



HILLSIDE  
HIGH SCHOOL  
WADE DEACON TRUST



EXCELLENCE IN THE HEART  
OF THE COMMUNITY

# NEWSLETTER

## Dear Parents/Carers

I hope you enjoy reading this week's newsletter. It exemplifies some of the wonderful things that go on here at Hillside. Our Year 10 Photography pupils had an amazing time at Chester Zoo and I am delighted to share some of their photos with you.

Please take the time to read the information shared about our Homework expectations and procedures. We know that by working together to ensure our pupils complete their homework the benefits in terms of their progress are massive, a full 5 months according to EEF Research. The good habits of completing homework are crucial for success in school!

We were delighted to win the 'WOW' Educate Award in recognition of our work training the teachers of tomorrow. This WOW award is about going above and beyond and doing something special and I really do believe this is the case at Hillside. This award is a recognition of everyone at Hillside's hard work and dedication to training the teachers of tomorrow. We take great pride in working with a range of ITT providers, including Schools Direct, Teach First, John Moores and Edgehill. We also deliver the Early Career Teacher Year 1 and 2 training here at Hillside for ECTs from across the local area.

A real highlight of the evening was celebrating with our very own Mr Palin and Miss Wharton who are both Hillside pupils, who trained with us and Miss Wharton now teaches Science at Hillside. I can't think of anything more inspirational for our pupils.

Amanda Ryan  
Executive Principal



## The Hillside Attendance Pesky Elves are Back!

It is so important that we maintain attendance this term. It is a long run until the Christmas Break - however there are a lot of things to look forward to.

Our pesky Attendance Elves have been away on their holidays but have returned with lots of plans to celebrate excellent attendance!

There will be daily prizes and lots going on - so you have to be in to win!



## Hillside Pantry

We are working with the charity MCKS who are funding the food for the pantry. MCKS is a Charitable Foundation and partners with schools to provide school pantries on a regular and permanent basis. They provide food, toiletries and sanitary supplies for those in need.

Hillside Pantry will be open to any families who have a child at Hillside. You will be given a food hamper containing some essentials listed below.

Items available include

- Tinned meals
- Breakfast cereal
- Tea / Coffee
- Long Life Milk
- Biscuits
- Pastas / Rice / Noodles
- Tinned vegetables
- Long life bread



Toiletries such as soap, shampoo, conditioner, toothpaste and toothbrushes, deodorant are also available.

Please bring your own shopping bag to collect items. Any questions – please contact the school office.

If you are unable to collect on Friday - please contact the school office to make arrangements for collection at another date.

**The Hillside Pantry is open everyday at the schools Main Office,  
Please remember to bring your own bags.**

Dates for your diary

Year 11 Progress Evening 4:15pm-6:45pm– 27<sup>th</sup> November

HPV Immunisations – Year 8 & Catch ups for Year 10 & 11 – 13<sup>th</sup> January 2026

## Christmas Key Dates and Finishing Times

**Thursday 11<sup>th</sup> December – Christmas Dinner**

**Thursday 18<sup>th</sup> December – Christmas Performance – Spirit of Christmas**

Finishing Time for Pupils-Friday 19<sup>th</sup> December



Year 11—11:40am  
Year 10—11:55am  
Year 9—11:45am  
Year 8—11:50am  
Year 7—12:00 noon

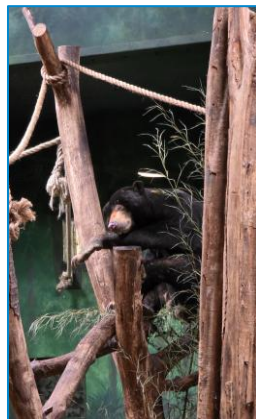
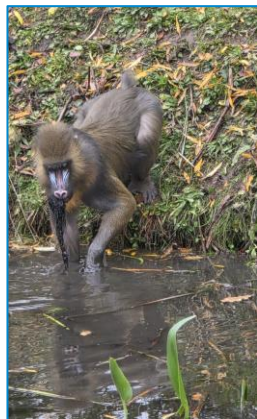




## Chester Zoo

This week Year 10 Photography pupils visited Chester Zoo for a wildlife photoshoot. Pupils will use these photographs to create WWF campaign posters. Well done to all pupils for their amazing work

*Mr Lambert*



## Hillside Girls Football – Year 7 and 8

The Hillside Lionesses were back in action last week attending their first tournament of the season at LCFA in Drummond Road. Over 20 schools attended the event and the Hillside girls were represented in Year 7 and Year 8. Both teams were superb with outstanding performances from Daisy M and Brodee J in Year 7, and Mya A and Isabelle D in Year 8 who played their hearts out. Mya scored 7 goals and Daisy scored 6! Great effort, team work and attitude from both year groups. Both teams came 3rd overall which was an excellent achievement. Hillside Sports Leaders Ethan E and Lucas S also attended the event and refereed all matches as well as supporting and coaching the teams. Well done to all players, Hillside is very proud of you!

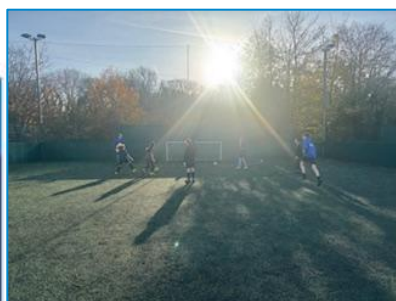
Team:

Year 7: Dalya A, Khadija A, Vena H, Brodee J, Lucie P, Daisy M

Year 8 : Mya A, Kemyly P, Runor E, Ferrami A, Hannah P, Isabelle D,

Sports Leaders: Ethan E and Lucas S

*Mrs Austin*

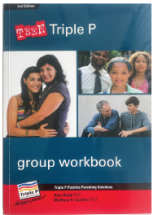




Alder Hey Children's  
NHS Foundation Trust

TEEN TRIPLE P - POSITIVE PARENTING PROGRAMME

There is no single right way to be a parent and there are many different views on how parents should go about raising a teenager. Ultimately, you as the parent need to develop your own approach to dealing with your teenager's behaviour. Teen Triple P have been helpful for many parents and may give you some useful ideas to help you meet the challenges of raising teenagers.



group workbook

Triple P is a scientifically researched family support strategy designed to help parents improve their parenting skills and build positive relationships with their children. It stands for Positive Parenting Programme and it aims to make parenting easier for parents of teenagers.

If you would like to take part in the programme or have any questions, please contact Catherine Brindle from the MHST on 07974616476.

Information about the delivery of the programme:

Sessions will start: January 2026  
Sessions will be held: online on TEAMS

The programme also gives you a chance to socialise and connect with other parents with similar experiences to you. There will be time each week where you can share tips and strategies that you have found helpful.





Alder Hey Children's  
NHS Foundation Trust

TEEN TRIPLE P - POSITIVE PARENTING PROGRAMME

| SESSION NUMBER | WHAT HE WILL LEARN                                                                                                                                                                                     | LENGTH     |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1              | <b>POSITIVE PARENTING</b><br>This is an introductory session where we will learn what factors influence teenager's behaviour, what positive parenting is and we will set goals for change.             | 2 hours    |
| 2              | <b>ENCOURAGING APPROPRIATE BEHAVIOUR</b><br>We will learn how you can develop a positive relationship with your teenager and how to increase desirable behaviour at home.                              | 2 hours    |
| 3              | <b>MANAGING PROBLEM BEHAVIOUR</b><br>We will develop family rules and learn how to manage noncompliance and emotional behaviour.                                                                       | 2 hours    |
| 4              | <b>RISKY BEHAVIOUR</b><br>We will identify any risky situations your teenager may face and develop a routine for dealing with risky behaviours.                                                        | 2 hours    |
| 5,6,7          | <b>IMPLEMENTING PARENT ROUTINES</b><br>These are individual shorter sessions, held over the phone where you can troubleshoot any difficulties with your clinician and review your teenager's progress. | 15-30 mins |
| 8              | <b>TIME TO SAY GOODBYE.</b><br>We will review you and your teenager's progress and plan some long-term goals.                                                                                          | 120 mins   |

You will be provided with a workbook on the first session that will contain handouts and space for you to keep notes. It is important that you remember to bring the workbook each week and attend each session.

# Standards and Expectations—School Uniform

Firstly, a huge thank you to all our parents/guardians and pupils who have started the school year looking so smart and wearing our school uniform with pride. We don't take this for granted and we still regularly receive compliments from the wider local community about how smart Hillside pupils look. Please see below for some basic reminders regarding school uniform and our expectations.

- Girls should wear white socks or black tights
- Jewellery is not permitted including any piercings. If pupils are seen wearing jewellery the teacher will confiscate this and the item will be placed in the school safe.
- Make- up should be minimal and discreet and false eye lashes, false nails and or nail varnish should not be worn. Pupils will be provided with wipes and nail varnish remover if they arrive in school with either.
- Blazers should be always worn on the corridors – pupils may remove blazers when working in classrooms.
- Outdoor coats or hooded jackets are not allowed to be worn in school and they should be removed as pupils enter the school building at any points during the school day e.g. after break and lunch.

Our uniform underpins our high expectations of pupils to follow 'The Hillside Way' and pupils should look smart, professional and ready to learn- which many do every single day.





## Hillside High School Wins Prestigious Educate WOW Award!

We are thrilled to announce that Hillside High School has been awarded the Educate WOW Award 2025, recognising our exceptional commitment to shaping the future of education.

This award celebrates schools that deliver truly standout initiatives—and our project goes beyond that. At Hillside, we have made a bold pledge to tackle the national challenge of teacher recruitment and retention by investing in Initial Teacher Training (ITT) and Early Career Teacher (ECT) development. Our mission, *"Excellence in the Heart of the Community,"* drives us to ensure that high-quality teaching continues for generations to come.

What makes our initiative unique?

- We provide outstanding support for trainee and early career teachers through partnerships with Wade Deacon Trust, Edge Hill University, LJMU, Teach First, and Step into Teaching.
- We welcome former Hillside students back as teachers—creating a powerful legacy of learning.
- We embed mentoring and leadership development into daily practice, enriching our whole school community.

The impact is clear:

- 95% of our ITT cohort over the last four years remain in teaching.
- Our school has grown significantly, becoming the school of choice for local families.

Stories like those of Miss Wharton and Mr Palin, who returned to teach at Hillside after starting here as pupils, show the power of this initiative. Their journeys inspire our students and demonstrate that teaching is not just a job—it's a legacy.

This award is a testament to the dedication of 'Team Hillside', whose passion and care makes the difference to the future generations of teachers. Together, we are not only improving outcomes for our students but shaping the future of education in our community and beyond.

Thank you to everyone who made this possible—this is your award too!



# The bread and butter thing.



## New Hub Opening: **HILLSIDE HIGH** from Wednesday 10 July

at Hillside High School, Breeze Hill, Bootle,  
L20 9NU.

- Get around £35 worth of food for £8.50
- Includes fresh fruit and veg, fridge favourites and cupboard staples.
- Open every Wednesday at 1.30pm.
- You need to become a member to use the hub but it's free to sign-up and book a slot - just follow these steps.
- There is no commitment and it's free to join.
- Everyone who signs up before 13 October 2024 will get their first order free.

## It's really easy to sign-up:

1



Text 07860 063 304 with your full name, postcode and the name of the hub you will be collecting from: "HILLSIDE"

2



Select the size of order you want to receive: Family £8.50, individual £3 or Large Family £17. There is a Vegetarian option available too.

3



You'll get a text every Monday to see if you want an order. Just reply "YES" by 10am the next day. Your order will be delivered to the HILLSIDE hub on Wednesday at 1.30pm.

4



Collect and pay for your goods from the HILLSIDE HIGH hub. (Don't forget - someone can collect on your behalf if you can't make it and Healthy Start Vouchers are also accepted).



£8.50  
bag of  
goodies!

## Breakfast Club

Come along to our fantastic breakfast club which is free of charge to all pupils.

Mrs McGing will be in the Dining Room everyday between 7:45am-8:20am



# Homework Expectations and New Procedures

Evidence from the Education Endowment Fund (EEF) shows that high-quality home learning can add, on average, five months of additional progress across five years of secondary school. To ensure our students achieve their full potential, all homework set at our school is carefully planned, purposeful and directly linked to classroom learning.

Below, you will find the homework timetables for KS3 and KS4 alongside example tasks. All students can access support at Homework Club every Wednesday from 2:45–3:45pm in room 22. The library is also available before and after school every day for quiet study or independent work.

All homework is set on ClassCharts, where both students and parents can view tasks and deadlines.

Students are expected to submit all work on time. Failure to do so will result in a '3' on ClassCharts.

## Important Change to Our System

To improve consistency and ensure students keep up with learning, we are introducing a clear consequence for missing homework in core subjects. From now on, any student who does not submit their English, Maths and Science homework on time will receive a one-hour after-school detention on Fridays. This system is designed to help students develop strong study habits and prevent small gaps from widening over time.

## Homework Timetables

### Key Stage 3 – Years 7, 8 and 9

KS3 pupils will receive homework in their core subjects: English, Maths and Science. They should follow the homework timetable, which outlines the specific evenings on which each subject's homework should be completed. These schedules are consistent across all KS3 year groups and are available on ClassCharts.

| Homework timetable    |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Monday                | Tuesday               | Wednesday             | Thursday              | Friday / Weekend      |
| Sparx English         | Sparx Maths           | Sparx English         | Sparx Maths           | Sparx Science         |
| 20 minutes of reading | 20 minutes of reading | 20 minutes of reading | 20 minutes of reading | 20 minutes of reading |

### Key Stage 4 – Years 10 and 11

KS4 homework is set mainly through Seneca Learning, and Sparx. All links to required videos, tasks or additional resources will be posted on ClassCharts.

Teachers may also set additional tasks when appropriate. These may not always take the form of written work or worksheets—they may involve research, revision, or preparation for upcoming lessons and assessments.

| Homework Timetable |         |         |           |              |                  |
|--------------------|---------|---------|-----------|--------------|------------------|
| Day                | Monday  | Tuesday | Wednesday | Thursday     | Friday / Weekend |
| Subject            | English | Maths   | Science   | Option H & A | Option B & C     |



### The Anti-Bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

**What bullying isn't:** 'falling out' It's common for children to have arguments and friendship fall outs (often referred to as 'relational conflict') and they will need our guidance to resolve conflict, make amends, and move on. Not all incidences of conflict should be understood as bullying. Relational conflict usually involves individuals who are friends, or a situation with no power imbalance involved. It is generally behaviour which happens occasionally, and offence might be accidental. An example might be an argument or falling out with a friend, or experimental 'banter' that unintentionally offended the person on the receiving end. Knowing how to identify and respond to relational issues and conflicts are an important part of a child's development and preventing situations from escalating into potential bullying.

Children are influenced by the home, community, and society they grow up in, by the things they see, read, and hear, and the people around them. As adults, we all have a role to play in creating communities where children feel safe and valued: where we use our 'Power for Good', stand up to prejudice and are united against bullying. As a parent you have a vital role to play in helping your child recognise bullying and understand how you can help to stop it.

**Banter or bullying?** Banter is when friends tease each other in a fun and friendly way: it's playful, reciprocal, and can help to build relationships. However, from the outside banter may be misheard as unkind behaviour, even though there's no real intention to hurt feelings. Since banter can be confusing, children will sometimes get it wrong as they experiment with it - even adults occasionally mess up with banter and say something more hurtful than they mean. The key thing to remember is that banter should never hurt the person on the receiving end. If it does, and the person continues the banter after being told to stop, it could be considered bullying. It's okay to make mistakes, but it's important to know the difference between playful banter and intentional unkind behaviour that could turn into bullying. You can help your children understand these differences by talking to them about what banter and bullying are.

Use these conversation starters to help you talk your child about bullying and using their 'Power for Good'.

1. What do you think when you hear the word 'bullying'?
2. What are the different roles people have in a bullying situation?
3. Does this change if it happens online? What does the word 'power' mean to you?
4. What does it mean to have power in a group—like at school or online?
5. Do you think silence can make bullying worse? Why or why not? Have you ever seen someone being bullied?
6. What do you think made it hard or easy for others to step in and use their 'Power for Good'?
7. What are the qualities you look for in a friend?
8. What might be some reasons someone might choose to be unkind or bully others?
9. What might help them to change their behaviour?
10. If you realise you're hurting someone, what can you do to fix it and change your behaviour?
11. Do you think being kind can inspire others to be kind too? Why or why not?
12. Why do you think some people use their power to hurt others instead of helping them?
13. What are some actions or words that show respect in everyday interactions?
14. What about online? How would you use your voice or platform if you had more influence—like as a sports team captain or social media influencer?
15. When you're in a group, how can you make sure everyone feels like they belong? What advice would you give to younger children about bullying?