 56% and never 4%

Try to do my best work: always 82%, sometimes 16% and never 1.5%

The way we use the internet at school is boring: always 9%, sometimes 21% and never 70%

Feel pleased with myself when I do well at school: always 83%, sometimes 15.5% and never 2%

My friends think school is important: always 83%, sometimes 15.5% and never 7%

I can remember what I learnt at school : always 44%, sometimes 48% and never 8%

I know how well I am doing at school: always 53%, sometimes 42% and never 6%

My teacher talks to me about what good work looks like: always 51%, sometimes 42% and never 7%

In conclusion, students that participated in the survey had very positive feedback and the majority of students were interested in school.

Future Directions

Future directions for Hilltop Road PS for 2014 are:

Professional development sessions for staff conducted by Pip Cleaves, Microsoft Partners in Learning consultant

Training provided for new staff members on the XO duo laptop devices

Professional development for staff regarding project based learning with David Price OBE

Involvement in the Learning Frontiers project, looking deeper at student engagement in the classroom

Staff to utilise the 4 principals of Learning Frontiers Framework to increase student engagement (integration, personalisation, co-creation, connectedness)

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

Ruth Close - Assistant Principal

Jane Rowley - Assistant Principal

Sandra Santoro - Assistant Principal

Cheryl Romer – Rel Assistant Principal

Nathan Harvey – Classroom teacher

Catherine Gregory – Community Liaison Officer

John Lavery – Parent Representative

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>



School Captains, Claire Cuskelly and Blake Kuhner, at Red Nose Day.



Bollywood Dance Group