

# Elanora Heights Public School

## Annual Report



2017



4199

## Introduction

The Annual Report for 2017 is provided to the community of **Elanora Heights Public School** as an account of the school's operations and achievements throughout the year.

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

It is a pleasure to share the school's many achievements throughout 2017. Apart from our continued strength in student performance data, this year saw the introduction of a comprehensive music program, increased performing arts programs, collaborative planning and mentoring initiatives for staff, enhanced access to interactive technologies for students, streamlined processes in our administration and communication methodologies and several projects to enhance the learning environment for our students. We entered teams in the Write A Book In A Day competition, the Tournament of Minds, Maths Challenge Camp, Premier's Debating Challenge and the Peninsula Community of School's Science Fair. On the sporting field our students represented the school at state and national levels, with our PSSA teams bringing home winning patches in various sports.

Our student wellbeing programs in 2017 saw the introduction of Mindfulness lessons, the Elanora Etiquette for students in K-2 and even involved our students making their own lunches and eating a rainbow of foods to develop sound nutrition skills.

Throughout the year the school fully embraced a new financial management program, SAP, which had a significant impact on our hard working administration team.

Our P and C and parent volunteers worked tirelessly throughout the year to support the school in providing a premium public education experience for our students. Through funds raised by our P and C, our students benefitted from access to laptops to support their learning, improved lighting and staging in our hall and new blazers for our student leadership team. In 2018 we will see the installation of beautiful new playground equipment at the end of Term 1, as a result of the P and C's fundraising efforts.

Our community was given the opportunity to provide feedback throughout the year via a range of feedback mechanisms including meetings and information forums and school wide student, parent and teacher surveys. The school participated in the External Validation process in October, which provided vital information regarding our current level of performance, along with guidance for developing our next 3 year strategic plan.

Leesa Martin

Principal

### School contact details

Elanora Heights Public School

43 Elanora Road

Elanora Heights, 2101

[www.elanorahts-p.schools.nsw.edu.au](http://www.elanorahts-p.schools.nsw.edu.au)

[elanorahts-p.School@det.nsw.edu.au](mailto:elanorahts-p.School@det.nsw.edu.au)

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## School background

### School vision statement

An effective, collaborative and engaged community that develops creative, highly-motivated and successful lifelong learners.

### School context

Elanora Heights Public School (EHPS) had an enrolment of 578 students at our 2017 census date. 276 boys and 302 girls were enrolled across K–6, allowing us to form 23 classes.

Elanora Heights Public School is a high performing school with a tradition of excellence across a number of areas.

We are a co-educational school offering students strong academic, sporting, creative and performing arts programs.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds.

Elanora Heights Public School is supported by an active and involved parent community.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that we were *sustaining and growing* in the Learning Domain, and *delivering* in the Teaching and Leadership Domains.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## Strategic Direction 1

### Creative Engaged Learners

#### Purpose

To develop literate, numerate and socially, environmentally and culturally aware students by providing learning experiences that engage them and develop their ability to think critically, creatively and ethically.

#### Overall summary of progress

The school has been successful in its full implementation of the Australian Curriculum, the introduction of inquiry based learning initiatives and promoting the Creative Arts by increasing the range of extra-curricula activities for all students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved average NAPLAN performance for all students	Additional resources were devoted to improving the quality of English resources for all students, with a particular emphasis on providing extension materials for students in K-2.	72.2% of students in Year 5 achieved greater than or equal to expected growth in Reading and Spelling, 69.9% in Grammar and Punctuation and 65.8% in Numeracy.
Increased student engagement and satisfaction	A variety of engaging programs were introduced throughout the year to promote connectedness, including; Write a Book in a Day, Tournament of Minds, Science Club, Lego Club, Performing Arts groups, Dancesport and a Mindfulness program K-6.	An average of 76% of students in Years 4-6 reported they were interested and motivated in the Tell Them From Me surveys, conducted in May and October. The school will continue to work towards increasing this percentage data.
Increase student participation in extra-curricula programs by 10 %.	Our Creative Arts project in 2017 saw the introduction of a K-6 music program, a boys dance group, increased music ensembles, language club and art classes. Increased opportunities for students to perform externally were also introduced, with the school performing at the Schools Spectacular and the Festival of Instrumental Music at the Opera House for the first time.	The school celebrated the achievement of this target, with 63% of students in Years 4-6 now involved in extra-curricula programs, compared with 50% in 2016 Tell Them From Me data.

#### Next Steps

In 2018, we will maintain our current music program and look to introducing a drama club and orchestra for our students. As part of our planning we will seek additional areas to promote student engagement, particularly by looking at the most effective teaching strategies, as determined by the Centre for Educational Statistics and Evaluation. Our focus will also be on determining effective ways to measure and monitor student growth in learning.



## Strategic Direction 2

### Innovative Inspiring Teachers

#### Purpose

To foster an innovative, inspiring culture of collective efficacy and to develop collaborative, reflective teachers whose practice is informed by student data and current research.

#### Overall summary of progress

In 2017 the school enhanced the teacher induction process for new staff and maintained its good practice to support early career teachers in achieving their accreditation. Performance and Development Plans were created for all staff, with grade teams working towards grade goals as a basis for collaborative practice. Throughout 2017 we engaged in the External Validation process, which allowed staff to familiarise or deepen their understanding of the School Excellence Framework. The outcomes of this process led to the development of the 2018–2020 Strategic Plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Beginning teachers complete accreditation in required timeframes and receive ongoing professional support via mentoring, professional learning and networking opportunities.	Beginning teacher funding was used to support early career teachers in their accreditation process, through mentoring, lesson observations and feedback.	Two early career teachers met the requirements for accreditation and attended professional learning opportunities provided by the PCS.
Professional learning plans incorporating professional goals are developed, implemented and reviewed for all teachers.	QTSS funds were used to hire two teachers to assist classroom and support teachers to plan and observe teaching.	All staff completed PDPs reflecting the professional teaching standards, and participated in lesson observations and feedback processes to meet PDP requirements.
All staff are able to articulate the domains of the school excellence framework and the school's newly determined strategic directions for 2018.	Throughout terms 2 and 3, staff worked in project teams to collect evidence for the External Validation process. Some release days were also used to provide time for project leaders to prepare their data sets for EV.	All staff are now very aware of not only the School Excellence Framework, but also the various elements and domains within it. Staff are also aware of the need to collect data to determine evidence of impact – an important part of the data-driven decision making process. Each team determined "Where To Next" in this process, which has formed the basis of our 2018–2020 School Plan.

#### Next Steps

In 2018 all staff will become NESA accredited and commence the process of maintaining accreditation status. We will need to transition staff into this process by providing professional learning opportunities around recording their professional learning against the Professional Standards for Teachers.

As staff continue to use lesson observations as a tool to provide feedback, in 2018 we aim to expand this process by providing time for grades to collaborate on a weekly basis, to put into practice the recommended teaching strategies as determined by CESE (Centre for Educational Statistics and Evaluation).

In 2018, staff will become increasingly responsible for the management and delivery of the school plan, learning basic budget maintenance and goal setting.



## Strategic Direction 3

### Committed Collaborative Community

#### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

#### Overall summary of progress

Many initiatives were implemented throughout 2017 to promote community engagement in our school. Overall, our Tell Them From Me Parent data regarding parents being involved in school committees improved slightly from 26% in 2015 to 30% in 2017. Improving our communication regarding school events was a high priority, again with a slight improvement in "I am well informed about school activities" from 7.1 in 2015 to 7.4 in 2017.

The P & C welcomed a new president in 2017, which resulted in some new directions and initiatives being achieved. A continuation of this leadership into 2018 should see continued momentum towards our goal to involve parents more collaboratively and meaningfully as part of our learning community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased whole school participation in volunteer work throughout the year at school.	Funds were expended towards the engagement of a Community Liaison Officer in 2017.	<p>The Community Liaison Officer was effective in managing the Class Parent forum process throughout the year and improving the information on our website and calendar to enhance school communication.</p> <p>This year we trialed linking school events to particular grades to improve volunteering rates, however this was not proven to be effective.</p>
Increased parent and community engagement.	Several events were held throughout the year to invite parents into the school on a regular basis and promote a welcoming environment for our community. Funds were used to transport grandparents from Narrabeen RSL to the school for Grandparents Day and to provide transport for the whole school to attend the Elanora Extravaganza performance held at Pittwater High school.	<p>The following events were held to engage our school community:</p> <ul style="list-style-type: none"><li>• Elanora Extravaganza</li><li>• Open Day</li><li>• Grandparents day</li><li>• Sports carnivals</li><li>• Life Skills Family Day</li><li>• Book character parade</li><li>• Dancesport Gala Evening</li><li>• Halloween Disco</li><li>• Meet the Teachers evenings</li><li>• Parent teacher interviews</li><li>• Year 6 Fun day</li><li>• Year 6 Farewell events</li><li>• Stellar reading program</li><li>• Live Life Well @ School programs</li><li>• New Kindergarten collection procedures to encourage parents onto the school grounds</li><li>• A variety of P &amp; C events were held to promote community engagement, including parent social evenings and a fathers' day campout.</li></ul> <p>Parents were surveyed following school events to provide feedback which was used to inform future planning.</p>

#### Next Steps

In 2018 we will continue our Community Liaison Officer position with a view to expanding the role to include more



emphasis on the communication of school events via the website and calendar. Parent forums and workshops will also be held to promote literacy and numeracy initiatives which support learning at home.

A Business Manager position will be created for 2 days per week in 2017 to facilitate a greater emphasis on school community maintenance, management and communication.

The Class Parents program will be used to help involve more parents in school events and in a volunteering capacity within the school. Information forums will assist teachers to communicate more effectively with the parents in their class and improve the quality of understanding regarding school policies.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Used to provide time for staff to develop plans with parents.</p> <p>* Aboriginal Background loading (\$629)</p>	<p>A personal learning plan was developed for our Aboriginal students, in consultation with their parents and the class teacher. A new set of Acknowledgements To Country were developed in consultation with our Aboriginal staff members and students.</p> <p>A group of 6 students represented our school at the Peninsula Community of Schools' NAIDOC week sleep out at Narrabeen Lakes Public School. Students participated in Aboriginal cultural activities, including a smoking ceremony, dance, stories and art. A highlight of the evening was the opportunity to participate in a sharing circle.</p>
<b>English language proficiency</b>	<p>Additional resources were purchased for literacy programs in K–2.</p> <p>* English Language Proficiency (\$1,541)</p>	<p>All classes had access to quality literacy resources to support student learning outcomes. Additional reading comprehension resources were also purchased for Stage 1 students to facilitate greater curriculum differentiation for high performing students.</p>
<b>Low level adjustment for disability</b>	<p>* Low Level Adjustment for Disability (\$89 695)</p>	<p>Additional teaching staff were employed to support students in their learning in Literacy and Numeracy throughout 2017, which resulted in improved outcomes for students in NAPLAN, most notably with approximately 70% of Year 5 students achieving greater than expected growth in Reading, Spelling, Grammar and Numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$44 693</p>	<p>Additional release time was provided for grade teams to collaborate in the development of new report indicators in English and Mathematics, grade units of work in History and Geography and to complete lesson observations as part of the Performance and Development Plan process for every staff member.</p> <p>Additional release time was also provided to our Assistant Principals to enable them to effectively supervise their teams.</p>
<b>Socio–economic background</b>	<p>Employment of a Community Liaison Officer 2 days per week.</p> <p>\$14 204</p>	<p>A community Liaison Officer was employed to produce our school newsletter and facilitate the Class Parent program. In 2018 these funds will be allocated towards the maintenance of our school website to ensure the currency of information to our community.</p>
<b>Support for beginning teachers</b>	<p>\$6 725</p>	<p>Support was provided for 2 teachers to complete the accreditation process via mentoring, lesson observations and time to complete their annotations for submission. Both applicants were successful in their accreditation process.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	269	263	276	289
Girls	308	330	302	290

Overall enrolments have remained relatively stable over the past 4 years, with the trend projected to remain the same over coming years due to no new housing developments in the immediate catchment area.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	94.6	96.5	95.8
1	95.8	94.4	95.1	94.9
2	96.2	94.9	94.4	95.2
3	95.5	94.2	95.6	94.7
4	96.2	93.3	93.9	94.5
5	95.5	93.3	94.2	95.1
6	95.6	93.8	94.1	93
All Years	95.9	94.1	94.8	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance is monitored on a daily basis, with weekly reports generated to track student absences. Throughout 2017 our attendance rates sat just above the state averages across all grades, with the exception of Year 6 which was 0.3% below.

To further improve student attendance rates a new process was introduced in Term 4 of 2017 which involves parents being emailed early in the school day

if their child is absent. Parents are then required to provide a reason for the absence either by letter, email or by phoning the school.

Students with a number of unexplained absences are sent a letter from the school principal, requesting an explanation for the reported absences in line with the Department of Education's Enrolment and Attendance Policy.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.49
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

Two staff members at Elanora Heights Public School identify as Aboriginal or Torres Strait Islanders.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	21

### Professional learning and teacher accreditation

Each year teacher professional learning is mapped to assist teachers to achieve personal goals outlined in the PDP process, and to make progress on whole school targets. Professional learning meetings are

scheduled each week for an hour. In these sessions we use a variety of effective professional learning strategies to assist teachers to engage with knowledge pertinent to their practice. Opportunities are also provided throughout the year for teachers to plan together and observe one another in the classroom setting. This combination provides professional growth through both theoretical and practical knowledge. This year we undertook a range of topics in our after school sessions, including further investigation about application of the History syllabus, assessment for learning in Mathematics, and working in teams to address the school validation process. All mandatory professional learning required of schools and teachers was also conducted.

### Teacher Accreditation

This year two teachers were supported to complete their accreditation with NESAs at the proficiency level. There are currently no teachers seeking accreditation at Lead level. Preparations are being made to assist all teachers to become familiar with the accreditation process as all teachers will be required to be registered for learning hours from 2018.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	391,876
<b>Revenue</b>	4,553,347
Appropriation	4,111,958
Sale of Goods and Services	34,142
Grants and Contributions	400,093
Gain and Loss	0
Other Revenue	0
Investment Income	7,155
<b>Expenses</b>	-4,558,156
Recurrent Expenses	-4,516,554
Employee Related	-4,015,873
Operating Expenses	-500,681
Capital Expenses	-41,602
Employee Related	0
Operating Expenses	-41,602
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-4,809
<b>Balance Carried Forward</b>	387,067

The school meets the audit requirements of both the Department of Education and the Auditor General, with workflow and authorisation for all income and expenditure as determined by the Learning Management and Business Reform (LMBR) systems.

In 2017 the school's operating expenses exceeded the allocation provided. As a result an amount was transferred from School and Community Funds to make up the shortfall.

Operating expenses were exceeded due to the high level of staff leave, accumulated invoices, which should have been paid at the end of 2016 and were not presented and improvements to the school. The school also suffered an underground water leak which inflated the expenditure on Utilities.

The new budgeting tool allows for a more accurate means of budget preparation for 2018 which will improve financial management.

In 2018 improvements to student amenity, such as new

fencing, have been scheduled, using accumulated School and Community funds.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,758,094
Base Per Capita	88,334
Base Location	0
Other Base	3,669,761
<b>Equity Total</b>	106,069
Equity Aboriginal	629
Equity Socio economic	14,204
Equity Language	1,541
Equity Disability	89,695
<b>Targeted Total</b>	22,701
<b>Other Total</b>	97,854
<b>Grand Total</b>	3,984,719

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

### 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 performed well in their very first NAPLAN assessments in 2017 with the following percentage of students achieving in the top two bands for:

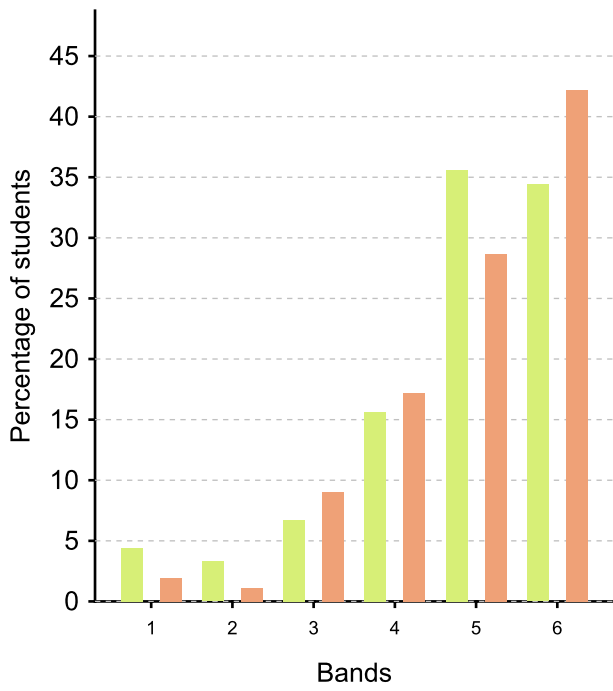
- Grammar and Punctuation – 70%
- Reading – 56.7%
- Spelling – 51.1%
- Writing – 65.5%

Most notably, we had very low representation in the lower bands, an indicator of the strength of our learning support programs.

Year 5 students showed pleasing growth in Literacy since their Year 3 assessment, with the following results being achieved:

- 69.9% of students achieving greater than or equal to expected growth in Grammar and Punctuation
- 72.2% of students achieving greater than or equal to expected growth in Reading
- 77.2% of students achieving greater than or equal to expected growth in Spelling, and
- 59.% of students achieving greater than or equal to expected growth in Writing.
- IN 2018, we will hope to improve on these scores, to ensure that all students are achieving desirable growth in their learning.

**Percentage in bands:**  
Year 3 Grammar & Punctuation

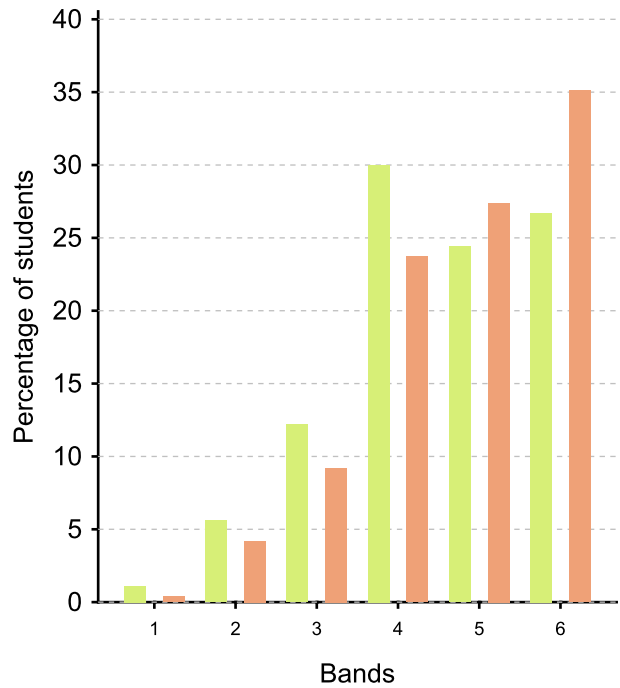


■ Percentage in Bands  
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.4	3.3	6.7	15.6	35.6	34.4
School avg 2015-2017	1.9	1.1	9.0	17.2	28.7	42.2

Band	1	2	3	4	5	6
Percentage of students	3.3	7.8	12.2	20.0	26.7	30.0
School avg 2015-2017	1.5	3.4	10.3	15.7	23.9	45.3

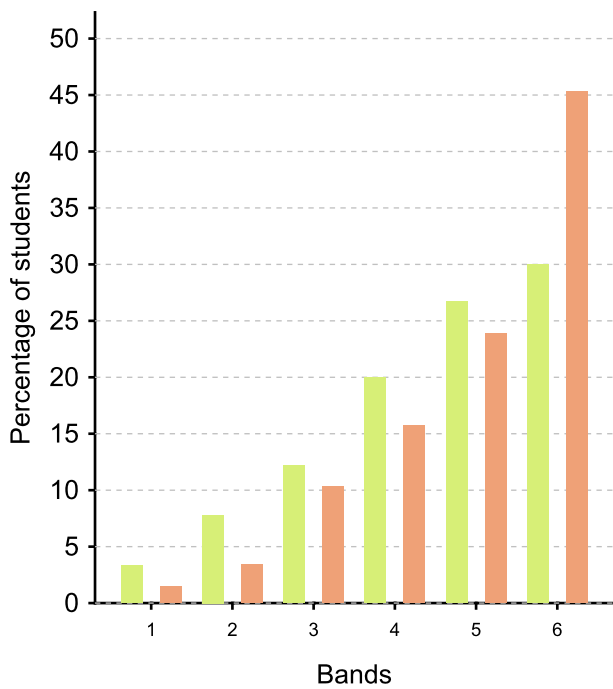
**Percentage in bands:**  
Year 3 Spelling



■ Percentage in Bands  
■ School Average 2015-2017

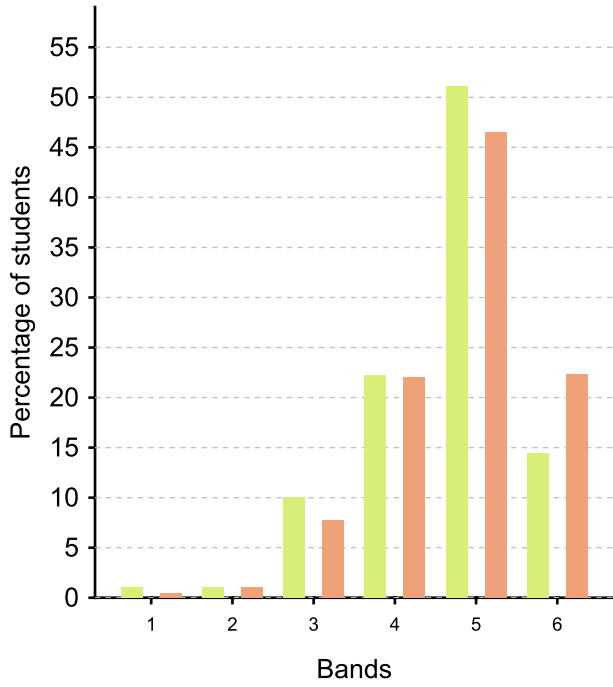
Band	1	2	3	4	5	6
Percentage of students	1.1	5.6	12.2	30.0	24.4	26.7
School avg 2015-2017	0.4	4.2	9.2	23.7	27.4	35.1

**Percentage in bands:**  
Year 3 Reading



■ Percentage in Bands  
■ School Average 2015-2017

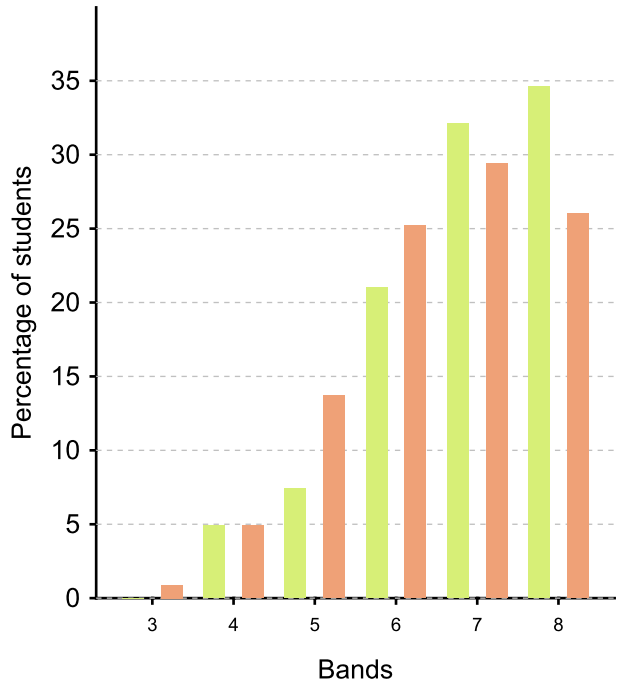
**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.1	1.1	10.0	22.2	51.1	14.4
School avg 2015-2017	0.4	1.1	7.7	22.0	46.5	22.3

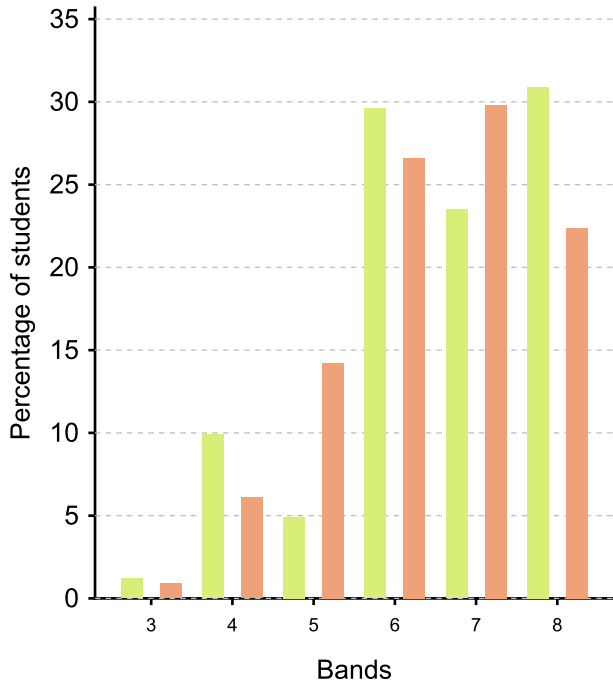
Band	3	4	5	6	7	8
Percentage of students	1.2	9.9	4.9	29.6	23.5	30.9
School avg 2015-2017	0.9	6.1	14.2	26.6	29.8	22.4

**Percentage in bands:**  
Year 5 Reading



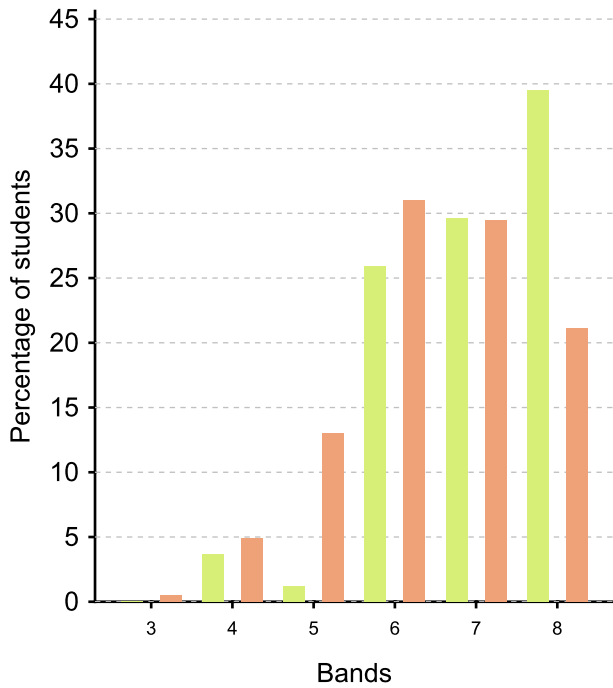
Band	3	4	5	6	7	8
Percentage of students	0.0	4.9	7.4	21.0	32.1	34.6
School avg 2015-2017	0.9	4.9	13.7	25.2	29.4	26.0

**Percentage in bands:**  
Year 5 Grammar & Punctuation





**Percentage in bands:**  
Year 5 Spelling

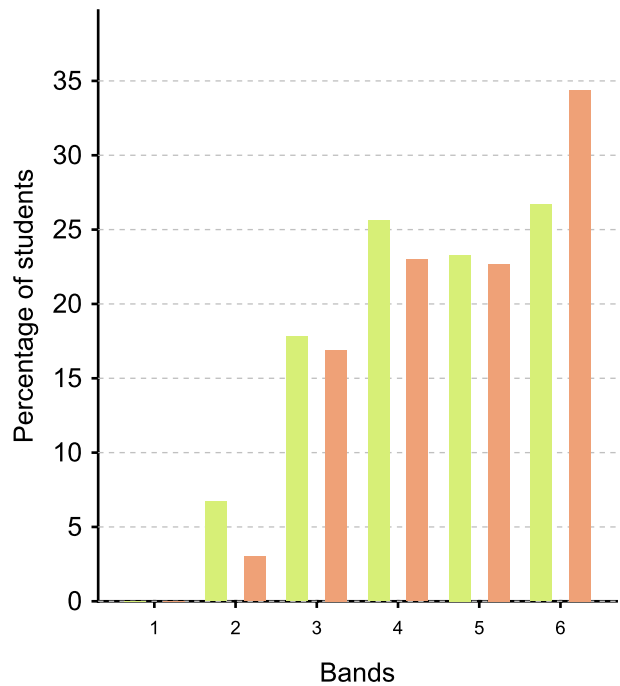


Band	3	4	5	6	7	8
Percentage of students	0.0	2.5	27.5	46.3	16.3	7.5
School avg 2015-2017	0.5	3.2	25.0	41.5	21.3	8.6

Our Year 3 students performed well in Numeracy, with 50% of students achieving in the top two bands and no students achieving in the lowest band. Equally, in Year 5, no students achieved the lowest band, with 56.8% of students achieving in the top two bands for Numeracy. 65.8% of our Year 5 students achieved greater than or equal to expected growth in this learning area.

This is a target for our school to improve and we will work towards determining the most effective teaching strategies to achieve positive student growth in 2018 and beyond.

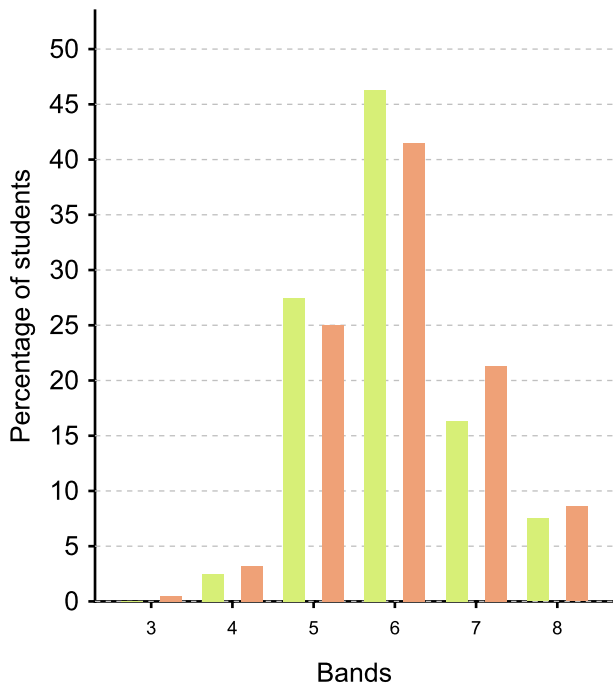
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands	
School Average 2015-2017	

Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	1.2	25.9	29.6	39.5
School avg 2015-2017	0.5	4.9	13.0	31.0	29.5	21.1

**Percentage in bands:**  
Year 5 Writing

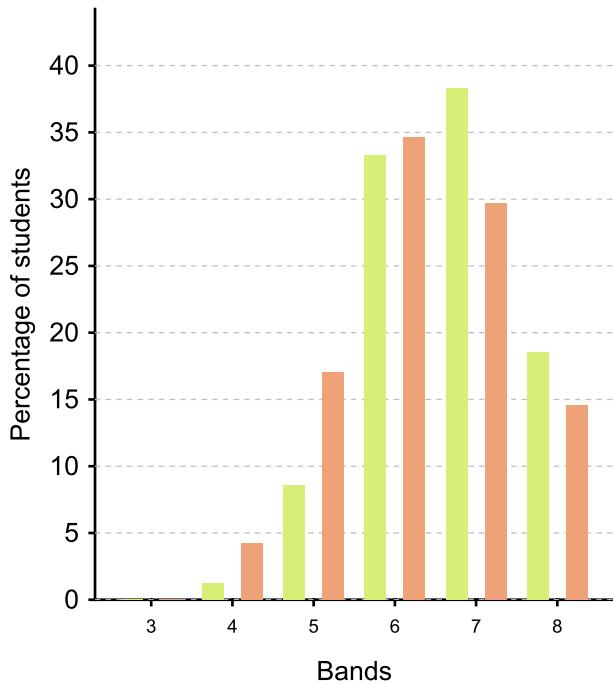


Percentage in Bands	
School Average 2015-2017	

Percentage in Bands	
School Average 2015-2017	

Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	17.8	25.6	23.3	26.7
School avg 2015-2017	0.0	3.0	16.9	23.0	22.7	34.4

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	1.2	8.6	33.3	38.3	18.5
School avg 2015-2017	0.0	4.2	17.0	34.6	29.7	14.6

The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <http://www.myschool.edu.au> to access the school data.

Overall the number of students achieving in the top two bands for Reading and Numeracy remained relatively steady from 2016–2017, with an average of 57.3% of students achieving the Premier's Priority. This will be a growth target for future planning at the school level.



## Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* survey was conducted again in 2017, with similar results being attained across the surveyed areas from 2016.

The following results were obtained from our **Parent survey**, with 48 respondents, conducted in October. (Results are out of 10 as a maximum, with the NSW Govt Norm in brackets)

Parents feel welcome – 7.6 (7.4)

Parents are informed – 6.4 (6.6)

30% of parent respondents are involved in school committees

Parents support learning at home – 6.0 (6.3)

The school supports learning – 7.7 (7.3)

The school supports positive behaviour – 8.1 (7.7)

Safety at school – 7.2 (7.4)

The school is inclusive – 6.7 (6.7)

26% of respondents had provided input to school planning, and 17% into the development or review of school policies.

The majority of volunteer work was assisting the school (23% on a weekly basis).

92% of respondents expect their child to complete Year 12, with 55% expecting their child to go on to University.

In response to these results, the school will employ a Community Liaison Officer again in 2018, with a view to expanding the role to involve more communication channels.

Our **students** in Years 4, 5 and 6 completed the *Tell Them From Me* survey in May and October in 2017, with the following results expressed as a percentage of the cohort respondents: (NSW Govt Norms in brackets)

Students participate in extracurricular activities – 63% (55%)

Students with a positive sense of belonging – 76% (81%)

Students with positive relationships – 89% (85%)

Students with positive behaviour at school – 93% (83%)

Students who are interested and motivated – 73% (78%)

35% of student in the school had scores that placed them in the desirable quadrant with high skill and high challenge. The NSW Govt norm for this category is

53%, so this is a target for improvement in 2018.

Students who are victims of bullying – 20% (36%)

In 2018, we will continue to develop curriculum offerings to ensure students are engaged in their learning and feel challenged. Positive wellbeing programs will be continued and developed further to ensure we remain well under the state norm for bullying and maintain our positive behaviour.

In October our teachers completed the Tell Them From Me survey, with 15 teachers responding to questions within 8 different domains which drive student learning. The results obtained for each domain are out of a maximum of 10, with the NSW Govt Norm expressed in brackets.

Leadership – 6.0 (7.1)

Collaboration – 7.5 (7.8)

Learning Culture – 8.2 (8.0)

Data Informs Practice – 8.1 (7.8)

Teaching Strategies – 8.2 (7.9)

Technology – 7.0 (6.7)

Inclusive School – 8.5 (8.2)

Parent Involvement – 7.8 (6.8)

The staff have identified that Leadership and its impact on teacher development and student learning is a key area for development in 2018.



## Policy requirements

### Aboriginal education

The Peninsula Community of School celebrated NAIDOC Week with two main events and Elanora Heights P.S. was actively involved in both. The first was an art show held at Warriewood Square shopping

centre. EHPS students contributed four artworks to the exhibition, themed “Connection –Community and Beyond”. Using ATSI history and culture as inspiration, students created artworks that demonstrated their own connection to the community and wider environment. The art show was opened with a smoking ceremony and performances by Indigenous students and members of the local community.

EHPS students also participated in the PCS NAIDOC Week “Sleep Out”. Indigenous students and their friends were invited to Narrabeen Lakes P.S. to join in a range of activities that celebrate ATSI culture. Our students worked with Indigenous members of the community to learn traditional dances, create artworks, cook, sing and listen to traditional stories.



### Multicultural and anti-racism education

The school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded throughout the teaching of curriculum for all students. A wide variety of resources were purchased to facilitate the teaching of multicultural perspectives, particularly in English, History and Geography.

Further to this, several programs were implemented to foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. These included Harmony Day, Together for Humanity and Life Skills. The school also has a trained Anti-Racism Grievance Officer on staff who is available to provide advice on any issues relating to racist behaviour.

### Other school programs

#### Creative Arts:

2017 was a successful year for students involved in the Creative Arts, with the addition of many new events.

The school now has 3 Concert Bands, 3 String Groups, 3 Dance Groups, 1 boys dance group, 2 Choirs, and guitar, clarinet and recorder ensembles.

Each of these groups has had opportunities to perform both within the school, at various assemblies and

outside of school at music and dance festivals.

Some highlights of the program include The Sydney North Dance Festival and The Northern Beaches Instrumental Festival where all string and concert bands participated. The Senior String group performed for the first time as part of the combined strings at the Instrumental Festival at the Sydney Opera House.

13 students from the 3–6 choir performed in the combined choir for the 2017 Schools Spectacular.

The junior dance group, clarinet ensemble and choir all participated in the annual PCS music festival with one of our choir students chosen to sing in a solo group.

In September we had our first *Elanora Extravaganza* which took place at Pittwater High School. This event showcased 17 of our creative arts groups in an evening of entertainment.

### **Boys Dance Group**

The introduction of a Boys Dance Group this year at Elanora Heights Public School has proven to be a success. Throughout Semester 1, 13 boys from Years 5 and 6 participated in weekly rehearsals, working on an Oompa Loompa Dance that was a tribute to the movie and theatre legend, Gene Wilder. The boys displayed pleasing progress and enjoyed participating in this new initiative. At the end of Term 2, they had the opportunity to perform their dance at the Sydney North Dance Festival at Glen Street Theatre. They also had other performance opportunities at school open days and the Elanora Extravaganza. We hope that this program will continue to run in future years, promoting boys participating in the Performing Arts.

### **Senior Girls Dance Group**

The 2017 senior girls dance group was made up of 24 year 5 and 6 students. Two lunch time audition sessions were held to determine the group participants. The group practised every week on a Thursday at lunch time for all of Term 1 and Term 2. In early Term 2 we travelled by bus to Newport Public School for the auditions for the Sydney North Dance festival. We were successful and went to perform three shows at Glen Street Theatre during the final week of Term 2. The dance was titled '*Come to Carnivale*'.

### **Junior Dance Group**

The extremely dedicated junior dancers gave up two of their play-times per week to rehearse and perfect their colourful dance 'Move Your Feet'. The message communicated through this dance item was that dance and music brings people together, as the lyrics of the song say, "everybody, move your feet and feel united!" This high energy group of students danced their hearts out at multiple events including the PCS Music Festival, Open Day and The Elanora Extravaganza! All boys and girls involved had a blast!

### **Dancesport**

The Dancesport program was introduced to Elanora in

2016. The program is aimed at year 5 students and provides students with an opportunity to learn ballroom style dances. The school has increased their involvement in the program in 2017 by participating in the Homebush Dancesport Confidence event. The top 40 couples from Elanora represented the school in the exhibition dances while 8 of those couples competed against other Macquarie Park schools to earn a trophy in their specified dance style. In order to be inclusive of all students we held an in school gala event which provided an opportunity for students who were not selected for Homebush to have an in-school dance exhibition and competition.

### **Book Character Parade:**

During Book Week this year, all students K–6 participated in the Book Character Parade. Costumes were made at home and related to the theme "Escape to Everywhere with a Book".

To support this theme, students decided where they would like to escape to, such as the Ocean or Narnia and dressed as a character related to a book in the library e.g. "The Rainbow Fish" or the Witch from "The Lion, the Witch and the Wardrobe". Many characters were from books on the Premier's Reading Challenge list. Students wore a sign or banner to let the audience know who their character was in order to motivate others to borrow the books their character represented.

Parents and students were delighted by the costuming and gathered around the parading students, commenting to each other on the effort students had made to represent their characters. Following the parade, positive feedback was received from students and members of the school community.

### **Lego Club**

Mrs Reeks facilitated the LEGO Club in its inaugural year at Elanora Heights Public School. The LEGO Club ran from Term 1 through to Term 4. Club numbers varied from 15 to 20 students per session. Interested students were invited to attend open and structured play in a social setting. Participants were encouraged to bring in their own LEGO or use school LEGO materials. The attending students discussed different LEGO pieces as well as how to use them when constructing a diverse range of Lego formations. The LEGO club successfully engaged the children's 'imagination and construction skills.

### **Move-a-Thon**

It was a stinking hot September morning when the entire school went outside and GOT MOVING for the MOVE-A-THON! Stair runs, ball games, relay races, boot camp and many more activities got the hearts of teachers and students pumping. Thank you for the wonderful effort in collecting sponsorship money. A huge \$10,959 was raised and will be put towards funding a school-wide sports program that will run in 2018. A special mention to the infants and primary classes that raised the most money, 1 Yellow and 5 Green!