

2020 Annual Report

Hornsby Heights Public School



4274

Introduction

The Annual Report for 2020 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.

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Message from the principal

Despite the COVID-19 pandemic, we had a productive year at HHPS where the school and community worked together to provide a high quality learning environment for all students. I proudly joined the school community as the permanent Principal in Term 2. Our team worked hard and passionately to ensure a smooth transition from school to the Home Learning Phase and then settling our students back into normal school routines once the COVID-19 lock down time was over. With COVID-19 came many challenges but also opportunities to be innovative and rethink the way we do things at the school.

The focus on the development of the whole child continued in 2020 with the provision of opportunities across the academic, sporting, creative and performing art areas. Virtual and online platforms were used to showcase student talent and connect with the community. Focus areas for 2020 included Focus on Reading, Writing, Visible Learning (focus on Mathematics and English), Project Based Learning and wellbeing programs such as The Zones of Regulation in order to ensure every student was made to feel safe and connected to school during the pandemic. Communication to parents was increased via the extended use of Seesaw, the development of termly Stage newsletters, updated website and increased information in the fortnightly newsletters.

I thank the parents and community for supporting our school financially, through volunteering and by being involved in extra curricular and P&C events throughout the year. I wish to acknowledge the wonderful work of the P&C executive, P&C members and helpers for their tireless efforts and contributions to Hornsby Heights Public School.

Katrin Cornell

Principal

School vision

School Vision

At Hornsby Heights Public School we are a community of learners. We care about the whole child and the group of people who support that child. Our aim is to ensure that Hornsby Heights Public School is a nurturing and supportive environment that promotes a love of life-long learning. By catering for the academic, social and emotional needs of students we guide each learner to reach their potential and connect and thrive in the world around them. Our innovative mindset, reflective nature and collaborative efforts ensure we continuously aim high so that our learners are successful.

School context

Hornsby Heights Public School is a medium sized school situated in a bushland setting, north of Hornsby. Our school FOEI (Family Occupation and Education Index) is '32'. The student population in 2020 was 467 students. The Non English Speaking Background (NESB) of the school community is 19%. We have 1.1% of our students who identify as Aboriginal. The school culture is that of innovation and equipping students to be future ready learners whereby the school takes on a Project Based Learning and Inquiry focus approach to subjects other than English and Numeracy. A wireless network is located across the school, meaning that students in all classrooms can access the internet and utilise tablet technologies. Connect to Learn (Bring Your Own Device) is offered in Stage 3 and Laptops (3-6) and iPads (K-4) are utilised across the school. The school operates a specialist Music and Dance program as well as a range of extra-curricular activities including three bands, a choir and a 3-6 dance ensemble. Students across 3-6 take part in the Hornsby Zone Primary School Sporting Association and engage in GALA days arranged across the local schools. All Year 6 students take part in a rigorous debating program and a whole school multicultural public speaking competition is held across K-6 each year. We utilise literacy and numeracy support funding to employ a learning support teacher to implement group programs to address areas of need. As a Positive Behaviour for Learning School the expectation of being a Respectful, Responsible learner that aims for Personal Best underpins the collective vision of all within our community.

All students make use of the eco-garden which has a strong connection with bringing the parent body into the school and using their expertise in teaching students about how to look after a garden and its produce to create healthy meals that are shared together as a community. The school has a chicken coop and fosters lambs each spring which allows the students to experience what it is like to care and look after animals. The school is part of the Network for Environmental and Suitability Teachers (NEST) where we work with other schools in the area of sustainability. Hornsby Heights Public School parent community have high expectations of the school.

The P&C generously funds many projects and is a valued partner in ensuring that each child's experience at the school is a positive and rewarding one. Through its various sub-committees, the P&C makes significant contributions to our school.



Year 6 and Kindergarten Buddy

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Teachers continued to implement explicit teaching of reading through comprehension strategies associated with Focus on Reading. Each teacher participated in a Reading Action Research Project that targeted an area of need across the stage. The Seven Steps to Writing Success program was implemented for the second year in a row.

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic.

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)
<p>Our two Focus on Reading coordinators were trained in Phase 2 of the program and two whole staff professional learning sessions were delivered. Staff were given a programming day each where some of that day was spent on planning effective reading lessons that incorporated strategies from the program. As a result of the training, all teacher programs reflected the Super 6 Comprehension Strategies.</p> <p>Kindergarten's Action Research Project focused on the driving question of, 'Will introducing Drop Everything and Read (DEAR) improve reading fluency and student engagement in reading?' Teachers introduced a 5 minute DEAR session, three times a week, where the Kindergarten children read a book independently. Each week a familiar book was selected, either by the students or a book read in guided reading for each child. This book became their familiar read. Students read out loud to themselves modelling what a good reader does. Analysis of the pre and post data indicated that 36% or more of the students in each class showed a positive growth in regards to their feelings about reading and improvement in their attitudes about reading on their own.</p> <p>Stage One's Action Research focus was to improve reading fluency. Some strategies that were implemented across the stage included poetry, reading fluency graphing and a Buddy Reading program in all Stage 1 classes. The</p>	<p>\$1200 on Focus on Reading coordinator professional learning development for whole staff training</p> <p>\$ 11400 Staff Planning Days</p>

Progress towards achieving improvement measures

post data revealed an increase of 16 words per minute on average in Year 2 and in Year 1, by mid-Term 4, 82% of the grade had a fluency rate at expected or above expected grade level which was an improvement of 23% from the baseline data. From reading survey data, there was an increase in student enjoyment in the areas of silent reading, reading for fun and reading for research.

Stage 2 Action Research Project focused on improving student confidence, attitude and engagement in reading out loud in front of peers. An intensive readers theatre program was introduced across the stage. Prior to this program, over 50% of students were found to dislike reading aloud or in large groups. Following the program all Stage 2 classes reported an overall increased enjoyment of reading aloud. Post survey results showed a 10% improvement in enjoyment of large group reading and almost 50% growth with reading aloud.

The Year 5 Action Research Project focused on a Reading Quest in order to target frequency of nightly reading to build reading stamina. Post the Reading Quest, the teachers received positive feedback from both parents and students in seeing the improvement in reading for enjoyment across Year 5.

The Year 6 Action Research Project focused on improving the levels of reading for enjoyment and reading fluency in students. The pre-data showed that only 56% of students enjoyed reading aloud. An intensive buddy reading program was implemented in Literacy Groups in which students were to read aloud to each other, focusing on fluency and individual goal setting. The post survey results showed a huge improvement in reading for enjoyment, of which 84% of students indicated that they enjoyed reading aloud to a partner.

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)
<p>Seven Steps to Writing Success was embedded into literacy writing units of work across the whole school. Teaching and learning programs reflected the use of the program. New staff to the school were supported with implementing Seven Steps to Writing Success via mentoring sessions and setting themselves goals through their Personal Development Plan to effectively implement the program into teaching and learning programs.</p> <p>As part of a writing enrichment program for High Potential and Gifted students, 25 students across 3-6 participated in the Seven Steps to Writing Success narrative competition. One student was a finalist in the state wide competition, receiving a highly commended in the Writing Competition within the Beautiful Word Pictures and Poetry category.</p> <p>Kindergarten embedded some key components of the Seven Steps to Writing Success Program, focusing heavily on Sizzling Starts. A high potential writing group was formed in Kindergarten where 13 students worked for 12 weeks with the stage supervisor. These students were exposed in greater detail to the steps involved in writing an imaginative story. They each planned and wrote a short story to be showcased in the school Library.</p>	<p>\$1500 - School Subscription to Seven Steps to Writing Success online digital resources.</p> <p>QTTS Funding</p>

Process 3: Learning Progressions

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

Evaluation	Funds Expended (Resources)
This year the school participated in the Year 3 and 5 Reading and Numeracy	

Progress towards achieving improvement measures

check-in assessments. These assessments gave the school vital information as the results were directly plotted against the literacy and numeracy progressions. This helped teaching staff to set new learning goals for individual students and was useful for teachers to inform their targeted teaching and learning programs. We will continue to do further professional learning with staff on the learning progressions in the next school plan in order to map students to their individual learning goals.

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)
<p>Every stage and class participated in a Project Based Learning (PBL) unit of work in Term 3 that spanned across learning areas such as Science, History, Art and English. Teachers spent a whole day engaging in Professional Learning around Project Based Learning methods and a new teaching and learning template outlining Project Based Learning 'must haves' was produced and used by all classroom teaching staff.</p> <p>As a result of the Professional Learning around PBL, 91% of staff are confident to teach a Project Based Unit of work after receiving more professional learning on it in 2020. 76% of staff would like to use different elements of Project Based Learning and weave these into other areas of learning in the future. This shows we have a good base to move PBL into other learning areas and not just our 'Concept' themes. 90% of our parents (191 responded to the survey) said that future ready skills such as collaboration, communication and critical and creative thinking skills were taught at HHPs. We would like to continue this high trend data.</p> <p>Parents/Community members participated in a 'Be an Expert in the Classroom' survey where we sought parent support with our Project Based Learning units of work by using parents as experts in their field to support learning in classroom. This had success in bringing parents into the school via video links and in person and in showing students how jobs connect to their learning in class.</p> <p>'Mantle of the Expert', a teaching strategy that uses imaginary contexts to create purposeful activities for learning that mix English and the Arts together was trialed with great success by our Drama specialist teacher across the school. Passion Projects where students had voice and choice in what they wanted to learn about were introduced K-6 during the Learning from Home phases.</p> <p>After careful research and planning the Future Focused Committee purchased some flexible furniture for the classrooms. The purchase of ipads and laptops added value to learning in order to increase collaboration skills among students with applications such as Google classroom and various iPad applications being used.</p>	<p>\$11 400 Project Based Learning Collaborative Planning Days for all K-6 Classroom Teachers.</p> <p>\$2323 Flexible Furniture Wobble Chairs</p> <p>\$50000 technology</p>

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)
<p>STEAM (Science, Technology, Engineering, Arts and Mathematics) has continued to be implemented across the school via interdisciplinary learning methods where one Key Learning area is linked to another with an overarching theme.</p>	

Progress towards achieving improvement measures

Kindergarten classes implemented a STEAM connection within their literacy group sessions that linked in with the theme they were currently engaging with across the English curriculum. This change has increased the amount of 'tinkering', investigative play and has opened students up to engaging more with Science, Technology, Engineering, Arts and Mathematics.

Some Stage 3 'i-Team' students became teachers and leaders where they took on a leadership role, teaching Kindergarten about coding and how to use Beebots and Cubettos to complete a coding task. In order to prepare the lesson, students created two slideshows, made coding grid mats and created a lesson plan to meet the needs of the Kindergarten students. The experience taught the iTeam how to collaborate effectively together, how to use their creativity and problem solving skills in order to deliver the content aimed at a Kindergarten level as well as improve their communication and public speaking talents.

Next Steps

- Implementation of Teaching Sprints to support research and evidence based practices within literacy
- Teachers will engage in and develop their mathematics teaching skills via ongoing Professional Learning linked to the Primary Mathematic Strategy via our Primary Mathematics Specialist Teacher Initiative (PMSTI)
- Participation in the CESE LEED project
- Research, design, implement and resource learning spaces to better allow innovative teaching practices to occur

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)
<p>We established the start of a sustainable Aspiring Leaders Program that was open to all staff in order to build leadership capacity and encourage succession planning across the school. In order to cater to individual staff need, we created a pre-survey for interested staff and asked them what skills, knowledge and attributes they felt they needed to improve in order to progress on their educational journey. 11 aspiring leaders took part in the first session where we discussed topics such as; 'What does good leadership look like?', 'looking at different leadership frameworks' and 'reflecting on self were covered'. The session was followed up with an activity and readings that included working through difficult scenarios. This program will continue into 2021 and participant growth will be measured by self-assessment using pre and post scaling systems aligned to the five domains (Interpersonal, Personal, Organisation, Educational and Strategic) of the Leadership Capacity Framework.</p> <p>The executive staff worked with their stage teams as instructional leaders to support QTSS in all stages. Each week the supervisors worked with their team to support quality teaching, programming and differentiation across the school. This initiative allowed for staff to team teach, work as peer coaches, work collaboratively on programming and observe other classrooms within the school. A new programming checklist was created for Program Evaluation to ensure consistency among the school and support staff in knowing what we are aiming for with regards to teaching and learning programs.</p>	<p>QTTS Funding</p> <p>\$440 Professional Reading Books</p>

Process 2: Growth Mindset

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

Evaluation	Funds Expended (Resources)
In 2020 approximately 90% of classrooms across K-6 display and teach	

Progress towards achieving improvement measures

Growth Mindset strategies. Growth Mindset was reflected in PBEL awards and regular newsletter profiles which showcased students displaying positive attitudes to learning. Classroom displays were co-created with the students using student friendly language. We have seen an increase of teachers making the direct link with introducing Growth Mindset and setting student learning goals to improve student learning.

In 2020 along with continuing to embed a Growth Mindset among students and teachers, we also started to work on developing Learning Dispositions. A Visible Learning Committee was formed to drive the school in thinking about what Learning Dispositions a successful learner at Hornsby Heights Public School needs. Workshops were held with both the staff and students in order to collect character trait data that will later come together to form our Learning Dispositions. The committee will continue to this work in 2021 starting with a parent forum.

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)
<p>All staff participated in further Professional Learning via four twilight sessions (two via Zoom) run by CORWIN on Learning Dispositions, Feedback (including feeding up, feeding back and feeding forward) and Differentiating Lesson Intentions and Success Criteria. As a result of the learning, we further embedded Bump it up Walls, What a Good One Looks Like (WAGOLLS) and trialled using differentiated Learning Intentions and Success Criteria within our teaching programs.</p> <p>In 2020 the school Executive Team participated in the Visible Learning Action Day 3. We worked with our CORWIN leader to redefine our aspiration statement. We analysed the data collected in the Tell them From Me Survey to ensure our key focus areas were in line with the current needs of our school. In the students Tell Them From Me Survey 87.5% of students could answer what they are learning i.e learning intention, but could not describe how and why they will learn it. Our key focus areas for 2021 will be developing characteristics of an effective learner by creating Learning Dispositions and developing assessment capable learners so that all students can answer 'What am I learning? How am I going? My next steps are...'</p>	<p>\$7380 2x twilight sessions on Developing Visible Learners</p> <p>\$9200 2x twilight sessions on Feedback that Makes Learning Visible</p> <p>\$3400 Executive Evidence into Action Day 3</p>

Next Steps

- Research, development and implementation of Learning Dispositions
- Formative assessment strategies implemented across school in order to create assessment capable learners
- Continuation of Aspiring Leaders course for middle leaders

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)
<p>The PBEL Team met regularly to analyse school behaviour data and provide support to students and staff through regular updates of focus areas of need on a monthly basis. The introduction of Sentral (an electronic data capturing system) has improved access to data, communication and follow up among staff. Sentral provided easier and streamlined data collection to occur for behavioural data to be collected and captured. A staff focus board to include monthly data in graph form was regularly updated in the staffroom in order to make data viable. Data driven PBEL focus posters were created monthly for each classroom to support teachers re-teaching and prompting positive behaviours. All classes worked with a buddy class to design updated lessons for all areas of the school, including Learning Intentions, Success Criteria and Expectations. These continued to be updated and utilised by all classes throughout the year to reinforce school-wide expectations. After analysing 2019-2020 classroom data, the PBEL Team provided Teacher Professional Learning on Classroom Systems to improve the engagement and progress of our students. Two whole staff PBEL Professional Learning sessions were delivered by the PBEL team that focussed on improving behaviours and engagement of students in and out of the classroom. The annual 4 tier award system of Bronze, Silver, Gold and Platinum was successful with 100% of students in the school gaining a Bronze award, 94% a silver, 45% a gold and 3.5% a Platinum.</p> <p>Zones of Regulation was implemented in Stage 1 and Stage 3 as a strategy to assist our students in developing skills to maintain and improve their mental and social well-being. Teachers incorporated numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. The goal of the zones (Red, Yellow, Green and Blue) is to help students develop social, emotional, and sensory regulation. Through implementation of the Zones students were taught the</p>	<p>\$8076 Sentral Licence Purchase</p> <p>\$136 Signs displaying expectations</p> <p>\$674 Zones of regulation resources and learning support books</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3600.00)

Progress towards achieving improvement measures

difference between feelings and behaviours in all zone, were taught expected and unexpected behaviours in the zones and developed a tool box of strategies for all zones. Teachers implemented self-monitoring tools, tracking tools, and a system for monitoring progress towards the development of self-regulation skills.

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)
<p>The transition to school programs offered in 2020 were a little different due to COVID-19 restrictions. Our Kindergarten Orientation Day Parent Information Session was delivered via an online Zoom session. All families received a take home pack with all the vital information in preparing for the start of school. The 2021 Kindergarten students were given a book called 'Starting Big School' which included photos and information about Hornsby Heights Public School, a special QR code with a guided tour of one of the Kindergarten rooms and a craft activity to do at home. We offered our Early Bird program over three weeks at the beginning of Term 4. The preschool students attended three sessions face to face in the school library. They learnt some of the routines of school, went on a school tour, read stories and completed craft activities. The Kindergarten Assistant Principal and Kindergarten class teachers were responsible for running the program and saw it as a valuable opportunity in getting to know the new students.</p> <p>In 2020 all Kindergarten students participated in a transition to Year 1 experience afternoon. Each class visited the three Year 1 classes and the Year 1 teachers taught a short explicit lesson. The students picked out the similarities and differences of a Kindergarten room to a Year 1 room and participated various lessons. All Kindergarten and Year 1 teachers were involved in this activity.</p> <p>Students in Year 6 were involved in a High School Experience Day to aid in preparing them for their transition to High School. Teachers from across the school organised a 40 minute lesson on a range of topics and the students walked around the school, from room to room, with their bags, just like a typical high school day. The lessons that they had were German, Art, Sport, Drama and English. The students thoroughly enjoyed the opportunity to be involved in such an experience.</p> <p>In 2020 the P and C were due to have their major fundraising event- The Bushland Fair. However, due to Covid 19 they were unable to proceed so instead decided to join together with the school to host The HHPS Art Show. Every class teacher designed and created an artwork with their class and these were auctions off through a live online auction and sold to the highest bidder. The P&C utilised the power of social media to increase funds raised by being able to purchase prints of the artworks on cards, aprons, pillows, mugs, drink bottles, etc. Raffle prizes were donated by local businesses and families sponsored the artworks themselves to provide an 'art museum' themed backdrop for a 'live feed' on opening night! Many hours of planning and virtual meetings made the Art Show a success in difficult times, raising a total of approximately \$16,000. The community and school worked incredibly well together to make this a success and we were recognised for this in the local Newspaper.</p> <p>The school worked with the community, local government and the council in order to create a new "Kiss and Collect" zone outside the school. This has been well received by the community and has created a safer pick up area for our student.</p>	

Progress towards achieving improvement measures

Process 3: Communication

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

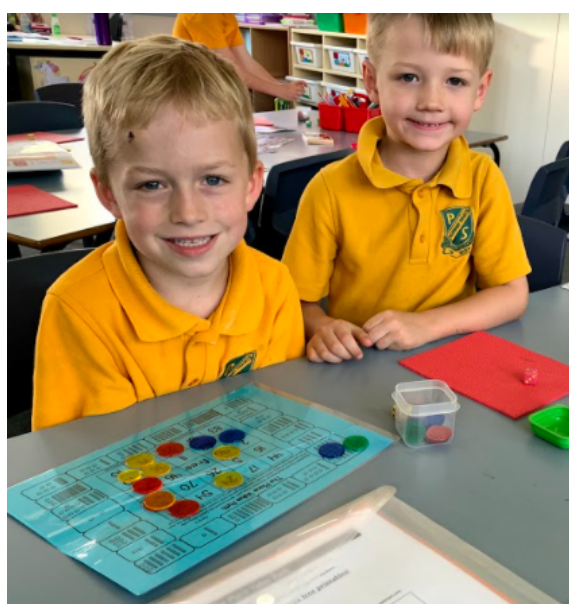
Evaluation	Funds Expended (Resources)
<p>In order to improve communication between school and home the school worked hard to improve and add to our communication platforms. The Newsletter included more information about the day to day events and opportunities available to students and our school website was regularly updated. Seesaw was used more regularly in the classroom as a window into students' learning. Photos of school events and student awards as well as video messages were posted via Seesaw and Enews so that parents did not miss out on connecting with the school during the Covid 19 pandemic.</p> <p>Discussion and consultation occurred with the P&C for the school to bring in a new social network system in 2021 in order to connect parents and students socially to each other to create a bigger sense of belonging and community togetherness at the school.</p>	

Next Steps

- Continuation of the PBEL program and development of PBEL classroom system
- Implementation of The Resilience Project
- Establish a whole school Social Parent Network system

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 294.00) 	Funding was used to support students who were identified as being of Aboriginal or Torres Strait Islander background. Personalised Learning and Support Plans were written, delivered and monitored. These plans increased students' learning opportunities and acknowledged their culture. A Student Learning and Support Teacher was employed to work with some of our students in their area of targeted growth development.
English language proficiency	Staff: 0.4 FTE Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$50 457.00) 	An English as an Additional Language or Dialect (EAL/D) teacher was employed four days a 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. Learning programs included small group withdrawal with explicit teaching, in-class support and team teaching in class. A new report was created that clearly showed and shared progress with parents. Resources to support the program were purchased as well as furniture to support an engaging learning space. Funds were also spent on Student Learning and Support Officers that supported EAL/D students in the classroom.
Low level adjustment for disability	Staff: 0.6 FTE Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$30 402.00) Low level adjustment for disability (\$30 560.00) 	<p>The school has an allocation of three days per week Learning and Support Teacher (LaST). The LaST provided literacy support for students from K-6 with additional literacy and learning needs. This was delivered through intensive small group withdrawal sessions, one on one support sessions and in-class team teaching and consultation of strategies to implement in the classroom for particular students with learning needs. Early intervention was a priority and targeted programs were designed and implemented collaboratively with the classroom teacher. Individual Learning Plans were collaboratively developed for identified students as part of the Nationally Consistent Collection of Data (NCCD) for school students with disabilities.</p> <p>Four experienced school Learning Support teachers (SLSO's) provided support to individually funded students and targeted students in academic, social and behavioural areas.</p>
Quality Teaching, Successful Students (QTSS)	Staff: 0.774FTE Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$84 663.00) 	The school has an allocation of 0.774 FTE which was used to release four Assistant Principals off class for one day a week to work as instructional leaders across their stages. They assisted teachers by team teaching, mentoring, collaboratively programming, class observations and reflective practises. Each Assistant Principal established a High Potential writing group in Term 3 aligned to each stage group.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic 	This funding was used to support families experiencing financial hardship. Assistance

Socio-economic background	background (\$10 935.00)	was provided to fund excursions, books, overnight camps, specialist programs, dance fees and stationary. This enhanced the students' educational experiences.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>This funding provided the opportunity for one early career teacher to join the New Teacher Network (ntn) which provided access to high quality support. Facilitated by a highly experienced mentor, our teacher met in a cluster of schools on a regular basis. Professional learning and reflection covered areas such as reporting, behaviour management, engagement of students and COVID 19 teacher wellbeing support.</p> <p>In addition, our early career teacher was released to work with their mentor, observe classroom practice, work on accreditation and complete assessment and reporting activities.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	210	228	237	250
Girls	224	222	222	226

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	95.7	95	96.5
1	95.7	96.4	92.8	97.5
2	95.8	96	95.6	96.6
3	96.5	95.1	93	97
4	96.8	95.7	95.2	95.6
5	95.5	95.9	95.8	95.9
6	95.2	94.6	94.9	97
All Years	96.1	95.7	94.7	96.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	17.37
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	652,867
Revenue	4,251,238
Appropriation	3,872,669
Sale of Goods and Services	210,088
Grants and contributions	167,025
Investment income	1,356
Other revenue	100
Expenses	-4,080,931
Employee related	-3,554,279
Operating expenses	-526,653
Surplus / deficit for the year	170,306
Closing Balance	823,173

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.

	2020 Approved SBA (\$)
Targeted Total	64,197
Equity Total	227,507
Equity - Aboriginal	4,294
Equity - Socio-economic	10,935
Equity - Language	116,087
Equity - Disability	96,190
Base Total	3,290,738
Base - Per Capita	110,391
Base - Location	0
Base - Other	3,180,346
Other Total	210,239
Grand Total	3,792,680

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

This year, 85 parents took part in the Tell Them from Me survey (TTFM). The survey is designed to provide insight to help guide school planning and identify school improvement initiatives. The survey found that 86% of parents have spoken more than two or three times with a teacher about their child's learning or behaviour this year. Since the beginning of the year, 74% of surveyed parents have attended meetings or social events at school (many were held online in 2020 due to the COVID 19 pandemic).

In response to the end of year Culture Survey, 90% of our parents (191 responded) said that future ready skills such as collaboration, communication and critical and creative thinking skills were taught at HHPS. We would like to continue this high trend data. 69% of parents either strongly agree or agree that students at HHPS are challenged in their learning. We are looking to improve this in the future. 75% of parents expressed that they were kept informed of academic progress with 65.4% saying HHPS offered quality wellbeing programs. Overall parent satisfaction with HHPS in 2020 was high, with 53.4% 'very satisfied', 39.8% 'satisfied', 4.7% 'neutral' and 2.1% dissatisfied.

Student Satisfaction

This year 171 students from Years 4, 5 and 6 took part in the Tell Them From Me survey. 85% of surveyed students said they try hard to succeed in their learning. Students reported that 89% do not get in trouble at school for distributive or inappropriate behaviour. The survey reported that 91% of students have friends at school that they can trust and who encourage them to make positive choices. 69% of students said they feel accepted and valued by peers and by others at their school. We are looking to improve this in the future.

Teacher Satisfaction

This year, staff took part in a survey which provides insight into teaching practices taken from the "What Works Best" 2020 document. Areas in which staff scores were high (scores are from 1-5) were in the area of High Expectations scoring 4.46, Classroom Management scoring 4.5, Wellbeing scoring 4.39 and Explicit Teaching scoring 4.22. These were followed by Use of Data to Inform Practice scoring 3.98, Assessment scoring 3.94, Collaboration scoring 3.86 and Effective Feedback scoring 3.59.

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.

Other School Programs (optional)

WELLBING PROGRAMS AT HORNSBY HEIGHTS PUBLIC SCHOOL

Positive Behaviour for Engaging Learning (PBEL)

Positive behaviour continues to be encouraged via our PBEL whole school system. Students were taught the expectations of Respect, Responsible and Personal Best for each whole school setting. Positive and negative behaviour data continued to be tracked using a newly purchased school database (Sentral) and was used to establish monthly focus behaviors and redirects for students.

Playmates and Buddies

At Hornsby Heights Public School the transition to 'big school' is made easier with a buddy system and a program called 'Playmates'. Each Kindergarten student was allocated a Year 6 buddy who supported their Kindergarten student in the first few weeks of school by sitting with them at recess and lunch, playing with them in the playground and being a friendly smile in the school grounds. 'Playmates' is a PDHPE/Social Skills program designed to allow all new Kindergarten students to experience lunch breaks in a settled, organised and supervised manner for part of Term 1. The program operated with the assistance of all Kindergarten and Year 6 staff members. Year 6 were trained to lead playground games that do not require playground equipment and were easy for Kindergarten students to play on their own during break times. Following the formal program, selected Year 6 students continued to support the students by setting up planned play situations in the K-2 play area in order to promote social interactions for the Kindergarten students.

Kindergarten and Year 6 classes come together throughout the year for planned opportunities to share some learning time together including buddy reading and classroom visits for special occasions.

LEARNING SUPPORT PROGRAMS

Learning Support Team and Learning Support Teacher

Learning support opportunities are provided for students across K-6 for students with additional needs in Literacy. Small group withdrawal, one to one, in class support and home programs are modes of support utilised. Students are identified by the classroom teacher and then referred to the Learning Support Team. After discussion, the team then advises on a course of action including additional assessments, referral to external providers such as speech and occupational therapists, inclusion in learning support classes/programs and school counsellor referral.

Speech Therapists

We continued to have a speech therapist onsite at our school every Wednesday, providing a successful and accessible service to working parents. Speech pathology services included support for, expressive and receptive language, speech sound difficulties, stuttering/fluency and reading and writing skills.

Maths Olympiad

Maths Olympiad offers a range of mathematical competitions for students aged from around 8 to 14. The Maths Olympiad is a competition in which school teams compete against thousands of other teams throughout Australia and Asia in complex mathematical problem solving. Hornsby Heights Public School has a long history of competing in the Maths Olympiad. There are five competitions spread over the year, each having five questions. Over the past few years, we have seen an increase in the mathematical problem solving skills of our teams, resulting in higher accuracy in individuals and the team. In 2020, the running of the competition was affected by COVID, however our team members continued to improve skills, with an average gain of 22% in accuracy in team members who had been in the school team for the previous year. Our team meets weekly, throughout lunch to practise strategies for identifying and solving problems. Often led by students, the training is a buzz of 'what-ifs', sharing of ideas and 'light-bulb' moments.

CREATIVE ARTS PROGRAMS

Dance Ensemble

Dance Ensemble is a selective and creative group where 24 students from Years 3-6 are given the opportunity to express themselves through the movement of dance. 2020 was a successful year for the extra-curricular dance program despite disrupted rehearsals and performances due to COVID-19. The Dance Ensemble group rehearsed weekly with three professional choreographers, to develop a technical and advanced routine that showcased a range of genres and styles. They performed their unique dance at the annual Presentation Day ceremonies as well as being recorded on i-movie which was part of the whole school re-imagined annual dance event 'Moovical Heights'. At the end of each year, two awards were presented to students who displayed commitment and dedication towards the Dance Ensemble throughout the year. These perpetual awards, the 'Commitment to Dance' award and the 'Robyn Morris Excellence in Dance' award were given at our annual presentation day.

K-6 Dance Program

Our students, dance teachers and staff all worked extremely hard during what was a challenging year. Dance classes commenced early in Term 1 and re-commenced in Term 3 after the home-schooling period. The teachers of HHPS worked closely with our talented Dance teachers to re-imagine Musical Heights into 'Moovical Heights'. Individual class dances changed to dances taught to an entire grade. The end result was a collection of i-Movies from each grade's dance performance, including photos and videos of dance classes throughout the term and at their dress rehearsal. The i-Movies also included interviews from students and introductions by our school captains. Prior to being showcased to the school community, our students had the opportunity to view all dances on i-Movie. While it wasn't quite the same as a live performance at Hornsby RSL, the feedback from our school community was overwhelmingly positive.

Japanese Art Exchange

The Nagoya Sister City Art Exchange is a program run by the Department of Education's Arts Unit. Artworks are submitted by NSW public school students from Years K-12 for consideration to be included in an international art exchange. Selected artworks are then transported overseas and exhibited in Nagoya, Japan along with works by students in Nagoya and other cities worldwide, including Los Angeles, Mexico City, Reims, Turim and Ninjing. Artworks from Nagoya are sent in reciprocation to the participating school. The annual event encourages and demonstrates friendship and cultural exchange, which in turn promotes the further development of sister city relationships, strengthening our international community of learning. Although events of 2020 delayed some aspects to the Nagoya Sister City Art Exchange, the highly competitive event went ahead and took place in late Term 4. We submitted four exceptional artworks into the event were thrilled to learn that two of them were accepted into the exhibition, being sent and displayed in Japan.

Band

The Band Program is a very proud tradition for HHPS and even during COVID-19, it continued to shine. Our students involved in band, parent volunteers, tutors and conductors navigated their way through difficult regulations in a creative way. Weekly band rehearsals and tutorials switched between face to face, google classrooms and Zoom. When wind instruments were banned, weekly rehearsals converted to funky percussion and bucket drumming sessions. Our Concert band students recorded remotely and produced a virtual performance of Medieval Fayre. The students participated in a practise challenge and completed 32,000 practice minutes across 7 weeks. Despite the challenges, band membership remained strong, with 25 students in Training Band, 40 students in Concert Band and 19 Students in our extension Stage Band. All bands enjoyed performing outdoors for their teachers and peers for Education Week and enjoyed expert sectional tuition during our Term 3 band workshop. Our senior students were proud to demonstrate their instruments to our Year 2 students and the Stage Band gave a very entertaining performance during our School Presentation Day Ceremonies. Despite many cancelled events, the students, parents and conductors continued to be thankful for the opportunity of friendship, belonging and personal growth that band membership offers.

SPORT PROGRAMS

Swimming

The Swimming Carnival was held early in the year at Kuring-gai Fitness and Aquatic Centre with one of our students in Year 6 breaking 5 school records. 35 students represented our school at the Hornsby Zone Swimming Carnival at Homebush, with one student becoming the Junior Champion within our Zone. Two students represented our Zone at the Area level, however, COVID-19 prevented this from occurring.

Athletics & Cross Country

Due to COVID-19, all Zone Carnivals were cancelled, however, we held our own school events on our school grounds. Both of these events were well received, with students thoroughly enjoying the opportunity to show their school spirit.

PSSA (Primary School Sports Association)

PSSA began as usual in Term 1 2020, with COVID-19 then changing PSSA for the remainder of the year. The T-Ball and Softball teams started off strongly, winning most of their games. During Term 3, a shortened 5-round PSSA Netball and Soccer friendly competition was organised for the Year 6 students. In Term 4, softball and cricket for the senior students resumed in the form of a friendly format. We look forward to regular competitions commencing in 2021.

LEADERSHIP

SRC and Community Grant

Due to COVID 19 the Student Representative Council commenced in Semester 2. Meetings took place on a fortnightly basis during lunch time on a Tuesday. Each class has two representatives, totalling 40 student leaders.

The SRC students played a vital role in the consultation process for the design of the new active playground equipment that was funding via the My Schools Community Grant. The students gave feedback on possible design and their ideas were used to help decide on the most appropriate equipment, allowing for student voice. SRC students played a vital role in helping to come up with a student voice on the learning dispositions that were needed in a classroom in order to be a successful learner. The Visible Learning Committee will use this information when forming learning dispositions in 2021. At the end of the year the SRC organised our annual 'Toys n Tucker appeal'. With the K-2 students helping put up the Christmas tree and the 3-6 students helping with the advertising of the appeal, as well as packing the goods funds were easy to collect.

OTHER PROGRAMS

Eco Garden and Chickens

The Hornsby Heights Eco Garden Committee were unable to run as many interactive learning experiences for the students in 2020 due to COVID 19. In Term 1, the Kindy students were able to harvest and taste the corn that was planted during the 2019 Early Birds program and Year 5 cooked Pesto. The committee maintained the garden beds in anticipation of cooking and tasting in the later part of the year, however due to COVID 19 restrictions this was not possible. There were some positive additions to the Eco Garden and school from a Sustainable Schools Grant awarded in February 2020 in the first round of the Department of Education Sustainable Schools Grants. The grant provided bike racks which were successfully installed and have increased the capacity for bikes and scooters, installation of a water bubbler and a water bottle filler and new compost bins installed to increase capacity to compost. Many families continued to volunteer their time to look after the schools chickens on the weekend. The school is part of the Network for Environmental and Sustainability Teachers (NEST) where we work with other schools in the area of sustainability.

Year 6 Debating Program

Year 6 students participate in a vigorous debating program each year. Due to COVID-19, there were less rounds than in previous years. Our learners developed a range of debating and life skills including public speaking, body language and presentation, understanding of logic, creative and critical thinking as well as broadening their understanding of social issues and general knowledge. The finals were exciting to watch and the result was a well-deserved tie between the two top teams.

