

2021 Annual Report

Hornsby Heights Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 where the school and community worked together to provide a high quality learning environment for all students. 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. The year presented with many challenges but also opportunities to be innovative and rethink the way we do things at the school.

Our focus on developing the whole child academically, socially and emotionally continued in 2021 with many opportunities provided to students including the academic, sporting, creative and performing arts areas. Virtual and online platforms were used to showcase student talent and connect with the community. Focus areas for 2021 included Numeracy, where we were selected to be part of the Mathematics Strategy that enables us to have one teacher off class for 3 days a week learning how to be an expert Mathematics teacher and teaching new skills and strategies to the rest of the team. We also had a continued focus on Visible Learning (focus on Mathematics and English) as well as started to map out our school's Learning Dispositions. We upskilled on the use of data analysis and new assessment techniques in order to bring students forward with their learning. Implementing SOLO Taxonomy (Structure of Observed Learning Outcomes) for assessment use was well received by students and we managed to implement this new way of assessing as a means of classifying learning outcomes in terms of their complexity.

We implemented new wellbeing programs such as The Resilience Project, Buddy Classes and a class parent Social Light system. An Aboriginal Education Committee was introduced to the school that connected with the newly formed Aboriginal Education Consultative Group for our area. Communication to parents was increased via the extended use of Seesaw, the further development of termly Stage newsletters, updated website, new informative interactive booklet all about HHPS and increased information in the fortnightly newsletters.

We completed the much loved playground on the oval and used a Design Based Thinking approach with our students and staff to redesign the library space and staffroom area in order to allow for more collaborative practices among students and staff.

I thank the parents and community for supporting our school financially, through volunteering and by being involved in P&C run events throughout the year. I wish to acknowledge the wonderful work of the P&C executive, P&C members and helpers for their 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 2021 is 455 students. Students that have English as an Additional Language/Dialect (EAL/D) at the school is 19%. We have 1.1% of our students who identify as Aboriginal. We work with the Aboriginal Education Consultative Group as the peak community advisory body to the department on Aboriginal education.

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 Physical Education 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 small group programs catering to the needs of our students. 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. We use their expertise in teaching students about how to look after a garden and its produce and how to create healthy meals that are shared together as a community. The school has a chicken coop 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.

Through our situational analysis findings we have identified the need to cater better for the needs of High Potential and Gifted students, collaborate more as a staff on innovative practices and focus in on data driven teaching and learning across the school to ensure growth in numeracy and literacy. Work will take place on ensuring that high impact professional learning takes place with a heavy focus on literacy and numeracy. Work will continue on Visible Learning, especially in the area of developing assessment capable learners and implementing learning dispositions across the school. A further area of development is on implementing whole school wellbeing strategies so that every student is able to self regulate and develop a strong sense of belonging where they are known, valued and cared for. We wish to make stronger connections with our surrounding schools and community. We will continue to put measures in place that ensure teacher professional growth and leadership opportunities are provided to existing and aspiring leaders. We endeavour to learn more about truly collaborative teaching and learning practices and how to create and maintain high expectations for all learners.

Ongoing monitoring of student performance data will determine areas of need and success at a class, stage and school level and the involvement of the school community in this process will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to build strong foundations for academic success and progress in reading and numeracy, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Visible Learning Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$15,215.86

Professional learning: \$23,400.00

Per capita: \$5,500.00

QTSS release: \$88,685.34

Summary of progress

Visible Learning

One of our aims for this strategic direction is to create assessment capable students and apply effective Visible Learning Practices in every classroom. In order to achieve this we have taken part in whole school professional learning sessions to ensure that all staff are able to align learning intentions and success criteria to lessons as well as know how to differentiate these for learners. We have been working to build capacity of staff to ensure effective formative assessment strategies are in place with a particular focus on feedback that enables students to be reflective, own their learning, receive and respond to feedback and articulate and create personal learning goals.

One of the strategies used this year to differentiate the assessment tasks for learners was to learn about, trial and implement the use of SOLO Taxonomy. Structure of Observed Learning Outcomes (SOLO) is used by educators as a way of describing different kinds of behaviours or to help distinguish between the different levels of human cognition such as remembering, thinking, learning and understanding. The introduction to SOLO Taxonomy has seen staff understand and begin implementing learning experiences and assessment tasks that incorporate the progression of learning under the categories 'surface', 'deep' and 'transfer' learning. Stage teams collaborated to redesigned an assessment task to ensure prior knowledge was gained, quality differentiation was included to allow students to demonstrate their level of knowledge and also updated their stage consistency guide to ensure consistent teacher judgement against the SOLO model when analysing student work samples.

Another focus for 2021 was on researching and developing whole school Learning Dispositions in order to create self directed learners. Executive staff took part in Professional Learning via a Leaders in Action Day run by Corwin. In order to involve all stakeholders in the process, the Visible Learning committee developed and held information and data collection sessions using Design Based Thinking elements to generate ideas from staff, students and parents in regards to getting an insight into which learning dispositions the students needed in order to "own their own learning".

Next year in this initiative the Visible Learning Committee will continue to work with staff to redesign further assessment tasks in line with SOLO Taxonomy principles. Data collected from the student, staff and parents around the learning dispositions will be collated and learning dispositions will be prototyped and trialed in every classroom.

Data Driven Practices

This year our aim was to build the capacity of staff in order to effectively analysis student data and start to make use of the Literacy and Numeracy Progressions to personalise learning for students. The literacy committee implemented whole school Professional Learning on using the Fluency element of the Literacy Progressions. Staff were asked to use the Department's Fluency Tool to analyse the reading of at least five students in their class reading a set passage aloud for one minute. The staff then had to discuss these results in stage meetings and enter them onto PLAN2 within the ALAN platform. Teachers then assessed all students using the Fluency Tool. Moving forward, the literacy committee's plan is for staff to utilise another element of the Literacy Progressions within reading to help improve teacher understanding and student results in reading. The Literacy Committee will also be implementing Professional Learning on the new K-2 English Syllabus throughout 2022.

Another focus for data driven practices was to research, devise and implement high impact professional learning catering for the varied needs of High Potential and Gifted learners. Staff were asked to complete the ATPS (Attitude and Teaching Practices Survey) to gain insight as to the level of expertise and support planning for targeted Teacher Professional Learning moving forward. From the data collected our next steps are to deepen teacher professional knowledge around High Potential Gifted Education to support greater differentiation that includes greater challenge and choice for our students.

Following extensive research and Professional Learning in the area of spelling, this year Synthetic Phonics was introduced into K-2 classrooms. This way of teaching has been very successful with students transferring their knowledge from spelling into writing. In 2022 we will introduce a 3-6 program.

In 2021 the school Executive Team continued to participate in the LEED Project. The focus throughout the year was identifying what school data sources we have by creating a whole school data inventory, strengthening our data skill analysis by collecting and triangulating data and creating a stage based data timeline for each term to ensure purposeful data is collected consistently across the school. In 2022 we will build stage termly assessment schedules, continue to participate in the LEED project where our focus in 2022 will be on explicit teaching methods in response to data analysis. We will continue to focus on catering for the needs of High Potential and Gifted learners and how to provide rich differentiation for students via SOLO and High Potential and Gifted Education whole class strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum uplift of 3.0% of Year 3 and Year 5 students will achieve Top 2 bands in NAPLAN Reading.	NAPLAN scores indicate that 61.68% of Year 3 and 5 students achieved in the top two bands of reading. This represents an uplift of 1.73% from baseline.
A minimum uplift of 3.5% of students will achieve top 2 bands in numeracy.	NAPLAN scores indicate that 44.43% of Year 3 and 5 students achieved in the top two bands of Numeracy. This represents a decrease of 3.06% from baseline.
A minimum uplift of 2.5% of Year 5 students will achieve expected growth in reading from baseline measure.	NAPLAN scores indicate that 62.16% of Year 5 students achieved expected growth in reading. This is an uplift of 10.3% from baseline.
A minimum uplift of 2.0% of Year 5 students will achieve expected growth in numeracy from baseline measure.	NAPLAN scores indicate that 70.27% of Year 5 students achieved expected growth in Numeracy. This is an uplift of 17.92% from baseline.
The school is working towards achieving similar school group results in NAPLAN Writing.	In Year 3 and Year 5 the school has achieved above state average results in writing and has further work to do to achieve similar school group results. Of particular interest were the strong results of Year 3 boys in writing achieving well above state and similar school group results.



Strategic Direction 2: Connected and Supported

Purpose

In order to ensure that all students are known, valued and cared for, we will support learners through a whole school approach to wellbeing practices that encompass positive relationships across the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Connectedness

Resources allocated to this strategic direction

Per capita: \$5,000.00

Socio-economic background: \$12,096.00

Aboriginal background: \$4,391.73

Summary of progress

Wellbeing and Engagement/Connectedness

Our focus this year was on the implementation of streamlined Wellbeing programs. This year Wellbeing Programs offered at the school have included: The Resilience Project, Zones of Regulation, Positive Behaviour for Engaging Learning (a whole school system) including the new add on of 'Check In' systems for students needing extra support. Transition programs for all year groups from Kindergarten to Year 7 as well as the Kindergarten Playmates program were also implemented with great success. Students in Year 6 were involved in an online High School Experience Day to aid in preparing them for their transition to High School where teachers from across the school organised online lessons (during home learning) for students on a range of topics. Cyber safety sessions were held for students and parents as well as Interrelate parent and student information nights for 3-6 students.

All classes took part in our new Buddy Classes which paired senior classes with junior classes in the school. Classes met at least once a term to participate in lessons based on topics that linked with the NSW PD/H/PE syllabus. Class teachers collaboratively programmed the lessons. The Buddy Classes helped continue to develop a sense of community at the school, encouraged new friendships, and helped students to support one another socially and with their learning. A new parent 'Social Light' system was set up in order to bring the community together. One parent from each class was in charge of arranging some social activities throughout the year. Due to COVID this year, a lot of the activities became online or outdoor artistic ones.

The Resilience Project was successfully implemented across the school and staff took part in Professional Learning for consistent implementation of the program. A Parent Run Workshop was organised in relation to The Resilience Project which gave tips and education around teaching Gratitude, Empathy, Mindfulness and Emotional Literacy. The Zones of Regulation were also a tool used in classrooms to help support students to self regulate their emotions. Virtual 'Check Ins' with students run over the Home Learning period to ensure students felt supported and connected to school.

Next year in this initiative we will continue to build on to the new Wellbeing Programs that we have implemented this year. We will have a focus on student voice and leadership opportunities for our students. This will include a whole school 'Opportunity Board' where we will encourage staff to offer new experiences to our students so that every child in the school (with or without a badge) knows that they can be a leader in the school and can add to the culture and value of our community. In order to promote student voice we will create and set up a Student Media Team who will add the student view to our Newsletters and events which will include teaching them valuable speaking and listening skills as well as learning about the media. We will continue to focus on the students' sense of strong belonging at the school, strong advocacy and high expectations of success.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>90% of students receive at least a Silver award as part of our Positive Behaviour for Engaging Learning reward system.</p> <p>55% of students achieve a Gold award from a baseline of 46% as part of our Positive Behaviour for Engaging Learning reward system.</p>	<p>We exceeded the target this year by having 97% of students across K-6 received their Silver award.</p> <p>52% achieved their Gold award which was just shy of our target by 3%.</p> <p>PBEL awards were given out using the three school expectations of Respect, Responsibility and Personal Best. The PBEL Team were responsible for analyzing award data across the year groups and communicated this on a regular basis to staff to ensure the awards were being handed out using a fair and consistent approach.</p>
<p>91% of students attend school >90% of the time from a baseline of 89.5%</p>	<p>The number of students attending greater than 90% of the time or more has increased from our baseline of 89.5% to 90.4%.</p>
<p>Student wellbeing results from the Tell Them From Me survey will increase to 88% from a baseline of 86.9%.</p>	<p>80.65% of students reporting positive wellbeing outcomes has decreased by 6.25% across the positive wellbeing measures. The 2021 Tell Them From Me data indicates that 88% of students have strong school advocacy, 70% have a strong sense of belonging and 94% have high expectations for success.</p>
<p>The school aims to improve the community's understanding of the schools well being programs from a baseline of 65% to 70% as evidenced by the school's annual Culture Survey.</p>	<p>The school has reached its target of improving community understanding of the schools wellbeing programs which has been evidenced by the response of the Culture Survey where 94.2% of parents agreed that the school offered quality wellbeing programs and 5.8% neither agreed or disagreed. When asked via the Culture Survey if The Resilience Project supported their child with strategies to further develop their emotional wellbeing through an understanding of the practice of Gratitude, Empathy and Mindfulness, 80% of parents either agreed or strongly agreed it did.</p> <p>The Wellbeing programs offered have been regularly communicated to families via Meet the Teacher Evenings, Newsletters, Information Brochures, Teaching and Learning programs aligned with homework, Parent Teacher interviews, Termly Stage Newsletters, reports, a new information booklet as well as student assemblies.</p>

Strategic Direction 3: Innovative and Collaborative Practices

Purpose

To build collaborative teaching and learning practices that support a community of learners who take on an innovative mindset and connect to the world around them.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Future Focussed Skills
- Effective Collaboration

Resources allocated to this strategic direction

Per capita: \$7,500.00

Summary of progress

Effective Collaboration

This year one of our key focus areas was on effective collaborative practices in the area of Numeracy. The key area of Number Sense and Mathematical reasoning featured significantly in our work in Strategic Direction 3 this year. A Numeracy committee consisting of one member from each Stage team across K-6 was established to design and deliver Professional Learning to staff that aligned with the practices learnt by our Mathamthics Specialist as part of the Department of Education Mathematics Strategy. The Numeracy Committee took part in many professional learning opportunities and worked together to lead the rest of the school in implementing Number Talks across K-6 and establishing positive student mathematical attitudes via looking at 'what makes a good mathematician' lessons. The Numeracy committee shared resources, ideas and teaching strategies as well as arranged demonstration lessons around Number Talks which focused on using the 'Talk Moves' document to look at the elements of what goes into a good Number Talk. A fortnightly Maths Matters activity was produced in the Newsletter and 'Maths Chats' in staff meetings were launched in Term 1.

In order to monitor our progress with Number talks we surveyed students in the middle of the year where 6 students were surveyed from each year class. 115 student responses were captured 3-6 and 66 from K-2

- 93% of students knew what a Number Talk was.
- 66.1% said that Number Talks help them learn mathematics, 28.7% said sometimes they helped them learn mathematics. 5.2% said no they didn't help.
- When asked if you learn better when you talk about mathematics to others, 54.8% said yes and often. 36.5% said sometimes and 8.7% said no.
- 83.5% of students said that Number Talks helped them learn from their classmates.
- When asked if Number Talks help explain their thinking, 66.1% said yes or often, 27% said sometimes and 7% said no.
- 67% of students said that Number Talks were making them better at mathematics. 25.2% said they didn't know.

100% of teachers have delivered Number Talks in their class this year. 52.9% have observed another teacher's Number Talk. In regards to teacher confidence in delivering Number Talks, 52.9% feel they are at a Practitioner level and 41.2% are at Apprentice level. This is from a range of Novice, Apprentice, Practitioner, Expert or Master. 68.8% of teachers have been observed giving a Number Talk. In terms of how often teachers are using Number Talks, 47.1% say it is part of their Numeracy Routine, 29.4% have given more than 10 Number Talks this year and 17.6% have given at least one Number talk. 88.2% of teachers feel they have been given enough support when implementing Number Talks and the remaining 12% are unsure or say they have been given some support. 76.5% of teachers have used the Talk Moves scaffold to support their Number Talks. The response from staff has been overwhelmingly positive with implementing Number Talks and trialing new mathematical resources and activities. Feedback shows that most staff are engaging with teaching Number Talks to students and have been receptive to the Professional Learning led within the Maths committee. Demonstration lessons, team teaching and observing others teach is something that staff would like to see continued.

From these results the Maths Committee feel confident to move onto the next part of Number Talks with linking and embedding them into lessons effectively in a number of different ways eg whole class, group, individual needs. Going forward into 2022 we aim to effectively implement the Mathematical teaching strategy of 'Launch, Explore and Summarise' and make Number Talks a part of the everyday fabric when teaching mathematics. We aim to implement a Maths Teaching Sprint around Mathematical Number Talks that will utilize QTSS funds in order to allow teachers to

observe and critique each others Number Talks using the 'Talk Move' elements.

Future Focussed Skills

This year we have researched, designed and resourced the library and staff learning spaces to better allow innovative teaching practices and collaborative learning spaces for teachers to occur. This has involved using a Design Based Thinking approach to allow students a voice in redesigning the library space so that it reflected the diverse learning that occurred in the library. The staffroom was redesigned to allow for better collaboration of Stage groups and Committee Groups to use for programming and planning of lessons together. After careful research and planning we purchased some flexible furniture for the classrooms such as wobble chairs and writable desks for our new Learning and Support Room. 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.

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 used by all classroom teaching staff.

Next year in this initiative we will focus on further developing the elements of Project Based Learning to align with difference subjects across the school eg English and Mathematics. We will continue to purchase further flexible furniture for classrooms to align with teaching methods.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Collaboration scores increase from 3.8 to 4 as measured by the What Works Best Survey.	<p>This target has been met with our overall Collaboration Mark in the What Works Best Survey being 4.2 this year. Below is a breakdown of the collaboration scores for the year when staff responded to the below statements. The comparison being made is from 2020 to 2021 out of a mark where 5 is the highest score.</p> <ul style="list-style-type: none">• 'I regularly observe lessons delivered by my teaching colleagues' increased from 2.7 to 3.4 in 2021.• 'I often discuss teaching approaches and practices with my colleagues' increased from 4.1 to 4.4• 'I create and share teaching resources with my teaching colleagues' increased from 4.5 to 4.7• 'I collaboratively plan my teaching program with other teachers' increased from 4.2 to 4.5• 'I am an active member of a professional learning community, network or group' increased from 3.9 to 4.2
Internal school data reflects a developing knowledge and understanding of innovative and future focused learning as measured by regular evaluative processes.	<p>This school target has been met this year with our overall Improvement, Innovation and Change Mark in the What Works Best Survey moving from 4.1 to 4.4 in the area of Professional Learning, from 2.7 to 3.4 in the area of Professional Learning Engagement for staff and an increase from 3.7 to 4.2 in Improvement, Innovation and Change Collaboration across the school.</p> <p>100% of our teachers have implemented at least one long term unit of work based around using the elements of Project Based Learning this year.</p> <p>Parents have responded via the Annual Culture Survey that 85.4% of them strongly agree or agree that students at Hornsby Heights PS are taught future ready skills such as communication, collaboration and critical and creative thinking skills. 13.6% neither agreed or disagreed.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,296.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hornsby Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connectedness • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities. • Employment of additional staff to support our literacy support program implementation in Term 4. <p>The allocation of this funding has resulted in: Students being supported to attend excursions and the purchase of uniforms for some families experiencing hardship.</p> <p>A larger number of students being accepted into the Literacy Support timetable across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of an SLSO running the MACLIT program across K-2 with our Learning and Support Teacher and continued support for families that need extra assistance with uniform purchases and curriculum excursions and resources.</p>
<p>Aboriginal background</p> <p>\$4,391.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hornsby Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connectedness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency. • Staffing release to support development and implementation of Personalised Learning Plans. • Four teachers released off class for a day to program units of work to share with their stages on creating an Acknowledgement of Country for each class and units of work that link in with history topics being covered. • Purchase of signage of Acknowledgment of Country and community naming of an area within the school. • Build connections and work with other schools in order to learn and grow as a community. • Establish an Aboriginal Education Committee and work with our local Aboriginal community within the AECG as well as our own community when making decisions around Aboriginal Education. <p>The allocation of this funding has resulted in: Greater staff awareness of Aboriginal Culture and Education across the school and community</p>

<p>Aboriginal background</p> <p>\$4,391.73</p>	<p>After evaluation, the next steps to support our students with this funding will be: To teach our Aboriginal and non Aboriginal students more about the heritage and culture of the Aboriginal People on whose land/s they live and the history of the interaction between Indigenous and non Indigenous Peoples. We wish to continue to embed Aboriginal perspective into our teaching and learning programs in a culturally inclusive way. We would like all teachers to have completed Aboriginal cultural awareness training and that our Aboriginal families continue to find our school welcoming and a respectful place. We as a school will continue to grow our Aboriginal Education Committee and connection with our local Aboriginal Education Consultative Group.</p>
<p>English language proficiency</p> <p>\$52,228.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hornsby Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Withdrawal lessons for small group (developing) and individual (emerging) support. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$97,870.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Hornsby Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in: Students receiving support with learning adjustments within the classroom.</p> <p>Social skills program on the playground being introduced via a Games Room at lunch.</p> <p>Playground Games Boxes being purchases and taken out at break time for students to enjoy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for students that need learning adjustments put in place</p>

<p>Low level adjustment for disability</p> <p>\$97,870.44</p>	<p>for them via the support of an SLSO in the classroom. Some of the funds will be used to employ an SLSO to help run a Literacy intervention program with our Learning and Support Teacher that focuses on early intervention and small group work.</p>
<p>School support allocation (principal support)</p> <p>\$25,049.88</p>	<p>School support allocation funding is provided to support the principal at Hornsby Heights Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establishment of a Stage 2 and 3 term long (Term 3) one day a week High Potential Numeracy program run online and face to face during the Learning from Home Phase. • Employment of a Media Officer one day a week from Term 2-4. <p>The allocation of this funding has resulted in: Extension of High Potential Maths students numeracy levels.</p> <p>Updated school website, new Interactive Information Booklet, school map, Kindergarten flyers, school photos for the Newsletter, updated school letterhead, prototyping of new Newsletter for preparation of 2022 launch and new Kindergarten Orientation Information Booklet, Social Story and school tour passport.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with staff Professional Learning around High Potential and Gifted Education.</p> <p>Continuation of employment of a Media Officer to continue expanding our communication strategy with parents to include videos in the Newsletter, and the new Newsletter launch. In order to prioritise 'Student Voice' we will look to develop a Student Media Team within the senior student body.</p>
<p>QTSS release</p> <p>\$177,370.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hornsby Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Visible Learning Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>Teaching Sprints being run across all stages with a focus on Literacy.</p> <p>Mentoring of new teachers to the profession.</p>

<p>QTSS release</p> <p>\$177,370.68</p>	<p>Mentoring of teachers wanting to become leaders with time spent on setting up an aspiring leaders program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of Assistant Principals having one dedicated day a week off class and the re-establishment of more teacher and classroom observations as a Professional Learning tool.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hornsby Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Small group literacy support sessions targeting reading and writing. <p>The allocation of this funding has resulted in: School Group Early Intervention writing and reading sessions for students that need extra support.</p> <p>Our Learning and Support Teacher working closely with the class teachers, providing them with advice and practical teaching strategies to use in the classroom.</p> <p>Implementation of the researched and evidenced based MacqLit program which is a small group instruction program that targets Stage Two and Three students who require further explicit instruction in mastering literacy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we wish to continue the MacqLit program (Years 3-4) and implement the MiniLit (Years 1-2) programs as well as establish a parent run Reinforced Reading Tutor program. The MiniLit program is an early literacy intervention program that incorporates the five key elements necessary for early reading programs to be effective: phonemic awareness, phonics, fluency, vocabulary development and text comprehension. This program has been developed primarily for Stage One students who have not yet mastered the phonic code or who are struggling to read fluently enough to read independently.</p>
<p>COVID ILSP</p> <p>\$42,774.92</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition in Mathematics in term based tuition cycles, meeting students 'point of need' in Numeracy as identified through rigorous student assessments and teacher identified need. • Teacher has engaged in the PLAN2 online learning modules to support capacity in creating student groups, creating an area of focus and tracking student progress.

<p>COVID ILSP</p> <p>\$42,774.92</p>	<p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. In 2022 we will continue to implement small group numeracy tuition with a focus on the Number strands of Whole Number, Addition and Subtraction, Multiplication and Division, and Working Mathematically. There will be a narrow focus on Quantifying Numbers with a particular focus on place value and trusting the count, and Multiplicative Thinking. We will plan for frequent analysis of data in PLAN2 with the PMSTI educator and build time for this information sharing in stage planning times.</p> <p>Plan additional intervention for identified students not yet meeting their learning goals. Seek input from classroom teachers to assist in this identification process.</p> <p>Ensure ongoing Professional Learning to ensure consistent delivery of effective practice and evaluate the impact on teaching and learning.</p> <p>Further staff training in PLAN2 with a focus on embedding the use of student data to differentiate learning in numeracy in small group and whole class tuition.</p> <p>Make use of the IfSR Assessments - Number & Place Value and IfSR - Multiplicative Thinking as 'start of tuition cycle' data.</p>
<p>Operational Funds - Planning Days</p> <p>\$34,200.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hornsby Heights Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Teachers were allocated planning days within the year so that the whole Stage could collaborate on program building that aligned with the School Plan. Term 1 focus was on Data Literacy and Numeracy program building, Term 2 on Project Based Learning and Term 3 on Data Literacy and Numeracy programming. <p>The allocation of this funding has resulted in: Teachers being able to collaboratively build, create and evaluate teaching and learning programs effectively.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will align themes to each planning day to ensure a tight focus on School Plan achievements eg Term 1 focus on SOLO Taxonomy and data analysis to build effective programs, Term 2 on Project Based Learning and Term 3 on further development of Explicit Teaching Methods.</p>
<p>Per capita</p> <p>\$18,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hornsby Heights Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Wellbeing and Engagement

<p>Per capita</p> <p>\$18,000.00</p>	<ul style="list-style-type: none"> • Effective Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Committee budgets were set up to allow for committee groups to allocate funds into the following areas aligned with the School Plan: Numeracy Committee Literacy Committee Wellbeing Committee Visible Learning Committee <p>The allocation of this funding has resulted in: Each committee team have purchased various teaching and learning resources as well as professional learning experiences in order to address the area of need within each committee that works within the school plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of budgets for committee teams based on the areas needing to be developed and covered in line with the School Plan.</p>
<p>Integration funding support</p> <p>\$67,197.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hornsby Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • One to one support in the classroom for students with special learning needs. • Game rooms led by School Learning Support Officers to engage students at break times needing extra social support. <p>The allocation of this funding has resulted in: Extra support for students with learning adjustments in and outside of the classroom. This support has been for social, emotional and academic needs within and outside the classroom. Student Learning and Support Officers have worked very closely with our Learning and Support Teacher. Funds have also been spent on Professional Learning for Student Learning and Support Officers in the area of autism support and in making behavioral adjustments. Funds were also spent on making resources for class teachers to use with students as well as check-in phone calls to families during the 'Learning From Home Phase'.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with strategies implemented in 2021 as well as continued High Impact Professional Learning that is aligned to student needs.</p>
<p>Professional learning</p> <p>\$23,400.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hornsby Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Visible Learning Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist company (Corwin) to unpack evidence-based approaches to Visible Learning.

<p>Professional learning</p> <p>\$23,400.00</p>	<ul style="list-style-type: none"> • Engaging a wellbeing specialist company (The Resilience Project) to teach staff about positive wellbeing strategies for whole school program implementation. • Individual, stage based and whole school professional learning sessions connected directly to the School Improvement Plan. <p>The allocation of this funding has resulted in: High impact Professional Learning sessions for staff that relate directly with the School Improvement Plan, current class needs, staff PDP goals as well as Stage Based teaching and learning programs. As a result of professional learning in 2022 we were able to implement The Resilience Project, Visible Learning, Synthetic Phonics program in K-2, Data Analysis, Number Talks, Teaching Sprints in literacy as well as behaviour strategies for individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of high impact professional learning that makes a difference to the teaching and learning of our students.</p>
<p>Literacy and numeracy</p> <p>\$15,215.86</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hornsby Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release (1.5 days in the year per classroom teacher) to engage staff in assessment collection of individual student needs in the area of literacy. <p>The allocation of this funding has resulted in: Teachers being able to map where students are on PLAN2 in the area of literacy with a focus on the area of reading fluency.</p> <p>Teachers being able to differentiate student needs better according to data collected and grouping of students as well as creating individual goals for students and groups of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to use the funds in a similar way with a focus on Reading. In 2021 the assessment days were well received by teachers and gave them time to spend one to one assessment time with students to see where students were sitting and where to next for them with their learning in literacy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	228	237	250	244
Girls	222	222	226	205

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	95	96.5	95
1	96.4	92.8	97.5	95.1
2	96	95.6	96.6	95.4
3	95.1	93	97	94.7
4	95.7	95.2	95.6	94.9
5	95.9	95.8	95.9	94.7
6	94.6	94.9	97	93.6
All Years	95.7	94.7	96.6	94.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	16.35
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	823,173
Revenue	3,951,785
Appropriation	3,821,950
Sale of Goods and Services	3,216
Grants and contributions	125,125
Investment income	693
Other revenue	800
Expenses	-4,142,101
Employee related	-3,610,701
Operating expenses	-531,400
Surplus / deficit for the year	-190,316
Closing Balance	632,857

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.

	2021 SBAR Adjustments (\$)
Targeted Total	67,197
Equity Total	166,547
Equity - Aboriginal	4,392
Equity - Socio-economic	12,096
Equity - Language	52,228
Equity - Disability	97,830
Base Total	3,213,383
Base - Per Capita	117,342
Base - Location	0
Base - Other	3,096,041
Other Total	236,667
Grand Total	3,683,794

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.

Parent Satisfaction

In response to the end of year Culture Survey, 85.4% of our parents (190 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. 74% of parents either strongly agree or agree that students at HHPS are challenged in their learning which has risen since 2020 where it was 69%. We are looking to continue to improve this in the future. 99.1% agreed or strongly agreed that the school provides a safe and happy place for their children and 94.2% (a rise from 2020 where it was 65.4%) said that they agreed or strongly agreed that the school offered quality wellbeing programs. Overall, all parents reported that the communication between home and school was strong with 100% agreeing or strongly agreeing that they were well informed of school events, activities and new initiatives at the school. Parent satisfaction with the school was high with 93.2% saying they were either very satisfied or satisfied, 5.8% were of a neutral response and 1% dissatisfied.

Student Satisfaction

This year, 166 students from Years 4, 5 and 6 took part in the Tell Them From Me survey. 88% of surveyed students said they try hard to succeed in their learning. Students reported that 88% do not get in trouble at school for distributive or inappropriate behaviour. The survey reported that 85% of students have friends at school that they can trust and who encourage them to make positive choices. 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. When asked if they do their homework for their class with a positive attitude and in a timely manner, only 33% compared to the NSW average of 63% agreed. 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" document. Areas in which staff scores were high (scores are from 1-5) were in the area of Classroom Management scoring 4.6, Wellbeing scoring 4.6 and Explicit Teaching scoring 4.4. These were followed by Use of Data to Inform Practice scoring 4.2, Assessment scoring 4.1, Collaboration scoring 4.2 and Effective Feedback scoring 3.8.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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)

WELLBEING PROGRAMS AT HORNSBY HEIGHTS PUBLIC SCHOOL

Positive Behaviour for Engaging Learning (PBEL)

Positive behaviour continued 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 behaviours 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 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.

Whole School Buddy Classes

Senior classes are paired with junior classes in the school. Classes meet at least once a term to participate in lessons based on topics that link with the NSW PDHPE syllabus. Class teachers collaboratively program the lessons. The purpose of the buddy classes is to help continue to develop a sense of community at the school, to encourage new friendships, for students to support one another socially and with their learning. It is anticipated that Buddy Classes will create role models for younger children and give older children the opportunity to develop a range of qualities including leadership, responsibility and increased social skills. Buddy Classes will benefit teachers by working with different Stage groups and colleagues.

LEARNING SUPPORT PROGRAMS

Learning Support Team and Learning Support Teacher

Learning support opportunities are provided 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 once a week, 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 2021, 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. The 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. 2021 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 Sydney North Public Schools Dance Festival and the annual Presentation Day ceremonies. 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 in Term 1 and unfortunately could not continue during the Term 3 Home Learning period.

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 Nanjing. 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 2021 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.

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. The band camp was able to run with great success! It bands recorded a concert remotely and produced a virtual performance. Despite the challenges, band membership remained strong.

SPORT PROGRAMS

Swimming

The Swimming Carnival was held early in the year at Kuring-gai Fitness and Aquatic Centre. 34 students represented our school at the Hornsby Zone Swimming Carnival, with one student becoming the Senior Girls Champion within our Zone. One student represented our Zone at the Area level.

Athletics & Cross Country

The Cross Country was held on school grounds with the Zone Carnival being held at Rofe Park. 4 students represented our Zone at the Area level. We ran our school Athletics but due to COVID-19, the Zone Carnival was cancelled.

HZSS (Hornsby Zone School Sports)

HZSS began as usual in Term 1 2021 for the Summer Competition and Term 2. Due to COVID-19, the remainder of the competition was cancelled. We look forward to regular competitions commencing in 2022.

LEADERSHIP

SRC and Community Grant

During Term 1 and 2, SRC meetings were held every fortnight during lunch time on a Tuesday. Each class had two representatives, totaling 38 students across the school. In Term 1 we started the 'Bread Tag' appeal through Aussie Bread Tags for Wheelchairs appeal, where all classes had a collection station for bread tag donations. On Tuesday 25th May, the SRC took part in the opening of the Hornsby Heights Active Playground as they were involved in the original design process. The SRC students played a vital role in the consultation process for the design of the new active playground equipment that was funded via the My Schools Community Grant. The students gave feedback on possible designs and their ideas were used to help decide on the most appropriate equipment, allowing for student voice. A number of people attended the opening, including the Honourable Matt Keen, who at the time was the Minister for Energy and Environment, Ms Ros McCallan-Jamieson, our NSW Schools Director, our very active P&C president Mrs Amanda Skates and the Moduplay team who designed and built the playground. During Term 3 all SRC activities were limited to what could be done via Seesaw due to the Home Learning Phase. Videos were sent out of K-2 SRC representatives reading a joke and Year 4 to 6 representatives reading a picture book. The Home Learning Phase also meant that only one set of representatives were voted in for the entire year, rather than the planned re-election of new class representatives. Due to COVID 19 cohort restrictions we were unable to hold any SRC meetings in Term 4.

OTHER PROGRAMS

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.

Eco Garden and Chickens

The Hornsby Heights Eco Garden Committee had an active Term 1 and 2 in 2021 with each class experiencing a garden tasting or cooking session. All classes planted new produce in the garden beds in Autumn and many families

volunteered to care for the chickens over the weekends and school holidays. The committee completed elements of the Department of Education Sustainable Schools Grant that was delayed in 2020 by COVID-19 restrictions. The compost area was rebuilt on a paved platform, the bubbler and water refilling stations were completed, a green house and produce display trolley were obtained, and fruit trees and saplings were purchased and planted. Many of these projects were accomplished at the Working Bee in the April school holidays.

Due to COVID-19 restrictions, the Eco Garden Committee was unable to run as many interactive learning experiences for the students in Term 3 and 4. During this time the committee maintained the garden beds in anticipation of cooking and tasting in the later part of the year, however this was not possible. Instead the winter produce was donated to a local charity 'Fusion' for food boxes. In Term 4 the committee ran a Bake Sale fundraiser at the local election which was well supported by the community. During the Home Learning Phase the chickens were looked after by a school family. Unfortunately, the 4 chickens passed away in Term 4 by a combination of natural causes and being taken by a fox. At the end of 2021 the committee began researching breeds of chickens to raise in 2022. The school continues to be part of the Network for Environmental and Suitability Teachers (NEST) where we work with other schools in the area of sustainability.



One of our Bands at the Playground Grand Opening