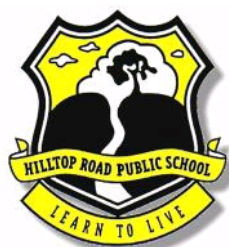


# 2021 Annual Report

## Hilltop Road Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Hilltop Road Public School  
Hilltop Rd  
Merrylands, 2160  
<https://hilltoprd-p.schools.nsw.gov.au>  
[hilltoprd-p.school@det.nsw.edu.au](mailto:hilltoprd-p.school@det.nsw.edu.au)  
9635 7722

## Message from the principal

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Once again 2021 has made us rethink and reimagine the way we connect, engage with school and live our lives. Whilst it has been a challenging year and we have overcome many obstacles, restrictions and had to solve many problems, all this considered we have still worked together to ensure your children have had a productive year and they have improved their learning outcomes.

In fact, the continuing COVID-19 guidelines have once again highlighted how much we value our community, as we were cut off from each other and isolated during learning from home. 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 the year.

Thank you to our students for working hard, taking ownership of your learning and engaging in learning within the classroom and whilst learning from home. Our students were always ready to respond to their teachers and ensure they were settled into a day of learning, be it at school or from home.

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 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, while helping create a future for your children. Thank you for working tirelessly to organise take home packs, zoom sessions, learn new technology and programs, provide Seesaw feedback and support the Wellness Wednesday initiative, where cooking with Mr B, fitness with Mr Anderson, Make and Create with Mr Hall-Watson, discos, beats and meditation with Mr Campbell and Miss Maxine were the highlights of our Wednesday afternoons for weeks on end. These experiences brightened our day and helped support our students and families wellbeing.

The recent weeks and the year we have had, has really highlighted the need for each and everyone one of us to be grateful for every day. In fact, research states that the happiest people in the world practice gratitude, they think about the needs of others, engage in random acts of kindness and are grateful for the people in their lives and the lives that they live. Always remember to be grateful and practice gratitude towards others.

I am very grateful to be the principal of our school, as it is filled with so many amazing individuals who are learners, care about others and are proud to belonging to the Hilltop family.

Natalie See

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## 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 very valuable and essential to the success of our school. Although COVID 19 continued to have an enormous impact on our school and community during 2021, the year started well with no COVID cases recorded in NSW.

The school and P&C community were initially able to carry out activities as normal. Our P&C had its first meeting for the year on the 9th February where we all met with our principal Ms See at the Community Resource Centre.

The meeting involved the usual pencilling in of events, in particular the discussion of one of our greatest fundraisers, Carnivale. We also discussed ways that we could attract more P&C members and volunteers. It was decided that our president, Deanne and secretary, Yanina, will do a promotional video inviting parents to a "Getting to know your P&C" afternoon tea. The P&C and parent afternoon tea was held on the 27th of April in the Rose Garden. Close to 50 parents popped over to have a cuppa and say hello. During the afternoon parents who were interested provided their names and contact details to either be part of the P&C or volunteer. The event was a success, leading to 11 new parents attending the next P&C meeting on the 11th of May.

Although we were all incredibly excited to have new members, at the end of June COVID hit again in NSW. With cases quickly rising, all non-essential services were forced to close. In Term 3 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 once more juggling working from home, schooling their children, and the normal day to day housework. Teachers continued to do an amazing job supporting the students schooling from home.

We were not able to hold the Father's day stall but the school organised for some lovely gifts to be delivered to each dad and grandad's home.

Carnivale was meant to be held in November, but with the uncertainty of the situation we postponed it to November 2022.

In summary, it was a very quiet year where P&C were concerned. We certainly missed the Hilltop comradery 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 \$4125.15 for our school from two mufti days and the Mother's day stall, with an extra \$34k 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. Ms See and Miss Catherine in particular, for inspiring our parents to be involved in their children's learning.

We are looking forward to seeing what will be achieved in 2022, and wish you all the best in the New Year.

HRPS P&C Exec team

### Message from the students

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Leaders and Ambassadors completed leadership training with Cameron Browne from Explore Discover Act. The leaders then began leading meetings and broke themselves and the remaining SRC members into groups.

The year's focus was on the reimplementation and promotion of the school rules. The students were making videos to show younger students how to follow the school rules. Unfortunately, projects were put on hold due to Covid. Attempts were made to connect the school leaders virtually and they began making and sharing videos of things to do while learning from home. The videos included stories being read to them and exercises they could do at home.

Leaders held the Anzac service at school with the whole school present. A service for Remembrance Day was also held, which the year 6 students attended and the remainder of the school watched virtually from their classrooms.



## School vision

Leading, excellence, innovation and explicit teaching with high expectations for all students and the school community.

Developing self-regulated learners who articulate their learning, are resilient, respectful with a strong sense of agency, recognising their potential, impact and contribution to the world.

## School context

Hilltop Road Public School is situated in the Western Sydney region. The community represents over 47 cultural groups, with 82% from Language Backgrounds Other than English. The school works 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 teamwork 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.

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 student welfare and wellbeing ecosystem is evident in all aspects of school life and underpins all quality teaching learning experiences. This ensures students succeed in a safe and inclusive learning environment.

Hilltop Road Public School has completed a situational analysis with input from all members of the school community. The analysis has provided the school with three areas of focus for this strategic improvement plan.

### Strategic Direction 1: **Student Attainment and Growth**

Hilltop Road Public School will continue to ensure the most effective evidence-based teaching practice and strategies optimise learning for all students, with a focus on meeting the system targets in reading and numeracy.

### Strategic Direction 2: **Collaboration for Improvement**

Hilltop Road Public School will strengthen and maintain an effective, collaborative learning environment driven by the analysis of student data and focused upon the development of teachers' knowledge, skills and understanding which improves student learning outcomes.

### Strategic Direction 3: **Assessment and Feedback**

Hilltop Road Public School will develop and sustain whole school protocols and processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student.





## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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: Student growth and attainment

### Purpose

To ensure student learning outcomes in reading and numeracy are maximised through explicit, consistent and research-informed teaching practices. We will further develop and refine data driven teaching practices to inform differentiated teaching that is responsive to the individual learning needs of students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Differentiation

### Resources allocated to this strategic direction

**Socio-economic background:** \$474,003.97  
**Professional learning:** \$33,000.00  
**Per capita:** \$105,022.62  
**Low level adjustment for disability:** \$304,271.42  
**Integration funding support:** \$166,313.00  
**Refugee Student Support:** \$11,612.00  
**Aboriginal background:** \$10,896.03  
**English language proficiency:** \$646,966.18  
**Literacy and numeracy:** \$19,748.00  
**Literacy and numeracy intervention:** \$94,179.12

### Summary of progress

Our focus for 2021 was to build teacher capacity and develop a shared understanding of evidence based strategies in effective classroom practice and differentiation, to maximise student outcomes. Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-based practices to strengthen instruction in reading and numeracy. The implementation of evidence - informed practices, including problem of practice and Focus Student cycles has supported staff with their explicit teaching practices, use of high impact teaching strategies and data analysis. We will continue to refine and strengthen these processes with closer consideration of the high impact teaching strategies. Incorporating these has allowed teachers to add to their repertoire of effective strategies and build on opportunities to challenge students in reading and Numeracy. Teachers and SLSO staff have been further supported and guided in developing effective practices in supporting students from an EAL/D background. Engaging in targeted PL from our EAL/D education leader, has enabled teachers to develop a deeper understanding of the use of the EAL/D progressions and effective teaching strategies to support the development of vocabulary. In addition, differentiated and targeted support has been enabled through the allocation of additional staff to each grade. A combination of small group tuition and in-class support, targeting identified literacy and numeracy needs, has resulted in students making significant progress towards their personal learning goals. Student learning outcomes have been tracked through the collection and analysis of assessment data in PLAN 2 and Essential Assessment.

Analysis of NAPLAN results, showed significant growth in Year 5 Reading and Numeracy outcomes. Minimal growth was made in our Year 3 results and were not consistent with previous years. Next year we aim to improve the reading and numeracy achievement of students by targeting assistance to all students, at their level of need. This will be achieved through targeted intervention and an investigation through an analysis of assessment data, NAPLAN gap analysis, focus groups with students to understand problems of practice and investigate the best way forward in relation to best pedagogical practice will be undertaken to target teaching to ensure shift in outcomes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Uplift of 3% of students achieve the top two bands in NAPLAN Reading from baseline.	Analysis of NAPLAN results indicate that we achieved a significant uplift in Year 5 NAPLAN data both in Reading and Numeracy, for the top two bands. Future considerations have been made to improve Year 3 NAPLAN results,

<ul style="list-style-type: none"> <li>• Uplift of 3% of students achieve top two bands in NAPLAN Numeracy from baseline.</li> </ul>	<p>as analysis indicates that results weren't as consistent as previous years. Targeted intervention and allocation of support will be considered to lift results whilst students are in Year 2 and continue in Year 3. .</p>
<ul style="list-style-type: none"> <li>• Uplift of 3% of students achieve expected growth in NAPLAN numeracy from baseline.</li> <li>• Uplift of 2% of students achieve expected growth in NAPLAN reading from baseline.</li> </ul>	<p>Analysis of NAPLAN results indicate that we achieved a significant uplift in Year 5 NAPLAN data both Reading and Numeracy. Future considerations have been made to improve Year 3 NAPLAN results, as analysis indicates that results weren't as consistent as previous years. Targeted intervention and allocation of support will be considered to lift results whilst students are in Year 2 and continue in Year 3.</p>
<p>Uplift of 2% in student attendance for targeted group.</p>	<p>Upon reflection and the analysis of pre and post data, our student attendance has significantly increased. The employment of an Attendance school officer has ensured consistent systems and processes are in place across the school. Teachers engaged in professional learning in Term 1, to ensure a consistent approach in attendance systems and processes were in place. The Attendance school officer has ensured student attendance is closely monitored and students are rewarded for regular attendance.</p> <p>To ensure COVID did not impact attendance, systems and processes were adapted to ensure attendance monitoring during remote learning continued. Students were rewarded for their engagement in home learning and packs were sent home which kept students motivated during a challenging time.</p>





## Strategic Direction 2: Collaboration for Improvement

### Purpose

To develop and maintain an effective, collaborative learning culture that is driven by the analysis of student data and focused upon the development of teachers' knowledge, skills and understanding that is translated to improvements in classroom practice, so that student learning is maximised.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practices
- Building Practice Excellence

### Resources allocated to this strategic direction

**Per capita:** \$58,000.00

**Professional learning:** \$5,000.00

**Socio-economic background:** \$134,541.82

### Summary of progress

Our focus for 2021, was to strengthen existing collaborative practices to foster collective efficacy. Our leadership strategic effort to build collaborative cultures and structures which encourage collaboration, were made possible through the development of systems and processes driven by a whole school approach through data monitoring, research based high-quality collaborative practices, enhanced collaborative assessment protocols and professional dialogue. Senior leadership team worked towards providing enabling conditions, including timetabling, collaborative planning time and embedding explicit systems and processes to facilitate professional dialogue and to refine collaborative practices, including Focus Student Cycle, Problem of Practice and CTJ. This allowed teachers to share expertise within the school and build teacher capacity. Research-based strategies to enhance teachers' perceptions about their ability to collectively impact student outcomes has been a result of the collaborative processes and protocols.

The Collaborative Matrix has enabled teachers, leaders and teams to reflect and measure their level of collaboration against the domains. This has led to a willingness to improve collective efficacy and personal collaborative skills. Teachers have set PDP goals to improve collaborative practices based on the indicators in the matrix. During the extended home learning period, teams had to rethink collaborative practices. Teacher feedback showed that collaboration was increasing important to ensure students were still provided with high impact, explicit teaching instruction, consistency and continuity of learning for our students.

Next steps will include staff completing the matrix survey, to compare growth and progress in collective efficacy, from the initial survey.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
95% of teachers have a shared understanding of the Focus Student Cycle to ensure differentiation, share evidence-based teaching strategies and target identified student needs.	In term 1 SDD, teachers were provided with an explicit overview of the what, how and why of the Focus Student Cycle. This ensured a shared understanding to ensure differentiation, sharing of evidence-based strategies and targeting identified student needs by all staff. To enable a consistent approach across K-6, the Focus Student Cycle has been embedded in the whole school Assessment schedule. Data collected from the Focus Student cycles is systematically collected through PLAN 2, allowing teachers to track and monitor student progress and growth. Focus Student cycle was impacted by COVID remote learning.
100% of teachers have an awareness and shared understanding of the Collaborative Teacher Matrix.	Teachers completed Collaborative Matrix Survey for pre-data. This gave us baseline data on where teachers measured themselves on the matrix. Data was considered in the development of whole school collaborative systems

100% of teachers have an awareness and shared understanding of the Collaborative Teacher Matrix.

and practices. Collaborative planning was embedded in the timetable as well as funding allocated for whole grade planning days each term, prior to the cohorting strategy. Processes such as FSC, Problem of Practice, CTJ and Data chats allowed for regular professional dialogue centred on student learning and the sharing of evidence based teaching strategies to improve outcomes. The end of year matrix survey will allow teachers to reflect, compare growth and set areas of need.



## Strategic Direction 3: Assessment and Feedback

### Purpose

Develop and sustain whole school protocols and processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by effective assessment, feedback, evidence-informed strategies and embedded evaluative practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Assessment to Inform planning and teaching

### Resources allocated to this strategic direction

**Professional learning:** \$15,967.60

**Literacy and numeracy:** \$8,529.48

**Socio-economic background:** \$19,000.00

**Per capita:** \$30,000.00

**QTSS release:** \$150,013.88

### Summary of progress

In 2021, we focused on strengthening our data driven practices to ensure the delivery of a responsive curriculum. Systems and processes were developed and embedded in the whole school assessment schedule, to ensure teachers clearly understand, develop and apply effective feedback, assessment strategies and achievement data to inform teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching practices. The Essential Assessment platform has been successful in allowing teachers to assess students' numeracy skills, develop responsive teaching and learning and differentiate tasks to target individual need. In addition, teachers are engaging with data collected in PLAN 2, observations, work samples to effectively make consistent and comparable teacher judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension. Whole school protocols and processes for collecting and analysing data systematically, has ensured the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers have a shared understanding of the whole school assessment schedule that is designed to ensure that the learning of all students is systematically monitored.	In Term 1, a formalised Assessment Schedule was developed embedding collaborative systems and processes to systematically collect data. The schedule was shared and unpacked explicitly with staff on SDD to develop a shared understanding of scheduled assessment monitoring. The implementation of Essential Assessment and collection of data through PLAN 2 ensured teachers were more responsive to students needs.
100% of teachers have a shared understanding of the protocols and collaborative assessment practice process to ensure consistent teacher judgement.	Collaborative Assessment Practices were a focus for this year. We developed systematic processes and structures to support teachers' consistent, evidence based judgement and moderation of assessments. Professional Learning was provided for staff to understand the protocols of CTJ and guiding questions were developed to facilitate the discussion consistently across K-6. Time allocation was given to CTJ in Assessment and PL schedule. This ensured a teachers were consistently engaging in professional dialogue about student learning. As a result, teachers engage better with the syllabus and have deepened their understanding, skills and expertise in validating teacher judgement of student achievement.  This year we have used CTJ to support our transition process 2021-2022.



100% of teachers have a shared understanding of the protocols and collaborative assessment practice process to ensure consistent teacher judgement.	Teachers will engage in CTJ to determine cohort strengths and areas of need in Reading, writing and number. This will be shared with incoming grade teachers to ensure continuity of learning.
100% of teachers have a shared understanding of effective formative assessment and feedback practices.	<p>This Initiative was through the PLC and was impacted by COVID couldn't be undertaken due to remote learning.</p> <p>At a school level, teachers continued to implement student engaged assessment strategies to ensure students are responsible and self regulated learners. Teachers implemented Reading Conferences with students to enable intentional and instant feedback to improve reading outcomes. We will continue to strengthen our feedback practices in 2022.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$11,612.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ SLSOs targeted support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for our refugee students focusing on vocabulary development and foundational English skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide targeted support for our new arrival refugee students both in class and small group withdrawal sessions.</p>
<p>Integration funding support</p> <p>\$166,313.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hilltop Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of targeted programs eg MiniLit and Quick Smart</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for identified intergration students to cater for their individual learning needs and implementation of individual learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Upskilling SLSO staff in specialised programs to support identified students. Continue to develop individual goals and PLPs to support personalised learning.</p>
<p>Socio-economic background</p> <p>\$696,721.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hilltop Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practices</li> <li>• Differentiation</li> </ul>

<p>Socio-economic background</p> <p>\$696,721.02</p>	<ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Effective Classroom Practice</li> <li>• Assessment to Inform planning and teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• staff release to increase community engagement</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• Collaborative planning time embedded in whole school timetable</li> <li>• Teacher release for planning days each term.</li> <li>• Professional development for all staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers upskilled in high impact teaching strategies for literacy and numeracy to support effective classroom practice. Planning time to ensure development of differentiated and data informed teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide professional learning for staff and engage with the Digital resource hub. Continue to employ speech pathologist to work alongside teachers, screen students and provide specialised support for identified students. Continue to ensure timetabling for collaborative planning time.</p>
<p>Aboriginal background</p> <p>\$19,058.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hilltop Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff have developed PLPs in consultation with families and students, to support the implementation of individual learning goals for our Indigenous students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to co-create, develop and implement PLPs for our students with input from families, teachers and students.</p>
<p>English language proficiency</p> <p>\$646,966.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hilltop Road Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul>



<p>English language proficiency</p> <p>\$646,966.18</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional Learning has resulted in staff being upskilled to support students in the beginning and emerging phases of English language proficiency. Identified students have been given intensive support through withdrawal and small group targeted intervention in the classroom setting. Collaborative planning time has allowed for collegial discussions that lead to identifying and selecting students who require withdrawal support. Teachers have been released to provide opportunities for them to be upskilled in the EALD strategies and transferring this knowledge into best classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide professional learning, collaborative planning and release for teachers, to ensure they have a good understanding of EALD learner's needs. Ongoing support provided for identified students to ensure their learning needs are being met.</p>
<p>Low level adjustment for disability</p> <p>\$323,747.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Hilltop Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Quicksmart to increase learning outcomes</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of grade-based School Learning and Support Officers (SLSOs) providing support for targeted students within the classroom has ensured differentiation of literacy and numeracy programs that suit the needs of all learners.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$323,747.99</p>	<p>Continue with the grade-based SLSO support model to allow for maximum numbers of students receiving targeted, differentiated support.</p>
<p>Professional learning</p> <p>\$53,967.60</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hilltop Road Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Differentiation</li> <li>• Collaborative Practices</li> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Work with the EALD Network Specialist to build teacher capacity</li> <li>• SLSO upskilled to implement target program to support vocabulary development and reading comprehension for target students</li> <li>• Staff engagement in professional learning sessions focused on High Impact teaching strategies to support reading and numeracy teaching</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Enhanced understanding of the needs and learning requirements of EALD students</p> <p>Collaborative practices to support differentiation and data chats to support student learning outcomes.</p> <p>Improved understanding of High Impact Teaching strategies to support the development of vocabulary and reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued focus on supporting the learning needs of our EALD students with the Network Specialist with a focus on our emerging students.</p> <p>Staff engagement in high impact professional learning with a focus on reading and numeracy.</p> <p>Continue to embed opportunities for teachers to collaborate to support differentiation, data chats and implement evidence informed practices.</p> <p>Engage in high impact professional to support the teaching of evidence based, data informed reading and numeracy strategies.</p> <p>Continue the engagement of JFH to support professional learning for the executive and targeted teams.</p>
<p>School support allocation (principal support)</p> <p>\$39,596.00</p>	<p>School support allocation funding is provided to support the principal at Hilltop Road Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a SAO to support projects and school improvement measures with a focus on external areas</li> <li>• Support administration tasks</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved and enhanced school environment including play spaces.</p> <p>Additional resources for staff, student and community to support and</p>

<p>School support allocation (principal support)</p> <p>\$39,596.00</p>	<p>enhance learning opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of a SAO to complete projects and support school administration.</p>
<p>Literacy and numeracy</p> <p>\$28,277.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hilltop Road Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The implementation of targeted literacy and numeracy programs including Minilit, Quicksmart and Reading Eggs.. The purchase of Essential Assessment an online program to support the implementation of the assessment schedule.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to purchase the literacy and numeracy programs to support personalised learning plans and targeted interventions for students. Continue to implement the assessment schedule with the use of Essential Assessment.</p>
<p>QTSS release</p> <p>\$150,013.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hilltop Road Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment to Inform planning and teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The implementation of whole school systems and processes. The employment of an additional teacher, allowed for staff to engage in collaborative practices including Assessment moderation and data chats to ensure teaching and learning programs are data-informed and consistent, evidence-based practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement collaborative practices in whole school timetable including, data chats, CTJ, collaborative practices and PDP conversations.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>



<p>\$94,179.12</p>	<p>Hilltop Road Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers and SLSO staff have been further supported and guided in developing effective practices in supporting students from an EAL/D background. Engaging in targeted PL from our EAL/D education leader, has enabled teachers to develop a deeper understanding of the use of the EAL/D progressions and effective teaching strategies to support the development of vocabulary. In addition, differentiated and targeted support has been enabled through the allocation of additional staff to each grade. A combination of small group tuition and in-class support, targeting identified literacy and numeracy needs, has resulted in students making significant progress towards their personal learning goals and the development of foundational literacy and numeracy skills. Student learning outcomes have been tracked through the collection and analysis of assessment data in PLAN 2 and Essential Assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Upskill learning and support staff in specialised intervention programs to cater for the needs of identified target students. Continue to employ and allocate additional staff across K- 6, to implement intervention programs to lift student outcomes in literacy and numeracy. Staff to engage in high impact professional learning to enhance assessment practices, data skills and use.</p>
<p>COVID ILSP</p> <p>\$426,765.83</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy -reading and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Intensive reading and numeracy support provided in small groups to bump up identified tier 2 students across K-6, resulting in growth across reading and numeracy outcomes. Additional support time has enabled students to engage in differentiated tasks, ensuring individualised attention to meet the needs of the range of learners</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ additional staff to provide a combination of in class and withdrawal small group tuition Upskill COVID support staff in reading programs (MiniLit sage) to support</p>

<p>COVID ILSP</p> <p>\$426,765.83</p>	<p>program delivery and targeted intervention</p> <p>Staff to analyse data sources to identify target students</p>
<p>Per capita</p> <p>\$193,022.62</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hilltop Road Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Differentiation</li> <li>• Collaborative Practices</li> <li>• Building Practice Excellence</li> <li>• Assessment to Inform planning and teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase resources to enhance teaching and learning programs</li> <li>• Additional teacher allocation to implement targeted intervention</li> <li>• High impact PL to enhance teacher understanding and practices</li> <li>• Timetabling to allow for collaborative practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Strengthening existing collaborative practices to foster collective efficacy and build teacher capacity. A shared understanding of evidence based strategies in effective classroom practice and differentiation, to maximise student outcomes. A focus on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-based practices to strengthen instruction in reading and numeracy. Whole school protocols and processes embedded for collecting and analysing data systematically, has ensured the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue implementation of whole school assessment schedule, opportunities for staff to collaborate. Continue to provide High Impact PL to strengthen teacher practice.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	359	367	369	381
Girls	382	396	414	397

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	89.4	83	90.1
1	91.5	93.7	77.5	91.9
2	91.2	91.1	85.4	91.1
3	94.2	92	80	91.9
4	92.7	92.3	80.7	91.2
5	94	91.9	81.3	91.6
6	92.9	90.9	83	91
All Years	92.8	91.7	81.7	91.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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)	31.22
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	4.67

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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



During 2021 the staff participated in weekly staff meetings every Wednesday afternoon, either at face to face meetings in our school library, or via Zoom.

The main focus areas for professional learning in 2021 were -

- Problem of Practice cycles
- writing - CTJ and moderation of work samples
- Student character and voice
- Literacy - support for our readers and writers, with the assistance of Jann Farmer Hailey ( independent consultant )
- Student Engaged Assessment - Models and exemplars
- HITS - High Impact Teaching Strategies in Numeracy and Literacy
- Student wellbeing
- Mandatory training
- Strategic directions planning, implementation & evaluation

Two teachers were supported through the accreditation process in 2021.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,405,242
<b>Revenue</b>	8,488,328
Appropriation	8,331,642
Sale of Goods and Services	77,079
Grants and contributions	76,960
Investment income	1,047
Other revenue	1,600
<b>Expenses</b>	-8,738,596
Employee related	-7,340,068
Operating expenses	-1,398,528
<b>Surplus / deficit for the year</b>	-250,268
<b>Closing Balance</b>	1,154,975

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



## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	177,925
<b>Equity Total</b>	1,686,493
Equity - Aboriginal	19,058
Equity - Socio-economic	696,721
Equity - Language	646,966
Equity - Disability	323,748
<b>Base Total</b>	5,426,913
Base - Per Capita	193,023
Base - Location	0
Base - Other	5,233,890
<b>Other Total</b>	562,227
<b>Grand Total</b>	7,853,558

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.



## Parent/caregiver, student, teacher satisfaction

In 2021, Hilltop Road surveyed the parents, teachers and students and asked questions on areas that have an influence and impact on them directly.

Year 4, 5 and 6 students, all 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***

- 84% of students have a positive sense of belonging
- 98% of students value schooling
- 92% of students try hard to succeed in their learning
- 88% of students feel they have a positive teacher student relationship
- 91% of students feel that teachers hold high expectations for them to succeed
- 95% of students believe they are receiving quality instruction

### ***Staff responses***

- 90% of staff collaborate with others and discuss strategies for student engagement
- 86% of staff believe they work with school leaders to create an orderly and safe environment
- 91% monitor the progress of individual students
- 90% of staff use data to inform practice
- 90% of staff establish clear expectations for classroom behaviour
- 91% of staff present new concepts in their teaching by linking it to previous knowledge
- 90% of staff create opportunities for success
- 91 % of staff establish clear expectations for behaviour

### ***Parent responses***

- 85% of parents feel welcome when they visit the school
- 80% of parents feel they are informed and they understand the progress their child is making
- 80% of parents support learning at home and encourage them to do well
- 80% of parents believe teachers show interest in their child's learning
- 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 - School statement

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Aboriginal Education is always a focus at Hilltop Road as we have two 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 2021..

Naidoc week and Reconciliation Week were also recognised and celebrated with all students participating in class activities.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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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.

### **Ambassador Training**

Interested Year 6 students participated in ambassador training days. The two days were facilitated by Cameron Brown, from **ExploreDiscoverAct**. The training days focused on looking at what an ambassador was, the qualities an ambassador has and planning a program that can be implemented K-6.

The presenter challenged our students to think about what we value as a school and as ambassadors. The ideas our students came up with were fantastic and they are feeling confident to take on this important role within our school.

### **Year 4 Parramatta Eels Visit**

Year 4 had a great time learning new Rugby League skills, when they participated in the Parramatta Eels 2021 Community Carnival Visits.

The Parramatta Eels squad visited 23 schools and more than 700 students across the Parramatta District, playing some footy and boosting confidence amongst students.

The players ran a skills and drills clinic with the students, encouraging junior participation in Rugby League.

### **Yr 4 Radio Program**

Year 4 are participating in the Radio Rules program. During this time, students have been learning about the equipment used in a radio station and why radio is still relevant in the year 2021. The Radio Rules program is an introduction to the skills needed to run a live radio broadcast. The program also supports communication and social skills amongst peers.

Topics covered include:

**What is a radio station and how does it work?**

**What is the purpose of radio in 2021?**

**What are the basic skills needed for being a radio host or media personality?**

**Who is your audience?/ How to create interesting content**

### **High School Information Evening**

A Year 6 High School Information Night was organised for all Year 6 families. This was a valuable information session that explained to parents the necessary steps to enrol their child in high school. Our school community is very fortunate to have a wide variety of excellent high schools within the area that attended our evening. Thank you to Greystanes High School, Arthur Phillip High School and Holroyd High School for supporting the evening and sharing each school's values and beliefs.

### **Yr 7 Welcome Back Afternoon**

Hilltop Road hosted our annual welcome back afternoon for the Year 6 students and parents of 2020. The gathering was held outside the Year 6 rooms. It was good to see so many past students and parents back at Hilltop, sharing their experiences and high school journey so far. This was the fourth afternoon organised by Mrs Romer and Miss Catherine, our CLO.

### **Vietnam Veterans Visit**

Year 6 had the privilege of listening to a talk given by Vin Cosgrove OAM, who is a member of the St Mary's Vietnam Veterans Outpost. As part of their Year 6 PBL project, the students have been learning about past wars and conflicts. The presentation consisted of: showing images of Vietnam War. An explanation of: "Why Australian Troops went to Vietnam" students participating in a conscription exercise Role Playing - "What it was like to be a Combat Soldier" "Discussing the impact of war on veterans and families Question Time from students and teachers.

### **Multicultural Tennis Program**

The senior girls involved in the Multicultural Girls Tennis Project had their last session. After 6 weeks of fun but challenging activities with their brilliant coaches, the girl's tennis skills have improved significantly. They are now able to serve, volley and do forehand and backhand strokes. The girls are to be congratulated for their perseverance and commitment to the project. In the final week, a small presentation was held with special guests Tony Podesta and Casey

Dellacqua in attendance. Our students presented an excellent speech on their experience in the project and Sidra did a great job helping to present the coached and special guests with thank you gifts.

Special thanks to Tennis NSW, especially Stephanie Munro, for giving our girls the opportunity to participate in this wonderful initiative. Special thanks also to Mr Stuart Anderson for coordinating this opportunity for our girls and coming in every Friday to ensure the success of the program.

### **Cultural Exchange Day**

Hilltop Road facilitated our first ever Cultural Exchange Day for selected students in Year 6, who came together with students from Richmond North PS and Cairns West PS (via Zoom). The day was focused on a PBL mini unit - Who am I?

With the driving question in mind, students participated in beat making, podcasting, digital design and rap for literacy slam poetry workshops. At the completion of the workshops the created songs and podcasts were recorded in our H Pop Studio. The digital design group were able to print their design and iron it on T-shirts for the students to take home. Special thanks to Mrs Tamara Turrini for her hard work and dedication, planning and organisation that went into coordination such an engaging day for over 100 students.

### **Student led Conferences**

Parents and students met with teachers in the library, to participate in our annual three-way student lead conferences.

**466 families** attended the **647 learning conferences** led by the students. There has been an increase in the number of conferences this year, which is wonderful as our students are able to confidently showcase their learning.

### **Ready Set Go**

Due to Covid restrictions, Ready, Set, Go 4 Kindy has looked a little different this year. During Term 3 and 4, we began delivering weekly online activities, stories and information to help support our families to be school ready. As the term progressed, we were able to run Ready, Set Go on site on Monday and Thursdays, with smaller groups attending. Our mascots, Howie and Crocky, helped our RSG students play, paint, create, build and get ready for Big School. Thank you to all our families who have supported the program during this time. The dedication and hard work of parents and teachers ensures a successful transition program for our new Kinder students.

### **Middle Schooling**

The students in Year 6 commenced the Middle Schooling Program here at Hilltop Road. Middle schooling is running for four weeks every Monday to Wednesday. It allows the Year 6 students to have an opportunity to experience high school, in a primary school setting. They will take part in subjects that include English, Maths, Design and Technology, Ancient History, Languages - Italian, Wellbeing, Visual Arts and Study Skills. The Year 6 students learn how to read a timetable, move from class to class, plan and time manage assignments and homework. It is hoped that the program will ensure a smooth transition to High School and calm their nerves, so they will feel well-prepared and able to cope with a new way of learning.

### **Creating Chances program**

Year 6 students are working with @CreatingChances, whose programs have a strong focus on individual growth and development. For students in Year 6, the Springboard program focuses on creating resilient and positive learners, prepared for their transition to high school.

Springboard programs aim to equip Year 6 students with the skills and strategies needed to prepare for, and overcome, the social and academic challenges they face as they move towards their transition to high school. Participants develop their sense of self and learn how to form and identify positive relationships and deal with conflict and challenges in a constructive way. Creating Chances focus on life skills including resilience, social and emotional intelligence, prosocial behaviour and coping.

### **Ardoch Partnership Programs**

Students in 6R had a great time using the Edison Robots as part of our partnership initiative with Ardoch Australia. Year 6 used the kits for the day and experimented with sound, light and programming code to make the robots move. Special thanks to Ardoch and Pactronics for providing such a wonderful opportunity for our students.