



School Profile

2014-2015

Dear Parents,

In Hornbill School, we strongly believe in celebrating the fact that every child is unique and will eventually grow up to be an individual who has something valuable to contribute to in our society. Thus, we believe in celebrating childhood and often visitors or parents tell us that they wish they could be a 'child again' to experience the learning, laughter and love that characterises every day.

We work hard to discern the needs and abilities of each individual. We believe that the most important thing we can give to our children is the sense of belonging within our strong school community. In this rapidly changing world, we must prepare children not only for their next schools, but also for the world they will be part of when they grow up. To this end we believe that we need to instil sound values and the ability to make clear judgements. This preparation is a huge responsibility for all of us. We are preparing children for a future we can only imagine.

Children and staff prosper in a school where they are exposed to a wide range of experiences and a broad curriculum that develops individual talents. We continue to ensure that our children have opportunities to learn swimming, play a musical instrument, have an opportunity to learn an additional language, are able to learn in a stimulating and exciting environment and learn how to look after the world for future generations. The support we continue to get from our parents and the Garrison community is not only very impressive but highly commendable. We have really enjoyed seeing parents participating in school life through visits to the classrooms, joining in the really successful Launch and Landing Pads and attending the many open functions and training courses we have offered this year. In addition staff members have organised more than 40 extended learning programmes. Events such as Health and Fitness and Expressive Arts Weeks, Concerts, Badminton Championships, Drama and Music events, University for Children's Graduation Day Celebration, trips into the jungle, sporting events and pupils' residential experiences are some examples of the outstanding commitment to life long learning that is central to everything we do here at Hornbill.

We continue to contribute to the promotion of 'community cohesion' at school, local and global levels. Our global links have been strengthened through a range of initiatives the school has developed. Well-established and on-going projects like the University for Children, Junior Sports League, Google Classroom, Arts' Award, One-day Badminton Championship and our very own extensive Family Learning Programme are to name a few examples of successful networking. Details of the stories and various articles that describe all these activities can be found on our website.

The training and induction of staff has continued to be a priority as mobility of personnel continues to be high as a result of postings and the context in Brunei. Although the management of mobility here in Brunei proves a constant challenge we have maintained small class sizes with excellent adult child ratios and a high level of pupil support throughout the year. Our practices in helping pupils and families to settle quickly into school and make the most of the opportunities Hornbill School can offer has been widely appreciated.

This year proved to be very challenging especially for our Nepali community within and outside the Garrison with massive earthquake of magnitude 7.9 Richter scale hitting Nepal on 25 April 2015 and a second equally severe earthquake of magnitude 7.3 Richter scale along with a series of strong aftershocks that continued for weeks after that. It is amazing to see how strong and positive our Nepali community is at the face of such devastating and testing events. Another positive side to this disaster is how the different countries, international communities, organisations and individuals have come together to help and support a country in need. It is really inspiring to see values in action.

We would like to thank all the parents, 1 RGR and Garrison personnel for your continued support throughout the past year and wish you well for the future. For those families moving on, we hope your time with us here in Brunei has been a positive and a memorable experience and for those families and friends remaining in Brunei and at Hornbill for 2015/16, I look forward to building on the success of 2014/15 and to making next year even better for all the new children and families joining Brunei Garrison.

We are constantly striving to improve our school and value the partnership with our parents. It is through working together we can ensure all our pupils experience success each day, and secure the conditions necessary for a bright and healthy future for every child.

Kathy Wood MBE MEd
Headteacher
July 2015

'What I think is great about Hornbill School is that its education is amazing!' Savion Shah, Year 3

THE SUCCESSES OF 2014-2015

What have been our successes this year?

Hornbill School continues to be a busy and thriving school and we are very proud of the following achievements this year :

- Agreement and Implementation of 'FS Practice Expectations'.
- Induction and Training of new Key Workers.
- Teacher Training sessions on Fine Motor Development, Writing Skills and Mathematics.
- Visit of and staff training by a leading Early Years Foundation Stage (EYFS) consultant, Alistair Bryce-Cleggs and his ideas implemented and built upon.
- Support Staff Training on various aspects of the EYFS Curriculum.
- Swimming for both FS1 & FS2 children.
- Funky Fingers (fine motor skills development programme) embedded across Foundation Stage and supporting children's language development, understanding and children's fine motor skills development.
- CPD opportunities for key workers and LSAs including: Positive interactions with children;
- Very popular and well attended Family Learning Programme to help parents develop knowledge, understanding and confidence to support their child's learning at home.
- The purchase of a wide range of resources to support children's progress and development Elklan speech and language training delivered by the SALT to extend and develop practitioner knowledge.
 - Outstanding progress was evident in children's work. Our attainment within English and Mathematics at the end of Key Stage 1 was above national expectations.
 - There were many opportunities to encourage and develop children's spiritual, moral, social and cultural learning.
 - A focus on guided reading sessions continued. This ensured children made very good progress in their reading.
 - Interventions to support children in their learning were timely and successfully implemented to ensure children were able to close gaps in their learning.
 - Rigorous tracking throughout the year ensured children made at least good with most children making outstanding progress.
 - Our children across the phase took part in our Maths competitions. Prizes were sponsored by Hornbill Helping Hands – thank for their support.
 - Pupil voice - In pupil voice sections on the end of year reports, there were comments that demonstrated values based behaviours, recognition of values, an enthusiasm for learning, a positive spirit for life and love of friendship.
 - Book week was loved by all children and ensured reading sustained a high profile across the phase.
 - Reading Force was a major success which encouraged families to enjoy sharing their reading using letters, Skype and email.
 - Reading Rockets led by T. Turton was a great success. Parental attendance and participation really boosted children's abilities in Year 1 and 2.
 - Mathemagic Workshops led by T. Thapa was a great success. Parental attendance ensured children could maximise their progress by allowing parents to help their children.
 - Playground behaviour was outstanding with the development of social skills, turn taking and teamwork becoming well developed.
 - Over 40 successful Extended Learning Opportunities were carried out in line with safeguarding procedures.
 - Marking and feedback became even more specific to move children on in their learning.
 - Phonic results were again above National expectations. We have a clear and concise plan in place.
 - Classroom environments reflected the high expectations. Classrooms were vibrant and engaging which help set the scene for purposeful learning. The outdoor environments were well utilised to support learning outside of the classroom.

'I like Hornbill School because it has really good values.' Kashif Gurung, Year 3

- Comments from parents on their end of year reports were very positive and reflected the fantastic learning.
- Children's pupil voice demonstrated that all children thoroughly enjoy Hornbill School.
- Pray for Nepal – After the devastating 7.9 earthquake, Hornbill School children and staff were able to keep strong and work together to organise 'Pray for Nepal Day,' collect a lot of clothes and 61 blankets led by Year 5 children and B\$629 in donations.



Prayers being held for victims of the devastating earthquake in Nepal on 25th April 2015



Donation of clothes collected for Nepal earthquake victims

'I really like Hornbill School because it has lots of sports opportunities.' Jack Wilkinson, Year 3

What are we trying to improve?

Following our rigorous analysis of teacher assessments, National test results and Learning Phase Leader reports we critically assess our achievements and develop School Improvement Priorities (SIPs). Listed here are the overarching themes of next year's School Improvement priorities.

SIP (1). Achievement of Pupils –

To continue to raise standards in core subjects with a specific focus on:

- significantly increase the percentage of pupils working at age related expectations (A.R.E) in all year groups for core/combined subjects between August 2015 – July 2016.
- accelerating individual and group pupil progress in English: S&L, Reading, Spelling and writing
- accelerating individual and group pupil progress in mathematics - solving number problems and number calculations so that
- from baselines term on term increase in the % of pupils working at A.R.E is evident and gaps are narrowing significantly between the performance of different groups of pupils.
- standards attained in core subjects for all phases are consistently well above national results and floor standards and progress is in line with or above SCE and national expectations.
- whole school targets hold aspiration for individuals and groups and constantly reviewed in line with progress made.

SIP (2). Quality of Teaching -

To continue to raise standards in the quality of teaching through rigorous self-review and evaluations with a specific focus on:

- teaching that enables all pupils to develop core skills in reading, writing, communication and mathematics in order to raise achievement.
- rigorous professional debate and engagement across teaching teams, and with SCE/UK to assure the accuracy of the progress data, greater consistency in teaching across the school to mitigate the impact of mobility and a deeper understanding of the impact teaching has on learning. so that
- moderation of teaching across all phases show 100% good or better judgements sustained including explicit judgements on planning, breadth of curriculum planning, marking, assessments, and feedback. Continued rise in 'outstanding' judgements for teaching evidenced in all phases.
- teachers will remain highly skilled in widespread use of outdoor environments to promote and support learning across a range of subjects
- teaching continues to have a significant impact on pupils' spiritual, moral, social and cultural development.
- teaching shows increased skills in the use of outdoor environments to promote learning in and across a range of subjects

SIP (3). Values, Behaviour & Safety of pupils –

To continue to promote our school's values and raise standards in pupils' behaviour and safety through the creative development and provision of high quality:

- learning environments, where pupils feel safe, manage risk, behave well, are punctual and have high attendance.
- learning opportunities that contribute to a pupils' sense of belonging, their engagement and enthusiasm to succeed, ensure positive attitudes and approach to the challenges they face and embed resilience to secure greater independent thinking/reflection on their own learning. so that
- an atmosphere prevails where children find learning irresistible, they hold a strong sense of belonging and feel safe, happy and successful and as a consequence make excellent progress and experience high success.

'I love Hornbill because it is fun and good.' Thomas Stout, Year 5

SIP (4). Leadership & Management.

To continue to raise standards in leadership and management by developing leadership capacity at all levels with a specific focus on:

- setting high professional standards for quality and performance (Teaching Standards 2012 & triangulation of evidence base)
- improving teaching and how leaders are helping pupils to overcome barriers to learning: mobility, EAL, Brunei context, Unit Move, (UN).
- ensuring a broad and balanced curriculum that meets the needs of all pupils
- engaging in effective performance management, self-evaluation and the successful implementation of focused improvement plans
- ensuring all pupils are safe
- involve middle leadership in further opportunities to take a lead in robust monitoring and reporting to senior leaders and governors.
- engaging parents in supporting pupils' achievement, safety and wider development so that
- the school's practices consistently reflect the highest aspirations for pupils and expectations of staff at all levels.
- best practice is spread in the relentless drive for continuous improvement (professional development).
- pupils have unique and memorable experiences
- school is a highly cohesive community serving the ever changing needs of pupils and families.

How well do our pupils achieve at age 11?

Our pupils achieve very good results, and made above average progress in relation to their learning goals relative to their starting points. More than 76% of our pupils are learning English as an Additional Language and some have not experienced the National Curriculum prior to coming to Hornbill School.

The charts on the next pages show Hornbill School's end of Key Stage 2 results for 2012 to 2015. They indicate the percentage of pupils eligible for the KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4). Comparisons are made to SCE and National results for the same years.

How have our results changed over time?

For the past ten years, we have experienced an exceptionally high level of mobility, which has included three arms plot moves, three deployments to Afghanistan and a significant rise in pupil numbers as a result of Gurkha Married Accompanied Service (GMAS). This has resulted in the extension of the school and the coming together from five different locations into one location in May 2011. Embracing these challenges, we have developed our everyday practice so that we are able to meet the needs of every individual pupil in our unique context. We are now regarded alongside the very best UK provision, often used as a model of outstanding practice.

We embedded effective systems to track and maintain accurate data on all pupils and continue to analyse this information in order to meet the needs of individuals and ensure all pupils make the best possible progress. Our thorough and detailed review of progress, target setting and the resulting interventions enable pupils to improve their learning and achieve challenging targets. Pupils in Year 6 made very good progress given their context, starting points on arrival and prior attainment.

'I like Hornbill School because the facilities are very good and the staff member here are very caring and supportive.' Kritan Gurung, Year 5

Key Stage 2 2015 : Percentage of Pupils achieving level 4+

Subject	Hornbill School	SCE schools	England schools
Reading	100	94.4	89.0
Writing	100	92.8	87.0
Mathematics	100	86.7	87.0

Key Stage 2 2015 : Percentage of Pupils achieving level 5+, exceeding National age related expectation

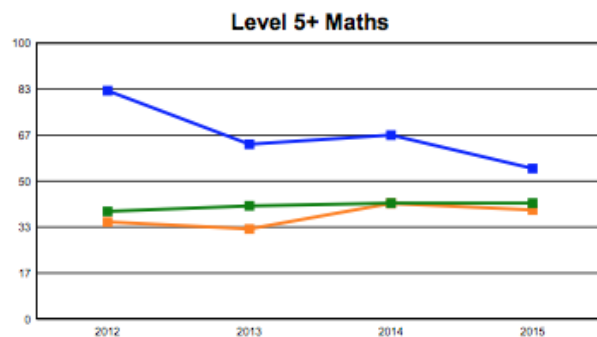
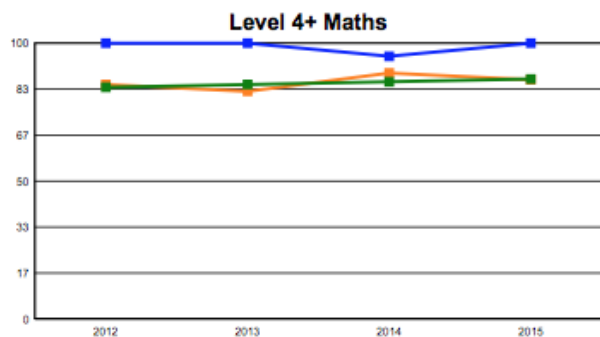
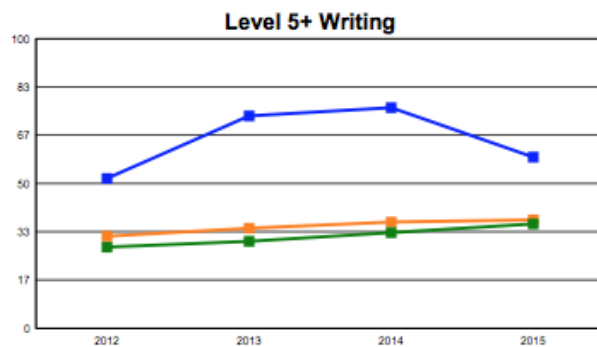
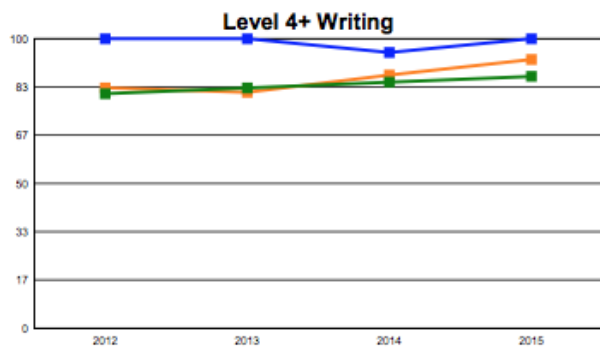
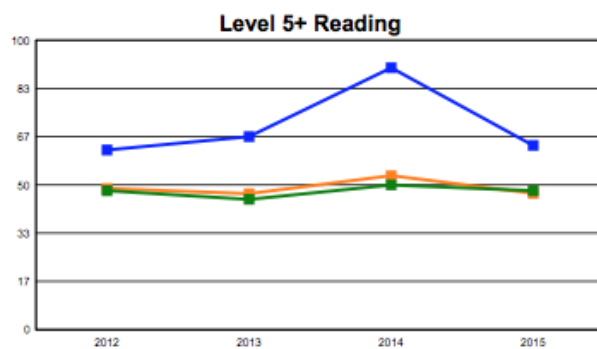
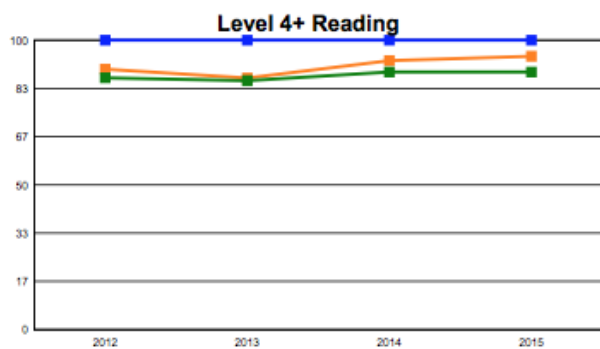
Subject	Hornbill School	SCE schools	England schools
Reading	63.6	47.1	48.0
Writing	59.1	37.4	36.0
Mathematics	54.5	39.5	42.0

End of Key Stage 2 Standard Assessment Tests (SATs) 2012-2015

Comparison of school figures for SCE and England for the last four years.

Key Stage 2 2015: Comparison of school figures with figures for SCE and England for last four years

All Pupils



—■ School
 —■ SCE
 —■ England

'Hornbill is such a fun school and we do lots of learning. I wish I could stay here forever.' Sukriti Tamang, Year 5

In 2014/15 the cohort experienced 55% mobility. This high mobility impacts on the target setting process which accounts for differences within and between one year and the next.

Targets set for 2014/15

	Target set for end of KS2 2015
% of learners expected to achieve L4+ in English	100% (28 pupils)
% of learners expected to achieve L4+ in Mathematics	100% (28 pupils)
% of learners expected to achieve L5+ in English	54% (15 pupils)
% of learners expected to achieve L5 + in Mathematics	50% (14 pupils)
% of learners expected to achieve L4+ in English and Maths combined	100% (28 pupils)

How are we making sure we are meeting the learning needs of individual pupils?

This academic year, we have to date 305 pupils on roll, 232 (76%) are pupils with EAL, mostly Nepali (71%). 251 (84%) pupils have one parent serving in the army, mainly 1RGR, 3 pupils are MOD civilian. Of the 305 pupils on roll, 2% have been in school for less than a year. 5 children have been in Hornbill School for the whole of their primary. Our pupil intake equates to 50 per cent of all pupils in SCE with EAL. The proportion of pupils with Special Educational Needs is 6% (19 out of 305) and rising. Most pupils with SEN have needs related to communication, cognition and learning difficulties and struggle to make the nationally expected profile. A small minority of this group of pupils have emotional and behavioural needs. A further 28% per cent have intensive language support needs (ESAEL).

All pupils are assessed on entry in Reading, Writing, Maths and Science. This data is promptly entered onto our School's own progress tracking system. We use these assessments to group the pupils by ability, where appropriate, so that they can be given tasks that help them to make continued progress. This is known as differentiation. This initial assessment also identifies those pupils who would benefit from specific intervention programmes or targeted support. This is particularly relevant for pupils who are at the early stages of learning English language in a school where 76% of pupils have English as an Additional Language (EAL). Pupils are continually assessed throughout the year in



'Hornbill School is a friendly and safe place. We do lots of learning, sports, music and drama.' Sandesh Gaha, Year 5

order to track and monitor their progress over time. This enables us to quickly identify groups or individuals who may be underachieving so that we can implement appropriate strategies to ensure consistent good progress is made by all.

Our rigorous and meticulous tracking has allowed us to identify needs of pupils and act promptly on our findings. Our Nepali Specialist Teachers (NSTs) offer essential bilingual and/or targeted support of a very high quality for the teaching of pupils with EAL. On entry to Hornbill School and



during the settling down period of two weeks, the NSTs and Class Teachers undertake an assessment on the level of English an EAL child has. The NSTs then tailor the assessments they use and carry out in home language as well as English language to gain further information to identify if an individual has specific needs that will require specific support and intervention. At this stage it is very important to establish whether an individual has a Special Educational Need (SEN) or is at the Early Stages of Acquiring English Language (ESAEL) as this will impact on the provision and support each child has in order to make good progress and

hence NSTs use a set of filter questions to determine whether the assessment should be SEN or EAL. Pupils with language difficulties are grouped into ESAEL A if the pupil requires intensive language support or ESAEL B if the pupil requires only some language support.

We ensure pupils in ESAEL A group make at least good progress in acquiring English language through our successfully embedded effective process of identifying language needs and targeting support. In order to equip them with language skills as quickly as possible, each child in ESAEL A group has an Individual Targeted Support Plan (ITSP) prepared by NSTs. The impact of intervention programmes used is regularly monitored by the NSTs, CTs and DHT (Nepal) and evaluated to ensure that all our ESAEL A pupils receive appropriate and targeted support and that they all make good progress. The Individual Targeted Support Plans (ITSPs) and the pupil's progress towards his/her targets are reviewed by Nepali Specialist Teachers with each child and shared with his/her parents this term.

Pupils who have specific learning difficulties are given additional support on an individual basis or in small groups by a class based Learning Support Assistant (LSA) and/or the Inclusion Leader (IL). Their progress is monitored closely where the Inclusion Leader and DHT (Nepal) take the lead in reviewing progress.

Hornbill's innovative curriculum

The Values-led curriculum has gone from strength to strength over the last seven years. It continues to be a broad, balanced and distinctive curriculum that meets the needs and aspirations the different cultures and traditions of learners and community it serves, enabling all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development. The distinctive work based on core values and skills, that has been evolved with high staff and pupil participation has been received well by pupils and parents. The highly effective cross-curricular links ensure that learning is holistic, thus enabling pupils to make connections between concepts and lessens the impact of mobility on learners.

Teachers deliver the curriculum in a highly innovative, creative and stimulating way that allows pupils to 'live the experience'. Excellent links are made through the creative use of ICT provision and with the community (local, regional and global) to enhance learning for all ages. This year, specialist teaching staff members have supported pupils throughout the school in music, languages, ICT and Physical Education. Pupils are actively involved in their own learning through a variety of activities including: a focus on Assessment for Learning strategies such as peer and self-evaluation; talk for learning; drama techniques, collaborative problem solving and the interactive use of ICT.

Teachers also ensure that there is a balance between visual, auditory and kinaesthetic activities (VAK) so that all learning styles are recognised. The school has continued to build on the exceptionally strong links with parents and the Garrison through our Participating Parents Programme. We have provided regular opportunities for parents to have an active involvement in their child's learning through a weekly and termly school events programme and well as through quality, relevant information on school events and pupil progress. This contributes significantly to the learning and motivation of pupils. This year we have seen strong attendance at the Family Learning Programme (243 parents in 11 sessions) offered to all parents on a wide range of subjects like Reading, Phonics, Maths, I pads in Education, Mark Marker to Writing, Communication, Language and Literacy in Early Years, Nepali Reading and Writing and Supporting your Child's Learning at Home. Our Launch and Landing Pads give parents the opportunity to discuss pupils' learning and offer lesson ideas or suggestions about the theme being covered.

Ensuring our pupils are healthy, safe and well supported

Each and every child matters at Hornbill School and we recognise that every child is entitled to a high quality education. From the moment pupils join Hornbill we strive to create a safe and happy environment in which all pupils are given opportunities to develop socially, emotionally and academically. The health and safety and well-being of pupils are our paramount concerns.

Positive behaviour is continually encouraged across the school through the use of our whole school Star Achievement Award System, where pupils gain stars working towards special 'Hornbill Badges' for upholding school rules, positive attitudes, good behaviour, kindness to others and achievement and effort in the classroom. This personalised learning successfully values individual achievement in a shared context of celebration. We encourage our pupils and families to be healthy by taking part in regular physical activities as part of the PE curriculum or extra curricular opportunities, to eat well by bringing healthy snacks from home and by promoting healthy eating through snack times. The MRS, Garrison Cookhouse and Hornbill School have always promoted a healthy lifestyle for the pupils and families. They work together on different themes to enable the pupils to achieve this. We continue to promote healthy snacks for our pupils with the support of SSAFA Health Visitors and MRS Team along with School Governor representatives.

Through various mediums like Parent Post, Radio News, Family Learning Programme and Themes we ensure the pupils and we keep the parents well informed about:

- what a healthy diet should include,
- types of foods that are healthy/unhealthy.
- the reason we should choose to eat a healthy diet and
- how unhealthy food can affect our development and learning.

Each class has a refrigerator and cool water dispenser to assist in the focus on healthy living and lifestyle. Child Protection procedures are rigorous, ensuring that any concerns are dealt with immediately. Where pupils who are identified as being vulnerable the school liaises with SSAFA and, where necessary, the Families' Welfare Officer. The school in conjunction with SSAFA ensures all staff members get opportunity to attend Child Protection Training and we are vetted and security cleared in accordance with requirements for working with pupils.

'I really love Hornbill School because of how much care and concern the teachers show for us.'
Neharika Shrestha, Year 4

Absence Rates Academic Year 2014 – 2015	
This table shows the percentage of half days missed through absence by all pupils at the school.	
Authorised Absences	2.07%
Unauthorised Absences	0.04%

Main priority for 2014-2015

To continue developing positive partnership with parent, the Garrison and local communities.

To ensure authorised absence is kept to a minimum, whilst appreciating the context and constraints in which the school and Garrison operate.

Extended Learning Opportunities 2014/2015

Staff members have offered more than 40 extra-curricular activities with 100% pupil participation from FS2 to Year 6. The clubs were offered on Tuesdays and Thursdays and in two blocks during the year.

Block 1

Awesome Accessories, Girls' Football, Maths, Dodgeball, Nerf Gun, Crazy Colouring, Dance Fun, Choosing Fun, Story Club, Lego Construction, African Drumming, Rugby, Nepali Dance, Fun Swim, Make a Musical, Yoga, Story Fun, Keyboards, ICT Digital, Cooking, Netball.

Block 2

Football 1, Dance, Lucky Dip, iPad Club, Awesome Accessories, Story Club, ICT Fun, Maths in Fun, Table Tennis, Dodgeball, African Drumming, Lego Construction, Origami, Island Dance, ICT Club, Crazy Colouring, Football 2, Research Zone, Air Fix Club, Drama and Music, Hockey, iPad Fun..

How are we working with parents and our community?

We continue to establish and foster positive partnerships with parents as well as our local and global communities. Likewise to support parents, particularly mothers at home, Family ICT course, Family Library sessions and Family Learning Programmes were organised. A total of eleven FLPs were delivered during 2014-2015 with more than 243 parents in attendance. Sessions included Supporting Mathematics at Home, Phonics and Reading, Guided Reading, Holiday Activities, ICT/Virtual Learning Environment and Nepali Reading and Writing



We hold regular meetings with parents and share their child/ren's progress and discuss how they can support their child/ren at home. In order to foster our successful home/school links we produce our monthly Parent Post in

both Nepali and English, keep our school website regularly updated and run a weekly children's Nepali radio programme called 'Bal Sansar' (Children's World).

Hornbill School is an outward looking school and we grasp opportunities that will help pupils have experiences they may otherwise not encounter. This enables pupils to achieve in a number of different contexts. We continue to develop further our links with other schools in the UK, to share expertise.

'Hornbill School encourages children to do their best in everything. I really love Hornbill School.'
Sambridee Gurung, Year 3

We have developed a very strong partnership with the Hindu Temple in the Battalion. Visits to the temple are regularly organised to enhance and support further our pupils' learning and development of values. Hornbill Helping Hands (HHH) is a growing group of parents and staff who have been successful in raising considerable amounts of money which has been used to benefit the pupils.

We involve our pupils in the life of our community and have many visitors into school in order to enhance our pupils's learning. We had a highly successful, productive and absolutely fun-filled learning experience at their residential visits to Borneo Tropical Rain Forest Resort in Miri for Year 5 and Year 6 and Temburong, Malaysia for Year 4. Our Foundation Stage pupils have taken part on a wide range of educational visits in our local area.

What are the parents' views on Hornbill School?

All parents responding to our questionnaire have said that

- their child is happy at this school
- their child feels safe at this school.
- their child makes good progress at this school.
- their child is looked after well in this school.
- their child is taught well in this school.
- their child receives appropriate homework for their age.
- this school makes sure its pupils are well behaved.
- this school deals effectively with bullying.
- this school is well led and managed.
- this school responds well to any concerns they raise.
- they receive valuable information from the school about their child's progress.
- they would recommend this school to another parent.
- staff members at this school encourage their child to become independent.
- there is a good range of interesting activities for children, before or after school.
- staff members explain how they can help my child at home through Family Learning Programme and parent-teacher meetings.
- this school responds well to any concerns they raise.
- they receive valuable information from the school about their child's progress.
- they would recommend this school to another parent.
- staff members at this school encourage their child to become independent.
- there is a good range of interesting activities for children, before or after school.
- staff members explain how parents can help their child at home through Family Learning Programme and parent-teacher meetings.

What have pupils told us about the school?

Pupils' views of the school and the learning environment in which they work are very positive. They have appreciated the development of the school grounds and the influence that they have had in the decision making, through the pupil voice and through the Student Council and our Eco Warriors.

Pupils across the school are encouraged to 'Have a voice and be heard' and this is promoted across the school by the Student Council as well as the staff. Many of our pupils are sharing their views and thoughts openly and through their Class Representatives. These include a successful School's Council Team, our thriving Junior Librarians, our Eco-Warriors as well as pupils across the school being encouraged to share their views. Where possible we involve pupils in decisions that need to be made including with regards to improvements or further developments of our learning and outdoor environments.

'I like Hornbill because everyone is so nice and helpful.' William Brown, Year 3

Pupil voice is very much valued in Hornbill and we encourage all our pupils to share their views, comment or suggestions. Pupils who leave Brunei are always welcome to visit our school website (www.hornbillschool.com) and leave a comment in the Guest Book.

How do we support pupils to settle into school quickly?

What links do we have with other schools to assist a smooth transfer?

We foster a supportive, nurturing environment at Hornbill School, where great emphasis is placed on team work, building positive relationships and helping others. Due to the high mobility of our pupils, all have experienced both leaving and starting new schools and have first hand experience of how this process feels. We use this experience and empathy to support new pupils when they arrive. The UKBTs and NSTs go through a process of induction with all new pupils ensuring that their transition and settling down experience is as smooth as possible.

We have continued to maintain links with the schools in SCE/the UK where our pupils study. This continued link ensures smooth transition when pupils come to Brunei from UK schools and vice versa. We continue to liaise with Jerudong International School and International School Brunei to aid the transition of our Year 6 pupils. All assessment data for each child is placed on the School2School network and we received positive feedback from schools regarding the high standard and detail of our transfer documentation and information. Information available on our website has been reviewed and updated and families and pupils have commented this year on how they were able to read, digest and generally get a flavour of our school before they had even arrived in Brunei.

More information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, after-school provision and our complaints procedure, please visit our school website or contact us:

By **e-mail**: Hornbill.Office@scschools.org

By **telephone**: (00673) 3224101 ext 3214

Our **website**: www.hornbillschool.com – please visit our website and leave a comment in our Guest Book.

Members of the School Governance Committee 2014/2015

Members	Maj Alan Pibworth Dr Huw Morgan-Davies Mrs Kathy Wood Major Chandrabahadur Pun Maj Purna Gurung Maj Peter Faramond Capt Mahendra Phagami Mrs Jackie Crawford Mr John Redman Mr Ian Ratcliffe WO1 Phil Wilkinson Mr Craig Gill Mr Rajesh Thapa SSgt Vivek Shah WO2 Philip Stout Mrs Jyoti Gurung Mrs Muna Thapa	DCOS Parent Representative (Yr2) Headteacher Gurkha Major SO2 G1 Welfare / SSO Parent Representative (FS1) 1RGR Unit Welfare Officer SSAFA Representative/Health Visitor Foundation Stage Representative Teacher Representative Parent Representative (Yr 5) Deputy Headteacher (UK) Deputy Headteacher (Nepal) Parent Representative (Yr 3) Parent Representative (Yr 3) Parent Representative (Yr 1, Yr 2) Parent Representative (FS 2)	Chair Person A/Chair of Governors
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'I like everything about Hornbill School and this is because of the friendly atmosphere and the caring teachers.' Kristina Somai, Year 5

The School Governance Committee and their role

The purpose of the School Governance Committee (SGC) is to enable the community and parent body to contribute to the strategic direction and governance of the school. The main aim of this involvement is to improve educational provision and outcomes for pupils and families. In each Garrison the School Governance Committee has three main roles:

1. To provide a strategic view : The SGC should help to set, and keep under review, the broad framework within which the Headteacher and staff should run the school. It should focus on the key issues of raising standards of achievement, establishing high expectations, and promoting effective learning and teaching.

Actions include:

- Agreeing the schools aims
- Agreeing school targets
- Agreeing school policies
- Agreeing the school improvement plan
- Approving the school budget and monitoring expenditure

SCE has the overall Governance Role and responsibilities with the direct running of the school in terms of staffing, recruitment finance and legal matters.

2. To act as critical friend

The SGC also provides the Headteacher and staff with support, advice and information, drawing on its members' knowledge and experience. In these ways the SGC acts as a critical friend to the school.

Actions include:

- Supporting and advising the Headteacher
- Asking questions, including challenging questions
- Monitoring and evaluation of the work of the school, focusing on;
 - Standards & progress of children
 - School improvement plan
 - Supporting budget
 - Key policies

3. To ensure accountability

The Headteacher reports to the SGC on the school's performance and on other matters. The SGC has a right to discuss and question such matters, while always respecting the professional roles of the Headteacher and other staff and their responsibilities for the management of the school.

Actions include:

- Reporting to parents
- Surveying parents views
- Ensuring publication of minutes
- Agreeing the school profile.

Minutes of the SGC meetings are available on request from the school office.

If you are interested in involving yourself with the development of the school as a member of the School Governance Committee, please contact any one of the following :

Mrs Kathy Wood MBE, Headteacher

Mr Craig Gill, Deputy Headteacher

Mr Rajesh Thapa, Deputy Headteacher

Major Alan Pibworth, DCOS and Chairperson, School Governance Committee

'I like Hornbill School because the school has great Values.' Riom Malla