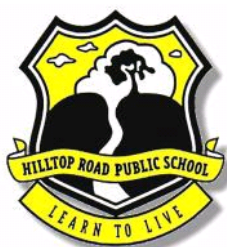


# 2020 Annual Report

## Hilltop Road Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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What a year it has been, I am so pleased that Covid restrictions were lifted and we were able to come together as a community, to celebrate the achievements of our students.

As we began school in January this year we had no idea, how the year was to unfold.

2020 has made us rethink and reimagine the way we connect, engage with school and live our lives. Whilst it has been a difficult year and we have overcome many obstacles, restrictions and had to problem solve, we have still worked together to ensure our students have had a great start to their educational careers.

In fact, the COVID-19 restrictions really highlighted how much we value our community, as we were cut off from each other and isolated during home learning. We have always believed schools are important places within our community, as we connect families, nurture new friendships and bring people together. Whilst different and difficult, we were all able to thrive, share important events and milestones and support each other throughout a year, I hope we never experience again in our lifetime.

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, support staff and office admin 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. Your extra effort through home learning and keeping students and families connected throughout 2020 is a testament to your commitment to your students, families and our school.

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. Thank you for navigating home learning and using Seesaw to remain connected to valuable members of our community..

I am looking forward to sharing new learning and adventures with you, in 2021.

## Message from the school community

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As always we'd like to explain that our schools 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.

2020 was a year we will never forget! The Covid year. We all looked forward to the fresh start that 2020 would bring. It

started off business as usual with dates for our usual fundraising events pencilled in and planning underway. Our team had their first meeting of the year on 11 Feb with the Deputy Principal Doreen Cavallo. They were keenly discussing ways to attract more members and volunteers, with idea for social media and new events being tossed around. Corona virus was something we heard about on the news but nothing to worry about here in Sydney. It became bigger news over the coming weeks and then on 16th March the government announced all school excursions, events and extracurricular activities were to be cancelled until further notice.

By April we had completely changed our way of living. Only children of 'essential workers' were attending school, the rest of our students were engaging in home learning and Zoom classrooms. A lot of our parents were juggling working from home, schooling their children, and the normal day to day housework. Easter came and went, sadly no Crazy Hat parade or the traditional Easter basket raffle.

May brought about Mothers Day but of course we weren't allowed to hold our annual stall. Products had already been ordered and received earlier in the year so a decision was made to gift everything to our school mums. School staff rallied together to make Mothers Day bags and hand delivered them to "the mum" of every family in our school.

The next few months were very quiet on the P&C front, with the next event being our Fathers Day stall in September. By that time students had returned to classes full time but parents were not allowed onsite so our staff ran the stall. It was very successful with every item sold out by the end of the day! P&C were partially involved in a few other activities, one being the year 6 Colour Run, where we donated the 6 boxes of colour powder we had in storage. Also the year 6 farewell dinner was gifted \$800 out of past P&C funds raised. In summary it was a very quiet year where P&C is concerned.

We certainly missed the Hilltop comraderie that comes with our many community events and activities, but we are proud of the way everyone pulled together to make sure our students were still engaged and learning. We managed to raise \$4457 for our school from two mufti days and the fathers day stall, with an extra \$23412 from successful grant submissions. Many thanks to our local Clubs that continue to support our school initiatives, in particular Club Merrylands and Wentley Leagues.

We must also thank the staff of Hilltop Road Public School for always being supportive of P&C initiatives. Mrs See and Miss Catherine in particular for inspiring our parents to be involved in their childrens learning.

We are looking forward to seeing what will be achieved in 2021.

### Message from the students

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Due to Covid 19 and Hilltop Road following the Education Department guidelines around students working in stage groups only, the Student Representative Council (S.R.C.) was still able to plan and implement programs and ideas. However, stage -based target groups were formed that carried out mini projects.

Early Stage 1 and Stage 1 students focused on preparing Happy Holidays and Christmas videos and messages or parents and families to view on Seesaw.

Stage 2 focused on Grandparents Day and the students created cards for the senior citizens at the local nursing homes in the surrounding area.

Stage 3 completed Leadership training with Cameron Browne from Explore Discover Act. The training consisted of 2 days face to face training at the start of the year and moved to ongoing online training due to Covid. Year 5 Ambassadors were also trained in preparation for leadership in 2021.

The SRC organised a mufti day to raise money for Fiver For A Farmer and this well supported by the students and families at Hilltop Road.

Due to Covid , the Anzac Day service was delivered by the school leaders via Zoom. The ceremony was live streamed to our families.

We held a Remembrance Day Service in November, with Stage 3 students in attendance and the school leaders delivering the service.

The service was live streamed to the rest of the school and all students in K-4 watched and participated in their classrooms. A Zoom link was also provided for the parents to join in as well.





## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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.

### 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)
• Review the effective roll out of of the STEM kits and mentor programs	

### Next Steps

Continue with Ambassador training for Year 5 and 6 students, utilising the skills of Cameron Browne from Explore Discover Act

Embed Maths Talks into all classrooms 3-6

Provide opportunities for ICT mentoring across all stages of the school , utilising the ICT expertise of teachers : Joanne Sikorski & Scott Hall-Watson

Continue the working relationship with the schools involved in the PLC - Pemulwuy Learning Community and develop the initiative Ready Set Connect - transition from Year 6 to 7



## 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.

### 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 outside of our school context to accelerate our school practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff feedback on PL in maths and close reading</li><li>• Literature Circles implemented successfully in 4-6 classrooms</li><li>• Positive feedback from staff regarding learning walks a</li></ul>	

### Next Steps

Continue to provide professional learning for targeted staff who identify differentiation as area of focus in their PDP

Introduce new practices K- 6 - Focus Student Cycle and Problem of Practice - to enable teachers to discuss student progress, observe classroom practice and improve student outcomes

Continue to support teachers in the accreditation process

Continue to connect with PLC

Develop a new network of high schools and primary schools focused on transition from Year 6 to 7 - Ready Set Connect that will include 1 new high school and 3 new primary schools into the network



## 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

### 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.
  - **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)



## Progress towards achieving improvement measures

- Stage Success Criteria
- SEF

## Next Steps

Continue to connect with outside agencies and personell as part of our K-6 Project Based Learning initiative

Continue to share student work on Seesaw for parent to connect with their child's learning

Survey new parents about their needs and interests in order to continue to create learning opportunities that meet their identified needs

Maintain our existing networks with other schools and preschools, to allow our strong student transition programs to continue

Continue to provide opportunitits for parents to be involved learners at out school

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • (\$0.00)	<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>
<b>English language proficiency</b>		<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>
<b>Low level adjustment for disability</b>		<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>
<b>Quality Teaching, Successful Students (QTSS)</b>		<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>
<b>Socio-economic background</b>		<p>Funds set aside to cover extra staffing ( above establishment and higher duties ), executive leadership days and mentoring.</p>
<b>Support for beginning teachers</b>		<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>
<b>Targeted student support for refugees and new arrivals</b>		<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			
	2017	2018	2019	2020
Boys	370	359	367	369
Girls	372	382	396	414

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.7	92.9	89.4	83
1	92.9	91.5	93.7	77.5
2	93.4	91.2	91.1	85.4
3	93.8	94.2	92	80
4	93.8	92.7	92.3	80.7
5	93.2	94	91.9	81.3
6	92.8	92.9	90.9	83
All Years	92.9	92.8	91.7	81.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

## Management of non-attendance

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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)	32.18
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
Teacher ESL	4.6
School Counsellor	1
School Administration and Support Staff	4.87

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

During 2020 the staff participated in weekly staff meetings every Wednesday afternoon.

The main focus areas for professional learning in 2020 were -

- Vocabulary strategies in the classroom with Speech therapist, Michelle Buckman.
- Maths - Building blocks in Numeracy
- Maths - Rich tasks
- Literacy - support for our readers and writers, with the assistance of Jann Farmer Hailey ( independent consultant )
- literacy - Reading widely & Close reading
- ICT - hands on activities for classroom use
- Mandatory training
- Strategic directions planning, implementation & evaluation

Three teachers were supported through the accreditation process in 2020.





## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,998,393
<b>Revenue</b>	8,035,633
Appropriation	7,747,374
Sale of Goods and Services	85,248
Grants and contributions	199,598
Investment income	3,012
Other revenue	400
<b>Expenses</b>	-8,628,783
Employee related	-6,925,300
Operating expenses	-1,703,484
<b>Surplus / deficit for the year</b>	-593,151
<b>Closing Balance</b>	1,405,242

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	90,447
<b>Equity Total</b>	1,449,600
Equity - Aboriginal	18,658
Equity - Socio-economic	555,088
Equity - Language	557,300
Equity - Disability	318,553
<b>Base Total</b>	5,472,143
Base - Per Capita	183,505
Base - Location	0
Base - Other	5,288,639
<b>Other Total</b>	534,644
<b>Grand Total</b>	7,546,834

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

As NAPLAN was cancelled in 2020, the students in Year 3 and 5 were offered the opportunity to complete the new **Check In Assessment**.

The Check In Assessment was introduced as an alternative assessment for schools. and participation was optional.

Students in Year 3 and 5 at Hilltop Road PS completed the online Check In Assessment in 2020.

## Parent/caregiver, student, teacher satisfaction

In 2020, Hilltop Road surveyed it's 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***

- 78% of students have a positive sense of belonging
- 84% of students have friends they can trust and who encourage them to make positive choices
- 97% of students value school and believe it has a strong bearing on their future
- 82% of students are interested and motivated in learning
- 90% of students try hard to succeed in their learning
- 84% of students feel they have a positive teacher student relationship

### ***Staff responses***

- 83% of staff collaborate with others and discuss strategies for student engagement
- 85% of staff believe they work with school leaders to create an orderly and safe environment
- 89% of staff set high expectations for student learning
- 84% of staff use data to inform practice
- 90% of staff establish clear expectations for classroom behaviour
- 84% of staff are confident using ICT
- 88% of staff are clear about what they expect the students to learn

### ***Parent responses***

- 88% of parents feel welcome and easily speak with members of staff
- 78% of parents feel they are informed and they understand the progress their child is making
- 73% of parents support learning at home and encourage them to do well
- 82% of parents believe their child is encouraged to do their best at school
- 82% of parents believe their child feels safe at school



# Policy requirements

## Aboriginal Education Policy

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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 2020..

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 at the end of year Presentation Day assemblies for K-2 and 3-6.

## Anti-Racism Policy

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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.

Due to Covid, we were unable to celebrate Harmony Day in the usual way. Students wore orange or their traditional dress and completed classroom based activities.

Teachers 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.

## Multicultural Education Policy

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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.

## Other School Programs (optional)

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### Dance Fever Program - Gymnastics

Students in K-6 participated in a new gymnastics program, run by Multi Sport Australia.

During Terms 1-4, every Tuesday, 2 qualified teachers/instructors attended 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..

### **Kinder Tennis Clinics**

**Tennis Australia** visited Hilltop Road and conducted tennis clinics for our Kindergarten students.

The students had a wonderful time participating in the clinic during their two half hour timeslot.

Tony from Tennis Australia and his team ran little drills and activities with the students and at the end of the session each student received a tennis racquet to take home.

### **Wellbeing Workshops**

Hilltop Road held wellbeing workshops for our students in K-4. Cameron Browne from **@ExploreDiscoverAct** delivered the sessions to our students, empowering them to develop confidence, build a growth mindset and choose to be kind. Activities were completed with a focus on mindful connections and social and emotional growth.

The students were totally engaged in the workshop activities and learnt lots of valuable messages that can be transferred to their daily lives.

### **Robogals**

Students in Year 4 participated in a STEM workshop delivered by **@Robogals**.

**@Robogals** is a student run organisation that aims to inspire and empower young women to consider studying engineering and related fields.

Students from UNSW visited Hilltop Road as part of the **@Robogals** initiative.

Our students worked together in small groups and they were highly engaged in building a robot claw, that they coded to move.

### **Life Education**

The Life Education van came to our school providing lessons for our Year 1, 2 and 3 classes. They were timetabled to visit the classroom set up inside the van and interact with their mascot, Healthy Harold. The Healthy Harold program covers topics including; drugs and alcohol, personal safety, cyber safety, food and nutrition, physical activity, social and emotional wellbeing and the human body.

The program aims to build **AWARENESS**, encourage **REFLECTION** on how the topic affects the students, share **KNOWLEDGE** that students need to make informed decisions, help students identify and develop response **STRATEGIES** and help students to develop the **SKILLS** and confidence that they need to apply those strategies on a day to day basis.

### **F1 Student Challenge**

A group of selected Year 4 students attended Greystanes High School with Mrs Bansal. They participated in a STEM F1 challenge day along with students from Beresford Rd PS and Girraween PS. The day consisted of lots of team work and cooperation to design, create, build and race cars. The Year 4 students had an amazing time and really enjoyed the experience. Congratulations to the girls team, who won a trophy for best car design.

### **Virtual Parliament Incursion**

Year 5 students participated in an incursion, learning all about the 3 levels of Government and the process of an election. Students took part in their own mock election, where they had to vote for a party that was represented by candidates in each class.

The parties were: Sports Party, Lollies Party, Pets Party, No Homework Party and the Digital Party. Students voted for their choice and role played the process of counting the votes. It was a highly engaging and enjoyable incursion that allowed for a deeper understanding of the parliamentary voting process.

### **Holroyd Rotary Peace Pole**

The Holroyd Rotary Club installed a Peace Pole in the front garden of our school, near the office. The Peace Pole will be

a central focus for future school events.

The Peace Pole program had its beginnings in 1955. You can now find Peace Poles in close to 200 countries and more than 200,000 have been placed around the World. The Rotary Club aim is to distribute 100 Peace Poles for 100 years of Rotary sponsored by 100 Rotary Clubs, with each pole numbered.

Peace Poles are planted with the Universal Peace Message "May Peace Prevail on Earth". They symbolise the common wish for a World at Peace. They stand as a silent vigil for peace reminding us to think and act in the spirit of Peace. The Peace message is written in two languages, English and Darug, on each side of the Peace Pole.

Thanks to Jenny Pedley the New Generations Director, Harold Pedley a member and friend of Holroyd Rotary Club and Rod O'Donoghue the Fundraising Director, for donating and installing the pole at our school.

### **New School Leader Nomination Process**

In 2020 a new process and system of nomination for school leaders was introduced and implemented.

In Term 4, a selection panel met to begin the new student leader application process for 2021. The panel consisted of Miss Cavallo as the staff rep, Mrs Sarah Marang as the P&C Rep, Hannah Elias as the student rep and Miss See, the Principal.

Current Year 5 2020 students submitted an application that included a letter, reference to the school values and evidence to support their application as to why they believe they would be a good school leader.

Successful candidates then selected a teacher mentor for support and assistance in the lead up to presenting their speech.

Student voting occurred after the speeches were delivered and the 2021 leaders were announced at the end of year Presentation Day Assembly,

### **Valuing Our History Project**

Hilltop Road held the unveiling exhibition of **Valuing Our History** at Merrylands RSL, which illustrates the importance of our Australian history and understanding that life is about relationships. The exhibition was a collaboration between the students of Hilltop Road, Merrylands RSL and their sub-Branch members.

The project involved a group of Year 6 students who interviewed veterans, service personnel and members of the veteran community. They were asked questions and shared their life story, opening up about their past experiences and providing valuable information about their journey.

The Year 6 students listened carefully and as a follow up to the interview, created an artwork and accompanying annotation, that depicted the story they were being told. Our students did an amazing job of capturing the personal perspectives and oral history of past and current serving men and women.

Valuing our History is an honest reflection and expressive exhibit of our veterans, through the eyes of our students. I would like to thank the students involved for their hard work and commitment to the project. Special thanks to Mrs Turrini for her dedication and tireless work in coordinating the entire project and organising the exhibition., Madonna Maroun, Catherine Gregory, Aaron Campbell and Maxine Johns, who all assisted greatly on the day of the exhibition.

### **Big Buddy Literacy Program**

6R and Mrs Romer were involved in a zoom call to meet and talk to their literacy buddies, organised through Ardoch. The Ardoch's Literacy Buddies program matches classes of primary school students (Little Buddies) with workplace volunteers (Big Buddies) to improve literacy and inspire learning through the art of letter writing. The Buddies exchange letters throughout the school year and visit each other twice, once at the school and once at the workplace. Due to Covid the meetings took place via Zoom.

The program gives the children a real-life context in which to practice their writing and composition skills. The program also aims to build the aspirations of the children by bringing them into contact with successful working role models in a range of professions and jobs.

### **Breakfast Club**

Hilltop Road PS launched its Breakfast Club for 2020. Approx 100 students attended each week, displaying perfect manners and consideration for others while waiting their turn. Students were able to enjoy a healthy breakfast and fruit, before they start school. The reviews have all been really positive, with vegemite toast and oranges firm Hilltop Road favourites.



Breakfast Club is held in the newly renovated kitchen that was once the old CRC room. The new kitchen building has sliding doors that open out onto a deck area with seating and it looks fantastic. It is open to every student serving a healthy breakfast menu including cereal, toast & fresh fruit, water and milk. Service begins at 8.30am till 8.50am. and runs from Monday - Wednesday each week.

A big thank you to our partnership sponsors **Foodbank**, for providing the fresh produce and pantry items used for Breakfast Club.