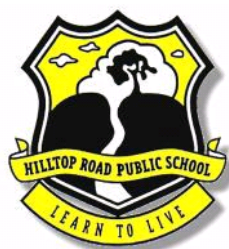


# 2022 Annual Report

## Hilltop Road Public School



3997

# Introduction

The Annual Report for 2022 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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## Message from the principal

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This year we rose from the challenges of the pandemic, grateful to be able to resume our fond traditions and launch new and improved learning experiences for our students. From new learning challenges, solving mathematical problems, discovering the joy and wonder of reading and writing, playing with friends, excursions, overnight trips, engaging in PBL projects - our students have continued to learn how to collaborate, communicate, think critically, creatively and be good citizens of our school.

Everywhere, we've been learning within our community' with its ups and downs, its challenges, and joys. Without a doubt, the opportunity to connect, engage as a community and learn collaboratively, free from lockdowns of the past, has been a highlight of the year.

Everyday we are learning new things, reflecting, providing feedback to others and sharing our ideas, improving and growing. We know that we want to live and display our fundamental characteristics as we grow and learn. We know it is important to be helpful and hardworking, respectful and resilient, proud and persistent, self-motivated and successful. These characteristics help us shape our character and help us to be our best self.

We are all learners and our everyday life and work provide so many opportunities to grow and be our personal best. We want you to have agency and voice in your learning, as it will accelerate, connect and give you a clear mindset to ensure you are engaged learners, directing your agency, finding your voice and harnessing your learning power and potential.

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

Thank you for an outstanding 2022.

I look forward to our new journey in 2023.

Natalie See

Principal

## Message from the school community

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As always, we'd like to explain that our school's 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.

With Covid 19 being present, we learnt new ways to access our school and community's needs. We held our first

meeting in February, where some of the executive roles had to be filled. It was great to see so many new faces stepping up into these roles. At this meeting, there were dates locked in for our mufti days along with their themes chosen. Other major events were also discussed, such as Carnivale, Mother's Day and Father's Day stalls.

Unfortunately, Carnivale was cancelled in 2022 due to the prolonged wet weather and the school grounds being unsafe for the rides. It has been postponed until 2023.

In 2022, our P&C committee increased with new members joining the team and It was great to have some fresh ideas. The P&C hosted 4 mufti days in 2022 to help raise money for the school. We are starting to raise crucial funds to start our new projects and fund community learning.

We were successful in obtaining 3 Club grants for our community projects:

Ready, Set Go for 2022

Seniors Workshops

Community Reading

We must also thank the staff of Hilltop Road Public School for always being supportive of P&C initiatives, in particular Miss See and Miss Catherine. They inspire our parents to be involved in their children's learning.

We are looking forward to seeing what will be achieved in 2023.

HRPS P&C Exec team

## Message from the students

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In 2022 the SRC did not start till a little later in the year due to Covid 19. Once started, the SRC began working on reintroducing and promoting our HRPS rules.

Students worked in groups to identify our rules and ways in which we can promote them within our school. Students wrote school rules raps, prototyped stories and ways to present them. The SRC decided that running a whole school colouring in competition was the best way with 1 winner for each grade to receive a gift card as a prize. The colouring in competition was a huge success with hundreds of entrants across the school. The winning posters are now displayed in prominent positions around our school.

During Semester 1, the SRC held the whole school ANZAC ceremony and represented our school at the Merrylands RSL sub-Branch ANZAC Day Dawn Service.

During Semester 2, the focus of the SRC was fundraising. The SRC worked in groups to begin planning a number of fundraising projects.

The main project was a school disco to raise funds to fund and support future projects. Other identified projects will be presented to the 2023 SRC so that they can continue the fantastic work. The SRC represented our school at the Merrylands RSL subbranch Remembrance Day Service and held our whole school Remembrance Day Service, with members of the Merrylands Sub Brach in attendance.

## 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Excelling
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: 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

**Professional learning:** \$46,602.97  
**AP Curriculum & Instruction:** \$271,027.80  
**Per capita:** \$120,000.00  
**Socio-economic background:** \$464,836.59  
**Low level adjustment for disability:** \$333,114.75  
**Integration funding support:** \$71,776.00  
**Refugee Student Support:** \$7,409.20  
**Aboriginal background:** \$22,362.46  
**English language proficiency:** \$610,970.13

### Summary of progress

Our focus for 2022 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 a, teachers were guided through the process of developing consistent evidence-based practices to strengthen instruction in reading and numeracy. Teachers engaged in professional learning guided by the the text Talk for Reading and department documents to strengthen teaching practice. 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 current evidence-based research. 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 Professional Learning 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. Knowledge and skills developed from the professional learning has been strengthened through an intentional cycle with the problem of practice cycle with an EAL/D focus. This has ensured the target group emerging from data analysis is catered for. 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.

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 3.2% of students achieve expected growth in NAPLAN numeracy	Analysis of NAPLAN results indicates that since NAPLAN was not run in 2020, there is no comparison data needed to calculate student growth for

<p>from baseline.</p>	<p>2022. 2022 results in numeracy indicate a need to focus and improve outcomes. Future considerations have been made to grow best practice by utilising staff expertise and intentional professional learning. Staff will engage in professional learning with a Professor of Mathematics, along with APCI's to build effective mathematics practice to develop student reasoning.</p>
<ul style="list-style-type: none"> <li>• Uplift 3.7% of students achieve expected growth in NAPLAN reading from baseline</li> </ul>	<p>Analysis of NAPLAN results indicates that since NAPLAN was not run in 2020, there is no comparison data needed to calculate student growth for 2022. Future considerations have been made to grow middle leaders through professional learning with a literacy consultant, with a focus on high-impact teaching strategies. Staff will engage with departmental documents and professional learning utilising Talk for Reading strategies and approaches.</p>
<p><b>Achievement of 2022 System negotiated targets:</b></p> <p>An uplift of 4.1% in 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>



Kitchen Garden cooking program



## 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

**Professional learning:** \$2,529.48

**QTSS release:** \$151,580.80

**Socio-economic background:** \$142,905.20

**Per capita:** \$10,000.00

### Summary of progress

Our focus for 2022, 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.

In 2022, we reconnected with established networks including Social Ventures Australia, Pemulwuy Learning Community and Ready Set Connect.. This provided opportunities to collaborate with experts and share knowledge and expertise across all settings. Collaborative processes were further developed and allowed for regular timetabled opportunities for staff to engage in data chats, CTJ and Focus Student Cycle discussions. This allowed for a consistent understanding and sharing of knowledge amongst grade groups. Additional RFF was provided for allow staff to focus on strengthening our collaboration practices and building teacher capacity to ensure a common approach amongst all staff.

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 are Implementing Focus Student Cycle in English 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

<p>95 % of teachers are Implementing Focus Student Cycle in English to ensure differentiation, share evidence-based teaching strategies and target identified student needs.</p>	<p>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.</p>
<p>100% of teachers complete a self assessment against the Collaborative Teacher Matrix.</p>	<p>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 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.</p>



Collaborating together

## 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

**Socio-economic background:** \$24,000.00

**Per capita:** \$31,584.79

### Summary of progress

In 2022, 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.

We focused on strengthening our data collection and analysis, triangulating data through our regular data chats process. Staff engaged in two data chats per term to determine student need, intervention required and inform future teaching and learning. Additional data sources were analysed to ensure staff were making the correct judgements and monitoring learning progress effectively. System requirements were followed and regular data entry in Plan2 every 5 weeks by the staff allowed for student progress to be closely monitored and analysed. Staff were able to be responsive to student needs and differentiate learning as it was required. SLSO support programs were consistent with targeted intervention being provided, in literacy and numeracy, for each grade. SLSO staff were able to collect, enter and track data for the identified students they were working with. This allowed for discussions with class teachers and decisions being made on future planning and focus areas for identified students.

### 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
85% of teachers use reliable formative and summative assessments to capture information about student learning.	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 engage in conversations about student improvement and progress that are linked to evidence and data	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

<p>100 % of teachers engage in conversations about student improvement and progress that are linked to evidence and data</p>	<p>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.</p> <p>This year we have used CTJ to support our transition process 2021-2022. 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.</p>
<p>80% of staff use effective formative and summative assessments to impact on student learning.</p>	<p>This Initiative was in collaboration with a network of schools within the Pemulwuy Learning Community.</p> <p>The network focused on Student Agency as the driver for the professional learning across the network of schools in 2022. A collaborative Staff Development Day across the schools in Term 3 allowed each participating school to deliver professional learning workshops on a practice/strategy that promotes student agency. These included models, exemplars and critique, learning dispositions, assessment &amp; goal setting, professional learning communities and student voice.</p> <p>At a school level, teachers continued to implement student engaged assessment strategies to ensure students are responsible and self regulated learners.</p>



Looking at assessment

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,409.20</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>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Refugee students learning goals were developed and monitored to ensure students are achieving and progressing.  Student data was analysed and entered into PLAN2.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Ongoing monitoring of targeted student growth and achievement.</p>
<p>Integration funding support</p> <p>\$71,776.00</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>• 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Targeted intervention for identified students needing additional support has resulted in student goals being monitored and achieved.  Students accessing intervention programs eg QuickSmart numeracy and literacy, has allowed for increased student achievement and growth in these specific areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to implement the targeted programs delivered by the SLSO and learning and support teams.</p>
<p>Socio-economic background</p> <p>\$631,741.79</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>• Differentiation</li> <li>• Collaborative Practices</li> <li>• Building Practice Excellence</li> </ul>

<p>Socio-economic background</p> <p>\$631,741.79</p>	<ul style="list-style-type: none"> <li>• Data Driven Practices</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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs eg Speech therapist</li> <li>• professional development of staff through the Smiling Minds well being program to support student learning</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students are provided with the same opportunities regardless of their economic background. The school supports all families and funds student attendance at external programs held at school like Dance Fever.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ our attendance officer to ensure improvements in attendance are maintained long term.</p>
<p>Aboriginal background</p> <p>\$22,362.46</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> </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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All indigenous students and parents collaborated with class teachers to complete a learning plan with self-identified goals. Students were monitored and supported in the classroom to ensure their learning needs were being met. Aboriginal elders were employed to assist in developing the cultural identity of our students during weekly Culture Club sessions and a Knowledge Tree was created that is now on display in the library. Indigenous students worked with an artist to design and create murals that were painted on the walls around our school. Indigenous students were funded to attend cultural events during Reconciliation and Naidoc week.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support our students in the classroom and provide targeted programs to cater for their learning. Continue with Culture Club sessions after school every Tuesday to instil culture and pride within our students. Invite families to a Culture Club Welcome to School afternoon tea in Term 1 2023 to encourage attendance at Culture club and develop a network amongst our parents.</p>
<p>English language proficiency</p> <p>\$610,970.13</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</b></p>



<p>English language proficiency</p> <p>\$610,970.13</p>	<p><b>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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</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 the following impact:</b>  All staff completed a 10 hour Professional learning module throughout 2022 that was delivered by an EAL/D Education Leader. The modules provided intensive PL on the progressions and catering for EAL/D learners in the classroom.  Executive staff completed guided workshops with EAL/D Education Leader on Reading and how to support and improve the results of the EAL/D learner.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue our school involvement with Luke Nolan and target his expertise towards helping our the parents and community members, by providing workshops and information sessions.  Continue to engage EAL/D Education Leader to model EAL/D strategies, with the aim of increasing beginning teacher confidence and practice in their classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$333,114.75</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> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <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 eg QuickSmart, Mini Lit and MultiLit, to increase learning outcomes</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students enrolling in Kinder and participating in the Ready Set Go 20 week orientation program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  SLSO and support staff targeting students and working with them intensely for the 5 week Focus Student Cycle initiative.  After the 5 week cycle, student data is tracked and entered into PLAN2 to ensure progress is being monitored and growth reported on, to class teachers.  The STL teacher preparing IEPs for targeted students and learning goals are developed and written, in consultation with parents and teachers.  The LST team and SLSO staff work together to target identified students and deliver intensive support through withdrawal and in-class support to ensure individual learning needs are being met.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$333,114.75</p>	<p>After teacher feedback, in 2023 we will Increase the Focus student Cycle to 10 weeks to allow for a longer teaching cycle that will embed the targeted change.</p>
<p>Professional learning</p> <p>\$49,132.45</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> </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 comprehension in reading</li> <li>• Executive team members participated in Reading Comprehension Masterclasses throughout the year, delivered by Literacy consultant, Jann Farmer Hailey.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers looked at stage statements in reading. Staff unpacked key content markers (ACARA) and looked for threads to ensure the progression of comprehension skills across grades. Executive members attended literacy Masterclasses with Jann Farmer Hailey and were able to share new knowledge via PL staff meeting sessions in 2022. A target group of teachers K-6 were identified and participated in professional learning facilitated by Literacy consultant Jann farmer-Hailey to build knowledge and strengthen their understanding of effective evidence-based practices to improve reading outcomes. Staff being surveyed and results collated to inform PL delivered during 2022 on literacy and numeracy High Impact Teaching Strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff gained a better understanding of content markers and threads in Reading, to ensure that comprehension skills were successfully embedded in teaching and learning programs. Executive staff to continue to engage in PL sessions with Jann Farmer Hailey in 2023. In 2023 the Strategic Direction team responsible for Models and Exemplars will work with Jann Farmer Hailey</p>
<p>QTSS release</p> <p>\$151,580.80</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>• Collaborative 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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• implementation of Focus Student Cycles to strengthen quality teaching practices and target individual students for improvement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Executive staff delivered PL outlining the Focus Student Cycle process and structure.</p>



<p>QTSS release</p> <p>\$151,580.80</p>	<p>During weekly RFF collaborative planning, teachers identified areas in which students' learning needs required intensive support as part of the Focus student Cycle.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The Focus Student Cycle will be ongoing in 2023 and each cycle will be extended to 10 weeks, to allow more time for growth and ensure improvements are embedded.  Collaborative planning will continue, to allow teachers to have rich discussions that are student-centred and related to specific needs of individual students.  Staff will continue to enter data into PLAN2 after each 10 week Focus Student Cycle.</p>
<p>COVID ILSP</p> <p>\$512,119.00</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 2022.</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 and numeracy in place value and number.</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Additional staff and SLSOs were employed to ensure each grade had support in literacy and numeracy - place value and number.  Students were identified who required additional support and groups were formed to provide intensive support for each grade. Support was provided through withdrawal and in-class support.  SLSO staff received training in MiniLit Sage and were able to target students requiring additional support in Reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Support staff and SLSOs will continue on with the 2022 model of support for each grade to ensure student learning outcomes improve and are being met.  Withdrawal and in-class support will be ongoing in 2023.  Intensive intervention programs eg MiniLit and QuickSmart will continue to be implemented in 2023.</p>



Reconciliation Week

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	367	369	381	390
Girls	396	414	397	380

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.4	83.0	90.1	86.1
1	93.7	77.5	91.9	84.9
2	91.1	85.4	91.1	87.1
3	92.0	80.0	91.9	86.7
4	92.3	80.7	91.2	87.7
5	91.9	81.3	91.6	85.1
6	90.9	83.0	91.0	86.0
All Years	91.7	81.7	91.3	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

At Hilltop Road, Sentral is used to track student attendance and absences.

Attendance is monitored closely by our attendance officer, Mrs Diane Donovick, who works Monday - Wednesday.

Messages to parents via Seesaw and letters generated from Sentral are sent home, to request explanations for absences.

Late arrivals are monitored at the front and back gate of the school each morning, as part of the playground duty roster.

Late slips are given to students to take home and return once they have been completed by parents.

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

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

## Attendance

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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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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.



Attendance award winners

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.8
Classroom Teacher(s)	30.16
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	4.67

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 the staff participated in weekly staff meetings every Wednesday afternoon, in our school library.

The main focus areas for professional learning in 2022 were -

- Problem of Practice cycles
- EALD Learners ( 10 hour course delivered by EAL/D Education Leader)
- Literacy - support for our readers and writers, with the assistance of literacy expert
- Models, Critique and feedback
- Mathematical thinking strategies
- Engaging in the new English & Maths Syllabus K-2
- Inclusive Education
- Student wellbeing
- Mandatory training
- Strategic directions planning, implementation & evaluation

Four teachers were supported through the accreditation process in 2022.



Howie visiting Kinder

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,083,744
<b>Revenue</b>	9,227,945
Appropriation	9,005,758
Sale of Goods and Services	84,400
Grants and contributions	129,335
Investment income	6,853
Other revenue	1,600
<b>Expenses</b>	-9,123,240
Employee related	-7,494,611
Operating expenses	-1,628,629
<b>Surplus / deficit for the year</b>	104,705
<b>Closing Balance</b>	1,188,450

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.



Aquarium excursion



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	79,185
<b>Equity Total</b>	1,680,499
Equity - Aboriginal	22,362
Equity - Socio-economic	714,052
Equity - Language	610,970
Equity - Disability	333,115
<b>Base Total</b>	5,370,719
Base - Per Capita	196,585
Base - Location	0
Base - Other	5,174,134
<b>Other Total</b>	796,024
<b>Grand Total</b>	7,926,428

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.



Breakfast Club

## 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 coffee van



## Parent/caregiver, student, teacher satisfaction

in 2022, 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



Parent swimming course

# 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 32 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 2022..

During 2022 our Indigenous students participated in Culture Club every Tuesday afternoon. The weekly hour session helped our students work on a common project that reflected their connectedness to their culture.

In 2022 Aunty Carol, a community elder helped to develop a Knowledge Tree that was created using student designed totems. The tree is displayed in the library and families were invited to attend the unveiling.

Urban Dreamtime were employed to design and paint indigenous murals on the brickwalls in the playground.

Naidoc Week and Reconciliation Week were also recognised and celebrated with all students participating in class activities and indigenous texts were purchased for each classroom to share with the students.

## 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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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.

Hilltop Road celebrates Harmony Day each year and our students and families are reminded of the significance of everyone working together to be part of our school community.

The Harmony Day theme for 2022 was Everyone Belongs and as a school, Hilltop Road celebrated with different events throughout the week -

- HARMONY DAY - All Students, staff, community members & friends wore the colour orange or traditional dress from their home country. Students participated in classroom activities and a Harmony Day Photo Collage.
- HARMONY DAY PLAYGROUP - Our parents joined us for a morning of craft, stories, play, painting, dance & songs to celebrate our wonderful Hilltop Community.
- HILLTOP COOKS - Food always brings people together and our community members were invited to a cooking

- session in the kitchen followed by lunch on the deck.
- OPEN CLASSROOMS & ZUMBA - Our students were excited to share their work and have families visit the classrooms. At the end of the day everyone joined in a school Zumba session.

## 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.

During 2022 all staff undertook a 10 hour EALD professional learning module, facilitated by Luke Nolan, EALD Education Leader, titled Using the EAL/D Learning Progression.

This PL provided a good opportunity for all staff to engage and gain a good understanding of the EAL/D progressions and catering for the individual needs of all learners.

## Other School Programs (optional)

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### HRPS Coffee Van and the @Darcystproject

Hilltop Road PS formed a new collaboration with the @Darcystproject and the HRPS P&C to introduce an exciting community venture. Darcy Street Project is a Social Enterprise founded in 2014 that offers free training and meals to people facing barriers to employment like food insecurity, mental health and social exclusion.

At Hilltop Road, we worked together and developed a partnership that allowed for different groups of parents and community members to train as a Barista. The parents were able to gain important cafe skills that allowed them to be at all important school events and run our Hilltop Road **Howie's Cafe**.

### Parent Swimming

Our parents and community members commenced their Learn to Swim program this year. It was introduced as a result of parent survey responses, feedback and requests. It was amazing to see our mums and grandmas having fun and learning such valuable life skills.

The program was funded by Club Grants and Wenty Leagues Club and ran weekly for a term.

### Fathering Project

Hilltop Road has partnered with The Fathering Project with the aim of supporting our dads and father figures, to be the best parents they can be.

Various events were held throughout the year that allowed our students to work closely on projects at school, after hours with their dads.

The 2022 Fathering Project events included creating and constructing something our Kindy students could play with and the Amazing Race followed by a sausage sizzle around the campfire.

Our Father's Day event saw our community having fun engaging in the activities which included Jenga, beat making, the hot dog van, basketball, the paper plane flying competition, lawn bowls and giant chess.

### Floristry Course

During Term 2, community members participated in a floristry course every Monday in the hall. The program ran for 6

weeks in conjunction with TAFE NSW, for our parents and community members and it was attended by over 30 people.

### **Fundamental Characteristics Launch**

Our school had the official launch of the HRPS Fundamental Characteristics at a K-6 assembly, The students were able to witness Howie, our school mascot, displaying the fundamental characteristics in various locations around the school on a slide show that was viewed at the assembly. Howie helped our students understand the meaning behind each one of the characteristics and posters are now on display in all classrooms for the students to refer to.

Our Fundamental Characteristics are -

**H - Hardworking and Helpful**

**R - Respectful and Resilient**

**P - Proud and Persistent**

**S - Self-motivated and Successful**

### **Indigenous Knowledge Tree**

Our Indigenous students and their families were invited to the library for the unveiling of the knowledge Tree. Every Tuesday after school, during Culture Club, the students worked on creating the tree with the assistance of Aunty Carol, an Indigenous Elder.

The tree represents the children's connection to their culture. It includes what is important to them and their cultural identity. The tree has the HRPS Fundamental Characteristics woven throughout it on the trunk, the school motto is at the base of the tree and the rainbow serpent is wound around the tree with its head at the top, to represent gaining knowledge for future generations.

### **Social Ventures Australia Thought Leadership Gathering**

Over fifty educators from South Australia, Victoria and New South Wales including rural and remote schools, visited Hilltop Road as part of the Social Ventures Australia initiative we are involved in. The educators were here to view Hilltop Road PS partnerships that highlight student agency and community learning. The visitors were taken to a tour to see our Barista Program, Bike Program, Valuing our History Project and the Floristry Course.



Our school garden