

Hornsby North Public School

Annual Report



2017



4365

Introduction

The Annual Report for **2017** 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

It gives me great pleasure to present the Annual Report for Hornsby North Public School. Hornsby North Public School provides an education of the highest quality built on a varied curriculum tailored to student needs, community partnerships and strong educational leadership.

I would like to pay tribute to the exceptional educational leadership and commitment to excellence the staff bring to Hornsby North everyday.

At Hornsby North Public School 61% of our students come from a non-English speaking background. It is this cultural diversity that makes us a strong proud high performing school where the opportunity to excel and maintain a cohesive school community is present across all areas of school life.

A wide range of Science, Technology, Engineering and Maths activities including design art are a routine part of class activities and extra curricular activities include coding, robotics, public speaking, choir, Italian, French and Mandarin languages.

"Caring for Children, Educating for Life" has been embedded in the school culture since establishment. Today, this focus continues to provide a platform for students to strive for excellence and to be the best they can be.

Acknowledgement is made of the wonderful parent body and community members who provide outstanding generous support to school programs and extra curricula activities.

Maree Sumpton,

Principal

Message from the school community

Hornsby North Public School's Parents and Citizen's Association (P & C) is a diverse group of enthusiastic parents and families who are actively involved in a variety of activities to support our school. Our activities are focused in the following key areas:

- Conducting events that bring our school community together
- Raising funds for both day to day support of the school and major purchases

In 2017 the P & C has continued a range of activities that deliver the following support to the school:

- Running our school canteen for the full 5 day school week, and employing a full time canteen manager and supporting staff and volunteers
- Running the school uniform shop
- Managing the award winning school band program
- Managing the class parents network
- Running the grounds committee with regular working bees with more than 300 participants!
- Catering at school events and fundraising events
- Conducting the awesome annual Autumn Fair!

The P & C considers all of these activities to be mini-businesses in themselves and they are managed by volunteer coordinators in each of the areas. The income from all of these small businesses are all put back into the school – with funding provided annually for programs that include Science, Technology support, Literary Support, our Library, Gymnastics, Maths, support teachers and student award programs. We are very proud that the school can rely upon the P & C and the broader school community for this ongoing support.

The P & C continues to work towards two major initiatives – full air conditioning of our school and a refit of our school canteen. Both are needed greatly. We have had success with small grants in both areas but they rely upon continued lobbying of the NSW Government to provide support to achieve the major elements. Our lobbying in these areas will continue.

Thank you to everyone who is involved in the P & C – our Executive, coordinators and volunteers; and to the Principal, Maree Sumpton, the School Executive and staff who work hard with us to achieve the very best for our wonderful school.

Janelle McIntosh P & C 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 2017. The year was full of many highlights and was a fantastic way to bring our wonderful journey with Hornsby North to a close.

Earlier in the year we experienced many opportunities for leadership development. This began with a two day camp for School leaders in neighbouring schools. At the camp we made many new friends and learnt the art of collaboration and team work. Our next exciting event was the Young Leaders Day where the Captains and Prefects were accompanied by Mrs Butterworth to listen to inspirational Australians who had achieved success in a variety of fields.

One of the earlier school events was the autumn fair, an annual event that brings the whole school community together for a day of fun and fund raising. The fair in 2017 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. We had the pleasure of cutting the ribbon to open this event in the presence of Matt Kean, our much loved local member.

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 who 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.

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 2017 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.

Josie Sims and Sean Wang

School Captains of 2017

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 from 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of the process indicated that in the School Excellence Framework domain of

- **Learning Culture**

Hornsby North Public School is **Sustaining and Growing**. Our excellent learning programs, innovative practices, Tell Them From Me surveys and community partnerships demonstrate quality teaching and commitment to strengthen and deliver school and community priorities. In working towards excelling, the school will further develop relationships across the community which support students' development of strong identities as learners.

- **Wellbeing**

Wellbeing is intrinsically linked to learning where the cognitive, emotional, social, physical and spiritual needs of students, staff and community are addressed through inclusive, differentiated programs. Most importantly students are provided with opportunities to grow and thrive in an environment where they are known for their individuality and unique qualities. The school rates as **Sustaining and Growing** in Wellbeing.

- **Curriculum and Learning**

In Curriculum and Learning there is strong evidence to suggest that the school is meeting the learning needs of students. Accommodations and adjustments are made to programs and PLaSP's are in place for targeted students. Transition to Kindergarten and High School is given significant thought and extensive processes are in place to ensure all needs are

met. The school is **Sustaining and Growing** in this area.

- **Assessment and Reporting**

In Assessment and Reporting the school rates as **Sustaining and Growing**. Parents are fully involved and actively engaged in student learning. There are systematic processes, policies and programs to identify and address student needs. The school is working towards excelling. More consistent practices will be embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

- **Student Performance Measures**

Student Performance Measures, the school achieves excellent value added results and in standardised testing the students achieve at grade or above grade level. MultiLit programs cater for students experiencing difficulty in Literacy. Small groupings targeting individual needs assist in the development of Numeracy skills. The results of the validation process for Student Performance indicate that the school is **Excelling** in this area.

Teaching

The results of this validation process indicate that in the SEF domain of **Effective Classroom Practice**, Hornsby North is **Sustaining and Growing**. Teachers regularly use data and student feedback to evaluate the effectiveness of their teaching practices. Classroom environments are well managed, happy, welcoming and stimulating places where detailed, planned teaching takes place and where students receive explicit feedback on how to improve.

Teachers effectively use **Data skills** and assessments to plan programs and to decide upon the point of entry to the program for individual students and to identify areas for improvement and gaps in learning. The school is **Delivering** in this area. Our future plans are to engage the school community in reflecting on performance data. We aim to build the collective capacity of the staff and community to use data to inform strategic directions.

The element of **Collaborative Practice** is evident in the many leadership and mentoring opportunities that have been created for succession planning and to provide formal mentoring support to improve teaching and leadership practice. The school rates as **Sustaining and Growing**. Future plans aim to embed explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing school wide improvement.

The **Learning and Development** element reflects a focus on improved teaching methods in Literacy and Numeracy with professional learning where teachers are actively engaged in developing effective teaching strategies and planning their own professional development to improve performance. To excel in this area, the school aims to widen the mentoring programs so that more teachers are engaged in leadership, early career teachers are supported and professional learning is aligned to the school plan. The school is **Sustaining and Growing** in this area.

In **Professional Standards** the school rates as **Sustaining and Growing** and teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. One third of the staff have achieved accreditation over the past three years. Further emphasis will be on all staff demonstrating personal responsibility for maintaining and developing their professional learning plans.

Leading

- **Leadership**

In Leadership the school is **Excelling**. The school recognises that leadership is central to school capacity building and provides many opportunities for students, staff and the community. Programs such as the Aspiring Leaders, Learning to Lead, Eco Warriors and community programs are a few examples. We believe we are Excelling in aspects of this domain.

- **School Planning, Implementation and Reporting**

The staff are committed to and can articulate the purpose of the strategic directions in the School Plan. Future directions will focus on a school wide responsibility which is evident through leadership, teaching, learning and community evaluations to review learning directions and improvements. For this element the school is **Sustaining and Growing**.

- **School Resources**

Long term financial planning is shared with the school and parent body. The joint planning is integrated with school planning to ensure that optimal use of school facilities to best meet the needs of the school and the community is made. Staff, Student and Parental TTFM surveys will be used this term and used as a starting point when communicating with all stakeholders. As evidenced in staff and student mentoring programs, existing management systems and community surveys the school is Sustaining and Growing in this area.

- **Management Practices and Processes**

The school is **Excelling** in this element and will continue to strengthen current structures and processes and respond to community feedback so that parental engagement is strong and supported amongst all families.

For more information about the 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

Professional Learning was completed by all staff members in the use of PLAN data for Literacy. Data was entered regularly by all teachers K–6 and used to track student progress including setting SMART goals. The consistent schedule of testing across the school using both the PAT and SWST standardised tests has continued. Benchmarking, a regular feature of the K–2 program has tracked the development of reading skills and has been utilised in 3–6 when necessary. Data was collated in a central database to ensure greater consistency. Students were identified by classroom teachers and assessed for Literacy skills in order to place students requiring support on the MultiLit program.

The Validation Process for Student Performance indicated that the school is Excelling in Student Performance Measures as evidenced in NAPLAN data.

In 2017 the Geography Curriculum was fully implemented and all stages have formulated well-structured, appropriate units of work including Inquiry based learning opportunities.

The revised format for Personalised Learning and Support Plans was adopted and used to monitor SMART goals and individual learning needs.

Staff continued to undertake Professional Learning in relation to STEAM. Two teachers attended the Makerspace Conference. Teachers collaborated to extend this knowledge amongst staff. As a result many quality teaching programs have been established including Lego Robotics, Computational Thinking – Bebras, Minecraft and Coding.

The Bounce Back Program was continued for Stage 1 and 2 and extended to Stage 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">To maintain the percentage of students achieving at or beyond the expected stage standard for Literacy.	\$10,000 Reading Resources. \$5,000 Home Readers. \$4,000 SLSO Support in Classrooms.	Combining the English strands, on average 95.5 % of students in Y5 achieved marks in the top 3 bands. 92.6% of students in Y3 achieved marks in the top 3 bands.
To maintain the number of students at or beyond the expected stage standard for Numeracy.	\$5,000 Maths Resources. \$4,000 SLSO Support in Classrooms. Community Funds.	93.5% of students in Y5 achieved marks in the top 3 bands.92.8% of students in Y3 achieved marks in the top 3 bands.
MultiLit data reflects student progress.	\$30,000 QTSS Funds.	Eighty students started on the program in 2017. All students have demonstrated increased ability and at least twenty of the initial group have completed the program and are reading at their year level expectation.
The ratio of technology devices available to students is maintained.	\$60,000 School and Community Funds.	The number of iPads was increased to include a set for use with Individual learning programs.

Next Steps

- Staff attend Professional Learning to implement new learning progressions and track data using PLAN 2. Kindergarten and staff members to attend professional learning for revised BestStart 2019
- Whole staff upskilled in catering for the needs of the increasing numbers of EAL/D students within the classroom setting. Strategies will be developed to inform teaching practices such as oral language through to reading and writing
- Organise and prioritise a whole school upgrade of iPads and stand-alone devices to meet the needs of 21st Century learners
- Review whole school Scope & Sequences for Key Learning Areas to ensure consistency.

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

The DOE program, 'Strong Start, Great Teachers' continued throughout the year with two beginning teachers completing the program at the end of 2017. Both teachers worked with their mentor to improve their assessment and visible learning strategies enabling them to embed these within their practice. Throughout the process these teachers have reflected on their teaching and programs. They have aligned these to the Australian Professional Teaching Standards and are currently working towards Proficient Teacher status.

As a result of Professional Learning opportunities, a database of teachers and their accreditation status has been implemented to identify staff who need support in their skill development leading to Proficient, Highly Accomplished or Lead teacher status. Since the introduction of accreditation, 17 teachers have completed Proficient status and are maintaining their accreditation. One experienced teacher is collecting evidence to complete the Highly Accomplished status.

To increase the leadership skills of our teaching staff, an Aspiring Leaders program was implemented, with five teachers completing the program. Each teacher completed a project, based on an area of interest and our school's strategic directions. These projects were shared with the school and had a positive impact on student outcomes and teacher growth.

Teachers participated in a wide range of professional opportunities both in and out of school including a STEAM and Technology Conference, PLAN, Data and Assessment, Aboriginal Education and Geography.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved learning outcomes for all students, including those with learning difficulties, GATS and EALD, using a range of assessment and measurement tools.	\$5,000 Teacher Release for Team teaching and Mentoring. \$5,000 Professional Learning.	Continued Professional learning and implementation of PLAN across the school and differentiated learning programs. <ul style="list-style-type: none">• Implementation of Minecraft education in Stage 2 and embedding of STEAM activities in the Science curriculum across all stages. Whole staff professional learning of the Eight Aboriginal Ways of Learning
Greater staff engagement in HNPS curriculum, professional satisfaction and career development.	\$8,000 Teacher Collaboration and Professional Learning.	Classroom models of sharing good practice continued. Five teachers participated in the Aspiring Leadership program.
Increase in staff accessing professional learning and leading school-based professional learning.	\$5,000 Professional Learning.	Teachers continued to attend professional learning in a range of areas to meet personal and professional goals and the goals outlined in the school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of mentoring and collaborative teaching opportunities.	\$7,000 for Mentor/ Teacher Meetings.	Mentoring program continued to be developed.

Next Steps

- Seven Beginning Teachers to commence the Strong Start, Great Teachers program in 2018.
- Performance and Development Plans will be linked to the Australian Professional Teaching Standards.
- Curriculum groups to be formed to streamline scope and sequences across the school.
- Whole school Professional Learning of EALD teaching strategies and progressions.
- Formation of a Highly Accomplished accreditation group to commence the process of this status. Staff to attend Professional Development on the process of collating evidence needed to obtain Highly Accomplished status.
- Kindergarten teachers to attend Professional Development in InitialLit.
- MultiLit to continue.
- Executive and Aspiring Leaders to attend Professional Learning on Differentiation in the Primary Setting.
- Aspiring Leaders program to continue and extend projects into the school plan aligned with the strategic directions.
- Based upon the Australian Institute for Teaching and School Leadership (AITSL) model, a cycle of classroom observation will be implemented after initial staff Professional Learning.
- Whole school Professional Learning in PLAN 2.

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.

Community members who did respond to school surveys indicated strong community satisfaction and school involvement. School events such as Autumn Fair, Mother and Father Day Stalls, Education Day/Night, Carols Night, and utilisation of services such as uniform shop and school canteen continue to be well represented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of parents engaging purposefully in supporting their child's education by attending workshops that strengthen their knowledge and skills.	\$6,000 Teacher Release. \$5,000 InitialLit Course Cost.	Parents and teachers attended InitialLit workshops. Both of which were well received. Parents attended Maths workshops and requested future opportunities.
Increase in number of parents participating in voluntary school surveys.	\$1000	An increase in survey responses was evident, which supported current school plan and targeted focus areas. Tell Them From Me Survey and Teacher Release
Increase in number of hits on School Newsletter webpage.	\$440 Webpage.	Increased number of parents accessing online communication eg. Newsletter, Skoolbag, Sports Blog, P&C Facebook
Qualitative surveys indicate increased parents satisfaction and school involvement.		Kindergarten and TTFM surveys continue to indicate parent satisfaction with academic and welfare programs. The Sporting School Survey indicated 90% parent satisfaction with increased sporting opportunities.

Next Steps

- Parent Information nights including InitialLit presentation for Kindergarten families. Build on cycle of workshops in literacy and numeracy K–6.
- Workshops will be held for staff and families on cultural awareness, student wellbeing and safety.
- Continue to deliver Maths workshops based on parent surveys and indication of need.
- Welcome Morning Tea for parents of Kindergarten students provided by P&C. Invitations to be sent in a number of different languages.

- Increased TTFM survey participation via making resource available for community use. iPads, computers made available in the Library for survey responses. Technology monitors to facilitate.
- Encourage parental involvement in Literacy Groups K–1.
- Invite parental involvement in Harmony Day, through recognition of national dress, flags and multiculturalism.
- Coordinated sports program with SEDA Academy, Sydney FC and Sydney Swans.
- Create an Anzac Memorial Garden with the support of the community and Bunnings.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2555	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.
English language proficiency	\$264706	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.
Low level adjustment for disability	\$91083	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 5 teacher support officers and one teacher for three days per week.
Quality Teaching, Successful Students (QTSS)	\$62366 Teacher release	Successful implementation of MultiLit program. Collaborative professional development with 7 Steps to Writing Success. Teachers observed peers writing lessons and reflected on strategies and implementation which resulted in building teacher capacity across the school.
Socio-economic background	\$11769	These funds are used to support families who are in financial difficulty. The school provides uniforms, fee relief, books and excursion assistance.
Support for beginning teachers	\$24238	Funds were received by the school from the government specifically for the support of five beginning teachers. All beginning teachers participated in 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 three beginning teachers have just commenced phase two, while two completed the program in 2017.
Targeted student support for refugees and new arrivals	\$303	Funding was used for uniforms and excursions.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	410	426	427	431
Girls	410	388	410	419

During 2017 school enrolments increased by 13 students despite the DoE directive that the school is not allowed to take any new out of area enrolments. The school had 61% from cultures other than Australia.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.6	96.1	96	96.5
1	97.2	95.1	95.8	96.8
2	96.8	94.4	96.2	95.6
3	97.6	95.9	96.9	96.8
4	97.2	95.7	96.1	96.8
5	96.8	96.9	96.3	95.4
6	96.6	94.8	95.5	94.5
All Years	97.1	95.5	96.2	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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
KGREEN	19
KYELLOW	21
KBLUE	18
KRED	18
KPINK	19
KORANGE	19
1BLUE	23
1YELLOW	25
1RED	26
1PURPLE	25
1ORANGE	26
2RED	25
2PURPLE	23
2ORANGE	24
2GREEN	23
2BLUE	25
3RED	31
3ORANGE	31
3GREEN	32
3BLUE	32
4YELLOW	26
4RED	27
4PURPLE	27
4GREEN	28
4BLUE	27
5SILVER	30
5ROSE	32
5GOLD	31
5_6PURPLE	38
6GREEN	31
6BLUE	30
6AQUA	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	30.34
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	2.4
School Counsellor	0
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 school received \$40374 in Teacher Professional Learning Funds in 2017. The teaching staff at Hornsby North Public School participated in a range of professional learning activities in 2017. 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 NESAs.

Training School Administrative and Support Staff (SASS) has been a priority due to the implementation

of Learning, Management and Business Reforms. Professional Learning has continued throughout 2017 including training for the use of the Budget Tool.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	595,973
Revenue	6,654,269
Appropriation	5,700,623
Sale of Goods and Services	22,500
Grants and Contributions	918,634
Gain and Loss	0
Other Revenue	3,031
Investment Income	9,481
Expenses	-6,426,220
Recurrent Expenses	-6,466,673
Employee Related	-5,488,182
Operating Expenses	-978,492
Capital Expenses	40,453
Employee Related	0
Operating Expenses	40,453
SURPLUS / DEFICIT FOR THE YEAR	228,049
Balance Carried Forward	824,021

Funds held in trust for P&C – band, uniform shop and contributions, paid in January 2018 total \$120952.68.

Funds to be used for provision of

- substation
- airconditioning in classrooms
- replacement of aging technology
- setup of new classrooms – interactive boards, computers, phone, equipment
- introduction of MultiLit program in excess of \$30000
- provision of music room.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,043,949
Base Per Capita	127,916
Base Location	0
Other Base	4,916,033
Equity Total	370,112
Equity Aboriginal	2,555
Equity Socio economic	11,769
Equity Language	264,706
Equity Disability	91,083
Targeted Total	57,839
Other Total	106,583
Grand Total	5,578,483

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

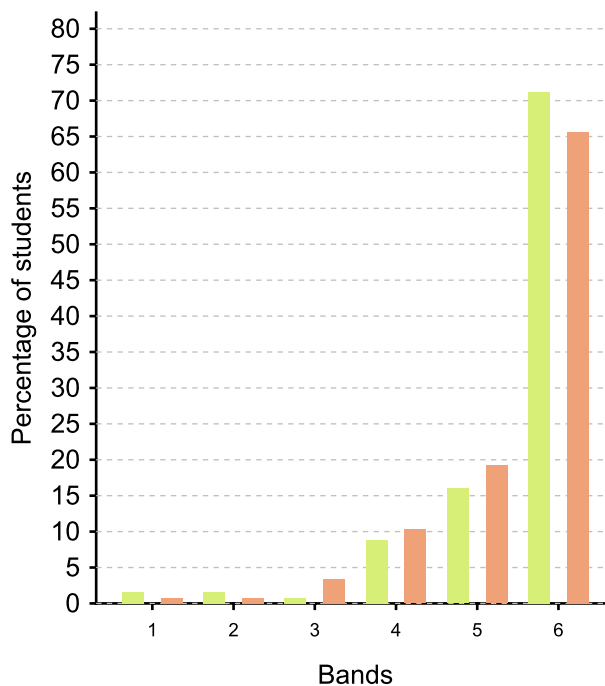
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Years 3 and 5 at Hornsby North Public School achieved well above the state average in all aspects of NAPLAN.

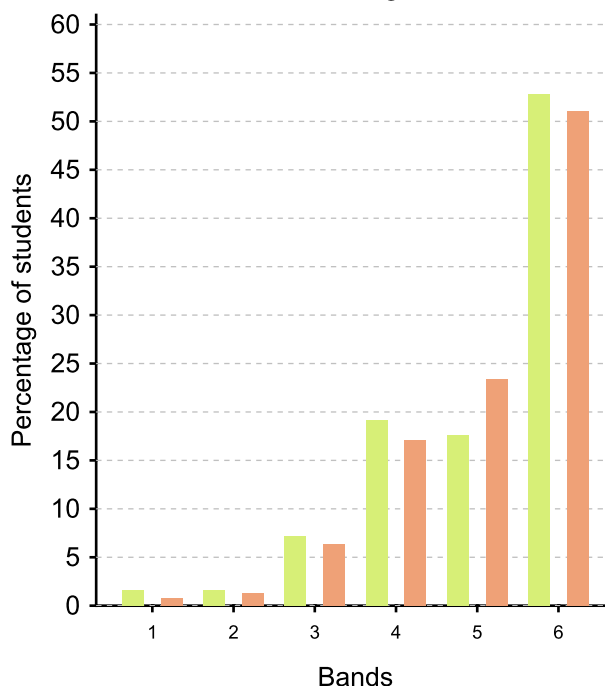
In the area of Literacy in Year 5 the percentages of students in the top three bands were Writing – 90%, Spelling – 99%, Grammar/Punctuation 95.5% and Reading 97.3%.

In Year 3 Literacy the percentages of students in the top 3 bands were Writing – 92.8%, Spelling – 92%, Grammar/Punctuation – 96% and Reading 89.6%.

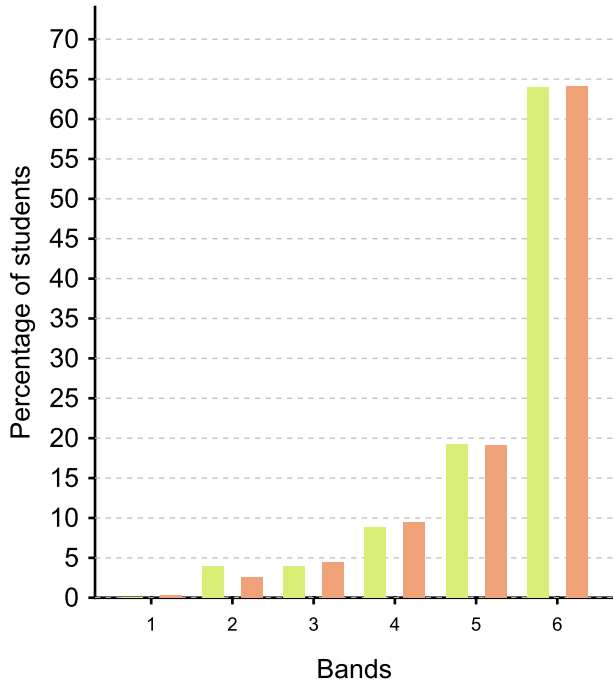
Percentage in bands:
Year 3 Grammar & Punctuation



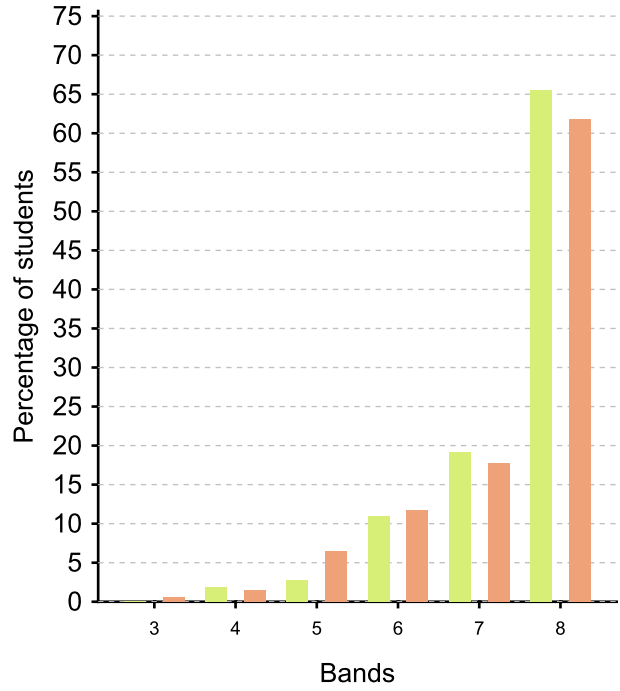
Percentage in bands:
Year 3 Reading



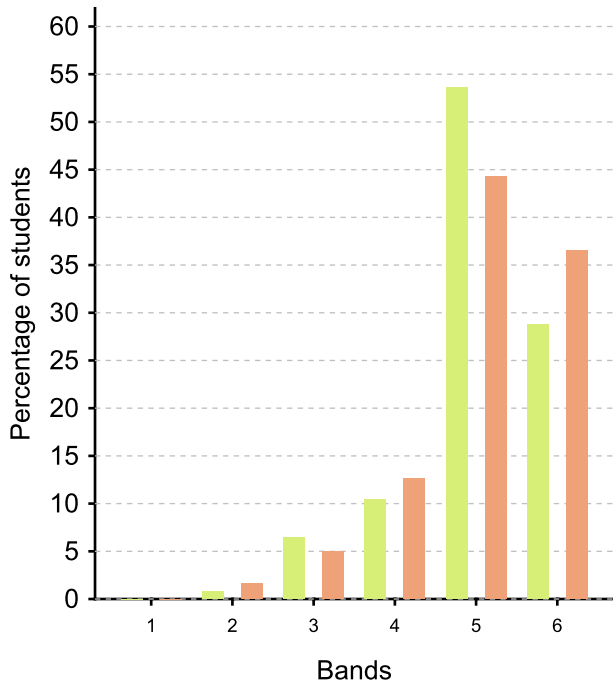
Percentage in bands:
Year 3 Spelling



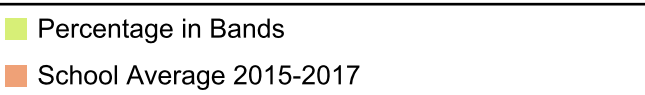
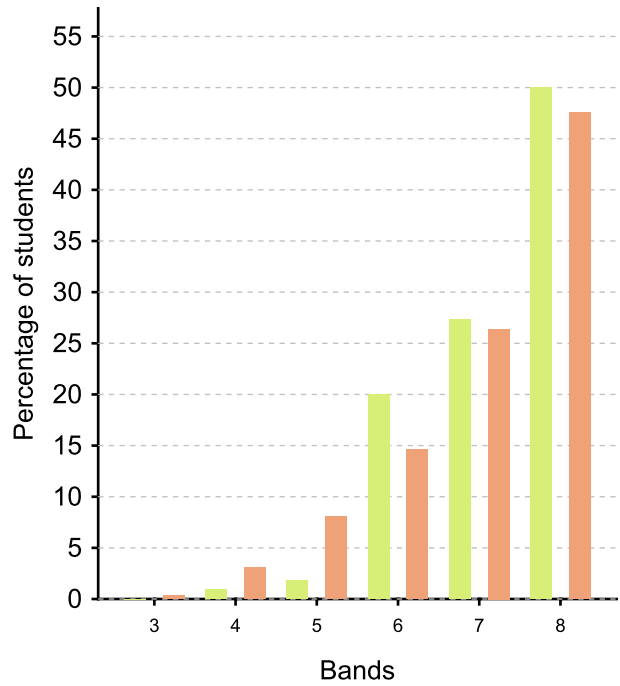
Percentage in bands:
Year 5 Grammar & Punctuation



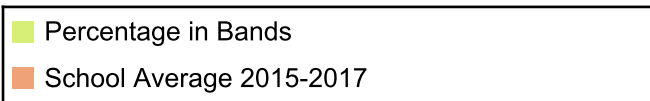
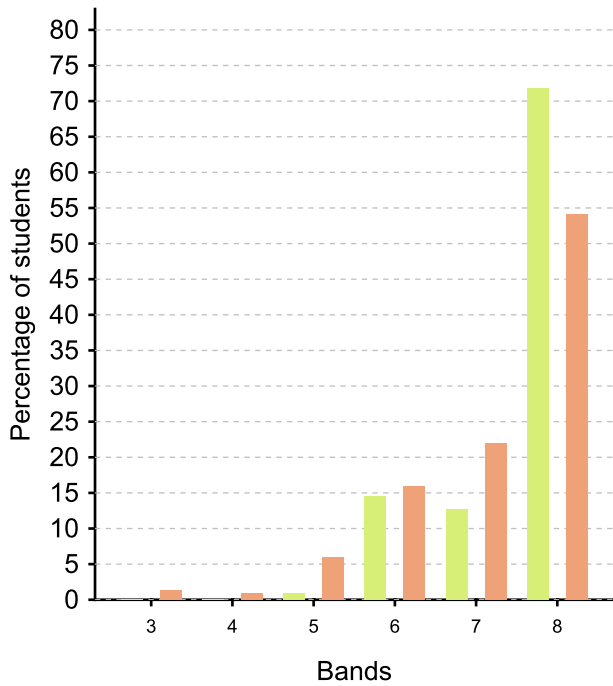
Percentage in bands:
Year 3 Writing



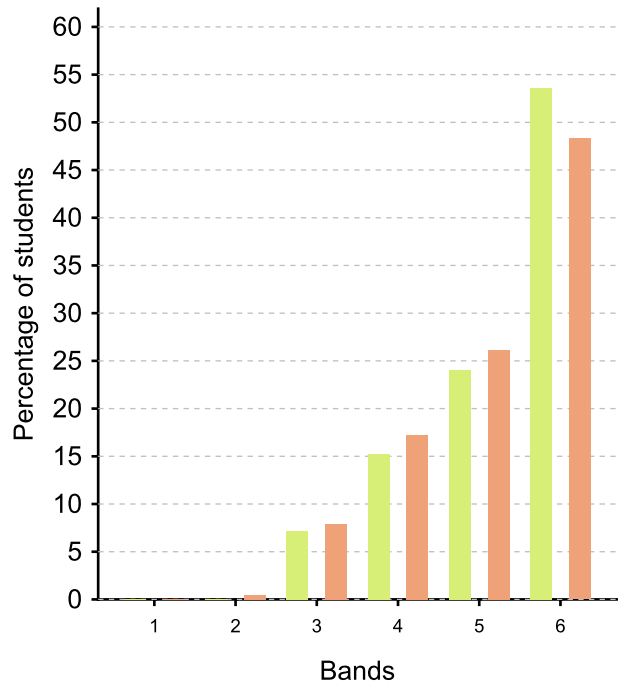
Percentage in bands:
Year 5 Reading



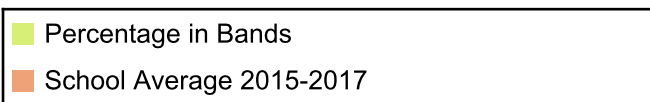
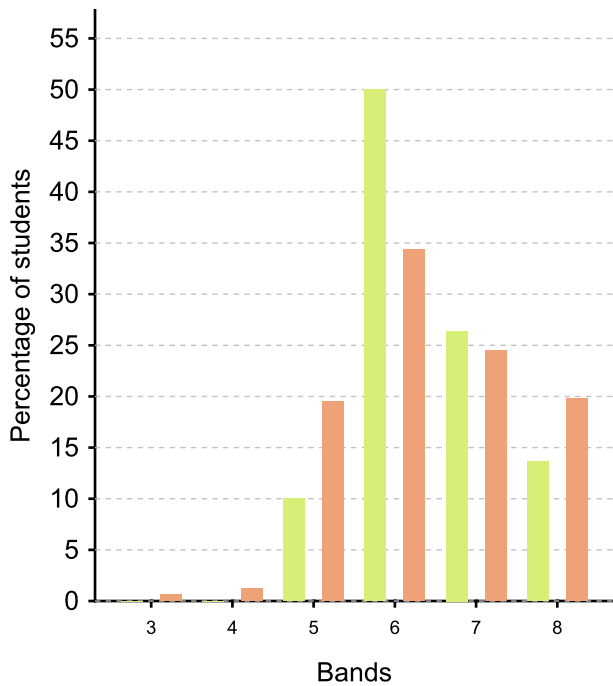
Percentage in bands:
Year 5 Spelling



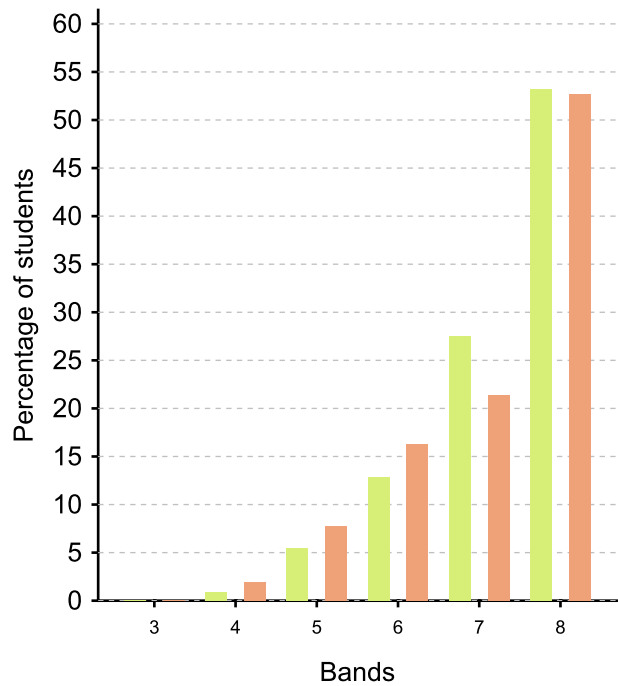
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In Year 5 93.5% of students achieved in the top three bands in Numeracy with 81% being in the top two bands.

In Year 3 92.8% of students were in the top three bands for Numeracy with 78% being in the top two bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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 2017 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 2017, 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 2017, 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 STEAM (Science, Technology, Engineering, Arts and Mathematics) as a coordinated focus in 2017 indicated that there was a marked improvement in the engagement of students, particularly boys and students with identified needs.

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 2018.

Policy requirements

Aboriginal education

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 May 2017 during Reconciliation Week, Kindergarten to Year 6 participated in Aboriginal themed art and craft and the reading of Dreamtime Legends. Naidoc Week was celebrated in the last week of Term 2.

Naidoc Week was celebrated across the school by participating in 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.

This year it was a very special year as Hornsby North Public School Year 2 students and many parents and teachers created a Yarning Circle that is located beside our bush corridor. All students in K–6 to participate in Aboriginal storytelling, drawing sand pictures and quiet contemplation of land and country, use the Yarning Circle. Many classes use the Yarning Circle for quiet reading and group work. The school operates a timetable to make good use of all available time. 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.

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 2017 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 2017, Dance groups performed at Glen Street Dance Festival 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 is a highly valued group at all school functions, particularly Anzac Day Ceremonies and School functions. The Cantare Choir and String and Recorder Groups performed at the Sydney Opera House and School assemblies.

Our first off-site band camp was held this year and proved to be a most valuable asset to the band program.

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 making the quarter finals in the regional competition.

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. The school library is transformed into a colourful art gallery featuring the work of every child in the school.

STEAM

This year we added the Arts element to our STEM curriculum to recognise and demonstrate our strong skills in creativity and design. With the new acronym STEAM, students have designed and created sustainable environment projects and enjoyed creating in the new 'maker' and 'tinker' spaces.

The robotics program has continued to strengthen within our school with an increase of students participating in our after school program. Teacher Professional Development continued in Lego robotics and student skills were developed with the aim of competing in the Robotics Cup in 2018.

Minecraft education was introduced in Stage 2 and was integrated into Science and Geography lessons. Student engagement was excellent as students designed, built and engineered their 3D worlds.