NSW GOVERNMENT | Education Public Schools

Hornsby South Public School

Annual Report

2016

H·S·P·S GROW WITH KNOWLEDGE

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Introduction

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

Sharon Hewitt

Principal

School contact details

Hornsby South Public School

Clarke Rd

Hornsby, 2077

www.hornsbysth-p.schools.nsw.edu.au

hornsbysth-p.School@det.nsw.edu.au

9489 2410

Message from the Principal

It has been my privilege to lead the Hornsby South Public School community in 2016. I am proud of the high quality learning experiences implemented by our dedicated teaching staff and the impact of these strategies on student learning outcomes.

Our staff are skilled professionals who work collaboratively to provide an inclusive learning environment for all students through sharing expertise and differentiated teaching and learning programs. In addition to a focus on academic achievement our school has a strong focus on student welfare and wellbeing. Positive Behaviour for Learning and Bounce Back, a student resilience program, supported students in their social and emotional development.

Our students are engaged and motivated to achieve their personal best and highly value education and the opportunities education will offer. Students pursued areas of interest and enthusiastically participated in the range of extra–curricular activities offered at school and facilitated by classroom teachers.

I would also like to acknowledge the support of our parent community who generously donated their time and provided financial support to pursue school improvement.

I certify that the information provided in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Sharon Hewitt

Principal

School background

School vision statement

Hornsby South Public School is an inclusive and creative learning community focused on excellence in teaching practice and student achievement. We acknowledge the importance of wellbeing to ensure students and staff maximise their potential.

School context

Hornsby South Public School is situated in the Upper North Shore of Sydney. Over the last two years our school has experienced a significant increase in enrolment and it is anticipated this trend will continue as our profile within the school community is raised.

At Hornsby South we are proud of the great cultural and language diversity of our school community. Fifty one different language backgrounds other than English are represented in our school community. These students represent 73% of our total enrolment. The main language groups are Korean, Mandarin, Hindi, Japanese, Persian/Farsi, Cantonese, Nepali, Russian,Tagalog/Filipino and Vietnamese.

Cultural diversity is acknowledged and celebrated as an integral part of the school. Students are encouraged to share knowledge oftheir varying cultures. This is integrated throughout the KLAs and especially celebrated on Harmony Day and Multicultural Day.

Our school community is supportive of our school and we work together to improve school facilities and resources. In our 2015–2017 School Plan, we look forward to implementing strategies to further strengthen this partnership and implement programs and teaching practices that achieve measurable school improvement.

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 positive learning environment promotes high levels of student, staff and parent engagement. Our community values learning and shares a collective responsibility to pursue improvement and ensure all members achieve their personal best. Our learning environment is enhanced through the implementation of quality school wide student wellbeing programs such as Bounce Back. Bounce Back develops student resilience and assists with the social and emotional development of each child. Our Peer Support program and our Buddy Program, further develop positive and respectful relationships and promote a learning environment conducive to learning. Classroom and playground behavioural expectations are explicitly taught in each classroom through the implementation of Positive Behaviour for Learning. As a result, our school records few incidents of socially inappropriate behaviour. Positive behaviour is encouraged through our whole school reward system. The students are rewarded for demonstrating respectful and responsible behaviour and aspiring to do their best in all aspects of school. Our community are informed about our focus expectation for Positive Behaviour for Learning through the school newsletter.

Our Learning and Support Team meets regularly to discuss student learning needs. Action plans to support student learning are developed, monitored and reviewed to ensure student progress in learning. Teachers collaboratively plan teaching and learning programs, sharing their knowledge and expertise. Regular reflection on practice processes and student data analysis ensures teachers are delivering high quality teaching programs that cater for the differing learning needs of each student in their class. Student achievement is reported to parents through school reports, parent teacher interviews and parent teacher meetings. PLAN Feedback to Parent Reports are distributed to parents at the end of Term 1. The feedback suggests ideas for parents to use at home to assist their child's learning development.

Teachers record student achievement each term using PLAN data. Student achievement is determined using formative

and summative assessment and quantitative and qualitative data. The data is tracked K–6 to identify student progress in literacy and numeracy. Data analysis informs teaching and learning programs and enables differentiated programs that cater for all levels of achievement.

At the end of 2016, all staff were involved in a transition program, sharing the academic, social and emotional development of students in their class, with the designated 2017 teacher. Transition plans were developed for students with additional learning needs and assisted the smooth transition of students between year groups.

Teaching

Teachers participated in high quality professional learning opportunities aligned with the school plan and the achievement of professional learning goals identified in teacher Professional Learning Plans. Professional learning in Language, Learning and Literacy (L3) and Focus on Reading (FoR) to improve student reading comprehension enabled teachers to implement evidence–based literacy strategies to improve student learning outcomes. Professional learning was facilitated by school leaders, aspiring school leaders and external facilitators.

Teachers regularly assessed student progress on the K–10Literacy Continuum. Professional learning focussed on the K–10 Literacy Continuum and PLAN software enabled teachers to record student achievement, identify student progress and skill gaps. School leaders regularly analysed data to ensure all students made progress on the Literacy Continuum and gather evidence of program effectiveness. Teachers utilise data as part of their collaborative planning to develop future learning programs.

Teachers valued the opportunity to improve their teaching practice through participating in lesson observation sessions, sharing teacher expertise in L3 and FoR. Teachers also participated in lesson observation as part of their Professional Development Plans. Our school has embedded and explicit systems for collaboration, classroom observation and modelling of effective practice to drive and sustain school improvement in teaching practice and student outcomes. Teachers reported involvement in professional learning opportunities improved their teaching practice. Early career and beginning teachers participated in a school induction program and were supported with mentors to assist them in their teaching development. Beginning teachers reported high levels of school support that focused on their particular professional learning needs.

Leading

Leadership roles for school leaders are developed using the Australian Professional Standards for Principals and School Leaders. The standards build leadership capacity and enabled the development of strategic leadership skills across the domains contained in the standards. Leadership roles focus on instructional, transformational and distributive leadership. Professional Learning Plans developed had a leadership focus to ensure school leaders are continually working towards improving their leadership capability and to allow for succession planning. Classroom teachers are encouraged to pursue leadership opportunities within the school leading committees, mentoring, relieving in leadership roles and leading teacher professional learning.

Classroom teachers are involved in reviewing our school plan and assessing our progress towards achieving the strategic directions. Regular data analysis ensures each student is making progress in their learning. Our leadership team members take responsibility of ensuring each stage team actively works towards achieving the strategic directions outlined in the 2015–2017 school plan. Stage planning day agendas reflect school priorities and pursue improvements in student learning outcomes.

Hornsby South Public School's facilities are well maintained to ensure a safe learning environment for all community members. Financial resources are allocated responsibly and focus on the achievement of our school strategic directions and improving resources and our school learning environment. Our school community is provided with information outlining our school's financial accountability and operations.

Management practices are reviewed and modified to ensure management practices and processes are efficient and appropriate to our school context and aligned to Department of Education policy and reform in the educational, administrative and legislative domains. Our school community is provided with opportunities to provide feedback on school practices and procedures through parent surveys and Parents and Citizens meetings. 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

Strategic leadership and excellence in teaching practice

Purpose

A leadership team that promotes a culture of continual professional growth and school improvement resulting in enhanced teaching practice and measurable school improvement.

Overall summary of progress

School leaders developed roles and responsibilities using the Australian Professional Standard for Principals and School Leaders. The Standard defined leadership roles and made explicit the role of quality school leadership in relation to the following five key professional practices: Leading teaching and learning; Developing self and others; Leading improvement innovation and change; Leading the management of the school and Engaging and working with the community.

Our purpose in developing leadership capacity was to: Raise student achievement; promote equity and excellence; create and sustain the conditions under which quality teaching and learning thrive; influence, develop and deliver community expectations; contribute positively to changing educational practices and ways of delivering education.

School leaders identified leadership capabilities of teachers and provided leadership opportunities to distribute and build school leadership capacity.. School leaders demonstrated leadership, leading school based professional learning and actively working towards achieving school priorities. Classroom teachers relieved in leadership roles and existing school leaders relieved in higher duty positions. Teachers were encouraged to implement and lead school initiatives.

Teaching staff developed Professional Learning Plans, setting goals and identifying professional learning opportunities that would assist in achieving their goals. Teachers collected evidence to demonstrate goal achievement. Teachers participated in lesson observations and provided constructive feedback to pursue excellence in teaching practice. In addition to lesson observations, teachers utilised the Reflection on Practice Tool to monitor their professional development across the teaching standards. Staff used the report generated from the Reflection on Practice Tool to inform their 2017 Professional Development Plan.

Teachers were involved in Proficient Teacher and Maintenance of Proficient Teacher Accreditation. Beginning teachers identified areas for professional development and pursued professional learning opportunities with mentor support. Our school supported students entering into the teaching profession, providing opportunities to work alongside our teaching staff through professional experience agreements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers are engaged with professional development, school and DoE priorities	100% engaged in professional learning opportunities aligned to school priorities outlined in the 2015–2017 school plan 54% of staff prepared evidence for accreditation in the last twelve months and 24% hold proficient accreditation 100% of beginning or early career teachers reported high levels of school support, supported them in their teaching role	
PDP annual review process provides evidence of 100% of teachers engaged and actively working towards achieving professional goals	All staff were involved in PDP development and 100% of staff demonstrated evidence of actively working towards achieving their professional learning goals	
All teachers use data to inform and differentiate their teaching and learning program to improve	Focus on Learning 2015 and 2016 teacher survey indicated an increased number of teachers utilising a range of data to inform and differentiate their	

Hornsby South Public School 5191 (2016)

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
student learning outcomes	teaching and learning program	
All teachers are involved in teaching and school evaluation processes.	Stage refection on data ensured learning programs catered for student learning needs Whole staff school evaluation processes resulted in a shared responsibility for school improvement	
TTFM Teacher Survey reflects growth in eight drivers	Average Focus on Learning 2016 teacher survey scores for the Eight Drivers of Student Learning increased from 2015 Focus on Learning Teacher Survey 84% of teachers agreed or strongly agreed school leaders clearly communicated their vision and values for our school 79% of teachers agreed or strongly agreed school leaders were leading improvement and change	

Next Steps

- Continue to implement Professional Development Plans considering 2016 teacher feedback. Teachers will be encouraged to incorporate the standard descriptors of higher levels of accreditation in their Professional Development Plans to pursue improvement.
- Encourage staff to pursue and achieve higher levels of accreditation
- Continue to focus on leadership development and school leaders providing evidence of leading school improvement and improving student learning outcomes
- Professional learning focused on the use of data to inform teaching and learning programs and the development of differentiated learning programs

Strategic Direction 2

Inclusive, engaged and high performing school

Purpose

Teachers engage in quality professional learning experiences that enhance teaching practice. Teaching and learning programs are responsive to the learning needs of every student and engage students in rich learning experiences. Students are encouraged to think creatively and reflect on their learning to pursue improvement.

Overall summary of progress

In 2016, staff were involved in quality evidence based professionallearning opportunities that enhanced teacher practice and student learningoutcomes. Staff in Kindergarten commenced their second year of professionallearning in Language, Literacy and Learning (L3). Year 1 teachers and newKindergarten teaching staff commenced their initial training in L3. Staff werealso involved in Focus on Reading (FoR) professional learning opportunities toimprove student comprehension and vocabulary development. Teaching and learningprogram evaluation ensured the learning needs of all students were supported inclassroom programs.

Recognising the need for quality teacher feedback as one ofthe top ten drivers for improving student learning outcomes, our staffparticipated in professional learning based on research conducted by JohnHattie and Helen Timperley. The session focused on providing specific feedbackto students about their performance in relation to task criteria, areas ofstrength and identifying how their performance may be improved. Teacherscollaboratively set learning goals with their students and students monitoredgoal achievement by reflecting on their learning.

Student enrichment opportunities were implemented to further engage students. This included Stage 2 and Stage 3 involvementin digital technology workshops, Maths Olympiad, Writer's Club, debating, drama, dance and choir. TTFM student survey included nine measures of student engagement, categorised as: social, institutional and intellectual engagement. Student survey responses were mostly above NSW Government norms in each category. The percentage of students showing early signs of disengagement were well below NSW Government norms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of all students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data	78% of students achieved their expected cluster on the Literacy Continuum	Professional Learning $47000.00
SMART data reflects an increased percentage of students who achieve in the proficient bands in Year 3, 5 and 7 NAPLAN Literacy and a decrease in students achieving below minimum standards	**Year 3:** 55% of students achieved in the proficient bands in reading 82% of students achieved in the proficient bands in writing 72% achieved in the proficient bands in spelling 60% achieved in the proficient bands in grammar and punctuation There were no students in Year 3 with achievement below minimum standards. **Year 5:** 46% of students achieved in the proficient bands in reading, 8% achieved below minimum standards 15% of students achieved in the proficient bands in writing, 3% achieved below minimum standards	

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
SMART data reflects an increased percentage of students who achieve in the proficient bands in Year 3, 5 and 7 NAPLAN Literacy and a decrease in students achieving below minimum standards	47% achieved in the proficient bands in spelling, 7% achieved below minimum standards 48% achieved in the proficient bands in grammar and punctuation, 2% achieved below minimum standards **Year 7:** 35% of students achieved in the proficient bands in reading, 3% achieved below minimum standards 21% of students achieved in the proficient bands in writing, 1% achieved below minimum standards 54% achieved in the proficient bands in spelling, 2.8% achieved below minimum standards 39% achieved in the proficient bands in grammar and punctuation, 1% achieved below minimum standards	
60% of students achieve greater than or equal to expected growth rate in NAPLAN Literacy and Numeracy	Growth in student achievement between Year 3 and Year 5 50% of Year 5 students achieved greater than or equal to expected growth rate in reading 69% of students achieved greater than or equal to expected growth rate in spelling 52% of students achieved greater than or equal to expected growth rate in grammar and punctuation 63% of student achieved greater than or equal to expected growth rate in numeracy	
TTFM Student survey and focus groups sessions indicate an increase in student learning engagement	TTFM student survey included nine measures of student engagement, categorised as: social, institutional and intellectual engagement. Student engagement 2016 survey responses were mostly above NSW Government norms in each category. The percentage of students showing early signs of disengagement were well below NSW Government norms.	
Teacher survey responses identify professional learning opportunities enhance teaching practice	Teaching staff identified their participation in professional learning built on their teaching strategies and enhanced their teaching practice	

Next Steps

- Continue to focus on Language, Learning and Literacy and Focus on Reading professional learning.
- Teacher training for Targeting Early Numeracy to enable program implementation in 2018.
- Continue to engage students in their learning through goal setting and reflection on learning opportunities.
- Teachers evaluate learning programs in relation to student survey responses and evidence of student improvement.
- Investigate inquiry based learning programs and strategies to enhance student engagement.

Strategic Direction 3

Fostering school and community engagement and participation

Purpose

An inclusive school community that enhances student learning and wellbeing through collaborative, respectful and productive partnerships.

Overall summary of progress

Many community events were held throughout 2016 to further develop and enhance school community engagement. All students and families were invited to attend a special performance by Lorin Nicholson. The performance supported our Positive Behaviour for Learning and the student resilience and wellbeing program, Bounce Back. The performance focused on the power of being persistent and resilient when overcoming challenges.

Hang Out with Kids workshops presented by Uplifting Australia were held for families of children in Years 2 and 3. The workshops were an opportunity for families to connect and for parents to discuss parenting strategies to assist them in their parenting role. The workshop encouraged school community partnerships that enhance student wellbeing.

Classroom teachers facilitated parent information evenings, parent teacher interview sessions to inform parents of class programs and student progress in learning. A parent information session on the Language, Learning and Literacy initiative was held for all Kindergarten parents to inform parents about their child's learning program. Student progress in learning was shared with the community. Parents were provided with PLAN Feedback to Parent Report and parent/teacher interview at the end of Term 1. A written report outlining student achievement across all key learning areas was provided at the end of Term 2 and Term 4.

Our community events were well attended by our community and there were notable increases in attendance from previous years attendance. There were high levels of engagement in school events such as Easter Hat Parade/ Crazy Hair Day, Grandparents Day, Premier's Spelling Bee, Multicultural Perspectives Public Speaking Competition, Multicultural Day, Harmony Day, Book Week, sporting carnivals, Kindergarten orientation events, Olympics Day, Band Performances, Band Camp, Stage camps, Year 6 farewell, Year 6 Mini–Fete, scripture performances, Smith Family gift donation assembly, Kids Hope, Peer Support, Peer tutoring and the Aboriginal Literacy Project.

School programs and events ensured parents were provided with opportunities to engage in their child's learning and learning environment. Many successful connections and partnerships were developed with local service providers to improve student learning outcomes. Increased parent satisfaction was evident in the Partners in Learning Parent Survey. Student survey analysis indicated increased student engagement from previous student survey.

The Twilight Concert was a successful community event and fundraiser coordinated by the Hornsby South Parents and Citizens Association. The fundraising effort by our school community raised sufficient funds to purchase an additional set of iPads for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the percentage of high to very high overall parent satisfaction levels indicated in TTFM parent survey	60% of parents had a high to very high level of satisfaction with Hornsby South Public School. This was an increase from previous parent survey responses	
Observable and recorded evidence of increased levels of parent engagement in school initiatives and learning programs	17% of parents responding to the survey identified they were a member of a school committee. 47% had volunteered to assist the school throughout the year. 22% of respondents had been involved in school planning processes 16% of respondents had been involved in the review of school policies.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM surveys indicate an increase in student, parent and staff engagement	The student survey included nine measures of student engagement, categorised as social, institutional and intellectual engagement. School responses are compared to New South Wales government norms. Student responses indicated: Increased student engagement from 2015 student survey High levels of engagement above New South Wales government norms across social, institutional and intellectual engagement 94% of students tried hard to succeed in their learning Very low percentage of students displaying early signs of disengagement in comparison with New South Wales government norms Increased parent attendance at community events and an increase in volunteers assisting with school programs and initiatives Teacher Focus on Learning Survey indicated an increased average response to the factors influencing Eight Drivers of student Learning 89% percentage of teachers indicated their wellbeing was important to school leaders	
Updated school policies developed with community consultation reflect DoE policy	16% of respondents had been involved in the review of school policies. School policies were reviewed and updated to reflect DoE policy	

Next Steps

- Implement further staff wellbeing initiatives to support teachers in their teaching role facilitated by external provider, Life Skills Group, focusing on mindfulness
- Continue to focus on engaging our school community in school priorities through stage and whole school discussion, whole school evaluation and reflection on practice processes to pursue school engagement and participation
- Enhance community engagement through community involvement and participation in SWELL project and Hang Out with Kids facilitated by Uplifting Australia
- Teacher training in Uplifting Australia School Wellbeing Teacher Training

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was used to purchase culturally significant literacy resources. Literacy support tutoring sessions were organised by the Aboriginal Liaison Officer. All students made progress on the Literacy Continuum.	• Aboriginal background loading ($881.00)
English language proficiency	Achievement equity between students from non–English speaking background and students with English as a second language or dialect. All EALD students have made progress on EALD phases.	• English language proficiency ($13 000.00)
Low level adjustment for disability	The Learning and Support Teacher in collaboration with the Learning Support Team and classroom teachers identified students requiring additional support through formative and summative assessment and data analysis. Personalised learning and support plans were developed in consultation with parents. Adjustments were made to teaching and learning programs to support individual student need. The Learning and Support Team practices ensured accountability obligations under the Disability Discrimination Act. High quality teacher professional learning delivered by the Learning Support Teacher, supported classroom teachers to understand and address the diverse learning needs of students. Behaviour, health care, attendance and learning achievement data was regularly reviewed and modified as required. Teacher professional learning was evaluated to determine effectiveness and identify future learning opportunities. Additional teacher resources were used to support students requiring additional reading support. These students participated in the MiniLit Program.	Learning and Support Teacher .6 • Low level adjustment for disability ($84 921.00)
Quality Teaching, Successful Students (QTSS)	Hornsby South Public School undertook an intensive transition program to ensure the learning needs of all students were communicated to 2017 teachers. All staff participated in transition meetings where 2016 teachers, 2017 teachers together with Stage Supervisors and the Learning and Support Team discussed student needs and current strategies being implemented to cater for these needs. A Robotics and coding program was introduced giving students the opportunity to gain an understanding of coding and robotics. Teacher professional learning through Lego Junior Robotics was undertaken by two members of the teaching staff. Teachers shared their knowledge with other staff members. Teachers were given an introduction to coding and practical examples of how to use coding within a 21st century classroom.	• Quality Teaching, Successful Students (QTSS) ($20 200.00)
Socio–economic background	Socio–economic background funding was used to support students with additional learning needs and to enable students to access the curriculum on the same level as other students that do not require higher levels of support.	• Socio–economic background ($7 492.00)

| Support for beginning teachers | Our beginning teachers were released from class for two hours each week to engage in professional learning opportunities that enhanced their knowledge and skills. This included mentoring and coaching sessions with their team leader and mentor, lesson observations, development of curriculum knowledge, assistance with report writing and assistance with gathering evidence for accreditation. Teachers participated in collaborative stage planning days to develop their ability to plan appropriate teaching and learning programs that address the differing needs of students in their class. This included using data to inform teaching and learning content and delivery. 100% of beginning teachers reported school support initiatives and staff supported them in developing their skills. All teachers believed they were valued members of our learning community. | • Support for beginning teachers ($40 131.00) |

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	264	273	300	308
Girls	227	241	271	280

Hornsby South Public School had a total of 588 students in 2016 and increased one class form 23 to 24 in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	95	95.2	95.1
1	96.4	96.4	94.5	95.4
2	96.2	96.7	95.9	95.1
3	96.9	97	95.5	95
4	96.4	96.9	92.6	95
5	95.5	96.8	94.5	94.8
6	93.7	96.3	93.2	94.9
All Years	96.1	96.4	94.6	95.1
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

Attendance is regularly monitored through the Learning Support Team. Classroom teachers communicate with parents and carers to provide an explanation for the absence. Our school works in active partnership with parents and cares to minimise absences and discuss strategies to support student attendance. When attendance continues to remain a concern, our school will make a referral to the Home School Liaison Officer

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

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	20

Professional learning and teacher accreditation

All staff were involved in professional learning opportunities aligned to the Hornsby South Public School 2015–2017 school plan, professional learning goals identified in each
teacher Professional Development Plan and Department of Education initiatives and training requirements. Teaching staff were involved in a variety of professional learning opportunities. This
included Language, Learning and Literacy (L3), Focus on Reading (FoR), Geography and History Syllabus implementation, Strong Start Great Teachers, Teacher Resilience and Wellbeing, DoE mandatory training, report writing, curriculum differentiation and Learning Management Business Reform (LMBR) workshops and software implementation.

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	$
Balance brought forward	**484 260.28**
Global funds	204 220.32
Tied funds	107 585.97
School & community sources	214 128.90
Interest	5 846.41
Trust receipts	853.10
Canteen	0.00
Total income	1 016 894.98
Expenditure	
Teaching & learning	
Key learning areas	58 871.49
Excursions	12 833.75
Extracurricular dissections	79 992.18
Library	4 505.57
Training & development	0.00
Tied funds	114 493.08
Short term relief	40 132.75
Administration & office	53 053.13
School-operated canteen	0.00
Utilities	36 416.05
Maintenance	42 926.26
Trust accounts	2 744.28
Capital programs	18 480.00
Total expenditure	464 448.54
Balance carried forward	**552 446.44**

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 **Actual** ($)
Opening Balance	0.00
Revenue	1 063 636.35
(2a) Appropriation	870 844.47
(2b) Sale of Goods and Services	287.07
(2c) Grants and Contributions	189 020.36
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 484.45
Expenses	-552 676.94
Recurrent Expenses	-552 676.94
(3a) Employee Related	-179 540.32
(3b) Operating Expenses	-373 136.62
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	510 959.41
Balance Carried Forward	510 959.41

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

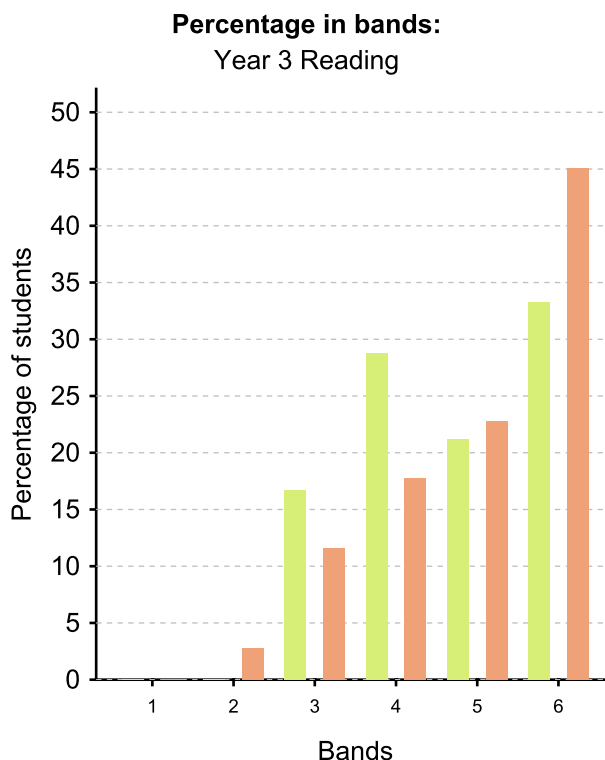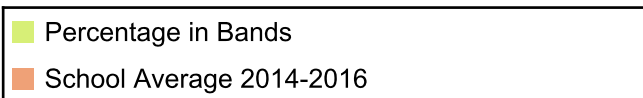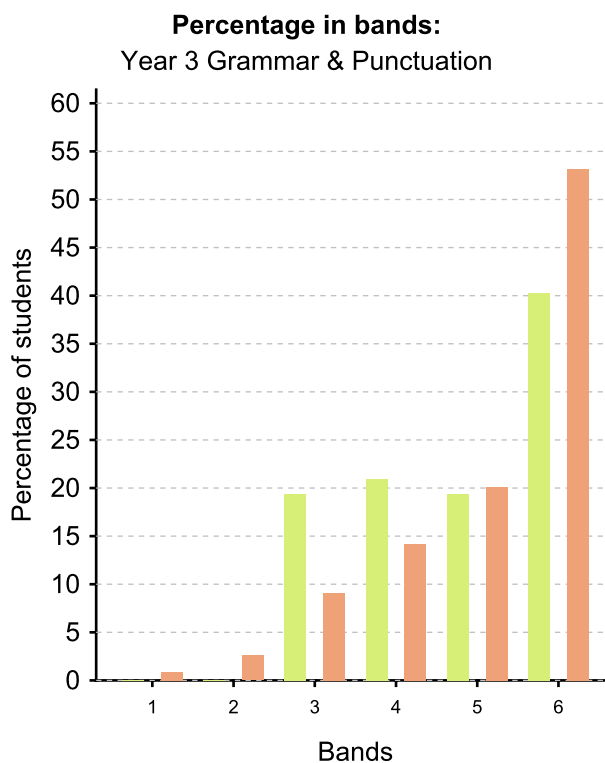The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 **Actual** ($)
Base Total	3 849 914.54
Base Per Capita	31 141.20
Base Location	0.00
Other Base	3 818 773.34
Equity Total	351 150.52
Equity Aboriginal	881.36
Equity Socio economic	7 492.48
Equity Language	257 856.16
Equity Disability	84 920.53
Targeted Total	70 430.00
Other Total	147 062.65
Grand Total	4 418 557.72

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.
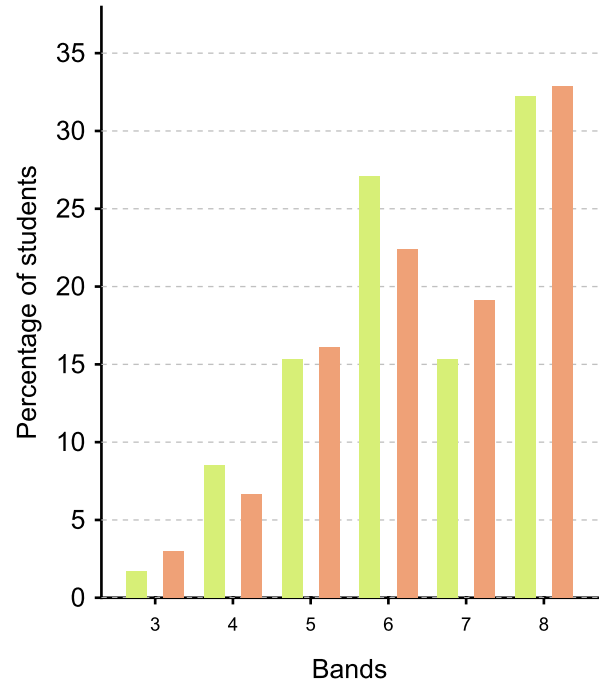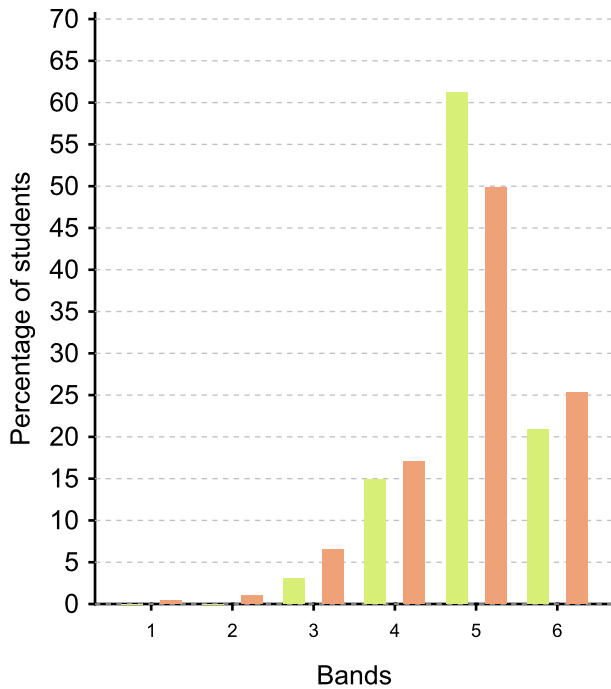
Percentage in bands:
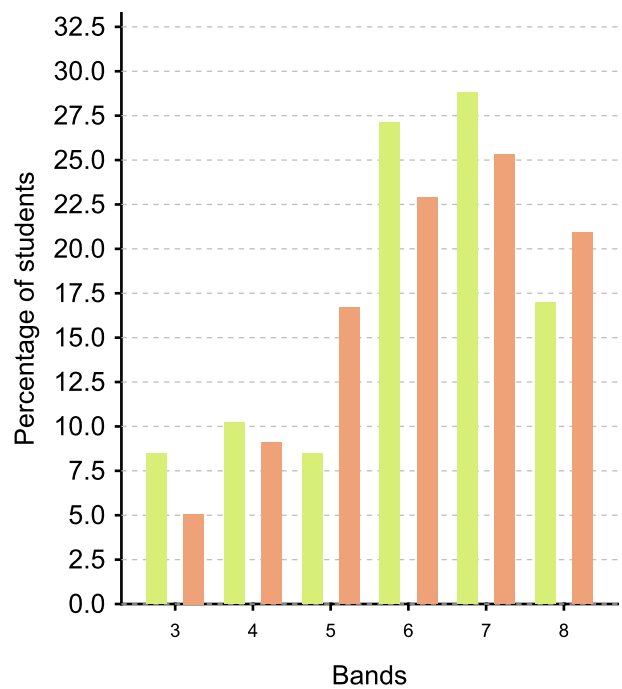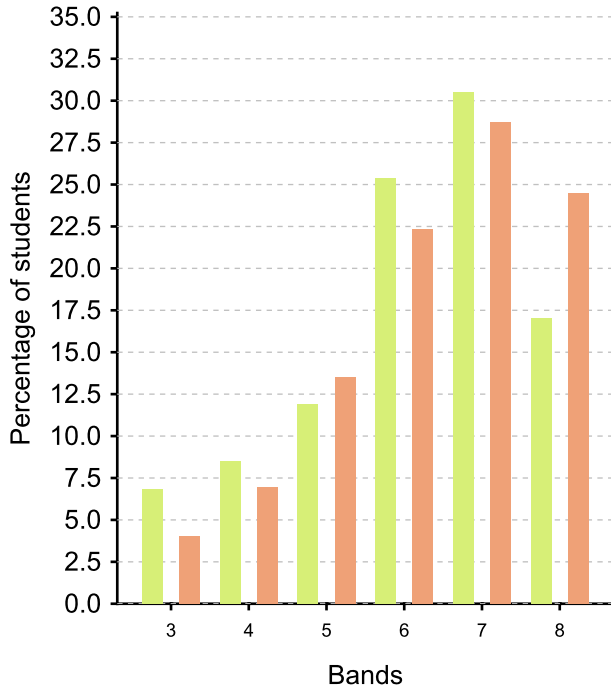Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 3 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016
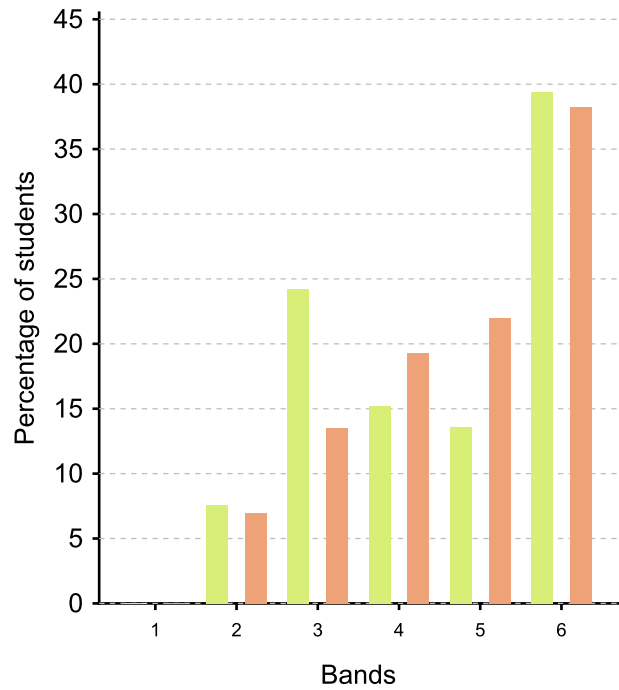
Percentage in bands: Year 3 Spelling

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2014-2016
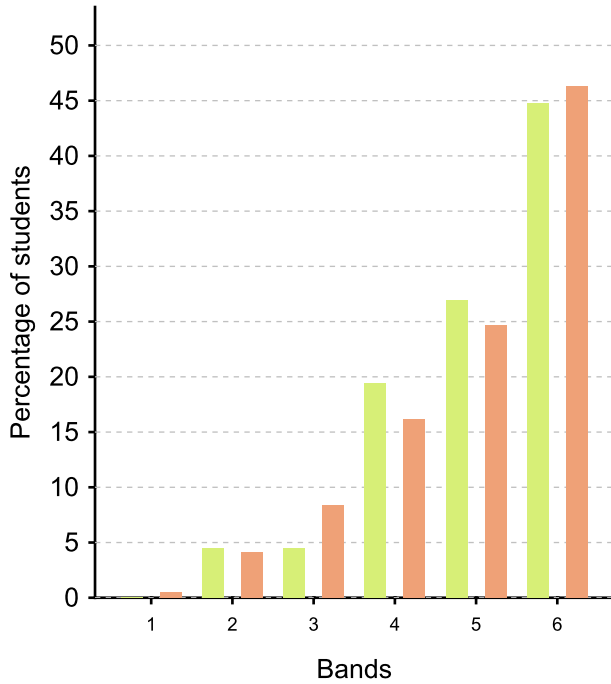
Percentage in bands: Year 5 Grammar & Punctuation

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 3 Writing

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 5 Reading

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2014-2016

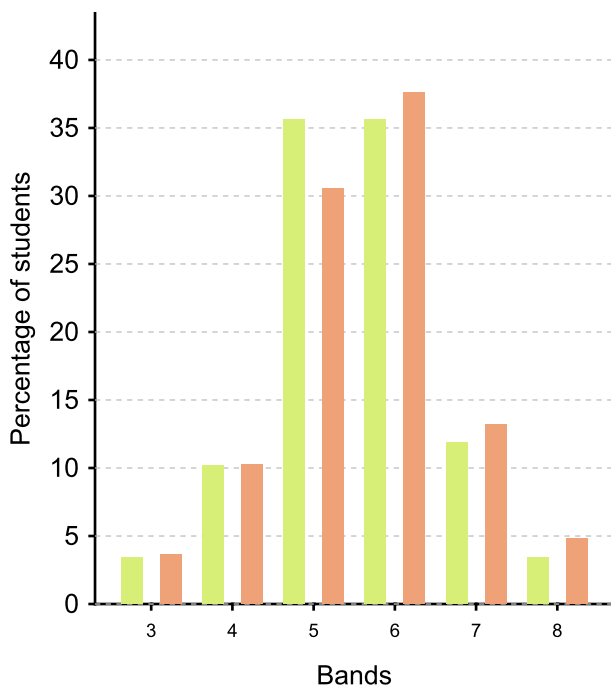## Percentage in bands: Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2014-2016

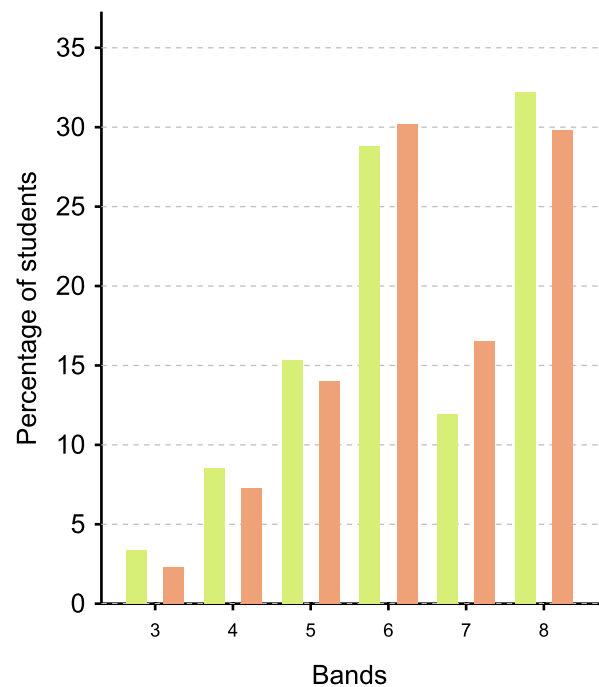## Percentage in bands: Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands: Year 5 Numeracy

Legend:
- 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.>

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Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey measures twenty indicators based on the most recent research on school and classroom effectiveness. The student survey conducted at Hornsby South Public School in 2016 for students in Years 4–6 showed:

- 88% of students had positive relationships at school
- 93% of students indicated they valued schooling and education
- 94% of students tried hard to success in their learning
- 92% of students indicated they did not feel they get into trouble at school for disruptive or inappropriate behaviours

The Focus on Learning Survey is a self–evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important drivers of student learning. The teacher survey conducted at Hornsby South Public School in 2016 for staff showed:

- 79% strongly agreed or agreed school leaders in my school are leading improvement and change
- 84% strongly agreed or agreed school leaders clearly communicate their strategic vision and values for our school
- 100% of beginning or early career teachers believe there are systems of support in place and staff that support them in their teaching role
- 90% of teachers believe their wellbeing is important to school leaders in their workplace

The Partners in Learning Parent Survey is based on acomprehensive questionnaire covering several aspects of parents' perceptions oftheir child's experiences at home and school. The parent survey conducted atHornsby South Public School in 2016 for parents showed:

- An increase in parent involvement in school planning processes
- 60% of parents have a high to very high level ofsatisfaction with Hornsby South Public School
- 7 from 10 responses indicated reports on their child's progress were written in terms they understood
- 7 from 10 responses indicated communication from the school was written in clear and plain language
- Hornsby South School newsletter was the most effective form of school communication

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into classroom teaching and learning programs to ensure children develop a deep understanding of Aboriginal culture, aligned to the Department of Education's Aboriginal Policy.

Multicultural and anti-racism education

At Hornsby South Public School we value and celebrate the multicultural diversity of our school community. Currently 74% of our school enrolment is from a language background other than English. Multicultural perspectives are embedded in classroom learning programs. Our school celebrates our diversity participating in Harmony Day, Multicultural Perspectives Public Speaking Competition and Multicultural Day. Multicultural Day is a significant community event and was extremely well attended by our school community. Communication with parents from culturally and linguistically diverse backgrounds was enhance by engaging interpreters. Our school appoints an Anti–racism Officer (ARCO) to ensure a safe and welcoming atmosphere where diversity is celebrated and prejudice attitudes are challenged.