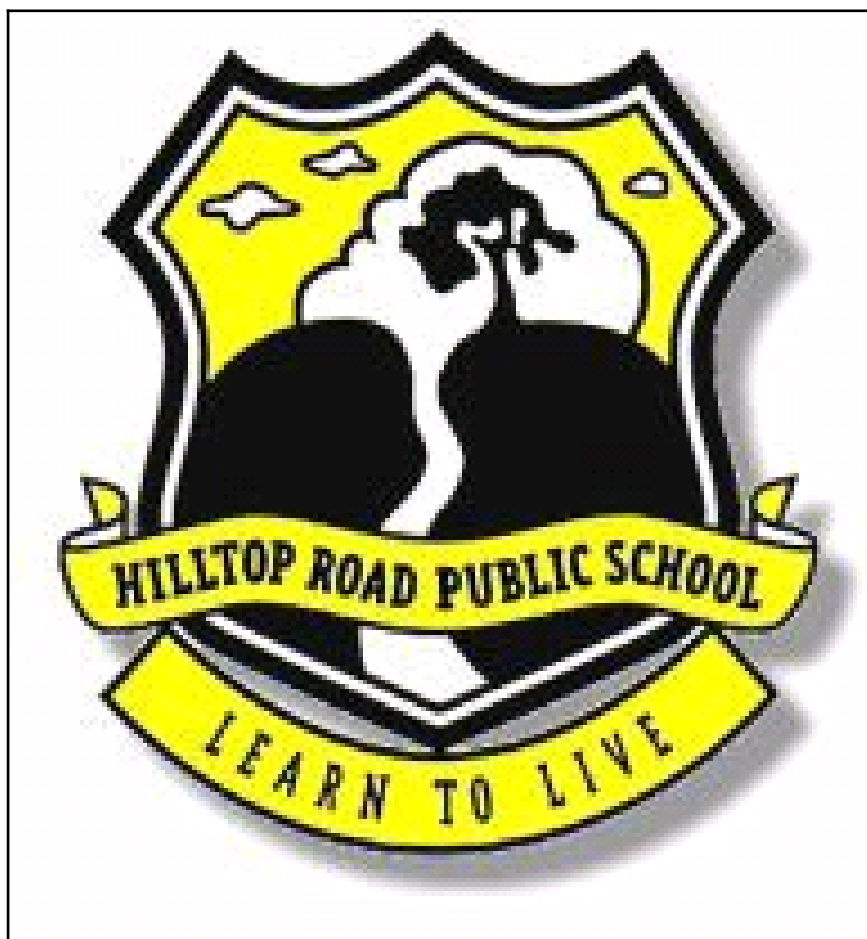


Hilltop Road Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

In 2019, the Department of Education celebrated "Every Student Every Voice." At Hilltop Road we believe every student should have a voice. A voice to be heard, a voice to share ideas and a voice which impacts and enhances learning. We are all learners and this school, your everyday life and work provide so many opportunities to grow and be your personal best. We want our students to have agency and voice in their learning, as it will accelerate, connect and give them a clear mindset to ensure they are engaged learners, directing their agency, finding their voice and harnessing their learning power and potential.

Our teachers work tirelessly to ensure our students have a voice to set learning goals, identify how to step it up, express an opinion, provide feedback to their peers, answer and ask questions, take a role with decision making within the school and to utilise their voice to impact on their learning and the learning of others.

Thank you to each and every one of our students for working hard, taking ownership of your learning and engaging in the classroom, helping others and knowing you can make a difference in our school, community and the world.

Thank you to our staff who have high expectations for themselves and their students. Our teachers are learners who are committed professionals, continually developing and improving their practice, taking chances, working beyond the normal and making a difference helping create a future for your children.

To our parents and community members, thank you to each and every one of you for viewing your child's education as a partnership. We appreciate your continued support as we work together to make a difference.

Our school vision that "Our community of learners must engage in an education worth having" is the shared responsibility of every person involved in our school community.

Thank you for being part of this amazing team and working together to create the best place for our students, teacher and families to thrive and grow.

Thank you for an outstanding 2019.

I look forward to our new journey in 2020.

Natalie See

Principal

Message from the school community

Our 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.

2019 was another successful year, with several fundraising and community building events throughout the year. Our annual Mothers Day & Fathers Day stalls were held in the Community Resource Centre with great results. The new P&C bbq was well used with parents volunteering their own time to run Sausage Sizzles at both the Federal Election and State Elections, as well as our K–2 athletics carnival. The Easter raffle was popular again, many thanks to our year 1 families for donating all the easter eggs and bunnies for our famous Easter Baskets. Last but not least our biggest event of the year was our bi–annual Carnivale, and the feedback we received indicated that the event was the best yet with better queue control, appropriate food vendors and enough entertainment to keep the crowd occupied. As a community oriented group we couldn't be happier with this result, and any profits made on the night were an added bonus.

In summary we have managed to raise approximately \$15000 for our school from events, with an extra \$28000 from successful grant submissions. Many thanks to our local Clubs that continue to support our school initiatives, in particular Club Merrylands, Wenty Leagues and Guildford Leagues.

Message from the students

The Student Representative Council (S.R.C.), comprised of eight strategic direction groups who met weekly to develop proposals designed by the students to impact different areas of our school. Our school captains and prefects attended leadership training workshops with Cameron Brown, to provide them with skills and strategies to lead the strategic direction groups. Each of our captains and prefects led a strategic direction group to work collaboratively designing projects and structures that the student body believed would improve our school.

The Environment Committee liaised with The Warriors on Recycling group and Jeff Joffa, to embed recycling practices in our school. The Well Being and Active Lifestyle Committees developed proposals to support student well–being through assisting with lunchtime clubs and having a Zen club in the library. The Learning and Talking About Learning Committees worked collaboratively, to support student agency and articulation of learning, having students share learning experiences during K–6 assemblies. The Technology Committee ensured that school events were shared with our community. The Community and Fundraising Committees teamed up to host a 'Fluro for the Fires' disco, raising over \$1200 for the N.S.W. Rural Fire Service.

In 2020 the S.R.C. will continue to implement ongoing initiatives, as well as identify and develop new ideas.



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- The school has identified what grow this expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF v2)
- 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)
- Triple T action research data demonstrates students attaining higher levels, demonstrating their ability to articulate their learning and themselves as learners
- Presentations of Learning demonstrate deep learning that has occurred during project based learning experiences.

Overall summary of progress

In 2019 Hilltop Road staff attended professional learning on assessment leader opportunities and unpacked the AF:L tool – Teacher as an assessor.

The staff delivered workshops at the combined Pemulwuy Learning Community staff development day in Term 3.

Staff synthesised school programs to develop dispositions and learner qualities of students.

Progress towards achieving improvement measures

- Process 1:**
- Ensure students are reaching the **general capabilities and progression** targets in the syllabus
 - Provide an environment and opportunities for students to explore their **passions** and curiosities. (*Kids Teaching Kids & High potential learners*)
 - Encourage and provide opportunities for students to be **ambassadors** and leaders of learning in the school.
 - Develop and implement evidence-based teaching practices to support the acquisition and teaching of **vocabulary** and how to be **effective communicators**. (*Maths Talks, Hip Hop and Socratic Seminars*)
 - Utilise the **maker space normal and robotics equipment** for students to safely create and build products, expressing their creativity.
 - Deliver engaging learning experiences that encourage students to reflect on their **mindset, disposition** and where they are in the **learning pit**.
 - Staff engage with Pemulwuy Learning Community to build upon **student engaged assessment strategies** *Peer and self-assessment focus 2018*).

Evaluation	Funds Expended (Resources)
Over 60 staff members attended the combined Pemulwuy Learning Community Staff Development Day	Funding Sources: <ul style="list-style-type: none">• (\$0.00)
5 staff members ran workshops at the SDD	
Staff are familiar with the AFL tool and have implemented it as part of their classroom practice	

Progress towards achieving improvement measures

All students presented a digital portfolio of their work and led the 3 way conference with their teacher and parent

Over 500 student led conferences were held over the week

Next Steps

In 2020 Strategic Direction Group 1 are focusing on the following areas –

Further develop K–6 learner qualities and dispositions

Consult with students, teachers and parents about dispositions and qualities

Develop single point rubrics

Implement a theory of action

Further investigate the progressions

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.

Improvement Measures

- 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)
- 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)
- TESA observation data demonstrates growth towards 3.0 teaching practices.

Overall summary of progress

In 2019 Hilltop Road staff participated in 2 staff meetings about effective questioning and accountable talk strategies

Staff implemented accountable talk strategies in the classroom K-6

PAT test data was used to inform teacher practice and were explored through Learning Walks K-6

Recycling e-waste

New tech was purchased for inclusion in mobile tech kits that can be borrowed for classroom use

Staff, students and parents participated in H-Pop Studio workshops

Progress towards achieving improvement measures

Process 1:

- Equip all staff with the resources and strategies to accurately differentiate using the **progressions**.
- Staff investigate and reflect on **Education 1.0, 2.0 & 3.0** and use **TESA** as analytic and a scaffold to drive and measure future focused practice.
- Create systems and practices to **share evidence-based practices** that allow collaboration to enhance innovative classroom practice and improve student outcomes. (*Learning walks, HRPS toolkit, mentoring, coaching & action research*)
- Utilise the **Impact Evaluation model, Sprints and design thinking strategies** to engage in school based research.
- Create opportunities for teachers to achieve and/or pursue higher levels of **accreditation**.
- Participate in **professional learning networks** and connect with other schools and organisations

Progress towards achieving improvement measures

Process 1: outside of our school context to accelerate our school practices.

Evaluation	Funds Expended (Resources)
<p>Accountable talk strategies were distributed to staff to implement in their classrooms</p> <p>PAT test data trends were explored and examined through Learning Walks & following discussions</p> <p>Staff explored the new tech equipment at a series of staff meetings</p> <p>The H–Pop studio was used for PBL projects and workshops for students, staff and parents</p>	

Next Steps

In 2020 Strategic Direction Group 2 are focusing on the following areas –

Equip staff with the knowledge and skills needed to implement the progressions successfully into their programming and teaching

Introduce numeracy as a major focus area for our Bump It Up strategy

Provide professional learning and task development in the working mathematically strand

Provide professional development for staff in the Science syllabus

Develop mobile kits with new ICT resources with the expertise of Phil Nam

Develop ICT catalogue of new resources available for teacher and student use

Provide mentoring time for teachers to access and team teach with Jo Sikorski in Virtual reality and Augmented reality

Further develop H–Pop Studio capabilities including the use of instruments

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.

Improvement Measures

- 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)
- 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)
- 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)
- The "**Tell them from me**" and other online surveys report high levels of satisfaction with teaching and learning programs
- Increase parent involvement in student led conferences by 5% every year
- Sustain **Seesaw** engagement

Overall summary of progress

In 2019 the Community Strategic Direction group focused on the following areas –

Introduction of a parent PBL

Investgating new community annual celebrations from different cultural backgrounds

Celebrating new community celebrations and events with staff, students and the community

Progress towards achieving improvement measures

- Process 1:**
- Co–create and connect with community and industry to develop authentic products and services which inform global audiences
 - Encourage parents to be part of their child's learning journey by providing **multiple modes for parents to connect and engage**.
 - **Communicate regularly** with members of the community about their needs and interests in order to create learning opportunities that meet these areas.
 - Develop and sustain reciprocal learning partnerships with relevant **preschool, primary school and high school networks as well as external agencies** to enhance student learning and transition opportunities.
 - Engage in strategic conversations with the community to develop strategies to **minimise the impact of barriers** to community learning.
 -

Progress towards achieving improvement measures

Process 1: Parents are active learners in the school and lead other parents and children in learning, knowing this supports themselves as learners.

- Create environments where parents and the community are **supported to be lifelong learners**.

Evaluation	Funds Expended (Resources)
<p>Gardening PBL project commenced with interested parent and community members who met weekly, every Tuesday to grow and maintain produce in the school garden beds</p> <p>Parent PBL group sold produce at school events and pop up cafes that were held throughout the year</p> <p>EID breakfast and pop up cafe celebration held for the first time at HRPS – over 200 community members attended</p>	

Next Steps

In 2020 Strategic Direction Community Group 3 will focus on the following areas –

PBL gardening project in term 1 and cooking in term 2

Improve the PBL project cycle to include guest speakers

Implement the grant for the social enterprise caravan to be utilised as a barista and coffee facility for staff and community members

Increase the number of parent workshops provided that include seniors, first aide, swimming classes and the H-Pop studio

Increase the access of the kitchen facility to a larger number of classes across the school so it can be utilised K-6

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding was used to pay SLSO's , fund NAIDOC celebrations and provide casual relief to allow teachers and LST members time to prepare PLP's.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$14 413.00) 	<p>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..</p> <p>Teachers met with the LST members to discuss and plan the PLP before consultation with parents.</p> <p>School Learning Support Officers (SLSOs) were employed to provide small group support for identified students experiencing difficulty.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$417 903.00) 	<p>Teachers were employed to support students with EALD backgrounds.</p> <p>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.</p>
Low level adjustment for disability	<p>Teachers employed</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$311 423.00) 	<p>Teachers employed to support learning difficulty students</p> <p>Class teachers provide a differentiated curriculum for students, making necessary adjustments to programs so that all students can access the curriculum.</p> <p>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.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher employment & release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$130 349.00) 	<p>QTSS funds support the employment of a teacher to support our focus areas including beginning teachers and supporting the implementation of PDP goals.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$459 744.00) 	<p>Funds set aside to cover extra staffing (above establishment and higher duties), executive leadership days and mentoring.</p>
Support for beginning teachers		<p>3 beginning teachers were surveyed and supported through induction programs, extra release off class and weekly mentoring support</p> <p>Targeted PL workshops that catered to the needs of beginning teachers, Learning walks, class observations and lesson study approach were all implemented to support the beginning teachers.</p>
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted student support for refugees and new arrivals (\$11 868.00) 	<p>Teachers and SLSO's were employed to support students in need through classroom support and small group withdrawal.</p> <p>Refugee funds were directed to students and the development of targeted programs</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	367	370	359	367
Girls	376	372	382	396

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	90.7	92.9	89.4
1	93.3	92.9	91.5	93.7
2	91.7	93.4	91.2	91.1
3	92.8	93.8	94.2	92
4	90.4	93.8	92.7	92.3
5	93.4	93.2	94	91.9
6	92.1	92.8	92.9	90.9
All Years	92.5	92.9	92.8	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Sentral is used to track student attendance and absences.

As there are 32 classes, the two Deputy Principals manage attendance K–2 and 3–6.

Class teachers submit the electronic roll daily and also complete a paper roll.

Rolls are monitored every Friday and the HSLO is called upon to assist with improvement plans and take families onto formal caseload if required.

In 2019 3 families were monitored on the HSLO caseload and 5 students required an improvement plan.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a

positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



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	4
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

During 2019 the staff participated in weekly staff meetings every Wednesday afternoon.

The main focus areas for professional learning in 2019 were –

- TELL – an ESL learners/ students facilitated workshop & staff group presentations
- Student engaged assessment and visible learning
- Literacy – support for our readers and writers, with the assistance of Jann Farmer Hailey (independent consultant)
- Digital literacy
- Mandatory training
- Strategic directions planning, implementation & evaluation
- Combined PL with the Pemulwuy Learning Community for Staff development day



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,449,964
Revenue	7,494,776
Appropriation	7,148,482
Sale of Goods and Services	76,662
Grants and contributions	258,839
Investment income	10,193
Other revenue	600
Expenses	-6,946,347
Employee related	-6,206,781
Operating expenses	-739,567
Surplus / deficit for the year	548,429

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	80,762
Equity Total	1,251,121
Equity - Aboriginal	17,413
Equity - Socio-economic	459,744
Equity - Language	462,540
Equity - Disability	311,423
Base Total	5,015,257
Base - Per Capita	173,867
Base - Location	0
Base - Other	4,841,390
Other Total	555,548
Grand Total	6,902,687

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

In Year 3

- students were well above the SSSG and state in Reading for the middle 2 bands
- students were above the SSSG in Writing for the top 2 bands
- students were well above the SSSG and state in Spelling for the middle 2 bands
- students were above the SSSG and state in Spelling for the top 2 bands

In Year 5

- students were equal to the SSSG and state in Reading for the top 2 bands
- students were above the SSSG in Spelling and Writing for the top 2 bands
- students were above average growth in Reading compared to the state
- students were well above the SSSG and state in Spelling growth
- students were well above the SSSG and state in Grammar and Punctuation growth

Numeracy

In Year 3

- students were above the SSSG in Numeracy for the middle 2 bands
- 75 % of students placed in the middle and top 2 bands

In Year 5

- students were at average scaled growth in Numeracy compared to the state
- 74 % of students placed in the middle and top 2 bands
- 48 % of students were at or above expected growth compared to Yr 3 NAPLAN
- 16% of students placed in the top 2 bands



Parent/caregiver, student, teacher satisfaction

In 2019, Hilltop Road surveyed its major stakeholders and questioned them on areas that have an influence and impact on them directly.

Year 4, 5 and 6 students, parents and all teachers, were asked about various aspects at school using the Tell Them From Me survey.

These responses are presented below –

Student responses

- 85% of students have a positive sense of belonging
- 81% of students feel they have formed positive relationships
- 98% of students value school and believe it has a strong bearing on their future
- 86% of students are interested and motivated in learning
- 91% of students try hard to succeed in their learning
- 85% of students believe classroom instruction is well-organised, with a clear purpose and immediate feedback that helps them learn.
- 86% of students feel that teachers are responsive to their needs and encourage independence
- 90% of students feel that teachers hold high expectations for all students to succeed

Staff responses

- 88% of staff collaborate with others and discuss strategies for student engagement
- 93% of teachers set high expectations for student learning
- 83% of teachers use data to inform practice
- 93% of teachers link new concepts to prior learning
- 94% of teachers establish clear expectations for classroom behaviour
- 90% of teachers monitor and track students achieving their individual goals

Parent responses

- 88% of parents feel welcome and easily speak with members of staff
- 86% of parents feel they are informed and they understand the progress their child is making
- 80% of parents support learning at home and encourage them to do well
- 82% of parents believe that school supports learning







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education is always a focus at Hilltop Road as we have one staff members and 17 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 2019.

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. In 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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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

Hilltop Road held its first inaugural basketball competition on Harmony Day, in memory of Trish Hata. The competition involved staff, students and community members competing for the memorial trophy. The afternoon was a huge success with over 200 people in attendance.

Teachers also participated in several professional learning sessions to support anti-racism and bullying, in the mainstream classroom.

All students and staff participated in No Bullying Day and class activities supported the zero tolerance to bullying.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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.

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

Other School Programs (optional)

Dance Fever Program

Students in K–6 participated in a new sports program, Dance Fever, run by Multi Sport Australia.

During Term 1–3, every Tuesday 2 qualified teachers/instructors attend Hilltop Road and delivered the program for a 1 hour session.

The students participated in the program for 10 weeks and were assessed by the teachers.

At the end of the term, the parents were invited to a showcase of learning and the students performed the dances they had learnt during the program.

Play Strong Program Launch

On Thursday 28th February, the Early Childhood Education Minister, Hon. Sarah Mitchell, visited Hilltop Road to officially announce government funding support for the Play Strong program launch. She visited the Community Resource Centre where playgroup was running successfully, with over 20 children aged 18 months – 4 years and their parents. Everyone was highly engaged in the activities that were followed by morning tea.

Services like playgroups and toy libraries play a vital role in offering a pathway for children into early childhood education. Hilltop Road has been running an amazing playgroup for the last thirteen years, as a result of Miss Catherine's hard work and dedication.

Remembrance Park Service

On Wednesday 6th, March Mrs Bartlett, Mrs Gregory and the school captains, Assya Ghenim and Ben Khalilian, attended the official funding announcement of the Merrylands Remembrance Park Memorial.

The Minister for Veterans Affairs addressed the service and spoke about the sacrifice of our veterans, especially those from WW1.

The Memorial on Arcadia Street Merrylands, is receiving funding for an upgrade and refurbishment. The announcement was attended by a range of local community leaders including the Merrylands RSL's committee and representatives from Hilltop Road PS and Merrylands High School.

International Women's Day

On Friday 8th March, Hilltop Road celebrated International Women's Day. This is a global day celebrating the social, economic, cultural and political achievements of women. The theme this year was **Better the Balance – Better the world**.

At Hilltop Road we started the day with a Pop Up Caf e in the Rose Garden at 8.30am. The community created a Balance For Better Photo Wall.

The Women in Sport Roadshow and Cumberland Council attended our school to speak to the girls in Year 6. This was part of the Healthy Kids Initiative where we engage professional sports stars, who have been successful in their career, both on and off the field. The roadshow seeks to inspire young people to try new things including different sports.

A big thank you to Cumberland Council and Evelyn Horomia, Pareake O'Brien and Rob Bauman who helped us celebrate International Women's Day by showing us strong women in sport. Go Women's Rugby! Year 6 girls had a coaching clinic and inspirational talk about the state of women's sport.

Harmony Day

On Thursday 21st March, Hilltop Road celebrated Harmony Day. Harmony Day is a day of cultural respect for everyone who calls Australia home. From the traditional owners of this land, to those who have come from many countries around the world. This year we celebrated the theme of 'Everyone Belongs'.

Harmony Day was a mufti day. Students, staff and community members were invited to wear their national dress or the colour orange. There were different activities throughout the day, starting off with Mrs Sleiman getting everyone involved in **Zumba**. Every face has a place at Hilltop Road and students K–6 shared their **PBL projects** with their buddy classes.

At 11.30am we had the **2019 Humans of Hilltop Wall** unveiling – The stories behind the familiar faces of Hilltop Road. This was followed by a **community picnic** and **HRPS Basketball Tournament** – In memory of our dear friend, Trish Hata. We hosted our very first inaugural Harmony Day Basketball Tournament. Students, parents, teachers & friends all joined us in the friendly knock out competition

After the games we presented the winning team with the Trish Hata Trophy – a perpetual trophy in her memory.

Jane Goodall visit

On Saturday 4th May, Ghezal Aksaryar and Mya Groat–Davis in Year 5, were invited to attend a function at the Institute of Science and Learning, Taronga Zoo.

The girls were awarded a certificate on behalf of Hilltop Road PS from the Jane Goodall Foundation, for their involvement in the mobile phone recycling project. They managed to collect 58 phones as part of their PBL real world project, which was a great effort as it was the most phones collected by one group. Jane Goodall is a world–renowned conservationist and UN Messenger of Peace who helps to conserve chimpanzee habitats by recycling old mobile phones. She spoke to Taronga Zoo Sydney's Youth at the Zoo (YATZ) and the Jane Goodall Institute Australia's Roots and Shoots youth volunteers, she told them that "every single one of you can make a difference".

WA Teachers visit

On Wednesday 22nd May, Hilltop Road was host to two visiting schools, Allendale Primary School from Western Australia and teachers from Auburn West PS.

The Innovative Partnerships Team from Allendale visited classrooms and heard from our students about their past Project Based Learning journeys, products and exhibitions. They were very impressed with the products presented to them during the gallery walk and commented on the depth of community partnerships, our vision and high expectations.

Ideas about programming, planning and developing PBL exhibitions were shared.

Moree East visit

On Wednesday 29th and Thursday 30th May, twenty five educators from Arthur Phillip HS, Beresford Road PS, Greystanes PS, Greystanes HS, Hilltop Road PS and Merrylands HS travelled to Moree in country NSW, to visit Moree East PS. This visit was supported through the Fair Education Ready Set Connect program. This initiative has been underway for two years and focuses on supporting transition to school and parent/community engagement.

Our team visited Moree East rural and remote school involved with the initiative. We visited the school to further develop our understanding of the complexities of rural and remote education. We had the privilege of spending time with two educational elders who showed us around Moree, explaining the local indigenous history of the community and its challenges and opportunities. All educators developed a deeper understanding and will utilise their new learning in the future, within their contexts.

We thank Lorinda Potter, Principal at Moree East PS and her team as well as Fair Education for this valuable experience.

Warriors On Recycling

Mrs Donovick started a recycling club at our school. It is made up of 32 interested students from K–6 who have a passion for caring for the environment. Their focus is on recycling all the bottles, juice boxes and water bottles found around the school and ensuring they are placed in the recycling cage, kept in the playground. The students have already started discussing the focus for the future, which is to decrease the amount of rubbish in the playground.

UK Principals visit

On Tuesday 29th October, Hilltop Road was host to 12 Principals who visited our school as part of the Doncaster Research School International Inquiry Study Visit with Social Ventures Australia. The Principals visited Kinder, Year 4, 5 and 6 classrooms to observe best practice that impacts on learning. They were very impressed with the quality lessons they saw and rich conversations they engaged in, with our students and school leaders.

Carnivale

On Friday 8th November, we held our bi–annual Carnivale and it was a wonderful success. It was fantastic to see so

many people attending and having a fun time. Despite the wind, it was great to see the rides being truly enjoyed by all members of our community. Our past student Jusdys Te Whare, played the guitar and sang under the COLA area, entertaining the crowds while they sat and had something to eat. The P&C, staff and stall holders all worked together to provide a great event for our community. Carnivale really captures all that is great about our school. It was a fantastic night of fun for everyone.

Published Yr 6 Authors

Congratulations to the following students in 6R– Pratha Mistry, Jamie Orayenza, Lillian Murphy and Leena Ghazzaoui for having their short stories published in a book of young writers. They entered the Better Readers Write competition and their story was around the theme of change.

There were 600 entrants in the competition and all four of our Year 6 students had their work published. Congratulations Pratha, Jamie, Lillian and Leena. We are extremely proud of your achievement.

