Hornsby Heights Public School
Annual School Report
Messages

Principal’s message
In 2012 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 launch of our Positive Behaviour Engaging Learners (PBEL) program was very successful with overwhelming positive responses from students, staff and parents. Our values of Respect, Responsibility and Personal Best were promoted throughout the whole school community.

The school maintained its focus on developing strong skills in literacy and numeracy and provided excellent opportunities to develop and nurture the talents of all students, whether they were academic, sporting or cultural through the broad, diverse and rich experiences provided.

Our school has had many successes and highlights this year. Academically, our school continued to thrive, with excellent results in the NAPLAN. Our students were actively involved in the areas of creative and performing arts, sport and technology. Students participated in J Rock, The Festival of Instrumental Music, Musical Heights, Primary Schools Choir and Band festivals.

Students continued to display great sportsmanship when they represented the school in sport. Three teams were in PSSA grand finals and all teams played exceptionally well. The Junior Girls T-Ball team won the T-Ball competition for the third year in a row.

A Rugby League team was entered into the PSSA Knockout competition and gala days this year. The Rugby League team made it into the regional finals.

Our school was selected as the regional winner in the ‘Great Schools Show Off’ competition. This was a great accomplishment for the school.

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

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.

Vicki Redrup
Principal

P & C message
2012 was a big year and while P&C activities were dominated by preparation for the Bushland Fair, we also contributed to the improvement of our children’s education in the following ways:

- Over $12,000 for air-conditioning for the three new classrooms
- Over $3,000 for Mathletics for the entire school
- Over $2,000 to replace three data projectors
- We also purchased a P&C Noticeboard

Bushland Fair
At last count, the 2012 Bushland Fair had raised around $28,000. In 2013 this will be spent on 30 new computers, interactive whiteboards and data projectors for the students at the school. Organising the Bushland Fair started in February of this year and I would sincerely like to thank Jo Andre, the Bushland Fair Committee and all parents and helpers in the lead up and support on the day.

Publicity
As has been the case in past years, our school has featured prominently in articles in the Bush Telegraph and the Hornsby Advocate. Thank you to Yosip Lasek 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. This year the Uniform Shop gained access to EFTPOS and have started selling our new school shopping bags as well. Next year the Uniform Shop has
plans for a shade cloth out the front of the shop and an overhaul of its database. Thank you to all parent helpers this year.

School Club

Even though it was a fete year, the School Club continued to raise funds through events like the School Disco, Mothers’ Day and Fathers’ Day stalls and countless other fundraisers. 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. Alison Hay will be stepping down as the Canteen Coordinator and we would very much like to thank her for her time and fantastic work over the last 3 years.

Grounds

Ian Bennett and his team have done a spectacular job at keeping the school grounds looking like the Royal Botanic Gardens in London. Thank you Ian.

Permaculture

Six working bees and over 350 volunteer hours have resulted in permanent fencing, a lambs house, tiered seating, and access to tank water for the garden. Many parents in the school can tell stories about their children coming home very excited after spending part of their day planting, cooking and eating. Rhonda and I would both like to say a huge thank you to all our volunteers, from those who came to working bees, cooked sausages, helped with class cooking or cared for our animals in the holidays.

Dance

Through the Dance program students at the school were able to experience what it’s like to perform at a number of theatres and eisteddfods with the highlight being their performance at J-Rock at the Entertainment Centre and Musical Heights. Thanks again to the teachers and parents who have given their time with rehearsals, costume preparation and transport.

Band

Similarly, our school music program included performances at festivals, eisteddfods and ceremonies throughout the year with the Training Band, Senior Band and Stage Band all receiving awards. We would like to welcome our new Band Director Mark Strykowski and thank Andrew Wrightson, 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.

Signing off

Over the last five years I have had the privilege of representing the parents and citizens of the students at HHPS. There is no doubt that there were some fantastic times and some difficult times during those five years. But then life’s like that and anything that is worth doing involves challenges.

Along the way I have met some exceptional staff, wonderful parents and spectacular children (the future is in good hands!). I would sincerely like to thank all those that have worked to improve the educational experience of the children at HHPS. Thank you for the opportunity to represent you. It has been one of the most worthwhile things I have done.

Rod Matthews
P&C President
Student representative’s message

In the last 12 months at Hornsby Heights Public School I have truly learnt to be responsible and mature. I have had many different roles and commitments as school captain, all of which have helped me to learn new skills and make new friends. At the beginning of the year my fellow captains and I attended leadership camp with captains from many other schools in the local district. Other responsibilities have included running the school assembly every Monday, meeting with and serving food to parents at special morning teas and occasions and attending the school S.R.C. meetings. Some commitments that I attended out of school include getting up at 4am to go to Hornsby RSL on ANZAC Day (experiencing a Dawn Service was truly amazing) and going into Darling Harbour with Mrs Redrup and my fellow captains to compete in the ‘Great Schools Show Off’ competition, in which our school received first place in the Northern Region.

Amongst all of this, Hornsby Heights Public School provides so many opportunities for students to excel. For example, you can compete in PSSA against other schools in many different types of sports. You can also participate in a number of Performing Arts activities. This includes the choir, recorder, band, Dance Ensemble and class dance. If you are in Year 5 or 6 you also get to compete in the J Rock Eisteddfod where you participate with other schools from all around Sydney, performing your dance at the Sydney Entertainment Centre. There is also the ‘Maths Olympiad’ competition and the ‘Tournament of Minds’ which tests your maths, problem solving and teamwork skills.

Looking back over the past seven years, I can say that there have been so many changes and opportunities from when I was first in Kindergarten to now, in Year 6. When I was in Kindy, the hall had just been recently built. We now have smart boards in every classroom and have just built new classrooms around the school. We also have an eco-garden which has five different vegetable gardens. All students are involved in planting the vegetables and are responsible for looking after the gardens. The school also has a number of animals, including five chickens and two lambs. All the students have the responsibility of feeding the animals, collecting eggs and locking them away in the afternoon. My school has recently introduced a new program called PBEL (Positive Behaviour Engaging Learners). The aim is to encourage positive behaviour in all students, and for students to respect others and their property. It also reminds us to be responsible and to always try our very best.

I would like to thank my school Principal Mrs Redrup, all of the teachers and staff at Hornsby Heights, the students and my fellow captains. Without all of these people, I wouldn’t have been able to have such an amazing experience and one of my most memorable years of my life.

Lachlan Modde: School Captain of Hornsby Heights Public School, 2012

School context

Student information

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

Student enrolment profile

<table>
<thead>
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<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>156</td>
<td>157</td>
<td>154</td>
<td>157</td>
<td>159</td>
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<td>140</td>
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<td>149</td>
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</table>

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Management of non-attendance

By law, parents and caregivers must give an explanation for any student absences. The school has several ways that caregivers may notify the school of a child’s absence including: by phone, fax or email or by delivering a note to the teacher on the return to school. For longer absences of more than 5 days of leave in a year (excluding sickness) caregivers must apply several weeks in advance for an exemption from attendance at school. All absences, notes, faxes and emails are filed and kept for examination and monitoring by the home liaison officer. Any phone calls to the office are also logged and kept.

Staff information

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

Hornsby Heights PS continues to attract high caliber and dedicated staff who demonstrate professionalism, dedication and an ongoing commitment to professional learning.

In 2012 our staff has remained committed to developing and evaluating innovative and evidence based teaching programs. Student welfare and the development of a well-balanced curriculum that meets the needs of all students remains a priority with staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.588</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
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<tr>
<td>Total Teacher Entitlement</td>
<td>17.408</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.822</td>
</tr>
<tr>
<td>Total</td>
<td>20.23</td>
</tr>
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</table>

There was one Indigenous staff member in 2012.

Staff retention

Mrs Montgomery, Mrs Baker and Miss Whyburn were appointed as permanent teachers at Hornsby Heights PS in 2012.

Mr Broadley received a transfer to Grahamstown PS to begin 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>
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<tr>
<td>Degree or Diploma</td>
<td>94</td>
</tr>
<tr>
<td>Postgraduate</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.
Date of financial summary 30/11/2012

Income
- Balance brought forward $133,055.84
- Global funds $188,151.64
- Tied funds $43,027.25
- School & community sources $160,190.62
- Interest $6,343.08
- Trust receipts $74,590.61
- Canteen $0.00
- Total income $605,359.04

Expenditure
- Teaching & learning
  - Key learning areas $43,186.71
  - Excursions $38,810.74
  - Extracurricular dissections $54,662.98
- Library $2,618.68
- Training & development $15,556.99
- Tied funds $40,608.78
- Casual relief teachers $29,784.32
- Administration & office $67,351.98
- School-operated canteen $0.00
- Utilities $47,248.63
- Maintenance $25,448.75
- Trust accounts $72,252.55
- Capital programs $25,817.00
- Total expenditure $463,348.11
- Balance carried forward $142,010.93

A full copy of the school’s 2012 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 2012

Arts

Dance
The school prides itself on the dance program offered to every student. All classes participate in weekly dance lessons that cover all aspects of the Creative Arts Syllabus. It gives all the students the opportunity to participate in dance, as well as broadening their knowledge and understanding of the many areas of dance. Throughout the year all classes work towards learning a dance routine for the annual ‘Musical Heights’ concert that has been choreographed by one of the three talented, specialist, dance teachers.

The Dance Ensemble, which consists of more capable dance students from Years 3 to 6, was 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. The Ensemble entered in a very competitive Jazz/Musical section in the McDonalds Performing Arts Challenge at the Opera House and were awarded 3rd place. This group also entertained the crowds at the Bushland Fair.

Year 5 and 6 students participated in J Rock. The performance was outstanding and our students demonstrated great responsibility throughout the day. Our school was selected by other schools on the day for the “Spirit of J Rock” award.

Choir
Students in Years 3 - 6 are welcome to sing in the Combined Choir and have a wonderful time each week at rehearsals. The choir had quite a busy year during 2012. Students performed at the school’s Bushland Fair, School Tour Day, Grevillea Preschool and numerous school events.

Our students from Years 5 and 6 performed at the Sydney Town Hall as part of the Arts North Combined Choir, with over 500 other choristers. It was an amazing evening showcasing the talents of our local schools.

The Combined Choir entertains audiences during community events. This year our repertoire was diverse and challenging. The choir is lucky to have the talents of Lucy Whyburn to assist Alison Penney with the conducting duties. This means that our choir can attempt more complex material with more challenging parts. The students rehearse weekly and are encouraged to practise at home using their repertoire book and CD. Students had an amazing performance at Musical Heights and enjoyed performing for senior citizens at the Hornsby RSL at the end of the year.

Recorders
Students in Years 3 to 6 are welcome to join the recorder group. The ensemble rehearses every Tuesday morning. We have added two extra parts to our ensemble this year. We now have Descant
1, Descant 2 and Treble recorder parts. This has made our sound far more interesting.

We have performed at Hornsby District Music Festival, The Sydney Opera House as part of the Festival of Instrumental Music and at Musical Heights. It has been a wonderful year.

**Band**

2012 has been another busy year full of achievements for all three bands.

The Training Band consists of a small group of enthusiastic students who have developed into a great sounding band. They were conducted by Mr Lachlan Hamilton. The band was awarded a Distinction performing in the Hornsby North Band Festival in late October.

Senior Band performed at the Yamaha Music Festival and for all their hard work they were awarded Silver. They also received a Credit for performing at the Hornsby North Band Festival.

The Stage Band is now in its sixth year and is conducted by Mr Mark Strykowski. The band was awarded a Distinction performing in the Hornsby North Band Festival.

All bands have been involved in various events during the year, providing the children with opportunities to develop confidence in technique and performance. Events include performing at the School Fair, Musical Heights, Presentation Day and the two day band camp at Vision Valley in early September.

**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. 2012 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 Term 3, K to 6 students participated in the Sport in Schools Australia Program where they were exposed to a wide variety of sports activities which developed their gross and fine motor skills.

In 2012 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. Major success was gained by the junior girls T-Ball team which won their grand final for the third consecutive time. The senior girls softball and all age girls soccer teams were narrowly defeated in their grand finals. The junior boys cricket teams were semi-finalists.
- PSSA Rugby League Knockout competition
- School sport
- Gala Days in Milo Cricket, League Tag and Rugby League
- 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:** Ben Pears, Adrian Schoenmaker

**Swimming:** Ryan Sweeney, Erin Partridge, Joshua Keck, Luca Keck, Riley Cameron

**Cross Country:** Tahlia Macri

**Basketball:** Ryan Sweeney, Lachlan Modde

**Netball:** Kassidy Grant

**Soccer:** Lian Stockman, Tahlia Macri
Touch Football: Lian Stockman, Kassidy Grant, Tahlia Macri, Adrian Schoenmaker

Rugby League: Joel Dover, Billy Pollard, Kane Mirabile-Kumar

Students successful in representing our area at State Trials were:

Netball: Kassidy Grant

Soccer: Tahlia Macri

Rugby League: Billy Pollard

Hornsby Zone 2012 Grand Final Winners Junior Girls T-Ball

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. 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 school;
• 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 twice a term to plan and implement Year 6 Athletics Days, the combined Staff Development Days where teachers were trained in a variety of sports and visits to the high school by primary teachers occurred to observe PE lessons. Our cluster applied for and was granted extension funding to further support outstanding Middle Years projects.

Premier’s Sporting Challenge – Leadership

The Sport Leadership program has been initiated to enable schools to use both student and teacher skills and interests in sport and physical activity to develop or expand current programs to provide for all students interests.

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 (PSCSL) program is to provide an education pathway for student sport leaders from year 5 to year 8 interested in the organisation of sport and physical activity programs in their school community.

Twelve students in Years 5 and 6 from our school participated in the Premier’s Sporting Challenge Sport Leadership Program at Hornsby Heights during Term 3. 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 2013 and once again a number of our senior students will be selected to participate.

Other
UNSW International Competitions and Assessment

ICAS is the largest independent assessment program for schools in Australia and Overseas. ICAS provides an opportunity for students in Years 3 to 6 to sit external assessments in six learning areas. This year students from Hornsby Heights Public School had the opportunity to enter competitions in Mathematics, English, Science, Spelling, Writing and Computer Skills. The ICAS tests are designed to be challenging and are usually undertaken by students achieving at a high level.

Students are awarded UNSW certificates for each year level as follows:

- High Distinction to the top 1% of entrants
- Distinction to the next 10% of entrants
- Credit to the next 25% of entrants
- Participation to all other participants

Our school results for those students who chose to participate in the competition were as follows:

- 36 students participated in Mathematics and were awarded 5 Distinctions and 11 Credits.
- In English, 23 students participated and were awarded 3 Distinctions and 8 Credits.
- 20 students participated in Science and were awarded 1 Distinction and 12 Credits.
- In Spelling, 30 students participated and were awarded 2 Distinctions and 12 Credits.
- 18 students participated in Writing and were awarded 1 Distinction and 4 Credits
- In Computer Skills, 25 students participated and were awarded 1 High Distinction, 6 Distinctions and 4 Credits.

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

2012 NSW Premier’s Reading Challenge.

310 students ranging from Kindergarten to Year 6 were successful in completing the 2012 Premier’s Reading Challenge. As in previous years, participation in the Challenge is encouraged amongst students as an additional support to help guide personal reading choices, so they may experience literature that is varied and suitable for their Stage level. The library supports the program by providing storytelling sessions or promotion of PRC books, displays and specialised browsing collections, weekly library borrowing and time allocated for older students to access their online records. Classroom teachers have continued their support through encouragement of students and where possible inclusion of PRC books in the classroom program. Students who complete the requirements of the challenge are awarded a certificate from the NSW Premier in recognition of their success.

Academic

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.

Significant programs and initiatives

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 KLA’s. 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.

Other programs

Community of Schools – Writing for the Reluctant Student Program

This year Hornsby Heights PS participated in a Writing Program aimed at developing positive connections between the local High Schools and Primary Schools. The program involved five Year 3 students, who were reluctant writers, being mentored by more able students from Year 6 and Year 9.

The Years 6 and 9 students attended a Mentor Training Day at Asquith Boys High School where they learned the skills necessary to feel confident mentoring their Year 3 buddies. All students then attended a ‘Whodunnit’ Day hosted by Mt Colah Primary School. The children were ‘Detectives for a Day’ and worked as a trio to look at the clues and solve the crime. This involved them looking at evidence and writing police reports. The day was a huge success with children being thoroughly engaged in all activities. It is hoped that the program will continue again next year.

Every Student, Every School – Learning and Support

During 2012, the implementation of a Learning and Support Framework through the “Every Student Every School” strategy was developed to improve access to a wide range of projects to better assist the learning and support needs of students, including those with a disability. This initiative resulted in the allocation of a Learning & Support Teacher three days per week to our school from the commencement of Semester 2.

The role of the Learning and Support Teacher (L&ST) is of a collaborative and consultative approach. The L&ST worked with class teachers from Years 2 to 5 to support assessments for learning and identification of needs of individuals experiencing learning difficulties. Planning, implementing, modelling, monitoring and evaluation of teaching programs for additional learning needs of these students provided class teachers with support and adjustment of classroom programs to assist in achieving outcomes for these students.

The L&ST assisted teachers in the delivery of programs, through direct modified instruction to individuals and small groups, team teaching and withdrawal group teaching where required. Home revision and practice programs were established to assist students where on-going needs could benefit from nightly practice of strategies being taught at school.

The L&ST also assisted with additional Professional Learning for staff with Teacher Professional Learning sessions presented on Dyslexia and Critical Agendas. Training of Learning and Support teachers continued in Northern Sydney Region throughout Semester 2 and the present L&ST allocation at Hornsby Heights will continue for the next three years before review.
Great Schools ‘Show-Off’

Hornsby Heights Public School participated in the 2012 Great Schools ‘Show-Off’. This competition required the students to produce a video that highlighted the best aspects of their school and that could be used to promote the school to the wider community. The school captains and vice-captains (Lachlan Modde, Tahlia Macri, Joel Dover and Julia Pinto) worked on this project and created an impressive video that showcased the amazing opportunities available at HHPS. The students were responsible for writing the script, selecting the scenes and photographs and editing the film. HHPS competed against other entries in the Northern Sydney region and came first. As the regional winners, the students attended an awards showcase in the city. It was held on Friday August 3, 2012 at Doltone House in Pyrmont. At the showcase, the school was presented with the regional winner’s award of a Panasonic Lumix digital camera. The students represented the school with excellent maturity and enthusiasm throughout the entire project, as well as at the awards ceremony.

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 2012 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 2013 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 teachers also participated in a Sharing Information Afternoon conducted for high school and primary school teachers from local schools. 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.

**Playmates**

The playmates program was implemented in Term 1 running weeks 5-9 on a Monday and Thursday at lunchtime. It involved a group of 32 year 5 & 6 children who were selected to be mentors for the new Kindergarten children and 8 year 5 & 6 supervisors. The aim was to assist all new kindergarten students to experience lunch breaks in a settled, organised and supervised manner. It involved highly structured activities where mentors were trained to effectively supervise and run the program with minimal adult supervision. The eight groups consisting of two year 6, two year 5 and up to 8 kindergarten children rotated over 14 small group games. Students developed skills in cooperation, sportsmanship, listening skills and a range of gross motor skills. Senior students demonstrated leadership skills which enabled kindergarten students a successful transition to the playground.

**High School Week**

During Week 8 of Term 4 our Year 6 children participated in a three day, Mock High School program, aimed at easing their transition to Year 7.

‘High School Week’ involved the children being put into two new classes that moved around the school participating in ‘High School’ classes. The children were given a timetable and school map and were responsible for arriving at classes on time with the necessary materials.

The classes were taught by teachers from K-6 who volunteered to participate in the program. The Year 6 teachers in return, taught the classes of the volunteer teachers. Subjects taught were: Modern History, Ancient History, Food Technology, Art, Woodwork, Drama, Chemistry, German, Geography, Science, Design & Technology and French.

**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 when 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 extensive literacy observations, 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 9 Reading Recovery children that participated in the program last year, 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.

In 2012, 8 children were identified for the New Arrivals ESL Program. The program provides 30 minute daily intensive English instruction.

The ESL Targeted Support Program recognised 13 students requiring ESL assistance. Within this program the students are undertaking 20 minute lessons twice weekly.

Both programs have given the students the English skills to take part in a conversation in
social and learning situations and read and write simple texts.

**Tournament of Minds**

This year we entered a team into the Tournament of Minds competition. Tournament of Minds (affectionately known as TOM) is an Australia-wide program designed to encourage students to develop their cooperative problem solving skills, and their creative and critical thinking.

The team of seven consisting of students from Years 5 and 6, were required to work together on a Long Term Challenge for six weeks without assistance from teachers, parents or peers. They were encouraged to explore possibilities and experiment with ideas, as they endeavoured to produce their best possible solution.

They had to develop a creative and original way to communicate their solution to others, working within predefined parameters such as limited materials, complex challenge criteria and the deadline of Tournament Day. This year’s regional competition was held at Pymble Ladies College on Sunday 26th August.

The teams also participated in an unseen Spontaneous Challenge on Tournament Day. This challenge required them to have well developed group cooperation skills and the ability to think creatively. It was an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant, and public way.

**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 2012 winner was Ben Pears from Year 6.

**Project Support Officer Language**

The Language Project was an initiative of the Northern Sydney Region for Terms 1 and 2. The Language Project was implemented in classrooms, with a focus on building the capacity of teachers to meet the expressive, receptive and pragmatic language needs of students experiencing difficulty with their learning.

Hornsby Heights was appointed three Project Support Officers (PSOs) to work with the two Year 5 classes and one of the Year 6 classes. The PSOs worked collaboratively with the classroom teachers to develop students’ comprehension skills and strategies. Each week the three Officers came in and worked with groups of students within the classrooms. All students and staff benefited from the assistance provided by the PSOs and thoroughly enjoyed the experience. At the completion of the project the classroom teachers were able to evaluate the outcomes and determine future programming needs of their classes.
Environmental Education and Eco-Food Garden

In 2012 the Eco Food Garden has taken a new whole school integrated approach with students learning in the garden. There have been many new additions as well as the garden continuing to evolve.

Some of the 2012 accomplishments were:

- Purchase of two baby lambs. These were hand raised and have illustrated a new element of caring for and raising of animals.
- Installation of a frog pond with a solar powered water pump.
- Building of a tiered amphitheatre for lesson use and also for children to sit and enjoy the garden area.
- Themed gardens with a focus on fresh food to plate. Two sessions of planting garden beds occurred involving all students K-6.
- Installation of water taps throughout the gardens that have been connected to tank water.
- Expansion of the bush tucker garden and students researching and designing signs for the plants.
- Environment Day - planting trees for National Tree Day, seed cards, a garden treasure hunt and solar demonstrations with toys and the frog pond solar panel.
- Numerous cooking sessions - Potatoes (4S, 3/4J, 2S and 2M), Carrot Cake (3/4J), Soup (4S), Pesto Pasta (2S and 2M), Vietnamese Spring Rolls (5S and 5E), Pizza (KE, KW, KB, 1B and 1M).
- Erection of permanent fencing for animal enclosures.
- A shoe garden with succulents.
- Fundraising activities - Two Bunning’s BBQ days, Election Day Cake Stall, Solar Toys on Environment Day, National Tree Day leaf buying and Sales at Bushland Fair.
- Learning lessons - description writing, Eggstraordinary Day (Yr6).
- Hosting the Hornsby Environment Network for Schools meeting to share environment education ideas.

Progress on 2012 targets
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.

Our achievements include:

- All staff completed the TELL (Teaching English Language Learners) course during Term 1 enhancing understanding of the teaching of Reading to students with ESL backgrounds.
- Teacher Professional Learning sessions to assist staff with a greater understanding of the difficulties experienced by students with learning difficulties in Reading and how to support these students to become successful, independent readers.
- Engagement by all classes in either Reciprocal Reading and/or Guided Reading lessons weekly with 71% of classes participating in three or more sessions weekly.
- Increased use of electronic text utilised in reading lessons/activities reported by 87.5% of teachers.
- Improved inferential and applied comprehension results for most Stage 3 students. Teachers worked collaboratively with District Consultants during Semester 1 on developing strategies and skills for senior students.
- Whole school focus on improving inferential comprehension ability of our students with purchase of resources for Years 1 to 6 for use in explicit teaching during Literacy Group lessons.
• Collaborative programming and design of assessment tasks to ensure consistency across Stages.
• Increased support for students Years 2 to 5 with reading difficulties through assessment, consultation, team teaching and withdrawal small group lessons by the Learning & Support Teacher.
• Commencement of new reporting procedures Years K to 2 extending the tracking of student progress on the Best Start Literacy Continuum.
• Purchase of a wide range of reading resources. These particularly focused on the needs of the capable reader requiring more challenging texts with age appropriate content and the reluctant reader requiring engaging easier texts with age appropriate content assisting success in independent reading.
• 70.7% of Year 3 students were in the top two bands [proficiency bands] in NAPLAN Reading.
• 56.1% of Year 3 students were in the top band which was higher than regional level (44.4%).
• 60.5% of Year 5 students achieved a Growth Rate of equal or greater than one skill band in Reading.

School Priority 2: Writing

Improved performance of all students in Writing
Increase Teacher engagement in the Implementation of National Curriculum

Our achievements include:
• 64.3% of students in top 2 bands [proficiency bands] in Year 3 NAPLAN Writing.
• 29.8% of students in top 2 bands [proficiency bands] in Year 5 NAPLAN Writing.
• Teachers supported by professional development and training including Stephen Graham writing workshop.

• Continued access to regional training opportunities, criterion based assessment and rubric development for consistency in assessment and teacher judgement.
• Modelled, guided and independent writing sessions in all classes with a weekly stage focus.
• Explicit teaching of writing with a focus on cohesion, vocabulary, sentence structure and audience.
• Support teacher working with identified students at risk.

School Priority 3: Technology

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.

Our achievements include:
• Updated scope and sequence for computer skills.
• ICT more effectively integrated into class programs.
• Students participated in a movie making competition and used interactive posters (glogsters) to present class work.
• Staff more confident in use of SMART data and accessing information from NAPLAN.
• Students participated actively in Mathletics, Reading Eggs and Reading Eggspress at school and home.
School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Student Welfare and Technology

Educational and Management Practice

Student Welfare

Background
With the introduction of the Positive Behaviour Engaging Learners (PBEL) Program and communication at stage meetings it became obvious that there was a need to review and update the Student Welfare Policy. The most obvious area of confusion was consistent expectations of student behaviour. An evaluation of current practices and future directions was necessary. All teaching staff was asked to complete an online survey to ascertain their awareness of School Welfare Policy.

Findings and Conclusions
1. 59% of staff were not aware of the contents of the Student Welfare Policy Folder.
2. 58% of staff did not think the current Student Welfare Policy was specific enough to manage student welfare needs.
3. 100% of staff thought that extending PBEL into the classroom situation would be beneficial. Staff reported many positive aspects of implementing PBEL in the playground.
4. 72% of staff would like to modify our current Reward System to incorporate the PBEL Values.

Future Directions
1. As part of the school’s Teacher Professional Learning Program all teachers will be made aware of Policies included in the Student Welfare Folder.
2. The PBEL Committee and staff will review and update Student Welfare Policies to incorporate the Positive Behaviour Engaging Learners Program.
3. The PBEL Program will be extended to teach the school values of Respect, Responsibility and Personal Best in the classroom situation.
4. With the implementation of PBEL in the classroom in 2013 staff will trial a modified school reward system that incorporates the school values and expectations.

Curriculum

Technology

Background
A priority for 2012 was to increase the use of technology and to move the school more in line with 21st century digital skills. In order to do this it was first decided that staff’s own skills needed to be improved and training undertaken. An assessment of the current computer skills scope and sequence was also needed to see how it aligned with current teaching directions.

Findings and Conclusions
Staff, Year 5 and Year 6 students were surveyed regarding their current technology use and areas they would like to improve on. Students were also surveyed about their access to technology at home to gauge their current understanding. Results of the survey showed that staff felt confident using their computers, digital cameras and email but would like to learn more about blogs/wikis, robotics, game based learning and using iPads as an educational tool. In Term 3 a TPL focus was placed on Technology in order for the staff to learn more of these skills. A session was carried out on technology in the 21st century and a look at future directions for schools. Staff also spent sessions learning how to use BlogEd to create a class blog as well as a look at programs and software available in the school that students
can access that pose curriculum areas in a more
game based way.

Student survey results showed many have access
to several devices at home and would like to have
access to more at school. They also would like to
use more games to assist their learning.

An update of the Computer Skills scope and
sequence was carried out to meet the new needs
of students and today’s technology requirements.

**Future Directions**

The use of devices such as iPads and notebooks in
the classroom has started the investigation into
wireless connectivity in the school. Quotes and
plans for this will be undertaken in the future. In
the meantime staff will continue to develop their
own knowledge and also to provide students with
opportunities to be exposed to a range of
technology based programs and applications.
Staff will undertake further professional
development in web design, using iPads and
game based learning. There will also be an
analysis of current effective use of Interactive
whiteboards and its integration with the new
Australian Curriculum.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of
parents, students and teachers about on-line
technology use at school and home and the
introduction of the PBEL program in the
playground.

Parent responses are presented below:
23 surveys were returned out of 242 families.
10% of families in the school responded.

From the survey parents indicated that:

- 43.5% of students regularly (at least
  fortnightly) use the on-line Mathletics at
  home.

- 39.1% of students regularly (at least
  fortnightly) use the on-line Reading Eggs at
  home.

- 95.7% of parents were aware of the
  introduction of the PBEL program in the
  school playground during Term 3.

- 91.3% of parents are aware that they can
  receive the fortnightly school newsletter by
  email.

- 65.2% of parents access the School’s website
  for information and on-line forms.

The survey indicates a need for the school to
ensure parents have a better understanding of:
1. The availability of on-line computer
  programs available for students to
  consolidate their learning at home.
2. The availability of newsletters, information
  and forms on the School’s website.

The survey indicates the success of the
implementation of the PBEL program in the
playground. This has been reinforced by the
regular feedback to parents via the School’s
newsletter of the program and the weekly
lessons being taught.

**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 $10944.80 towards teacher professional
learning and the school spent an additional
$15556.99 bringing professional learning
expenditure to a total of $26501.79.

Teacher professional learning in 2012 was
targeted in the following areas:

- Teaching English Language Learners (TELL)
- Positive Behaviour Engaging Learner(PBEL)
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Implementation of Positive Behaviour Engaging Learners (PBEL) within the whole school.

2013 Targets to achieve this outcome include:

- 10% increase in students demonstrating positive behaviours in the playground;
- PBEL operating effectively in every classroom.

Strategies to achieve these targets include:

- The consistent use of positive behavior management strategies across the school through the implementation of PBEL;
- Clear and repeated communication that ensures that the whole school community has a clear understanding of the PBEL program;
- Professional learning of staff in PBEL strategies;
- Explicit, clear expectations taught in student PBEL lessons;
- Analysis of DATA collected and lessons planned according to DATA information.

School priority 2

Outcome for 2012–2014

Improved performance of all students in Writing. Improve student writing skills in the area of persuasive text and to continue to improve student growth.

2013 Targets to achieve this outcome include:

- Increase the percentage of students in the top two bands [proficiency bands] in Year 3 NAPLAN Writing from 57.2% to at least 70%.
- Increase the percentage of students in the top two bands [proficiency bands] in Year 5 NAPLAN Writing from 23.2% to at least 37%.
- At least 60% of Year 5 students will achieve minimum growth between Year 3 and Year 5.

Strategies to achieve these targets include:

- Detailed analysis of 2012 NAPLAN and school based assessment data to inform evidence-based teaching and learning;
- Continued focus on the explicit teaching of writing;
- Stage based programming focusing on explicit teaching strategies, provision of scaffolds, exposure to a range of texts, written, oral and visual and the development of consistency in teacher judgment;
- Implement 7 steps to Writing Success;
- Review of Scope and Sequence of Text Types in Writing using the new NSW English Syllabus;
- Professional learning: NAPLAN marking for all staff to support explicit teaching.

Innovative and practical approaches to teach persuasive text writing and rubrics assessment and the use of IWB.

Focus on the language structures and features of persuasive texts – Writing consultant, James Ferguson.

Developing Depth in Writing for English Language Learners.

Grammar for English Language Learners.
School priority 3
Outcome for 2012–2014
Increased use of technology in administration and teaching and learning programs.
ICT embedded in the K-6 curriculum.
Innovation in the use of interactive technologies for learning, teaching and teacher professional learning.
Improved 21st century digital literacy skills.
2013 Targets to achieve this outcome include:
• All Year 4, 5 and 6 students use ICT competently and independently as part of daily classroom practice in an individual or group situation.
Strategies to achieve these targets include:
• Integrating ICT from the National Curriculum into classroom lessons and programs.
• Immersing students in Cyber Safety eg social networks, password protection and Cyber SMART lessons.
• Publishing Safety tips and technology information in newsletter and website.
• Updating the School Website.
• SMART Bug Training for staff.
• Installing Wireless capabilities into 3 areas of the school.
• Purchasing 32 Notebooks for group and individual work.
• Purchasing 32 computers for the Technology room.
• Establishing a Computer club at lunchtime.
• Using assistive technology in the classroom to support children with additional support needs.
• Engaging in video conferences and the use of connected classroom.
• Reviewing current useful sites and software for effective use of Interactive Whiteboards in the classroom.

School priority 4
Outcome for 2012–2014
Increased number of students achieving top two bands in state and national testing for literacy and numeracy.
All students achieve expected growth in literacy and numeracy.
2013 Targets to achieve this outcome include:
• 100% of Identified Gifted and Talented students engage in an enriched and extended program.
Strategies to achieve these targets include:
• Professional learning of staff in identification, differentiation and the social and emotional needs of gifted and talented students.
• Review existing Gifted and Talented Policy.
• Organisation of whole school database registering identified Gifted and Talented students. Students are placed on the database following objective and subjective collection of data.
• Identify GAT students and develop differentiated programming practices to cater for their needs.
• Tracking of student progress to inform future directions for GAT students.
• Develop a register to identify GAT students.
• Extra-curricular enrichment program designed including Maths Olympiad, Tournament of the Minds, Creative Thinking, Dance Ensemble, Operation Art, and PSSA.
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.

Vicki Redrup - Principal
Judith Eastman – Assistant Principal
Karen Johnston - Assistant Principal
Catherine Mamo - Assistant Principal
June Browett - Relieving Assistant Principal
Rod Matthews - President P&C
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: