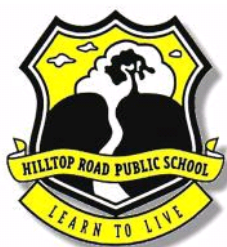


# Hilltop Road Public School

## Annual Report



2018



3997

## Introduction

The Annual Report for **2018** is provided to the community of **Hilltop Road Public School** as an account of the school's operations and achievements throughout the year.

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

### **Natalie See**

Principal

### School contact details

Hilltop Road Public School

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### Message from the Principal

Hilltop Road Public School is always looking to the future to ensure our students, teachers and parents are not only ready for tomorrow, but clearly understand the role they play in creating tomorrow's world. A world where our students are aware of themselves as learners, identifying his/ her goals, engaging and problem solving in work that matters and developing an understanding that each and every one of us, can make a difference within our classrooms, the Hilltop Road School community and beyond our school gates.

We are building and activating student agency. Our teachers are supporting the development of student agency through the articulation of learning, the development of student led conferences, socratic seminars, accountable talk strategies, student engaged assessment, vocabulary building, utilising hip hop beats, rhythm, rhyme and uploading student learning to seesaw to ensure learning is discussed and shared on a daily basis.

Parents at Hilltop Road are very supportive and engage in parent workshops and courses, participating in student led conferences and continually viewing and discussing learning with their child through seesaw. The learning conversations they have help to consolidate new learning and develop students skills. These valuable interactions impact on learning and it is so valuable that poarents help their children to learn and grow.

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.

At Hilltop Road Public School we have amazing students who continue to work hard to achieve their personal best. Everyone works hard, taking ownership of their learning and engaging in the classroom, helping others and knowing they can make a difference in our school, community and the world.

The staff have high expectations for themselves and their students. Our teachers are continually participating in high level, professional learning opportunities to develop and improve their practice. Our teachers are learners who are committed professionals, continually developing and improving their practise, taking chances, making a difference and helping create a future for our students..

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.. 2018 has been another successful year.

We have seen many highlights through the year with our annual Mothers Day/Fathers Day stalls, athletics carnival BBQ, easter raffle and our second whole school colour run, the largest fundraiser of the year. We have managed to finish off the year with funds available, which will be used to further support great community events in 2019, as well as assisting the school with upgrading technology and sourcing important resources for our students..

I will take this opportunity to extend my thanks to the staff of Hilltop Road Public School for always being supportive of P&C initiatives. Ms See and Miss Catherine, in particular, for inspiring our parents to be involved in their children's learning, your passion and enthusiasm has always made my task an easy one.

A big thank you to all of our parent helpers who always ensure these events go ahead without a hitch and a special thank you to the executive members for all of your hard work, support and dedication. We could not have achieved this result without you all.

I am looking forward to seeing what will be achieved in 2019, and wish all the best successes for our new president Vasilios Sarantakos and the executive team.

John Lavery

P & C President

## Message from the students

2018 was another busy year for our school with various fundraising events that were well supported by the students and the community.

P&C helped to coordinate the Easter Egg raffle with prizes being donated by the students and families in Year One. Over 12 enormous baskets of eggs were won by various K–6 students. The Coin Line fundraiser organised by Year 6, saw 2 classes win a pizza party for having the longest coin line in K–2 or 3–6.

We also raised money for our school by having a colour run, mufti days and discos throughout the year.

Hilltop Road also supported charities and raised money throughout the year by participating in Bandana day, the Stewart House clothing collections twice a year, the Stewart House gold coin envelope contributions and donations to the Christmas Giving Tree, at Westmead Childrens Hospital.

Various donations were also made through fundraising as part of grade PBL projects K–6.

## School background

### School vision statement

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

### School context

Hilltop Road Public School situated in the Western Sydney region. The community represents over 23 cultural groups, including 70% from a non-English speaking background. A dynamic and dedicated staff work closely with the community, to promote a positive and engaging learning environment. The school's vision recognises the school as a community of learners, where all stakeholders are engaged in authentic learning experiences.

The highly professional, cohesive staff is committed to professional learning, collaborative planning and team work and designing learning that inspires students to succeed in an inclusive environment.

Hilltop Road Public School nurtures individual difference and develops rich and authentic programs that prepare students to be active members of the global community.

Staff are also committed to developing the students' ability to articulate their learning and know themselves as a learner. These practices are enhanced through innovative information and communication technologies.

Parental involvement is recognised as a vital link in the partnership between home, school and the community. We embrace the diversity of the school community and the cultural richness that it provides. A strong partnership exists between students, parents and staff, characterised by trust, support and cooperation. The school's Community Liaison Officer supports families in the school through a variety of initiatives catering to their interests and needs

## 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. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This 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. 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.

In the domain of **Learning**, Hilltop Road has continued to sustain and grow practices. Hilltop Road has demonstrated there is a commitment to delivering engaging and rich learning experiences for students, that aim to involve students, parents and the wider community. As a result of this, positive and respectful relationships are evident amongst all key stakeholders. Students are aware of the expectations in the school, enabling optimal learning conditions. Students are engaging with learning and are beginning to develop their identity as learners. The school has adopted new initiatives and processes to ensure teachers are equipped to identify and address student learning needs, in order to plan for students' further learning. Specialised programs are also in place to support identified student groups and to ensure they reach their set goals. There is a planned approach to support students' cognitive, social and emotional wellbeing. Through the impact of Positive Behaviour for Learning, Kids Matter and Circle time initiatives, Hilltop Road is focusing on supporting the whole child as they progress through school. Through Project Based Learning initiatives, students are also learning important values as they support and involve their local community. The school analyses data from a number of sources, and reports on areas of students' strengths and areas of development. Parents are also updated on the progress of their child with the use of formal reporting structures and Seesaw. The school's need to further refine processes, in the area of assessment and reporting, have led to the implementation of visible learning. Through the implementation of this initiative, teachers are able to set transparent criteria for student assessment and have in place, more consistent moderation of assessment. This has also enabled students to take ownership of their learning and use specific feedback, to reflect upon their learning.

Hilltop Road has also continued to maintain and grow practices within the domain of **Teaching**. At Hilltop Road, teachers are providing effective classroom practice as they work together to review and revise teaching and learning programs and regularly discuss and plan for lessons in a well sequenced manner. Teachers have also used flexible learning spaces and the principles of Positive Behaviour for Learning, to effectively manage their classrooms productively. As a grade, teachers analyse student assessment data to determine future directions for their teaching programs. A more structured and consistent process for assessing consistent teacher judgement, is developing through Learning Walks. As a staff we have also begun developing consistent practices around reading, writing and numeracy, to help improve student outcomes and teacher foundational practices. The schools strategic directions are also based on strengthening initiatives that were successful, based on analysing a number of sources of information throughout the year. Collaborative practice is an area where Hilltop Road has explicit systems in place which improve teaching practices.

Priorities in the domain of **Leading** have been to strategically use finances and resources to upgrade hardware and infrastructure to support technology and STEM initiatives at the school. This will support the various equipment the school provides and ensure it is maintained. This year the strengths in the leading domain have been the effective engagement with members of the local community and forming strong relationships with external personnel, to support the learning culture of the school. Parents engage in adult learning opportunities and demonstrate a positive attitude towards learning and schooling. The school further supports this learning culture as it acknowledges the achievements of all its stakeholders. Staff, students, parents and the wider community are welcomed and engaged by the school. All staff are briefed each term about the schools position and development towards the strategic direction goals. Release and mentoring timetables are developed and discussed, on how time will be utilised over the term to enhance the progression of the schools vision. Regular staff and admin meetings are also conducted to ensure staff are aware of processes and procedures in place, for whole school communication and updates of information for the term. This helps to develop a shared distribution of leadership and enable staff to articulate the purpose of the strategic directions they helped form.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Engaged, self-directed, successful, globally aware, lifelong learners

### Purpose

Create educational environments where critical skills and capabilities are developed through innovative and dynamic teaching and learning practices.

Student agency is cultivated as students are empowered to be risk takers, effective communicators, creative problem solvers and active global citizens. They have the capacity to be accountable to their learning goals and reflect on their own progress to become successful learners.

Enrich student experience by providing authentic and connected learning opportunities through positive partnership that extend beyond the classroom.

### Overall summary of progress

Semester One student led conferences were implemented with all classes K–6

Students created Presentations of Learning to demonstrate their knowledge throughout their PBL project.

100% of students upload and share their work on Seesaw

Students are able to confidently discuss what they are learning and themselves as learners.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF v2)</li><li>• Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF v2)</li><li>• Triple T action research data demonstrates students attaining higher levels, demonstrating their ability to articulate their learning and themselves as learners</li><li>• Presentations of Learning demonstrate deep learning that has occurred during project based learning experiences.</li></ul>		<p>SEF data has demonstrated an increase in many areas</p> <p>Teachers provide quality feedback to students that is relevant and in real time</p> <p>Student's articulation of learning has improved</p> <p>PBL final products provide real world connections and display a depth of understanding</p>

## Next Steps

Student lead conferences will continue

Teachers and students will be surveyed for feedback on the student led conference booklets used during Semester 1

Changes will be made and student led conference booklets will be modified

## Strategic Direction 2

Strategic, connected and personalised professional learning

### Purpose

Develop and deepen pedagogical knowledge and practice in order to empower teachers to be reflective, researchers and facilitators. Personalised professional learning opportunities for staff utilise the NSW Professional Teaching Standards, and involve various learning partners.

A conducive environment with processes and practices to support staff to build a deep knowledge around the dispositions and capabilities necessary to enhance a culture of innovation for effective, future focused teaching and learning.

### Overall summary of progress

Students demonstrated achievements towards their personal goals.

Students' have progressed along the literacy continuum.

Students demonstrated growth in their PAT Maths and Reading assessments.

Students' benchmark levels demonstrated growth.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF v2)</li><li>The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF v2)</li><li>TESA observation data demonstrates growth towards 3.0 teaching practices.</li></ul>		<p>Learning Walks, mentoring and collaborative planning allow for effective teaching and learning</p> <p>Staff are supported to complete their levels of accreditation</p> <p>Professional learning on 3.0 teaching practices and classroom observations allowed for growth in teacher delivery</p>



## Next Steps

Continue to support the accreditation and maintenance of teachers pursuing higher levels

Continue with Learning walks and mentoring

Introduce PLC – Professional learning conversations that will allow staff to meet with senior executive and discuss PDP goals and future directions

### Strategic Direction 3

Authentic community learning and partnerships

#### Purpose

Develop a strong community of learners that co–create opportunities for our young people and the community to succeed.

Enhance partnership through innovative parent and community learning, leading to increased student and parent engagement in the learning process.

#### Overall summary of progress

Ready Set Go model successfully scaled and diffused working in partnership with preschools and primary schools.

Ready Set Going established with connections to multiple high schools and Moree PS

Seesaw portfolios are accessed by families.

Parental attendance at annual student led conferences increased

Community surveys completed

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience (SEF v2)</li> <li>• The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment (SEF v2)</li> <li>• Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received (SEFv2)</li> <li>• The "Tell them from me" and other online surveys report high levels of satisfaction with teaching and learning programs</li> <li>• Increase parent involvement in student led conferences by 5% every year</li> <li>•</li> </ul>		<p>Ready Set Going to high school connections maintained</p> <p>Welcome back BBQ for past Year 6 students and parents well attended by over 70 people</p> <p>94 % of parents connected to Seesaw and involved in keeping up to date with their child's learning</p> <p>Students, teachers and parents all completed the Tell Them From Me survey</p> <p>Successful student led conferences attended by over 390 families</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustain <b>Seesaw</b> engagement		Ready Set Going to high school connections maintained  Welcome back BBQ for past Year 6 students and parents well attended by over 70 people  94 % of parents connected to Seesaw and involved in keeping up to date with their child's learning  Students, teachers and parents all completed the Tell Them From Me survey  Successful student led conferences attended by over 390 families

## Next Steps

Visits between Ready Set Go schools – visit to Moree PS organise for June 2019

Encourage the attendance at the Yr 6–7 welcome back BBQ – add to school calendar as an annual ongoing event

Maintain the high number of families connected to Seesaw

Continue to implement the student led conferences in 2019

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$ 13 704  Funding was used to pay SLSO's , fund NAIDOC celebrations and provide time to prepare PLP's.	All students have Personal Learning Plans (PLP's) which have been created based on input from students and families at Meet the Teacher interview sessions..  School Learning Support Officers (SLSOs) were employed to provide small group support for identified students experiencing difficulty.
<b>English language proficiency</b>	\$ 419 903	Teachers were employed to support students with EALD backgrounds.  They worked in the classroom supporting the existing learning program, withdrew targeted small groups of students and worked with new arrival students on a daily basis.
<b>Low level adjustment for disability</b>	Teachers employed  \$ 303 044	Teachers employed to support learning difficulty students  Class teachers provide a differentiated curriculum for students, making necessary adjustments to programs so that all students can access the curriculum.  SLSO's are employed to support identified students in small groups, the classroom , playground and in targeted intervention programs such as Quick Smart Literacy and Numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$ 130 349  Teacher employment & release	QTSS funds support the employment of a teacher to support our focus areas including beginning teachers and supporting the implementation of PDP goals.
<b>Socio–economic background</b>	\$ 391 531	Funds set aside to cover extra staffing ( above establishment and higher duties ), executive leadership days and mentoring.
<b>Support for beginning teachers</b>	\$ 20 679	3 beginning teachers were supported through induction programs, extra release off class and mentoring support  Learning walks, class observations and lesson studied were all implemented
<b>Targeted student support for refugees and new arrivals</b>	\$ 11 868	Teachers and SLSO's were employed to support students in need through classroom support and small group withdrawal.  Refugee funds directed to students and the development of programs



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	381	367	370	359
Girls	367	376	372	382

In 2018 the total student enrolment was 741 students.

Twenty nine classes of mixed ability were formed to place all students enrolled K–6.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	93.2	90.7	92.9
1	91.7	93.3	92.9	91.5
2	93.3	91.7	93.4	91.2
3	92.6	92.8	93.8	94.2
4	94.2	90.4	93.8	92.7
5	94.3	93.4	93.2	94
6	91.2	92.1	92.8	92.9
All Years	92.9	92.5	92.9	92.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance is managed K–2 and 3–6, by the two Deputy Principals at our school. Attendance is monitored weekly through Sentral, the electronic roll system. Class paper rolls are also kept and collected every Friday. Class teachers send home notes to parents if absences are unexplained on return from an absence.. Any attendance concerns are reported to the Deputy Principals and phone calls are made or letters sent home to families. Habitual attendance concerns

are reported to the HSLO and improvement plans are implemented if necessary. regular roll checks are conducted by the HSLO once a term and any student at or below 85% attendance rate is monitored closely for improvement.

Regular notices regarding attendance and punctuality to school are regularly included in the school newsletters to remind families of attendance expectations.

### Structure of classes

In 2018 we formed 29 classes. –

- 15 classes were formed in K–2
- 14 classes were formed in 3–6
- 2 composite classes were formed – 3/4 and 5/6

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.1
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	4.67

\*Full Time Equivalent

Hilltop Road PS had two full time Aboriginal teachers employed in 2018.

However, one of the male teachers took leave without pay for a year in Term 3.

He is due to return at the end of 2019, in Term 4, if he does not extend his leave.

### 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	10

## Professional learning and teacher accreditation

Staff at Hilltop Road have completed mandatory compliance training relating to WHS requirements in First aid/CPR, emergency care and child protection updates and anaphylaxis training.

Significant amounts of professional learning were undertaken by Hilltop Road PS staff in 2018. As research suggests that teacher quality is the single largest indicator of student success, this was a focus area for us during 2018.

Staff received training in the following areas during 2018 –

- Sentral
- Foundational practices – maths, reading and writing
- Student voice & articulation – socratic seminars
- Student Led conferences
- Project based learning
- Learning Walks and mentoring
- Quality Texts with Jann Farmer Hailey – text analysis
- Learning progressions
- Visual literacy
- 7 mindsets
- Hip Hop & rap – student voice
- Makerspace
- Student engaged assessment & LISC
- Strategic plans, Milestones & Strategic directions
- Stem share kits – virtual reality & augmented reality

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	848,513
<b>Revenue</b>	7,180,373
Appropriation	6,777,778
Sale of Goods and Services	68,240
Grants and Contributions	322,186
Gain and Loss	0
Other Revenue	100
Investment Income	12,070
<b>Expenses</b>	-6,578,922
Recurrent Expenses	-6,578,922
Employee Related	-5,779,411
Operating Expenses	-799,511
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	601,451
<b>Balance Carried Forward</b>	1,449,964

The financial summary tables shown cover 13 months, from 1 December 2018 to 31 December 2018.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	4,995,440
Base Per Capita	143,480
Base Location	0
Other Base	4,851,960
<b>Equity Total</b>	1,126,183
Equity Aboriginal	13,704
Equity Socio economic	391,531
Equity Language	417,903
Equity Disability	303,044
<b>Targeted Total</b>	101,048
<b>Other Total</b>	363,077
<b>Grand Total</b>	6,585,748

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Year 3 were above average in Grammar and Punctuation in bands 5 and 6

Students in Year 3 were above average in Spelling in bands 3 and 4

Students in Year 3 were above average in Reading in bands 2., 3 and 5

Students in Year 3 were above average in Writing in bands 4, 5 and 6

Students in Year 5 were above average in Grammar and Punctuation in bands 4, 5, 7 and 8

Students in Year 5 were above average in Spelling in bands 3, 4, 5 and 8

Students in Year 5 were above average in Reading in bands 3., 4 and 6

Students in Year 5 were above average in Writing in bands 5 and 7

Students in Year 3 were above average in numeracy in bands 1, 3 and 5

Students in Year 5 were above average in numeracy in bands 3, 4, 5 and 6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

At Hilltop Road there are three aboriginal students enrolled in Year 3 and four aboriginal students enrolled in Year 5.

One student achieved results in the top two NAPLAN bands for all areas except writing.





## Parent/caregiver, student, teacher satisfaction

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

In 2018, Hilltop Road sought the surveyed it's major stakeholders and questioned them on areas that have an influence and impact on them directly.

Students, parents and teachers were asked about various aspects at school through the Tell Them From Me survey

These responses are presented below –

### **Student responses**

- 51% of students feel challenged in English and maths and feel confident of their skills in these subjects
- 86% of students feel accepted and valued by their peers
- 87% have friends that they can trust who encourage them to make positive choices
- 97% believe school is useful in their everyday life and it has a strong bearing on the future
- 89% are interested and motivated in their learning
- 93% try hard to succeed in their learning

### **Staff responses**

- 89% of staff feel supported by school leaders
- 92% collaborate with other teachers and discuss learning problems of students
- 90% of staff set high expectations for student learning and monitor individual progress
- 87% give students feedback on how to improve their performance
- 88% of staff present a new concept and link it back to previously mastered skills and knowledge
- 90% of staff create opportunities for success with their students
- 87% of staff regularly inform parents about their child's progress

### **Parent responses**

- 86% feel they can speak easily with their child's teacher
- 87% feel well informed of school activities
- 78% feel well informed of their child's progress
- 94% have attended meetings and social functions
- 80% encourage their child to do well at school
- 81% feel that the school supports their child's learning
- 89% feel their child is clear about the rules for school behaviour



## Policy requirements

### Aboriginal education

Aboriginal Education is always a focus at Hilltop Road as we have one staff members and 21 students who proudly identify as indigenous students. Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Plan (PLP). This process ensured that 100% of Aboriginal students had a PLP to support their learning and allowed them to achieve their self-nominated goals for 2018. Naidoc week and Reconciliation Week were also recognised and celebrated with all students participating in class activities.

Hilltop Road indigenous dance group was also invited to perform and participate again this year in Reconciliation Week activities at Greystanes. On Wednesday, 3rd May, Mrs Lavery accompanied our school Indigenous dance group to a Reconciliation event at Prospect Hill, in Greystanes. This event was held to commemorate the anniversary of Reconciliation. Students were excited to learn about Aboriginal history and culture through a smoking ceremony, storytelling, dance exhibitions and other activities. Our Indigenous Dance group performed and were a credit to our school and this important event. Thank you to Cumberland Council for providing this opportunity for our students and Mrs Lavery for accompanying and organising our students.

A staff member was trained as an ARCO – Anti Racism Contact Officer to support our commitment to the elimination of racial discrimination.



### Multicultural and anti-racism education

The Hilltop Road school rules and values program has ensured that multicultural education and the associated values of respect, tolerance and acceptance of all cultures, is embedded in all teaching and learning programs. These are specifically taught at the beginning of every year and revisited at the beginning of every new term throughout the year.

The staff, students and families celebrated Harmony day with various activities culminating in a community shared lunch, with over 100 people in attendance.

Teachers also participated in several professional learning sessions to support EALD and refugee students in the mainstream classroom.

## Other school programs

### **Cumberland Council Community Award**

On Australia Day, Hilltop Road Public School was recognised for the wonderful work we do at a community level. Cumberland Council awarded our school with a Highly Commended award in the Community Event of the Year category. This was in recognition of the Mother's Day High Tea community event we held in May last year.

### **Song Room**

This year Hilltop Road is involved in a new initiative called the Song Room Program. Mikaela Atallah.

The Song Room's Teaching Artist (drama), graduated with a Bachelor of Communications (Theatre/Media) in 2014 and since then has produced, directed and acted in various independent theatre shows around Sydney, as well as studying Clowning, with Phillippe Gaulier in France. Mikaela has been teaching drama to children for five years and her work is based around an emphasis on imaginative play and improvisation, in order to create confidence and harmony in and outside of the classroom.

The students in Year One have partnered with The Song Room. The partnership is facilitated by Cumberland Women Health.

Every Thursday, all of the year 1 classes are timetabled to go to the new Community Resource Centre and participate in a session of drama activities. The Song Room program is designed to bridge the educational gap by ensuring Australian school children have access to tailored music and arts education. The specialised face-to-face programs, led by expert teaching artists, improve educational outcomes across disciplines, helping students feel better about themselves. The Song Room teaching artists provide a different learning environment for students, which is not dependent upon high levels of literacy or English language skills. The program enables children to experience a learning environment that is fun, interactive, collegiate and non-threatening. It helps them explore and draw on their own skills and talents to excel in ways that may otherwise not be possible.

### **CSIRO Partnership**

Mrs Romer has been able to involve Hilltop Road in a STEM Professionals in Schools Partnership. It is a Thales-CSIRO STEM Education pilot program. Hilltop Road will be working with Phillip Swaddling from Thales, who is an Avionics Engineer. Phillip has met with the executive team to plan and organise the direction the partnership will take for 2018. We are fortunate to be involved in this project and look forward to Phillip working with the staff and students in different areas of maths, science and ICT through experimenting with augmented reality.

### **CRC opening**

On Tuesday 22nd March, Hilltop Road celebrated Harmony Day and the official opening of the new CRC. Students and staff wore orange or cultural dress and looked amazing. Everyone participated in a zumba session after lunch that was lots of fun thanks to Mrs Sleiman. Parents and invited guests attended a community lunch held in the library. A special assembly was held after recess to mark the opening of the new Community Resource Centre building. We welcomed Mayor Greg Cummings, Merrylands RSL Sub Branch members, Mr Frank Webb, Mr Peter Thompson, current kindergarten student Madelena Sarantakos, past school captain Claire Cuskelly and parents, Mrs Hata and Mrs Sharhuk. All guests spoke, along with Miss See and Miss Catherine, about the community spirit developed, strong community partnerships formed which have been strengthened as a result of the CRC. Over the past 20 years, it has made

### **Ambassador Training**

On Tuesday 20th March, interested Year 6 students participated in a training day in our school hall. The day was facilitated by Cameron Brown from ExploreDiscoverAct. The training day focused on looking at what an ambassador was, the qualities an ambassador has and planning a program that can be implemented K-6. The presenter challenged our students to think about what we value as a school, and as ambassadors. The ideas our students came up with were fantastic. Our newly trained Ambassadors recently led visitors from the University of Sydney around the school. The University of Sydney students were highly impressed with the Ambassadors' ability to articulate the vision, spaces and ways of learning at our school. Well done, Ambassadors. Special thanks to Ms Close who organised and coordinated this wonderful opportunity for our Year 6 students.

### **Welcome Back BBQ**

On Thursday 22nd March, Hilltop Road hosted a welcome back BBQ for the year 6 students of 2017. The gathering was held outside the Year 6 rooms and the new CRC. It was good to see so many past students back at Hilltop, sharing their experiences and high school journey so far. This was the inaugural BBQ organised by Ms Close and Miss Catherine. Thank you to the teachers, families and Year 6 teachers 2017 that attended.

### **Street Library – Maker Space**

Each Tuesday afternoon, a group of dedicated parents have been working with Miss Catherine and Phil in our Maker Space, on their first community project.

They are working together to create a street library, complete with plans drawn and recycled materials purchased. It is great to see new skills being developed and new friends being made, leading to a stronger community. A big thank you to Phil for working so closely with our community and sharing his expertise.

### **Student Led Conferences**

Student led conferences were held between Monday,

25th June – Thursday, 29th June, 2018. They were a huge success and it was wonderful to see our students independently talking about their learning with such confidence, to family members. Thank you to the parents who supported this important initiative. Reports were taken home at the conclusion of the conference. Over the week there were 23 teachers from Year 1–6 involved, with 397 parents attending 477 student led conferences. Thank you to our families who attended, we appreciate your ongoing support.

### ***Combined Staff Development Day***

On Monday 23rd July, our staff development day was a great day of professional learning. The day included a half-day session with our colleagues from the Pemulwuy Learning Community (PLC) at Greystanes High School. Staff listened to a keynote speaker, **Dr Dennis Alonso**, from the University of New South Wales. He spoke about identifying the relationship between Learning Intentions, Success Criteria, peer feedback and self-assessment. The Pemulwuy Learning Community of Schools are focusing on how to effectively engage students in peer feedback and self-assessment. The 2018 goal is to improve students' articulation of learning, through embedding visible learning, into quality teaching and learning practice and programs. Thank you to Greystanes High School for hosting this valuable event for Hilltop Road Public School, Beresford Road Public School, Greystanes Public School and Girraween Public School.

### ***Elliot Gann***

On Monday 6th August, Hilltop Road welcomed Dr Elliot Gann again to our school. He is the Executive Director of Today's Future Sound and has taught and presented beat making and music production to over 8000 students across the world.

Dr Elliot spent the week at our school, working with students, staff and parents. Selected classes had the opportunity to work with Dr Elliot and participated in beat activities to develop student articulation. Dr Elliot also worked with staff to help establish our student radio station.

On Thursday afternoon, Dr Elliot ran a parent workshop and gave insight into how hip hop can assist with student articulation, word play, vocabulary building and confidence. The parents also had the opportunity to create beats using push pads and other equipment. It was great to see everyone involved and having fun.