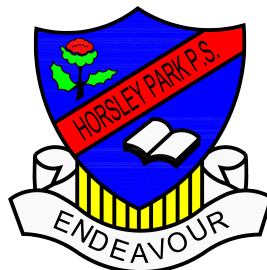


# Horsley Park Public School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Horsley Park Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Rita Raiti

Principal

### School contact details

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## Message from the Principal

At Horsley Park Public School, the stories of our community permeate every lesson and every playground game. Our personal stories and experiences of family and community combine to create the dynamic learning environment we have. Building upon these stories is the learning that occurs both inside and outside the classroom. All class academic learning and of course relationships we form with others, reflect our stories and work to create a strong school community where we all have a common goal to be safe, respectful and active learners.

Our school plays a key role in developing children into responsible citizens and good human beings – where individual talents are recognised and nurtured.

The educational opportunities we offer our students assist them in fulfilling their learning journey. This year we've seen our students excel in various aspects of school life. Our students are adding to their scores in NAPLAN, with growth data showing significant progress between Years 3 and 5. Our Early Action for Success data continues to show that the extra support offered through this program has certainly been beneficial to the literacy and numeracy outcomes of the students in K-2.

We have experienced success in competitions both at school, across our Cowpasture Community of Schools or in wider forums in areas such as: debating (our team finishing 1st in CCoS competition), public speaking, spelling bee, athletics, cross country running, ICAS competitions and chess.

Our students represent us well and show utmost sportsmanship at Cowpasture Community of schools Gala days. This success has been achieved through students being willing to engage and practice, showing real pride and ambition in all activities. This engagement has been well supported by parents and teachers alike, who give their time generously to make sure the children, are available and prepared.

The learning and the achievements have occurred primarily because of the commitment and support of an outstanding staff, a trusting and generous community and a student body willing to give their all.

Continued success of the school would not be possible without the on-going support of parents, caregivers and community members.

We have a committed group of P&C members, parents, grandparents, caregivers and community members who support our school through many avenues and countless hours volunteering. I thank you for the contribution you make to the education of our students.

I extend my gratitude to the professional and dedicated teaching and support staff of HPPS for their efforts, initiative and commitment to the education of the students of this community.

Mrs Rita Raiti

Principal

## Message from the school community

### P & C Message – 2016

Horsley Park Public School P&C, had another amazing year, full of many exciting activities and helping to raise funds to support school programs. We are privileged to have a very active and hardworking P&C. We see ourselves as a valued part of a team working together with the committed teachers of Horsley Park Public School, to provide the best possible environment for all the children at our school.

This year with the support of the parents, we have been able to make available for the children:

- Easter Egg Raffle
- Mother's day & Father's day stalls
- Christmas Raffle
- Special breakfasts throughout the year
- Funding 'Road to Rio' – Olympics celebration
- Election Day BBQ and cake stall
- Parent volunteer canteen providing service 5 days a week

The learning environment we are working together to create will continue to directly benefit the students here at Horsley Park Public School.

Belinda Gauci

P & C President

## Message from the students

### Student Leadership Team – 2016

The students in the Horsley Park P.S. Student Leadership Team (SLT) meet fortnightly with the School Captains and Mrs Raiti. All students attending represent their designated class and provide ideas and feedback at each meeting to action. The members of the SLT are aware of their roles and responsibilities within the school and take their duties seriously.

This year we have worked with students, parents and staff to participate in, or fund raise for, several different causes that are important to Horsley Park Public School.

Events this year included:

- Clean up Australia Day organisation
- Biggest Morning Tea (Cancer Council) – Grocery donation to support Horsley Park Community Social Group & Friends
- Crazy Hair Day – gold coin donation to Stewart House
- Mufti Day – gold coin donation to The Heart Foundation
- Red Day – Day for Daniel – raising "Keep them Safe" awareness for our students.

### School Leadership Team 2016



## School background

### School vision statement

At Horsley Park Public School all students are engaged in high quality learning enabling them to achieve their full potential. As a collaborative learning community, we seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the 21st century.

### School context

Horsley Park Public School is a small school located in a semi-rural setting in the Liverpool Network of Schools. The school was established in 1934 and today proudly caters for many second and third generation students.

The school prides itself on the excellent educational programs offered by its dedicated staff, assisting 107 students to develop and extend their talents in a safe and supportive environment. The school has four mainstream classes and three support classes catering for students with autism.

Students, staff and parents enjoy the benefits associated with a small school – personalised learning in a supportive ‘family’ type community, yet as a member of the Cowpasture Community of Schools, students are provided with access to the benefits of a large school community including interschool sport, cultural performances, debating competitions and leadership opportunities.

The school is participating in the Early Action for Success initiative in which a part-time Instructional Leader works directly with our executive and classroom teachers to support the learning and outcomes of our K–2 students in literacy and numeracy. The school works with parents and the broader community to continually improve outcomes of students and ensure that they develop the skills to make them productive, successful and socially responsible citizens. Positive behaviour, cooperation and participation are encouraged and rewarded through a positive discipline system.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016, the staff of Horsley Park Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions, teams of teachers examined the School Plan 2015–17 to determine areas of strength and development of our strategic directions, as we continue our journey of development.

### Learning

In the domain of Learning our focus has been Curriculum, Learning and Wellbeing. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stages of learning and development. Our continued work in the area of new curriculum development and implementation, including History and Geography, ensures that our staff is continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum. The process of differentiating instructions continues to be a focus area to help meet student specific needs and goals through strategies including developing a consistent whole school morning routine.

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

### Teaching

In the domain of Teaching, our focus has been Data Skills and Use and Collaborative Practice. As teachers, we continue to use selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop consistent teacher judgement of expectations. Staff has worked collaboratively to further understanding of the literacy and numeracy continuums and the development of a K–6 tracking process for Horsley Park PS. Student progress is used regularly to initiate collaborative professional dialogue, help monitor student learning progress, to identify skill gaps for improvement and investigate intervention strategies to help support need.

As a staff we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Classroom observations and peer visits, in areas including morning routine and use of ICT, have allowed for teachers across the school to be reflective of their own teaching and act in an advisory and mentor role to help improve the teaching across the school.

All staff developed professional learning goals based on standards and completed their Performance and Development Plans based on self-identified professional learning.

### Leading

In the domain of Leading, our school has focused on leadership and resources. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for any staff members aspiring to be leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support new Syllabus documents and programs and that current technologies are readily accessible to staff and students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### High Quality teaching and learning

#### Purpose

To be a community of successful and creative learners. To develop whole school programs, increase teacher capacity and engage students with meaningful and differentiated learning opportunities.

#### Overall summary of progress

During 2016, we continued to support staff professional learning to develop whole school programs, increase teacher capacity and engage students with meaningful and differentiated learning opportunities. With this support, staff were able to improve upon teaching practice and successfully achieve their individual, stage and school goals as outlined in their Performance Development Plan. Training and development was streamlined to ensure school training meet specific needs and utilised the expertise of staff to facilitate the training and development and further enhance teacher capacity and professional practice.

Data was also used as an important tool to not only track student achievement but to enhance professional dialogue also inform future planning to ensure quality, focused learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers use the Professional Teaching Standards to guide their practice as highlighted in the goals to support ongoing professional learning in their Performance and Development Plan (PDP).	All staff successfully participated in professional learning sessions to support then in working towards achieving their individual goals as outlined on their Performance Development Plan.  Staff goals were aligned to the Professional Teaching Standards and were the basis for future teaching directions.  All staff were provided with opportunities to participate in professional learning opportunities to support both their personal goals and also the school goals as outlined within the strategic directions.	\$4 000  Teacher Professional Learning
PLAN growth data trending upwards for all students. Data gathered from the school involvement in EAfS strategy will reflect improvement in literacy and numeracy for students in K-2.	Student data was collated and measured against benchmarks every 5 weeks and interventions were implemented to address areas of need. The support of the interventionist and SLSO in class has been significant in addressing student needs. 80% students achieving their stage based outcomes in literacy and numeracy.	Staff Meetings  EAfS funds
Scope and sequences developed and revised across all KLAs and 100% of staff implementing them.	KLA teams set goals for 2016 to drive professional learning for staff. All staff were involved in updating and revising whole school programs and directions under the direction of KLA leaders. We utilised the expertise of staff to provide training and development to target the specific learning needs of staff.  Geography scope and sequence was developed for implementation in 2017.	Staff Meetings  Casual relief for Geography PL \$800

## Next Steps

Differentiation of the curriculum and effectively utilising data to further inform the teaching and learning cycle. Professional learning will focus on tailoring specific programs of learning to meet the needs of the children, ensuring teachers gain expertise and knowledge in differentiating instruction to improve student Literacy and Numeracy outcomes.

Further assist teachers to analyse, interpret and use student performance data in their planning for learning. Develop a professional learning space where teachers can meet more regularly during planning time to have professional dialogue and reflect on student performance data, **monitor student learning progress and identify skill gaps for improvement**. Continue to engage and refine the whole staff data collection and tracking system to enhance our focus on impact and to better plan ongoing student learning growth. Class summary sheets to include achievement at grade level for Literacy & Numeracy (Below, At, Above) and semester gains. The Instructional Leader will lead Early Stage 1 and Stage 1 in the development of best practices for data collection and tracking systems to enhance planning and ongoing student learning.

Teachers will continue to embed the History and Geography Syllabus into practice. The scope and sequence and trial units of work will be assessed for student engagement and achievement.

Continue to increase the levels and areas of parental involvement in student learning through updated reporting system to include additional meetings with parents.



## Strategic Direction 2

Strategic, effective and proactive leadership

### Purpose

To develop leadership capacity that embraces change and innovation through the expression of the school vision and values. To embed leadership capacity across the school community.

### Overall summary of progress

Teachers demonstrated professionalism as they were committed to delivering on their roles and responsibilities throughout the year. Staff engaged in purposeful leadership roles based on professional expertise. Teachers were able to work collaboratively to improve teaching and learning across the school. Leadership development is central to school capacity building. The school's leadership strategy promoted distributed leadership and organisational best practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Student leadership has continued to be strengthened through the effective implementation of the Student Leadership Team (SLT), supported by participation in the GRIP Leadership conference and in school leadership training.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop a school culture that encourages leadership development of all staff. Staff assume responsibility for leading work teams and think originally, innovatively and collaboratively.	All teachers adopted numerous roles within our small school context. 100% teachers are involved in leadership opportunities across the school. This includes leadership of student activities such as SLT, choir, sport and dance. Teachers have also led policy reviews and development for example the new Anti-bullying Policy. This year saw an increase of teachers leading professional learning sessions in Geography, History, ICT and Maths.	NA
Create a school culture that encourages leadership development of students and provides opportunities for leadership skills to be explicitly taught.	The students in the SLT, Library Monitors, House Captains, Peer Support Leaders and School Ambassador have demonstrated dedication and commitment in their roles and responsibilities around the school. These significant values have been applied in the school environment.  Leadership skills were explicitly taught and opportunities for leadership for all students provided. Students played an important role in providing feedback and assessment of school practices.	Peer Support Program \$ 200  GRIP Leadership \$150
All teachers will have engaged in peer classroom observations and structured feedback that links their teaching to the goals of their Professional Development Plan.	All teachers developed learning goals as part of their Performance Development Plan. All staff participated in professional learning sessions. TPL/mentoring programs and school-based observations which have been embedded in staff professional learning plans and the teaching-learning cycle. 100% of staff participated in mentoring and classroom observations.	QTSS 0.05 FTE



## Next Steps

Teachers have witnessed and interviewed students about their experience as SLT leaders and we have determined that the SLT initiative has had a positive impact on both the leaders and the school as a whole. This feedback has enabled us to agree on continuing the SLT initiative for the following years to come. The structure of the roles and responsibilities may vary in the years to come due to possible change in number of student enrolment, in which case new roles may be created in order to accommodate.

Structured timetabling of peer observation opportunities for staff.

Revising and updating observation feedback for staff in line with teaching standards.

Information from the TTFM surveys to be collaboratively shared and critically reviewed with students, staff and parents to monitor student engagement and learning focus.



### Strategic Direction 3

Collaborative and engaging culture

#### Purpose

To create a culture of collaboration, effective communication and quality organisational practices. To develop a confident, competent, compassionate and resilient community.

#### Overall summary of progress

Horsley Park Public School continues to have a strong respectful relationship with the community.

Parental engagement in school based activities and special events were extremely positive and continue to be very well supported. Parent workshops ran in conjunction with the Early Endeavours program and the Support Unit parent networking afternoon teas provided parents, carers and teacher opportunities to network and develop meaningful relationships.

A range of strategies were incorporated in the school's communication with parents/carers and community members. These included the increased use of the school Facebook account to inform parents of events, weekly highlights displayed on the LED screen in the front of the school interpreters to assist with the establishment of student learning goals and reporting.

Clear communication of policies, procedures and practices is of paramount importance. Regular feedback and consultation was held through P&C meetings and other formal and informal information sessions.

As a result, these strategies have strengthened parent and community engagement in school activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the participation levels of families in school events.	Increased numbers of parents participating in school events such as Booknic, Easter Hat Parade, Book Week Parade, Sports days, Grandparents' Day and Presentation Day. Parents have responded favourably to increased use of Facebook to communicate. Awareness of, and attendance at, school events has increased significantly due to reminders placed on this social media.	NA
A range of communication strategies are employed to engage and inform parents.	Facebook has been used throughout 2016 as an important channel of communication with parents, to inform of upcoming events as well as celebrate successes and report on events. Data from 'Insights For Your Page' shows that there are currently 168 followers of the school page, up from 111 when the HPPS page was reintroduced to the community in mid 2015. Significant events chronicled on Facebook, such as Stage 3 camp, saw page visits increase by 460% on the previous week with 512 people reached.	NA
Effective engagement with parents and caregivers to promote the school and its programs. Increased levels and areas of parental involvement.	Parent volunteers participated in five information sessions based on literacy and numeracy practices used in K – 2 classrooms. The volunteers involved participated in an information session and completed in between session tasks based on the topic of focus. The parent volunteers made significant contribution to the learning of the students in K–2 classes.	\$200

## Next Steps

Increase in posts on Facebook is suggested to actively engage families in a method convenient to them. Staff will also investigate the use of Twitter and research its suitability to the Horsley Park parent community as an additional communication channel.

Increased number of opportunities for parents to meet teachers to set and revise goals for students.

Continue to strengthen parent engagement through community events and parent information sessions.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a Personalised Learning Pathway (PLP) developed in consultation with staff, parents and students. The number of Aboriginal students at Horsley Park increased to seven and they attended two excursions in 2016 which enabled them to connect with other indigenous students and learn more about their culture. The excursions were funded by Aboriginal background funding. The Cowpasture Community of Schools Aboriginal Education Committee (CAEC) organised a combined event at Middleton Grange P.S. in term three which allowed our students to take along a friend to share in a day of cultural immersion. The students participated in Aboriginal arts and games, workshopped an e-book about native plants and watched a traditional performer. In term four a second excursion was organised to Bents Basin where the students were introduced to many native plants, ate traditional damper and engaged in a yarnning circle with elders.</p> <p>Norta Norta funding was utilised to fund an Aboriginal SLSO to support the learning needs of a student identified at risk in numeracy and literacy.</p>	<p>\$2 072</p> <p>SLSO support</p> <p>CAEC Excursions</p> <p>Norta Norta funding \$2 000</p>
<b>English language proficiency</b>	<p>A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds including use of interpreters.</p> <p>SLSOs employed to assist with the delivery of differentiated programs and assist students to access the curriculum.</p>	\$22 098
<b>Low level adjustment for disability</b>	<p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. Thirty students were referred for learning support. Students have increased their engagement in the classroom with 10% being referred for further support.</p> <p>Additional teacher and SLSO support employed to support student learning in literacy and numeracy.</p>	\$43 244
<b>Socio-economic background</b>	<p>Early Endeavours transition program was initiated in Term 2.</p> <p>For 1 hour each week, children were engaged in reading, counting, drama, singing and art activities.</p> <p>SLSO employed to assist with the delivery of programs.</p> <p>Parents participated in literacy and numeracy workshops run by our Instructional Leader, School Counsellor and Speech Therapist.</p>	\$42 122

<b>Support for beginning teachers</b>	<p>In 2016 our beginning teachers continued to be provided with many opportunities to build on their quality teaching knowledge, skills and strategies. The 'Seedlings' New Scheme Teacher program has run on various dates during 2016. The Instructional Leader facilitated the meetings with six teachers attending each meeting.</p> <p>The program has given participating staff members the opportunity to engage in collegial discussion and to support each other as well as gain individualised support from the expertise of the instructional leader. Teachers work together to improve teaching and learning in their year groups or for particular student groups. Teachers are regularly encouraged to share which areas most support is required in order for the instructional leader to organise the meetings in a more productive and targeted manner, whilst providing individualised strategies easily applied to current professional practices. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The program assisted teachers in identifying gaps in their professional development as well as accreditation, programming and classroom strategies.</p>	<p>\$15 190</p> <p>Teacher relief and professional learning</p>
<b>Early Action for Success</b>	<p>Kindergarten showed significant growth with all students meeting targets for numeracy– Aspect 2 Early Arithmetic Strategies EAS.</p> <p>Most have met literacy targets K–2. There has been significant growth in all students in Kindergarten in their reading and writing.</p> <p>Speech Pathologist and an Occupational Therapist employed 1 day a week to work specifically on skills development K–2.</p> <p>Resources purchased to support and enhance literacy and numeracy programs.</p>	<p>\$43 877</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	46	43	59	63
Girls	50	43	43	44

Horsley park Public School has a student enrolment in 2016 of 107 students. Enrolment has remained consistent.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	92.1	94	94.4
1	95.3	96.1	91.8	92.7
2	84.5	96.5	96.2	95
3	92.2	93.8	93.2	94.7
4	93.3	91	93.9	93.7
5	92.5	94.7	93.9	91.8
6	94.6	95.7	92.8	96.2
All Years	92.8	94.3	93.8	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Horsley Park Public School has continued to implement proactive strategies, to engage students effectively and support those students (and their families) who are experiencing difficulty with maintaining regular attendance and punctuality. Together with the Home School Liaison Officer (HSLO) students whose attendance is of concern are identified. These students are monitored through:

Use of Sentral software which is linked to the school's

reporting and student welfare database.

Weekly attendance monitoring

Consistent communication with parents by notification letter, telephone or interview.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.86
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	4.91
Other Positions	0.15

\*Full Time Equivalent

There are no staff members at Horsley Park Public School with Aboriginal heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

### Professional learning and teacher accreditation

Our aim for 2016 was to continue our engagement with our diverse cultural community. We achieved a strong school/community partnership by engaging students, parents and community members in Harmony Day. The central message for Harmony Day was that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. The theme for Harmony Day 2016 was 'Our diversity is our strength'.

Students came to school wearing orange (Harmony Day colour) or their national costume or national colours, as part of the celebrations on the day.

Students participated in class group activities during the day to acknowledge and appreciate the diversity in our school and the greater community. Parents and community members were encouraged to attend and join in the activities and a shared multicultural lunch.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>134 121.67</b>
Global funds	125 921.56
Tied funds	165 818.02
School & community sources	38 664.26
Interest	2 652.83
Trust receipts	3 678.40
Canteen	0.00
Total income	470 856.74
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	21 691.12
Excursions	4 646.82
Extracurricular dissections	16 992.16
Library	1 572.51
Training & development	160.00
Tied funds	166 358.38
Short term relief	15 129.86
Administration & office	37 847.43
School-operated canteen	0.00
Utilities	16 712.25
Maintenance	14 968.12
Trust accounts	3 611.85
Capital programs	0.00
Total expenditure	299 690.50
<b>Balance carried forward</b>	<b>171 166.24</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 13th October 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	180 866.22
(2a) Appropriation	171 166.24
(2b) Sale of Goods and Services	1 915.26
(2c) Grants and Contributions	7 681.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	103.37
<b>Expenses</b>	-96 760.67
Recurrent Expenses	-96 760.67
(3a) Employee Related	-61 696.10
(3b) Operating Expenses	-35 064.57
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	84 105.55
<b>Balance Carried Forward</b>	84 105.55

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	866 149.24
Base Per Capita	6 099.84
Base Location	0.00
Other Base	860 049.39
<b>Equity Total</b>	111 926.94
Equity Aboriginal	4 462.31
Equity Socio economic	42 122.23
Equity Language	22 098.14
Equity Disability	43 244.26
<b>Targeted Total</b>	533 822.59
<b>Other Total</b>	66 209.66
<b>Grand Total</b>	1 578 108.43

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016 students at Horsley Park Public School continued to make academic growth in all areas of English. In Year 3, writing was an area of strength displaying 100% of students achieved at or above national minimum standards, with an increase in the top two bands from the previous year. Year 5 students demonstrated above average growth for the test aspect of reading. 100% of students exceeding expected growth in the aspect of Spelling. The school continues to commit resources and professional learning to support all areas of English achievement.

In Mathematics, Horsley Park Public School Year 3 achieved improved results from 2015 with an increase in the number of students working in the top band (bands 6) in numeracy. Year 5 achievement included 100% of students making positive growth in numeracy between years 3 and 5 and 34% of students exceeding expected growth.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). In 2016, the school sought the engagement of parents in the TTFM online survey for the first time. There were only 8 respondents representing 10% of school families.

Their responses are presented below:

Parents Feel Welcome – 8

Parents are informed –7.8

Parents at Horsley Park Public School support learning at home –5.2

Support for learning at Horsley Park Public School – 7.9

Support for positive behaviour at Horsley Park Public School – 7.7

Safety at Horsley Park Public School – 8.1

Inclusion at Horsley Park Public School – 8.6

Overall the results indicate a very positive perception of their child's experience at home and school. The survey will be used again in 2017 with further encouragement for increased family participation.

Our school 'Tell Them From Me Survey' is an evaluation instrument that informs school improvements. The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 36 students in this school that participated in the survey between 29 March 2016 and 4 April 2016.

Our school received planned constructive feedback from peers, school leaders and students to improve teaching practice. These results indicate that 100% of year 5 students value schooling outcomes as a whole. It is interesting to note that there is a 10% negative difference between the NSW Govt. norms compared to our students in regards to valuing school outcomes. Our students rated classroom instruction relevant to their everyday lives as at 7.8 out of 10 which is slightly below (0.1) NSW Govt. norms. Students rated rigour, which reflects on the classroom instruction, as being a rating of 7.9 out of 10. This measure refers to the classroom instruction being well organised, with a clear purpose and with immediate and appropriate feedback. The future direction would be to align with the NSW Govt. norms or to increase this rating by at least 2 points. The school will continue to work together to improve teaching and learning and collaborate to ensure consistency of curriculum delivery. Teaching and learning programs to incorporate learning intentions and success criteria, (LISC) ensuring that students are provided with a clear purpose for each lesson.

Morning Routine is conducted first thing each morning at Horsley Park Public School. The learning session is engaging, active and conducted at a fast pace. It is expected that all students arrive on time so that this important learning starts promptly. The morning routine is an expectation from kindergarten to year 6 at HPPS. Morning routines focus on improving: Grammar and punctuation, Talking and listening skills, Writing strategies, Numeracy skills, Background knowledge & vocabulary. Parents were welcomed to observe Morning Routine in action, across all classes at HPPS during Term 4 and participants were surveyed. Comments from parents who attended included:

1. The children seem to really like it and it is a good way of getting their minds going in the morning. It gives teachers a good gauge of student ability and it also helps the students improve the speed of completing tasks.
2. The students are picking things up quickly.
3. I'm surprised with the level of student knowledge. Excellent idea to get brains working!
4. Quick recall of facts is great.
5. All the students were involved.
6. It encourages competition between the students and encourages everyone to answer questions.
7. Covers so much content!
8. There is consistency throughout the school.
9. Kids were able to answer questions using appropriate and complex language.
10. Amazing how much they know – even the younger students.
11. I've noticed an improvement in my child's recall.

100% of parents attending the sessions believed that morning routine helped their child's learning and engagement.

School staff were asked their opinions about a wide range of operations within the school. They were asked about what is important, what needs improving and how can we improve. Some of the main topics covered included: professional learning and teacher mentoring, assessment procedures, Learning support, Literacy, Numeracy, student welfare and budgets.

A review Student Welfare and discipline was undertaken. Teachers believe the revised policy is working well within the school but recognised the importance of consistency with how we manage expectations of our students. Some procedures were revised about how we collect, maintain and use data relating to referrals and detention. Teachers also saw a need to revise reporting procedures across the school and this was undertaken at the end of the year ready to be trialled in 2017.





## Policy requirements

### Aboriginal education

During 2016 many teachers from Horsley Park attended additional professional learning around the Eight Aboriginal Ways of Learning Pedagogy; a framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. This is now incorporated into teaching and learning programs throughout the school.

Students who represented Horsley Park ATSI group have been involved in the Kalangadoo beautification project of key areas around the school including Kalangadoo our iconic tractor and train and reading room murals as well as multiple gardens around the school grounds.

All students were involved in the preliminary planning with support from a local Aboriginal school learning officer. The school has productive relationships with external agencies and community organisations to improve educational opportunities for students. As well as carrying out the multiple tasks such as designing, making, and painting. It gave all students the opportunity to achieve success and a sense of ownership within the school in knowing that they have made a contribution to the future of the school and the knowledge that future students will engage and benefit from their contributions. The student at HPPS have been recognised locally through the media which has promoted sense of self and engagement and connectedness to their school community. One particular student took on the leadership role of 'project manager' further promoting the school's commitment to the development of leadership skills in students.

A Horsley Park teacher representative worked as part of the CAEC committee to produce a RAP – a Reconciliation Action Plan, which was adopted by all Cowpasture Schools late in 2016.

The students at Horsley Park recognised NAIDOC Day with specific lessons around Aboriginal History and culture and every assembly at school begins with an acknowledgement of country read by an Aboriginal student.

### Multicultural and anti-racism education

Our aim for 2016 was to continue our engagement with our diverse cultural community. We achieved a strong school/community partnership by engaging students, parents and community members in Harmony Day. The central message for Harmony Day was that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. The theme for Harmony Day 2016 was 'Our diversity is our strength'. Students were asked to come to school wearing orange (Harmony Day colour) or their national costume or national colours, as part of the celebrations on the day.

Students participated in class group activities to

acknowledge and appreciate the diversity in our school and the greater community. Parents and community members were invited to participate in the class activities and the multicultural lunch.

### Other school programs

#### Support Unit 2016

In 2016, there were three Support Classes consisting of nineteen students. Each student had a Personalised Learning and Support Plan which was written by their teacher in consultation with parents. PLASP meetings are held with all stakeholders early in the year and then plans are reviewed at the beginning of term four, with these formal meetings being valuable in maintaining the teacher/parent partnership.

The Support Unit participated in the whole school gymnastics program and attended the two Cowpasture Community of Schools Gala Days at Leppington and Bringelly. 1/6 Green attended an excursion to Fairfield City Museum to support their History unit of work and our Kindergarten students joined with the mainstream students to visit Fairfield City Farm. All support unit students participated in whole school sport programs as well as the Peer Support Program.

#### Easter Hat Parade

The annual Easter hat Parade was held on the 24th March with all students participating in the design and making of a hat prior to the event. On the day the students paraded in front of a large crowd of parents and extended family who visited the school to celebrate with them. The event had a positive impact on school culture demonstrating that parents and community members have the opportunity to engage in a wide range of school-related activities. Students showed a connection to lessons taught about celebrations and beliefs and were able to practically demonstrate classroom learning in a different setting whilst involving parents in order to collaborate with the school community.

#### Peer Support

Year 5 and 6 students participated in a peer support training program in conjunction with their excursion to Wooglemai EEC during Term 1. Students played initiative games that required team work, cooperation, leadership and communication skills. They learnt to work as a group and a team. Students also participated in specific peer support sessions discussing how to be a peer support leader, what it means and what their responsibilities will be. During Term 2 senior students ran 30 minute peer support sessions with an anti-bullying focus within the school. Groups were mixed from Kindergarten to Year 4 and incorporated the support unit students. Peer support leaders were able to put the skills they learnt into practice and ran the sessions with confidence.