

Hornsby Heights Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Hornsby Heights 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.

Martin Naylor

Principal

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Message from the Principal

Welcome to our annual school report. We invite you to examine the progress we have made towards fulfillment of our strategic directions collaboratively developed in 2014 for the 2015–2017 school plan. We are proud of our school and the achievements of our students and the warmth and generosity of our school community. 2016 is the second year of our school plan. Many innovative classroom practices had been implemented in 2015 and this was extended and consolidated in 2016. Relationships were formed with other innovative schools across Sydney to share and learn from their experiences. As a result, learning and classrooms changed in their look, with three open classrooms functioning, as well as classrooms becoming stage based, and their focus on integrated and conceptual approaches to lesson delivery. Project Based Learning was successfully extended across the school, giving the opportunity for students to share their work with the school community. Students contributed to the development of ideas for the rebuilding of the upper playground and enhanced the learning and play environment by being directly involved in school projects. The partnership of students, teachers and the school community continued to grow and strengthen with a clear focus on creating opportunities for future ready learners.

Message from the school community

P & C Message 2016

2016 was a busy year. With the various fundraising and P&C Levies, we were able to increase our savings in support of the Outdoor Learning Area. When looking forward to the progress in 2017, there is much more work still to do.

Bushland Fair 2016 The 2016 Bushland fair raised around \$22 000. The Fair takes a lot of time and effort just to get to the actual day. The support we receive from parents, teachers, students and the wider community, supports the third strategic direction for the school – Community Partnerships. Thank you to Jo Andre and the Fair committee for their tireless efforts in ensuring a successful community day.

Publicity 2016 was a great year in which our school featured well in the Bush Telegraph and the Hornsby Advocate. Thank you to Mel Hanson for an outstanding job in highlighting our school for its achievements. A highlight would have to be the Today Show on Fair day for the Guinness World Record attempt.

Uniform Shop To the uniform shop ladies, Jo Andre, Mieke Brooks and Liz Inman, thank you for ensuring we have adequate stock to meet the needs of our growing school. The shop is open most Fridays during term from 8.30am to 9.30am. You can also order uniform through the QKR app as well.

School Club The school club continued to raise funds through events like the school disco, Mother's and Father's day stalls, Kindy Orientation, and various morning teas. Thank you to Suzy Martinis for coordinating these activities and to

the many parents who are there to lend a hand. A new initiative undertaken this year was the HPS 2016 Yearbook. Thank you to all the parents and teachers that were involved. With all the hard work done in the first year, we are hoping this will be an annual activity to showcase the school and provide lasting memories of our children.

Canteen The canteen is co-ordinated by the multi-talented Sarah-Jane Brewer, Neva Miller, Lana Nikitin, Mandy Jepson and Kirsten Johnston. They would welcome any interested parents willing to support this important service to the school. To the numerous parents donating their days on a Monday, Wednesday and Friday, we are eternally grateful. We also introduced a paid canteen manager to ensure a smoother process on the day.

School Banking Thank you to Liz Inman, Janelle Oliver and Jo Andre for arranging a student banking facility on Tuesday mornings at the canteen. We have seen the average number of bankers per week increase to over 80 in some weeks, which helps improve the financial literacy of our children.

Grounds Thank you to Geoff Patterson for co-ordinating the roster to mow the lawns. We have a volunteer system at the school. If you are looking for a bit of me time, Geoff would be happy to hear from you

Eco-Food Garden There have been numerous working bees and Bunnings BBQ's which have helped improve the garden fund and maintain the garden this year. Thank you to Rhonda French and the entire EFG team for their significant time and effort in ensuring we have an education space like no other. Every class will cook throughout the year and assist with the chooks and lambs.

Band Our school band program had a very busy year performing at the Wahroonga Band Festival, Ryde Eisteddfod, Band Camp, Asquith Boys, Hornsby North Band Festival, Musical Heights and Presentation Day. We would like to thank our band conductors Mark Strykowski and Lachlan Hamilton, as well as Lynne Kemp, the Band Committee and all parents who assisted with band camp, rehearsals and performances this year.

Thank you to the Hornsby RSL for their support in running Musical Heights at their superb venue again this year. Without your support, these important community events would not be possible.

Thank you to the parents who ran this year's Trivia night, raising over \$5000. Thank you to the Vinyl Edge for providing the entertainment on the night.

Community Partnerships are one of the essential ingredients to have a successful school. I have had the pleasure of meeting many dedicated parents and teachers, business leaders, other school leaders from the area and it is very encouraging that the entire community is focused on improving the overall educational experience of our children. The networking in this area is second to none.

Thank you to Martin Naylor and the entire staff for your commitment and dedication in ensuring our children are engaged and curious learners, and helping our children live and breathe the core values of Respect, Responsibility and Personal Best.

Thank you for the opportunity to represent you. It has been an absolute privilege to be involved over the last 4 years, and I wish the new committee every success in the future. If you would like to know how you can get involved, please contact one of the executive in Ben Miller, Sarah-Jane Brewer, Sonja Firth, Christine Tait Lees or myself. hpspnc@gmail.com

Tim Inman P&C President

Message from the students

School Captain Report

Being Captain this year was a privilege and an honour for all of us. It has taught us countless invaluable skills not only in leadership, but also in problem solving, organisation, and teamwork. The school is very important to us, and the happiness and wellbeing of the students has been our first priority.

Our favourite part of being the leaders of the school is all the opportunities we had throughout the year, including a Leadership Camp designed to enhance our leadership capabilities, a visit to the Sydney Parliament House for morning tea with Matt Kean, Sharni Layton, Jason King and Steve Russell, parts in the wreath-laying ceremonies at both the Hornsby Cenotaph Dawn Service and the Ku-ring-gai Sphinx Memorial commemoration, and announcing every dance at Musical Heights. We have also led the school assembly every week this year, and set up the hall too!

In our roles, we have accomplished many changes to the school, including a dress-up day, repainting the handball courts, getting a surround sound speaker system, changing the bell, and updating the Sushi Day menu, as well as extending the Sushi ordering period. Sadly, our piggy dreams were dashed, as we didn't have the correct facilities to house a porky pal to go with our existing lambs and chickens!

School background

School vision statement

Hornsby Heights Public School places the learning of students, developing the necessary skills, values, attitudes to take their place as contributing citizens, at the heart of what we do. The learning environment is rich in challenge and opportunity, supported by a school community, teachers, support staff, and parents/carers, who are clear in purpose and determined in action.

School context

Hornsby Heights Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 423 students. The Non English Speaking Background (NESB) of the school community is 20%. Experienced and dedicated teachers deliver quality teaching programs in a caring and supportive environment. There is a focus on continuous improvement, particularly in literacy and numeracy. The school provides a well-rounded education with the development of the 'whole child' seen as important, through its successful academic, sport, performing arts and technology programs. The school enjoys strong parent and community involvement. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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, Hornsby Heights Public School has dedicated significant time to regularly assessing and analysing the school plan and the milestones to ensure the school stayed on track in achieving our strategic directions in the context of the Excellence Framework. The school Excellence Framework was used as a reference point in our work to move Hornsby Heights from a good school to an excellent school. The framework descriptors assisted the school to reflect on our practice and on our achievements. We have grown in certain areas after a deliberate focus to improve, while in other areas, we have maintained our systems and processes.

In the domain of Learning, while attending to all aspects of this domain, we have been focussing on Wellbeing, Curriculum and Learning, and Assessment and Reporting. A focus has been given to streamlining systems within the school to enable students with greater need, to be identified and for their needs to be met. This resulted in resources being applied to the right students at the right time. Staff also felt supported by understanding their role in addressing needs more clearly and when additional support can be accessed. Staff were trained in the development of opportunities for creativity in all aspects of learning to support creative and critical thinking. The use of students goals, learning intentions and success criteria, placed the responsibility for learning into the hands of students, thereby supporting their overall sense of wellbeing. In Curriculum and Learning, staff worked collaboratively to implement strategies to differentiate the curriculum for all students. Partnerships with community members enabled them to engage actively in the life of the school creating a real life connection for students. A strong extra curricular program continues, enhanced by additional opportunities for students to study languages. Assessment practices continue to be developed with the study of evidence based approaches. Formative and summative processes are becoming embedded in teacher practice. Data systems were developed to enable all staff to examine learning data for themes and patterns to enhance the achievement of all students. The use of data for learning has increased across the school as this was seen previously as an area for improvement. While systems have been established, training and support is required to deepen its use across the school. Learning systems were streamlined to accommodate the needs of all students using the expertise of members of our school community to build capacity in this important and innovative area.

In the domain of Teaching, our major focus has been in implementing evidenced based teaching practice in the area of Mathematics. Teaching early Numeracy Skills (TENS) and Taking Off With Numeracy (TOWN) formed the basis of a re-examination of the explicit teaching of numeracy skills. Significant time was allocated to collaborative planning processes to support the continued use of Conceptual Programming processes. This has enabled the use of underlying concepts that tie the curriculum together, to be used in responding to the needs of students, enhancing the meaningfulness of student's learning experiences.

In the domain of Leading, the school has continued to provide opportunities to increase leadership density by providing

opportunities for teachers to lead in a variety of ways. The leadership of working parties, opportunities for teachers to serve in recognised relieving leadership positions and leading training and development at school in areas of expertise, have built the understanding that all staff contribute to the direction of the school and fulfilment of its strategic directions. The implementation of LMBR at Hornsby Heights Public School during 2016 was a challenge for the school staff, however, it can be seen as supporting the systematic monitoring of student wellbeing and the efficient use of resources.

Hornsby Heights Public School continues to value our association with other school in communities of practice. The school joined with a diverse group of schools to support new practice via a Systems Leadership Grant looking at evidenced based innovative approaches. This association greatly supports the intention to be a leader of innovation in our area.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaging, Explicit, Differentiated, Student Learning

Purpose

To explicitly develop increased levels of student skill in creativity, critical thinking, collaboration and communication to enable students to contribute meaningfully in life.

Overall summary of progress

Our focus was to increase the differentiation of learning for our students, provide opportunities for creative and critical thinking, and to integrate our approach to curriculum delivery to make learning meaningful for students and use of data to inform learning. We are confident that we have made progress with differentiation as a result of the evidence of the use of student goals in classrooms; the use of flexible and fluid groupings; the articulation and planning contained in programming material. This was substantiated by observation during lessons by Assistant Principals. The use of concept based programming was implemented and deepened during 2016. Teachers successfully implemented the approach with support. Tools were developed to support the use of data for learning. The use of critical and creative thinking and the explicit teaching of these skills was implemented in two stages, enabling teachers to prototype approaches with support. Overall, substantial progress was made both in our improvement measures and in the progress of this strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% p.a. increase in students who achieve proficiency in literacy (writing) and numeracy	Maths Differentiation: Staff were guided through a number of differentiation strategies, initiating a change in teachers programming practices across the school, specifically in Mathematics. A template was developed and adapted by each Stage to ensure students' differing learning needs were being met and catered for. Writing: NAPLAN Yr3 trend data in writing indicates that the 5% improvement achieved in 2015 has been maintained in 2016. NAPLAN yr5 trend data in writing indicates that the 1% improvement in 2015 has been build upon with a further 1% improvement. An upward trend is indicated. School based data indicates a marked upward trend in students achieving High in student reports.	Stage Maths planning days – \$5778 Teacher Professional Learning EAL/D teacher – \$44476 Learning and Support Teacher – \$61212.60 School Learning Support Officer – \$ 42965.83
20% increase in the number and variety of creative opportunities in class.	The staff engaged in Minds Wide Open, a critical and creative thinking workshop, and integrated this initiative into their classroom practice. Resources were made and shared. Teachers self-evaluate that they have increased creative opportunities in the learning environment and through learning activities. This will be further developed and evaluated in 2017.	Music Courses – \$2400 Balance of funds for G&T – \$424 One day casual teacher – \$500
A trend, over time based on data (case studies), indicating an increased use of creative and critical thinking skills by students.	There has been an increase in the take up of tools and techniques to support creative thinking in classrooms by teachers supported by teacher survey data. This indicates upward trend in the provision of creative activities for students. Students were involved in an inter school ambassador program which involved promoting creative ideas to a practical problem to an authentic audience. Ambassador program was developed to engage students with other schools to promote and develop leadership skills. The school engaged with Hilltop Road Public School and Auburn West Public	Casual Teachers – planning – \$ Catering \$100 Casual teacher \$500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A trend, over time based on data (case studies), indicating an increased use of creative and critical thinking skills by students.	School.	
A trend, overtime and based on data indicating an increase in the level of parent engagement with discussion opportunities provided.	Parents were given the opportunity to hear about and discuss learning activities within the school, including creative opportunities for students. This was well attended. Similar opportunities will be provided in 2017 to broaden the breadth of topics and numbers who attend.	Teacher effort – no \$cost
100% of teachers collect data and use it to inform learning programs.	Teachers collected and used learning data to differentiate the learning activities of students. The Learning and Wellbeing Support Team functioned efficiently, receiving referrals from teachers with a higher level of data and were able to allocate resources effectively to support students in need.	
100% of teachers are supported to improve practice.	A broad range of research material was studied by the general staff. This provided a strong basis for confidence in the pedagogical direction of individuals and the school. Researchers studied: Ron Berger, Dylan Wiliam, John Hattie. All teachers throughout the school were supported by their respective Assistant Principals in classroom practice and innovative approaches to fulfil the school strategic directions.	

Next Steps

Training in New Focus on Reading (nFoR) as an evidenced based program to support students develop their reading skills, particularly in the upper years. Use nFoR as a basis of examination of classroom practice. Develop and use of 7 Steps to Writing Success to enhance the success achieved in 2016 in writing. Release an Assistant Principal off classroom responsibilities to focus on consistent classroom practice. Implement a data collection and analysis process to support teacher judgement. Train in the use of data to enhance its effectiveness as a tools to inform practice.

Strategic Direction 2

School as Leader

Purpose

The school builds capacity within its members to be leaders of self and others.

Students manage themselves, and their learning, effectively and lead others to do so.

Teachers recognise their capacity as leaders and engage with others to promote learning.

The school is recognised as excellent and responsive to its community and other schools as a result of effective engagement with the members of the educational community and the local community

Overall summary of progress

Student leadership was enhanced by the development of two opportunities during this year. The SRC took major steps in contributing to things that matter in the school, through ideation, planning and the implementation of projects. Additionally, a group of student leaders engaged in an inter-school Ambassador program which involved a diverse set of schools across Sydney, emphasising cultural exchange and leadership skills. The executive had the opportunity to work with a diverse group of school leaders across Sydney examining classroom practice resulting in an examination of action research and knowledge and our executive providing evidence of the effectiveness of concept based programming as a tool to enhance Future Ready Skills. Student in yrs 3 and 4 were exposed to the program called Rock and Water, enhancing their ability to show leadership of self. Overall, students and staff are more confident in their ability to share their experiences in a variety of contexts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All student leaders are consulted about, and have input into, significant school activities.	A new water basin and three bubblers were installed at Block A; suggestions were made to the canteen in regards to menu items; rejuvenation of lower playground seats; repainting of play space games. Students had a sense that they contributed usefully to the development of the school. The use of learning goals was used throughout the school as a vehicle for students to have input into their learning. Project Based Learning was successfully implemented and presented to the school and parents.	Resources applied from building maintenance – Trough–\$1500, install \$250; Paint – \$50.59
A trend, sustained over time and based on data, indicates an increase in learning that is co-created.	Students were provided with an opportunity to contribute to the development of the Upper Playground Outdoor Learning Area. Project Based Learning was used as this vehicle. All senior students worked in groups to model their ideas. All students contributed in a disciplined manner and presented their work to the school and the P&C. It is felt that this is a genuine expression of leadership of self and others and also an example of co-creation, however, co-creation is an advanced aspect of student voice in school activities and evaluations indicated that students skills in thinking and communication and experience in co-creation needed to be developed to better enhance this goal.	11 casual days – \$500 x 11 = \$5500 – Systems Leadership Grant
100% of teachers develop, monitor and evaluate their personalised professional learning plan for growth.	After the first year of full implementation of Conceptual Programming, teachers experiences were reviewed, purposes and processes clarified and a new policy was implemented. Planning was	Teacher Professional Learning – Tuesday afternoons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers develop, monitor and evaluate their personalised professional learning plan for growth.	conducted every five weeks. Teachers successfully embedded student voice in learning using formative assessment, student goals and critiquing. An increased use of student learning goals was observed throughout the school. Learning goals and success criteria directed learning for students. Learning goals were used to track learning progress.	
100% of teachers review and redevelop learning programs every five weeks	All teachers, with the support of their respective Assistant Principals and colleagues, have engaged in a process to plan and develop programs for their particular students. This is performed every five weeks to enable plans to be responsive to student need and to the present state of learning.	Stage Meetings – Thursday
A trend, sustained over time and based on data, indicates an increased use of student learning goals.	All classroom teachers use student learning goals in their classrooms. Evidence of this can be found in various ways in each classroom.	

Next Steps

Deepening the understanding and the use of learning goals for each student to ensure consistency across the school.

Broadening the opportunities for student leadership.

Establishing a relationship with the University of Technology Sydney (UTS) to work within a community of practice on change management and sustainability processes.

Strategic Direction 3

Community Partnerships

Purpose

Build a school where community and global connectedness is promoted, valued and celebrated.

To build partnerships based on mutual trust and respect enhancing strengths and inclusive of diversity. To ensure partnerships maintain a focus on building capacity within all members of the school community to have an authentic voice, share decision making and work together for an agreed purpose. To create and grow external partnerships for the mutual benefit of the school and its partners.

Overall summary of progress

While this was to be a facet of the third year of the School Plan, programs for community engagement were designed and implemented during this year. The response to these programs was very positive and illustrated that there is an appetite for greater parent and community involvement in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Case study demonstrates the contribution of parents/community to learning improvements.	Parents became involved in classroom activities, particularly when Project Based Learning was being conducted. These opportunities saw an increased number of community and parent partnerships in classrooms. Parents were seen as a useful resource for student support in classroom learning activities. Parents and community members were provided with opportunities to engage in specific learning days and initiatives. A case study is being drawn up to demonstrate the impact on student learning. This will be continued in 2017.	
A trend, over time and based on data indicating increased numbers of community partners in classrooms.	This milestone has been suspended and will be used as a milestones in 2017.	
Increased levels of parent/community participation in school governance and events.	Changes were made to the Principal report to better reflect the issues that arise in the school. This was appreciated by the P&C committee and they were better informed about issues arising at the school and in the wider educational community. Assistant Principals attended P&C meetings on a cyclic rotation to better understand issues before the P&C and for the P&C to gain an understanding of the broad leadership of the school. School eNews was extensively used to communicate with the school community. Efforts were made to extend its use. Great emphasis was placed on installing the eNews App from Kindergarten to promote its use. All wider school committees used the platform to communicate, in addition to the P&C Facebook page. Teachers were provided more relevant and active updates on calendar items using ebs4. All staff were more actively adding events to the school calendar and ensuring that notes had sufficient lead time especially when money was involved. The use of other programs such as eNews and the school website have been explored for parent communication. This will continue in 2017. A	\$1000 for materials

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased levels of parent/community participation in school governance and events.	School Facebook page was developed to provide exemplar examples of student work and activities. Over 500 views has been reached for many posts. The school Twitter is still functioning but the take up by parents has been small, however, we are followed by 409 wider community members. An increased level of parent and community participation in school events was evident at parent workshops and social events. More time needs to be dedicated to do this in the final year of the school plan. Plan for success prepared for 2017. All volunteers comply with Child Protection requirements. Procedures and processes ensure that volunteers update and remain current. Discussion was successful at brainstorming new and innovative ways. Future directions to look at implementation of the suggestions. Some focus needs to be applied to making these ideas practical. Students successfully demonstrated passion projects around new improvements required for the playground, sandpit and goal posts. Students in collaboration with the PandC designed projects for the new Outdoor Learning Space and presented to the assembly. Based on the case study of this learning improvements in engagement were made.	
Increased effectiveness of the school calendar, density of inclusions and length of lead time.	Continued efforts have been made in this area to encourage community members to submit items by the closing date. eNews continues to be the central vehicle of information distribution. The calendar is distributed in the manner and kept up to date for each two week period. The new administration system, EBS4 allows for daily dates to be entered. This was initiated this year.	

Next Steps

Further development is needed in the areas of training and taking leading roles in student learning, for parents. Initial information sessions regarding school education were offered with positive feedback received. There will be a continuing focus on providing parents with opportunities to learn how they can learn more about capabilities for Future Ready Learners and to partner with the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	IEPs and Teacher's differentiation skills benefitted the progress of these students. The needs of these children were identified and addressed. Particular attention given in this way supported curriculum engagement.	Casual teacher – \$886.62 • Aboriginal background loading (\$886.62)
English language proficiency	In yr 3, 78.6% of LBOTE students achieved in the top two bands NAPLAN reading compared to 66.1% for the general cohort, and 92.8% in writing, compared to 67.7% for the general cohort. In yr 5, 66.7% of LBOTE students achieved in the top two bands in NAPLAN reading compared to 42.6% for the general cohort, and 33.3% in writing, compared to 16.7% for the general cohort.	EAL/D teacher – \$44475.72 • English language proficiency (\$44 475.72)
Low level adjustment for disability	Teachers identified students in their classes who were performing below expected level in EAS. As part of the TENS program activities and games were identified to support these students. Small groups received targeted support from an SLSO to practise and revise the number skills required to progress in this area. These students participated in tri-weekly forty minute lessons for five weeks. Teachers were responsible for planning appropriate activities and supporting the project. At the completion of each 5 week cycle student data was reassessed and updated. Target students were monitored over the year and if required had another round of support. At the end of the year all targeted students had progressed at least one EAS level in PLAN data. The LAST worked with identified students in Reading. Individual and grouped students were supported in the development of Reading Acquisition. Once students met the required Benchmark for their grade they were put on to monitoring. The GATS program was developed and implemented with students attending weekly sessions. Students explored a passion project with a deep driving question and presented their learning to other students and staff. All of the students were actively engaged in extending their learning.	Learning and Support Teacher – (.5) RAM – \$51010 SLSO support – \$33561.83 Learning and Support teacher – (.1) School funds –\$10202.60 • Low level adjustment for disability (\$26 023.14)
Quality Teaching, Successful Students (QTSS)	Teachers were supported in quality practice through the development of joint lesson plans focusing on differentiated learning. Teachers had time to consult with their AP, plan a lesson or group there of, implement their new lesson in a team teaching environment or while observing their AP and then time to sit and reflect on the lesson and its success at meeting the predetermined criteria. All staff, including RFF and specialist teachers, were involved in the process and the Standards for Education were used to reflect on the learning. Student learning was seen and identified as the goal. Reflection based on the criteria saw improvements in teachers explicit teaching and differentiated groups. It opened up the conversation between colleagues and	Casual teachers First Semester – (.15) \$7575 Second Semester – (.321) \$16210 • Quality Teaching, Successful Students (QTSS) (\$16 210.50)

Quality Teaching, Successful Students (QTSS)	enabled rich discussion of the student learning.	<p>Casual teachers</p> <p>First Semester – (.15) \$7575</p> <p>Second Semester – (.321) \$16210</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$16 210.50)
Socio–economic background	Students with learning support needs were supported to access the curriculum. When examining SMART data– standards table, students who are at or below NMS, are below State average in years 3 and 5, indicating a successful program of support.	<p>SLSO – \$9404</p> <ul style="list-style-type: none"> • Socio–economic background (\$9 404.00)
Support for beginning teachers	All Beginning Teachers (BT) report benefit from the approach. Programs included conferences and training as identifies by the BT and mentor, time for planning, report writing, time to visit classes and have the mentor visit the class of the BT. One BT suspended her program as a result of maternity leave.	<p>Casual teachers and course fees</p> <p>\$30836.51</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$30 836.51)
Targeted student support for refugees and new arrivals	The NAP student was assessed on arrival to be at the Beginning Stage of Language acquisition in English. In Speaking and Listening, he rarely initiated communications in group activities and was silent for extended periods. In Reading, he was unfamiliar with English print features, common sight words and the use of English sounds and symbols to decode words. In Writing, he communicated meaning through drawings, symbols and teacher–scribed writing. After following a New Arrivals Program, supported enthusiastically by his class teachers, he is now working at the Emergent Stage of Language acquisition in English, communicating verbally and non–verbally in social and classroom situations, and initiating communication with peers and known adults. He is beginning to read independently and has a small bank of sight words. With support, he constructs a limited range of brief visual and written texts about familiar things using predictable structures. He is aware of English print direction, spacing conventions, has well formed letter formation of a consistent size. Although he follows a heavily differentiated program, more and more of the general curriculum is increasingly accessible to him.	<p>EAL/D teacher (NAP) – \$7575</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$2 525.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	183	187	205	210
Girls	174	199	219	220

Hornsby Heights Public School has continued to experience steady growth, albeit at a slower rate in 2016. This year there was a growth rate of 5.8%, compared to 3.2% for similar schools. There were slightly more females than males in the student cohort. There were four students who identified as being of Aboriginal or Torres Strait Islander origin, representing 1% of our enrolment and 20% who were from a Non English Speaking Background, compared to 45% for comparable schools. 78% of students remain in the Department of Education system upon leaving Hornsby Heights Public School, compared to 62.6% for similar schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.4	97.5	95.7	96.2
1	94.6	96.9	96.1	95.2
2	95.4	97	96.2	96.3
3	95.1	96.3	96.8	94.9
4	96.6	96.4	94.5	94.1
5	95.8	97.7	94.9	96.1
6	96.8	95.8	96.4	93.9
All Years	95.9	96.9	95.8	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School Attendance is a key indicator of learning engagement. If a student is not in attendance, they do not have the opportunity of engaging in learning programs and find it difficult to catch up for time lost. The attendance level of students at Hornsby Heights Public School is above State average, however, data indicates that the number of days lost as a result of unapproved leave, disadvantages some students. Further action will be taken to draw this to the attention of parents.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	3.22
Other Positions	0.15

*Full Time Equivalent

Classroom teacher allocations of all kinds are included in the workforce composition and it does not reflect our ability to form classes in the school. In 2016, we were able to form 17 classes. One staff member identifies as having an Aboriginal/Torres Strait background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

Professional learning and teacher accreditation

Teachers engaged in a wide variety of Teacher Professional Learning throughout the year. These included: Compliance training in Emergency Care, Anaphylaxis, Resuscitation, Code of Conduct, and Child Protection; Consistency in report writing; K-2 Targeting Early Numeracy; Rock and Water

(Student Wellbeing); Ron Berger –Critiquing; Disability Data gathering; Data gathering tool; Tools for creativity; ICT integration.

In addition, teachers attended external Teacher Professional Learning: LMBR training for SASS staff and AP (relieving Principal); iOn the Future4 2020 vision

Beginning teachers and their mentors also attended courses: Teacher Resilience and Wellbeing Workshop; Beginning Teacher Workshop; What's in your Maths Toolkit; Numeracy Groups in Action K–2; Report writing; Mental Toughness; PETA Conference – Assessment into Practice; Making BYOD work.

We have 14 Teachers of 25 who are required to maintain their accreditation with the NSW Education Standards Authority. In 2018, all staff will be required to do so.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The first statement relates to the months of January – June before the school transitioned to the new financial system.

- Voluntary school contributions support the Parents and Citizens Association with their activities in supporting the school, e.g. grounds, ICT, and a general contribution. The school receives contributions for Dance, area sports fee and curriculum. Additional fees relate to specific activities e.g., excursions and events.
- As a result of uncertainty regarding the new financial system, some funds were not spent, giving rise to a higher rollover than expected. These funds will be expended in the following year to support educational programs to the establishment of an Outdoor Learning area. All tied funds were spent as required.

Income	\$
Balance brought forward	248 587.67
Global funds	115 378.40
Tied funds	76 620.56
School & community sources	121 321.21
Interest	2 878.71
Trust receipts	22 563.60
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	13 457.77
Excursions	2 558.73
Extracurricular dissections	49 233.04
Library	2 270.54
Training & development	173.00
Tied funds	81 790.32
Short term relief	34 547.15
Administration & office	28 582.20
School-operated canteen	0.00
Utilities	23 580.96
Maintenance	14 310.23
Trust accounts	27 541.67
Capital programs	23 863.77
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from December 2015 to 13 June 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	617 967.92
(2a) Appropriation	529 283.80
(2b) Sale of Goods and Services	1 595.01
(2c) Grants and Contributions	85 150.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 938.39
Expenses	-342 957.98
Recurrent Expenses	-342 957.98
(3a) Employee Related	-187 942.93
(3b) Operating Expenses	-155 015.05
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	275 009.94
Balance Carried Forward	275 009.94

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The Financial summary above includes information from 14 June to December 31st. This is as a result of the school changing to the new finance system Learning Management and Business Reform (LMBR)

Hornsby Heights Public School collaboratively develops a budget at the beginning of each year based on the requirements of providing learning experiences to implement the NSW Education Standards Authority (NESA) curriculum, to achieve the relevant student learning outcomes, and to implement additional programs in the school. In addition, plans and strategies are put into place to respond to the specific needs of students, or student groups, for which tied funds are allocated. Appropriate processes are in place for the approval of funds and tracking documents are used to ensure that fund allocations are not overspent, and where, if the needs of students change, funds can

be reallocated accordingly. The School Manager (SAM) prepares documentation for Principal approval according to the requirements of the Financial handbook and auditor's requirements. When the school changed to SAP financial management, the Principal reviewed and approved all spending according to the appropriate financial hierarchies and acquitted or approved spending on the school Pcards, according to processes and procedures.

It is difficult to track the spending of funds over the two financial systems period, as each have different descriptions or sections into which money has been placed. Measures have been taken to ensure that the tied money received in 2016 has been spent within this financial year.

It is the intention of the school to begin a major capital project in 2017 after having conducted fund raising with the parent body and by being efficient with the spending of school funds over an extended period. \$100 000 will be allocated to this project with additional funds being provided by funds held by the Parents and Citizens Association. Grants and capital support will be applied for as well. Additionally, a proportion of funds will be allocated for teacher professional support to supplement the Quality Teaching Successful Students initiative, and the renewal of the Information and Communication Technology fleet of the school. It is intended that a proportion of the capital works allocation will be carried forward into 2018 as a result of the longer implementation time of capital works.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 696 394.50
Base Per Capita	23 149.41
Base Location	0.00
Other Base	2 673 245.09
Equity Total	125 226.27
Equity Aboriginal	886.62
Equity Socio economic	8 675.50
Equity Language	44 475.71
Equity Disability	71 188.44
Targeted Total	15 730.01
Other Total	60 020.90
Grand Total	2 897 371.68

A full copy of the school's 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.

School performance

School-based assessment

School based data indicates that continued improvement in the achievement of outcomes, with the average percentage of students achieving the outcomes in English across all years was 90.6% and in Mathematics, it was 95%. Of particular note, are the students who achieved at a high or an outstanding level. 48% in Mathematics in year two, and 50% in Mathematics in year six, additionally, 40% achieved a high in year four English, and 43% in year two English. In analysing the data of the same cohort over 2015–2016, we note that increases of performance of up to 17% can be found. Of note in this regard is year 3 with an improvement in the achievement of high and outstanding in English of 17% and in Mathematics 8%, 17% increase in Mathematics in year four, and 14% increase in achievement of high or outstanding Mathematics in year one. Overall, school based data is substantiated by high levels of achievement in NAPLAN.

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. Hornsby Heights conducts NAPLAN in years three and five. The preparation that the school directly applies is to orientate and make familiar the format of such tests. It is regarded as a test at a moment of time of some elements of skills and knowledge and not a full and reflective account of the learning or achievement that goes on at Hornsby Heights Public School.

Naplan testing occurred in May 2016. In brief, Naplan data indicates 66.1 % in Reading and Viewing, 54.1% in Writing; 38.7 % in Numeracy achieved in the top two bands by students in year three. Year three was above state average across all reported test areas. Data indicates that 42.6 % in Reading, 16.7% in Writing and 26% in Numeracy, achieved in the top two bands by students in year five. Reading was above state average, while Writing and Numeracy were slightly below.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Hornsby Heights values the views and opinions of its students, parents, caregivers and teachers. The school makes continued efforts to seek the views of its stakeholders, to review and analyse the information gained and to respond in a manner that moves the school to excellence in all measures.

In 2016, the primary means of surveying students, parents and teachers was via the “Tell Them From Me” survey. This is the second time we have been involved in this survey and first time that we have extended it to the parents and teachers. While we have drawn conclusions from the data provided, we wish to emphasise in the future the importance of this survey to parents, and encourage more parents to contribute, so that there is a greater response and thereby, diversity and inclusiveness.

The survey is broader than a simple satisfaction survey, but rather, it looks at factors that indicate student outcomes and school climate leading to increased student engagement, parents as partners in learning and drivers for student learning.

Of note this year, in the student survey, is the high rate of participation in sport, extra-curricular activities, and a high sense of belonging, that is, that students felt valued and accepted by their peers and others in the school. They had very positive relationships and valued school, their behaviour was seen by them as positive, and most notable, that 92% regarded them as trying hard to succeed, well above norms. Notable also was their regard for homework, where only 51% had a positive attitude to homework, and a group of students feel that they are not challenged enough. While this measure is similar to state norms, it presents a challenge to the school. In drivers for student outcomes, the students rated effective learning time, relevance, advocacy at school (provision of encouragement), and expectations of success, at the levels of state norms, however, they rated questions regarding rigor, positive learning environment (clear rules and expectations) below state norms and, thereby another challenge for the school as it differs from teacher understanding.

The key findings of this survey of students across the year is that the level of engagement is quite stable, however, there is a slight decline in the middle and upper years. The reasons for this are being analysed and a response put into place.

The perspectives of parents were included in second semester 2016 (14% of the parents). “Successful schools foster greater communication with parents, encourage parental involvement in their child’s

schoolwork, and enlist parents to volunteer at school and participate in school governance.” (Joyce Epstein, “Partners in Learning”). This survey was conducted using a 0–10 scale with 0 being strongly disagree and 10 being strongly agree. In all measures, as an average, parents ranged from 5.9–7, all above the level of neither agree or disagree: Parents felt welcome (7.2); supported the learning at school (6.6); supported positive behaviour at school (7.7); felt that children were safe (6.8); felt informed (5.9); supported learning at home (6); felt that HHPS was inclusive (6). Parents highly value formal and informal meetings, the majority use eNews to gain information about school.

When Teachers were surveyed, they responded by indicating that in leadership we are above state norms (7.2), although teacher feedback is an area of development; collaboration (7.9); learning culture (8.1); use of data to inform practice (7.6); teaching strategies (building skill and knowledge, student goal setting etc) (8.1); Use of Technology (6.3); inclusiveness is high (8.4); parent involvement (7.5).

The results of these surveys will be used to inform and as a tool for planning for 2017.

Policy requirements

Aboriginal education

Aboriginal Education has been integrated through conceptual based programming, covered in all classes K–6, as part of the curriculum and in specific class based foci. Students explored a range of topics and discussed the Aboriginal Perspective from stories as well as History and Culture. A Cultural Day was held where Aboriginal art, bush tucker, was explored, as well as identifying local significant places. Members of the community were invited into the school to provide greater depth of knowledge around local Aboriginal sites and customs. Students perform an Acknowledgement of Country at weekly assemblies and at the beginning of formal school events, recognising the Aboriginal elders past and present.

Multicultural and anti-racism education

Hornsby Heights Public School celebrated Harmony Day recognising the many different cultures that make up our school. Students collaborated in class to produce artworks that represented harmony and multiculturalism. Discussions and learning around acceptance and acknowledgement of different cultures was emphasised as a key aspect in all classes. A Cultural Day was held to enable greater learning including the different cultures of families and staff present within the school. Students engaged in group rotations where they explored a range of different activities and experiences, from cooking to learning a language.

Language classes are offered as an optional extra curricular activity to enable students to engage in further development of language studies and cultural awareness. The school facilitates this program through

the provision of space and advertising.

The canteen offers bi-termly food days where students can order foods from different cultures.

Some students were involved in an Ambassador Program in 2016 where they visited schools with a vastly different cultural background. They explored the customs and practices offered at these schools, as well as the sharing of our own traditions.

Other school programs

Dance

Hornsby Heights Public School continued to view dance as a valuable element in the curriculum in 2016. A strong whole school dance program, implemented throughout the year, gave the students the opportunity to broaden their knowledge and understanding of the many areas of dance, while participating in weekly dance lessons. Term one saw students’ focus on key elements including, levels, dynamics, positioning, shape, choreography and appreciation. From term two onwards, all classes worked towards learning a dance routine for Musical Heights that had been choreographed by one of the three dance teachers.

This year there was a Senior Dance Ensemble Group with 24 students from Years 3 to 6. The group was selected to perform in the Mid North Dance Festival at the Glen Street Theatre. They performed on three occasions in front of very large and appreciative audiences. They also entered a very competitive eisteddfod, The McDonalds Performing Art Challenge, held at the Sydney Opera House, receiving a Highly Commended for their routine.

In other dance arenas Year 6 as a cohort, entered into the St George Eisteddfod. They were successful in winning 1st for choreography and 3rd overall.

We are always very proud of the opportunities for dance offered through the school and overall achievements made in this creative arena.

Musical Heights is the school’s annual Dance and Music performance. All classes, school bands, choir, and Dance Ensemble perform at the annual showcase held at the Hornsby RSL.