

Hornsby Heights Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Hornsby 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.

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 fulfilment 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. 2017 is the third and final year of our school plan. Many innovative classroom practices had been implemented in 2015 and this was extended and consolidated in 2016 and 2017. Relationships continued to be formed with other innovative schools across Sydney to share and learn from their experiences. As a result of our research, our school based data and our collaboration with others schools, learning and teaching has changed at HHPS. Focus is on integrated and conceptual approaches to lesson delivery, Project Based Learning extends across the school, giving the opportunity for students to share their work with the school community. Students contributed ideas to the development of an Outdoor Learning space to enhance the learning and play environment. This work has continued to 'design brief' status for Department of Education consideration. 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.

I would like to briefly take this opportunity, as I retire this year, to acknowledge and thank members of our community who have made my time at HHPS challenging and immensely satisfying. While I have felt the support of the whole community, during the last four and a quarter years, especially when another view was needed to keep us up to the mark or on track, I would like to especially recognise particular individuals. Tim and Liz Inman for their deep care of the school and its community, and the P&C committees over the years that have put so much energy into backstopping the learning of our children by supporting the teachers, our parents and the financial health of the school.; the school student leaders, Skye H, Joshua K, Hannah G, Tom P, Sofia M, Clayton B, and our present school leaders, Mary P and Asger B and all the students who are here presently, or who passed through our school; our diligent and courageous teachers who took on the challenge of addressing the emerging needs of future ready learners, especially those who worked as a committee in the beginning, to prototype new research based approaches to student engagement, and to those who followed with great trust; the executive of the school, Laura Seller, Debbie Dunn, Wazhma Saeed, and Briony Scanlon, and those that served in relieving positions, Bronwyn Eudale, Lucy Cullimore, Brooke Maaseep, Jennifer Horsburgh and Tracy Montgomery. I am particularly satisfied that we have grown as a school with the resilience to respond to the changing needs of students as future ready learners and the persistence to stay the course, and that we have created a depth of teacher leadership, and community support, to sustain our efforts in creating a school that is proactive to student learning need. I wish you all well in your future endeavours.

Martin Naylor

Principal

HHPS 2013– 2017 (Retired)

Message from the school community

President's report – 2017

This report is an opportunity to celebrate our wonderful P&C committees of enthusiastic and capable volunteers. We thank each and every one of you.

The Band Committee, led by Lynne Kemp has done a stellar job this year with the support of teaching staff – Briony Scanlon, Jenni Horsburgh and Martin Naylor as well as Jane and Carla in the office who are always helpful to our band parents and tutors. Thanks to the parent committee and all the weekly parent volunteers and to the hard work of the children. The bands sound wonderful! Congratulations to our conductors Mr Mark Strykowski and Mr Lachlan Hamilton on another great year, with fantastic results. This is Lachlan's last year at the school, so a particular acknowledgement of him for his years of service with the Training Bands and all the best for the future. Congratulations also goes to Declan Wagschall our trumpet soloist who has been awarded a music scholarship at Asquith Boys HS.

Our canteen is the envy of many schools for its healthy star rating and slick operation. This year we also became compliant with the Healthy School Canteen Guideline, only a small stretch for our food enthusiasts! The Canteen Committee consisting of Kirsten Johnston, Sarah Smith, Lana Nikitin, Mandy Jepson, Selina Waterhouse and Jane Allman do a fantastic job keeping the place running. We are lucky to have Claudia Fulford to manage the canteen on Mondays, Wednesdays and Fridays and an army of volunteers to make up the lunch orders and over-the-counter sales. Thank you everyone for giving up some of your time to support HHPS families to have a break from the drudgery of making children's lunches. We are pleased to report that even with the addition of a wage to pay this year, due to efficiencies in processes and the use of Qkr! for payments, the canteen has maintained its capacity to contribute \$20,000 to the P&C. This money will be put towards the outdoor learning space in the upcoming years. This is Sarah-Jane's last year as Canteen Coordinator after five years in the role. You will be one hard act to follow and we thank you sincerely for your dedication and discretionary effort.

Nicole Miller has taken up the mantle in the Uniform Shop, after we lost Mieke Brooks and Liz Inman from the school in April. Nicole and her team of volunteers including Jo Andre, Alison Lacey, Anna Heath, Julie Powell and Fiona Kelly have provided a weekly service on Friday mornings. The uniform shop moved over to only accepting Qkr! payments this year too and this has improved the service and decreased the volunteer hours needed, you can't get much better than that. We trialled Ragtagd to try to deal with the ongoing mountain of lost property. This is a work in progress but something we want to encourage as I am sure you can all attest to the challenges of getting hats and jumpers home after a day at school!

Thanks to Mel Hanson for her work in the Publicity Officer role and to Petra Holland, Nicole Carr, Linda Kennelly, Lisa Barnes and Christine Tait Lees for capturing the little things that made 2017 great in the form of the annual yearbook. The Yearbook is a whole-of-school publication that takes a partnership between the teachers, students and parents to produce a top quality product.

Suzy Martinis has done a marvellous job with the School Club once again this year. She was joined by Tony Cosentino in the latter part of the year, getting ready to hang up her gift wrap and disco shoes. We thank Suzy for the many years she has dedicated to running the School Club. We are so grateful for the funds raised, presents bought, tea and scones served, laughs had and exclamation marks used!!!! Thanks also to the many helpers that Suzy has had by her side; Tony is looking forward to their ongoing support!

Our grounds were coordinated by Geoff Patterson, who also represented us on the Outdoor Learning Area planning group, along with Jo Kinniburgh and Louise Riley. Geoff and his lawn-mower mad team keep our playground looking spick and span, and ensure we don't get too many complaints from the students or local cricketers. Never a P&C meeting goes by without an update on the bindy situation or the immaculately trimmed hedge (thanks Scott Hartmann). Thanks lads for your time and commitment!

Thanks to Janelle Oliver for coordinating the School Banking Program and to her helpers. This Tuesday morning service contributes to the financial literacy of up to 80 bankers a week.

The trivia night is a fantastic annual event for the school parents to spend time together, have a laugh and a dance and dress up! This year's theme was A Night at the Oscars and the parents did not disappoint with their costumes. Thanks to the organising crew especially the Alexanders and the Bartons who raised more than \$5000. A super effort and a record for the event! I believe Bravehearts won the joy of coordinating next year's event.

The School's Eco-food garden is a show stopper. What a fantastic space! The Committee is always hard at work raising money (thanks Colleen) and spending it on improving the garden for the teachers and students to enjoy. Our chickens continue to thrive and our latest lambs, Dot and Valerie are growing nicely. Their bleats form part of the backdrop of the school and add to the ambience and sense of community. Every class in the school has had the opportunity to cook with the Eco-garden team and bottle feed the lambs. Thanks to all the team with a special mention to two of our founding members who have clocked up eight years in the team and are leaving the Committee at the end of the year: Tim

Thomson who is leaving after numerous years as 'Tim the Treasurer' and of course to Rhonda French, who has been the Coordinator of the Eco-food Garden. Rhonda has been integral in the health and sustainability of both the garden and the Committee and she is a truly remarkable person. We will miss Rhonda's hardwork, big heart and depth of knowledge as the last French child departs the school and Rhonda will be stepping down at the end of the year. Thanks Rhonda and Tim. The Eco-Food Garden has a booklet celebrating its history with recipes and stories and tips and tricks.

My thanks also goes to my fellow P&C Executive Committee members – Ben Miller, Michelle Eadie, and Anna Heath. We have been without a President since Sonja Firth left at the end of August and we have pulled together to ensure that the P&C is still functioning. Thanks to Sonja for her time at the helm and to Tim before her and thanks to the teachers and office staff for supporting us and the children.

We'd like to wish Martin Naylor a very happy retirement. As the last stop on your career path, we hope HHPS has offered you the opportunity to retire with no regrets and a sense of achievement.

There's no doubt about it. 2017 has been a year of change for the P&C with more on the horizon. I look forward to another fantastic year at HHPS.

Christine Tait Lees – Vice President

Message from the students

Being captains this year has been an incredible experience. We have learnt a whole lot. At Leadership camp we learnt how to improve teamwork, problem solving as well as our public speaking. Doing assemblies every week has taught us to be resilient and definitely patient.

We really enjoyed all our opportunities but we had a few favourites. By far our favourite thing we did was going to leadership camp, we enjoyed it because we got to do fun activities and made a lot of new friends. Another one of our favourite parts was going to the state Parliament house. Here we met Matt Kean and Gladys Berejiklian. We also really enjoyed being backstage at Musical Heights because we got to watch all the dances as well as watch all the teachers getting stressed due to the pressure. The last of our favourites was going to the Anzac Day dawn service in Hornsby. Even though it was a pain to wake up we really enjoyed it.

Overall being captains this year has been absolutely amazing. We hope that the captains next year have just as many good experiences as we had. Hopefully they can make assembly more fun for everyone.

Asger B and Mary P

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 19%. 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, we gave due attention to all aspects of this domain. A focus was given to creating opportunities for students to direct their own learning, and to communicate student learning to parents. Further, a focus has been given to embedding systems within the school to support 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. 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 and utilised in early stage one and stage one, and introduced in stage two and three. This enabled 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 and will become a focus of the new school plan.

In the domain of Teaching, our major focus has been in implementing evidenced based teaching practice in the area of Literacy. New Focus on Reading (nFoR) formed the basis of a re-examination of the explicit teaching of reading skills across all learning areas. 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. Executive have used QTSS entitlements to support teachers in their practice, developing skills in having conversations that are at times challenging, and at the same time providing opportunities for executive leadership growth. All teachers used professional development programs (PDPs) to identify professional needs. A focus was given to school planning, implementation and reporting, to better assess the sustainability of learning activities in the school. This resulted in teachers and executive training in the use of observational tools for improved teacher practise. Additionally, staff were involvement closely in the development of the new school plan, giving opportunities for strategic thinking, planning and programming.

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 an association with the University of Technology, Sydney. This association greatly supported the intention to be a leader of innovation.

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 continued focus has been on building teacher practice and capacity, and differentiation for students. Through the development of explicit teaching lessons and a deepened understanding of catering for the individual, staff were able to progress in their knowledge and abilities for designing and implementing rich lessons. This was particularly the case in Mathematics, the focus of our planning and training, but can be seen in differentiation across other learning areas. The completion of training in Targeting Early Numeracy (TEN) by teachers in K–2, made tools available for all teachers to assess and support students in their Maths learning. Student goals were embedded across the school, as evidenced in classroom walk throughs and stage meetings. The use of conceptual based learning was evidenced throughout K–6 with students demonstrating a thorough knowledge of taught concepts. Project Based Learning in Term 3 saw a rich learning environment where students applied their learnt knowledge to the creation of a project that met a driving question. Implementation of New Focus on Reading, and support provided by AP Teaching and Learning, saw a transformation of teaching in Literacy with the combined implementation of PLAN assessment data for student groupings, evidence of meta-cognitive strategies and also Walls that Teach. Professional learning strengthened staff learning and discussion and shared resources were gathered. Embedded in this work were multiple opportunities for the demonstration of creativity and critical thinking. Parents became further engaged in the work of students in the classroom and as critical friends, when students presented their work. Teachers of K–2 fully engaged with the rollout of the data collection processes of the school, stage two began the process and stage three became familiar with the process. All teachers used data, both formal and informal to inform programming for student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% p.a. increase in students who achieve proficiency in literacy (writing) and numeracy	Training in Seven Steps Writing Professional Learning (\$2640), Disability (\$2000), Beginning teacher TEN Training – \$2000 Professional Learning	Maths Differentiation: Staff participated in a number of professional learning sessions that guided them in understanding the different types of differentiation and practical strategies to use in the classroom. Up-skill of staff members trained in TEN program. Writing: 4 staff members attended training in 7 Steps to Writing Success program to improve explicit teaching of imaginative writing. A writing committee was formed to target writing improvement across the school. As a team, work samples across the school were collected and analysed, resulting in the development of a K–6 consistency guide in Writing. NAPLAN data suggests maintenance of and a slight upward trend in Writing.
20% increase in the number and variety of creative opportunities in class.	STEM program – .114 FTE Part time entitlement	Two select groups of Stage 2 and 3 students identified as high achievers and creative thinkers. These students attended weekly sessions where they applied their critical and creative thinking skills to complete STEM tasks.
A trend, over time based on data (case studies), indicating an increased use of creative and critical thinking skills by students.		Evidence in programs and classrooms indicate increased uptake of visible thinking routines based on workshops at the end of 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A trend, over time based on data (case studies), indicating an increased use of creative and critical thinking skills by students.		Project Based Learning has continued to be implemented on a whole school level. Student reflections indicate increased engagement and integration of creativity through PBL units.
A trend, overtime and based on data indicating an increase in the level of parent engagement with discussion opportunities provided.	Meet the Teacher Night; Mothers Day event; Fathers Day event; Coffee mornings; information nights. \$10000 (Commonwealth Community Consultation funds)	Increased formal and informal opportunities to participate in parent discussion groups, workshops and conversations with the principal.
100% of teachers collect data and use it to inform learning programs.	New Focus on Reading Training \$13216 (Numeracy and Literacy) Teacher Collaboration \$5088 (Consolidated funds)	Whole school Focus on Reading training has explicitly taught teachers to collect data and use it to inform quality, explicit reading lessons. 100% of teachers regularly updating PLAN data. Increased uptake of teachers using the school based data tracking and monitoring system. The development of a K–4 data wall to record and monitor aspects of Literacy and Numeracy Continuum.
100% of teachers are supported to improve practice.	1st Semester– .321 QTSS 2nd Semester .765 QTSS \$10687 Socio economic \$40013 School Funds \$12000 Parent curriculum fees	AP (Teaching and Learning) appointed to support improved practice of reading across the school. Executive team continue to provide support to all staff in Stage meetings and QTSS opportunities.

Next Steps

The understanding of, and deepening of, differentiation will continue in the next school plan; TEN will be further embedded in teacher practice; The use of student learning goals to be used effectively to increase students voice and engagement; Data will be used across the school to track student progress and to enhance learning design.

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

Students as leaders of their own learning, was supported in many ways, the foremost was via the use of student learning goals that were co-created with teachers. All teachers were using this approach by the end of the year. Teaching programs reflected the use of differentiation to personalise the learning for students leading to a higher level of engagement. Students continued to have a voice in the activities of the school through the SRC. Students voices were represented on committees by the student leaders and via the Tell Them From Me survey held twice in the year. Teachers were supported in the formation of Professional Development Plans (PDP) that attended to their own professional development and identified how they might contribute to the professional development of the school at stage and whole school level. HHPS continued our association with school across Sydney by our involvement in a University of Technology project (Incept Education) where the focus was on sustainability of change within schools. Through our association with other schools, their executive and teacher leaders, and with the support of the university researchers, we clarified the area in which we felt would have the most impact on sustaining change. In addition, we trained in the use of an observation tool, TESA, to enable a team, drawn from executive and teachers, to assess progress via observation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All student leaders are consulted about, and have input into, significant school activities.		SRC meets regularly, students are chosen to represent student voice across the school. They continue to put forward proposals based on ideas coming out of classrooms.
A trend, sustained over time and based on data, indicates an increase in learning that is co-created.		Student goals are co-created in classrooms between students and classroom teachers. PBL projects show evidence of student voice in planning and choice of project.
100% of teachers develop, monitor and evaluate their personalised professional learning plan for growth.		All teachers monitor and evaluate their personal learning plans in consultation with executive.
100% of teachers review and redevelop learning programs every five weeks		All teachers monitor individual student progress and evaluate and adjust programs as necessary. Teaching programs are regularly shared to ensure quality and fluid programming is taking place.
A trend, sustained over time and based on data, indicates an increased use of student learning goals.		All classes have student learning goals present in their classrooms evidenced by walkthroughs. Students reflect on their progress in relation to the goals and develop new ones as required. .

Next Steps

A focus on student voice is required so that students more fully recognise their role in learning; teacher understand the use and effectiveness of student goal setting and the co-creation of learning.

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

Programs for community engagement were continued this year. The Mother's Day and Father's Day activities have become a highlight with record numbers attending both events in 2017. A combined activity between the PandC and School staff was the Welcome BBQ at the beginning of the year. Prior to the BBQ staff held information sessions in their classrooms. Another session was held in Term 1 to present information and topics related to current education. Parents opted for the sessions they would like to attend. Parent focus groups in Term 3 highlighted and discussed relevant topics including; homework and current school reward systems. Feedback from these events was joined with staff discussions to provide a holistic picture. eNews remains the main source of communication between school and home. This year we introduced Seesaw as a communication tool K–6 to provide parents with a window into the classroom, and a way to receive class updates. Feedback from staff and parents has been positive in regard to this initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Case study demonstrates the contribution of parents/community to learning improvements.		Parents have been involved in classroom activities particularly project based learning showcases. Parent helpers have been welcomed into classrooms to support learning and its development. Information evenings, on current educational topics were held where parents had the opportunity to select areas of interest as relevant to them and their child. These sessions enabled a deeper development and understanding of teaching and learning cycles.
A trend, over time and based on data indicating increased numbers of community partners in classrooms.		An increased number of support staff and volunteers have been part of the school community this year. Across 2017 volunteer SLSO's have been able to support individuals and groups of students.
Increased levels of parent/community participation in school governance and events.		The school has a developed partnership between the PandC and governing bodies. The development of the OLA committee included members from staff, students, parent community and P & C. The group worked together on the initial phases of the OLA. Seesaw was utilised by classroom teachers to improve communication and provide an eye into the classroom. Parent focus groups addressed topics of discussion relating to homework and behaviour reward systems. These sessions provided parents an opportunity to present their ideas and concerns and for staff to hear current ideals and beliefs.
Increased effectiveness of the		Continued efforts have been made in this area to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school calendar, density of inclusions and length of lead time.		encourage community members to submit ideas by the closing date. eNews continues to be the central vehicle of information distribution. Central calendars are used within the school to plan events and activities.

Next Steps

In the new school plan there will be a continued focus on the promotion and development of Community Partnerships. Social events will be held as per 2017. In 2018 it is intended that the partnerships currently held will continue and that new partnerships will be formed. Future plans see parents playing a more active role within the classroom and student learning with students voicing their own learning to parents. Development of new practices around parent discussions and initiation of more focus areas are also programmed for 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding for staff to collaborate on supporting students with Aboriginal Background. Casual release time for PLP development.</p> <p>* \$2611 Aboriginal Background Loading</p>	<p>As a result of funding and time allocation, appropriate documentation for Students from an Aboriginal Background were completed and their learning needs catered for effectively. Teacher differentiation targeted curriculum engagement.</p>
English language proficiency	<p>EAL/D teacher – \$46 523 English Language Proficiency</p>	<p>In class work with the EALD (English as Another Language/ Dialect) saw 40 students supported in their language acquisition. The in-class program addressed language needs across the Learning Areas. Support for students in learning Australian History concepts, writing, Mathematics and Reading.</p> <p>In Year 3, 16 LBOTE students sat NAPLAN in 2017. 37.5% performed in the top band for Reading, compared to 30% for the State. 69% scored in the top two bands for Writing compared to 58% for the general student cohort. In Numeracy, 38% scored in the top Band, as compared to 28% for state and 31% for the general school cohort.</p> <p>In Year 5, 10 LBOTE students sat NAPLAN in 2017. 30% scored in the top band for Mathematics, compared to 10% for the general school cohort. In Writing, 30% scored in the top two bands, compared to 24% of the state and 21% of the general school cohort. 30% scored in the top band for Reading, compared to 19% at both state and school levels.</p>
Low level adjustment for disability	<p>\$76 888 Low level adjustment for Disability</p> <ul style="list-style-type: none"> – Learning and Support Teacher – (.5) RAM \$50 787 – SLSO Support \$10000 (Ram Flexible) – Additional Teacher support \$14101 (Ram Flexible) – resources \$2000 (Ram Flexible) <p>Additional disability support through School Funds</p> <ul style="list-style-type: none"> – Learning and Support Teacher – (.1) \$10400 School Funds – SLSO \$11517 (School Funds) 	<p>Disability funding was applied to the provision and appointment of a part-time SLSO to provide additional in class support for students as required. Student/ class needs were identified by data around Reading Benchmarks and TENS Numeracy. Data was collected on a 5 week and termly cycle to assess student need moving forward.</p> <p>The Learning and Support Teacher (LAST) worked with identified students in Reading and Comprehension. Individual and grouped students were supported in their development. Once students had reached their required grade appropriate level they were moved to monitoring.</p> <p>A STEM GATS opportunity was developed for those students showing potential in the area of Science and Mathematics. The group met weekly for 80 mins to explore the concepts of STEM and develop a project meeting set criteria. All of the students were engaged in their tasks and enjoyed the challenges presented to them.</p>
Quality Teaching, Successful	Casual Teachers and	Teachers were supported in development of

Students (QTSS)	<p>Professional Development for Executive.</p> <p>* QTSS Semester 1 – (.321) \$33 384</p> <p>* QTSS Semester 2 – (.754) \$78 416</p>	<p>their practice and the implementation of New Focus on Reading (nFoR) with the support of AP Teaching and Learning. Targeted areas for development were identified with each staff member and in-class support offered. Targeted focus on FOR principles saw a deeper attainment of the program goals and staff supported to implement the new practices. Staff TPL and Stage Planning days were also allocated using QTSS funding for staff development of rich explicit reading lessons.</p> <p>Individually each stage was involved in a rigorous program of support and achievement on focused Stage based areas; Mathematics, differentiation, Learning goals and Writing. AP's worked with their stages in a variety of ways to build capacity of individuals and also teams.</p> <p>Conceptual programming was continued in 2017 and staff worked as teams to develop their skills and knowledge.</p>
Socio-economic background	* \$10 687 Socio Economic Background	The school used these funds to enable the AP Teaching and Learning to work with teachers on teacher practice. This resulted in an upward trend in writing in 2017 (NAPLAN 2017)
Support for beginning teachers	<p>Casual Teachers and Course Fees</p> <p>* \$61 926 Beginning Teacher</p>	Beginning teachers liaised with their mentors to develop a Strategic Development Plan aligned with the Australian Standards for Teaching and also their own PDP. These plans included professional development, observations of mentor and other class teachers, time for reporting consistency and meetings with mentor staff around teaching practice. The reciprocal support of BT and mentor was reported to be effective and allowed for the development of staff.
Targeted student support for refugees and new arrivals	No refugees or new arrivals were funded this year.	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	187	205	210	210
Girls	199	219	220	224

Enrolments began the year substantially higher than the previous year, however, counter to previous experience, a larger than usual number of students transferred to locations outside the area. Nevertheless the school experienced a small but steady rise in enrolment.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.5	95.7	96.2	96.5
1	96.9	96.1	95.2	95.7
2	97	96.2	96.3	95.8
3	96.3	96.8	94.9	96.5
4	96.4	94.5	94.1	96.8
5	97.7	94.9	96.1	95.5
6	95.8	96.4	93.9	95.2
All Years	96.9	95.8	95.3	96.1
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

HHPS continues to have attendance higher than the state average, albeit slightly reduced from previous years. DoE policies guide our programs in relation to attendance and roles are marked regularly via the electronic EBS Central system. Teachers monitor class attendance and explanations provided by parents/carers and prompt parents to provide

information. Assistance Principals receive regular reports from the system and Teachers, and follow up regular absences. The Principal receives and processes requests for exemption and requests for leave. AP Learning and Support regularly monitors processes within the school and follows up matters of concern at regular Learning and Support meetings. L.A.M.P. programs are administered where necessary. The Principal sends a letter to all parents each year to encourage them to organise their holidays only during holiday periods and does not provide exemptions for holidays.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.88
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.22
Other Positions	0

*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 2017, we were able to form 18 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	100
Postgraduate degree	43

Professional learning and teacher accreditation

All Teachers throughout the school engaged in rigorous professional learning during the year. Five teachers received Beginning Teacher funds to support them towards NSW Education Standards Authority (NESA) Proficient teacher accreditation and attended or participated in learning activities to that end. The various Teacher Professional Learning opportunities provided included Compliance training in CPR; Child Protection; Anaphylaxis training; e-Emergency Care; WHS Inductions. Additionally, teachers engaged in learning associated with teacher's Professional Development Program (PDP): Coding; Project Based Learning; Critical and Creative Thinking skills (Minds Wide Open); Teaching Early Numeracy; Reading Recovery Training; Early years Literacy Intervention; Two staff members were trained in New Focus on Reading (nFoR) and were able to train the whole of the staff in modules 1–4. The executive attended training with the University of Technology (UTS), Incept Education and, with two staff members, were trained in the use of a classroom practice observation tool called TESA.

Impact of learning: This year nFoR had the greatest impact as it challenged our approach to literacy across the school. This initiative was supported by an Assistant Principal and a support teacher who supported classroom teachers in their practice. The full effect of this training is expected in the 2018–2020 in terms of improved learning engagement, and learning outcomes.

Total expenditure on professional learning: \$34995

Number of teachers in the process of gaining accreditation: 2

Number of teachers maintaining accreditation at Proficient: 14

Number of teachers maintaining accreditation at Highly Accomplished: 1

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 Actual (\$)
Opening Balance	275,010
Revenue	3,462,944
Appropriation	3,250,239
Sale of Goods and Services	9,744
Grants and Contributions	198,627
Gain and Loss	0
Other Revenue	0
Investment Income	4,335
Expenses	-3,370,775
Recurrent Expenses	-3,370,775
Employee Related	-3,080,149
Operating Expenses	-290,626
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	92,169
Balance Carried Forward	367,179

The School is in a very healthy condition, having expended all funds for specific use and retaining some funds for future capital expenditure.

The school's financial health is the responsibility of the Principal, supported by the School Administrative Manager (SAM). Various committees, and people responsible for programs, provide data as part of the budgeting process. Approval for spending is given by the Principal.

There was substantial overspend in Teacher Professional Learning this year. Consolidated funds were directed to the training of teachers in New Focus on Reading and executive training with Incept Education. A large amount of sick leave was taken in 2017. This will be closely monitored during 2018 as compared to previous years.

\$100,000 was underspent in School and Community funds as a result of delays in the construction of the Outdoor Learning Area. This has been allocated in the 2018 school budget for the same purpose in a joint P&C, School Project.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,930,854
Base Per Capita	65,715
Base Location	0
Other Base	2,865,139
Equity Total	136,709
Equity Aboriginal	2,611
Equity Socio economic	10,687
Equity Language	46,523
Equity Disability	76,888
Targeted Total	34,912
Other Total	77,540
Grand Total	3,180,016

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. Hornsby Heights conducts NAPLAN in years three and five. 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. Please refer to the MY SCHOOL website for more detail.
<https://www.myschool.edu.au/>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, 100% of students in year three, who identified as Aboriginal, achieved in the top two bands in reading and writing and numeracy. No students who identified as Aboriginal we

Parent/caregiver, student, teacher satisfaction

The principal survey of satisfaction at Hornsby Heights Public School is through the Tell Them From Me survey for students, conducted twice a year, and parents and teachers surveys conducted once a year.

In 2017, students found learning time effective, relevant to their lives, and the rigor of the lessons at the same level as NSW Government schools norm. Students were at a lower risk of bullying than the norm, advocated for the school, had positive teacher relationships and the expectation of success inline with other schools. HHPS was a little below the norm in "Positive Learning Environment" and this is a continuing area of focus. 130 students from yrs 4–6 contributed to this survey.

Parent responses indicated that the two way communication between school and home is equal to the NSW Government School norm, scoring highly on the statement, "I can easily speak with my child's teacher". When compared to the norm, parents indicated that they were less informed about school, did not support learning at home, and want less time spent doing homework. Parents also indicated that the school needs to work to be more supportive of learning, and inclusivity, while parents regard the school as safe and supportive of positive behaviour. We would like to thank the 28 parents who contributed to this survey and encourage more parents to participate to improve the reliability of the data provided.

In the area of collaboration, learning culture, data that informs practice, teaching strategies, technology, inclusivity parent involvement and leadership, teachers at HHPS responded in line with norms. Teachers indicated that HHPS is a safe and orderly environment, but would like more feedback on teaching, appreciated the common learning opportunities, felt that they had high expectation for student learning, are able to identify students who need additional support, are comfortable with the level of technology and work to make links between new concepts and previous skills for students. Teachers agree that there are clear behavioural expectations and believe they understand the learning needs of students with special needs. The teachers score parent involvement higher than the norm, especially when working with parents to overcome things interfering with student learning. 22 teachers participated in the survey.

It continues to be apparent that there is a discrepancy between the experience and beliefs of students parents and teachers regarding the opportunities for learning at HHPS. The 2018–2022 School Plan addresses these issues. Key to this is quality teaching and learning, continued growth in levels of student engagement and effective parent partnership and communication.

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. 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 art works that represented harmony and multiculturalism. Discussions and learning around acceptance and acknowledgement of different cultures was emphasised as a key aspect in all classes.

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 classroom space and advertising.

The canteen offers bi-termly food days where students can order foods from different cultures, in addition to the inclusion of cultural food in our canteen menu.