Hill Top Public School
Annual School Report 2013
School context

Hill Top Public School is situated in a bush setting in the northern most point of the Southern Highlands. The school makes a conscious effort to make the motto Truth and Honour a key component in the everyday life of the school. Hill Top Public School is a major focal point for the wider community. The school is of modern design, having being constructed in 2003. It offers a fully networked computer environment, modern teaching aids, shared work areas, a large covered outdoor learning area and a spacious playground. Teachers at Hill Top are experienced and dedicated to providing differentiated learning programs catering for a wide range of talents and abilities. Parents are encouraged to be involved with their children’s progress at every level. This includes involvement in classroom, sporting and social activities, as well as in policy and decision making through P&C and School Council. Parents support healthy food choices for children by running a successful canteen. The school is dedicated to providing quality teaching and learning programs to all students.

Principal’s message

Hill Top Public School continues to provide a quality education for the children who attend our wonderful school. The 2013 school year has been a significant year in many respects with significant changes in the staffing structure in the school as well as the successes of our students in many areas including academic, sporting and creative arts pursuits. The school provides opportunities for all students to become more respectful, responsible and cooperative with one another courtesy of the Positive Behaviours for Success Program initiated this year. More traditional past times at the school have continued including the Multicultural Food Fair and the Year 6 Fair. Alongside these activities committed staff have also focused on activities around ANZAC and Remembrance Day as well as a range of extracurricular activities run weekly to give students greater access to structured play opportunities during break times.

The school staff led by the dynamic executive team consisting of the Principal and 2 Assistant Principals has continued to promote a positive school climate that recognizes the achievements of each individual student.

The value of lifelong learning being supported by small and incremental progress made every day at school is something our entire staff encourage in their class and in the daily operation of our school. Staff themselves are equally committed to improving their teaching through regular in servicing on new curriculum and innovative teaching practices.

The success of our school is wholly underpinned by the committed wider school community represented in the school by the P&C and its sub committees. In addition to this group, the large range of volunteers who work in our school daily do so much to value add to the teaching and learning experiences for the students of Hill Top.

The change in leadership of the school mid-way through the year has also heralded a new vision for Hill Top Public School. Behaviour management and welfare reform are the most immediate focus areas in the school and the latter part of the year has seen a number of working parties collaborate including staff, parents and the wider community working together to create our Positive Behaviours Strategy document. It is hoped that this document will provide a platform on which the school and community can come together to plan a future for our school where students, staff and the community are treated equitably and all children are given the support they each need to achieve to their greatest potential. I encourage you to appreciate the work of our students, the many achievements of our school and the dedication of our teachers and support staff and the support of our parents and community as you read through the 2013 Annual School Report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mark Gardiner
P & C and/or School Council message

Hill Top Public School P&C would like to thank all the parent helpers and carers that have assisted the P&C and the school throughout the whole year. Our achievements wouldn’t have been possible without you so I would like to extend my thanks to all of you. It started with the Peer Support program run by the senior students that was funded by the P&C.

In Term 1 – We had a visit from the Easter Bunny. Seeing the children’s faces light up with excitement and telling parents they had a visit from the Easter Bunny was wonderful to see and hear.

Mothers Day stall – It was nice to see the new kindergarten children experience the chance to go shopping to buy mummy a present. The look on their faces was priceless. Makes it all worthwhile.

Term 2 – We had our first Disco, which was held at night. We had a pre order system which worked really well getting the students in faster for more dance time.

Throughout the year we had a few fundraising events. We sold Cookie Dough, Tea Towels and our Election Day BBQ made around $700. Small effort for a big return.

Term 3 – We had another Disco night where the children got to dress up for the night and have another great night of dancing.

Touch Gala Day – The P&C ran the Canteen for the day for Years 3-6. It was run a little different this year, as it was a green Canteen where we provided a healthy opinion for the kids.

Father’s Day Stall - again the children were excited that they could purchase something for dad and grand dad.

Term 4 – We had an end of year Disco. We tried a different approach by having the disco run in school hours where everyone wore mufti and had a great time.

Kindy Orientation was a great opportunity for our new parents to come along and find out more about our school, meet existing parents and ask questions. A morning tea was also provided for them to make them feel welcomed into our school.

P&C also helped in the purchase of year 6 pens which where engraved and presented to Year 6 on their Farwell night. We wish them all the best in their new education. Also in the purchase for the year was a new projector for the library.

In conclusion I would like to thank all the support from parents, teachers, carers that have helped in making all our ventures a success.

Barb Van Eck
P&C President

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>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2008</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>2009</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>2010</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>2011</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>2012</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>2013</td>
<td>700</td>
<td>700</td>
</tr>
</tbody>
</table>

Enrolments

Student enrolment profile
Management of non-attendance

Student non-attendance is managed with a proactive Learning Support Team interaction. Attendance rolls are regularly checked and unauthorised non-attendance detected. Contact is made via phone, email or mail with parents/caregivers. If reasons given are unacceptable the principal commences the Home School Liaison Officer’s protocols.

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><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Aboriginal staff compose 6% of our workforce.

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>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17%</td>
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</table>

Financial summary

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

Date of financial summary 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>$174539.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>123913.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105514.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>67668.45</td>
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<tr>
<td>Interest</td>
<td>5034.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>314616.68</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>32127.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>17427.98</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>50984.80</td>
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<tr>
<td>Library</td>
<td>2856.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>114536.89</td>
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<td>Casual relief teachers</td>
<td>41954.71</td>
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<tr>
<td>Administration &amp; office</td>
<td>53607.37</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>24177.89</td>
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<tr>
<td>Maintenance</td>
<td>6067.30</td>
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<tr>
<td>Trust accounts</td>
<td>5244.50</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>350103.53</td>
</tr>
</tbody>
</table>

Balance carried forward 139053.08

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements and the Arts

Debating and public speaking activities took place through the primary grades and our debating team participated in the Premier’s Debating Challenge.

Chess competition at a local school level, and our inclusion in the area chess competitions gave students in most grades the chance to learn strategy and pit their skills against classmates from near and far.
Choir and Guitar lessons were provided during break times and after school to allow students greater access to these disciplines. Students supported whole school assemblies and other important functions throughout the year by playing accompanying music at each event.

Book Week was celebrated in fine style and all children were able to showcase their favourite texts in class, at an assembly and in the library.

Environmental and sustainability education was a focus in each class where daily recycling took place alongside specific class groups who collected recyclable material each week. The gardening club also gave students a chance to learn more about our local school environment and how best to protect it for all student’s benefit.

Lexile continued to be a literacy focus in primary classrooms, enabling primary students access to a range of engaging and relevant texts and resources daily.

L3, specifically, literacy, learning and language continued to be a successful Early Stage one program helping instill in our kindergarten students the foundation skills necessary for literacy acquisition throughout their schooling lives.

Loopline Masterminds was again a focus for extension of selected students and saw them competing against other students in our community of schools.

Mathletics and StudyLadder were online programs used effectively by teachers in all grades and allowed students the opportunity to have personalised access to lesson content at home and in independent computer time at school to reinforce skills taught in whole class lessons.

Multicultural Education was highlighted with a multicultural food fair, heavily supported by parents and students alike.

NAIDOC Week was a time for all students to learn more about our country’s first inhabitants and celebrate the diversity of Aboriginal culture within our school. Lessons in all classes and visits from local elders and National Parks and Wildlife Officers were also a special time in this important annual celebration.

The Premiers Reading Challenge was also well supported in all grades and students were able to read, enjoy and learn from a variety of recommended texts.

The University of Wollongong Science Competition allowed children in grades 3-6 to enter as teams, and complete project work on a variety of themes.

Sporting achievements

Active After School Sports operated two afternoons a week each term giving children access to a federally funded sports program that encouraged activity and participation at all ages.

Athletics, Swimming and Cross Country Carnivals were well attended by students and the wider parent community. Quality competition and support for all students resulted in our school being successful in identifying, selecting and sending onto the district and regional PSSA level, more students than other larger schools in our network.

Country Rugby League was promoted in our school with visits from their development officers in term 2.
**Gym Sports** was again a highlight of the sporting calendar and all students were given the opportunity to participate in this exciting extracurricular activity that promoted movement, simple gymnastic exercises and healthy lifestyles.

**Hindmarsh Cup** rugby league competition was enjoyed by senior male students, with many individual efforts contributing to our school’s success.

**Local Sporting Clubs** were all welcomed to the school, including the Highlands Soccer Club. This partnership fosters already strong sporting links in the wider school community and gives all students the chance to try other sports that they may not have been able to access previously.

**Premiers Sporting Challenge** involvement encouraged all students to be more active at home and school. Incentive rewards in the program allowed the school to also purchase specific sports resources and an amplifier to assist in all school sports activities.

The annual **West Tigers Visit** was a highlight for young rugby league fans and they were able to spend an hour talking with their heroes, before joining in for some simple drill exercises.

**Other achievements**

Our World Vision sponsored child **Alpha** turned 16 years of age in 2013. Staff and students have enjoyed hearing of the successes this young man has had in his life to date and we look forward to a bright future for him from here on.

**ANZAC** and **Remembrance Day** services continued to be an important focus on the school calendar. The Remembrance Day service in November was particularly memorable and comments from the wider community about its significance in the community reinforced the need to continue these events into the future so that all generations in our school learn about reflection remembrance, tolerance and respect.

**Dancing** and **Discos** each term were a great way for students to celebrate the end of each term and fundraise at the same time. Committed staff and parent involvement in each event ensued success and fun for all involved.

**Easter Hat Parade** as a tradition lives on at Hill Top and in 2013, students, staff and parents all chipped in to make this fun event at the end of term 1 a memorable occasion.

**Education Week**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The **My School** website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the **Find a school** and select **GO** to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
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<tbody>
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<td></td>
<td></td>
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<tr>
<td>1</td>
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<td>2</td>
<td>15</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>30</td>
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<tr>
<td>5</td>
<td>35</td>
</tr>
</tbody>
</table>

In Year 3 reading 52% of students were in the top three bands, compared to 56% in Similar School Groups (SSG). Year 3 demonstrated particular
strength in applied comprehension and identifying the reason for a character’s action in a narrative text.

In Year 3 writing 67% of students were in the top three bands, compared to 89% in Similar School Groups (SSG). Year 3 demonstrated particular strength in sentence structure and the production of grammatically correct, structurally sound and meaningful sentences.

In Year 3 spelling 55% of students were in the top three bands, compared to 57% in Similar School Groups (SSG). 27% of students were proficient, while 18% were at or below this level.

In Year 3 grammar and punctuation, 58% of students were in the top three bands compared to 61% in Similar School groups. 36% of students were proficient, while 24% were at or below this level.

**NAPLAN Year 3 - Numeracy**

In Year 3 numeracy 51% of students were in the top three bands, compared to 49% in Similar School groups. Year 3 students showed particular strength in reading a three digit number as displayed with beads.
In Year 5 reading 64% of students were in the top three bands compared to 44% in Similar School groups. Year 5 demonstrated particular strength in locating directly stated information in a simple information text.

In Year 5 spelling 63% of students were in the top three bands compared to 48% in Similar School groups. 27% of students were proficient, while 15% were at or below this level.

In Year 5 grammar and punctuation 64% of students were in the top three bands compared to 42% in Similar School groups. 42% of students were proficient, while 12% were at or below this level.

In Year 5 writing 46% of students were in the top three bands compared to 28% in Similar School groups. Year 5 students demonstrated particular strength in using simple reasons to expand on one or a few ideas relating to a statement or position.
In Year 5 numeracy 61% of students were in the top three bands compared to 33% in Similar School groups. Year 5 showed particular strength in using coordinates to identify the contents of a spreadsheet cell.

**Significant programs and initiatives**

**Aboriginal education**

Hill Top PS had an enrolment of 10 Aboriginal and Torres Strait Islander students during 2012.

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. For example, our school assemblies and special events begin with an ‘Acknowledgment of Country’, encouraging members of the audience to reflect on the past, acknowledge the present and think about the future.

The school also takes the opportunity to promote the principles of Aboriginal education through special events such as NAIDOC Week. During NAIDOC celebrations students from our school joined with the National Parks and Wildlife Aboriginal Rangers and members of the Aboriginal community for workshops on bush tucker, story-telling, traditional weaponry and art. The rangers gave students the chance to experience Aboriginal culture, and develop an understanding of the importance of protecting and respecting culture.

In 2013 staff participated in cultural awareness training modules as part of the ‘No Gap No Excuse’ professional learning opportunity. 2013 saw our continued focus on working with our students and their families in developing Personalised Learning Programs (PLPs). 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.

The school continues to ensure that Aboriginal students are achieving academic and social outcomes equivalent to those of all other students attending N.S.W. Public Schools. In 2013 we implemented the following programs to achieve this:

- All classes continued to target literacy and numeracy.
- AECG participation and involvement.
- Support programs addressing the learning and welfare needs of Aboriginal students are in place.
- Aboriginal perspectives raising awareness of Aboriginal history, culture and current Aboriginal Australia are obvious within the school.

**Multicultural education**

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 2013 these values were promoted through our annual Harmony Day and weekly celebrations based on the Australian Government’s promotion of respect, fairness and a sense of belonging for everyone. Students participated in learning experiences in their classrooms. Peer Support Leaders led K-5 groups in organised games to promote harmonious play. All teaching staff have integrated multicultural teaching perspectives where appropriate into their teaching classroom programs and units of work. This included the study of a country and concluded with a Multicultural Food Day.

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

Best Start

The Best Start initiative is an ongoing commitment in all government schools. It is intended to ensure that all students are on track in their literacy and numeracy learning by Year 3. In 2013 K-2 staff continued to regularly assess individual student needs and plot data on the literacy and numeracy continuums.

L3 (Language, Learning, Literacy)

The first two years of school are critical for children when learning to read. L3 is a program that provides appropriate early language and learning experiences for students to develop efficient reading strategies. Two teachers in 2013 engaged in intensive professional development to provide quality literacy programs for students. They were trained in specific L3 pedagogy. Teachers refined their knowledge and beliefs about early language learning and literacy. Enhanced classroom practice resulted in better learning outcomes for all Early Stage One students as evidenced by ongoing data collection. The following tables demonstrate these achievements.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online surveys of students, parents and staff
- Compiling anecdotal accounts
- Feedback through focus groups, parent and staff meetings

School planning 2012—2014: progress in 2013

School priority: Literacy

Outcome from 2012—2014

Extension of explicit quality teaching practice K-6 in literacy leading to enhanced student oral language development and improved inferential comprehension skills

Evidence of progress towards outcomes in 2013:

- Criterion based assessment show that focus on morphemic and etymological knowledge has increased student results placing 15% more students in top three bands in Year 5 than other like schools.
- Comparison of growth between Year 3 and 5 however indicates that while reading is strong in the school, writing success continues to be lower than other like schools.
Bowral Community of Schools training in the use of the literacy continuum has not yielded significant changes in teacher knowledge of best practice pedagogy in writing.

Strategies to achieve these outcomes in 2014

- Combine previous Identified Priority Areas into one strategic direction called Curriculum and Engagement.
- Allocate executive staff to role of Teacher Professional Learning coordinator to ensure that targeted training in the area of literacy and the new English syllabus maintains a focus on writing.

School priority: Numeracy

Outcomes from 2012–2014

Improved student ability to apply basic mathematical skills to problem solving and working mathematically.

Evidence of progress towards outcomes in 2013:

- Disparity of 13 points between like school groups and 17 points in the state average range of growth from Year 3 -5 and a 41 point decline in average growth within the school indicate an anomaly, yet also a reason to investigate further the need to address this decline in our school.
- Inconsistency of planned support and observation in class time by supervisory executive staff may have effected consistency of instruction across the school.
- Bowral Community of Schools training in the use of the numeracy continuum has not yielded significant changes in teacher knowledge of best practice pedagogy in working mathematically and problem solving.

Strategies to achieve these outcomes in 2014:

- Combine previous Identified Priority Areas into one strategic direction called Curriculum and Engagement.
- Set clear and simple timetabled opportunities for professional discourse and observation of all teaching staff.
- Adoption of Teacher Professional Learning that includes the Newman’s Analysis, for all staff specifically related to numeracy instruction.

School priority: Curriculum and Engagement

Outcome from 2012–2014

Improved student engagement ensuring all students experience success through quality teaching and learning based on teacher knowledge of differentiation of curriculum, the quality teaching framework and increased teacher knowledge and understanding of the new National Curriculum.

Evidence of progress towards outcomes in 2013:

- Staff development opportunities in the implementation of new curriculum.
- Community of school’s commitment to training and collaboration in the preparation of resources that reflect new English curriculum outcomes.
- Inclusion of school and community into the Positive Behaviours for Success (PBS) Program.
- Parent workshops, surveys and forums on behaviour and clarification of expectations in the community.
- Training in No Gaps, No Excuses for staff and the refinement of Aboriginal Personalised Learning Plans for all Aboriginal students.

Strategies to achieve these outcomes in 2014:

- Simplification of school planning document to trial strategic directions for the year with regular planning and review sessions for teams.
- Regular staff meetings to review work samples against new English outcomes to ensure consistency of teacher judgement is maintained.
- Specific programs developed for Aboriginal students to assist with transition to high school and to enhance levels of engagement in current school setting.
- Engagement of PBS staff to assist in the coaching of our school staff, analysis of data and creation of PBS lessons.
- Inclusion of parent representative in the School and Community Partnership team to assist with the provision of alternate...
community views on school vision and culture change practices.

Professional learning

All staff have participated in Professional Learning (PL) in 2013. In order to build the capacity of staff and have a fair and equitable input, all teaching staff identify areas for their own development in meetings with their supervisors. Non teaching staff also have regular scheduled meetings to discuss concerns and highlight areas to develop in order to maximize their performance.

PL has been provided to staff on mandatory staff development days and also through online and after school throughout each term. The focus for all staff on curriculum training and PBS in 2013 was balanced by mandatory training in anaphylaxis, cardio pulmonary resuscitation, and first aid. All other mandatory training has been recorded on the school site as well as through the MyPL@DET site.

Training for infants teachers in L3 has been an ongoing commitment in the school and planned PL in the ‘Live Life Well’ will commence in 2014. This is in line with whole school planning to reform the way the school teaches nutrition and physical education.

Of the early career staff employed in the school, one is working toward achieving accreditation in 2014 and two other staff will being this process in the same year.

There are no new scheme teachers maintaining accreditation at Professional competence.

In the coming year, the school will adopt a more rigorous Teaching and Assessment review Schedule (TARS) and an Executive Assessment and reviews Schedule (EARS) that use the national teaching standards for proficiency as the benchmark for discussion.

Some executive staff had PL opportunities to attend Covey seminars on trust and professionalism.

The average expenditure per teacher on professional learning, at the school level was $1555.

The total school expenditure on teacher professional learning in 2013 was $18654.

The school had a combination of staff development days in 2013 where all staff met at different schools or participated in local PL organised by the school.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Please note that the percentage amount in each table has been rounded up or down to 0.5%. Some fields do not add to 100% and not all respondents scored each field, thereby making some columns add to less than 100%.

Staff responses and data

- 86% of staff believe that our teaching and learning programs encourage students to become effective learners.
- 79% of staff feel valued and respected as a member of staff.
- 81% of staff feel their contributions toward the school are recognised and acknowledged.
- Peer mediation and staff taking a genuine interest in their students is believed to be two key ingredients to successful management of students in our school.
### Parent Responses to Satisfaction Survey

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<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>Students are the school’s main focus</td>
<td>32%</td>
<td>40%</td>
<td>23%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>I am proud to be part of the Hill Top Public School community</td>
<td>55%</td>
<td>32%</td>
<td>9%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>I feel welcomed at Hill Top Public School</td>
<td>44%</td>
<td>36%</td>
<td>14%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Teachers at this school provide a stimulating and challenging environment for my child</td>
<td>27%</td>
<td>36%</td>
<td>23%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Hill Top Public School provides a safe and secure environment for my child</td>
<td>18%</td>
<td>36%</td>
<td>27%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Hill Top Public School is connected to its community and welcomes parental involvement</td>
<td>27%</td>
<td>59%</td>
<td>9%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>The school regularly praises and rewards students when they are successful</td>
<td>23%</td>
<td>45%</td>
<td>23%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff members at this school are approachable</td>
<td>45%</td>
<td>36%</td>
<td>14%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>The school has a supportive welfare program</td>
<td>18%</td>
<td>32%</td>
<td>36%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Hill Top Public School is an attractive and well resourced school (for example; classrooms, library, IT facilities and surrounding grounds)</td>
<td>41%</td>
<td>36%</td>
<td>14%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>Hill Top School is an inclusive school where students are respected</td>
<td>27%</td>
<td>45%</td>
<td>18%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Hill Top Public School teaching and learning programs encourage students to become independent lifelong learners</td>
<td>23%</td>
<td>55%</td>
<td>9%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>The school’s reporting systems are able to inform you adequately about your child’s progress</td>
<td>23%</td>
<td>27%</td>
<td>36%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>My child is developing skills that will equip him/her for the future</td>
<td>27%</td>
<td>45%</td>
<td>18%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Success at school is very important for my child’s future life</td>
<td>73%</td>
<td>23%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>My child’s individual needs are being met by teaching and learning programs</td>
<td>23%</td>
<td>41%</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>I feel involved in the process of my child’s education</td>
<td>32%</td>
<td>36%</td>
<td>23%</td>
<td>9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Student Responses to Satisfaction Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school is a happy place</td>
<td>25%</td>
<td>42%</td>
<td>27%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>My school is a safe place</td>
<td>25%</td>
<td>32%</td>
<td>31%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>My class is a happy place</td>
<td>27%</td>
<td>37%</td>
<td>24%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>My class is a happy place</td>
<td>67%</td>
<td>25%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I feel respected and valued</td>
<td>29%</td>
<td>32%</td>
<td>25%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>My teacher listens to me</td>
<td>41%</td>
<td>29%</td>
<td>16%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>I know how to get along with people</td>
<td>49%</td>
<td>27%</td>
<td>20%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>I am a success as a student</td>
<td>47%</td>
<td>30%</td>
<td>16%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>What I learn at school is important to me</td>
<td>47%</td>
<td>27%</td>
<td>15%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>I know how to work cooperatively with other students in my stage</td>
<td>54%</td>
<td>32%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>My teachers take an interest in helping me with my work</td>
<td>42%</td>
<td>32%</td>
<td>14%</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Program evaluations

**Educational and Management Practice: Welfare and Behaviour Management**

**Background**

Through peer support foundation meetings and PBS data analysis it became evident that parents and staff in our school believed that a review of the school’s approach to identifying welfare issues and managing challenging behaviours was of critical importance.

Family Occupation and Employment Index (FOEI) data also indicates that there are a range of family dynamics in our school community that have an impact on the expectations of students in our wider school community and the manner in which these students present each day they attend school.

It is apparent that a consistent understanding of parent and community expectations on welfare and behaviour management is therefore necessary if our school is to be effective in communicating a message to the community about what constitutes respect, responsibility and cooperation.
Parents, staff and students were surveyed to find out their responses about welfare and behavior management. This was done to better inform our school’s role in educating the parent’s children and also to ascertain how to promote most effectively our values of respect, responsibility and cooperation.

Findings and conclusions

Parents believe that:
- A positive outlook from the school is important.
- More enforcement of consequences is necessary.
- Rewarding the children who are always well behaved is lacking in some instances.
- There needs to be more active supervision during breaks.
- Peers can be used to help manage some low level behaviours.
- A larger fence around the school may help with security (not unanimously supported).
- Local Sporting groups and preschool, the Police, WIRES and the RFS could play an active role in the school and help create a more inclusive school culture.
- More communication evenings for parents and teachers.
- A better equipped playground and more structured activities at recess and lunch.

Staff believe that:
- Positive Behaviours for Success (PBS) have helped improve the tone of the school.
- Specific lessons that model correct behaviour are required across the school.
- Better nutrition and healthy eating lessons will contribute to decreases in negative behaviours.

Student data:

Welfare and behavior management as it relates to student perceptions about safety

<table>
<thead>
<tr>
<th>Rank the areas in the school below that you feel are safe, with 1 being the safest and 8 being the least safe.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>55%</td>
<td>23%</td>
<td>15%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Back Playground</td>
<td>10%</td>
<td>16%</td>
<td>16%</td>
<td>11%</td>
<td>5%</td>
<td>11%</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Toilets</td>
<td>0%</td>
<td>5%</td>
<td>10%</td>
<td>10%</td>
<td>3%</td>
<td>8%</td>
<td>18%</td>
<td>46%</td>
</tr>
<tr>
<td>Quad</td>
<td>0%</td>
<td>7%</td>
<td>16%</td>
<td>20%</td>
<td>26%</td>
<td>21%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>COLA</td>
<td>3%</td>
<td>8%</td>
<td>10%</td>
<td>25%</td>
<td>28%</td>
<td>15%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Library</td>
<td>11%</td>
<td>23%</td>
<td>5%</td>
<td>13%</td>
<td>16%</td>
<td>16%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Walkways</td>
<td>0%</td>
<td>2%</td>
<td>5%</td>
<td>7%</td>
<td>15%</td>
<td>20%</td>
<td>38%</td>
<td>15%</td>
</tr>
<tr>
<td>Hall</td>
<td>20%</td>
<td>16%</td>
<td>23%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
<td>11%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Future Directions
- Create a strategic direction for the remainder of the three year planning cycle to enable greater resource allocation and whole school focus to brought to the areas of welfare and behavior management.
- Incorporate previous targets from the curriculum and engagement priority are that relate directly to PBS.
- Encourage greater input from the wider community and especially from the school Parent’s and Citizen’s Association so that a shared understanding about the importance of welfare and behavior management becomes embedded in the wider community as much as it is in our school.
- Actively document successes and measures taken to curb negative behaviours in school and program for lessons that focus on targeted behaviours previously identified through PBS surveys.
- Plan regular information sessions for parents on best practice behavior management techniques at home and school to build a consistent approach across the wider community.
Curriculum: Numeracy

Background

Numeracy as a key learning area should be reviewed alongside all other core subjects. Previous reviews and a current focus on teaching early numeracy strategies have resulted in the school purchasing a large number of resources. The coordinated use of these resources and the training in their use has not always been consistent. In 2015, the school will be implementing the new mathematics syllabus, therefore a review this year is necessary.

Findings and conclusions

Parents believe that:

- Teaching early Numeracy Strategies is effective.
- Fundamental skills in addition, subtraction, division and multiplication needs to be taught as often as possible.
- Practical real world mathematics is highly valued.
- Measurement and geometry is the best taught aspect of numeracy in our school.
- A buddy or peer system could help in maths lessons.
- Regular lessons for parents (workshops) and more explanation on homework sheets.

Students believe that:

- Maths can be fun, and teachers can help out.
- Number is most fun when games are involved.
- Learning how to solve problems in different ways is good.
- Working outside helps make numeracy more fun as well.

<table>
<thead>
<tr>
<th>What aspects of numeracy have you enjoyed this year?</th>
<th>Really enjoyed</th>
<th>Enjoyed</th>
<th>OK</th>
<th>Didn't enjoy</th>
<th>Really didn't enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>18%</td>
<td>32%</td>
<td>44%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Patterns</td>
<td>15%</td>
<td>41%</td>
<td>32%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Measurement</td>
<td>24%</td>
<td>26%</td>
<td>27%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Geometry</td>
<td>16%</td>
<td>27%</td>
<td>37%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Graphs and Statistics</td>
<td>21%</td>
<td>34%</td>
<td>24%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Chance and Probability</td>
<td>25%</td>
<td>30%</td>
<td>28%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Staff believe that:

- They are most comfortable teaching measurement and geometry, followed closely by patterns and algebra.
- There is a need for more staff to be trained in Teaching Early Numeracy Strategies.
- Collegial planning, more school learning support officer assistance in class and the acquisition of new curriculum resources are all ideas suggested to make the transition to the new maths syllabus more effective.

Future directions

- Create a strategic direction for the remainder of the three year planning cycle to enable greater resource allocation and whole school focus to brought to the areas of numeracy within the curriculum and engagement priority area.
- Collaboration and planning time to be factored into school professional learning so that staff can adequately prepare for the 2015 implementation of the new maths syllabus.
- Planned parent information sessions in specific areas of numeracy to cater for an identified need by parents to develop a greater understanding of contemporary approaches to numeracy, focusing on ICT links and national curriculum outcomes.
School planning 2012—2014: progress in 2013

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority – Positive Behaviours for Success (PBS)

Outcomes for 2012–2014

To promote positive culture and values by working across the school and community to embed our values of respect, responsibility and cooperation.

To use PBS to develop a stronger social conscience across the school and community.

2014 Targets to achieve this outcome include:

- 30% decrease in the number of students placed on detention.
- 100% of students actively engaged in explicit teaching of PBS lessons.
- Improved attendance rates of 93.7% in Semester 2 2013 to 96% at end of 2014.
- 100% of staff committed to PBS through modelling expectations, use of common language and engagement in PBS lessons.

Strategies to achieve these targets include:

Students:

- Participate in PBS lessons, role plays and whole school assemblies.
- Contribute to lessons on PBS and model appropriate behaviours.
- Use SRC to communicate feelings about PBS to lead to effective whole school change.
- Assembly merit award for PBS focusing on the value area.

Staff:

- Develop positive reward system for eating times.
- Refine, review and implement new school rules that can be explicitly taught to student.
- Implement programs to develop resilience and social skills.
- Implement ‘Living Positively’ Peer Support module.

Parents:

- Respond to communication about PBS and actively involve themselves.
- Are invited to share in success of PBS program initiatives.

School priority – Curriculum and Engagement

Outcomes for 2012–2014

To develop knowledge of the National Curriculum, embed KLA changes into school based documents and implement effectively in the classroom.

To revise Student Welfare programs with initiatives to meet current student needs and undertake professional learning which promotes inclusion and engagement.

2014 Targets to achieve this outcome include:

- 10% increase in Year 3 and Year 5 students achieving proficiency or above in reading, writing, spelling and grammar as evidenced by 2012 NAPLAN data.
- Student data will demonstrate a greater engagement in oral language and vocabulary development.
- Improved results in writing K-6 as evidenced by ongoing L3 results, Best Start data and curriculum based writing assessment analysis.
- 10% increase in Year 3 and Year 5 achieving proficiency or above in number, patterns and algebra as evidenced by 2012 NAPLAN data (Year 3 from 63.2% to 73.2% and Year 5 from 55.1% to 65.1%).
• 10% increase in Year 3 and Year 5 students achieving proficiency and above in problem solving and working mathematically.
• 2% increase of Year 1 students achieving at Figurative level and 5% of Year 2 students achieving at Counting On level as evidenced by SENA testing at the end of the year.

Strategies to achieve these targets include:
• Differentiated spelling program based on the New Curriculum English syllabus outcomes that caters for individual differences within and across Stages.
• Teaching programs include cooperative learning strategies to promote inclusion, high engagement and to develop oral language:
• Teachers use continual assessment strategies to track individual student progress and to identify individual learning needs to inform their teaching and learning programs.
• Individual student learning needs are catered for in teaching / learning programs evidenced by use of a differentiated curriculum approach in all KLAs.
• Whole school plotting of data on both literacy and numeracy continuums for PLAN each week 5 & 10 each term.
• Individual commitment by all staff to professional development to embed cultural awareness, ICT and leadership for all students and staff in context of NSW National Curriculum.
• Teachers show growing confidence in discussing English NC document intent and content including the text structure, page layout, language, terminology and use this to program English.
• Focus on Oral Language development across the school to increase literacy development in talking and listening, writing and reading.

School priority - School and Community Partnerships

Outcomes for 2012–2014

To promote a shared understanding between the school and community of our school’s role in the community and the value the school places on the input of the community in the life of the school.

To maximise the opportunities that exist to collaborate with the wider school community and forge stronger links to provide better teaching and learning for all students.

2014 Targets to achieve this outcome include:
• Establishment of a regular meeting time by parents and interested community members in the school meeting room.
• Phase 1 (planning and costing) of school sensory garden completed by end 2014.
• Phase 1 of (planning and costing) of school playscape completed by end 2014.
• 100% of staff trained in Live Life Well program.
• School canteen audit of menu and incorporation of Live Life Well guidelines into canteen operation.

Strategies to achieve these targets include:
Staff:
• Information about the National Curriculum regularly appears in School Website, Newsletter, work sample display.
• Provide parents with regular and varied modes of access to information about the intent and content of the National Curriculum and the staged process of implementing mandatory changes at school and classroom levels.
• Coordinate training workshops with external agencies.

Parents:
• Cyber Bullying Plan for future – include parent meetings and feedback.
• Encourage parent and community links – interagency and local professional bodies.

• Support introduction of whole school ‘No Tolerance’ Policy and encourage positive partnerships between parents and schools.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mark Gardiner - Principal
Sarah Leicester – Assistant Principal
Shannon Egan – Assistant Principal
Barbara Van Eck – 2013 P & C President

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School Code: 2166

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: