

# 2023 Annual Report

## Hilltop Road Public School



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# Introduction

The Annual Report for 2023 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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In 2023 we reflect not only on the achievements and milestones of our students but also on the collective effort that has brought us together as a school community.

To our students. What an incredible journey it has been! Each one of you has exhibited resilience, perseverance, and a commitment to your learning. Whether it was mastering complex concepts in the classroom, showcasing your talents in extracurricular activities, or contributing to the positive culture within our school, you have all worked hard to strive towards your personal best and learn all you can.

As we reflect on the past year, we are reminded of our shared accomplishments and the significant highlights of this wonderful year. In 2023, we celebrated 175 years of public education in NSW, focusing on learning from our past, celebrating our achievements and embracing the future with confidence. At Hilltop Rd we take pride in our collective achievements. Together, we have continued to shape a nurturing environment where our students develop a strong sense of agency and the fundamental characteristics that will guide them towards a future of success and positive impact.

Our students have worked hard throughout the year, and their accomplishments are a source of immense pride for our school community.

In Kindergarten, our youngest students have not only matured but have also contributed to our collective learning experience. They have been on a journey of discovery, teaching us valuable lessons about reducing food waste and exploring their senses through engaging Dreamtime stories. The creativity and curiosity displayed by our Kindergarten students have set a foundation for a lifetime of learning.

Year 1, have undertaken an exploration of "This beautiful country we live in." Through extensive research and dedication, they have showcased the diverse wonders and cultural richness that make our nation so unique. The Year 1 students have not only deepened their understanding of Australia but will also share this knowledge with the entire school community.

Year 2 worked tirelessly earlier in the year to raise awareness about preserving the beauty of the Great Barrier Reef. Their efforts have gone beyond the classroom, highlighting the importance of protecting our natural treasures for future generations. The dedication of our Year 2 students serves as a powerful reminder that even the youngest among us can contribute to positive change.

Our talented Year 3 students delved into a project of inquiry into Australian history and geography. Through their project, they not only learned about the diverse landscapes and cultures that make up our great nation but also expressed their understanding through the beautiful art of poetry.

Our Year 4 students embraced the challenge of turning an ordinary space into the extraordinary. This project centred around the beautification of the bottom car park, a space that now been transformed into an aesthetically pleasing area

of our school environment.

Our Year 5 students embarked on an exploration of leadership, researching and studying significant leaders of our time, as well leaders in their community, to support their own leadership journey. Through collaboration, the students produced insightful infographics and compelling memoirs that shed light on the diverse leadership styles present in their community.

To our Year Six students, I wish you well as you embark on the exciting journey to high school! Your growth and development over the years has been a testament to your hard work, resilience and dedication. It has been a joy to witness you evolve into articulate and well-equipped learners. As you step into the next phase of your educational journey, may the skills and values instilled in you serve as a strong foundation for success. Wishing you all the very best in high school, where new opportunities and challenges await. May you continue to thrive and shine brightly in all your endeavors.

As we turn the page to 2024, we do so with a renewed commitment to our core goals and vision.

As we set our sights on the future, we do so with a commitment to continuous improvement and success for our students and community. We look forward to the return of our principal Ms See in 2024 and are excited about the wonderful things we can achieve together.

Ronya Baddour

Rel Principal

### Message from the school community

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2023 was a very busy year for our school and our community coming together for one common goal- our students.

The P&C hosted 3 mufti days in 2023. These were much-needed days to help raise money for the school.

This year we held a Pink Mufti day and the money raised went to Breast Cancer research in honour of one of our much-loved teachers.. The response was overwhelming and just proved how enriched with love our community is.

In 2023 our community was nominated for 2 awards: Cumberland Council in the 2023 Australia Day Awards under the category of Community Pride award where we were named Finalist and the second award was at the Zest Awards, Western Sydney Premier Awards where we were nominated in two categories.

In 2023 we were successful in obtaining 4 Club grants for our community projects.

- Ready set Go
- Hilltop Hive
- English a Twist

This year Hilltop Road Public School was a stop of the Principal tours. We were honoured to have our own Howies Cafe open with our parent barristers ready to whip up coffees for the visiting principals.. Another highlight from the year was where Miss Catherine and Miss Maxine worked together with Women from Cumberland Health and created a program to inspire and encourage a group of girls from year 5 and year 6. The girls met with Miss Maxine and Cumberland Health and explore how Music can be used for their own story. The program was documented through a podcast and launched at Cumberlands Women's Health Annual General Meeting. Three of our students along with Miss Maxine and Miss Catherine were asked to talk and share their experiences through the program.

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

Even though we had a massive 2023, we are more than ready to set new highs and raise the bar in 2024 and we are ready. We are looking forward to seeing what will be achieved in 2024.

HRPS P&C Exec team

### Message from the students

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In 2023 we elected two groups of SRC students for Semester One and Semester Two. The SRC regularly met together as a group, to plan and discuss their 2023 directions.

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. The SRC worked in conjunction with the P&C to organise a pink ribbon fundraiser and raise money and awareness for breast cancer research.

During Semester 2, the focus of the SRC was fundraising. The SRC worked together to have a whole school recycling competition. The SRC participated in a recycling program with the Wonder bread company. The aim was to recycle as many soft plastic bread bags as possible and collect points. The points were then used to purchase free sports equipment for our school. As a school, we collected and recycled close to 17kg of bread bags. That's an incredible effort!

The SRC organised a disco for our students. The theme of the disco was **Sport** and it was wonderful to see so many students come along and have a great time, dancing and spending time with their friends. Everyone enjoyed dressing up in their favourite team colours or jersey, representing a wide variety of sports.

The SRC also 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 Branch in attendance.



Remembrance Day Service

## 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.



Merrylands RSL Club Grants

## 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	2023 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 growth and performance	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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
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
- Attendance

### Resources allocated to this strategic direction

AP Curriculum & Instruction  
Professional learning  
Socio-economic background  
QTSS release

### Summary of progress

#### Effective Classroom practice:

There has been a focus on teacher engagement in the co-design of pre and post assessment tasks to ensure consistent evidence-based judgement. Teachers used standardised assessment, including multiple sources for data triangulation. Targeted professional learning was delivered to engage staff in the new English and Mathematics Syllabi. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement in reading and numeracy. Streamlined collection of end of year cohort data was established to support transition processes..

#### Differentiation:

There has been a focus on differentiation through highly effective, differentiated teaching strategies in literacy and numeracy. Evidence-based professional learning, guided school teams and targeted teaching programs have supported this process. These have catered for students working at, below, or above grade level. Improved student outcomes have been tracked through the collection and analysis of assessment data. Next year, in this initiative we will work with all staff to ensure that teaching and learning programs across K-6 show evidence of differentiated literacy and numeracy practices and strategies.

#### Attendance:

There has been a focus on improving the attendance rate for all students. Whole school attendance processes and systems have been developed to improve regular attendance rates for all students, including those at risk, and have been regularly communicated to the school community through notifications and newsletters. These included breakfast club and targeted spiritual well-being Smiling Minds program for individual/ student cohorts to support their feeling of connection and belonging. The school attendance officer has worked closely with HSLO to monitor at risk students. The impact of this focus has been an improved attendance rate for students and a greater understanding on the importance of attendance with students and with parents. Next year we will continue to use SMS text messaging to enable parents to explain absences in real time.

### 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
Achievement of 2023 system negotiated targets:	2022 mean scaled score data in numeracy, Year 3 was 340.3. Year 5 data was 379.4. 2023 mean scaled score data for Year 5 numeracy 370. For

<ul style="list-style-type: none"> <li>• An increase in Check In assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li> </ul>	<p>Year 3 the mean scaled score was 332.0 .</p>
<p>An increase in Check In assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>2022 mean scaled score data in reading, Year 3 was 343.8. Year 5 data was 380.8. 2023 mean scaled score was 372 for Year 5 and 332.2 for Year 3.</p>
<p><b>Achievement of 2022 System negotiated targets:</b></p> <p>An uplift of 1.6% , aiming to increase the school's attendance rate from 87.95% to 89.55% by 2027.</p>	<p>Our attendance rate for 2023 was 88.0% which was an increase from 2022. Our attendance rate is above network, state and like schools.</p>



Team Building workshop

## 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

### Summary of progress

#### Collaborative practices:

A focus schedule was developed that linked the Fundamental Characteristics with the citizenship awards and embedded the characteristics into Student Led Conferences. We lifted the profile of the Fundamental characteristics and the language with students, staff and families. Common language across the school allowed students to reflect on the Fundamental Characteristics. Not all staff completed surveys therefore data did not reflect the whole staff. Next year, we will develop a bank of brain breaks to foster student understanding and articulation of the Fundamental characteristics.

#### Building practice excellence:

The staff has collaborated to build their capacity and embed practices such as Thinking Routines in all K-6 classes. A range of Thinking Routines were modeled in staff professional learning meetings. Teachers were able to engage in the routine with their colleagues before implementing it in their classrooms. The timeline of implementation of various routines was adjusted in response to staff feedback. Some data was not accurate as not all staff members completed surveys. This improved when the timeline was adjusted. According to the survey data from throughout the year, staff have increased their use of Thinking Routines in their classrooms and noticed a positive effect on their students' thinking skills. Next year, we will focus on embedding the use of Thinking Routines in weekly staff meetings to raise their profile and lead to them being more deeply embedded in classroom 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
95% of teachers are implementing Focus Student Cycle in English and Maths to ensure differentiation share evidence-based teaching strategies and target identified student needs.	100% of classroom teachers are now implementing Focus Student Cycle for English and Maths using evidence-based teaching strategies. This is a collaborative practice embedded into grade collaborative planning time and utilised to shift student outcomes.
95% of teachers are measured at the delivering/embedding stage of the Collaborative Teacher Matrix.	100% of teachers completed collaborative teacher matrix survey, with 80% working towards measuring at embedding stage. This is due to new staff and early career teachers. Will continue to ensure collaborative practices and processes are in place to strengthen collaboration.



Swimming Scheme

## 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

### Summary of progress

#### Data Driven Practices:

The focus was on teachers engaging in high impact professional learning that was differentiated to the needs of individual grades. Data analysis was used to inform teaching and learning programs and practices. Co-designed lesson sequences and reflective practices were implemented to support student outcomes. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement in reading and numeracy. An increase in student learning cycles enabled transfer across all areas of learning. Next year in this initiative the school will work with staff to develop greater consistency around data entry across multiple sources. This will support further improvement in teaching practice across the school..

#### Assessment to Inform planning and teaching:

During 2023, the focus was on the continued development of assessment and feedback strategies to inform planning and teaching. The strategic direction group received ongoing professional development and support from an external literacy consultant to lead the scale and diffusion of professional learning to all staff members with a focus on writing. Models and exemplars were created to develop consistency to improve teaching practice. Changes in teaching practices and the development of consistent evidence-based discussions were embedded across all stages. Improvement in student outcomes has been tracked through the collection and analysis of assessment data., which has been shared with all stage groups. Next year we will work with staff to ensure explicit use of models, exemplars and feedback practices are evident across all areas in teaching programs to develop self and peer feedback.

### 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 routinely analyse data at individual student, sub-group, class and year group to determine student goals and inform teaching and learning programs.	100% of teachers analyse data at the student, sub-group, class and year group level. They use this data to plan student goals and to inform teaching and learning programs. Progress was achieved through our school systems and processes including weekly grade meetings, Focus Student Cycles, Data Chats, semester-based Problem of Practice cycles, using assessments provided by the Department of Education and using PLAN2 data to assess the Literacy and Numeracy Progressions.
95% of staff use effective assessment and feedback practices to impact on student learning.	100% of classroom teachers use effective assessment and feedback practices to positively impact on student learning. Writing exemplars were utilised to provide a model for writing. Teacher and peer feedback was provided to support students in developing future learning goals and making improvements in their writing.



PULSE Opera House Performance

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$12,595.29</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>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>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified 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>New Arrivals Program</p> <p>\$131,792.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hilltop Road Public School.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Teachers and SLSO's were employed to support students in need through classroom support and small group withdrawal.  Families were supported through our English Classes for parents.  Funds were directed to students and the development of targeted programs</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2024 targeted support for new arrivals will continue for students and their families.  New arrival support was timetabled to be consistent and regular, allowing for improvements in language acquisition of our students.  Our English classes were a huge success and families indicated a willingness for classes to continue.in 2024.</p>
<p>Integration funding support</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>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <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 behaviour strategies provided by the Paramatta network APLA staff</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</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>

Integration funding support	<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>\$718,553.96</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>• Effective Classroom Practice</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 external providers to support students with additional learning needs</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</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 Zing. Cost of excursions are also subsidised by the school to help all families and keep the cost to a minimum. Uniforms are subsidised by the school for any families in need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to assist families with financial difficulties so that all students are given equal opportunities.</p>
<p>Aboriginal background</p> <p>\$26,056.75</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>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> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• Having weekly Culture Club afternoons every Monday for Aboriginal students to feel connected to their culture</li> <li>• Learning Goals are developed with the teacher and parents for the coming year at Meet the Teacher in Term 1.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families are involved in school life and have developed a sense of belonging to the community. Students feel valued and connected to their culture. 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement goal setting with families. Continue to facilitate Culture Club and the indigenous Dance Group.</p>
English language proficiency	<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>\$720,996.16</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 intensive support for students identified in beginning and emerging phases</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All staff completed Professional learning 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.  Selected grades completed guided workshops with EAL/D Education Leader on 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>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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</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 Focus Student Cycle initiative.  After the 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>  After teacher feedback, the Focus student Cycle will be maintained at 10 weeks to allow for a longer teaching cycle that will embed the targeted change.</p>
<p>Professional learning</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</p>

<p>\$57,094.47</p>	<p>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> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• Executive team members participated in Masterclasses throughout the year, delivered by Literacy consultant, Jann Farmer Hailey.</li> </ul> <p>Jann Farmer Hailey worked with the strategic direction group to facilitate PL on models and exemplars</p> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff participated in weekly PL staff meetings to upskill themselves in the areas of literacy, numeracy, reading, the new syllabus content and the progression markers. Executive members attended literacy Masterclasses with Jann Farmer Hailey and were able to share new knowledge via PL staff meeting sessions in 2023. A target group of teachers from the strategic direction group Models and exemplars 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 learning outcomes.</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 to ensure that 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 continue to work with Jann Farmer Hailey</p>
<p>Beginning teacher support</p> <p>\$73,619.30</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Hilltop Road Public School during their induction period.</p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• mentoring structures and collaborative practices within the school or across a cluster of schools</li> <li>• teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback</li> <li>• professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers were given allocated time each week as part of the RFF timetable ,to meet with the Deputy Principal, to provide an orientation to the school context, ongoing support, professional learning workshops, mentoring and class visits. Beginning teachers engaged in learning walks to develop their teaching practice and strategies. Beginning teachers were supported by engaging in collaborative planning with grade teams to discuss programming, analyse data and the</p>

<p>Beginning teacher support</p> <p>\$73,619.30</p>	<p>management of difficult students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide specific beginning teacher support to allow for the development of new staff. Grade supervisors to monitor beginning teachers and provide the support they require.</p>
<p>QTSS release</p> <p>\$151,392.67</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>• Effective Classroom Practice</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>• implementation of learning walks, data chats and focus student cycles to strengthen quality teaching practices</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.. 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>\$384,089.33</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 2023.</p> <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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading comprehension</li> <li>• providing intensive small group tuition for identified students who were selected by class teachers as needing extra support</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 - reading comprehension , 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 delivered intensive programs 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></p>

COVID ILSP  
\$384,089.33

Support staff and SLSOs will continue on with the 2023 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 2024.  
Intensive intervention programs eg MiniLit and QuickSmart will continue to be implemented in 2024.



Year 4 PBL garden project

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	369	381	390	390
Girls	414	397	380	371

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	83.0	90.1	86.1	88.7
1	77.5	91.9	84.9	90.1
2	85.4	91.1	87.1	91.0
3	80.0	91.9	86.7	90.6
4	80.7	91.2	87.7	90.3
5	81.3	91.6	85.1	90.8
6	83.0	91.0	86.0	90.7
All Years	81.7	91.3	86.3	90.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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.



Using our infinity device to support our learning

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.8
Classroom Teacher(s)	30.12
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher EAL/D	6
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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.



Opening of the HRPS Green House

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	888,868.91
<b>Revenue</b>	9,915,829.76
Appropriation	9,634,831.74
Sale of Goods and Services	80,457.99
Grants and contributions	175,490.25
Investment income	24,349.78
Other revenue	700.00
<b>Expenses</b>	-8,858,242.54
Employee related	-7,669,350.55
Operating expenses	-1,188,891.99
<b>Surplus / deficit for the year</b>	1,057,587.22
<b>Closing Balance</b>	1,946,456.13

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.



SRC Presentation Assembly

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	177,545
<b>Equity Total</b>	1,798,722
Equity - Aboriginal	26,057
Equity - Socio-economic	718,554
Equity - Language	720,996
Equity - Disability	333,115
<b>Base Total</b>	5,530,970
Base - Per Capita	200,400
Base - Location	0
Base - Other	5,330,570
<b>Other Total</b>	778,375
<b>Grand Total</b>	8,285,612

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.



Reading with Kinder

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Year 2 excursion

## Parent/caregiver, student, teacher satisfaction

in 2023, 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***

- 93% of students value schooling
- 88% of students try hard to succeed in their learning
- 85% of students feel they have a positive teacher student relationship
- 86% of students feel that teachers hold high expectations for them to succeed
- 82% of students believe they have advocacy at school

### ***Staff responses***

- 86% of staff collaborate with others and discuss strategies for student engagement
- 81% of staff believe they work with school leaders to create an orderly and safe environment
- 90% monitor the progress of individual students
- 90% of staff use data to inform practice
- 90% of staff establish clear expectations for classroom behaviour
- 85% of staff use a variety of teaching strategies
- 90% of staff provide opportunities for students to use technology to present subject matter
- 92% of staff establish clear expectations for behaviour

### ***Parent responses***

- 80% of parents feel welcome when they visit the school
- 70% of parents feel they are informed and they understand the progress their child is making
- 72% of parents support learning at home and encourage them to do well
- 76% of parents believe the school supports positive behaviour
- 81% of parents believe their child feels safe at school



Year 4 Maker Space creation at Reverse Garbage Marrickville

# 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 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.

## 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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Anti-Racism - School statement

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.

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.
- HUMANS OF HILLTOP - our photo wall was updated with members of the community

## 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 2023 all staff participated in professional learning, facilitated by Luke Nolan, EALD Education Leader. Luke then worked with targeted grades to support staff and the students in the classroom.

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.



Book Fair Helpers