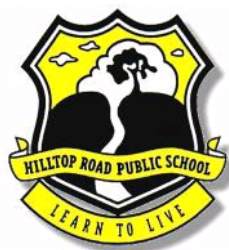


Hilltop Road Public School Annual Report



2017



3997

Introduction

The Annual Report for **2017** 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

Hilltop Rd

Merrylands, 2160

www.hilltoprd-p.schools.nsw.edu.au

hilltoprd-p.School@det.nsw.edu.au

9635 7722

Message from the Principal

Hilltop Road Public School is an amazing 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 and everyone can work to their full potential.

This year our school has implemented a wide variety of innovative programs and strategies and has continued to participate in an Action Research Project, called Time ToTalk, to ensure our students are able to articulate their learning achievements, goals and future directions, with a strong understanding of themselves as learners.

Student articulation and agency has been enhanced by the continued use of Learning Intentions and Success Criteria, Step It Up Walls, personal learning goal setting, accountable talk strategies, questioning and feedback.

Seesaw continues to be a valuable teaching tool which captures experiences and provides the opportunity for parents to gain a view into the classroom and discuss learning with their child.

Project Based Learning continues to provide our students with authentic ways to connect with the community, utilizing the important skills and strategies and demonstrating student's presentations of learning, through public exhibitions.

When schools visit Hilltop Road Public School, they always make reference to the friendly, highly professional teachers, who are willing to share their practice and insights about learning. Over 120 teachers from across Australia and the world have visited our school to learn from our teachers. and visit their rooms to see LISC, Project Based Learning, flexible learning environments, accountable talk and Discovery Time in action as best practice models.

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

2017 has been another big and successful year. We have seen many highlights through our annual Mothers Day and Fathers Day stalls, athletics carnival bbqs, cafes and our first Colour Run walkathon. The funds raised 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.

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

P&C President

Message from the students

2017 was another busy year for our school with exciting fundraising events and new initiatives. We were very pleased with the success of two new fundraisers – the Colour Run and Jersey Day. These new initiatives 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. The winning classes had coin lines longer than 14 metres, which is an outstanding effort.

We also raised money for our school by having mufti days and discos 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 754 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. 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, 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

Student led conferences were trialed by a number of classes K–6 and the students were able to participate using this format during the Semester one interviews.

Accountable talk was evident in classrooms with students K–6 using sentence stems and talk tokens.

Most primary classes introduced Socratic Seminars and class teachers were pleased with the progress in student articulation and overall confidence levels when participating and offering view points.

Student engaged assessment strategies were implemented successfully in writing and maths lessons.

Students are actively engaged in their learning, seeking support when needed.

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">• 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>Accountable talk professional learning was delivered at staff meetings, after school hours at no cost to the school.</p> <p>Annual fee for school access to See Saw App is \$ 6000</p>	<p>Student articulation has improved through the use of student lead conferences, talk tokens and sentence stems introduced through accountable talk strategies.</p>

Next Steps

Student lead conferences will be scaled across the whole school in 2018 so that all K–6 students participate in student lead conferences and articulate to parents what they have been learning.

Increase the use of See Saw to demonstrate students capturing their learning, where students are responsible for posting their own work to show parents what they are learning.

All students to reflect on their learning by completing a My Learning, My Journey journal to share during Semester one interviews.

Conduct parent workshops on SEA in various KLA's as they are implemented K-6.

Teachers will ensure they provide explicit, specific and timely feedback to students, explaining how to improve their performance.

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

All staff (teaching and non-teaching) set PDP goals for the year and discussed with supervisors to plan out personal future directions.

PDP threads were determined and professional learning was planned accordingly in order to cater for staff needs.

Staff provided appropriate learning activities to meet the needs of and cater for all learners.

School leaders supported teachers in the development of learning programs to meet student needs as well as becoming leaders of learning to address individual staff members' needs. and the Australian Professional Standards for Teaching.

ICT continued to be successfully used as a tool to support learning. All students in Year 4 were given the new Infinity device to use .

Staff used Seesaw to upload evidence of PDP goals being achieved,. to an account managed by the Principal. teachers provided annotated and photo and annotated evidence as goals were being met and achieved throughout the year. Feedback on PDP goals was provided by the Principal to each teacher.

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">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	Professional learning plans were completed by all staff at no cost to the school.	All teaching and non-teaching staff completed their PDP and met with supervisors to discuss future directions.

Next Steps

Continue ongoing cycle with PDP development and determining threads for personalised professional learning directions in 2018.

Continue the staff Seesaw account so that all staff can upload evidence of personal PDP goals being achieved.

Expand the use of the ICT Infinity device to the Year 3 grade in 2018.

Beginning and early career teachers will be supported in areas of need as identified.

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

An increase in the number of students attending our Ready Set Go transition to Kinder program has seen the highest enrolment in 2017 of over 100 students, since it began ten years ago.

An increase in the social media profile of the school when events and activities are occurring.

New partnerships were developed in the wider community as a result of K–6 PBL projects.

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">• 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>	<p>All surveys, tasks and PBL partnerships completed at no cost to the school.</p>	<p>Tell them from me survey completed by parents and teachers.</p> <p>Student lead conferences allowed for a deeper articulation of their own learning by the students.</p> <p>New PBL partnerships allowed for authentic connections with the wider community.</p>

Next Steps

Continue to implement the Ready Set Go Kinder transition program and monitor enrolments for 2018.

Staff continue to use See Saw, Twitter and Facebook to post photos and record events happening at school for the parents to connect to and see.

.Continue to foster and maintain community partnerships to allow for authentic PBL learning experiences.

In 2017 introduce a Welcome Back BBQ for departed Year 7 students and families, to return during term 1 to reconnect and share their stories and experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding was used to pay SLSO's , fund NAIDOC celebrations and provide time to prepare PLP's.	<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>School Learning Support Officers (SLSO's) were employed to provide small group support for identified students experiencing difficulty.</p>
English language proficiency		<p>Teachers were employed to support students with ESL 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>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)	Cost associated with guest speaker Jason Borton, Director of learning and Teaching, ACT, presenting at the combined SDD in Term 3.	<p>A QTSS mentor was employed to work across 4 schools involved in our learning community. The focus was SEA, questioning and feedback.</p> <p>In term 3 a combined SDD was held at Greystanes HS with guest presenter, Jason Borton.</p>
Socio-economic background		Funds set aside to cover extra staffing (above establishment and higher duties), executive leadership days and mentoring.
Support for beginning teachers		<p>Beginning temporary teacher support set aside for professional learning and mentoring according to individual needs.</p> <p>Support provided with the development of PDP's, collaborative planning and programming.</p>
Targeted student support for refugees and new arrivals		Teachers and SLSO's were employed to support students in need through classroom support and small group withdrawal.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	375	381	367	370
Girls	346	367	376	372

In 2017 the total student enrolment was 742 students. twenty nine classes of mixed ability were formed to place all students enrolled K–6.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	93.4	93.2	90.7
1	94.4	91.7	93.3	92.9
2	93.6	93.3	91.7	93.4
3	93.6	92.6	92.8	93.8
4	94.1	94.2	90.4	93.8
5	94	94.3	93.4	93.2
6	93.4	91.2	92.1	92.8
All Years	94	92.9	92.5	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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.

Class sizes

Class	Total
KP	24
KH	23
KG	24
KA	23
KR	24
1/2R	24
1S	25
1M	25
1BC	25
1A	24
2W	24
2S	25
2NM	25
2H	23
3E	27
3R	27
3K	27
3HW	27
4/5K	27
4SV	25
4R	25
4N	25
4B	25
5L	28
5ZT	28
5R	27
6I	32
6C	32
6R	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	28.25
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	2
Teacher Librarian	1.2
Teacher of ESL	3.8
School Counsellor	1
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

Hilltop Road PS has two full time Aboriginal teachers employed in 2017.

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 2017. As research suggests that teacher quality is the single largest indicator of student success, this was a focus area for us during 2017.

Staff received training in the following areas during 2017 –

- Student engaged assessment
- accountable talk and student articulation
- questioning and feedback
- vocabulary
- maker space
- Project based learning
- Got It program
- learning walks and mentoring
- supporting refugee and EALD students

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	687,089
Revenue	6,625,394
Appropriation	6,351,334
Sale of Goods and Services	82,707
Grants and Contributions	180,755
Gain and Loss	0
Other Revenue	0
Investment Income	10,598
Expenses	-6,463,970
Recurrent Expenses	-6,463,970
Employee Related	-5,544,754
Operating Expenses	-919,215
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	161,424
Balance Carried Forward	848,513

The financial summary tables shown cover 13 months, from 1 December 2016 to 31 December 2017.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,662,347
Base Per Capita	113,550
Base Location	0
Other Base	4,548,797
Equity Total	1,094,319
Equity Aboriginal	14,950
Equity Socio economic	360,380
Equity Language	416,138
Equity Disability	302,851
Targeted Total	140,481
Other Total	283,480
Grand Total	6,180,627

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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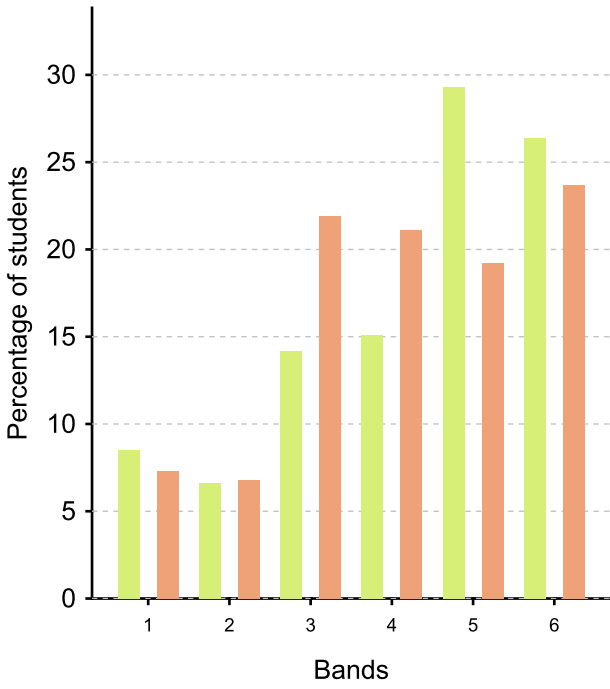
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

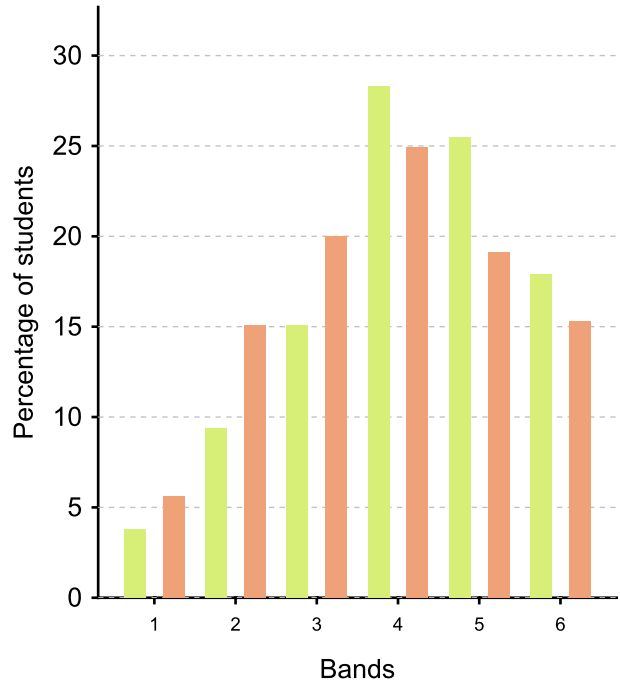
NAPLAN

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.

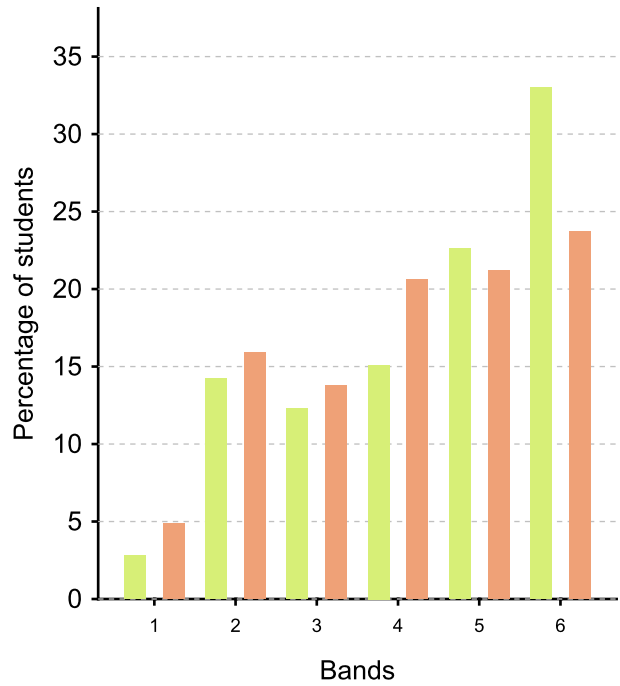
Percentage in bands:
Year 3 Grammar & Punctuation



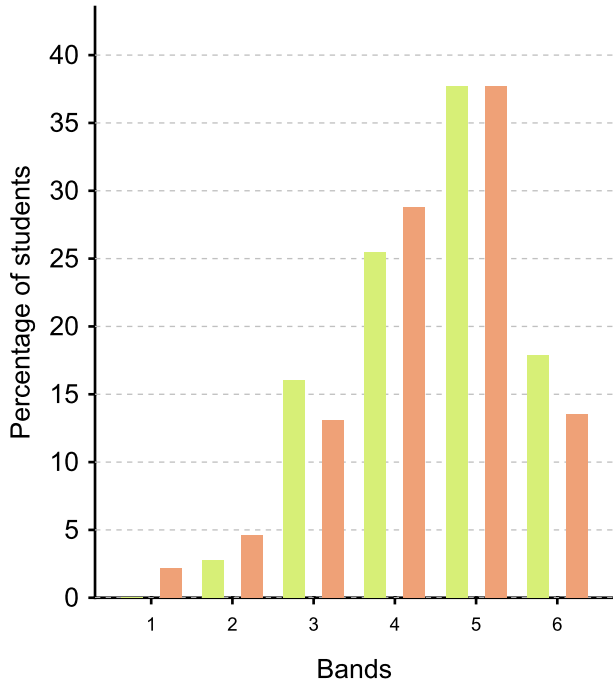
Percentage in bands:
Year 3 Reading



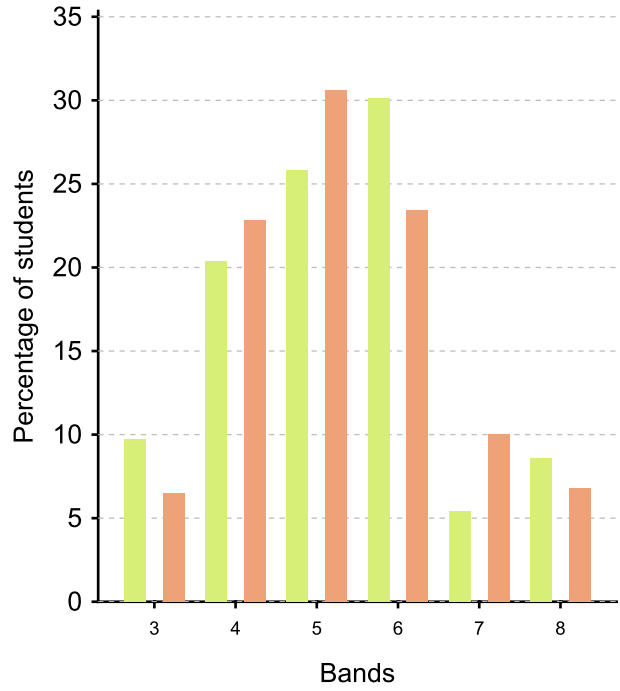
Percentage in bands:
Year 3 Spelling



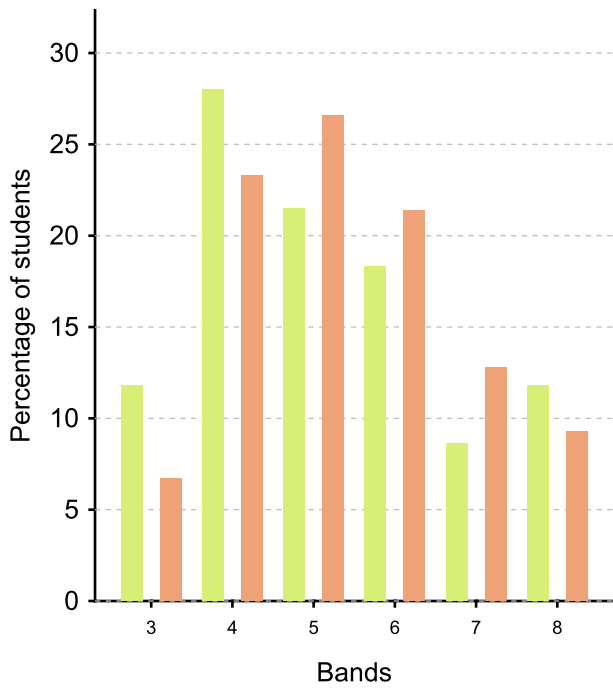
Percentage in bands:
Year 3 Writing



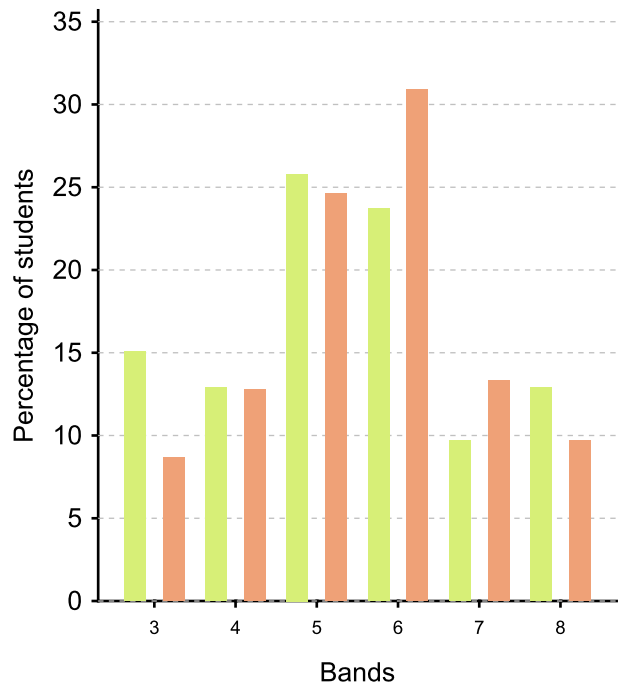
Percentage in bands:
Year 5 Reading



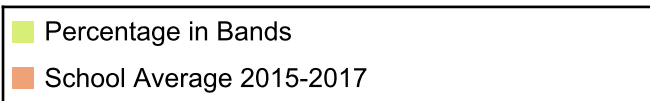
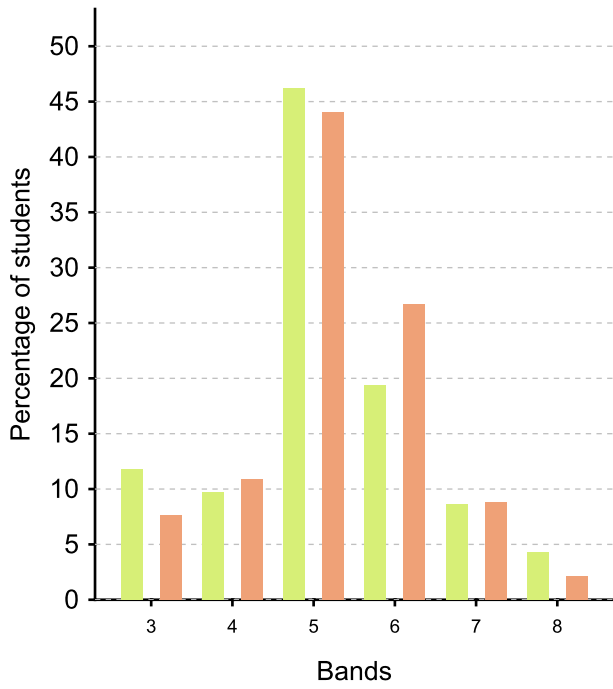
Percentage in bands:
Year 5 Grammar & Punctuation



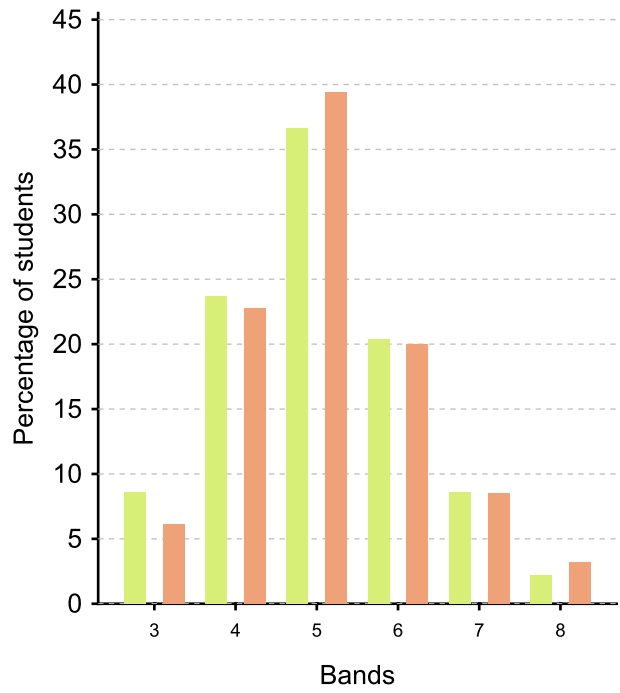
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

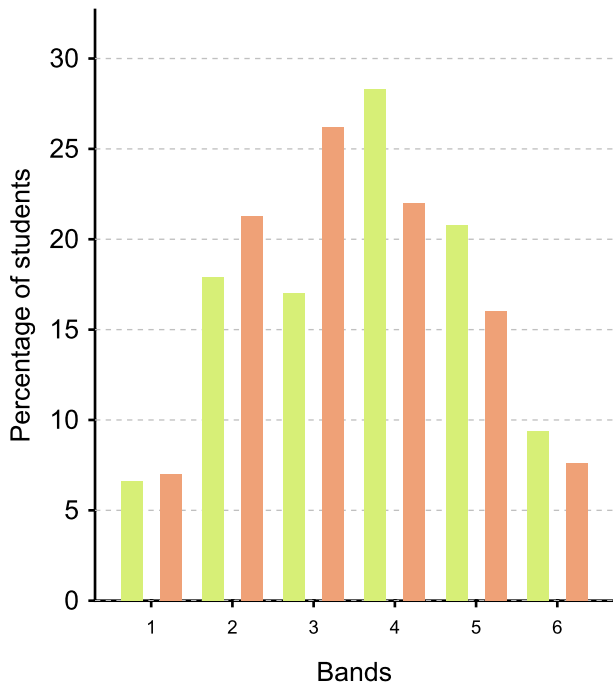


Percentage in bands:
Year 5 Numeracy



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.>

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

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

In 2017, Hilltop Road sought the surveyed it's major stakeholders and questioned them on areas that have an influence and impact on them directly.

Students were asked about their well being and engagement at school through the Tell Them From Me survey, parents were asked about two important initiatives – playgroup and Ready Set Go and teachers were asked about using the digital portfolio See Saw ,as a communication tool with parents and implementing Project Based Learning (PBL.).

These responses are presented below –

Student responses

- 84% have a positive sense of belonging
- 85% have friends they can trust to help them make positive choices
- 99% believe that school is useful and has a bearing on the future
- 87% are interested and motivated in learning
- 75% try hard to succeed in learning

Staff responses

- Seesaw is a valuable tool for parents and students. It enables students to share their best work and helps parents to understand where their child's strengths and weaknesses lie. Students can showcase their work on a broader field through the class blog as well as see what other students in other schools are doing. It is a great communicative tools for parents where notes are easily distributed and parents can communicate directly with the teacher if there are any questions or problems. Seesaw is an important tool in my classroom, where students upload their own work.
- Seesaw is a great platform to connect our students, and their learning, with their families. It allows parents to have an insight into the learning achievements of their child/ren, and allows them to communicate with their child's teacher. I can see that at times uploading information onto Seesaw is time consuming.
- Seesaw provides teachers, students and families with a learning portfolio where students and teachers can upload work. The increased engagement of parents commenting and liking their students work has definitely made Seesaw become more valuable. It is a great opportunity for students to articulate their own learning and give constructive feedback to their peers.
- I love Seesaw!! It is providing an authentic audience for students' work. Parents love the updates of what their child is learning. It creates conversations in their households. Students are becoming more confident with technology as they upload their own work. It is also a great assessment tool to document the students' learning. I wish Seesaw was compulsory in all

schools!

Staff responses

- PBL enables students to work collaboratively with their peers and create products that they can showcase to the community and school. Through PBL my students have a deep understanding of the topics covered as well as being able to relate their work to the outside world. They are given a call to action and have been able to identify that they are important change makers in our world. Students are given an opportunity to work with different groups of students through PBL and this has improved their ability to communicate, work well with others and negotiate their ideas.
- Students are connected to real world issues. They have a purpose for learning. They develop their 21st century skills—communication, collaboration, critical thinking ,as well as self regulation. They have a call to action to make a difference in the world.
- Project Based Learning is great, as it gives real connections to the students learning and memorable experiences. If it is planned well, with a good set of manageable marking criteria, it is good. Ours hasn't had this, this year, so it is hard to assess student's individual learning. Other issues are that it is time consuming and often pushes other subjects out of the way in busy time periods.
- I think the benefits of PBL for our students are that they are being exposed to real world problems/issues and they are having to solve these problem using multi–step techniques. PBL allows our students work with multiple groups of people in and outside their learning environment, but more importantly it is teaching our students to be collaborative learners. I feel that this is a really important skill for our students and the world they are heading in to.

Parent responses

- 85% felt that our school held valuable community events
- 70% were interested in understanding more about homework, reading, cyber safety and first aid
- 50% were willing to help with the home reader program ad fundraising
- 60% were willing to assist with reading and volunteer work in the classroom
- 60% felt that fulltime work was a barrier for them and did not allow them to be involved in the school community
- 90% valued See Saw as the best way to communicate any information about what is happening at school

Policy requirements

Aboriginal education

Aboriginal Education is always a focus at Hilltop Road as we have two staff members and 11 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 2017. 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.

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.

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

Other school programs

Building Better Readers

The Building Better Readers study is run by the Murdoch Children's Research Institute and Melbourne Graduate School of Education. The study aims to find out whether a targeted reading intervention can improve children's reading for Year 1 students. We think that the program may have benefits in helping children to improve their reading. Hilltop Road Public School has agreed to take part in this exciting study. Parents of every child in Year 1 received a Parent Information Sheet which explained more about the study and what you need to do if you do not want to participate. These packs were sent home via classroom teachers and most children participated.

Merrylands RSL Naval Celebration

On Wednesday 1st March, our school captains Abby Lavery and Jadhv Suresh represented Hilltop Road at a special service to celebrate the 50th Anniversary of the White Ensign of the Royal Australian Navy. This was held at Charles Mance Park in Merrylands and was hosted by Merrylands RSL, in conjunction with the Royal Australian Navy and Cumberland Council. I would like to take this opportunity to thank Miss Catherine for accompanying our school leaders to this special event. The Australian White Ensign is a naval ensign used by ships of the Royal Australian Navy (RAN) from 1967 onwards. Initially the Australian Navy used the British White Ensign as their ensign. However, this led to situations where Australian Ships were mistaken for British Ships. The Australian White Ensign is identical in design to the Australian National Flag, but with the reversal of the blue background and the white Commonwealth Star and Southern Cross. The colour flag ceremony is conducted each day at 8am on every Naval Ship.

Makerspace Project

Our school is working with Phil Nanlohy to create a new learning space for our students. The Tech Hub will slowly be transformed into a Makerspace zone, where students will be able to learn, create, design, explore and make, using high tech to no tech tools. There will be a variety of equipment including 3D printers, laser cutters, lego, batteries, magnets and even sewing machines. The students will be able to create something out of nothing and explore their own interests, helping to prepare those who need the critical 21st century skills in the fields of science, technology, engineering and math (STEM).

Global schools Alliance visit

On Wednesday, 7th June Hilltop Road was visited by one of the Global School Alliance members and the principal from Vega schools in India along with four teachers from Kempsey East Public School. The visitors were very impressed with the classrooms they visited, the quality of the teaching, the flexible learning spaces available for our students to utilise and the student engagement they witnessed. Thank you to our

staff for always being willing to showcase our school and open their doors to the many visitors that come to Hilltop Road Public School.

Stronger Communities Award

Stronger Communities Fund has been established by the NSW Government to provide councils with funding to kick start the delivery of projects that improve community infrastructure and services. Cumberland Council asked for submission for this initiative. Miss Catherine submitted a application to support this further development of the new Multi-Purpose Community space. Miss Catherine's application was successful and her submission received \$41,000. This is a fantastic achievement.

Wednesday 14th June, Miss Catherine, Rachel Lupeli and Miss See attended the Stronger Community presentation at Cumberland Council. It was great to be amongst fellow members of the local community who received funding to support their local community. Our new funding \$41,000 will greatly assist the development of our new space and ensure it will be a highly engaging space for all members of our community and the local area.

Kids Teaching Kids

On Wednesday, 2nd August, 18 Year 4 students attended an excursion to Sydney Airport and Qantas Headquarters. The day was coordinated by "Kids Teaching Kids," an organisation that works with schools to inspire future environmental leaders. Miss Rowley and the 18 students arrived at Sydney Airport with a great deal of excitement. Students met Amy from "Kids Teaching Kids" and were introduced to Ted, our Airport liaison. After going through strict airport security, students and teachers boarded a bus that drove them around the tarmac. How exciting to watch the planes take off and land, from the bus, beside the runway! After this experience, students were taken to Qantas Headquarters. They participated in a workshop presented by a Qantas pilot, ground engineer and flight attendant. The workshop looked at how Qantas has changed many of their daily practices to help build a sustainable environment. This includes: recycling, planting trees and adjusting flight patterns to reduce pollution. Students even got a behind the scenes look at the flight centre. The Year 4 students had an exciting and informative day, learning about renewable energy, recycling and sustainability.

Colour Run

On Thursday 10th August, Hilltop Road held a Colour Run fundraising event, organised by the P&C. It was great to see everyone involved, wearing mufti and a white t-shirt. The students were given a pair of sunglasses to wear and a wrist band to keep. After their first lap around the course, the real fun began and parent helpers and staff happily squirted the students with coloured powder as they ran past. By the time they finished the students looked great in their multi-coloured shirts.

Elliot Gann and Today's Future Sound

On Monday 14th August, Hilltop Road welcomed Dr Elliot Gann to our school. He is a member of Today's Future Sound and spent the week with members of his team at our school, working with students, staff and parents. Year 6 and selected classes had the opportunity to work with Elliott throughout the week and learnt about the background of Hip-hop and participated in beat activities using Garage band and Slicr apps. Elliot presented at the staff meeting on Wednesday afternoon and held a parent workshop on Thursday afternoon in 6C's room. Thank you to the parents who attended the workshop and engaged in making beats and hearing about the impact of music on language learning and student wellbeing.

Cuberider Space Launch

On Tuesday 15th August, Mr Kent and Miss See accompanied four students to Casula High School to watch the launch of the Cube Rider Project into space. Four of our students – Tom Cromer, Oscar Lloyd, Isabelle Phillips and Jackson Wood, have been working with other school for the past three months, to code science experiments that were launched on a rocket to the International Space Station. The experiments will be completed by the astronauts in space. This is the first time in Australia for primary school students to be involved in this type of project.

Our students also attended a Showcase Night at the Museum of Applied Arts, with other students that have participated in the challenge. The event was held on Friday 11th November and was structured like a science fair, with students showcasing from Year 5 and 6 up to Year 12, their experiments and their results. Our students met Mrs Lucy Turnbull and the Hon Craig Laundry MP. A huge congratulations to the students involved and a special thank you to Mr Kent for working with our students throughout this amazing project.

Fair Education

On Tuesday 29th August and Tuesday 5th September, Hilltop Road PS held cluster meetings as part of the second phase of the Fair Education project, funded by the Vincent Fairfax Family Foundation through Schools Plus. The project is looking at transition to school as a Kinder student and transition at the end of school, in Year 6 when students are moving off to high school. The aim is to develop consistent practice and support families and develop community partnerships. The school representatives who were at the meeting discussed ideas and developed a plan of where to next. The project includes three high schools – Greystanes, Arthur Phillip and Merrylands and five primary schools – Beresford Road, Greystanes, Toongabbie East, Moree East and Hilltop Road. We look forward to working together to support our students and families at such an important time in their lives.

EC17 Conference

During the September school holidays, Miss Catherine and Miss See attended the EC17 conference in Melbourne. Hilltop Road was invited to present at EC17. It was attended by over 800 educators and Miss

Catherine presented Hilltop Road's story about our wonderful school community. Miss Catherine did an amazing job delivering our story and the impact of community partnerships and building high social capital. Thank you to our community members who featured in our community video, this ensured all voices were heard and shared at the conference.

Carnivale

On Friday 3rd 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. We were really lucky with the rain holding off, allowing for the rides to be truly enjoyed by all members of our community. A big thank you to our past students Jurdys Te Whare, Jenny Milford and Taniko Hata who played the guitar and sang under the COLA area, entertaining the crowds while they sat and had something to eat. A big thank to the P&C, staff and stall holders for working together to provide a great event for our community. Carnivale really captures all that is great about our school. Thank you for an amazing night of fun for everyone.

Cumberland Council Garden Awards

On Tuesday 15th November, Mr Balafas and Miss See attended the Cumberland Council Annual Garden Awards at Merrylands Central Gardens. Our school proudly accepted the School/Community Grounds Garden Award. We were joint winners with Auburn Public School and received a certificate, plaque and gift voucher. We need to take this opportunity to thank both Mr Balafas and Mr Martin for their tireless work ensuring our school has an award winning garden which is maintained to such a high standard.