Principal’s message

I am very proud to be the Principal of Hornsby Heights Public School. There is a great sense of satisfaction in leading a school which has such a wonderful history and a vibrant and rich community spirit.

I would like to take this opportunity to congratulate our students, staff and parents who have contributed to the outstanding learning that occurs in this school.

I feel very lucky that I was able to be part of the school’s 50th Anniversary celebrations this year. It has certainly been a time to reflect and acknowledge the incredible achievements of this school and the impact it has had on the lives of so many children, parents, teachers and friends.

2011 has been an amazing year. I am often inspired by the exceptional staff at Hornsby Heights and it continues to be a great privilege to work with a team of teachers dedicated to providing great educational learning opportunities for your children. Our school has continued to excel and improve in not only its academic performance but in so many other ways.

Our 50th Anniversary Celebration Day was outstanding. Students thoroughly enjoyed the Open Day, experiencing typical school activities from the 60’s. The teachers’ enthusiasm to make this day special for the whole community was exceptional. Children will remember this day for a very long time.

The reunion dinner was a resounding success with over 200 people attending. I was delighted to see so many people celebrating and sharing their fond memories of Hornsby Heights Public School. Everyone embraced this night to make it an extraordinary function.

We published a 50th Anniversary Year Book in 2011. This year book is a fabulous keepsake of great memories of our school.

Musical Heights was fantastic. It gave every child in the school the opportunity to shine on stage. Without everyone’s support our show would not have been the success that it was. Thank you to all teachers, parents and students.

Our Year 6 Web Design team won first prize in the NSW Connected Learning Awards. This is a fantastic achievement for the team and our school. The team worked hard to design a website which educates children about the benefits of eating well.

Our Reading Recovery Program started this year and we can already see the great benefits this program will offer our students. We started Mandarin lessons for Yr 5 students and will be expanding this program in 2012.

We now have a Speech Therapist and Occupational Therapist working at our school which allows children to access this service in school time which is a great help to parents.

We have outstanding music, dance and technology programs in the school from Kindergarten to Yr 6. Our Band, choir, dance ensemble and recorder groups performed at a very high standard throughout the year. Our junior girls won the PSSA T Ball competition for the second year in a row and our school won the Ball Games Carnival for the ninth year.

Throughout this year we have supported a number of fundraising activities which has increased the awareness of students’ responsibility to help others who are in need and to take an active role in their local and global community. We collected coins for Somalia, supplied food for Salvation Army Food Drive, purchased shoebox gifts for Operation Christmas Child (over 112 shoeboxes were collected), collected money for the Queensland flood victims and supported Relay for Life.

I would like to sincerely thank all staff in our school for the tremendous work they have done this year. There are so many diverse opportunities available for children to blossom at Hornsby Heights due to the quality of teachers here. They are passionate, committed and dedicated professionals. Their commitment extends beyond the classroom into extra curricula areas. They go beyond and above the call of duty.

A school must not just have great staff and enthusiastic students but also active and dedicated parents to really be successful. Our parents play an essential role in many aspects of our school including supporting classroom and extra curricula activities. Our P&C, under the leadership of Rod Matthews, has continued to...
show incredible support to our school throughout the year and we are very lucky to have such a supportive group of parents. Their contribution to the school is greatly appreciated.

I would like to thank teachers who will not be returning to our school in 2012 for the time they have spent at Hornsby Heights Public School and the dedication they have shown to students, parents and staff. Thank you to Mrs Elaine Mak (who retired earlier in the year after 34 years at Hornsby Heights), Mrs Michele Stokes (who received a transfer to Dudley PS), Mrs Nicky Hall (received a permanent appointment to Hornsby South PS), Miss Danielle Alam (who will be working at Gordon West next year), Mrs Kath Wooten (ESL teacher) and Mrs Robyn Smith (Office Staff).

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 and/or School Council message

It was a big year for a non-fete year. Thank you to the school community for your part in improving the educational experience of your children.

Highlights for 2011 include:

- Purchasing a Mathletics licence for the children at the school
- Purchasing books, readers and teaching resources for both the classrooms and the library
- Installing air conditioning for classrooms
- Purchasing and installing new computers for the students
- Purchasing cameras for each classroom
- Replacing old data projectors with new data projectors and new globes for old projectors
- Holding a trivia night, a school disco and countless BBQ’s and morning teas

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 Kathy Norris who is leaving our school this year. You will be missed. Also a big thank you to Yossip Lasek for taking over the role of publicity officer.

Uniform Shop: Our onsite Uniform Shop continues to operate through the efforts of volunteer parents. This is one of the larger jobs of the P&C and the team does a wonderful job. Thank you to all parent helpers this year.

School Club: The School Club also had a changing of the guard. Thank you to Nerys Thompson and the team for their wonderful work in the past and all the very best to Jo Andre and the team for the future. Jo and the team have hit the ground running with morning teas, discos, little black dress nights and countless other fundraisers.

Canteen: Alison Hay and the team continue to work with a group of wonderful volunteers at the canteen. Thank you to all the people who help out at the canteen. It is great that at a school with only 300 students we are able to offer such a professional service. Thanks again, it is truly appreciated.

Grounds: Maurie Cole, who has looked after the grounds for many years, left the school last year. A big thank you for his years of service. A big thank you also to Ian Bennett for taking over his role. Ian, his family and a team of Grounds Day volunteers are responsible for our grounds being the best looking grounds in Sydney.

Eco Food Garden: At the beginning of the year the area outside of the new classrooms looked like the nuclear power plant at Fukushima. Today it is a fully fledged permaculture garden. 2011 was a very busy year for those parents and teachers involved in the Eco Food Garden. The site between the hall and the library is now being utilised and the number of garden beds increased to 7. 20 fruit trees were planted and 5 chickens
were introduced to the school community. A paper waste audit was conducted and the school was successful in a NSW Environmental Trust grant for works in 2012.

Thank you to Rhonda French and the dedicated Eco Food Garden team.

**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 Musical Heights. Thanks again to the teachers and parents who have given their time for rehearsals, costume preparation and transport.

**Band:** Similarly, our school music program included performances at festivals, eisteddfods and ceremonies throughout the year. We will miss Pearl Sachinwalla as she stepped down from her position as Band Coordinator. Thank you Pearl for all your years of service. We welcome Andrew Wrightson the new band coordinator. Thank you to Andrew who has made a big commitment to the band 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.

**Many hands make light work in 2012**

2012 is a fete year!!! We will be forming a fete committee early in the 2012 school year. Thanks to the level of organisation from previous fetes every fete gets a little bit easier and a little bit better.

Rod Matthews

P&C President

**Student representative’s message**

Over the past seven years I have spent at Hornsby Heights Public School I have seen it undergo many changes. When I was in Kindergarten the school hall was built. I’ve watched as we have received new playgrounds in the infants and primary areas. There have also been great technology changes. We now have a computer room, smart boards in all classrooms and air conditioning throughout the school. The smart boards are really great because they let the students get involved with their school work. This school has great grounds. All the school helps out and spends time at working bees planting trees and pulling out weeds. We have eco gardens. We also have 5 chickens which produce eggs that are sold.

All these fantastic changes have come from the strong community spirit we have at Hornsby Heights Public School. All the teachers, parents and students have worked together to raise money at trivia nights, cakes stalls and my favourite, our school fete. We also have a commitment to helping raise money for many worthy charities.

Our school is special because it provides great music and dance programs. I have performed with our band on many occasions and danced at Glen Street Theatre and The Opera House. We also have a concert called Musical Heights.

Hornsby Heights has always been well represented in all sports carnivals and the weekly P.S.S.A. program. I have loved being part of our sports teams.

Another wonderful thing is the great opportunities available at our school. I have been fortunate to become School Captain. While being School Captain you can organise assemblies, compere Musical Heights as well as speak at special occasions. You can also be a SRC representative, where there are 2 students from each class that meet every fortnight to discuss things about the school to help make it better. This program is also great for students’ confidence. There are also great opportunities like, public speaking and debating.

All the teachers are passionate and supportive of our school.

My friends have been the most important thing at my school. Since my year only has 28 students,
I can say that I am friends with everyone in my year. We all get along really well and I wouldn’t have been able to get through my school years without their support and friendship.

Throughout my time at Hornsby Heights I’ve enjoyed many special moments with my friends and teachers which I will cherish.

By: Gillian N. School Captain 2011

Leadership Camp

School Captains and Vice Captains attended a Leadership Camp at Vision Valley, Arcadia.

They participated in workshops on Co-operation, Organisation, Public Speaking and Student Representative Council (SRC).

Regional Harmony Day Workshop

Students represented the school at a Regional Harmony Day Workshop. They were involved in activities focussing on accepting people from other cultures. Activities included Aboriginal dancing and face painting, reading books about people moving to different countries, team building games, drumming and sharing ideas about Harmony Day activities.

National Young Leaders Day

School Leaders attended the National Young Leaders Day held at the Entertainment Centre at Darling Harbour. The children listened to five speakers who related their leadership experiences to them. The speakers were Mike Martin (General Manager of Halogen Foundation Australia), Greg Mullins (Commissioner of the NSW Fire Brigades), Kurt Fearnley (World Champion Wheelchair Athlete), Jessica Watson (Around the World Sailing Soloist) and Talia Fowler (Winner of 2009 “So You Think You Can Dance”). All speakers relayed powerful messages about leadership.

Student enrolment profile

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

Student attendance profile

![Student attendance rates chart]

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

![Enrolments chart]

Student attendance profile

![Student attendance rates chart]
### Management of non-attendance

Class teachers follow up on absence notes with parents. The principal contacts parents if non-attendance continues and if needed the Home School Liaison Officer is contacted to follow up with parents.

### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

### Staff information

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

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<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>10</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.546</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>Total Teacher Entitlement</td>
<td>16.466</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.722</td>
</tr>
<tr>
<td>Total</td>
<td>19.188</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Our permanent staff has no Indigenous members.

### Staff retention

Miss Laura Seller was appointed as a permanent teacher. Mrs Alison Penney was appointed in a Temporary position as the Music Teacher (2 days per week). Miss Briony Scanlon returned from teaching overseas. Mrs Mak retired at the beginning of July. Mrs Michele Stokes received a transfer to Dudley PS in the Hunter/ Central Coast Region. Mrs Nicky Hall was appointed as a permanent teacher at Hornsby South PS.
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>94</td>
</tr>
<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

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>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/11/2011</td>
<td></td>
</tr>
</tbody>
</table>

Income

- Balance brought forward: 78023.40
- Global funds: 157508.93
- Tied funds: 36404.71
- School & community sources: 157003.80
- Interest: 6136.02
- Trust receipts: 74056.81
- Canteen: 0.0
- Total income: 509133.67

Expenditure

- Teaching & learning: 51911.85
  - Key learning areas: 51911.85
  - Excursions: 24438.08
  - Extracurricular dissections: 44187.80
- Library: 1503.16
- Training & development: 10766.04
- Tied funds: 46647.18
- Casual relief teachers: 23310.56
- Administration & office: 40756.78
- School-operated canteen: 0.0
- Utilities: 28404.10
- Maintenance: 15044.67
- Trust accounts: 75135.79
- Capital programs: 13971.82
- Total expenditure: 376077.83
- Balance carried forward: 133055.84

A full copy of the school’s 2011 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 2011

Achievements

Dance

Our school is very proud of the successful dance program. It gives all the students the opportunity to participate, broaden their knowledge and understanding of the many areas of dance. Throughout the year all classes work towards learning a dance routine for Musical Heights that has been choreographed by one of the three talented dance teachers.

The Dance Ensemble, which consists of talented dance students from Yrs 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. They also entered a very competitive eisteddfod, The MacDonalds Performing Art Challenge, held at the Sydney Opera House. At this event the students were awarded a Highly Commended prize.

The dance that they performed was called Futurismo which they also performed later in the year at a dance competition at the Asquith Primary School Fair, where they were awarded first place.

Choir

Students in Yrs 3 - 6 are welcome to sing in the Combined Choir and have a terrific time each week at rehearsals. The choir had a very busy year during 2011. We performed at the school’s 50th birthday celebrations and at school assemblies each term.

Our students from Yrs 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 with performances from Chinese dancers and singers as special guests.

The Combined Choir competes in local eisteddfods and entertains audiences during community events. The music they sing is varied and challenging and enjoyed by all! The students rehearse weekly and are encouraged to rehearse at home with their own choir pack which contains a repertoire book and CD. We finished the year with a wonderful performance at Musical Heights.

Recorders

The Yr 3/4 Recorder group performed at the Opera House as part of the Festival of Instrumental Music.

Band

2011 has been another busy year full of achievements for all three bands.

The 2011 Training Band consists of a group of enthusiastic students who as a group have developed into a great sounding band. They are conducted by Mr Lachlan Hamilton, in his first year at the school. Training Band performed at the Yamaha Music Festival in June and was awarded Bronze. The Training Band also received a credit performing in the Hornsby North Band Festival in late October.

August 2011 saw the departure of Mr Michael Votano for Europe. Mr Votano had been conducting bands at Hornsby Heights for over 5 years. Mr Rowan Tombs was invited to take over the Senior Band conducting position. Senior Band again performed at the Yamaha Music Festival and for all their hard work they were awarded Silver. They also received a credit performing in the Hornsby North Band Festival. The School organised a Concert Event in May with local Public and High Schools participating. The event was a great success and saw the Senior Band further expanding their skills.

The Stage Band is now in its fifth year and is conducted by Mr Rowan Tombs. The 14 members of the Stage Band have developed into a cohesive group, each member having their own individual part to play.

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 Schools own 50th Anniversary in June and the two day music camp at Vision Valley in early September. Camp provides the students with the opportunity to receive specific tutoring with students from Asquith Girls and Asquith Boys High Schools. Both the Senior and Training Bands combined to learn a brand new score for Musical Heights. The camp also allowed the bands to refine their music acts for Hornsby North Festival and Musical Heights.

The Combined Band was the opening act for the annual school Musical Heights Concert. All bands performed and the concert ran very smoothly thanks to all the help from the School Teachers and our band parents.

At the end of the year Stage and Senior Bands perform at Presentation Day. All Yr 6 Band members received a Band Medal for their contribution to the Band Program, with a year 6 student receiving the “Steve Wells Memorial Award for Commitment to Band”, awarded this year by the band committee to Louise Wilson.

The final activity for the year is our traditional McDonalds Band Breakfast and on completion certificates are presented to all Band Members in recognition of their involvement.

The Band program at HHPS is only possible through the hard work of the parent committee. Thank you to the band committee for their hard work, support and enthusiasm this year.

Art

Yrs 3–6 students participated in Art Workshops organised by RAWART (a mobile Visual Arts workshop Program). Activities included working with clay, painting, drawing, printmaking and sculpture. Very creative and imaginative pieces of art work were produced by students.
Pyramid

Yr 6 students participated in the Channel Nine TV show ‘Pyramid’. Two sets of two students competed against each other for prizes. Celebrities helped each team to reach the final round. Participants had to describe a word without saying the word or what letter it begins with. There were four rounds. All Yr 6 Pyramid competitors performed at a very high level and had very good general knowledge and the ability to think on their feet.

Premier’s Reading Challenge 2011

As in previous years all students from Kindergarten to Yr 6 who were enrolled in the school during first semester attempted the NSW Premier’s Reading Challenge. With the support of their teachers, parents and the school library students were challenged to read and experience a prescribed number of books at their Stage level from a set list. It is pleasing to report that 306 students successfully completed the 2011 Challenge. Students who did not complete the challenge did so for personal reasons or were not enrolled in the school during the Challenge period. Of our successful students 105 will be receiving Gold certificate from the NSW Premier and have their names on the official website Honour Roll as they have completed four challenges. A further 27 students will be receiving an additional school certificate for completing the challenge over five years. Our optimistic aim for 2012 the National Year of Reading is 100% Challenge completion amongst our students.

Sport

2011 has been another successful year for Hornsby Height’s students who are always participating in a wide range of sporting activities throughout the year.

This year skills clinics were provided for all of our students in Golf. Primary students also participated in Milo Cricket and Football (Soccer) gala days.

In term 3, K-6 students participated in the Sports in Schools Australia Program where they were exposed to a wide variety of sports activities which developed their gross and fine motor skills.

PSSA competition teams included an open age girls’ soccer team, as well as junior and senior Netball, Soccer, Cricket, Softball, AFL and T-Ball teams. 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: Jordan Mirabile-Kumar and Tom Peter
Soccer: Tahlia Macri
Swimming: Isabelle Dodd, Lian Stockman, Ryan Sweeney
Touch Football: Lian Stockman, Kassidy Grant
Junior Girls T-Ball Team was the Hornsby Zone 2011 Grand Final Winners.

Hornsby Heights successfully defended their Ball Game Champion title. Senior boys and girls competed in Captain Ball and Tunnel Ball and the Junior boys and girls played Under & Over and Tunnel Ball. Team work and commitment was evident from all participating students.

Special Interest Groups – Yrs 3 - 6

Special Interest Groups were organised for all students not involved in the Hornsby Zone PSSA Competition. All students (not in PSSA) in Yrs 3 to 6 participated in a skill-based House Sport Program and at the completion of sport, students proceeded to their Special Interest Group. There was a different focus for each term and groups were rotated fortnightly.
**Yr 6 Web Design Team**

Yr 6 Web Design Team gained first place in the 2011 Connected Learning Awards. They created a sensational website for the 2011 Department of Education Web Awards Competition. They created a very informative and entertaining website which educates children about the benefits of eating well.

**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, Spelling, Writing and Computer Skills.

48 students participated in Mathematics and were awarded 2 Distinctions and 20 Credits.

In English, 38 students participated and were awarded 1 Distinction and 16 Credits.

27 students participated in Science and were awarded 6 Distinctions and 7 Credits.

In Spelling, 36 students participated and were awarded 3 Distinctions and 7 Credits.

34 students participated in Writing and were awarded 2 Distinctions and 6 Credits.

In Computer Skills, 41 students participated and were awarded 2 High Distinctions, 7 Distinctions and 21 Credits.

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

**Spelling Bee**

Four students participated in the Regional Final of the Premiers’ Spelling Bee.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

Yr 3 results were above State Average in all components of the NAPLAN Literacy Tests.

Results of students in the top two Bands are as follows –

- **Reading**: 69% of Yr 3 students (State 47%)
- **Writing**: 84% of Yr 3 students (State 61%)
- **Spelling**: 76% of Yr 3 students (State 51%)
- **Grammar and Punctuation**: 77% of Yr 3 students (State 50%)
Yr 3 results were above State Average in all aspects of Numeracy. In overall Numeracy 59% of Yr 3 students were placed in the top two Bands compared to State average of 40% in the top two Bands. In aspects of Number, Patterns and Algebra 61% of Yr 3 students were placed in the top two Bands compared to state of 37%. In aspects of Measurement, Data, Space and Geometry 57% of students were placed in the top two bands compared to 38% of state.
Literacy – NAPLAN Year 5

Yr 5 results were above State Average in all components of the NAPLAN Literacy Tests except writing. Results of students in the top two Bands are as follows –

Reading: 61% of Yr 5 students (State 35%)
Writing: 25% of Yr 5 students (State 26%)
Spelling: 48% of Yr 5 students (State 36%)
Grammar and Punctuation: 57% of Yr 5 students (State 41%).
Numeracy – NAPLAN Year 5

Overall in Numeracy 62% of Yr 5 students were placed in the top two bands compared to state result of 29%.

In aspects of Number, Patterns and Algebra 59% of Yr 5 students were placed in the top two Bands compared to state results of 33%. In aspects of Measurement, Data, Space and Geometry 64% of students were placed in the top two bands compared to 31% of state.

Progress in literacy

From 2009 – 2011 Progress of students from Year 3 to Year 5 was:

Slightly below the average growth compared to state average growth in reading.

Slightly below the average growth compared to state average growth in spelling.

Slightly below the average growth compared to state average growth in grammar and punctuation.
Progress in numeracy

From 2009 – 2011 the progress of students from Year 3 to Year 5 was above the average growth compared to state.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Our school provides programs aimed at developing in all students an understanding and respect of both traditional and contemporary Aboriginal society. Students investigate the development of Australian culture and appreciate the unique role Aboriginal people have played in shaping Australia’s identity. Aboriginal perspectives are incorporated across all Key Learning Areas with the aim of recognising Aboriginal and Torres Strait Islander identity, history and culture and promoting reconciliation between Aboriginal and non-Aboriginal Australians.

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.
Other programs

Targeted Early Numeracy Intervention (TEN)
The Targeted Early Numeracy Intervention Program, a Best Start initiative, was implemented during Semester Two at Hornsby Heights. During the implementation phase of the program the K-2 staff received support from Mrs Kristine Graham, the regional TEN facilitator. She delivered professional learning sessions to staff, a parent workshop on helping children at home with numeracy, assisted teachers with data analysis, monitored student outcomes, modelled lessons in K-2 classrooms and provided valuable resources.

The TEN Program sets clear expectations on what children should be able to do in addition and subtraction by the end of each school year and provides support to students experiencing substantial difficulty in learning numeracy in the early years. The TEN model includes short, focussed, frequent numeracy sessions and strategically targets activities focussing on addition and subtraction. TEN complements the regular numeracy programs, Count Me In Too (CMIT) and the Kindergarten Best Start Numeracy Assessment.

Mathematics Action Learning Plan Yrs 3-6
Aim: To encourage students to use Newman’s Scaffolding to solve mathematical problems involving multiplication and division.

All students were pre tested. Six students of mixed ability in each class were selected to individually assess their understanding of problem solving using Newman’s Prompts. Daily practice with the whole class modelled Newman’s Process. Each week students worked on developing their understanding of Newman’s Process. The small group was reassessed after three weeks and at the completion of the program. All students were assessed at the end of the program.

Results indicated a significant improvement of students’ understanding of problem solving using Newman’s Scaffolding. Staff was able to observe how students thought and could analyse where they required assistance and identify those that had sound understanding of problem solving.

Future Directions: Newman’s Scaffolding will be implemented again in 2012.

Best Start Literacy Leader

During 2011 the Early Stage 1 teachers have had the ongoing support of a Best Start Literacy Leader from Northern Sydney Region. The role of the Literacy leader was to assist the teachers to design, deliver, monitor and evaluate quality teaching and learning in all areas of literacy.

Ms Ruth Yourn was our school literacy leader and she provided direct ‘shoulder to shoulder’ support to the Kindergarten teachers. She visited the school on a weekly basis where she met with staff, visited classrooms, assisted with literacy groups and helped with making many resources. She has helped develop teacher skills in the analysis and use of the Best Start assessment data and Early Learning Plans to inform the development of quality teaching programs.

Throughout the year the Early Stage 1 teachers have implemented daily multi-sound phonics and phonemic awareness sessions, daily writing sessions catering for and acknowledging the development of writing, differentiated guided reading lessons with the teacher approximately four times a week and literacy groups that provide opportunities for students to practise and apply skills across the critical aspects of literacy.

All K-2 staff implemented literacy groups and differentiated guided reading sessions in their classrooms to support their students learning needs this year.
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, 9 children from Yr 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.

The implementation of Reading Recovery this year has proved to be a valuable resource with positive outcomes for the students involved.

Writing Enrichment

In Term 1 2011, Writing Enrichment Workshops were held for a group of gifted writers in Yrs 3 to 6. Eleven students from Yrs 3 and 4 and 12 students from Yrs 5 and 6 participated in 40 minute workshops 1 day a week. Students participated in a range of activities aimed at extending their use of vocabulary and descriptive writing through poetry. Students were actively engaged in all tasks, enjoying the writing process as much as their completed works.

Achievements: Students demonstrated more proficient use of descriptive language and vocabulary by the end of the term. Students’ self-confidence as writers greatly improved.

Kindergarten Orientation and Transition to School Programs

The importance of supportive Student Welfare programs begins before students commence school whether it is their first days in Kindergarten or High School. Our school recognises that different student backgrounds can make these wonderful milestones daunting for some, so we have continued to follow recommendations from the Northern Sydney Region and Families NSW Transition to Schools initiative and have implemented broader social inclusion programs in 2011.

Our Meet the Principal Morning Tea and School Tour was conducted early in the year to allow prospective new families and interested community members the opportunity to visit our school when they were still in the decision making stage of selecting a school for their child. Year 6 students acted as guides and gave visitors their views of opportunities offered and experiences enjoyed during their time at Hornsby Heights. During Term 3 Yr 5 students visited a selection of local pre-schools to meet children who will be commencing at our school in 2012. 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 at preschools, making connections that assisted our younger visitors in following months during Orientation Programs.

Orientation Day conducted in Term 3 allowed newly enrolled students and their Yr 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. The “Buddy” program helps ease any anxieties felt separating from parents at “Big School” and young visitors built up a rapport with their new friends each week at the Early Bird Program which was conducted in Term 4.

“Early Bird” classes consisted of two hour sessions conducted on Mondays for 5 weeks, where Kindergarten 2012 were given a preview of school life. Buddies from Yr 5 assisted with shared reading, craft, music and fine or gross motor activities. Teachers directing activities reported children became more confident each week and enjoyed the familiarity with routines established in their new environment. Parents also had opportunities to socially mix and chat informally with staff about school operations.

Transition to High School Programs allow teachers and students from local DEC schools to visit during the year. This program commences in Term 3 for Yr 6 students giving them early information sessions to assist with familiarity and expectations of the secondary school. Students requiring special assistance to commence high school life smoothly are given additional opportunities and teachers from both primary and high school meet regularly to ensure these students are well supported as they commence their more independent educational days.
Bounce Back

The Bounce Back Resiliency Program was introduced this year to teach students how to become more resilient, to establish environmental contexts and processes that are protective.

Bounce Back is a K-6 program incorporating practical activities and strategies to develop optimistic and helpful thinking. Each K-6 class completed units of work on Relationships, People Bouncing Back and Core Values. The children participated in practical activities to develop skills in solving problems, making decisions and thinking critically and creatively. During the program teachers observed an increase in optimistic and helpful thinking by the students in class discussions and hypothetical situations as well as using Bounce Back statements in supporting their classmates and friends.

The Bounce Back Resiliency Program is helping to develop a more positive, supportive school culture.

Peer Support

Peer Support is a whole school program designed to provide the opportunity for the Yr 6 students to develop leadership skills and for the whole school a sense of belonging to the school community.

At the end of Term 1 Yr 6 students attend a Peer Support Camp to be exposed to skills and strategies to enable them to lead a group of students, from Kindergarten to Yr 5, in a variety of activities. After the camp the Yr 6 students are ready to lead the group.

The K to Yr 5 students are allocated to each Yr 6 student leader. The number of students in each group will vary according to numbers. A different theme is chosen each year and lessons are devised around this central topic. Group names and badges are chosen and designed by the leaders and drawn up ready for use during each of the sessions. Yr 6 write notes for each session and during debriefing all students evaluate their lessons. All children thoroughly enjoy the experience of working with other children from various grades in a happy atmosphere.

Peer Support Groups are utilised at various times throughout the year, such as Open Day, Science Day or other whole school activities.

Mandarin Lessons

This year the students in Yr 5 have been taking part in interactive Mandarin lessons using the technology of video conferencing. The lessons were held in the library every Thursday morning for 40 minutes over a six week period. The teachers Mr Yu and Mr Ashton conducted the lessons with the students through the television and the smart board.

Our school was one of two schools trialling the new program and the students responded excellently. The lessons covered greetings, Chinese numbers, countries of the world and introducing family members. While the students were a bit shy to begin with their confidence increased dramatically. Their ability to speak with the teacher using the correct tone and pronunciation was exciting to witness. The lessons were a wonderful opportunity for the students to learn a new language.

Cheryl Best (General Manager Learning and Development), Jane Simmons (Regional Director for Northern Sydney Region), Jason Miezis (School Education Director for Hornsby Network), and Mandy Fisher (Project Officer Leadership and Regional Relations—Northern Sydney Region) visited the school to watch our Yr 5 Mandarin Connected classroom. They were all very impressed with the children’s knowledge of Mandarin and the level of enthusiasm displayed.

Our school hosted thirty Principals from the Tianjin Province in China. The Principals were in Australia for an eight week Educational Leadership and Administration Program. They were extremely impressed with the school’s innovative programs in Literacy, Numeracy,
Technology, Dance program and our environmental projects.

Students and teachers from the Fenghua Chinese School exhibited facets of Chinese culture, including playing of various musical instruments, singing, a magic performance, and martial arts to our senior students.

**Becoming Asia Literate: Grants to Schools**

Our school was among a select group of schools to win funding to promote Asian languages and culture within their classrooms and school communities. As part of the national *Becoming Asia Literate: Grants to Schools* (BALGS) initiative, our school will receive a Federal Government grant to introduce Mandarin to Yrs 5 & 6 students through the connected classroom in 2012.

**Public Speaking**

A Public Speaking Workshop was conducted by Rochelle Haley, an experienced workshop leader for the Department of Education Arts Unit, with Yr 5 students. The workshop focussed on developing successful Manner Skills, highlighting presentation style and techniques involving eye contact, use of voice, palm cards, stance and gesture. Students were also introduced to the concept of “backing up” or proving statements made with examples and the structure of a good speech.

**PREMIER’S SPORTING CHALLENGE – Middle School Initiative**

As part of the ‘Get Active in the Middle Years’ Project, Yr 6 students attended a transition day with Asquith PS, Mt Colah PS and Asquith Boys HS. Children were taught explicit skills in Athletics by high school teachers and other professionals. Students participated in discus, shot put, javelin, sprints, hurdles, long jump and high jump under the supervision of PE teachers from Asquith Boys and Asquith Girls High Schools. The day was a great learning day with a focus on developing links with other schools to help Yr 6 children with their transition to high school.

**NUDE Food Day**

NUDE FOOD day was introduced this year. Nude Food means making lunch a healthy, nutritious and environmentally friendly meal by filling lunch boxes with fresh food and eliminating all wrapping!

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**Progress on 2011 targets**

**Target 1: Reading**

To increase the percentage of students achieving NAPLAN Band 5 & 6 in Yr 3 and Band 7 & 8 in Yr 5 for Reading by 10%. Increase the number of higher order thinking questions answered correctly in NAPLAN by 10% for students achieving in the top two bands in NAPLAN.

Our achievements include:

- Reciprocal Reading implemented in most Yrs 3-6 classes
- Reading Recovery implemented for targeted Yr 1 students.
- M100W and extension implemented in Yrs K&1
- Whole school focus on inferential comprehension skills.
- Resources purchased to support guided reading groups.
- 10% increase in the number of Yr 3 students in Bands 5 & 6 for Reading. 19% increase in the number of Yr 5 students in Bands 7 & 8 for Reading.
- Guided reading and literacy group strategies implemented in classrooms.
- Differentiated activities evidenced in programs catering for high achieving students.
- 87% of Kindergarten students achieving at Instructional Reading Recovery Level 8, 90% of Yr 1 students achieving at Reading Recovery Level 18 and 84% of Yr 2 students achieving at Reading Recovery Level 26.

**Target 2: Writing**

To improve the growth in writing between Yr 3 and Yr 5 and increase the percentage of students achieving NAPLAN Band 6 in Yr 3 and Band 8 in Yr 5 to be equal or higher than state level.

Our achievements include:

- Development of students’ vocabulary, sentence structure, creativity and imagination for writing.
• Collaborative development of classroom writing programs utilising SMART data to inform practice.
• Talented students in Stage 2 & 3 were identified and participated in writing enrichment classes.
• Due to change in NAPLAN writing there could be no comparison made with 2010 results.
• Improvement in the quality of vocabulary, sentence structure and creativity in writing samples.

Target 3: Numeracy
Increase the percentage of students achieving NAPLAN Band 5 & 6 in Yr 3 and Band 7 & 8 in Yr 5 in Numeracy to be equal to or higher than Regional level.

To improve student performance in the Number Patterns and Algebra strand for lower performing students in Stage 1 and 2.

Our achievements include:
• Collaborative development of classroom mathematics programs, developing activities that support syllabus for each grade
• New scope and sequence trialled across K-6
• Teachers share strategies to explicitly teach and program for problem solving and working mathematically.
• Mathletics used to support student learning and target specific areas of need.
• In depth analysis of NAPLAN Data determined areas of strength and weakness.
• Newman’s prompts implemented in Mathematics lessons in Yrs 3-6

• Refining of Teaching programs to demonstrate ‘best practice’ using TEN program and facilitator.
• Differentiated lessons and activities met the needs of all learners.
• Continued improvement in 2011 NAPLAN results. 59% of Yr 3 students achieved Band 5 and 6 (Regional Level: 61%) and 62% of Yr 5 students achieved Bands 7&8 (Regional level: 53%)

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of:

Educational and Management Practice

Excursion Policy

Background
From communication and stage meetings it became obvious that there was a need to update the School’s Excursion Policy. An evaluation of current practices and future directions was necessary. All teaching staff were asked to complete an online survey to ascertain their awareness of the DEC and School Excursion policies and procedures.

Findings and Conclusions
1. 65% of staff had not read the DEC Excursion Policy.
2. 76% of staff were aware of School’s excursion folder and its location in the office.
3. 100% of staff were aware of the necessity to complete a Risk Assessment.
4. Over 50% of staff indicated that they did not know how to complete a Risk Assessment.

Future directions
1. As part of the school’s Teacher Professional Learning program all teachers will be in-serviced on the completion of Risk Assessments for excursions.
2. A checklist will be devised for teachers to complete as part of an excursion package which will be placed in the Excursion Folder.

3. The Excursion folder will be placed in the School Office for staff to access when organising school excursions.

4. On-line copies of all required documentation for excursions will also be placed on the school Intranet for staff to access.

Curriculum
Reading: Reciprocal Teaching Stage 2
Background
Based on NAPLAN and school assessments there was an identified need to improve children’s inferential comprehension skills. It was decided to introduce reciprocal reading into Stage 2.

Findings and conclusions
In Semester 1 Stage 2 introduced reading groups based on Reciprocal Teaching. Reciprocal Teaching is an activity designed to explicitly teach students how to monitor their understanding of texts. Effective readers not only have strategies for making sense of what they read but have also developed strategies for monitoring how well they are comprehending.

Why use the Reciprocal Teaching method?
- Reciprocal reading provides a structure for the recall and application of information from written text.
- Reciprocal reading is designed to enhance comprehension and encourage a wide variety of reading strategies.
- Reciprocal reading can be used in content areas across the curriculum.

Student directed groups enabled individuals to gain more self-confidence, to improve leadership skills, to increase cooperation and to develop greater initiative. Results indicated that most students made substantial gains in their comprehension levels.

Future Directions: Reciprocal Teaching will be implemented for at least one term in 2012 as the program encourages a holistic view of the student by providing opportunities for social growth and gives students power over their learning by providing a set of strategies that are useful in a variety of situations.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Parent responses are presented below.

57 surveys were returned out of 217 families. 26% of families in the school responded.

The overwhelming majority of responses rated items in the strongly agree or agree columns with very few if any in the last two columns (Disagree or strongly disagree). Some parents indicated they were undecided in some areas.

From the survey parents were generally very happy with:

1. How well the school is resourced (97%)
2. The school being connected to its community and parental involvement. (100%)
3. Parents being encouraged to contact the school to discuss concerns (91%)
4. The school had a friendly environment (97%)
5. The main priority of the school is students (100%)
6. The school maintains a focus on literacy and numeracy (93%)
7. The school offers a wide range of extracurricular programs (98%)
8. Fair discipline exists within the school. (84%)

A number of parents indicated they were undecided in the following areas

1. The school has supportive welfare programs (33%)
2. The school offers challenging programs for its students. (21%)
3. There are strong technology programs in the school (24%)
The survey indicates a need for the school to ensure parents have a better understanding of

- The school’s welfare programs and the fair discipline code.
- Extension activities available to students within the classroom and school.
- Technology used in the school.

- NAPLAN – SMART Data
- National Curriculum
- Using ICT in classrooms to enhance student learning in using the interactive whiteboards
- Reading Recovery Training
- Andrew Fuller- engaging students in learning
- Supporting Kids in Primary Schools: Mental Illness
- Developing sporting skills

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 $11082.40 towards teacher professional learning and the school spent an additional $15024.18 bringing professional learning expenditure to $26107.20.

The target areas for teacher training in 2011 were in the following areas:

- Best Start Literacy leader– Guided Reading groups.
- Best Start Targeted Early Numeracy Intervention Program
- Comprehension strategies
- Literacy Network meetings focussing on Reading and Writing
- New Scheme Teacher Accreditation

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.

Focus Areas for 2012–2014:

To foster differentiated learning within the school

Literacy & Numeracy
Technology
Environment
Student Engagement
School priority 1:
Increased knowledge and understanding to strengthen K-6 Reading programs. To improve the reading skills of all students by building teacher capacity in the areas of reading readiness, teaching comprehension skills, enhancing higher order thinking skills and data analysis.

2012 Targets to achieve this outcome include:
- At least 68.4% of students are in the top two bands (proficiency bands) in Yr 3 NAPLAN Reading;
- At least 54.4% of students are in the top two bands (proficiency bands) in Yr 5 NAPLAN Reading;
- At least 60% of Yr 5 students achieving growth at the rate equal to or above one skills band in reading;
- Consistency of teacher programs in literacy K-6 and common assessment tasks;
- Increased use of electronic text; and
- The percentage of students in the top two skill bands for Yr 3 and 5 will equal or higher than regional level in all areas.

Strategies to achieve these targets include:
- Teacher Professional Learning sessions to develop a deeper understanding of reading comprehension and develop strategies to teach explicit skills in inferential comprehension;
- The continuation of the Best Start program with the specific aim to target student learning according to learning plans and tracking of students throughout the year via classroom assessments, Best Start Continuum and pre and post testing;
- Stage planning sessions to develop a diverse range of teaching and learning activities and consistency in assessment leading to differentiated teaching/learning programs to cater for all identified needs;
- Staff analysis of SMART items, NAPLAN results, Best Start and K-6 student work samples to identify whole school and individual need;
- All staff participate in the TELL (Teaching English Language Learners) course to improve knowledge and understanding of needs of ESL students;
- Additional reading resources purchased to ensure a wide range of text types and current materials;
- Greater use of electronic text and media to engage student in reading;
- Provide differentiated curriculum and enrichment programs; and
- Project Support Officer for Language collaboratively working with Stage 3 teachers with a focus on comprehension skills.

School priority 2
Improved performance of all students in Writing

Increase Teacher engagement in and implementation of the National Curriculum

2012 Targets to achieve this outcome include:
- Increase the percentage of students in the top two bands (proficiency bands) in Yr 3 NAPLAN Writing to at least 68%
- Increase the percentage of students in the top two bands (proficiency bands) in Yr 5 NAPLAN Writing to at least 35%;
- Modelled, Guided and Independent writing implemented in all classrooms; and
- Rubrics indicate improvement in writing skills.

Strategies to achieve these targets include:
- Explicit teaching of writing with a focus on cohesion, vocabulary, sentence structure and audience;
• Staff sharing sessions in stage meetings and staff meetings;
• Teachers supported by professional development and training including a Stephen Graham writing workshop;
• Continued access to regional training opportunities in writing, criterion based assessment and rubric development;
• Support teacher to work with identified students at risk;
• Design quality teaching and learning plans based on focused areas;
• Implementing rubrics for consistency for assessment and consistency in teacher judgment; and
• Modelled, guided and independent writing sessions in all classes with a weekly stage focus.

School Priority 3
Increase use of technology in administration and teaching and learning programs
Improve 21st century digital literacy skills
ICT embedded in the K-6 curriculum

2012 Targets to achieve this outcome include:
• Grade wikis used in the classroom;
• Scope and sequence for computer skills updated;
• Effective integration of ICT in class programs;
• Increased student participation in animation, movie making (The Great School Show Off), interactive posters (glogster) and web design competition;
• All staff confident in the use of SMART data site and able to access information from NAPLAN;
• Increased student participation using Mathletics, Reading Eggs and Eggspress at school and at home; and
• Increase use of video conference software to communicate with other schools.

Strategies to achieve these targets include:
• Review the Computer skills scope and sequence;
• Begin process of establishing grade wikis;
• Survey staff to gauge the current level of competence. Design and implement a professional learning plan to address identified needs;
• Professional development for all teachers in using ICT for quality teaching;
• Using pedagogy addressing needs of 21st century learners in the classroom;
• Train all staff in SMART data software and connected classroom use;
• Regular review of current useful sites and software to assist staff in effective use and application of Interactive Whiteboards in the classroom through stage and staff meetings;
• Involvement in Webquests, Great Schools Show Off and Web Design Competition; and
• Increased student competency with interactive whiteboard.
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: