

Elanora Heights Public School

Annual Report



2018



4199

Introduction

The Annual Report for **2018** 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.

Leesa Martin

Principal

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School background

School vision statement

An effective, creative, collaborative and engaged learning community that ensures all members achieve academic, physical, cultural and emotional growth.

School context

Elanora Heights Public School (EHPS) is an inclusive, co-educational school with an enrolment of approx. 590 students, situated in a unique bushland setting on the Northern Beaches.

The school enjoys a strong tradition of excellence across its academic, sporting, cultural and wellbeing initiatives, with a diverse range of curriculum and extracurricular programs on offer to cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds and are supported by an active and supportive parent community.

Elanora Heights Public School is a proud member of the Peninsula Community of Schools.

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 the School Excellence Framework formed the basis of our strategic planning for 2018 – 2020, with our 3 areas for delivery being Teaching, Leading and Learning. Our new overarching theme for the next 3 years will be Growing Together.

As part of our self-evaluation, staff were given the opportunity to reflect on their achievements throughout 2018 and provide evidence of their impact on the various elements within the SEF. This resulted in a collaborative decision regarding our current performance, which was:

Learning – Sustaining and Growing

Teaching – Delivering

Leading – Sustaining and Growing

In 2019, our focus will be very much on strengthening our skills in data skills and use and effective classroom practices which enhance student learning, with a view to being able to show growth in the Teaching domain.

Our self-assessment 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/sef-evidence-guide>

Strategic Direction 1

Growing Together in Teaching

Purpose

Our teaching practice reflects what works best and why and incorporates critical and creative thinking and inquiry processes to ensure all members of our learning community flourish in their academic, physical, cultural, social and emotional wellbeing.

Overall summary of progress

Our overall progress in this strategic direction was very pleasing, with several key initiatives being delivered to our community. Our main focus for the year was conducting an ongoing spiral of inquiry into the Centre for Educational Statistics and Evaluation (CESE) document – What Works Best. Staff worked through each of the 7 elements of highly effective teaching practices and implemented mini spirals of inquiry to determine their impact on student learning.

Explicit teaching and success criteria were implemented across K–6 to improve students' ability to reflect on their progress and effectively set learning goals. Effective feedback tools were also trialled to improve student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> All staff increasingly articulate the What Works Best themes and show evidence of their implementation through lesson observations, grade meeting minutes and attainment of PDP goals. 	Professional learning sessions were held on staff development days and at after school teacher professional learning sessions each week.	100% of staff can articulate the 7 elements of effective teaching practice as outlined in the CESE document – What Works Best.. Grade teams have utilised collaboration time each week to conduct lesson observations and curriculum planning. Minutes from grade meetings K–6 show evidence of discussion and inquiry processes linked to the WWB elements throughout the year.
<ul style="list-style-type: none"> Formative assessment measures are evident in all teaching and learning programs. Teacher self-reported survey data indicates an improvement in teacher knowledge, application and confidence in using formative assessment in English and Maths. 	Nil	<p>Reviews of teaching and learning programs show evidence of formative assessment practices being consistently used K–6.</p> <p>The teacher survey is planned for implementation in 2019.</p>
<ul style="list-style-type: none"> 24 teachers have completed the Quality Teaching in Maths inquiry learning project. 	\$5,000 was allocated from our SBAR to facilitate this program.	<p>An additional 4 staff completed the QTM program in 2018, bringing the total number of staff trained to 8.</p> <p>Staff involved in the project this year presented their work to our Director, Educational Leadership and the Executive Director as part of a showcase of quality practice.</p>
<p>Tell Them From Me (TTFM) survey data:</p> <ul style="list-style-type: none"> Teachers have given me helpful feedback about my teaching increases annually from 6.0 in 2017. School leaders have provided guidance for monitoring student progress increases annually from 5.4 in 2017. 	<p>QTSS funding allowed executive staff to provide mentoring and support for their stage teams. \$20,000</p> <p>Additionally, a community funded sports program allowed for grade collaboration time each week.</p>	<p>The following improvements from the TTFM survey were evident in 2018:</p> <ul style="list-style-type: none"> Teachers have given me helpful feedback about my teaching rose to 6.7 School leaders have provided guidance for monitoring students progress increased to 7.2 <p>This is pleasing progress towards out goals.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Baseline data from Sentral indicates a decrease in classroom and playground 'white card' incidents each year.		This initiative was not implemented in 2018.
Analysis of student learning outcomes data in reading, writing and numeracy indicates positive student growth each semester.		

Next Steps

In 2019, we will continue to strengthen our implementation of the 7 highly effective teaching strategies, with an increasing emphasis on using data to inform practice. Staff will continue to engage in and develop their collaborative practices to improve student performance data.

Strategic Direction 2

Growing Together in Leading

Purpose

Leadership skills are fostered at all levels within our school community, with instructional leadership practices developed and implemented to ensure the effective leadership, support and growth of our learning community.

Overall summary of progress

Excellent progress was made in this strategic direction in 2018, with executive staff being highly engaged in developing their leadership skills across a range of experiences. An external instructional leader was engaged to work with the team throughout the year, culminating in the extension of this program into 2019.

Staff were well represented across a number of roles and responsibilities and assumed ownership of budget management of school programs to extend learning experiences for students. This provided many opportunities for all staff to develop their leadership skills.

Student leadership initiatives were well provided for, with the school prefects attending a leadership conference and all students being part of a K–6 buddy program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Tell Them From Me (TTFM) data – <i>School leaders have provided me with useful feedback about my teaching</i> – increases annually from 5.2 in 2017. • TTFM – School Mean for Leadership increases from 6.0 in 2017, towards the NSW Govt Norm. • Parent input increases annually from 2017 baseline data with regard to: <ul style="list-style-type: none"> • School planning – 26% • Development or review of school policies – 17% • Teaching practices – 8% • Curriculum – 7% • The number of parents responding to school-wide surveys such as TTFM and Survey Monkey increases annually from 48 parents in 2017. 	<p>An instructional leader was engaged to work with our executive team throughout 2018 to strengthen skills in leadership and curriculum development.</p> <p>\$2,500</p>	<p>The leadership team developed skills in instructional leadership practices with the help of a critical partner, enabling them to improve curriculum development in their stage teams.</p> <p>Grades began completing lesson observation/feedback sessions.</p> <p>TTFM data showed the following movement towards our targets:</p> <ul style="list-style-type: none"> • School leaders have provided me with useful feedback about my teaching increased from 5.2 to 6.6. • The school mean for leadership rose from 6.0 to 7.2 in 2018 – a marked improvement for our staff.
<ul style="list-style-type: none"> • The number of staff seeking promotion or accreditation at higher levels increases annually. • The number of lesson observations for the purpose of reflective practice increases in number and diversity across the school per teacher per year. • Executive staff are able to nominate effective management strategies utilised following their participation in the Art of Leadership program and report improved confidence in managing 	<p>Executive team have enrolled in the Art of Leadership program at a cost of approx. \$20,000 coming from professional learning school based funds.</p>	<p>3 staff attended workshops regarding accreditation at higher levels and are planning to commence this process.</p> <p>Executive staff were released from teaching each week to meet and collaboratively develop plans for improvement. This led to greater ownership of grade improvements, growth coaching opportunities and effective mentoring from senior executive.</p> <p>We decided to send the executive team to the Art of Leadership team instead of GROWTH coaching.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>their teams via self-reported survey data.</p> <ul style="list-style-type: none"> Minutes from grade meetings indicate evidence of instructional leadership and collaborative practices. 		<p>3 staff attended workshops regarding accreditation at higher levels and are planning to commence this process.</p> <p>Executive staff were released from teaching each week to meet and collaboratively develop plans for improvement. This led to greater ownership of grade improvements, growth coaching opportunities and effective mentoring from senior executive.</p> <p>We decided to send the executive team to the Art of Leadership team instead of GROWTH coaching.</p>
<ul style="list-style-type: none"> PCS emotional health survey data indicates an improvement in student self-reported mental health issues per year from 2019. 		

Next Steps

In 2019, we will continue to develop our leadership skills, with all exec members attending the Art of Leadership training over 6 days. This will ensure greater consistency in our leadership across the school to assist student, staff and community management and improve the executive team's skills in performance management. This will also assist the executive in their change management skills and leadership of strategic directions within the school.

Student leadership initiatives will continue to be offered across K-6.

Strategic Direction 3

Growing Together in Learning

Purpose

Our learning involves critical and creative thinking and incorporates strategies to make learning visible so that we can recognize, encourage and monitor personal growth, ensuring all students connect, succeed and thrive.

Overall summary of progress

Several initiatives were implemented in 2018 to improve learning experiences for our students. Visible learning processes were introduced across K–6 with students taking increasing responsibility for setting learning goals and receiving feedback on their progress towards them.

A new future-focused learning space was created for our Science program with an expert teacher employed to deliver quality learning experiences for our students from K–6. This program introduced coding, robotics, sustainability projects and environment programs.

Students identified as gifted and talented were placed in cluster groupings within mainstream classes, with all staff responsible for curriculum delivery for these classes completing their mini-certificate of gifted education through the University of NSW.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> The number of students participating in external competitions and events increases each year, along with the level of achievement attained. 	Costs per activity were either met through SBAR or parent contributions.	<p>Several opportunities for students to enter external competitions and events were offered throughout the year, with the following programs entered:</p> <ul style="list-style-type: none"> Tournament of Minds PCS Science Fair Write a Book In a Day Premier's Debating Challenge <p>Additionally, approximately 50 extra-curricular activities were offered, allowing multiple opportunities for students to excel in either areas of interest or skill.</p>
<p>NAPLAN</p> <ul style="list-style-type: none"> The percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN data increases by 5% annually from the 2017 baseline of: <p style="padding-left: 40px;">Reading – 72.2%</p> <p style="padding-left: 40px;">Writing – 59.0%</p> <p style="padding-left: 40px;">Numeracy – 65.8%</p>	Additional learning support teachers were employed, above the school establishment, to support student learning. \$60,000	<p>Year 5 NAPLAN data for 2018 was as follows:</p> <ul style="list-style-type: none"> Reading – 71% Writing – 67% Numeracy – 68%
<ul style="list-style-type: none"> The number of students gaining entry into academically selective programs such as Opportunity Classes, Selective High School and Extension Year 7 Classes increases over the 3 years from 2018 – 2020. 		<p>3 students gained entry into OC for Year 5 in 2019.</p> <p>6 students gained placement into academic extension class programs for Year 7.</p> <p>6 students gained placement into music extension programs for Year 7.</p>
<p>Tell Them From Me (TTFM) data:</p> <ul style="list-style-type: none"> <i>Students who are interested</i> 		<p>TTFM survey data provided the following results for 2018:</p> <ul style="list-style-type: none"> Student who are interested and motivated – 76%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>and motivated increases annually to meet the state average of 78%.</p> <ul style="list-style-type: none"> • The percentage of students in the high skills and high challenge quadrant increases annually from 35% in 2017 to meet the state average of 53%. • The percentage of students who were confident of their skills but did not find classes challenging decreases annually from 39% in 2017, to meet the state norm of 26%. • The percentage of parents who report they feel informed about their child's social and emotional development increases annually from 5.3% in 2017. • The percentage of parents who report they are well informed about their child's progress in school subjects increases annually from 6.2% in 2017. 		<ul style="list-style-type: none"> • The % of students in the high skills and high challenge quadrant increased to 42% • The % of students who were confident of their skills but did not find classes challenging decreased to 31%. <p>Overall, staff were happy with this movement towards our 3 year targets.</p>
<p>Value Added (VA) data from SCOUT:</p> <ul style="list-style-type: none"> • K–3 maintains Delivering and moves towards a positive VA score. • 3–5 maintains Delivering and moves towards a positive VA score • 5–7 improves to Delivering and towards a positive VA score. 		<ul style="list-style-type: none"> • K–3 VA score was Working Towards Delivering for 2018 • 3–5 VA score maintained Delivering, with a slight positive movement • 5–7 VA score was Working Towards Delivering for 2018.
<ul style="list-style-type: none"> • Baseline data from Sentral indicates a decrease in classroom and playground 'white card' incidents each year. 		
<ul style="list-style-type: none"> • Analysis of student learning outcomes data in reading, writing and numeracy indicates positive student growth each semester. 		

Next Steps

Staff have been presented with the value added data for our school and will work collaboratively in 2019 to improve our student value-added performance data, drawing on their knowledge of the 7 highly effective teaching strategies, their work with an external instructional leader, participation in the Quality Teaching Rounds with Newcastle University and their own collective wisdom, knowledge and experience.

The science program in 2019 will expand to include 3D printing following a successful grant application for a 3D printer.

Our provision for gifted and talented students will continue to be a strong focus across the school to ensure students are well supported and increasingly gain entry into academically selective programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 1968.00) • Aboriginal background loading (\$1 968.00) 	<p>The delivery of Aboriginal perspectives throughout curriculum continue to be strengthened through a variety of programs both within the school and throughout our Community of Schools. Initiatives this year have included a strong indigenous focus through our Tent Day program for Stage 2 students, strong participation from all grades in the Dalang-gal Art Show to acknowledge NAIDOC week, providing opportunities for our indigenous students and their friends to attend the PCS Sleepout and the purchase of an additional flag pole so that the Aboriginal flag can be flown each day.</p>
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$ 1400.00) • English language proficiency (\$1 400.00) 	<p>Resources were purchased to support our students in our Learning Support Program – STELLAR in 2019. These resources meant that more volunteers were able to work with students in one-to-one tuition settings to improve student learning outcomes.</p>
Low level adjustment for disability	<p>0.5 FTE for learning support teacher – \$52,057</p> <ul style="list-style-type: none"> • Low level adjustment for disability \$ 32,689.00 • Low level adjustment for disability (\$32 689.00) • (\$0.00) 	<p>The school employed a behaviour specialist to work with students requiring additional support to self-regulate in Terms 1 and 2. This facilitated a strong transition program for students entering the school in Kindergarten.</p> <p>The school used additional funding to increase our learning support staff by 5 days to extend our support for students into the primary grades. This resulted in the school being well under-represented in the lower bands for NAPLN in years 3 and 5.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) • \$ 103384 • Quality Teaching, Successful Students (QTSS) (\$103 384.00) 	<p>Funds were used to provide mentoring for all staff through executive release. This allowed for ongoing lesson observations and feedback being provided to staff to improve student learning.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$ 13255.00) • Socio-economic background (\$13 255.00) 	<p>Funds were used to engage a Community Liaison Officer to improve communication processes between home and school and engage our parents in a wider variety of programs within the school.</p> <p>This was a highly successful initiative, with parent survey data indicating high levels of satisfaction regarding being well informed of school events and having opportunities to engage in school planning and feedback processes.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers approx. \$50,000 • Support for beginning teachers (\$0.00) 	<p>Beginning teacher funds were used to provide additional release for all early career staff, along with time with their mentor each week.</p> <p>Additionally, funds were used to release a mentor to work across the school, providing support to all early career teachers to improve their classroom management and explicit instruction.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	263	276	289	301
Girls	330	302	290	283

Our student enrolment remained relatively stable in 2018, with fairly equal representation of gender groupings.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	96.5	95.8	94.3
1	94.4	95.1	94.9	94.1
2	94.9	94.4	95.2	93.4
3	94.2	95.6	94.7	94.8
4	93.3	93.9	94.5	94
5	93.3	94.2	95.1	94.1
6	93.8	94.1	93	93.8
All Years	94.1	94.8	94.8	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is monitored daily, with emails being sent out to inform parents that their child is not in attendance. The majority of non-attendance matters receive an explanation either via email, our school app or via phone calls to the school office.

Ongoing non-attendance is monitored via weekly reports, with letter advising parents of their child's frequent absences sent home when required. These letters request an interview with the school principal

where an attendance plan is put in place if required.

The Home School Liaison Officer (HSLO) provides support to the school when required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.04
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

The school is well staffed with a balance of experienced and early-career staff to ensure a strong succession plan to maintain school performance. One staff member identifies as being Aboriginal. The gender balance of staff is approximately 10% male.

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	15

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 used the 7 themes of the CESE document

What Works Best to drive our professional learning. Teachers read the research behind each theme, discussed its relevance and application in their grades then trialled an aspect of this theme in a small spiral of inquiry. Teachers also had the opportunity to be part of an intensive and guided Quality Teaching in Mathematics project at the school which went for 10 weeks. Expertise was also invited into the school in relation to the teaching of Writing and the new Literacy Progression document. Assistance in understanding anxiety in students was also sourced and presented to teachers. All mandatory professional learning required of schools and teachers were also conducted.

Teacher Accreditation

This year two teachers were supported to complete their accreditation with NESAs at the proficiency level. Three teachers attended a seminar to learn more about accreditation at Lead level; two of these teachers will continue to explore this accreditation in 2019. Assistance was provided to all teachers to become familiar with the accreditation process as all teachers are now required to be registered for learning hours.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	387,067
Revenue	4,949,715
Appropriation	4,347,485
Sale of Goods and Services	39,791
Grants and Contributions	555,534
Gain and Loss	0
Other Revenue	0
Investment Income	6,905
Expenses	-4,739,824
Recurrent Expenses	-4,739,824
Employee Related	-4,028,163
Operating Expenses	-711,661
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	209,892
Balance Carried Forward	596,959

Schools Finances 2018

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 2018 the school's operating expenses had a small closing balance. Processes were developed and implemented which ensured that all expenditure had a two signature pre-approval. Some staff were allocated a specific purpose budget which they monitored closely. As a result our expenses were much better managed.

A finance committee comprising the Principal, School Administrative Manager, Executive Staff and a P&C delegate met during first semester to discuss the financial management of the school's funds and discuss future projects.

The budgeting tool (eFPT) underwent a number of changes during 2018 which made it difficult to adequately plan. Another iteration has been developed for 2019 which will allow for a more accurate means of budget preparation, improving financial management. The Department is to provide one-on-one training to help implement the new version.

The scheduled 2018 improvements to student amenity, using accumulated School and Community funds, have been implemented, resulting in two new playgrounds for our students and the rehabilitation of our middle oval. A future learning space was created to deliver the Science and Technology syllabus to students, with significant expenditure occurring to resource the room with new furniture, robotics equipment and science resources.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,919,723
Base Per Capita	111,961
Base Location	0
Other Base	3,807,763
Equity Total	101,369
Equity Aboriginal	1,968
Equity Socio economic	13,255
Equity Language	1,400
Equity Disability	84,746
Targeted Total	18,968
Other Total	149,486
Grand Total	4,189,545

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.

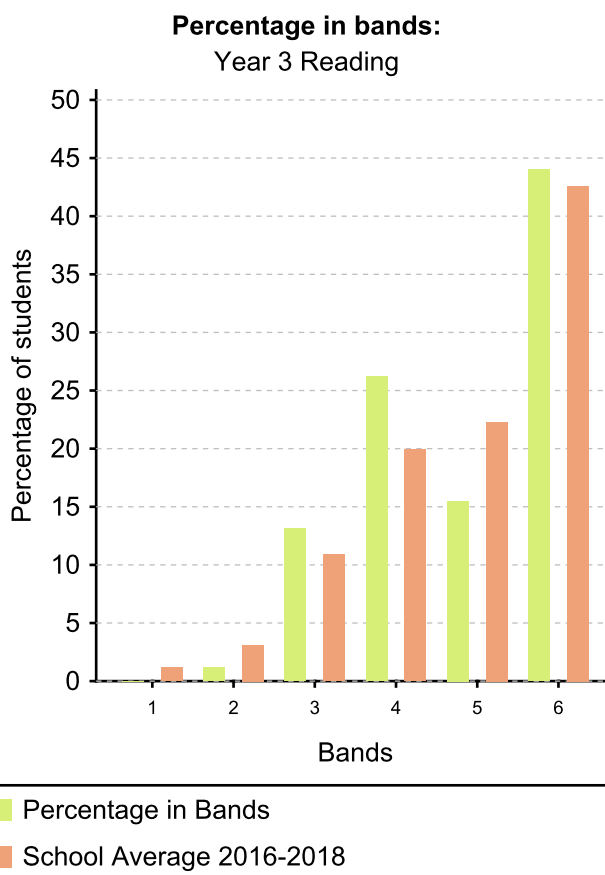
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our results in 2018 indicate that the school is addressing the needs of our students in the lower bands very well, with zero students in band 1 and only 1.2% of students in band 2 for reading in Year 3.

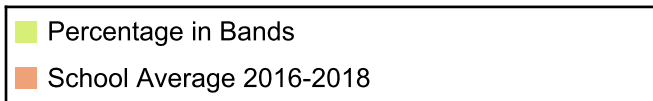
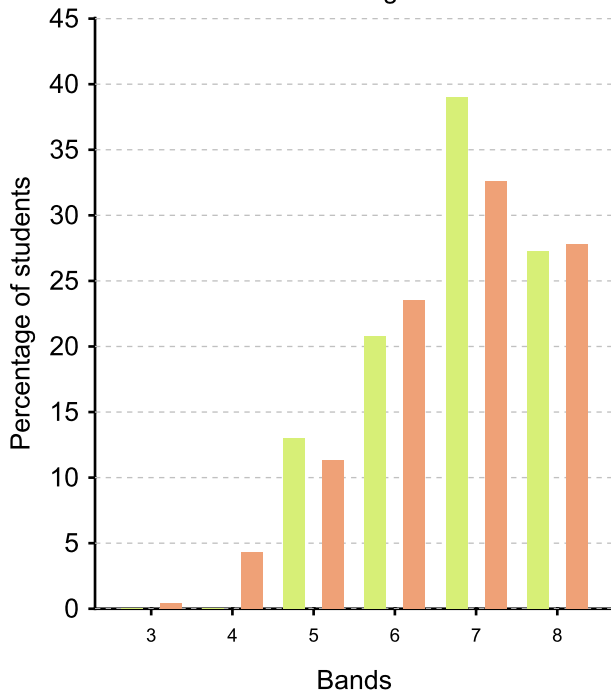
Similarly, we have zero students performing in bands 3 or 4 for Year 5 Reading. We there is still room for improvement in the top bands, with our results

remaining steady. This is a goal for 2019 and beyond, to steadily increase our percentage of students in the top two bands.



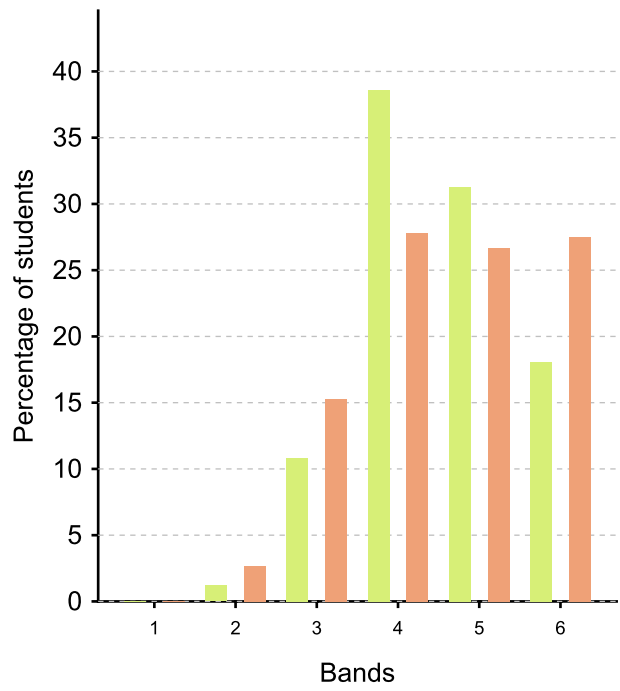
Band	1	2	3	4	5	6
Percentage of students	0.0	1.2	13.1	26.2	15.5	44.0
School avg 2016-2018	1.2	3.1	10.9	19.9	22.3	42.6

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	13.0	20.8	39.0	27.3
School avg 2016-2018	0.4	4.3	11.3	23.5	32.6	27.8

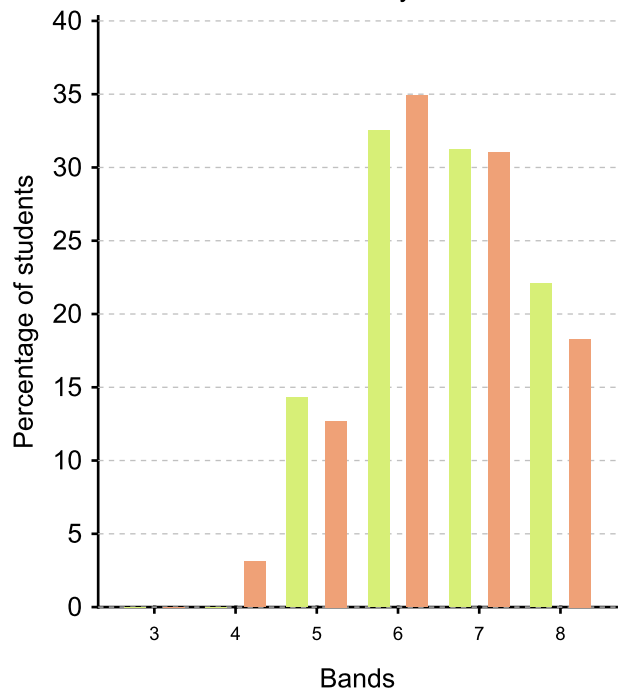
Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	1.2	10.8	38.6	31.3	18.1
School avg 2016-2018	0	2.7	15.3	27.8	26.7	27.5

Once again, we are pleased to be under-represented in the bottom two bands in Years 3 and 5 in Numeracy. There is more work to be done in moving students into the higher bands in both grades, which is a growth target for the school.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	14.3	32.5	31.2	22.1
School avg 2016-2018	0	3.1	12.7	34.9	31	18.3

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 percentage of Year 3 students performing in the top two bands was 49.4% in Numeracy and 59.5% in Reading.

The percentage of Year 5 students performing in the top two bands was 53.3% for Numeracy and 66.3% for Reading.

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* surveys were completed again in 2018 by students, parents and staff.

The following results were obtained from our **Parent survey**, with 92 respondents, a significant increase from the 2017 with only 48 respondents. The survey was conducted in October. (Results are out of 10 as a maximum, with the NSW Govt Norm in brackets, with bolded numbers indicating an improvement from 2017 data)

- Parents feel welcome – **7.8** (7.4)
- Parents are informed – **6.6** (6.6)
- 16% of parent respondents are involved in school committees
- Parents support learning at home – 6.0 (6.3)
- The school supports learning – 7.4 (7.3)
- The school supports positive behaviour – 7.9 (7.7)
- Safety at school – 7.2 (7.4)
- The school is inclusive – 6.3 (6.7)
- **32%** of respondents had provided input to school planning, **19%** into the development or review of school policies
- The majority of volunteer work was assisting the school (21% on a weekly basis)
- 92% of respondents expect their child to complete Year 12, with **58%** expecting their child to go on to University and 29% expect their child to attend TAFE.

.In response to these results, the school will continue to employ a Community Liaison Officer in 2019, to further engage parents in the life of the school.

Our **students** in Years 4, 5 and 6 completed the *Tell Them From Me* survey in May and October in 2018, with the following results expressed as a percentage of the cohort of 229 respondents: (NSW Govt Norms in brackets and Improved data in bold)

- Students participate in extracurricular activities – **69%**(55%)
- Students with a positive sense of belonging – **82%**(81%)

- Students with positive relationships – **94%** (85%)
- Students with positive behaviour at school – 91% (83%)
- Students who are interested and motivated – **76%**(78%)
- **42%** 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 will continue to be a target for improvement in 2019.
- Students who are victims of bullying – **14%** (36%)

Staff have celebrated their success in improving many areas in 2019 and we will continue to develop curriculum offerings to ensure students are engaged in their learning and feel challenged. The introduction of the GOT IT and Second Step positive wellbeing programs in 2019 will work towards ensuring 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 28 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 and improved data in bold.

- Leadership – **7.2** (7.1)
- Collaboration – **7.8** (7.8)
- Learning Culture – 8.2 (8.0)
- Data Informs Practice – 7.7 (7.8)
- Teaching Strategies – 8.1 (7.9)
- Technology – 6.6 (6.7)
- Inclusive School – 8.3 (8.2)
- Parent Involvement – 7.3 (6.8)

Leadership and collaboration were our primary focus for 2018 and this is reflected in our survey data. The consolidation of our collaborative practices will be a focus for 2019.

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, "Dalang-gal". 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 Wheeler Heights 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 once again 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 buddy activities 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

PSSA Annual School Report 2018

PSSA Summer Season

EHPS had a successful summer season in PSSA in 2018. We participated in all four sports including; Cricket, Pittwater Tag, Softball and T-Ball. Within each of these sports we were represented in both boys and girls competitions with a total of 12 teams and 153 students participating across 3–6. We were successful in having 6 teams' secure top 4 spots although due to wet weather we were unable to run a final series this year. That meant that the competition reverted to where teams finished at the end of the rounds of competition. This meant that our Junior and Senior Girls Cricket and Junior Boys Pittwater Tag teams finished runners-up and our Senior Boys Pittwater Tag team won the competition after an undefeated season. Well done to all!

PSSA Winter Season

This winter EHPS extended their netball teams to incorporate 3 teams in each senior and junior competition for the first time. This now meant that we had 14 teams representing the school across Netball, Rugby League, Soccer and AFL and over 160 students participated in these competitions. We had 7 teams reach the semi-finals with 4 teams progressing to the grand final of their respective competitions. The Junior and Senior Rugby League teams lost close grand finals while our Junior B and C teams were crowned champions. Well done girls!

I would like to take this opportunity to thank all the teachers who coached teams this year. They all do an outstanding job to provide our students with sporting opportunities beyond the classroom. They squeeze training into their busy schedules before or after school and then take our students out every Friday to compete. Thanks again.

Mr Jonathan Rosconi

Creative and Performing Arts

Sydney North Dance Festival

The Senior Girls dance group and Senior Boys dance group were successful in their 2018 application for Sydney North Dance Festival. Each group met in the hall for lunch time practise once a week for all of Term 1 and 2. In the last two weeks of Term 2 both groups went to perform 2 evening shows and one matinee show at the festival. The boys dance for this year titled, 'Down on the Corner', was made of up 18 enthusiastic dancers from years 4–6 and was led by Mr Jack Tier'. The Girls dance titled, 'New York', was made up of 24 Year 5 and 6 girls and was led by Miss Charlotte Reddan. Both groups also performed for school assemblies and at the Elanora Extravaganza.

Drama Club

The first Elanora Drama club was established this year in Term 1 and 2. It was led by Mr Jack Tier and supported by Miss Charlotte Reddan. The club met on Thursday during lunch time to work on drama skills and to learn fun drama skit games. In Term 3 the drama club held an Impromptu night, where parents were invited to the hall for an evening of entertainment and laughs. The night was well received by the parents and community. The drama students also performed at the Elanora Extravaganza and two of the stand out students were chosen to comper the show.

Elanora Extravaganza

The 2018 Elanora Extravaganza was extremely successful for the second year running. It included all of Year 2 and students involved in any choral, dance, drama and musical groups in 2018. The show was again held at Pittwater High School. The matinee was on Monday 27th and the evening performance was on Tuesday 28th of August, which was a positive change from our 2017 Extravaganza. Having the shows split across two days allowed time for adjustments and necessary communication between the parties involved to ensure we had a flawless performance. The theme for this year was, 'Around the world in 80 minutes', and it included themed dances, music, drama skits and video packages that took the audience on a travelling adventure from Australia, around the world and back again. The Monday matinee was attended by Years 2–6 this year which was more manageable for teachers. We sold 567 tickets to our evening performance and the show was extremely well received by the community. We had high school students assist us with the sound and lighting and with photography. Positive relationships were strengthened with the high

and the creative arts students at Elanora were provided with a platform for a collective performance.

Miss Charlotte Reddan

Music Program

2018 has seen the Elanora Heights Public School instrumental and vocal ensembles participate in many successful performances and competitions.

All bands participated in the Wahroonga Music Festival and the Northside Music Festival at Balgowlah Height PS, Senior Band performed at Sydney Town Hall as part of the Department on Education Primary Proms and at school for Grandfriends day, Training Band played at Warringah Mall, and all bands performed as part of the Elanora Heights Extravaganza showcase concert. These events were in addition to many performances at school assemblies.

As part of end of year activities all bands will be workshopping & performing with the Navy Band at Pittwater RSL in Nov as our final concert for the year and Senior Band will be performing at school Presentation Day Assembly.

Student enrolment and level of musical achievement continues to rise in the EHPS string ensemble program with 38 students participating in three ensembles.

The EHPS Recorder Ensemble participated in the Department of Education Festival of Instrumental Music at the Sydney Opera house, and our choirs have enjoyed successful performances at the Elanora Heights Extravaganza and will once again participate in the Schools Spectacular.

Mr Michael Jobson

Art Club

Art Club ran every Tuesday lunchtime and offered students the opportunity to experience dynamic, hands on workshops for art enthusiasts. Run by Miss Kengike and Mrs Renoden, the Art Club was an extracurricular activity allowing students the chance to extend their creative side, work as a collective and generally appreciate all things art!

Art Club also offered students a chance to spend mindful time on their art-making. Students from Years 3 and 4 have enjoyed listening to modern and relaxing music as they have explored different media to create personal artworks. They learnt about the mindful and spiritual activity of creating their own mandalas. They developed their skills of sketching and used oil pastels to enhance their mandalas's beauty. Years 5 and 6 concentrated on created micro-art of flowers using their skills of sketching, shading with charcoal and enhancing the flowers' colour palette with chalk pastels.

Mrs Jennifer Renoden

Garden Club

2018 saw the inauguration of a beautiful and flourishing

school garden. This was thanks to the expertise and leadership of teacher Charlotte Reddan, a strong and generous group of parents and the tireless support of our Grounds Manager, Andrew Brookes. Teachers Laura Bradsmith and Cybele Mannell also work with Miss Reddan to manage the club and facilitate the children's work. Elanora now has two complete teams of gardeners, with the older students acting as leaders. All students from Years 3–6 were invited to join.

Student roles include weeding, watering, pruning, harvesting and selling or distributing the produce. The canteen receives some items, which it transforms into delicious introductions to good nutrition for students.

With continued involvement, participants will build skills and expertise and become leaders and teachers to younger gardeners who join the program. This creates a self-seeding structure that ensures our garden will be a sustainable example of Science and Environmental Education, community building and good, clean fun!

Miss Charlotte Reddan

Lego Club

LEGO Club ran successfully each week this year facilitated by Mrs Reeks at Elanora Heights Public School. LEGO Club membership was offered to Year one interested students in Semester 1 and interested Year 2 students in Semester 2.

Lego club allows students the opportunity to build LEGO creations with their peers in a relaxed social setting.

Mixed gender classes enjoyed sharing, discussing and creating a diverse range of LEGO structures. The club encourages free play as well structured design challenges.

This year's Drop Test challenge was a standout favourite for all students. In small groups students needed to choose pieces and assemble them in a way to stop the structure from breaking when dropped from the height on one metre!

School LEGO was available for students to use at each weekly meeting, so owning LEGO was not a prerequisite for club membership. This allowed all interested Stage 1 students to become engineers and builders while utilising their imagination and construction skills.

Mrs Di Reeks

Life Education

The Life Education van visited Elanora Heights Public School in early June 2018 for a two week period. Specially trained educators presented vital health and safety messaging through tactile and multisensory activities. Each session was designed to intrigue and excite children of all ages, capture their imagination and have a lasting impact! Joined by Life Education's loveable mascot Healthy Harold, the educators brought to life lessons that helped empower children to make

safer and healthier choices, now and in the future.

Kindergarten focused on hygiene, nutrition, physical activity and safety at home, school, and in the community. Year 1 discovered the benefits of healthy eating, physical activity and how our body reacts in different situations while Year 2 explored nutrition, personal safety and positive relationships. Year 3 students joined the Captain and his crew inside 'The Venture' machine and toured the human body. Year 4 explored the world of medicines, how they help, affect the body and why some people need them. Years 5 and 6 navigated the world of legal and illegal drugs.

Life Education will continue in 2019 as it is a program designed to achieve key learning outcomes and encourage the students to make safe and healthy choices now and into the future.

Ms Virginia St Heaps

ICAS Exams

Students in Years 3–6 were given the opportunity to sit the Science, Writing, English and Mathematics ICAS Exams. Students in Year 2 had the opportunity to sit the Science, English and Mathematics ICAS exams. These exams were conducted before school. Year 2 was the cohort with the most number of students participating in these tests. We had a number of fantastic results including High Distinctions in Science, English and Mathematics and Distinctions across all 4 exams.

Mrs Jillian Hover

NSW Premier's Reading Challenge

The Premier's Reading Challenge (PRC) is promoted and supported in the school as a voluntary student activity. It aims to foster a love of reading in students by encouraging them to read more often and more widely from a range of quality children's books.

Hundreds of PRC books are available to borrow in the school library, marked by coloured dots for easy identification.

This year, a total of 182 students completed their PRC. 23 students received a Gold Certificate for completing the PRC four times. 10 students completed their seventh PRC, earning a Platinum Certificate for completing their PRC every year of school.

And well done, Year 6. 64 students completed their PRC this year, half of them for the first time. It is hoped they will continue reading for pleasure in the high school years ahead.

Joanne Argent and Anne–Marie Morrison

Teacher Librarians

Rainbow Colour Run

This year students participated in a colour run for our major fundraiser.

The Elanora Heights Rainbow Run consisted of many different obstacles set up around the school. Children ran to each obstacle and were sprayed with coloured powder on the way. It was held in Term 3, Wednesday September 19th. The day's focus was on fun and fitness with the added benefit of raising funds for our school. We raised around \$20,000.

I'm extremely proud of all who participated and I look forward to seeing this run again in the near future.

Mrs Abby Aldridge