School context and Principal’s message

In 2013 the staff, students and parents of Hornsby Heights focused on creating a vibrant and engaging school community where children felt valued and were motivated to learn. The learners of our school continued to thrive, with excellent results in classroom projects and learning experiences and in the NAPLAN. Our students were actively involved in the areas of creative and performing arts, sport and technology. Musical Heights, Primary Schools Choir, Dance and Band festivals are all features of the life of the school. Students continued to display great sportsmanship when they represented the school in sport. An outstanding feature of the school is the eco garden and animal husbandry area. The farm has arrived at Hornsby Heights with the chickens and lambs, vegetable gardens and outdoor kitchens, fitting into the learning programs of the school.

The launch of our Positive Behaviour Engaging Learners (PBEL) program in 2012 was very successful with overwhelming positive responses from students, staff and parents. Our values of Respect, Responsibility and Personal Best are promoted throughout the whole school community. In 2013, we built on a strong foundation and introduced specific PBEL lessons.

Other highlights of the year included: Mini Olympics Day, Eco Garden and environmental projects, Grandparents Day and the Playmates Program.

It has been a year of significant change within the school. Mrs Redrup, Principal at Hornsby Heights Public School for three years, moved schools and I came to the school in term four. Mrs Redrup was given a warm send off and she was thanked for her leadership of the school. Additionally, two Assistant Principals who have served the school for a long period took leave before retirement. Mrs Johnston, Mrs Mamo have been applauded for their contribution to the school and their contribution to public education. We wish them well for the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Martin Naylor

P & C and/or School Council message

P & C message

2013 was a huge year and while P&C activities were not focused on a fete, we contributed to the improvement of our children’s education in the following ways:

- $5,000 on the outdoor classroom
- Over $3,000 for Mathletics for the entire school
- $2,000 to replace three data projectors
- $5,000 contribution to the outdoor learning centres
- $7,000 on a new interactive whiteboard
- $9,000 on laptops and storage trolley
- $20,000 on 32 new computers
- $650 on new shelving for the Dance Costumes
- $900 on stock feed for the lambs and chooks

Bushland Fair

The 2012 Bushland Fair raised around $28,000. The majority of the funds raised were spent on 30 new computers, interactive whiteboards and data projectors for the students at the school. Organising the Bushland Fair will start in February 2014. We look forward to your support on this important fundraiser and your interest is most welcome.

Publicity

Our school has featured prominently in articles in the Bush Telegraph and the Hornsby Advocate. Thank you to Yosip Lasek who is in his last year as a parent at our school and the Publicity team for their work in improving our schools profile in the community.

Uniform Shop

Our on-site Uniform Shop continues to operate through the efforts of volunteer parents. Our uniform shop was expanded this year to meet the future demands of our school. A detailed audit was completed and a database was set up to ensure that we keep stock under control. Thank you to all the parents who responded to the Hat Survey, with an 85% approval to change to a 1 hat school, which is also “Sunsmart” approved. Thank you to Bec Schaber for coordinating over the last few years. Thank you to all parent helpers this year.

School Club

The School Club continued to raise funds through events like the School Disco, Mothers’ Day and Fathers’ Day stalls and countless other
fundraisers. Thank you to Jo Andre for her dedication over the last few years. Thanks again to the School Club team.

Canteen
This year the Canteen passed on $10,000 from canteen sales back to the school. This was due to the wonderful efforts of a team of devoted volunteers. This money will be used to further upgrade the technology that the children have access to at the school. Sarah-Jane Brewer would love to hear from you if you have a free day to help out. Don’t be shy!

School Banking
Thank you to Belinda Hose and Liz Inman for arranging a student banking facility for our students on a Tuesday morning in the canteen. We have seen a good increase in student deposits, which helps to improve the financial literacy for our children.

Grounds
Thank you to Laurie Brown for mowing the lawns of the school. Thank you to all the parents who assisted in the grounds day earlier in the year. There will be a minimum of two working bees next year being a fete year.

Eco-food Garden
Numerous working bees and many volunteer hours have resulted in further improvements to the Eco-Food Garden area. We now have an outdoor classroom which has just finished construction. There have been 2 Bunning’s BBQ’s, a cake stall on Election Day and more raffles. The highlight is that every single class has planted and cooked this year, which is a huge feat with over 360 students. Thank you to all who helped with class cooking or cared for our animals in the holidays. Many parents in the school can tell stories about their children coming home very excited after spending part of their day in the Eco-Garden. Thank you to over 40 volunteers that help make Eco-Food garden a success. Thank you to Jenny & Bernie Johnson, and Nicki Hall for their time and effort being their last year at the school. A huge thank you to Rhonda French, Stuart Cameron and Briony Scanlon for their countless hours this year. And yes, the lambs are going to a real farm at the end of the year.

Band
Similarly, our school music program included performances at festivals and ceremonies throughout the year with the Training Band, Senior Band and Stage Band all receiving awards. We would like to thank our band conductors Mark Strykowski and Lachlan Hamilton, as well as Nicola Edwards, the Band Committee and all parents who assisted with Band Camp, rehearsals and performances this year.

My sincerest apologies if I have neglected to mention anyone in particular. I assure you any omission was unintentional.

One of the things that makes our school such a wonderful place for our children is the commitment made by so many parents and teachers. Thank you to all.

I would like to thank Rod Matthews (previous President) for a comprehensive handover. His advice and words of wisdom throughout the year have been very helpful.

I have had the pleasure of meeting many dedicated parents and teachers this year, and it is very encouraging that our school community is focused on improving the educational experience of children now, and into the future. We look forward to your continued support.

Thank you to this year’s Trivia Night committee. Over $1500.00 raised, an awesome effort.

Thank you for the opportunity to represent you. We have a great committee, and if you would like to know more on how you can help your child’s school, you can contact one of the executive committee in Liz Inman, Nerys Thompson, Sarah-Jane Brewer, Colleen Dancer or myself. We would be happy to help you get started.

Tim Inman
P&C President

Student representative’s message

My journey at Hornsby Heights Public School began in 2007. I have had many wonderful and rich experiences during my seven years at Hornsby Heights. My proudest achievement has definitely been being elected as school captain in 2013. As School Captain I have represented the school at special events and ceremonies like the ANZAC Dawn Service. The school leaders have also had the honour of attending a morning tea at NSW Parliament House and a leadership camp, where we met other local school captains and learnt how to be responsible leaders of our school.
Hornsby Heights Public School is an exceptional school where children have countless opportunities to participate in academic, sport and performing arts programs. During my time at Hornsby Heights I have been fortunate to be part of the school band, choir and recorder groups and represent the school in PSSA soccer and softball. Having a weekly school dance program, I have thoroughly enjoyed performing at Musical Heights each year. I have also been selected for the school dance ensemble, where I had the opportunity to dance at the Opera House and Glen St Theatre.

We are so fortunate to have such beautiful and spacious grounds at Hornsby Heights. The ecogarden has also become a very special part of our school. The ecogarden encourages students to see where their food actually comes from. Students are also given hands on cooking classes so that they can learn how to use the produce from the garden.

2013 has been a very memorable year for Year 6 students. In Term 1 Stage 3 got to visit Canberra. We spent 3 action packed days visiting Questacon, Parliament House, Australian Institute of Sport and the National War Memorial. Year 6 thoroughly enjoyed being peer support leaders and organising a Year 6 gala day.

On behalf of Year 6, I would like to thank the dedicated teachers at Hornsby Heights for all their guidance and support. You have helped us all grow into responsible and confident young people. I am very lucky to have been part of such an amazing school community. I know I will take with me many happy memories of my time at Hornsby Heights Public School.

2013 School Girl Captain  Elyse Hall

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
the home liaison officer. Any phone calls to the office are also logged and kept.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Primary teacher RFF</td>
<td>0.63</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary part time teacher</td>
<td>.6</td>
</tr>
</tbody>
</table>

| Total number of teaching staff   | 19.15  |
| School Administrative & Support Staff | 2.82  |
| School Counsellor                | 0.2    |
| **Total**                        | **22.17** |

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There was one Indigenous staff member in 2013.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100 %</td>
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<tr>
<td>Postgraduate</td>
<td>20 %</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>36 %</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>63101.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>251852.43</td>
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<tr>
<td>Interest</td>
<td>4950.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>36452.38</td>
</tr>
</tbody>
</table>

| Canteen                            | 0.00       |
| **Total income**                   | 681171.64  |

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 89303.79
  - Excursions: 35711.88
  - Extracurricular dissections: 85778.12
- **Library**: 2658.69
- **Training & development**: 13602.13
- **Tied funds**: 51571.56
- **Casual relief teachers**: 49464.99
- **Administration & office**: 60114.91
- **School-operated canteen**: 0.00
- **Utilities**: 42124.65
- **Maintenance**: 28269.72
- **Trust accounts**: 31172.59
- **Capital programs**: 39972.78
- **Total expenditure**: 529745.81
- **Balance carried forward**: 151425.83

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Dance**

Our school is very proud of the successful dance program. It gives the students the opportunity to broaden their knowledge and understanding of the many areas of dance while participating. Throughout the year all classes work towards learning a specific dance routine for Musical Heights that has been choreographed by one of the three talented dance teachers.
This year we introduced a Junior Dance Ensemble group, with talented dance students from years 3 and 4, while maintaining the Senior Dance Group with students from years 5 and 6. These groups were both selected to perform in the Mid North Dance Festival at the Glen Street Theatre. They performed on three occasions in front of very large and appreciative audiences. They also entered a very competitive eisteddfod, The McDonalds Performing Art Challenge, held at the Sydney Opera House. The groups performed in different categories and enjoyed the opportunity and experience of dancing at such a prestigious venue. Another dance was learnt for Musical Heights, where both groups combined together for a spectacular performance.

All students received an individualised analysis of their results. This data provides valuable information for teachers.

**Sport**

At Hornsby Heights Public School we believe that the provision of sporting opportunities for students is vital in ensuring students engage in active healthy living. 2013 has been another successful year for Hornsby Height’s students who are always participating in a wide range of sporting activities throughout the year. In 2013 students at our school participated in the following events:

- Athletics carnivals at school, zone and regional levels
- Swimming carnivals at school, zone and regional levels
- Cross Country carnivals at school, zone and regional levels
- PSSA weekly competitions.

PSSA competition teams included an open age girls’ soccer team, as well as junior and senior Netball, Soccer, Cricket, AFL, Softball and T-Ball teams. Our junior girls T-Ball team were runners-up in their competition, while our junior boys’ cricket and soccer teams both made the semi-finals.

- PSSA Rugby League Knockout competition
- School sport
- Gala Days in Milo Cricket, League Tag, Rugby League, Rugby Union, Golf and Indoor Soccer.
- Premier’s Sporting Challenge
- Personal Development programs of Peer Support, Bounce Back and Social Skills were part of the year’s program for all students.

Students successful in gaining places to represent our Zone in the North Sydney Area carnivals this year were:

**Athletics:** Tom Peter, Adrian Schoenmaker, Billy Pollard

**Swimming:** Riley Cameron, Poppy Burton, Hayley Robinson

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**UNSW International Competitions and Assessment**

ICAS is the largest independent assessment program for schools in Australia and overseas. Each year students from Hornsby Heights Public School have the opportunity to enter competitions in Mathematics, English, Science and Computer Skills.

29 students participated in Mathematics and were awarded 1 High Distinction, 4 Distinctions and 10 Credits.

In English, 23 students participated and were awarded 5 Distinctions and 5 Credits.

15 students participated in Science and were awarded 1 Distinction and 8 Credits.

In Computer Skills, 21 students participated and were awarded 2 Distinctions and 11 Credits.
Cross Country: Rowan Fisher, Ethan Oliver, Mia Hing
Soccer: Elyse Hall, Mia Hing
Touch Football: Alek Hanson, Adrian Schoenmaker
Students successful in representing our area at State Trials were:
Rugby Union: Billy Pollard
Junior Girls T-Ball: Hornsby Zone 2012 Grand Final Runners –Up

Academic achievements

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 My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Hornsby Heights Public School is very proud of the academic achievements of our students. The results in the NAPLAN test, in class assessments and through teacher observations, indicate that our students are performing at the upper end of expectations. Our approach to individual progress is supported by 21st century learning attitudes, where each individual is valued, each individual is supported according to their needs, and high expectations for all is the norm. Comments at towards the end of this report will indicate progress in school academic targets. I also invite you to read about our initiatives for this year in the following reports.

Significant programs and initiatives

Every Student, Every School: Learning and Support (ESES) is an integrated strategy for building capacity to improve outcomes for students with disabilities and additional learning and support needs in every NSW public school. It provides a structure, or framework, for improving and enhancing learning and support in our schools. Funding and staffing resources have been allocated to schools so that the principal, in conjunction with the school’s learning and support team, can determine how to use the resources to best meet the learning and support needs of all students. Our school has continued this year to receive support three days per week from the Learning and Support Teacher (LaST). In both a collaborative and consultative role, the LaST has worked with class teachers from Years 2 to 5 to conduct assessments and analyse data for identification of needs of individuals experiencing learning difficulties. At twice termly meetings with class teachers, the LaST assisted with planning, implementing, monitoring and evaluating of teaching programs for additional learning needs of these students with support and adjustment of lessons to assist in achieving suitable outcomes. The LaST assisted teachers in the delivery of programs, through direct modified instruction to small groups, team teaching and withdrawal group teaching and one to one support where required. Home revision and practice programs continue to be utilised to assist some students where ongoing needs could benefit from nightly practice of strategies being taught at school. The LaST is currently working with a Community of Schools Hornsby Network Project targeting development of teacher capacity to support students with additional needs in our classes through improved and shared systems
management and shared human resources within the ESES and LaST framework.

Aboriginal Education

Hornsby Heights Public School provides programs designed to educate all students about Aboriginal history, culture and contemporary issues. Students investigate the development of Australian culture and appreciate the unique role Aboriginal people have played in shaping Australia’s identity. We aim to develop in all students an understanding and respect of both traditional and contemporary Aboriginal society. Aboriginal perspectives continue to be embedded in all Key Learning Areas, particularly Creative Arts, Human Society and its Environment and Science.

The school also recognises The Guringai People as the traditional custodians of our area with an ‘Acknowledgement of Country’ before each school assembly and major school event.

Multicultural education

Multicultural education is integrated throughout the school via units of study in HSIE and other KLAs. A trained Anti-Racism contact officer monitors the school environment to ensure cultural diversity is respected by all.

The School encourages cultural diversity within an atmosphere of unity by participating in various whole school activities such as Harmony Day.

Kindergarten Orientation and Transition to School Programs

Recognition of the importance of supportive Student Welfare programs continues to be a focus for harmonious transition and orientation opportunities available for all students entering or leaving our school doors. In 2013, we maintained our commitment to recommendations from the Northern Sydney Region and Families NSW Transition to Schools initiatives and have welcomed the positive feedback we continue to receive from our community about our support.

Our first experience for prospective parents of incoming Kindergarten students was our Meet the Principal Morning Tea and School Tour. This was conducted mid-year and Year 6 students acted as excellent guides sharing with visitors their experiences enjoyed during their years at Hornsby Heights. Our Year 5 students participated in morning visits to local pre-schools during Term 3. As part of their Peer Support training, senior students are taught to recognise the importance of social inclusion and belonging. They enjoyed this opportunity to assist informally with activities at all venues, making connections with many young pre-school children they would get to see again later in the year during Orientation Programs.

Orientation Day conducted in Term 3 allowed newly enrolled students and their Year 5 ‘Buddies’ to experience a range of fun activities together in the Kindergarten rooms whilst parents attended an information session and morning tea in the school hall. Parents from our community joined teachers and spoke formally and informally about facilities available at the school that assist families adjust to their new school environment.

Our popular ‘Early Bird’ classes offered in Term 4 consisted of two hour sessions conducted on Mondays for 5 weeks, where Kindergarten 2014 experienced a mini school day. Buddies from Year 5 assisted with shared reading, craft, music and fine or gross motor activities. Children became more confident each week and enjoyed becoming familiar with their new ‘big school’ environment. Parents also had opportunities to socially meet and chat informally with staff about our school.

District Transition to High School Programs allows teachers and students from local DEC primary schools to visit their local high school during the year. This program conducted during Term 3 gave Year 5 students the opportunity to hear information that will assist with familiarity and expectations of the secondary school. Year 6 students were given the opportunity at school to meet with students from local high schools and informally listen to recounts of experiences and possible expectations they could experience in 2014. Year 6 teachers also participated in a sharing information afternoon conducted with local high school teachers. This get-together provided an opportunity for teachers to meet and discuss needs of students requiring special assistance to commence high school life independently and confidently next year.
CLIMATE CLEVER 2013

This year students in Years 4-6 and their teachers were involved in the Climate Clever Energy Savers Program. The aim of the program was to teach students about being energy aware and making change in their school. As part of the learning process they participated in a Climate Clever EXPO Day. Students were exposed to a range of activities that looked at a variety of different types of energy and how they are made. They conducted a school wide energy audit and measured the lux levels in classrooms. Students have also undertaken a range of lessons on renewable and non-renewable energy sources, and climate change. Using the Sustainability Action Flowchart students had to make a case for change, decide on an action, research their action and then apply for grant funding to implement their projects. Students submitted an e-folio of their process and the outline of their projects. Students applied for sensor lights to be installed in the two lower sets of toilets, awareness posters for around the school and thermometers to be placed in classrooms for ideal weather and air conditioner/heater use. The students and staff were successful in gaining $3500 for their grant and carried out their projects in Term 4.

Environmental Education and Eco-Food Garden

In 2013 the schools Eco Food Garden has continued to grow with students and families of the school being involved in activities in the garden.

The highlights of 2013 were:

- A continuation of themed gardens researched, created and planted by the students. Students decided on the end product they would like their garden to produce and then wrote a shopping list for their seedlings. They then planted and cared for their own gardens.
- Classes were involved in cooking the produce from their gardens. With the use of the school staffroom classes made: pizza, tabouleh, pesto pasta, crunchy noodle salad, turnip chips, cauliflower and spinach dip, stir-fry and potato chips.
- Signed up to Ready Set Grow Program sponsored by Hornsby Council. Staff were involved in training on advanced composting, propagation and numeracy in the garden. Staff and students completed milestones to receive sponsor rewards throughout the year.
- Students of 4S participated in propagating their own plants from cuttings made around the school.
- Annual Environment Day with a focus on water, Climate Clever EXPO with years 4-6 teaching K-3 (following 4-6 own EXPO day earlier in the year), and pet rock painting.
- Continued rostering and looking after of the schools 5 chooks; Chickpea, Snowdrop, Vanilla, Blackberry and Shadow.
Departure of our two lambs; Burt and Ernie to a farm in Mudgee and the purchase of two new male lambs; Marshmallow and Oreo as well as the acquisition of a baby girl lamb at 4 days old; Lamington. The students raised the three lambs on bottles and were responsible for the daily feeding and care of them.

Laying of tile mosaics in the garden path to support the school’s PBEL Values: Respect, Responsibility and Personal Best

Installation of a weeping hose to water the fruit trees

Cutting up, sanding and oiling of timber turned into two chairs and a table. Larger pieces have been racked for drying and later use

Designing and constructing a scarecrow “Michelle the Soccer Player” for entry in the Galston Scarecrow Competition where she won first prize and was later displayed at Dural Bunnings

Fundraising opportunities: Two Bunnings BBQs, Election Day Cake Stall and Raffle, Bulb drive and Green day

Erection of a shelter as part of the outdoor classroom, installation of a hard packed floor and an outdoor BBQ with bench top. This was the initial phase of the outdoor learning space which will continue to be added to in 2014

Dedication of parents of the school attending working bees, assisting with planting, cooking, animal minding and feeding on weekends and in holidays and Environment Day

**Maths Olympiad**
The aims of the Australasian Problem Solving Mathematical Olympiads are to:
- introduce students to important mathematical concepts
- teach major strategies and develop flexibility for problem solving
- foster creativity and ingenuity and strengthen intuition
- stimulate enthusiasm and enjoyment for mathematics
- provide for the satisfaction, joy and thrill of meeting challenges

The annual APSMO Olympiads consist of 5 separate contests, 1 per month from May to September. Registered schools can enter teams of up to 30 students in the Olympiads. Students compete on an individual basis and must complete each of the 5 contest papers to be eligible for awards.

This year the school’s team consisted of students from Years 3 to 6. The team met weekly during terms 1, 2 and 3 to practice problem solving strategies to assist in the completion of Olympiad questions. The student with the highest individual score is awarded a trophy on Presentation Day. The 2013 winner was Jay Cleversley from Year 6.

**Premier’s Reading Challenge 2013**
2013 has been another successful year for our students in their participation of the NSW Premier’s Reading Challenge. 276 students from Kindergarten to Year 6 completed the requirements of the challenge by reading a variety of children’s literary fiction and nonfiction works from the PRC list. Stage 1 students in particular had an almost 100% completion rate which can largely be credited to the enthusiasm and assistance from their parents and teachers. Amongst Stage 2 students, 81 completed the challenge with 50 earning their Gold certificate for 4 years of successful participation. For Stage 3, students were responsible for online record completion and challenge reading was a personal goal. Twenty students successfully met the requirements of whom one will be receiving her
Gold Certificate and seven will be receiving their Platinum Certificate for 7 completed reading challenges. The names of all the Gold and Platinum Certificate recipients will be on the PRC website’s Honor Roll for 2014.

Premier’s Sporting Challenge – Middle School

The Get Active in the Middle Years project was an initiative of the Premier’s Sporting Challenge from 2008-2012. Our cluster applied for and was granted an extension of funding to further support outstanding Middle Years projects. The project aimed to engage clusters of schools in an action learning process to:

- improve student engagement in sport and physical activity in the middle years
- support positive transition of students from primary to secondary schools
- strengthen teachers’ understandings of the continuum of learning in relation to physical activity, movement skills and sport as students move from primary school to secondary school
- strengthen teachers’ understandings of middle year’s issues particularly those related to sport and physical activity, fundamental movement skill development and teaching practices in sport.

Hornsby Heights, Asquith and Mt Colah Public Schools combined with Asquith Boy’s High School to form a local cluster. The project representatives from the schools met once a term to plan and implement a Year 6 Athletics day for Term 3. The Year 6 students participated in a variety of track and field events including hurdles, discus, long jump, high jump and javelin. The students thoroughly enjoyed the day and felt more confident in their ability to participate in high school athletics.

Premier’s Sporting Challenge – Leadership

The Department of Education and Communities’ Student Leadership Framework for Primary Schools (NSW DET 2000) and Middle Years Strategies provided the foundation for the development of the program, Learning to Lead, Years 5-8, the first phase of the program that allows schools to develop collaborative sport and physical activity programs within their school learning communities which may include local community sport organisations.

The aim of the Premier’s Sporting Challenge Sports Leadership (PSC SL) program is to provide an education pathway for student sport leaders from years 5 to year 8 interested in the organisation of sport and physical activity programs in their school community.

Twelve students in Years 5 & 6 from our school participated in the Premier’s Sporting Challenge Sport Leadership Program at Hornsby Heights PS during Term 2. The six other schools involved were, Waitara PS, Hornsby North PS, Mt Colah PS, Asquith PS, Asquith Boys HS and Asquith Girls HS. The students were involved in learning a variety of modified sports and small team games. Our students were able to take the skills they learnt and work with students from the younger grades during sport time. The program will be continuing in 2014 and once again a number of our senior students will be selected to participate.

Reading Recovery

Reading Recovery is an early intervention program designed to accelerate the child’s literacy learning through 30 minute daily, individually tailored lessons with a trained Reading Recovery teacher. The teaching involves a focus on comprehending messages in text reading and constructing messages in writing. The goal is for each child to develop a self-extending literacy processing system, so the highest value is placed on teaching for independent activity in all tasks.

From an extensive literacy observation, 8 children from Year 1 were identified as having difficulties and participated in the Reading Recovery program throughout the year. On completion of the program all the students moved up at least 15 reading levels.

From monitoring the 14 Reading Recovery children that participated in the program in 2011 and 2012, it is evident that the reading skills are sustained in the classroom.

The Reading Recovery program is a valuable resource with ongoing positive outcomes for the students involved.
English as a Second Language

The English as a Second Language (ESL) program provides assistance from a specialist ESL teacher to develop ESL students’ English language competence and improve their learning outcomes throughout the curriculum.

The ESL Targeted Support Program recognised 32 students requiring ESL assistance. Within this program the students are undertaking 15 minute lessons, twice weekly.

The program has given the students the English skills to take part in a conversation in social and learning situations and read and write simple texts.

SKIPS

The Year 6 students at Hornsby Heights PS were fortunate this term, to participate in the SKIPS Mental Health program. This program has given the students a wonderful insight into the lives of people living with a mental illness. The three lessons were very child-friendly and successful in increasing the student’s understanding of different types of mental illness. The children were highly engaged throughout the program, participating with enthusiasm and sensitivity. They have certainly benefited from the program, coming away with an increased awareness of the impact that mental illness can have on families and the importance of treating those people who suffer from a mental illness with respect and compassion.

National partnerships

In 2013, teachers Laura Seller, Judith Eastman and Briony Scanlon were involved in a National Partnership Community of Schools Grant aimed at building professional development and knowledge of staff in the local school communities. The nine involved schools collaboratively received a grant for $50 000. This funding was used for teacher relief for the participating staff to undertake professional development in building instructional leadership capacity that will assess and validate effective 21st century learning environments which will drive educational change to maximize student learning outcomes. As part of this, the staff developed a plan to implement a new classroom structure for Years 5 and 6 in 2014.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- ongoing executive level reviews.
- regular data gathering K-6.
- strategic evaluation by Principal.

School planning 2012—2014: progress in 2013

School priority 1

Reading

To increase knowledge and understanding to strengthen K-6 reading programs and to improve reading skills of all students by building teacher capacity in the areas of reading readiness, teaching comprehension skills and enhancing higher order thinking skills and data analysis.

Outcomes from 2012–2014

- Increase the percentage of students in the top two bands (proficiency bands) in Year 3 NAPLAN Reading from 62.7% to 70.1%
- Increase the percentage of students in the top two bands (proficiency bands) in Year 5 NAPLAN Reading from 50.5% to 58.4%
- 65% of Year 5 students will achieve minimum growth between Year 3 and Year 5
- No Year 5 students will be in Band 3 or 4
At least 80% of Kindergarten students will achieve independent Reading Recovery (RR) level 8, 84% of Year 1 students RR level 16, and 87% of Year 2 students RR level 26

Evidence of progress towards outcomes in 2013:
- 77.8% of students achieved the top two bands in NAPLAN in year 3.
- 41% of students achieved the top two bands in NAPLAN year 5.
- 73% of students in Year 5 achieved minimum expected growth in NAPLAN.
- No students were in bands 3 and 9.1% of students were in band 4 in NAPLAN.
- 70% of Kindergarten students achieved independent Reading Recovery (RR) level 8, 94% of Year 1 students RR level 16, and 82% of Year 2 students RR level 26

Strategies to achieve these outcomes in 2014
- Implementation of new English syllabus.
- Effective use of Literacy continuum data to drive teaching and learning.
- A review of the systematic teaching of reading throughout the school

School priority 2
Improved performance in Writing for all students.

Outcomes from 2012–2014
- Increase the percentage of students in the top two bands (proficiency bands) in Year 3 NAPLAN Writing to 70%
- Increase the percentage of students in the top two bands (proficiency bands) in Year 5 NAPLAN Writing to 37%
- At least 60% of Year 5 students will achieve minimum growth between Year 3 and Year 5

Evidence of progress towards outcomes in 2013:
- Students in the top two bands (proficiency bands) in Year 3 NAPLAN Writing achieved 63%
- Students in the top two bands (proficiency bands) in Year 5 NAPLAN Writing achieved 29.5%
- 47% of Year 5 students achieved minimum growth between Year 3 and Year 5

Strategies to achieve these outcomes in 2014:
- Systematic and explicit teaching of writing.
- Improving consistency of teacher judgment.
- Support innovative approaches to writing
- Facilitate teacher collaboration in planning for writing tasks within the new curriculum

School priority 3
To increase use of technology in administration and teaching and learning programs.

Improved 21st century digital literacy skills

ICT embedded in the K-6 curriculum.

Outcomes from 2012–2014
- 100% of students are safe and sensible citizens of the digital age
- 100% of students have access to the latest DEC technology
- 100% of staff integrate ICT into their classroom practice
- 100% of staff use technology for administration purposes

Evidence of progress towards outcomes in 2013:
- All students are aware of safe ICT practices
- Approximately 50% of the school uses WiFi and all others have access to desktop devices within classrooms
- All staff have IWBS in the classroom and access to netbooks for teaching and learning programs
Strategies to achieve these outcomes in 2014:

- Completion of WiFi rollout to 100% of the school
- Increased use of technology for staff communication purposes
- Upgrade of administration devices in preparation for LMBR

Professional learning

Teachers engage in Teacher Professional Learning (TPL) during seminars and courses off site, Staff Development Days and during afternoon sessions at school. All teachers developed their professional learning profile as the year progressed. All teachers undertook training in CPR and emergency care procedures and the emergency treatment of students who are prone to having anaphylactic reactions. The school received $12000 towards teacher professional learning and the school spent an additional $9000 bringing professional learning expenditure to $21000.

The target areas for teacher training in 2013 were in the following areas:

- Grammar for English Language learners
- Peer Support Training
- Writing with Judy Gerber
- Comprehension strategies
- Gifted and Talented
- NAPLAN – SMART Data
- Comprehension strategies
- National Curriculum - English
- Using ICT in classrooms to enhance student learning in using the interactive whiteboards
- Reading Recovery Training
- Technology

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school in the areas of Leadership, Student Welfare (PBEL) and Learning. 38 parents responded to a randomised survey, 187 children responded during computer lessons, 13 teachers responded. Their responses are presented below.

Learning

Students were generally very happy with the learning in the classroom with the vast majority answering “always” or “usually” when asked about the school being an interesting place to learn, talking to teachers, equipment, doing their best, taking pride, working with others on new and different things and improving their work. One area where 31% responded “sometimes” and “rarely” was when asked if people other than my teacher helped.

Teachers were almost universally happy with the learning at the school, answering “always” or “usually” to 4/5 questions. 29% answered “sometimes” or “rarely” when asked about guidance other than the teacher being provided.

Parents

Parents responded strongly to questions about school being interesting, they were happy about equipment, the expectations of teachers, pride in learning, balance of independent and individual activities and the work that teachers do together to upgrade their skills. Areas indicated for improvement were student learning self-regulation and communication to parents regarding the learning of their children.

Leadership

Students indicate a high level of satisfaction with the leadership of the school answering always or usually for 70% of questions related to getting the best from staff and students, valuing contributions helping students and teachers improve, fair treatment and introducing good changes. It was also the case for questions on improvements, involving all groups, encouragement to lead, inspiration, motivation and openness to new ideas. One area of note is that 39% of students answered “sometimes” or “rarely” when asked whether school leaders discussed ways to improve learning.

Teachers believe that the school improves via an understanding of strengths and weaknesses, rate the leaders highly for fairness, accountability, modeling school improvement and that leaders motivate and inspire others. Some areas in need of attention were universal involvement in the school purpose, and, while 83% believe that leaders encourage and challenge practices, and
encourage teachers to reflect, 17% feel that leaders only do this sometimes.

Parents
Overall, there was a high level of satisfaction and confidence in the leadership of the school. There were some parents (15%) who believe that sometimes or rarely everyone is treated fairly, not all changes are good for students (12%), 29% would like to be more involved in determining what the school is aiming to achieve, and there is a desire for school leaders to discuss ways to improve learning and 20% would like the leaders to be open to “new ideas”.

Welfare – PBEL
Students and Parents. An administrative error led to all survey results from students and parents being combined. There was a pleasing support and recognition for the PBEL system after two years since its introduction, but the surveys indicated that more work needs to be done to enable both parents and students to understand and fully benefit from it.

Teachers. There was widespread support for PBEL with more than 50% of questions regarding understanding, addressing welfare needs, teacher support and student understanding. When compared with Students and Parents, teachers feel that PBEL better supports them. Teachers also have a good understanding of whether the students understand PBEL. This provides a good basis for future improvements. Students, Parents and Teachers see positive changes in student behaviour, however, 30% in both cases are undecided.

Overall evaluation: There is strong generalised support for the manner in which the school approaches the learning of students at Hornsby Heights PS, there is confidence in the leadership provided by the executive, the teachers and the students within the school, and the Positive Behaviour Engaging Learners program is a success. We were pleased that the surveys indicated areas for improvement. Generally, they are related to better communication with parents through authentic partnerships.

Thank you all those who assisted with this process.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: