

Hornsby North Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Hornsby North 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.

Maree Sumpton

Principal

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Hornsby North Public School

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Message from the Principal

In 2016, Hornsby North Public School celebrated 50 years of quality education to the Hornsby community. Students, staff and parents welcomed visits from previous principals and teachers, ex-students, particularly those who were in the school's inaugural intake, and parents who set the foundations for the development of a community-supported school where excellence, high achievement and inclusiveness are embraced by all. The photograph on the cover of this report shows the cutting of the fiftieth anniversary cake. The people in the photograph from left to right are Mrs Katharine Milner, President of the P&C Association; Principal Maree Sumpton; Mr Matt Keen, Hornsby MLA; Mr Julian Lessor MP, Mr Steve Russell, Mayor of Hornsby and School Captains Sebastian Dominguez and Charlie Johnson.

Hornsby North has always been a community school, a school where families work together and parents role model community participation and pride in school and home. Today we are concerned with the development of the whole child, and of preparing students for the new challenges they will face in a rapidly changing, multi-cultural society.

We are also concerned with student well-being and school culture. Our school tone is evident in the manner in which boys and girls, teachers and all connected with the school behave.

Hornsby North is a dynamic, high performing, multi-cultural school where success is achieved across academic, sporting, environmental and cultural activities. The school continues to uphold an ethos where excellence and high achievement are fostered and delivered.

The cultural diversity and individual talents which the students bring to school every day are embraced by all members of the community. "Caring for Children, Educating for Life" has been embedded in the school's culture for fifty years. Today, the school continues to care for children and to provide a platform for them to be the best they can be.

The 21st century learners at Hornsby North can look forward to entering the next stage of their education as happy confident life-long learners ready to contribute to society and "make a difference".

I thank parents, teachers, clerical staff and children for being part of this educational journey. I am proud of this school. I am proud of the people in it and I am proud of the school community. It has been my privilege to lead and learn with you all.

Maree Sumpton,

Principal

Message from the school community

Hornsby North Public School's Parent & Citizens' Association is a thriving organisation of parents and other community volunteers, who all share a connection to the school and a desire to help. 2016 was a wonderful year, and I thank everyone for their work over this time. In particular, I'd like to acknowledge the hard working committee members and all of those who have put in extra time and effort to make this P&C work.

In 2016 there were so many great things the P&C made possible. We support the employment of a science teacher one day per week. We put significant funding into school programs such as English, Gymnastics, Library, Literary Support, Maths, student awards and support teachers. We even pay for paper, soap and toilet deodorizer.

Some of our achievements this year.

- Funding the 50th anniversary celebrations
- Catering at school events
- Organising the class parent network
- Running the School Canteen 5 day a week, employing a full-time canteen manager.
- Running the Uniform Shop
- The grounds committee has again coordinated mammoth efforts in making the school a fantastic natural environment. Organising those working bees where 300 people turn up is a feat indeed!
- Purchasing Lego robots and more Ipads..
- By working with school staff, we are able to continue lobbying for an increase in the number of air conditioned rooms at school. We are still working towards a resolution but managed to secure a \$9000 grant from the State Government..
- Hornsby North has one of the most successful primary band programs in the state, and the money the P&C contributes for camps, instruments, music books, repairs and maintenance, teaching fees and conductors all contribute hugely to this.

Finally I'd like to thank the P&C Executive team, the School Executive and all our members and volunteers whose hard work and support has been nothing short of spectacular. Each and every one of you who give up your time for this unique group of hard working friends of Hornsby North Public School should know that your work has been acknowledged and appreciated. This organisation contributes so much and I thank you.

Katharine Milner

President

Message from the students

It was with great excitement and a huge sense of honour that we took on the role of school captains in 2016, the year of Hornsby North's 50th anniversary. The year was full of many highlights and was a fantastic way to bring our wonderful journey with Hornsby North to a close.

The year began with the autumn fair, an annual event that brings the whole school community together for a day of fun and fund raising. The fair in 2016 was a great success as always thanks to all the hard work of the P&C and the wider group of teachers, parents and children.

Another highlight early in the year was the Anzac service –what an amazing sight it was to see the whole school assemble in the quadrangle to remember and honour those that sacrificed that lives in war and conflict.

The year was also full of many opportunities beyond the classroom including the wonderful Hornsby North Band, Choir and Dance programs. The students of Hornsby North are very lucky to have access to these fantastic programs and the opportunities to perform at events such as the Glen Street Dance festival, choral festivals at the Opera House, band competitions and other community events. It was such a rewarding experience to be able to represent the school in these events.

Later in the year we were lucky enough to be joined on stage by our federal and state government representatives, Mr. Julian Leeser and Mr Matt Kean as well as Mayor Mr Steve Russell to celebrate Hornsby North's 50th Anniversary. It was also a huge honour to welcome back to the school the former principal Mr McClintock and to listen to his recollections of the early days of Hornsby North.

As we reflect on our time at Hornsby North we have learnt many things and consider ourselves very lucky to have had all the opportunities and experiences that have prepared us so thoroughly for the challenges of high school and beyond. We would like to acknowledge all the fantastic teachers at Hornsby North, the K–2 teachers who nurtured and cared for us,

taught us to read and write and share and play together harmoniously, the Years 3 to 5 teachers who helped us develop our strengths and work on our weaknesses and helped us discover our interests and talents, and of course, the Year 6 teachers who have prepared us for high school.

The strength of Hornsby North is its community spirit where everyone contributes and plays a part in its success. This strength is driven from the top by our amazing principal Mrs Sumpton. Thank you, Mrs. Sumpton for your inspirational leadership and commitment.

On behalf of the class of 2016 we would like to thank the community of Hornsby North for providing us with a wonderful and well-rounded education both in the classroom and beyond. To the students who follow in our footsteps seize all the opportunities you have at this school and you will be glad you did. We may have walked through the gates of Hornsby North as students for the last time but we will never forget the experience and will always be very proud to be part of the Hornsby North community.

Charlie Johnson and Sebastian Dominguez

School Captains of 2016

School background

School vision statement

Hornsby North is:

A high performing school where students are nurtured, guided, inspired and challenged to be creative, resilient, engaged learners.

A school where learning is underpinned by high quality teaching and leadership.

A school community that is inclusive, informed and engaged in collaborative decision making.

School context

Situated in the leafy northern Sydney suburb of Hornsby, approximately 30km from the centre of the city, Hornsby North Public School provides for students in Kindergarten through to Year 6.

Hornsby North Public School is a student-centred school. It is a place where student needs are at the centre of school planning, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised.

The school's mission statement 'Caring for children, educating for life' was developed in consultation with teachers and parents. Our mission is to educate students as confident, lifelong learners.

This is achieved by providing a comprehensive educational curriculum with an emphasis on literacy, numeracy and technology and by developing a caring school, with positive student welfare programs and a team of committed professional educators working together with students in a safe, supportive, challenging and friendly learning environment. Individual talents and gifts are recognised and nurtured, parent community participation in the school is encouraged and pride in public education is fostered.

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.

Learning

Our school has focused on the success of student learners through assessment and reporting and high quality teaching programs. We have maintained a consistent testing schedule across the school. The curriculum is differentiated to cater for a wide range of abilities including gifted and talented students, those who require additional support, and the needs of the increasing number of EALD (English as an Additional Language or Dialect) students. The staff have worked to implement the new Geography curriculum and have been involved in professional learning to support its development. Work has also been undertaken on the History curriculum to continue its implementation in 2017.

The school was rated as Sustaining and Growing in the three Learning Elements of: Learning Culture, Wellbeing, Assessment and Reporting. The school was rated as Excelling in Curriculum and Learning and Student Performance Measures.

Teaching

In the Teaching Domain the school was rated as Sustaining and Growing in Effective Teacher Practice, Learning and Development and Collaborative Practice. In Data Skills and Use, the rating was Sustaining and Growing. However in Professional Standards the school was rated as Excelling.

Leading

For the five Leadership Elements the school was rated as Excelling in Leadership, Sustaining and Growing in School Planning and Implementation and Reporting. In School Resources and Management Practices and Processes the school received a rating of Excelling.

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.

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

Students will be successful learners

Purpose

To provide a stimulating learning environment that fosters confident, creative, critical thinkers who have the skills to become lifelong learners.

High quality educational practices will be used across the school.

Overall summary of progress

There has been a consistent schedule of testing across the school using both PAT (Progressive Achievement Test) and SWST (Single Word Spelling Test) standardised tests. Benchmarking is a regular feature of the K–2 literacy program and utilised where necessary in 3–6. Data is collated and used to inform the teaching and learning programs.

The History Curriculum has been fully implemented and all stages have formulated well-structured, appropriate units of work.

The Geography Curriculum has been introduced and stages are working toward full implementation in 2017.

Personalised Learning and Support Plans (PLaSPs) have been reworked to ensure they are more measurable.

Professional learning sessions have been held for staff in the use of the literacy continuum with a focus on Comprehension, Reading Texts and Writing and using PLAN data effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">To increase the percentage of students achieving at or beyond the expected stage standard for Literacy.	<ul style="list-style-type: none">Above 95% of students are achieving at or beyond the expected level for literacy.NAPLAN data reveals over 83% of students are achieving in the top 3 bands for reading, Spelling and Grammar and Punctuation.Writing results continue to improve with in excess of 70% of students achieving results in the top 3 bands.Standardised tests have been used K–6 to track individual progress.	Resources and staff salaries \$50,636
To increase the percentage of students achieving at or beyond the expected stage standard for Numeracy by 10%.	<ul style="list-style-type: none">In Numeracy 90% of students are achieving in the top 3 bands in Year 3 and Year 5 NAPLAN.Standardised and diagnostic tests are administered in grades K–6.	Maths resources \$3,000
Student targets in PLPs will be met.	<ul style="list-style-type: none">Personalised Learning and Support Programs (PLaSPs) were written for identified students.PLaSP format reviewed and developed for use in Term 1 2017.	Teacher release \$3,000
The ratio of technology devices available to students will increase from 1:4 to 1:2.	<ul style="list-style-type: none">The range of iPads available in the school was increased and a ratio of 1:2.5 exists this year.	Ipads and computers \$56,635

Next Steps

- Data from NAPLAN and the school testing schedule, together with informed teacher judgements has influenced the planned, extensive introduction of the Macquarie University Multi-Lit program. The program will target students who require additional support with phonic and word attack skills enabling them to strengthen their reading and comprehension skills.

- Further Professional learning will be undertaken in the use of PLAN in order to consistently plot Vocabulary, Phonics and Phonemic Awareness. Review Comprehension and Spelling as part of whole school goal.
- Refine and build on whole school testing program.
- Focus will continue on the History and Social Sciences Curriculum with particular emphasis on the Geography units of work.
- Staff will continue to undertake Professional Learning in relation to STEM/STEAM.
- Kindergarten continue to use PALs program to embrace wellbeing across the grade. The Bounceback Program to be further trialled across grades in Years 1–6.

Strategic Direction 2

Staff will be dynamic, high performing and collaborative

Purpose

To enable teachers to be proactive, collaborative and effective facilitators who meet accreditation requirements and support one another through collaborative and shared Professional Learning.

Our staff will have deep curriculum knowledge, know each student well and will plan for the whole child.

Our staff will undertake, share and lead relevant and inspiring Professional Learning, within our school, Community of Schools and/or the wider community. Professional Learning will address the school's strategic directions, the identified needs of all stakeholders and support teachers in their professional growth from Graduate to Proficient, Highly Accomplished and Lead Teachers.

Overall summary of progress

In the domain of staff and leader learning, our focus has been on enabling teachers to be proactive, collaborative and effective facilitators who support one another through collaborative and shared professional learning.

To further this practice, classroom models of sharing were continued and increased numbers of teachers were given the opportunity to choose areas they would like to be mentored in. Teacher mentors were established and matched to teacher personal development with areas of staff interest including writing, sport, technology and leadership.

In refining the performance appraisal process, the annual Performance and Development Plans (PDPs) were completed by all staff. Personal goals were set, monitored and reviewed at school and individual level. Goals were strongly linked to with Professional Learning opportunities. The whole school set a goal to improve Comprehension skills across K–6 using the literacy continuum, PLAN data tools and standardised assessments to determine goals for achievement and to develop consistent teacher judgement of expectations.

The DOE program , 'Strong Start, Great Teachers' was successfully used to support two beginning teachers at Hornsby North. The program has four phases which encompasses the induction process. The program is customised to meet teacher needs and connects beginning teachers with experienced ones. Two beginning teachers have completed the first year and are currently working on phase 3. As they move through the program, they are reflecting on their teaching and programs to align them with the Australian Teaching Standards.

As a result of Professional learning opportunities, a wide range of STEM activities have been embedded in classroom programs as well as extra curricular clubs such as Coding and Lego Robotics. Inquiry based learning was also a key focus in 2016. Teachers gained leadership opportunities through presentations to staff and team teaching and showcasing 'good practice' were effective experiences. Teachers observed and reported increased levels of understanding and engagement as a result.

Teachers participated in a wide range of professional learning opportunities both in and out of school including Aspiring leadership, Reading Recovery, Accreditation, Guided Reading, Mentoring, Geography, PLAN and Multilit.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved learning outcomes for all students, including those with learning difficulties, GATS and EALD, using a range of assessment and measurement tools.	<ul style="list-style-type: none">Professional learning for SMART data and PLAN continued K–6.Inquiry based learning successfully integrated in class programs as a result of whole staff Professional learning.Increased range of STEM activities developed across the school.	Professional learning \$10,000
Greater staff engagement in HNPS curriculum, professional satisfaction and career development.	<ul style="list-style-type: none">Two teachers participated in the Aspiring Leadership Program with one teacher already successfully going on to take up an Assistant Principal role in 2017.Increased numbers of teachers committed to	Professional learning \$1,800 Teacher release \$4,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater staff engagement in HNPS curriculum, professional satisfaction and career development.	Mentoring Program. • Classroom models of sharing good practice continued.	
Increase in staff accessing professional learning and leading school-based professional learning.	• Teachers continued to attend Professional learning in a range of areas to meet personal, professional goals and the goals outlined in the School Plan. • Increased numbers of teachers developed their capacity to lead school-based professional learning.	Professional learning \$20,545
Increase in number of mentoring and collaborative teaching opportunities.	• Mentoring Program developed further across the school. • Mid-year survey indicated the program was found to be beneficial. Survey of staff led to streamlined approach being in place for 2017.	Teacher release \$4000
LMBR working effectively.	• Increased number of staff trained.	Professional learning \$6,020

Next Steps

- Executive to continue to lead school-based professional learning in the use of the literacy continuum and analysing PLAN and SMART data.
- Develop classroom sharing model further in 2017.
- GATS committee to continue to meet regularly and whole school reviews held each term. GATS programs to continue including Book Crew, Coding and Lego Robotics.
- Aspiring Leaders Program within the school to be established. Continue to offer high quality leadership opportunities.
- Mentoring Program to be developed further to upskill mentors and complete relevant training. Develop whole school awareness of 'Great Teaching Inspired Learning'.
- Curriculum teams to be reviewed.

Strategic Direction 3

Community will be informed, inclusive and engaged

Purpose

Parents and the broader community play a vital role in supporting successful learning outcomes for our children.

The school and all staff will engage with parents and communities to work together to maximise student learning outcomes.

Overall summary of progress

Continued to grow a culture of professional learning and support. High quality professional learning workshops were provided for parents in literacy and numeracy. Parents were better equipped to support their children both at school and at home.

Improved communication processes to enhance parent engagement and promote the school within the broader community. Online communication has provided yet another platform for easy interaction and communication between the school and the community and an opportunity to further enhance and celebrate the connections between the school and the wider community.

School surveys reflected strong parent satisfaction and school involvement. Parents were involved in events such as the Autumn Fair, Mother and Fathers day Stalls and continued support of the uniform shop and school canteen. Kindergarten surveys indicated a high level of satisfaction of academic and welfare programs that their children were engaged in.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of parents engaging purposefully in supporting their child's education by attending workshops that strengthen their knowledge and skills.	<ul style="list-style-type: none">Parents attended literacy and numeracy workshops. These were well received by parents.Parents participated in decision making for projects funded by community sources.	Teacher release \$2,000
Increase in number of parents participating in voluntary school surveys.	<ul style="list-style-type: none">Survey responses indicated that all families support current school plan and targeted focus areas.	Skoolbag \$810
Increase in number of hits on School Newsletter webpage.	<ul style="list-style-type: none">Increased number of parents accessing online communication via Sports Blog, Skoolbag, School Newsletter, P&C Facebook	Webpage \$440
Qualitative surveys indicate increased parents satisfaction and school involvement.	<ul style="list-style-type: none">Kindergarten surveys indicated that parents were extremely pleased with the academic and welfare programs that their children were engaged in.	\$0

Next Steps

- Staff continue to build partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.
- Translated information in language most used at school.
- Continue to embrace participation in school activities, particularly from parents of EAL/D students.
- Continue to use and build community skills in extra curriculum activities to strengthen school/community partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Four Aboriginal students attend the school. Funding was used for resources for the school library, to purchase uniforms, and to provide financial assistance for excursions and extra-curricula activities.	\$2,073.56
English language proficiency	Funds were used to support the EALD program for five days a week. They are used to purchase resources that supplement the programs of new English learners for teacher and student use, and to employ two teachers.	\$245,044.53
Low level adjustment for disability	Funds are used to assist students in need of extra support. Funds are expended primarily to employ support staff to deliver class support. At present we employ five teacher support officers and one teacher for three days per week.	\$82,149.44
Quality Teaching, Successful Students (QTSS)	Funding was received in Term 3 which allowed release from class for teachers to collaboratively create writing programs for Stages 1 and 2. Writing is now being taught using the same program across stages to improve student engagement and writing ability. Teachers observed their peers writing lessons, collaborated, presented professional development and reflected with their peers which resulted in building teacher capacity across these stages.	\$2,723.45
Socio-economic background	These funds are used to support families who are in financial difficulty. The school provides uniforms, fee relief, books and excursion assistance,	\$11,731.64
Support for beginning teachers	<p>Funds were received by the school from the government specifically for the support of one beginning teacher. The funds were not received until Term 4 2016. Program began in Term 4 2016 and will continue in 2017.</p> <p>Two beginning teachers commenced the Strong Start, Great Teachers' induction and mentoring program, guided by an Assistant Principal. This is a four phase program which runs over two years. Currently, the beginning teachers have just commenced phase two.</p>	Teacher release \$7,500.00
Targeted student support for refugees and new arrivals	No funding was received in 2016.	\$0.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	411	410	426	427
Girls	403	410	388	410

During 2016 school enrolments increased by 23 students despite the DoE directive that the school is not allowed to take any new out of area enrolments. The school had 59% from cultures other than Australia.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	97.6	96.1	96
1	96.7	97.2	95.1	95.8
2	97.2	96.8	94.4	96.2
3	96.8	97.6	95.9	96.9
4	96.8	97.2	95.7	96.1
5	96.5	96.8	96.9	96.3
6	95.3	96.6	94.8	95.5
All Years	96.7	97.1	95.5	96.2
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

Student attendance at Hornsby North has been steady over the past few years. A number of families continue to take overseas trips during the school term but reasons are valid and extended family related. The school is working with the Home School Liaison Officer to increase our attendance rate and provide support for students who experience anxiety regarding school attendance.

Class sizes

Class	Total
KT	21
KA	20
KP	20
KO	19
KH	19
KG	20
1B	22
1L	22
1J	24
1H	23
1D	24
2P	23
2M	23
2J	23
2H	23
2C	24
3M	27
3H	25
3B	27
3A	27
3O	24
4Y	32
4R	32
4M	32
4G	31
5S	32
5F	32
5/6B 2	18
5/6B 1	19
5W	31
6P	30
6K	29
6G	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.73
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	2.2
School Administration & Support Staff	4.87
Other Positions	0

*Full Time Equivalent

There are no Aboriginal teachers at this school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

The teaching staff at Hornsby North Public School participated in a range of professional learning activities in 2016. The Professional Learning Plan for the year was designed to build the capacity of staff and to achieve some of our key priorities as outlined in our School Plan. This involved professional learning programs to build the capability of early career teachers, current teachers and aspiring leaders. Staff members are working towards their proficiency accreditation or are at maintenance levels with BOSTES.

Training School Administrative and Support Staff (SASS) has been a priority due to the implementation of Learning, Management and Business Reforms. Many courses have been undertaken.

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.

The P&C Association set the Voluntary School Contribution Fee for 2016 at \$100 per family.

Income	\$
Balance brought forward	707 723.10
Global funds	277 310.15
Tied funds	111 497.89
School & community sources	504 726.40
Interest	7 389.90
Trust receipts	60 820.21
Canteen	0.00
Total income	1 669 467.65
Expenditure	
Teaching & learning	
Key learning areas	210 139.50
Excursions	82 183.29
Extracurricular dissections	139 783.07
Library	4 097.08
Training & development	2 723.45
Tied funds	74 948.20
Short term relief	42 721.49
Administration & office	71 948.69
School-operated canteen	0.00
Utilities	45 659.58
Maintenance	39 641.17
Trust accounts	267 050.82
Capital programs	46 406.70
Total expenditure	1 027 303.04
Balance carried forward	642 164.61

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 357 817.62
(2a) Appropriation	979 104.86
(2b) Sale of Goods and Services	10 470.19
(2c) Grants and Contributions	361 622.43
(2e) Gain and Loss	0.00
(2f) Other Revenue	2 061.70
(2d) Investment Income	4 558.44
Expenses	-761 844.95
Recurrent Expenses	-721 391.95
(3a) Employee Related	-319 264.85
(3b) Operating Expenses	-402 127.10
Capital Expenses	-40 453.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-40 453.00
SURPLUS / DEFICIT FOR THE YEAR	595 972.67
Balance Carried Forward	595 972.67

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 Actual (\$)
Base Total	4 942 911.53
Base Per Capita	43 745.88
Base Location	0.00
Other Base	4 899 165.65
Equity Total	340 999.18
Equity Aboriginal	2 073.56
Equity Socio economic	11 731.64
Equity Language	245 044.53
Equity Disability	82 149.44
Targeted Total	22 220.00
Other Total	45 736.77
Grand Total	5 351 867.48

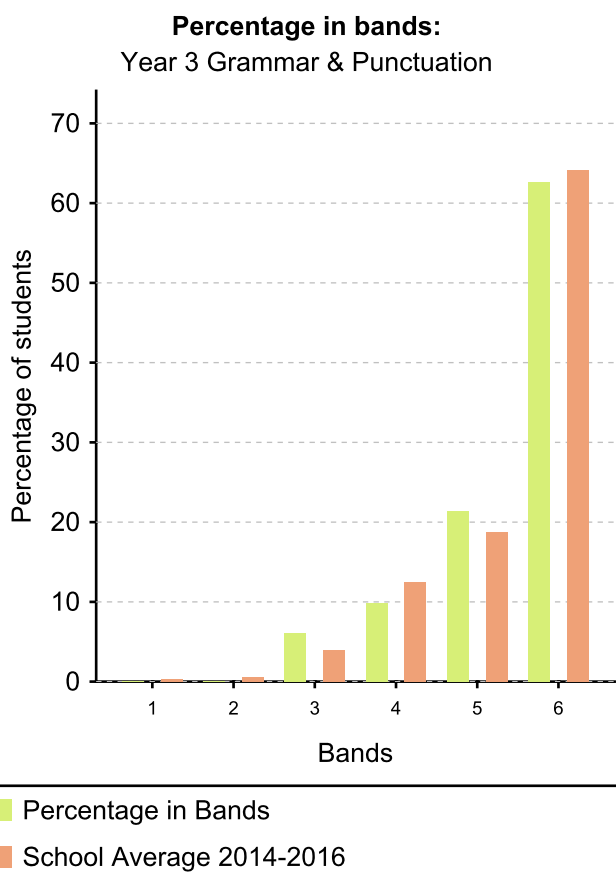
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

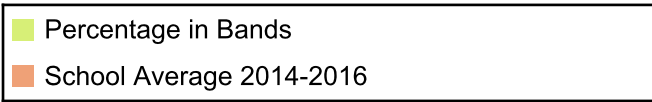
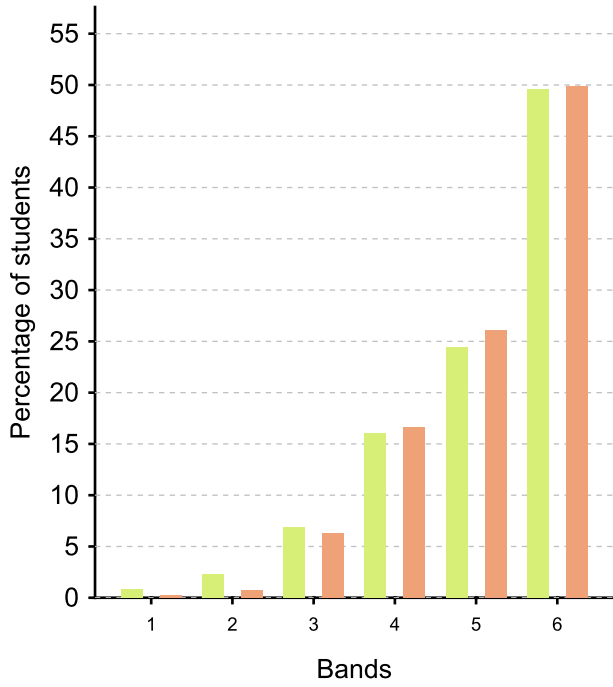
NAPLAN

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.

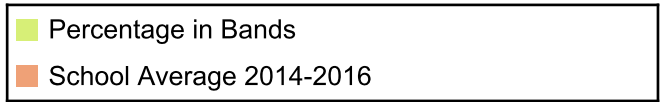
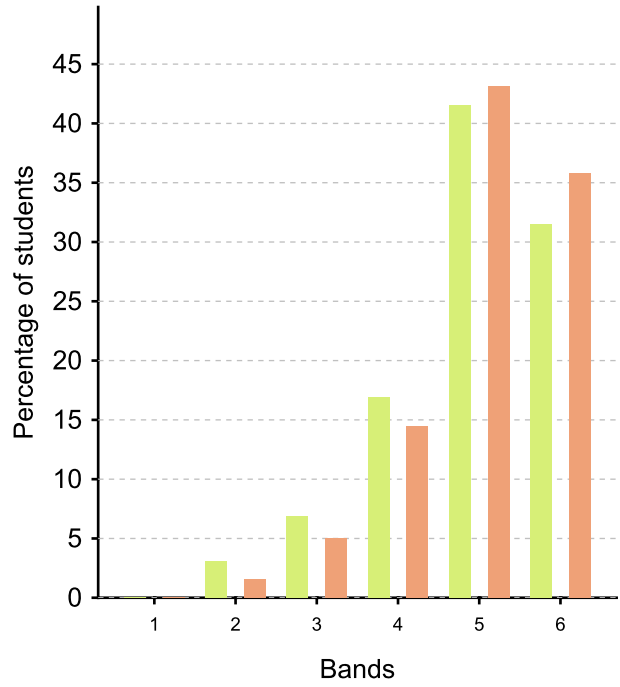
Hornsby North Public School achieved well above the state average in all aspects of NAPLAN for years 3 and 5. Particular strengths were in Numeracy with 90% of students in Year 5 achieving in the top three bands and 84% achieving in the top three bands in Reading. Identified areas for focus in 2017 include Writing and Comprehension in Year 3.



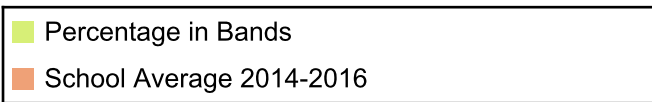
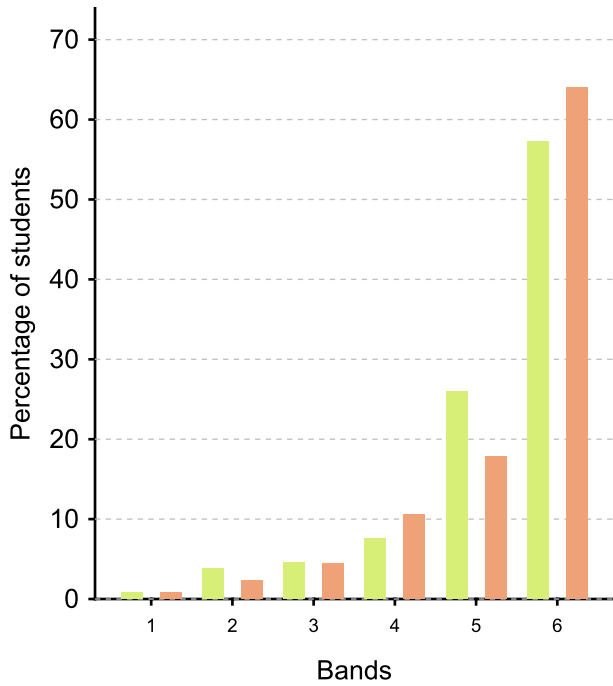
Percentage in bands:
Year 3 Reading



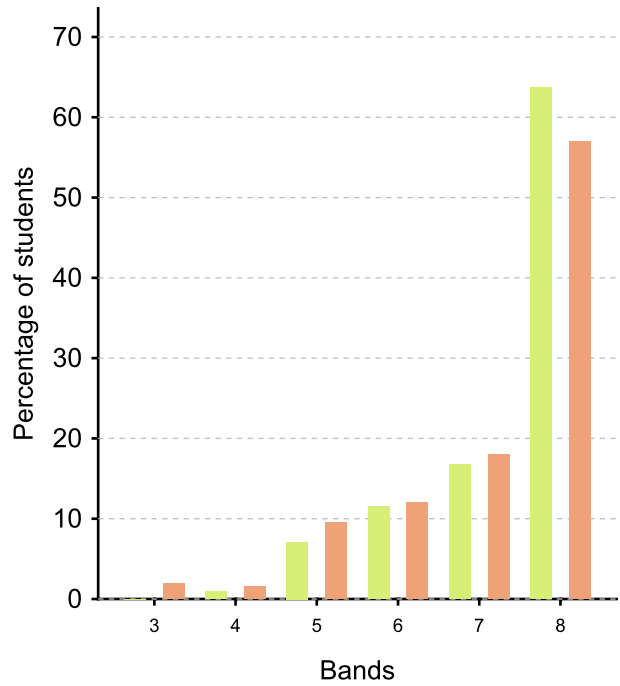
Percentage in bands:
Year 3 Writing



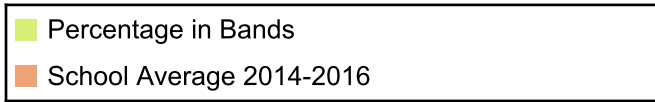
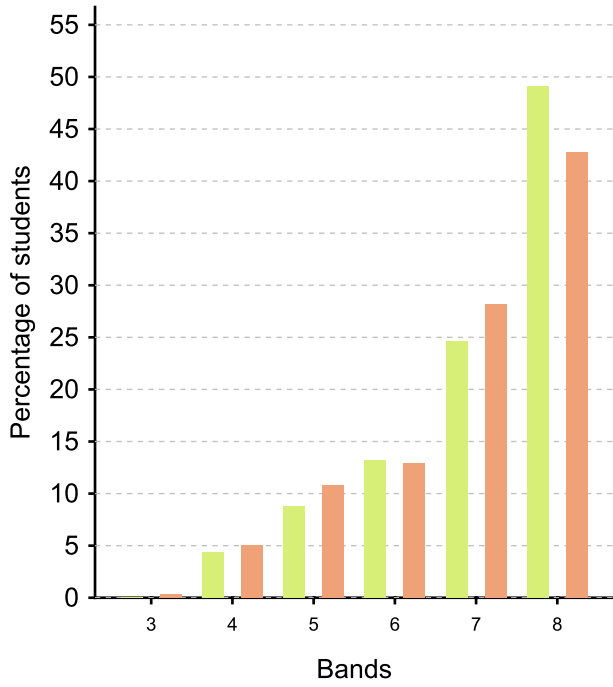
Percentage in bands:
Year 3 Spelling



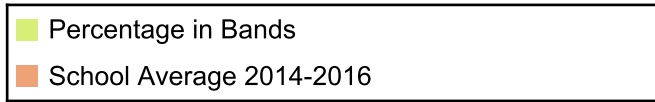
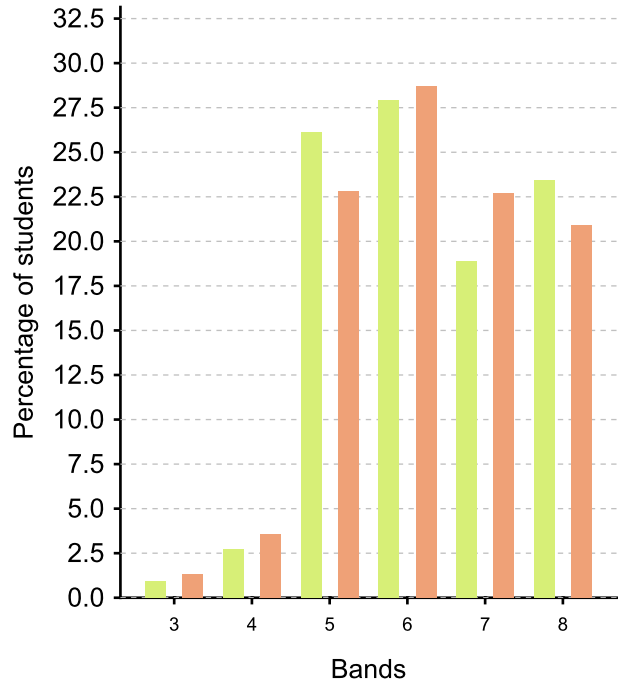
Percentage in bands:
Year 5 Grammar & Punctuation



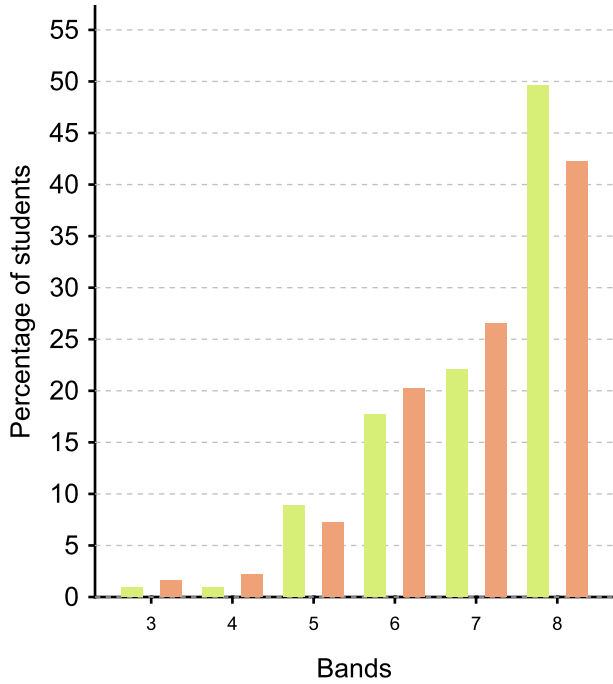
Percentage in bands:
Year 5 Reading



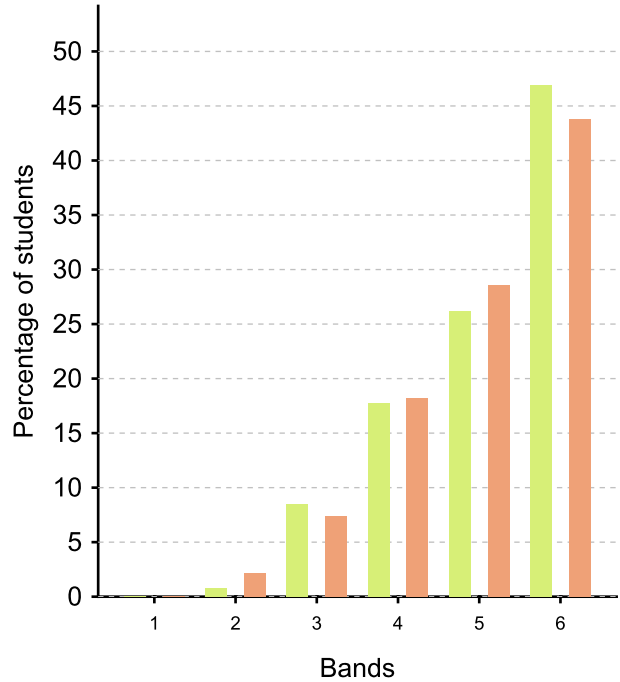
Percentage in bands:
Year 5 Writing



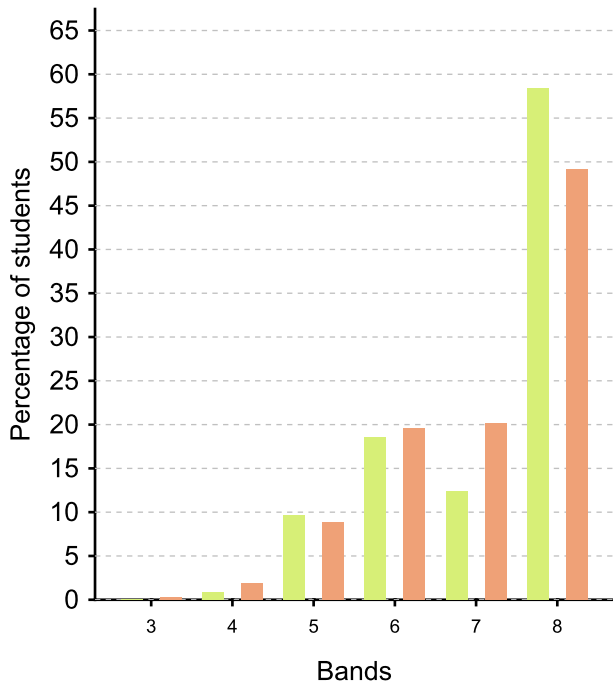
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2014-2016

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.>

One Aboriginal student in Year 5 participated in the NAPLAN testing and results showed an improvement over 10% in all areas of Numeracy and Literacy.

Parent/caregiver, student, teacher satisfaction

PARENTS

Hornsby North Public School highly values the development of positive and engaging relationships with the local community. In 2016 parents were asked to complete the Our Sporting School Survey linked to sports program implementation.

The key findings from the survey include:

- 90% of parents indicated that they are satisfied with the sporting opportunities provided to students. In addition to PSSA, indoor sport and swimming programs, Sporting Schools funding has added extra opportunities to engage students in a variety of sports. This has included Football, Netball and League Tag.
- 80% of parents feel that they are more informed about the sporting opportunities for students. The school Sports Blog, website and SkoolBag Application provide effective communication for parents, students and staff. This includes program information, training times and competition and game information.

In 2016 parents of Kindergarten students were surveyed in the areas of Resilience, Academic Success and Friendship. These were the domains the parents cited as the goals for their children during primary school and beyond. 98% of parents were satisfied with their child's academic progress, 90% said their children were developing resilience and 88% stated that their children had formed positive friendships. Parents were extremely happy with the care and support given by individual classroom teachers and 100% of parents stated their children had had a great start to school.

STUDENTS

In 2016, students were surveyed to gauge their satisfaction with their experiences of school.

- 92% of students are proud to be part of Hornsby North.
- 96% of students say the teachers and the school encourage them to do their best.
- 95% of students report there are a lot of activities in the school that encourage a range of learning experiences.

They indicate that inspiring teachers help them learn and thrive and always put an effort in to helping them with their learning, giving them encouragement and ensuring learning is fun. Students feel they show respect for each other and everyone cares about what happens to their peers. It is a friendly environment where, to quote one student, "I feel comfortable".

TEACHERS

The School Plan 2015–17 identified New Curriculum Implementation as a key indicator and goal for the school. In 2016, teachers were asked to provide feedback on the implementation of

the NSW English, Science Geography and History Syllabi for the Australian Curriculum. The key findings from the survey include:

- 90% of teachers indicated that they were confident in their ability to plan and implement quality learning opportunities in English and noted a marked improvement in writing skills. This has been validated by an overall improvement in NAPLAN Writing results.
- 80% of teachers indicated that they are confident using the new History and Geography syllabi to develop units of work and implementing them in the classroom. Year 5 and 6 teachers indicated that the work with neighbouring high schools gave them greater depth in understanding the new syllabi.
- Teachers also stated that the development of STEM (Science, Technology, Engineering and Mathematics) as an area of focus in 2016 indicated that there was a marked improvement in the engagement of some students, particularly boys.

Findings

The findings from these surveys are used by the school to determine future action for parent opportunities to be actively involved in the school. They are also used to measure the effectiveness of student welfare policies and procedures. Teacher survey findings are used to determine Professional Development priorities in 2017

Policy requirements

Aboriginal education

Hornsby North Public School continues to work diligently to meet the needs of students who identify as Aboriginal through the following strategies:

In May 2016 during Reconciliation Week, Kindergarten participated in Aboriginal games. This was organised by contacting Fallon Davis (Child Youth and Family Facilitator, Hornsby Shire Council).

Fallon attended Hornsby North Public school and brought with her an assortment of Aboriginal games. She planned a rotation of activities that all of Kindergarten were involved in. Fallon also spoke to Kindergarten about Reconciliation in an age appropriate manner.

During Reconciliation Week, Hornsby North Junior Choir participated in "Children's Voices for Reconciliation". This is an annual community event hosted by Hornsby Shire council. In 2016, Susan Pratt a teacher from Hornsby North Public School was involved in the organisation of the event and attended a meeting at the offices of Hornsby Council.

It was arranged that the toys/ equipment that we had borrowed from the council would stay in the school for a few weeks to be utilised by other grades. Year Three and Kindergarten used the equipment to reinforce and support Naidoc Week in the last week of term. Naidoc Week was celebrated across the school by participating in a variety of art and craft activities, Dreamtime story readings and the making of Aboriginal flags. This supported an ongoing Aboriginal perspective across all curriculum areas.

The annual Hornsby North Art Show highlighted students' talents in Visual Arts, many with a focus on Aboriginal Art and early history of Australia.

During the year, some bush tucker plants were planted in the school grounds to be used for future lessons and the enjoyment of the school community. Some land has been assigned for a yarning circle to be created. The logs are being prepared and it is in the design stage at present.

Multicultural and anti-racism education

At Hornsby North, students in Years K–3 learn Italian while students in Years 4, 5 and 6 learn French. The LOTE program compliments and enhances the school's multicultural and whole child approach to education.

Teaching LOTE at Hornsby North is designed to;

- provide educational opportunities that engage and challenge students to maximise individual talents
- develop positive self-concepts
- encourage and enable students to enjoy learning
- promote a fair and just society that values diversity
- promote continuity and coherence of learning

and facilitate transition between primary and secondary school

- provides broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes needed to succeed in and beyond their schooling.

Through our teaching and learning activities, the LOTE program develops literacy skills not only in Italian and French but also in English. Students acquire listening and speaking skills through interactive language games and activities. The written component supports the oral acquisition of Italian and French.

The Interactive Whiteboard has become an integral part of the LOTE lessons. Access to authentic resources via the Internet has complemented the conversation, vocabulary exercises and activities and photographic displays with actual Italian and French signs, songs, resources, maps and cultural information.

Teaching both Italian and French assists the students with the transition to high school as all students in Year 7 must learn a Language Other than English. Italian or French is taught in many high schools in our district.

Hornsby North is a multi-cultural school. Through the teaching of Italian and French we hope to build an acceptance and appreciation of diversity and respect of the cultures of others as well as our own.

To enhance their learning French and Italian Days are organised. On these language days music, art and dance activities are planned enabling students to experience everything French/Italian/Multicultural

In 2016 French students enjoyed a combined LOTE Day where students enjoyed a performance of Vive La France and Il Capitano and the Greatest Pie. They enjoyed French crepes and Italian gelato, mask making and fun activities such as dance. Children were dressed in the colours of the French or Italian flag.

These special occasions illustrate the diversity of cultures in our school and also complement the LOTE programs.

Other school programs

Creative and Performing Arts

Students at Hornsby North Public School participate in a wide and varied number of Creative and Performing Arts activities. Programs in Dance, Choral groups, Recorder and String Ensembles, Bands, Visual Arts and Debating are available to students.

During 2016, Dance groups performed at Glen Street Dance Festival, Schools Spectacular and a variety of local and school functions. The Band Program continues to increase in numbers and this year won Gold and High Distinctions in all competitions and eisteddfods. The Band was a highly valued group at all school functions, particularly Anzac Day Ceremonies, the 50th Anniversary Celebration and School functions. The Cantare Choir and String and Recorder Groups

performed at the Opera House and School functions.

The Premiers Debating Competition was a most successful one for our Senior Debating team. The team demonstrated outstanding speaking skills winning the local competition and the Zone final. At the Regional level the team were runners up, just missing a place in the State finals.

The Hornsby North Art Show held in Education Week is testament to the Visual Arts Program that is carried out in every classroom throughout the school each week. The students are engaged in skill development through a variety of media and exposure to the works of famous and local artists.

STEM

STEM programs are thriving at Hornsby North Public School. Students are experiencing opportunities in coding, robotics, computational thinking, creativity, architecture and engineering and problem solving.

These programs are embedded within our classroom programs, our specialist Science program, lunchtime interest groups and incursions from World of Maths. Students experience a wide range of STEM opportunities within our school using the digital technologies that we have available; iPads, video cameras, Lego robotics and PC's.

Experienced STEM teachers are providing professional development to their peers in coding, robotics and computational thinking. External professional development has been provided to teachers in robotics and computational thinking. More staff development in coding is planned for 2017.