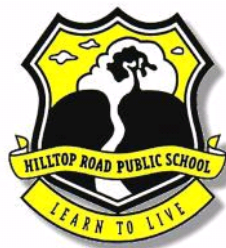


Hilltop Road Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Hilltop Road Public School** as an account of the school's operations and achievements throughout the year.

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

Natalie See

Principal

School contact details

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Message from the Principal

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

As a school, we are always looking to the future to ensure we progress with current teaching practices and provide our children with the best education pathways possible. This year our school has implemented a wide variety of innovative programs and strategies and continued to participate in an Action Research Project. We know our students must be able to talk about their learning, including what they have learnt and what they know about themselves as learners.

Student articulation and agency has been enhanced by the implementation of Learning Intentions and Success Criteria, Step It Up Walls, setting personal learning goals and the implementation of the learning dispositions.

Seesaw continues to be a valuable teaching tool which captures experiences, however, more importantly, provides the opportunity for parents to gain a view into the classroom and discuss learning with your child. We encourage parents to continue talking about learning and discussing the images and experiences shared through Seesaw.

Project Based Learning continues to provide our students with authentic ways to connect with the community, utilizing the important skills and strategies and the learning dispositions. There have been some amazing projects this year and I am sure the depth and learning will improve from our projects during 2017.

Our school is making a difference to our students and we will continue to develop and refine these areas in 2017.

Natalie See

Principal

Message from the school community

Hilltop Road Public School P&C provides an opportunity for parents to be a part of an active and engaged community whose goal is to support our students, teachers and community. The involvement and contribution of parents is essential to the success of our school.

2016 has been another big and successful year, we have seen many highlights through our annual Mothers Day/Fathers Day stalls, athletics carnival bbqs, cafes and our most recent event, our first Walkathon in many years, which was incredibly successful. Our students were engaged and had so much fun! We have also far exceeded our

target of raising \$10,000 (our financial figures can be found in the Treasurers report). These funds will go towards further upgrading our schools technology. A big thank you goes out to all of our parent helpers who always ensure these events go ahead without a hitch, thank you for your tireless efforts throughout the year. We could not have achieved this result without you all.

Thanks to successful grant applications, we now have a brand new Outdoor Learning Space in the Secret Garden. The space has brand new synthetic lawn and boxes for seating.

This year has also seen us gain a much needed new CRC for our ever growing community. A huge thank you to our grant writers, along with Catherine and Natalie, for making this happen. This new space will provide endless opportunities for our students and community. I am positive we will continue to see the benefits of this new building for many more years to come.

I would like to take this opportunity to thank all of our members for another amazing year, and a special thank you to the executive members for all of your hard work, support and dedication this year, especially behind the scenes to make all of our events exceptional.

Looking forward to another amazing adventure in 2017.

Christie Hodson

P & C President

Message from the students

2016 was another busy year for our school with our usual fundraising events and several new initiatives. We were very excited at the success of two new fundraisers – the Walkathon and Coin Line, which brought in nearly \$20, 000 together. These activities were well received by the students and parents and very easy to co-ordinate.

P&C organized a class pizza lunch for the class that raised the most in our Coin Line competition and purchased prizes for the walk-a-thon.

Prizes went to the student that raised the most, the family that raised the most and each student received a raffle for every \$5 raised. The raffle winner won a large screen smart tv.

We also raised money for our school by having mufti days throughout the year.

School background

School vision statement

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

School context

Hilltop Road Public School enrolment 740 students, including 68% from a non-English speaking background, has a dynamic, dedicated staff and supportive community. Students, staff and the community work closely together to promote a positive and engaging learning environment. The school promotes community involvement in all aspects of school life and has been recognised for its authentic and strong community engagement.

Hilltop Road Public School provides an outstanding education for students from Kindergarten to Year 6. Quality teaching, stimulating and challenging learning environments and opportunities for everyone are evident throughout the school. Our school provides an extensive and varied curriculum with a strong academic focus on developing students' skills in literacy and numeracy. Curriculum differentiation is enhanced through innovative practices and technology.

Extra curricula activities develop students' social, cultural, emotional and physical wellbeing.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated our school would be best described for the Curriculum and Learning element as Sustaining and Growing.

Curriculum provision are enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. There are systematic policies, programs and processes to identify and address student learning needs.

Hilltop Road is working towards delivering in Assessing and Reporting.

Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

Hilltop Road is excelling the Collaborative Practice element.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Hilltop Road is delivering for the School Planning, Implementation and Reporting element.

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Hilltop Road is Excelling for the Learning Culture element.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Hilltop Road is Delivering the Student Performance Measures element.

The school achieves value-added results. Students are showing expected growth on internal school performance measures.

Hilltop Road is Delivering for the Effective Classroom Practice element.

Teachers regularly review and revise teaching and learning programs. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Hilltop Road is Sustaining and Growing for the Leadership element.

The school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged, responsible and successful learners

Purpose

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

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

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

Overall summary of progress

Students have developed their ability to articulate their goals and learning, before, during and after learning experiences.

Students have engaged in authentic learning experiences where they know they are learning for a purpose because they create ideas, products and services for others.

Students know what learning looks like and can confidently talk about what and how they are learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Student learning is evident through digital portfolios and the articulation of their learning.All learning programs embed student engaged assessment and provide meaningful feedback.PLAN data analysis over seven years demonstrates sustained growth to each cohort of students. <p>New metrics are researched, created and developed to capture student engagement and learning.</p>	<p>89 % Of our families are connected to Seesaw and view their child's work through this digital platform every week.</p> <p>Staff training on SEA was conducted and LISC has been implemented in every classroom.</p>	

Next Steps

In 2017 staff will receive PL on accountable talk and the articulation of learning.

Students being able to articulate their learning is the focus for next year.

LISC will continue to be implemented and training and mentoring will be provided for new and early career staff.



Strategic Direction 2

Strategic and personalised professional learning

Purpose

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

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

Overall summary of progress

Students participated in learning experiences that enable them to think deeply and critically, making relevant connections between concepts.

100% of staff engaged in professional learning to implement new curriculum, evidenced by classroom practices, programs and action research.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of staff will have developed a professional learning plan to show evidence of attainment of NSW Professional Teaching Standards100% of school leaders guide a process of personalised professional learning, accreditation, goal setting and curriculum delivery	Executive conducted review sessions for their teams around the existing PLP and evaluations determined new directions for the second half of the year.	

Next Steps

Professional learning plans will determine the focus for professional development during 2017.

Continue to provide opportunities for staff to achieve Proficient, Highly Accomplished and Lead Teacher levels

School leaders will continue to provide feedback aligned to the Performance Development and School Excellence Framework to determine future goals.



Strategic Direction 3

Authentic community learning and partnerships

Purpose

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

Enhance partnerships through innovative parent and community learning.

Overall summary of progress

Students were provided with opportunities to engage with the community in authentic learning through their PBL projects.

Staff facilitated and designed workshops to engage the community – NAPLAN, reading, parent helpers, WWCC etc

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• The “Tell them from me” and other online surveys report high levels of satisfaction with teaching and learning programs• A multi-faceted reporting system that shows student engagement, student voice and self-reflection is implemented throughout the school.• Increase partnerships with community organisations and businesses.• Increase parent involvement in student led conferences by 5% every year <p>An increased number of parents will participate in opportunities provided by the school for meaningful parent and community learning</p>	Kinder Orientation was a successful event held over 2 weeks. P & C and other community groups attended and presented at the first session.	

Next Steps

School will initiate, investigate, enable and provide opportunities for meaningful parent and community learning.

Staff will devise programs and strategies to enhance parent and community learning, based on parent need.

Continue to utilise digital platforms to engage and inform the community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding was used to develop and deliver professional learning for all staff.</p> <p>Culture and homework club was maintained and ongoing for aboriginal students every week.</p>	
English language proficiency	<p>Funding was used to develop and deliver professional learning opportunities for all staff to enhance understanding of EAL/D learning and the ESL scales.</p> <p>Whole school audit was conducted of EAL/D data.</p>	
Low level adjustment for disability	LST discussions determine what intervention programs will be sustained and maintained	
Socio-economic background	Speech therapist to continue and increase to 2 days a week in semester 2	
Support for beginning teachers	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisor and grade team.	
Targeted student support for refugees and new arrivals	<p>Refugee and newly arrived students are identified and assessed for immediate support to ease their transition to school and students participate in the new arrivals program.</p> <p>Specialist teachers focus on English language and social skills for all students. They also provide in class and mentor support for teachers.</p>	



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	356	375	381	367
Girls	309	346	367	376

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	94.4	93.4	93.2
1	94.5	94.4	91.7	93.3
2	92.3	93.6	93.3	91.7
3	94.3	93.6	92.6	92.8
4	94.1	94.1	94.2	90.4
5	93.6	94	94.3	93.4
6	95.3	93.4	91.2	92.1
All Years	94.3	94	92.9	92.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KP	23
KHW	23
KG	22
KA	21
KR	23
1BC	23
1S	24
1R	23
1M	23
1H	24
2S	26
2R	27
2NM	26
2H	26
3E	29
3R	29
3K	29
3GS	30
4/5B	28
4SV	28
4N	27
4H	27
5R	27
5L	26
5W	26
6K	26
6I	26
6C	29
6R	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.5
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
Teacher of ESL	3
School Counsellor	1
School Administration & Support Staff	4.47
Other Positions	1.2

*Full Time Equivalent

There are two full time staff members of aboriginal descent who are part of the 2016 staff.

Workforce retention

In 2016, staff changes were the result of long service, leave without pay, maternity leave, retirement and an increase in enrolment numbers.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

There were 5 teachers who successfully completed and submitted the necessary evidence for accreditation in 2016.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary

includes reporting from January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	822 040.59
Revenue	6 247 815.30
(2a) Appropriation	5 938 934.69
(2b) Sale of Goods and Services	67 819.63
(2c) Grants and Contributions	229 437.13
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	11 623.85
Expenses	-6 382 766.57
Recurrent Expenses	-6 382 766.57
(3a) Employee Related	-5 409 716.19
(3b) Operating Expenses	-973 050.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-134 951.27
Balance Carried Forward	687 089.32

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 554 836.56
Base Per Capita	40 402.96
Base Location	0.00
Other Base	4 514 433.59
Equity Total	843 442.73
Equity Aboriginal	9 819.87
Equity Socio economic	205 165.35
Equity Language	325 498.05
Equity Disability	302 959.46
Targeted Total	104 940.50
Other Total	191 153.42
Grand Total	5 694 373.21

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

School performance

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 School Literacy Summary –

48 % of students were proficient in writing, 32 % were proficient in reading, 41 % were proficient in spelling.

Year 5 School Literacy Summary –

20% of students were proficient in spelling and 22 % were proficient in grammar and punctuation.

Year 5 reading – 20.5% were in the 75th and above percentile for growth

Year 5 spelling – 61 % greater than or equal to expected growth

Year 5 grammar and punctuation – 53 % greater than or equal to expected growth

Year 3 school numeracy summary – 25 % proficient in numeracy

Year 5 school numeracy summary – 10 % proficient in numeracy

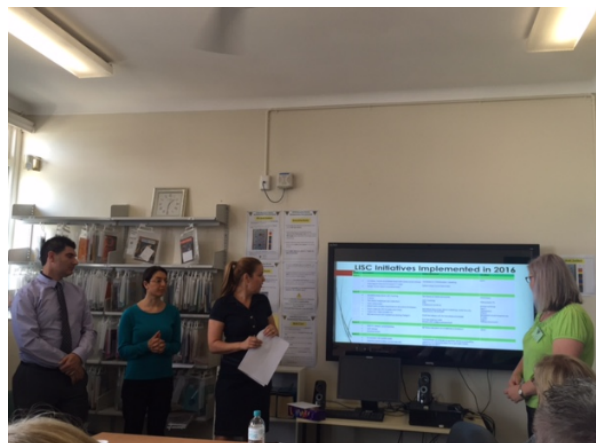
Year 5 numeracy – 42% greater than or equal to expected growth

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

There are two students of Aboriginal descent who completed the NAPLAN in 2016 and scored in the top bands.

Year 3 male student – band 5 in writing and patterns and algebra and band 6 in reading, grammar and punctuation, spelling, data, space and geometry

Year 5 female student – band 8 in reading, spelling, grammar and punctuation



Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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

Parent survey results include – parents believing all of the events we host at school are worthwhile and meaningful,

Parents are interested in attending workshops about – cyber safety, understanding homework and reading and first aid.

Parents were happy to be involved in reading and volunteering in the classroom.

Many survey participants are working and feel this is a barrier to participating in school events, we need to take this into consideration when planning – how can we include working parents?

Constant communication with parents continued to occur through the **Seesaw app**, which allowed the community to have real time access to what was happening in their child's classroom as work was posted and notifications were sent to parents phones for them to view throughout the day, while their child was at school. **89 % of our families utilise the Seesaw app and find it to be a very effective communication tool.**

Teachers were surveyed in the following areas –

83 % believe they work with school leaders to create a safe and orderly school environment.

88 % talk with other teachers about strategies that increase student engagement.

87 % monitor the progress of individual students.

89 % present a new concept I try to link it to previously mastered skills and knowledge.

Students were surveyed in the following areas –

86% of students in this school had a high sense of belonging.

97% of students in this school valued School Outcomes

84 % feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Policy requirements

Aboriginal education

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

The Indigenous Dance Group performed at a Reconciliation event at Prospect Hill. They were then involved in story time, craft activities and food sampling.

As part of **NAIDOC** week and also in line with Reconciliation week, Hilltop Road students created our own mural as an act of recognition – of identities, cultures and history.



Multicultural and anti-racism education

Harmony Day

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

Hilltop Road Public School celebrated Harmony Day in a number of ways that included whole school Zumba at morning assembly and a shared community lunch.

Other school programs

STEM

In 2016 staff and students at Hilltop Road PS have been engaged in STEM lessons which provide curriculum based learning experiences that integrate science, technology, engineering and mathematics. STEM is based on real-world applications and encourages computational thinking and problem solving.

Students in Year One focused on coding and the students were creators with technology, learning how to code an Ozobot, the mini-robot. This encouraged logical thinking skills, problem solving and communication skills, as students worked collaboratively.

Year four students were also been involved in STEM lessons that incorporated aspects of design thinking. Students were given the task to design a new building for the school. This involved students ideating ideas together, completing multiple drafts of the proposed building and creating a prototype in Minecraft Edu.

Working through this process, students demonstrated problem solving and critical thinking skills whilst collaborating effectively in small groups.

Bike Program

Our staff member, Mr Anderson, travelled to Victoria to complete a three-day Bike Education Instructor course so that he could implement an exciting new Bike Program at Hilltop Road. The program is the brain child of Mr Anderson and Ms Close and was a direct result of the increasing number of students who can't ride a bike. All year 6 students attended a bike education program at CARES in Campbelltown and received a certificate of completion for their one-day course.

Mr Anderson worked with the Year 6 students at school to develop cycling tracks in our playground, discuss bike safety and bike maintenance. New bikes were ordered for the program and we look forward to seeing our students benefit from this valuable program.

SoundscapeABC Project

On Wednesday 18th May, Hilltop Road Public School was invited to be part of a recording project at the ABC Studios, Sydney. Selected Year 6 students read and

voice recorded names that will be used in the Australian War Memorial's Roll of Honour Soundscape project..

Holroyd Council Strategic Planning

On Monday 23rd May, Mrs Lavery and four year 5 students attended a community strategic planning session at Sherwood Grange Public School. Holroyd Council representatives invited local school students to participate in an ideas session and share their views about the council's long term plan for the future. The Year 5 students that attended drew illustrations about what they do in the local community on the weekend, they discussed the use of the community library and various community facilities available and they prioritised the importance of the council's services and programs.

Maker Space Sessions

Phil Nanlohy, who is a Maker space expert, worked at our school training teachers and working with a variety of classes. He provided interesting and engaging practical activities for our students including sewn circuits, pulleys, launching balloons, building bridges, creating terrariums and experimenting with sherbet. Teachers reported that the students were highly engaged, motivated and excited during the makerspace sessions.

Fair Education

On Tuesday 30th August, Hilltop Road held the first planning meeting as part of the 2016 Fair Education Program. Hilltop Road and Moree East PS have been successful in receiving a \$70 000 grant, supported by the Vincent Foundation. The program will run for three years with Hilltop Road and Moree East PS aiming to build upon our established transition to school program and co-create a new transition to high school program, **Ready Set Going**. We look forward to co-designing and working with Moree East PS over the next few years.