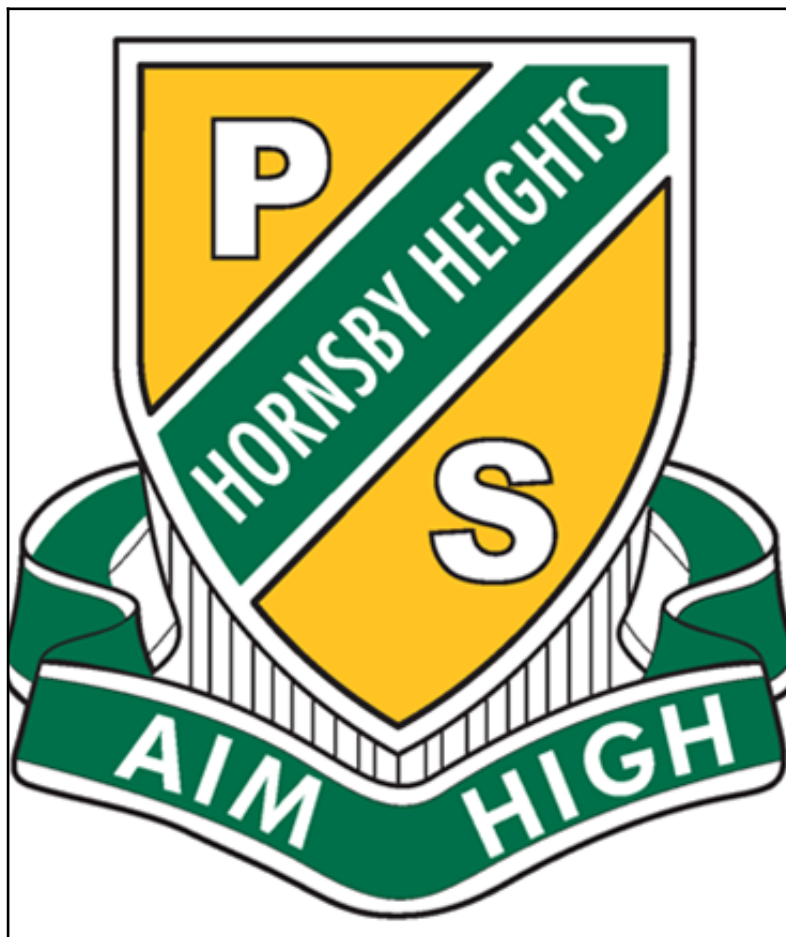# Hornsby Heights Public School

2019 Annual Report

4274

Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

Hornsby Heights Public School places the learning of students 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 466 students. The Non English Speaking Background (NESB) of the school community is 21%. Experienced and dedicated teachers deliver quality teaching programs in a caring and supportive environment. There is a focus on innovation and equipping students to be future ready learners, 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

In the domain of Learning, we are rated as Sustaining and Growing across all six elements which is an improvement from last year. The evidence shows that

In the domain of Teaching, we are rated as Sustaining and Growing across two of the four elements with data skills and use as well as professional standards rated as delivering.

In the domain of Leading, we are rated as Sustaining and Growing across all four elements which is an improvement from last year.

Strategic Direction 1

High Quality Teaching and Learning

Purpose

Teachers know their students and provide meaningful and purposeful opportunities to support the development of Future Ready skills. We want our students to be critical thinkers, problem solvers, collaborators and communicators who can implement these abilities into their learning in different multiple contexts.

Improvement Measures

By 2020 75% of students in Year 5 achieve expected growth in all aspects of Literacy and Numeracy of NAPLAN
By 2020 65% of students in Years 3 and 5 will perform in the top two bands of NAPLAN
100% of teachers demonstrate STEM/STEAM pedagogies in teaching programs by the end of 2020
In 2020 100% of teaching programs Years 1–6 reflect Focus on Reading and Seven Steps To Writing Success strategies
Increase student achievement in NAPLAN Writing by 20% over 3 years

Overall summary of progress

In 2019, 65 percent of Year 3 students performed in the top two bands for Grammar & Punctuation.

The average for Year 3 Writing was 419 points which is increase of 2.5 points on the 2018 average. Year 5 showed a similar improvement in their Writing average of 494.3 points compared to 491.28 points in 2018.

Year 5 students showed growth in most aspects of literacy and numeracy. 70 per cent of students demonstrated at or above expected growth in Grammar & Punctuation and Writing whilst 61 per cent displayed at or above expected growth for Spelling.

Progress towards achieving improvement measures

Process 1:   Focus on Reading

Implement comprehension strategies to improve teacher practice and student learning in explicitly teaching reading across the school.

Evaluation	Funds Expended (Resources)
Focus on Reading is not a designated priority in 2019. This program will be supporting the teaching of literacy across the school in 2020.	**Funding Sources:** • ($0.00)

Process 2:   Seven Steps To Writing Success

Implement and embed a whole school approach to improve writing in Stages 1–3.

Evaluation	Funds Expended (Resources)
All teachers attended a one day professional learning workshop at the beginning of term two. Initially teachers implemented manageable strategies to engage reluctant and enthusiastic writers. During semester two teachers implemented all seven steps into their literacy programs. Teachers also gained access to online resources which aided implementation. There was a notable improvement in daily writing activities throughout the school.	**Funding Sources:** • 6300 School and Community ($34098.00)

Process 3:   Learning Progressions

Strategically implement the use of the Literacy and Numeracy progressions to support the teaching and

Progress towards achieving improvement measures

Process 3: learning cycle.

Evaluation	Funds Expended (Resources)
Professional learning in this focus area was postponed as the Department of Education moved to revise implementation of this strategy.	**Funding Sources:** • ($0.00)

Process 4: **Future Ready Skills**

> Teachers work collaboratively to systematically embed Future Ready Skills into integrated teaching programs across all stages.

Evaluation	Funds Expended (Resources)
There is evidence of Future Ready Skills in teaching and learning programs across the school demonstrating that strategies are embedded and explicitly taught. Opportunities for teachers to participate in Teacher Professional Learning and staff sharing of how Future Ready Skill have been implemented and explicitly taught through concept lessons were made available throughout the year.	**Funding Sources:** • ($0.00)

Process 5: **STEM / Project Based Learning (PBL)**

> STEM/PBL is embedded to enhance student engagement through collaborative and independent learning opportunities.

Evaluation	Funds Expended (Resources)
Professional learning focused on the implementation and quality teaching of the new NSW Science and Technology syllabus. Staff participated in professional learning focused on the structure of the syllabus, integrating STEM in conceptual programs and workshops to explore practical application of thinking skills and inquiry learning. Professional learning was collaboratively lead by a team of teachers and executive members. Programs reflected the use of strategies such as Storybook STEM, STEM design tasks and PBL across K–6 classes. Following an audit of resources to support STEM, funds were allocated to restock classrooms with Maths tubs with resources to support the develop of number, whole school measurement and geometry resources as well as investment in technology to develop coding programs (bee bots, mini spheros and spheros). The school also participated in the T4L STEM share community with the hiring of the Virtual Reality kit for Stage 3 during Term 1.	**Funding Sources:** • 6300 School and Community ($15000.00)

Next Steps

- To ensure that 100 per cent of teaching programs from Years 1 to 6 demonstrate Focus on Reading and Seven Steps to Writing Success strategies and practices.
- To demonstrate that 100 per cent of teaching programs display STEM/STEAM pedagogies.

Strategic Direction 2

Learning Environments

Purpose

The school creates an innovative and engaging student led learning environment that nurtures and stimulates them to grow and achieve by providing relevant and authentic learning experiences to meet the changing and diverse needs of Future Focused learners.

Improvement Measures

By the end of 2020 100% of classrooms demonstrate evidence of Visible Learning strategies and practices.

Over 3 years 100% of teachers will show evidence of teaching Growth Mindset throughout K–6.

By 2020 100% of teachers using the Project 1 Observation Tool to inform improved teaching practice.

In 2019–2020 100% of Year 3–6 classrooms will demonstrate evidence of co–constructed LISC.

By the end of 2020 TESA results show improved consistency in Dimension 3 – Establishes A Learning Culture.

Progress towards achieving improvement measures

Process 1:   Peer Coaching

Foster an environment where peer coaching is used to enhance collegial discussion to build effective teaching practice and improve student learning.

Evaluation	Funds Expended (Resources)
With the introduction of Visible Learning this year the TESA training and classroom observation cycle did not eventuate. As both programs focus on pedagogical delivery than we chose to concentrate our efforts into Visible Learning.	**Funding Sources:** • 6100 Consolidated Fund ($18000.00)

Process 2:   Growth Mindset

Growth mindset practices are embedded across all learning environments to improve learning capacity.

Evaluation	Funds Expended (Resources)
All teachers continue to use and display Growth Mindset strategies across the school. Growth Mindset practices are virtually embedded in regular classroom practices and complement our Positive Behaviour for Engaged Learning (PBEL) program.	**Funding Sources:** • ($0.00)

Process 3:   Visible Learning

Design and Implement professional learning around Visible Learning to assist teachers and students to acquire skills in formative assessment and feedback.

Evaluation	Funds Expended (Resources)
95 per cent of teachers undertook Foundation Day in Visible Learning at during the year. This enabled teachers to deepen their understanding and knowledge of the key characteristics of visible learners and inspired and passionate teachers. They also investigated the role of feedback and its potential impact on learning as well as examining the mindframes which can have a major impact on student achievement. The school's executive leadership team attended a further two days of action	**Funding Sources:** • 6100 Consolidated Fund ($37137.00)

Progress towards achieving improvement measures	
planning to bring baseline evidence into practice.	

Next Steps

- To ensure that 100 per cent of classrooms throughout the school display evidence of Visible learning strategies and practices
- To ensure that 100 per cent of Stage 2 and Stage 3 classrooms demonstrate visible evidence of co–constructed Learning Intentions and Success Criteria

Strategic Direction 3

Wellbeing and Community Partnerships

Purpose

The school develops a culture of collective responsibility for student learning and wellbeing which is shared, promoted, valued and celebrated by the whole school community thus enhancing partnerships, communication and engagement to support students to attain their personal best.

Improvement Measures

Every year 90% of students receive at least a Silver Award as part of our PBEL processes.

Over 3 years increase the level of positive feedback from surveys and focus groups to over 70% satisfaction.

By 2020 new initiatives are provided to families to improve awareness of current teaching and learning practice.

By 2020 new initiatives are provided to families to improve awareness of current teaching and learning practice.

By 2020 reporting of negative behaviours will decrease by 10%.

Progress towards achieving improvement measures

Process 1: **Positive Behaviour for Engaged Learning (PBEL) and Wellbeing**

PBEL is embedded throughout the school in all classrooms and non–classroom situations and is used in partnership with the school community.

Refine and implement social and emotional learning programs for students and staff to access comprehensive strategies to improve wellbeing and enhance learning.

Evaluation	Funds Expended (Resources)
The focus of Positive Behaviour for Engaging Learning in 2019 was the embedding of the core expectations across all universal setting within the school. Our Benchmarks of Quality showed significant improvement which demonstrates that the reestablishment process was complete. The school collaboratively reframed the matrix for classroom and universal settings as well as redesigning our free and frequent rewards systems.	**Funding Sources:** • 6100 Consolidated Fund ($15000.00)

Process 2: **Community Partnerships**

Enhance transition programs by improving links with local pre–schools and partner high schools.

Develop positive and respectful partnerships with families to support productive learning environments to create successful learners.

Evaluation	Funds Expended (Resources)
The school was able to clearly exceed the target of at least 70 per cent of families surveyed being satisfied with their interactions within the school. 90 per cent of families stated that they could communicate easily with the school and had the opportunity to interact with teachers. 88 per cent of families surveyed felt well informed about school matters and were positive about the direction of the school.	**Funding Sources:** • ($0.00)

Process 3: **Communication**

Develop a communication strategy with the P&C to better support families to build strong connections between home and school.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
The school continues to develop a communication policy to be articulated to the school and wider community as well as published on the School Website.	**Funding Sources:** • ($0.00)

Next Steps

- To ensure that the school maintains its current level of 88 per cent positive satisfaction with the school community
- To ensure that families are provided with strategies to improve their current awareness of teaching and learning practices used by the school

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
The school continues to develop a communication policy to be articulated to the school and wider community as well as published on the School Website.	**Funding Sources:** • ($0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($3 459.00)	Individual Learning Plans were designed and delivered to ensure that students had access to all school programs. Teachers were released to develop individual learning plans for all aboriginal students. At Hornsby Heights Public School all aboriginal students achieved curriculum outcomes and participated in all school activities. The school added an Indigenous Opening to our Harmony Day by having a local elder perform a traditional smoking ceremony with the students and parents.
English language proficiency	**Funding Sources:** • English language proficiency ($103 733.00)	An English as an Additional Language or Dialect (EALD) teacher was employed three days per week. The teacher worked to support staff in developing targeted resources and program adjustments, and assisted identified students enabling them to progress to higher levels of English proficiency.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($93 321.00)	The school has an allocation of three days per week for a Learning and Support Teacher (LaST). The flexible funding allocation allow the school to engage School Learning and Support Officers (SLSOs) to assist teachers in the delivery of individual and small group learning programs for targeted students in all stages. Individual Learning Plans were collaboratively developed for identified students as part of the Nationally Consistent Collection of Data (NCCD) for school students with disabilities.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($78 223.00)	The school has an allocation of 0.733FTE which was used to release an assistant principal to work as an instructional leader across all stages. They assisted teachers by team teaching, mentoring, collaboratively programming, class observations and reflective practices.
Socio–economic background	**Funding Sources:** • Socio–economic background ($9 044.00)	These funds were used to support families in the community who were experiencing significant hardship and required financial support for their children to be included in various aspects of school life. Remaining funds were allocated for the purposes of supporting students who required low level adjustments.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($22 454.00)	These funds were used to support beginning teachers through the provision of additional release from face–to–face, mentoring and professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	210	210	228	237
Girls	220	224	222	222

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.2	96.5	95.7	95
1	95.2	95.7	96.4	92.8
2	96.3	95.8	96	95.6
3	94.9	96.5	95.1	93
4	94.1	96.8	95.7	95.2
5	96.1	95.5	95.9	95.8
6	93.9	95.2	94.6	94.9
All Years	95.3	96.1	95.7	94.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.29
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	3.38

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	563,490
Revenue	3,929,698
Appropriation	3,571,519
Sale of Goods and Services	109,548
Grants and contributions	244,455
Investment income	4,176
Expenses	-3,840,320
Employee related	-3,235,912
Operating expenses	-604,408
Surplus / deficit for the year	89,378

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	30,403
Equity Total	209,557
Equity - Aboriginal	3,459
Equity - Socio-economic	9,044
Equity - Language	103,733
Equity - Disability	93,321
Base Total	3,081,898
Base - Per Capita	105,587
Base - Location	0
Base - Other	2,976,310
Other Total	221,003
Grand Total	3,542,860

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
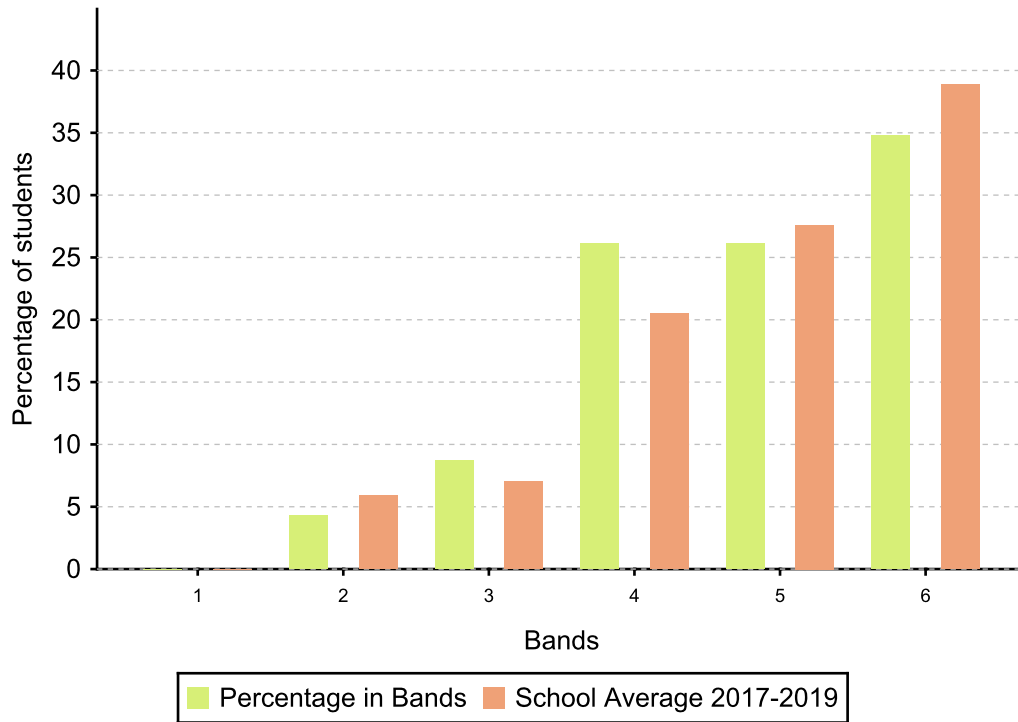
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
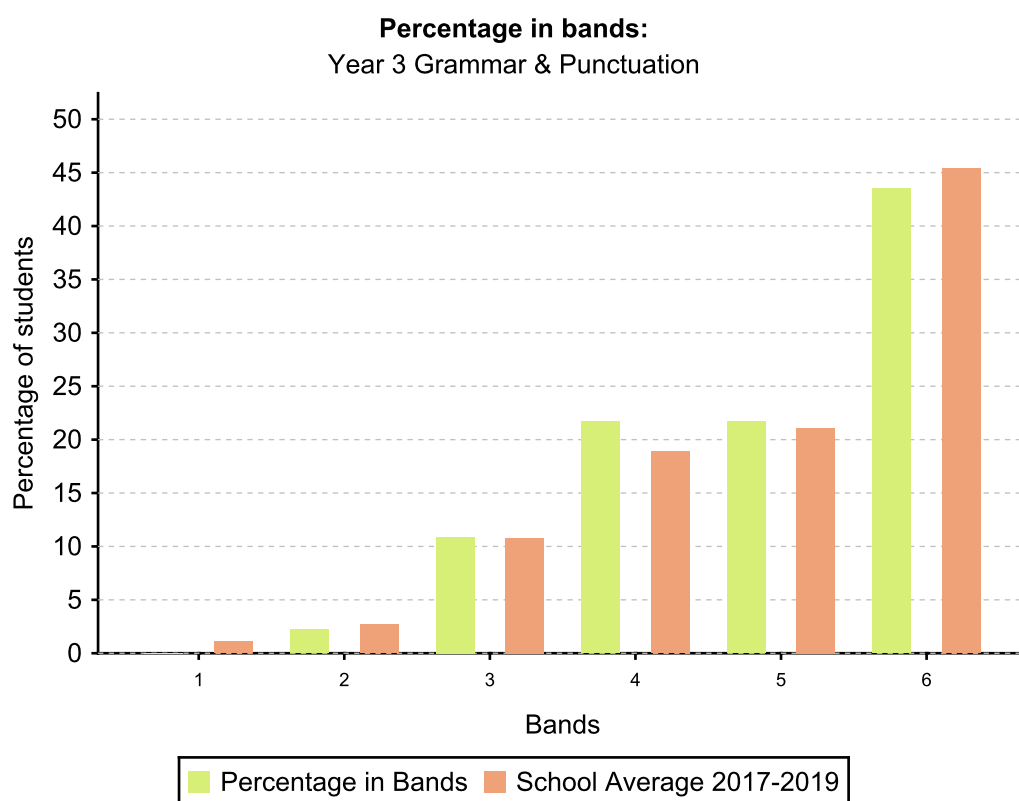
Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	10.9	21.7	21.7	43.5
School avg 2017-2019	1.1	2.7	10.8	18.9	21.1	45.4

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	8.7	26.1	26.1	34.8
School avg 2017-2019	0	5.9	7	20.5	27.6	38.9

Percentage in bands:
Year 3 Spelling
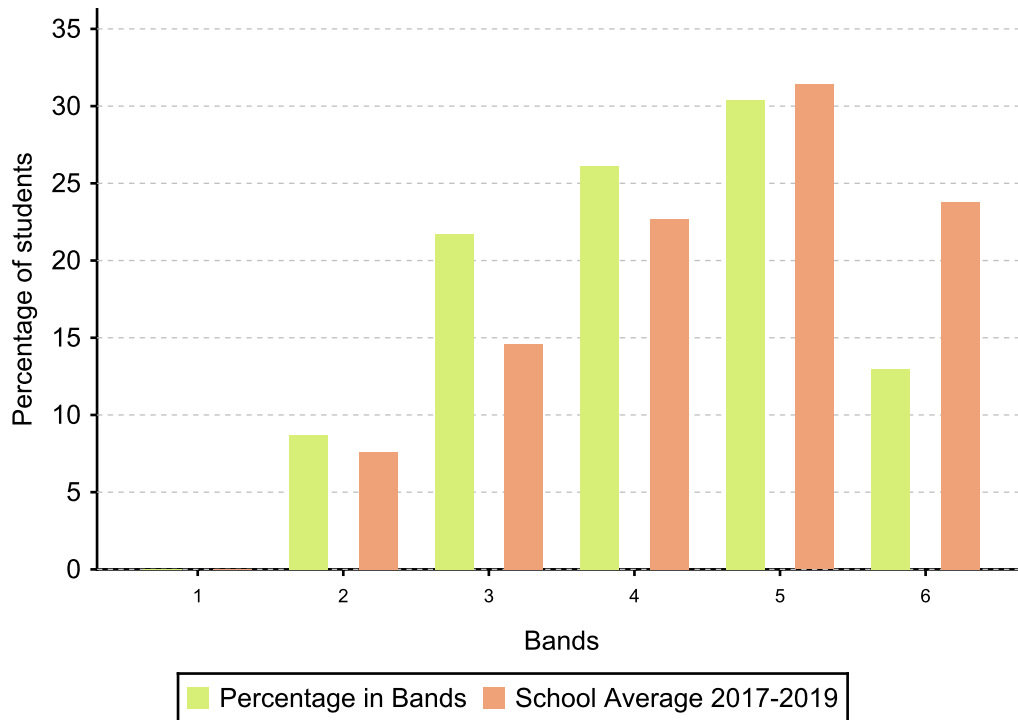
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	21.7	26.1	30.4	13.0
School avg 2017-2019	0	7.6	14.6	22.7	31.4	23.8

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Percentage in bands:
Year 3 Writing
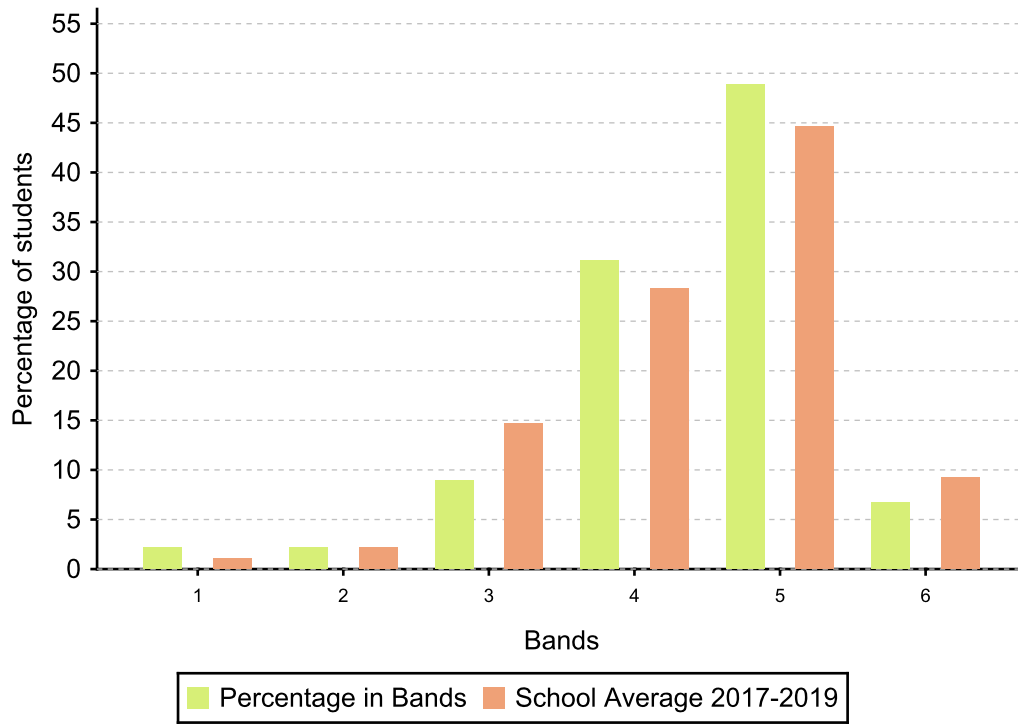
Band	1	2	3	4	5	6
Percentage of students	2.2	2.2	8.9	31.1	48.9	6.7
School avg 2017-2019	1.1	2.2	14.7	28.3	44.6	9.2

Percentage in bands:
Year 5 Grammar & Punctuation
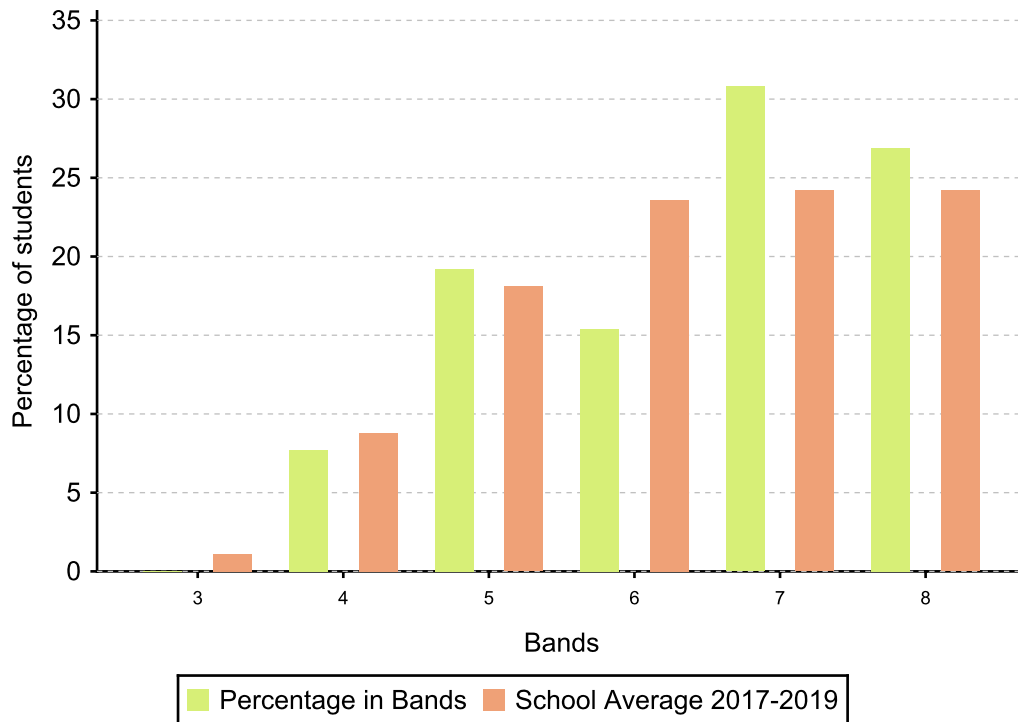
Band	3	4	5	6	7	8
Percentage of students	0.0	7.7	19.2	15.4	30.8	26.9
School avg 2017-2019	1.1	8.8	18.1	23.6	24.2	24.2

Hornsby Heights Public School 4274 (2019) Printed on: 16 April, 2020

Percentage in bands:
Year 5 Reading
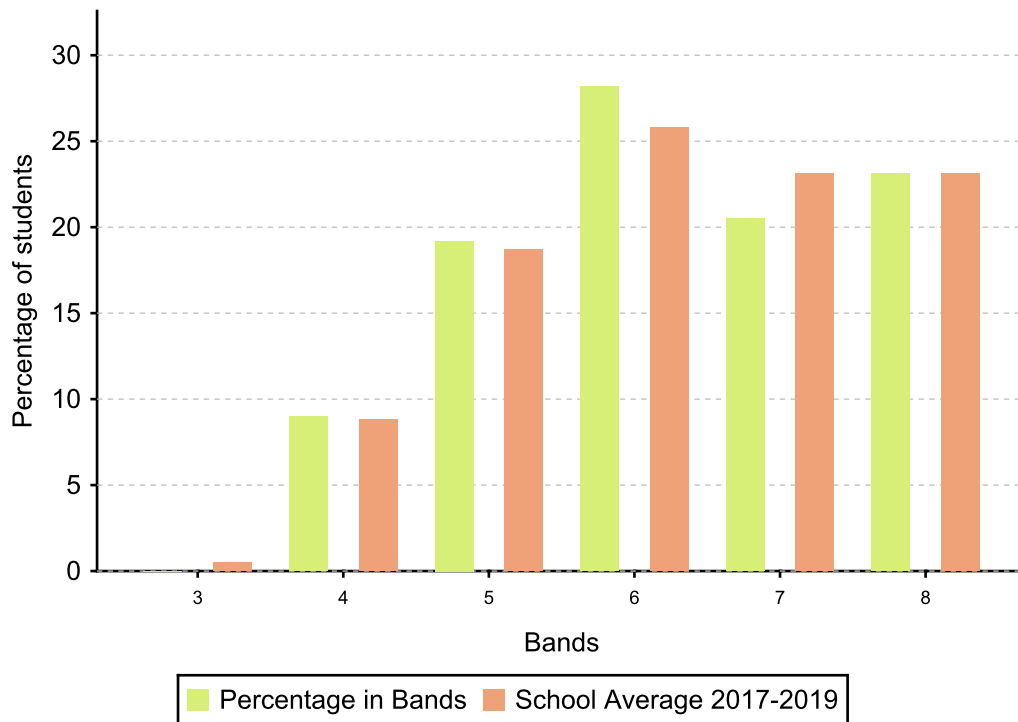
Band	3	4	5	6	7	8
Percentage of students	0.0	9.0	19.2	28.2	20.5	23.1
School avg 2017-2019	0.5	8.8	18.7	25.8	23.1	23.1

Percentage in bands:
Year 5 Spelling
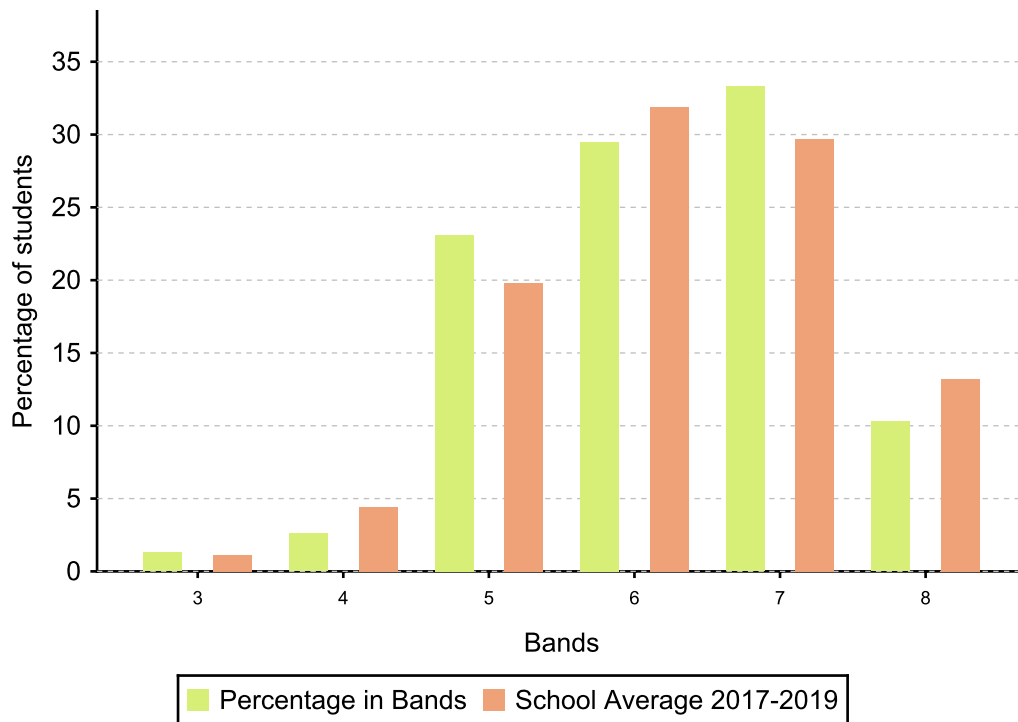
Band	3	4	5	6	7	8
Percentage of students	1.3	2.6	23.1	29.5	33.3	10.3
School avg 2017-2019	1.1	4.4	19.8	31.9	29.7	13.2

Percentage in bands:
Year 5 Writing
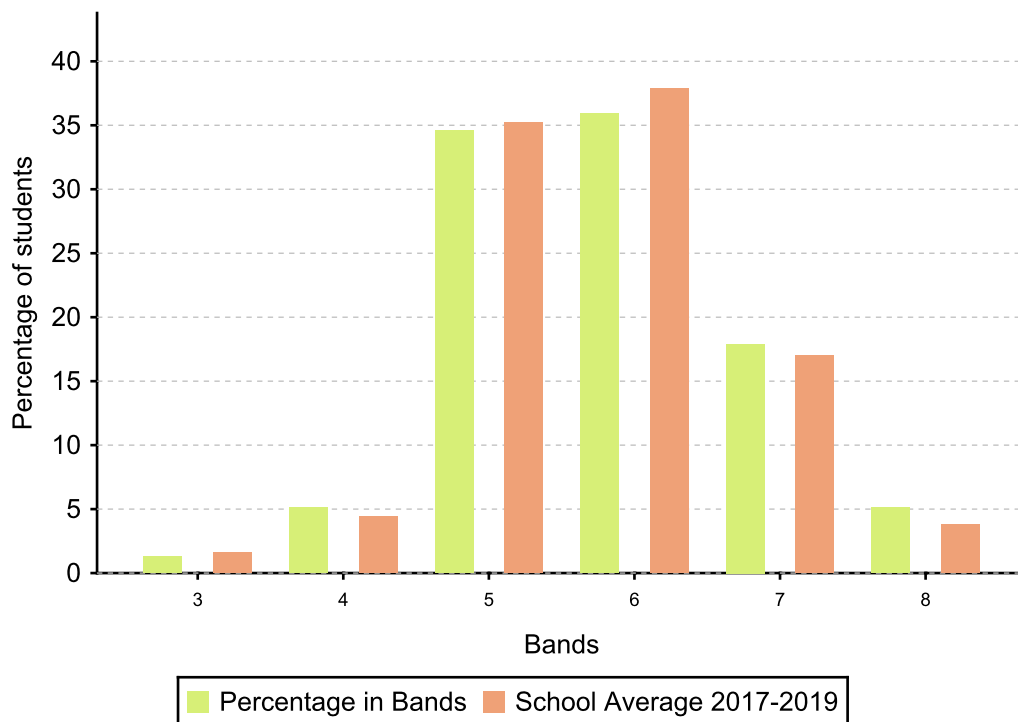
Band	3	4	5	6	7	8
Percentage of students	1.3	5.1	34.6	35.9	17.9	5.1
School avg 2017-2019	1.6	4.4	35.2	37.9	17	3.8

Percentage in bands:
Year 3 Numeracy
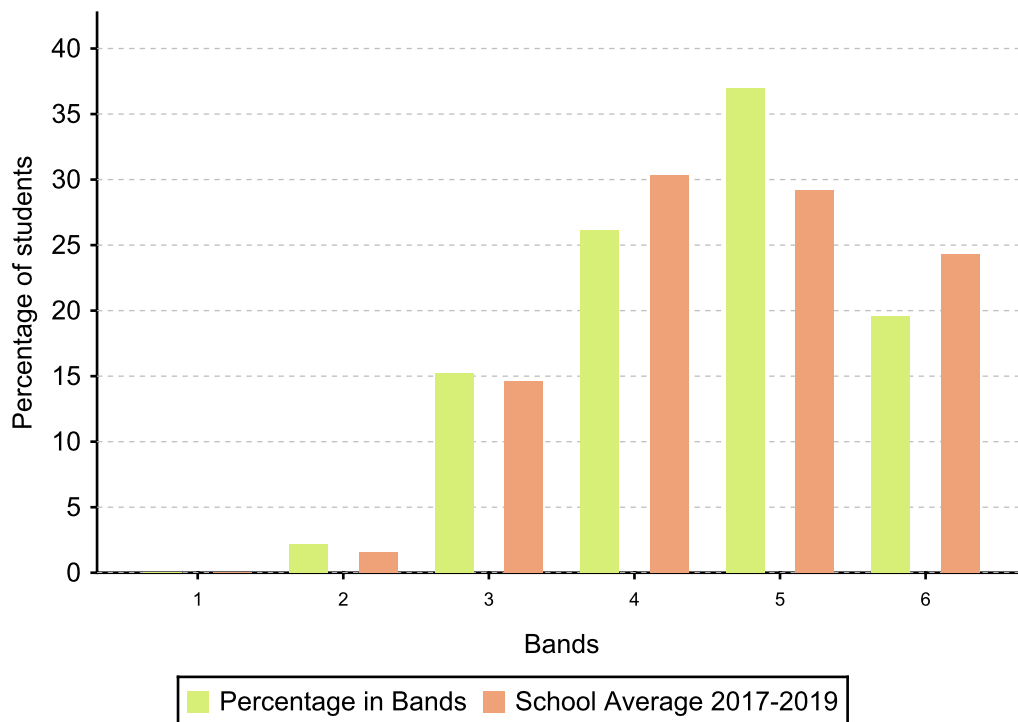
Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	15.2	26.1	37.0	19.6
School avg 2017-2019	0	1.6	14.6	30.3	29.2	24.3

Percentage in bands:

Year 5 Numeracy

Percentage in Bands ■ School Average 2017-2019
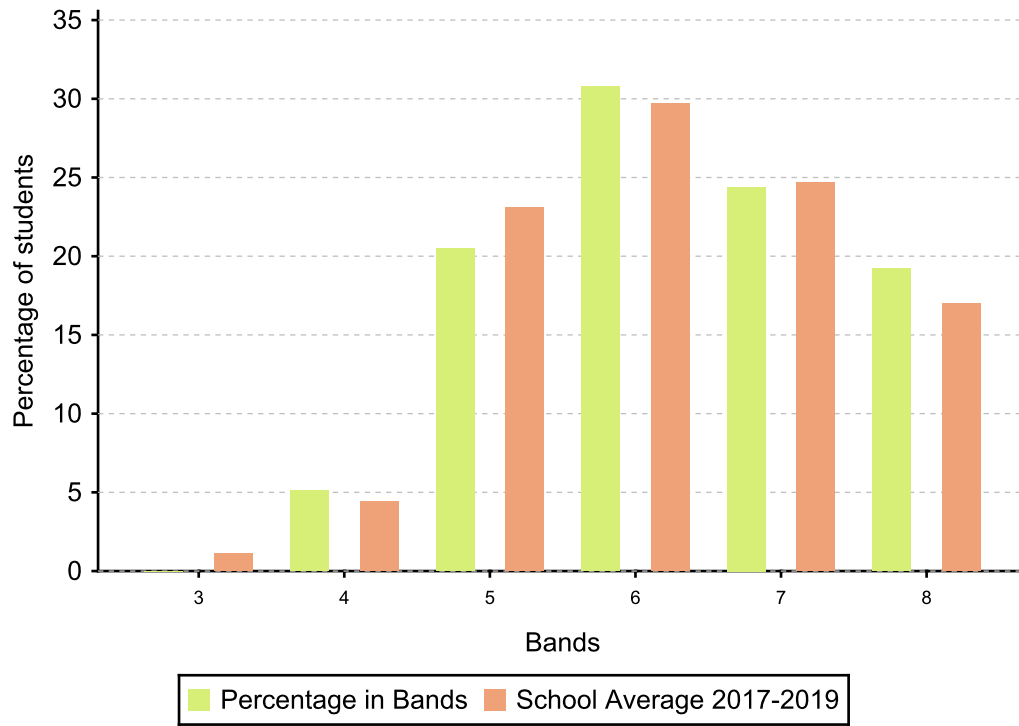
Band	3	4	5	6	7	8
Percentage of students	0.0	5.1	20.5	30.8	24.4	19.2
School avg 2017-2019	1.1	4.4	23.1	29.7	24.7	17

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community about school life. This year we asked our families to participate in a 5 Star response survey regarding various aspects including wellbeing and communication. We received 100 responses to our survey conducted through Survey Monkey and we found that:

- The weighted average was 4.76 out of 5 for the school being a happy, caring and welcoming place for students and families and 4.67 out of 5 for the school environment feeling safe and secure. This demonstrates that the reestablishment of Positive Behaviour for Engaged Learning (PBEL) has had a positive impact on changing the tone of the school by reinforcing the core expectations of Respect, Responsibility and Personal Best.
- The weighted average was 4.61 out of 5 for families being able to communicate easily with the school and 4.55 out of 5 for families having opportunities to interact with teachers.
- The overall satisfaction with the school was high as the weighted average was 4.43 out of 5 with 88 per cent of respondents rating over performance four–star and above. This data demonstrates that the school welcomes and interacts with the school positively and continues to work together for the academic, social and emotional development of every child.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.