Introduction
The Annual Report for 2015 is provided to the community of Hill Top Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Gardiner
Principal.

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School Code: 2166

School background

School vision statement
Hill Top Public School strives to empower all students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, who participate and contribute to the whole school community and practice our core values of respect, responsibility and cooperation.

School context
Hill Top Public School is a comprehensive primary school with an enrolment of 195 students. The school focus is on Positive Behaviours for Success (PBS) with emphasis on welfare and resilience. Achieving a balance between targeted learning support and high standards of teaching underpins all aspects of our school. Our staff is comprised of both experienced and early career teachers.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning Elements

The culture of learning in our school is at a level where it is sustaining and growing. There are positive relationships formed in the school community and our policies, programs and process for identifying student learning needs is ever evolving. The School is delivering on its commitment to enhance wellbeing. Our continued outreach to the community and efforts made at all levels to share responsibility with our stakeholders is ongoing. The provision of quality Curriculum and Learning in our school has been one of sustainment and growth this year and our enhanced alliances with other schools for transition has been pleasing alongside our strengthened partnerships with other organisations. In assessing and reporting, our school learning elements are also sustaining and growing. The detailed information provided to families and the community alongside regular meetings with individuals and groups is a credit to all our school staff who work collaboratively and effectively in this strand. With respect to student performance measures, our school is delivering on this key element. Our internal school performance measures include qualitative and quantitative data gathering sources from departmental and aftermarket benchmark assessment tools K-6.

Teaching Elements

Our school is sustaining and growing our effective classroom practices as staff regularly use performance and behaviour data to evaluate their own practices. The data skills and use in our school is also sustaining and growing as all personnel regularly discuss and incorporate data analysis in their planning and learning in a structured and considered manner. The school leadership team engages the school community through the P&C to reflect on student performance data. The collaborative practices shown in our school are sustained and growing as all staff have identified a like target in their personalised development plans as well as working in stage and grade groups on curriculum and whole school activities. Formal mentoring of teaching executive and administrative staff are underway to assist the ongoing succession planning in our school. The learning and development in our school is sustaining and growing, with staff regularly sharing professional learning with others in both formal and informal settings. Improved methods in literacy and numeracy are enhanced through the implementation of multi modal technologies in class and supported in the community with off site licences available as well. Professional Standards in our school are developing as staff begin to understand and implement professional standards more visibly in class to meet emerging curriculum requirements. Currency of content knowledge is enhanced through focus on whole school best practice teaching strategies in English.

Leading Elements

Our school actively solicits and addresses feedback on school performance. It is sustaining and growing in the area of leadership. It has a productive relationship with multiple external agencies, including universities, local businesses and the media. Similarly, the school is sustaining and growing in the area of school planning, implementation and reporting as staff articulate their purpose and role in the school’s strategic plan. Clear processes with timelines and milestones direct all major school activities. In the area of school resourcing, our school is excelling, with clear succession planning evident that is building on staff capacity geared toward whole school improvement. The school community is welcomed into the school and uses facilities to best meet needs of students and the wider community. Management practices and process are sustaining and growing and have undergone significant reform in the past year. Students and community are given regular opportunities to provide constructive feedback using information services that enhance parental engagement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1
Creating a socially responsible and empathetic school community.

Purpose
To work across the school and community to embed a positive school culture and set of values. With the implementation of PBS and quality pedagogy a culture of academia and success is valued and social conscience is developed.

Overall summary of progress
Did we do what we planned?
The school set an expectation for behaviour in the school that promoted a safe and inclusive atmosphere for all students, staff and community members. In the process of doing this, there was intent to better cater for the diverse range of student needs both diagnosed and identified in each class. The end goal of being able to provide every student with every possible opportunity to succeed was discussed and worked toward the entire year.

Did it have the planned impact?
In this first year’s inception of this school plan, there was some notable progress in achieving this Strategic Direction’s improvement measures. There is still a considerable amount of work to undertake to reach these measures.

- Survey responses and anecdotal information from the students, staff and the wider community indicate that there is an understanding of the school values and general support of these.
- Staff and some members of the community when surveyed indicated that clearer communication about reasons for decisions made in area of suspensions would be welcomed.
- The use of innovative approaches to cater and differentiate programs for students was welcomed uniformly and all stakeholders in the school community look forward to continued enrichment of programs in the school to support positive behaviours in the coming years.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| An increase in students demonstrating positive behaviours as evidenced by 50% fewer suspensions. | • There was a decrease in suspensions part of the year, 38% fewer than then preceding year.  
• The school implemented a range of strategies to support and encourage positive behaviours in all students, including reward days for groups and grade of students as well as targeted social programs for students identified by staff and supported through the school’s Learning and support team. | No financial outlay  
Additional RAM funding used for SLSAT |
| 75% of students supported through PLPs with reasonable adjustments and inclusion in the Hub program. | • In practice, more that 20% of students were identified in the school through the Nationally Consistent Collection of Data (NCCD)in 2015. These students received reasonable adjustments to their learning during the course of the year.  
• The Hub program operated for the first half of the year. | No financial outlay  
Hub teacher funded through RAM |
Strategic Direction 1

| 100% of staff are implementing PBS roles and responsibilities at school. | • All staff implement PBS strategies on a daily basis and reflect this through their conversations with individuals and classes.  
• The school PBS committee worked on identifying areas in the playground where negative behaviours were most notable during the course of the year and constructed weekly whole school lessons to model appropriate behaviours to counter this situation. | No financial outlay |

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- A comprehensive reworking of our PBS framework so that it is easily communicated and embedded across the school setting resulting in improved behaviour and fewer suspensions. This will also encompass greater engagement with the community through liaison with the School P&C and community.
- Continued review and publication of the student welfare policy that embeds an agreed set of values across all aspects of school life to support a socially responsible student body and a positive school culture.
- Students demonstrate increased empathy and social conscience through their communications and actions.

Include key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan.

- Use the opening of the school playscape as a platform to relaunch and develop a comprehensive understanding of Hill Tops PBS core values through real life experiences. Initiate a student driven communication twice a term to inform community of school strengths and progress toward PBS.
- Provide additional opportunities and respond to staff and student suggestions to implement meaningful PBS interventions that improve student welfare and engagement for all.
- Utilise expertise from Glenfield Office and PBS coaches to fine tune PBS framework and LST structure in the school, leading to greater understanding of staff roles in supporting the students and making reasonable adjustments for students identified through the NCCD.
**Strategic Direction 2**

Staff leading Innovative and Reflective Practices

**Purpose**

Provide quality teaching and learning programs, reflective of NSW curriculum, across all key learning areas, with an emphasis on the individual needs of every learner. Teaching programs are driven by data collected from rigorous, planned assessment and reporting.

**Overall summary of progress**

Did we do what we planned?
The school was able to inservice all staff and a number of casual teachers in the use of the Performance and Development (PDP) Framework. All staff participated in classroom observations and were able to identify areas of focus aligned with the teacher standards documentation. Student growth in proficiency was missed and also identified as a performance measure difficult to quantify with cohort sizes and varying abilities. Transitioning of students to Year 7 and the plotting of their achievement on the school data wall morphed during the course of the year into a digital sphere with the use of PLAN data and plotting twice a term in all grades.

Did it have the planned impact?

There are 3 distinct areas within this Strategic Direction that during the 2015 school year underwent change that was not anticipated, but was able to be considered and worked into milestone documentation.

- Early training in the use of PDP’s indentified a need that staff would like greater support in implanting new curricula with an emphasis on technology as a medium for student engagement.
- SMART data in respect to growth in proficiency for students in Year 3 and 5 showed significant differences in achievement between grades and skills tested. To this end, the need for greater professional development in curriculum development and differentiation was also identified.
- PLAN data and regular plotting of students achievement using online methods as opposed to a data wall indicated that digital recording in cluster groups, done as a whole staff can benefit all students and support staff at the same time, leading to greater levels of consistent teacher judgement being maintained.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| 100% teacher engagement in reflective and continuous self-assessment in accordance with the Professional Development Framework | • Regular planned meetings with supervisors, mentors and class observations that took place allowed openness and transparency for all staff  
   • Clarification about the nature of observations and their purpose was sought from some staff resulting in purposeful and timely support for all teaching staff. | No financial outlay |
| 10% increase of students performing at proficiency standard | • A 7.5 % increase in students performing at proficiency standard was noted for students in Year | No financial outlay |
Strategic Direction 2

from Year 3 to Year 5 in SMART data.

3.
- A 22% decrease in students performing at proficiency standard was noted for students in Year 5.
- A net decrease of 14.5% in students performing at proficiency was calculated for students from Year 3 to Year 5 in SMART data.

10% increase of Year 7 transitioning literacy and numeracy demonstrated by student movement on the school Data wall

- All students in Year 6 plotted using PLAN tool during the year as opposed to DATA wall.

No financial outlay

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

Include any adjustments to be made to the School plan as a result of reflection and self-assessment.

- The school plan will be amended so that performance measures in the area of plotting student achievement and transition to Year 7 is more easily understood and tracked using data recorded in PLAN.
- Student proficiency and growth as measured though NAPLAN and SMART data will be revised so that meaningful data can be extracted for each cohort.

Include key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan.

- All Staff actively participate in lesson observations and instructional rounds that provide intellectual quality and significance in supportive and stimulating the learning environment for all students.
- Develop curriculum implementation capabilities across Numeracy and Literacy in accordance with Great Teaching, Inspired Learning and current syllabus documents, using expertise of staff in the school and community of schools.
- Develop scope and sequences for all KLAs across K-6 that are reflective of the learning environment and school organisation of Hill Top.
- Build critical planning, understanding and reflective practice in teaching programs with the implementation of PLAN data boards.
Strategic Direction 3

Inclusivity For a Stronger School Community

Purpose

To build stronger links in the Hill Top Public School Community so that all members can learn and contribute to the educational outcomes of individual students and the entire school community.

Overall summary of progress

Did we do what we planned?
The school used volunteers and paid employees to actively seek out and engage with the wider community. Over the course of the year, individual parents and community members as well as groups that have an affiliation with the school were invited to participate in focus groups, workshops and even to utilise spaces in the school.

Did it have the planned impact?
The intention to have the community a more welcomed and valued part of the school was achieved at a number of levels, recognising also that there are still a number of challenges for the school and community to face together in the remaining 2 years of this current planning cycle.

- Social media was well supported and promoted in the school community and was used as the primary means of communication for the school.
- Community groups including the school P&C, feeder preschools, interagency organisations and non-government organisations all played an active role in the wider Hill Top Public School community.
- Regular groups of parents came to the school to use the meeting room when there was planned events including reading tuition and para professionals conducting workshops.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| 10% annual increase in communication using social media between the school and the community to bring about a progressive and positive school culture. | • School used DoE guidance and protocols to create a Facebook page. Launched in Term 2.  
• Immediate usage from in excess of 60% of the school community indicated a strong support of this social media platform.  
• 2 negative posts, managed as per protocol in entire school year. | No financial outlay |
| 100% community groups contribute to feedback resulting in reflective practice achieved through focus groups and survey. | • Majority of feedback informing school was from survey, however number of respondents often meant that only inference could be drawn, rather than statistically robust data greater than 10% of parent body. | No financial outlay |
| 30% parents and carers in school community regularly use multipurpose venue where effective communication and engagement is practised. | • Less than 30% of the school community used the parent meeting room.  
• When utilised, the room provided a non threatening and welcoming atmosphere regularly commented on by participants. | School funds used for catering, hospitality purposes as well as the production of materials. $1500 |
Strategic Direction 3

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Social media will be used as a tool to communicate with all members of the community and be expanded so that local community groups can share in the promotion of school events, news and activities.
- Feedback from surveys taken in 2015 from staff, students and the community will be acted on so that greater transparency and sharing of information about whole school events takes place.
- Continued approaches to the wider community will be made in person by school staff to welcome and encourage community groups to have a greater level of involvement in the school community.

Include key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan.

- Student leaders will work alongside the Principal and office staff to create the ‘Hill Top Herald’ twice a term. This is a newspaper and calendar designed by students for students and parent to engage with and learn more about key dates and activities taking place in the school.
- The school and P&C will investigate and co-fund the purchase of a digital noticeboard to provide regular and up to date information for the school community about Hill Top Public School events and key dates.
- The current school bag app will be replaced by an instant messaging service alongside the existing Facebook page so that more families can be reached with short message in a more timely fashion.
## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding** | The use of Aboriginal background funding has resulted in:  
- Strategic employment of SLSOs in school to support Aboriginal student’s needs set out in PLP documents.  
- Employment of an Aboriginal mentor (10 days) in Terms 2&3 to engage Aboriginal Students in whole school mural project.  
- Employment of art teacher and artist (10 days) to work with Aboriginal students and families on the inception, planning and painting of a whole school mural depicting a local dreamtime story.  
- Aboriginal Students working with staff in the creation of a digitised version of a local dreamtime story, set to music and with pictures promoting the traditional story, but also linked to school’s current PBS values.  
- Inclusion of Aboriginal and non Aboriginal students in Education week and NAIDOC week celebrations to promote harmony and understanding in the wider community. | $6170             |
| **English language proficiency funding** | The use of English language proficiency funding has resulted in:  
- The creation of PLPs that set out clear targets and achievable goals for students in Stage 1.  
- Increased language proficiency, demonstrated through greater levels of class engagement particularly in speaking and listening activities.  
- Time being made for parents and carers to meet with class teachers to plan and feedback information about specific areas of need.  
- The creation of resources and greater amounts of teaching time for individual and small groups work, based on letter sound, identification and fluency. | $2584             |
### Socio-economic funding

Socio-economic funding has been used in 2015 to support and improve the outcomes for all students. Whilst some funding was used to release teachers to develop personalised learning plans, other monies in this funding area were also used to allow staff time to meet with families, support staff and interagency case managers. Students with identified special needs also benefitted from this funding with some receiving additional School Learning Support Officer (SLSO) time during key learning times each day for direct support in Maths and English. A combination of additional support staff were also able to be employed using these funds including a special programs teacher and 2 days extra learning and support teacher each week.

The use of Socio Economic Funding has resulted in:

- A clearer expectation of acceptable behaviours of students in the school, allowing other students to learn with fewer distractions.
- Partnerships between families being strengthened, and time being made available for all stakeholders working with families, to meet, plan and collaborate on best methods to employ in supporting student outcomes.
- The increased employment of SLSOs in the school, allowing for teachers to differentiate activities for targeted students and trust that another adult in their class will support this program implementation.
- Training for SLSOs, specifically in the areas of Multilit and Non-violent Crisis Intervention, resulting in more staff having skills to meet needs of anxious and distressed students.
- Establishment of a separate learning space where specialist teaching staff could withdraw small groups of students for targeted support in Maths and English alongside social and emotional regulation training.

$78742

### Low level adjustment for disability funding

Hill Top Public School has a significant number of students who require additional support to cater for disability. Undiagnosed students who have been identified as needing additional counselling time have been screened through the learning and support team and offered increased counselling support as necessary.

The use of low level adjustment for disability funding has resulted in:

- The employment of an additional school counsellor one a day a week, doubling the time our school devotes to school counselling services.

$14554

### Other school focus areas

**Other, including Early Action for Success**

Additional funding in the areas of equity and location loadings have been welcomed by staff, students and community alike. The need for staff to continue to develop their skills in the delivery of inspired and quality teaching resulting in these areas being directed toward professional development and extracurricular

The use of this additional RAM funding has resulted in:

- A staff member being trained as a Focus On Reading Tutor, enabling them to train school staff and COS teachers accordingly.
- All staff receiving timely and ongoing professional development in Focus On reading, so that the delivery of their teaching in regards to reading is

$14568
<table>
<thead>
<tr>
<th>activities for students.</th>
<th>consistent across the school and matched to the needs and areas for improvement in reading as identified by NAPLAN and SMART data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students being offered greater access to participate in excursions off site and to also participate in additional leadership and transition to high school programs.</td>
<td></td>
</tr>
<tr>
<td>• The creation of positive reward days to celebrate success in our school, specifically in the areas of positive behaviours that reflect our school values and expectations.</td>
<td></td>
</tr>
</tbody>
</table>
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>121</td>
<td>111</td>
<td>119</td>
<td>105</td>
<td>105</td>
<td>112</td>
<td>101</td>
</tr>
<tr>
<td>Female</td>
<td>108</td>
<td>96</td>
<td>105</td>
<td>100</td>
<td>102</td>
<td>98</td>
<td>81</td>
</tr>
</tbody>
</table>

![Graph showing student enrolments from 2009 to 2015](image)

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2015, there were no permanent Aboriginal members of staff employed at Hill Top Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>29%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teaching and administrative staff have undertaken professional learning during the course of the year in line with the school’s management plan directions and department requirements for mandatory training and updating of skills.

Significant time was spent training all staff in anaphylaxis awareness training as well as E-care and resuscitation. Online training in new syllabus documents was carried out during the course of the year.

A significant amount of teacher professional learning funds was also used to train staff in working with traumatised and anxious students. This was balanced by whole school training in Focus On Reading during Terms 2, 3 and 4.

The whole school focus on Positive Behaviours for Success and also emphasis placed on work health and safety in the school resulted in staff being trained or updated in these areas.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

![Graph showing workforce composition](image)
As part of each staff member’s review and assessment schedule, they were required to become familiar with the MyPL site and nominate with their supervisor training relevant to their needs and those also that matched the school plan. To this end, staff also participated in accreditation training and reading recovery.

Beginning Teachers in the school were assigned mentors and offered accredited training and non-accredited training on site during the year as well as opportunities to engage with other local school support networks for beginning teachers seeking accreditation.

**Financial information**

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>135127.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>148405.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>215793.81</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>57752.77</td>
</tr>
<tr>
<td>Interest</td>
<td>3434.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24863.58</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>585377.87</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 20211.37   |
| Excursions                | 19597.01   |
| Extracurricular dissections| 25582.75  |
| Library                   | 3212.42    |
| Training & development    | 4091.73    |
| Tied funds                | 273922.06  |
| Casual relief teachers    | 36512.49   |
| Administration & office   | 47423.88   |
| School-operated canteen   | 0.00       |
| Utilities                 | 29784.47   |
| Maintenance               | 20649.14   |
| Trust accounts            | 27408.90   |
| Capital programs          | 0.00       |
| Total expenditure         | 508396.22  |
| Balance carried forward   | 76981.65   |

**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. Click on the link *My School* and insert the school name in the *Find a school* and select **GO** to access the school data.

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. A Summary of their responses are presented below.

**Staff responses and data**

Of the 18 members of staff employed in our school, 15 replied to the online survey.

- A majority of respondents wanted greater flexibility in the way we structure our learning spaces and embed technology into our daily practice.
- More formative assessments across grades was suggested as a way of keeping more accurate and meaningful data.
- 75% of staff believe that students are the school’s main focus.
- 75 % of staff believe that they are valued at the school and they are proud to be part of the school community.

**Staff responses and data**

Of the 130 families in our school community, 11 people responded to the online survey, that was open for 1 month.

- 81% of respondents believe that teacherws provide a safe and secure environment for their children, a 4% increase on the previous year.
- 82% of respondents believe that their child’s individual needs are being met by teaching and learning programs, a 13 % increase on the previous year.
• 72% of respondents believe that the school regularly praises and rewards students when they are successful, a 1% decrease on the previous year.

Student responses
Students in all grades were spoken to in class and select groups in small numbers were also interviewed by the Principal.

• 80% of students feel their class is a happy place.
• 71% of students feel valued and respected.
• 87% believe that their teachers take an interest in helping them with their work.

Policy requirements
Aboriginal education
Hill Top PS had an enrolment of 7 Aboriginal students during 2015. Aboriginal perspectives in teaching and learning programs continued as a priority across the curriculum with units of work from Kindergarten to Year 6 reflecting awareness of Aboriginal Culture and promoting knowledge of Aboriginal history and contemporary issues. We embed the principles of Aboriginal education into all settings. School assemblies and special events continue to begin with an ‘Acknowledgment of Country’, encouraging members of the audience to reflect on the past, acknowledge the present and think about the future. A range of Aboriginal students as well have been encouraged to undertake this important role.

The school also took the opportunity to promote the principles of Aboriginal Education through special events such as NAIDOC Week. During NAIDOC celebrations students from our school participated in contemporary and traditional Aboriginal activities that reinforced learning from the course of the year in all key learning areas. Students, staff and community all participated in a smoking ceremony and officially opened our school mural and online digital story of Mirrgan and Gurrungultch. Earlier in the year, Aboriginal students and their buddies worked with elders to plan, map out and create our mural.

In the creative and performing arts, students created dance moves to incorporate into our opening ceremony with our elder, assisted also by teaching staff in Stage 2.

Our continued focus on working with our students and their families in developing Personalised Learning Programs (PLPs) took place this year as well. Parents, students and staff worked together to develop educational, social and cultural goals and discussed ways that both the school and family could support their achievement.

In line with the ATSIEAP, Aboriginal families and students have been provided with more opportunities for inclusion in the school, including meetings with local elders and representatives from the AECG.

Improved educational opportunities for our Aboriginal students was given through the employment of learning support officers to work with each student, this was shown to be effective with a decrease in the number of negative behaviours documented for our Aboriginal students and an increase in attendance for most of these children.

Transition planning was also considered for our Aboriginal students alongside funding excursion costs during the course of the year to provide greater access to a greater number of learning experiences for our Aboriginal students.

Multicultural Education and Anti-racism
Multicultural Education at Hill Top Public School is designed to foster school values and provide opportunities for students to value cultural diversity and to promote a harmonious multicultural society. In 2015 these values were promoted through our annual Harmony Day and weekly rewards that focussed on the PBS matrix developed in the previous year.

Peer Support Leaders led K-5 groups in organised games to promote tolerance and getting along. All teaching staff intergrated multicultural teaching perspectives where appropriate into their teaching classroom programs and units of work.

Our Anti-Racism Contact Officer, a trained member of staff, has been available to provide mediation for students when necessary.