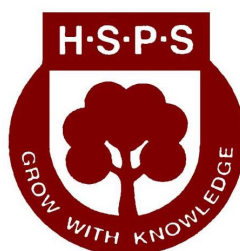


# Hornsby South Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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

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### Message from the Principal

2017 has been a successful and rewarding year at Hornsby South Public School. Our school participated in External Validation and was assessed as Excelling in seven elements across the three domains of Learning, Teaching and Leading of the School Excellence Framework, and as Sustaining and Growing in the remaining seven elements. The External Validation process was an opportunity to present our school achievements and showcase school initiatives.

Our school identified evidence of improved student learning achievement following NAPLAN data analysis and also performed well in ICAS, an independent skills based assessment program, conducted by Educational Assessment Australia.

Community wellbeing was a focus area in our 2015–2017 School Plan. Community feedback and data analysis, indicated wellbeing initiatives enhanced the wellbeing of our school community.

I thank all members of our school community for their commitment to ensuring Hornsby South Public School is a learning environment focussed on ensuring all community members are valued and maximise their potential.

## 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 of their 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 2018–2020 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 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.

The results of this process indicated that in the SEF domain of Learning, Hornsby South Public School is Sustaining and Growing. Our school community is focussed and work collaboratively to achieve the school priorities outlined in our 2015–2017 school plan. Our school has a professional culture where collaboration is central to our learning community. Documented school policies, procedures and practices, enable teachers to provide high quality learning programs that challenge and support students' learning needs. This has involved collaboration with external health professionals, educational professionals and external educational settings. It has also involved internal collaboration where teachers develop transition plans to ensure a smooth transition between year groups. Teachers reflect on their teaching practice when analysing student performance data. Data analysis informs our teaching and learning programs and provides evidence of the impact of teaching practice and school initiatives on student performance. Our school has a variety of data that demonstrates our school community has achieved the priorities outlined in our 2015–2017 school plan. Our school collaborates with parents and informs our parent community about their child's progress through written reports, parent teacher interviews, PLAN Feedback to Parent Reports' and teacher–parent meetings. Parents are also updated on whole school achievement through our school newsletter. Our school actively works towards engaging students in their learning. By utilising student surveys, students are provided with opportunities to respond to questions that determine their level of engagement in our school. Our school considers student answers in school planning and responds by implementing initiatives to promote a positive learning culture and a learning environment where students are engaged and maximise their potential. The exceptions to this consistent judgement are in the elements of Learning Culture, Wellbeing and Student Performance Measures, where evidence indicates we are Excelling. Our school implements a variety of whole school initiatives that support student wellbeing. There is a strong correlation between teacher wellbeing and student wellbeing. Our staff participate in professional learning opportunities that enhance their wellbeing and professional capacity. We engage our parent community in wellbeing programs that enhance family

connections. Hornsby South Public School actively strives to promote wellbeing for all school community members.

The results from this validation process indicated that in the SEF domain of Teaching, Hornsby South Public School is Sustaining and Growing. Student performance data underpins learning programs and engages teachers in reflective practice and collegial discussion. Student progress is assessed and recorded using PLAN software. This enables student progress to be tracked and monitored. Evidence based teaching strategies are implemented throughout the school. Teachers regularly share their expertise within and beyond their stage through lesson demonstrations, lesson observations and lesson feedback. The exceptions to this consistent judgement are in the area of Collaborative Practice and Learning and Development, where evidence indicates we are Excelling. Hornsby South Public School has planned specific and well developed systems of collaboration. Our staff report collaboration has had a significant impact on their teaching capacity and has supported them in their teaching development. Our school collaborates with external educational settings and educational facilitators to pursue excellence in teaching practice. Our leadership team has identified increased school collaboration as a key factor in improved student performance. Professional learning opportunities are evidence-based and are closely aligned to achieving our school priorities. Professional Learning is consistently evaluated to ensure their effectiveness. Regular student data analysis confirms our professional learning opportunities have improved teacher practice and have directly impacted on student performance. Teacher survey responses to professional learning opportunities indicate our teachers value the professional learning and that the professional learning has improved their teaching practice.

The results from this validation process indicated that in the SEF domain of Leading, Hornsby South Public School is Sustaining and Growing. The exceptions to this consistent judgement are in the elements of Leadership, and Management Practices and Processes where evidence indicates we are excelling. Our 2015–2017 school plan focused on the development of our school leadership team and increasing the impact school leaders have on learning. Teacher survey results indicate our school leadership team has improved their leadership capacity and are actively combining the three models of instructional, transformational and distributed leadership, in the pursuit of school excellence. School leaders focus on data to inform planning and as evidence of successful teaching practice. They engage team members in reflective practice and have high expectations for teachers and students. School leaders harness the strengths of high impact teachers and provide leadership opportunities to build school leadership capacity. Leadership management practices and processes respond to feedback from our school community and school community needs. Our school leaders promote collaboration, acknowledge teachers' skills and seek opportunities to develop the capacity of our teachers to maximise the potential of our students.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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. Leadership practices focused on building instructional leadership.

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 2018 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)	Funds Expended (Resources)	Progress achieved this year
All teachers are engaged with professional development, school and DoE priorities		Teacher professional learning evaluations indicated professional learning opportunities enhanced their teaching practice. They identified a clear link between quality teaching practice and enhanced student outcomes. Staff raised their awareness of Department of Education priorities and initiatives through professional learning.
PDP annual review process provides evidence of 100% of teachers engaged and actively working towards achieving professional goals		All staff engaged in goal setting related to school priorities and individual needs. Staff engaged in a variety of professional learning opportunities to support them with their goal achievement.
All teachers use data to inform and differentiate their teaching and learning program to improve student learning outcomes		Data informed the planning and development of learning programs. Learning programs were differentiated to cater for the differing learning needs of students.
All teachers are involved in		Staff collaboratively evaluated school programs and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching and school evaluation processes.		student achievement data to pursue ongoing improvement. Our school was involved in External Validation and evaluating our school against the School Excellence Framework. Our school achieved 'Excelling' in seven of the elements and 'Sustaining and Growing' in the remaining seven elements.
TTFM Teacher Survey reflects growth in eight drivers		<p>TTFM 2016 teacher survey data was compared to 2017 data. The data focussed on the following Eight Drivers of Student Learning. The scores from the Likert format questions have been converted to a 10 point scale. A score of 0 indicates strong disagreement and a score of 10 indicates strong agreement. Leadership remained at 8.1; Collaboration decreased from 8.9 to 8.6; Learning Culture increased from 8.4 to 8.5; Data Informs Practice increased from 7.8 to 8.1; Teaching Strategies increased from 8.3 to 8.4; Technology increased from 6.1 to 6.7; Inclusive School increased from 8.4 to 8.6 and Parent Involvement increased from 7.2 to 7.6.</p> <p>All scores were above NSW Government norms apart from technology that was scored equal to NSW Government norms.</p>

## Next Steps

- Leadership professional learning focussed on instructional leadership to improve whole school performance
- School leaders facilitate and lead professional learning to improve teaching practice and student achievement in literacy and numeracy
- School leaders lead learning program differentiation and implementation
- Stage leaders lead the implementation of learning programs that embed a variety of assessment strategies



## 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 2017, staff were involved in quality evidence based professional learning opportunities that enhanced teacher practice and student learning outcomes. Staff in Year 1 commenced their second year of professional learning in Language, Literacy and Learning (L3). Year 2 teachers and new Kindergarten and Year 1 teaching staff commenced their initial training in L3. All staff were involved in Focus on Reading (FoR) professional learning opportunities to improve student comprehension and vocabulary development. Teaching and learning program evaluation ensured the learning needs of all students were supported in classroom programs.

Staff participated in professional learning to support the continued implementation of Positive Behaviour for Learning (PBL). This training was the Classroom component of Tier 1 training. New staff participated in a PBL catch up workshop to ensure consistency of PBL implementation across the school.

In 2017, we participated in staff wellbeing and student wellbeing professional learning and initiatives to enhance the wellbeing of all community members. In 2018, we will continue to focus on community wellbeing, building on previously implemented initiatives.

Student enrichment opportunities were implemented to further engage students. This included Stage 2 and Stage 3 involvement in 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.

As a result of school learning initiatives, our school achieved an increase in the percentage of students achieving in the proficient bands across Year 3 and Year 5. In 2018 we will continue our focus on delivering quality learning programs to enhance student achievement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of all students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data		In 2017, teaching staff monitored student progress utilising the Literacy Continuum. PLAN data indicated 100% of students made progress towards achieving their expected cluster level.
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		From 2016 to 2017 both Year 3 and Year 7 achieved an increase in the percentage of students achieving proficient bands for Reading, Spelling, Grammar and Punctuation.  In the same period, the percentage of Year 5 students achieving in proficient bands increased in all areas of Literacy.
60% of students achieve greater than or equal to expected growth rate in NAPLAN Literacy and Numeracy		In 2017, Year 5: <ul style="list-style-type: none"><li>• 66% achieved greater than expected growth in Grammar and Punctuation</li><li>• 64% achieved greater than expected growth in Spelling</li><li>• 69% achieved greater than expected growth in reading</li><li>• 61% achieved greater than expected growth in Writing</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of students achieve greater than or equal to expected growth rate in NAPLAN Literacy and Numeracy		<ul style="list-style-type: none"> <li>• 66% achieved greater than expected growth in Numeracy</li> </ul>
TTFM Student survey and focus groups sessions indicate an increase in student learning engagement		<p>92% of students indicated they demonstrated positive behaviour at school, an increase of 3% from 2016 data.</p> <p>In 2017, the following increases were noted:</p> <ul style="list-style-type: none"> <li>• 4% in Student Interest and Motivation</li> <li>• 5% in Homework Behaviours.</li> <li>• 3% in Sense of Belonging.</li> </ul>
Teacher survey responses identify professional learning opportunities enhance teaching practice	<p>Professional Learning (\$34 459.00)</p> <p>Literacy and Numeracy (\$23 545.00)</p> <p>QTSS (\$44 185.00)</p>	<p>96 % of teachers indicate that school leaders are leading improvement and change in learning.</p> <p>Teacher professional learning evaluations indicate 100% of teachers agreed or strongly agreed planned professional learning supported their teaching practice.</p>

## Next Steps

- Continue to focus on further engaging students in their learning through the implementation of quality and evidence based teaching practices
- Professional learning focussed on differentiation to enhance the learning opportunities for all students
- Professional learning focussed on implementing assessment strategies as assessment 'for, as and of' learning



## 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

In 2017, our school continued to focus on strengthening school community engagement. We implemented whole school community surveys to provide feedback about the thoughts and opinions of community members. Survey analysis assisted in the development of our 2018–2020 School Plan, particularly around student engagement, the implementation of evidence based teaching practices, assessment and differentiation.

Classroom teachers facilitated parent information evenings and parent teacher interview sessions to inform parents of class programs and student progress in learning. Parents were provided with PLAN Feedback to Parent Report and a 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 the previous year's attendance. There were high levels of engagement in school events such as Easter Hat Parade/ Crazy Hair Day, Grandparents' Day and our school concert. Students were actively engaged in other school initiatives including Premier's Spelling Bee, Multicultural Perspectives Public Speaking Competition, Multicultural Day, Harmony Day, Book Week, sporting carnivals, Kindergarten Orientation events, Band Performances, Band Camp, Stage 3 Camp, 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. Connections with local service providers to improve student learning outcomes were strengthened. Increased parent satisfaction was evident in the Partners in Learning Parent Survey.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of high to very high overall parent satisfaction levels indicated in TTFM parent survey		Overall 68% of parents had a high to very high level of satisfaction with our school. This was an increase from 60% in the 2016 TTFM Parent Survey.
Observable and recorded evidence of increased levels of parent engagement in school initiatives and learning programs		Overall on a 10 point scale, there was an increased response in parents feeling welcomed at school from 6.5 in 2016 to 7.5 in 2017. There was an increased response to parents being informed to 6.7 from 5.4 in 2016. 86% of respondents belonged to a school committee.
TTFM surveys indicate an increase in student, parent and staff engagement		Our school actively sought parent opinion throughout the year. In 2017, parent consultation in school planning increased from 22% to 34%; Policy Review from 16% to 32%; Teaching Practices from 10% to 20% and Curriculum Delivery from 7% to 19%.
Updated school policies developed with community consultation reflect DoE policy		2017 TTFM survey responses indicated parent consultation in relation to school policy development increased from 16% in 2016 to 32% in 2017. School policy review is ongoing and all school procedures implemented in 2017 reflected DoE priorities.

## Next Steps

- Continue to inform our school community about school initiatives and learning programs
- Build on school wellbeing initiatives that support student learning and family connections
- Professional learning focussed on differentiation and effective assessment strategies to further engage students in their learning

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 269.00)</li> </ul>	Funding was used to purchase culturally significant literacy resources for use throughout K–6 classrooms.
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• English as an Additional Language or Dialect (EAL/D) Teachers 2.4</li> <li>• English language proficiency (\$276 118.00)</li> </ul>	EAL/D teachers were involved in team teaching with staff and/or withdrawing students in small groups. Class teachers and the EAL/D teachers also collaboratively planned, implemented and monitored programs to support EAL/D students. These programs helped students with English as a second language or dialect achieve equity. All EAL/D students made progress on EAL/D phases.
<b>Low level adjustment for disability</b>	<p>Learning and Support Teacher 0.7</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$95 592.00)</li> </ul>	The Learning and Support Teacher in collaboration with the Learning and 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 and Support Teacher and the Principal, 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 MiniLit and/or MultiLit programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching Successful Students (QTSS) (\$44 185.00)</li> </ul>	Hornsby South Public School undertook an intensive transition program to ensure the learning needs of all students were communicated to the 2018 teachers. All staff participated in transition meetings where the 2017 teachers, 2018 teachers, together with Stage Supervisors and the Learning and Support Team discussed student needs and current strategies being implemented to cater for these needs. The transition process also included Preschool to Kindergarten transition meetings with the 2018 Kindergarten teachers, Preschool directors and staff, families and external personnel. The process also included the delivery of lessons by the 2018 Kindergarten teachers at various preschools. This funding also assisted the school in providing support structures for teachers. These included team teaching opportunities, lesson demonstrations, school visits, and planning and programming support to assist staff in the implementation of

<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching Successful Students (QTSS) (\$44 185.00)</li> </ul>	<p>Focus on Reading (FOR) and Language, Learning and Literacy (L3) processes and practices within the classrooms. Additional support was also provided for staff to develop their knowledge and understanding of National Consistent Collection of Data (NCCD), the development and implementation of a school-wide Safety and Road Safety program, training and development on the student wellbeing and resilience programs by Uplifting Australia, 'Lift Off!' and for staff to work towards achieving their individual goals, as identified through our school-wide Performance and Development Plan (PDP) process.</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$8 885.00)</li> </ul>	<p>Socio-economic background funding was used to support students with additional learning needs, to enable students to access the curriculum on the same level as other students that do not require higher levels of support.</p>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for beginning teachers – ten eligible first year beginning teachers and three eligible second year beginning teachers (\$146 689.00)</li> </ul>	<p>The Strong Start, Great Teachers Committee supports beginning teachers within the school and is made up of a diverse range of teachers, including beginning teachers, executive and administration staff, and experienced teaching staff. Throughout the year, the committee met once per term to identify areas of need for beginning teachers and how best to support them. The committee drew upon the expertise of its members to deliver professional learning priorities, curriculums, administration systems and whole-school improvement. The beginning teachers on this committee were actively engaged in identifying future professional learning sessions. They also planned and negotiated collaboratively where and how their Beginning Teacher funding was to be allocated. Beginning teachers utilised this funding to participate in a range of activities to support the development of their knowledge and skills and the monitoring, reviewing and achievement of their Performance and Development Plans (PDPs). These activities included mentoring and coaching sessions with their team leaders, lesson observations and lesson demonstrations. Beginning teachers were involved in professional learning on classroom management, job application processes, SENA testing, National Consistent Collection of Data (NCCD), Positive Behaviour for Learning (PBL), Reading Recovery observations and strategies, student engagement, PLAN data, differentiation, the development of scope and sequences, and the Mathematics and English curriculums. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation. The teachers also actively participated in stage planning, and assessment and reporting. Beginning teachers reported increased levels of knowledge, skill and confidence as a result of these support opportunities.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	273	300	308	323
Girls	241	271	280	320

Hornsby South Public School had a total of 643 students in 2017 and increased two classes from 24 to 26 in 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	95.2	95.1	94.3
1	96.4	94.5	95.4	95.6
2	96.7	95.9	95.1	95.8
3	97	95.5	95	96.3
4	96.9	92.6	95	94.6
5	96.8	94.5	94.8	95.2
6	96.3	93.2	94.9	94.5
All Years	96.4	94.6	95.1	95.2
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

Attendance is regularly monitored through the Learning and 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 carers 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
Head Teacher(s)	0
Classroom Teacher(s)	23.67
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	2.6
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	23

### Professional learning and teacher accreditation

All staff were involved in regular professional learning opportunities aligned to the Hornsby South Public School 2015–2017 School Plan, professional learning goals identified in individualised teacher Professional Development Plans and Department of Education initiatives and training requirements. Coaching and mentoring strategies also provided guidance and supported staff to achieve identified goals. Teaching staff were involved in a variety of professional learning opportunities. These included Language, Learning and Literacy (L3), Focus on Reading (FoR), Strong Start, Great Teachers, Teacher Wellbeing, DoE mandatory training, report writing, curriculum differentiation, Positive Behaviour for Learning (PBL), Leading 4 Learning, STEM, Australian Professional Standards and School Evaluation. Our school staff are comprised of teachers at various stages of their career development. This includes teachers at graduate (33%), proficient (37%) and pre 2004 service teachers

(30%).

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	510,959
<b>Revenue</b>	5,422,556
Appropriation	4,934,226
Sale of Goods and Services	16,571
Grants and Contributions	454,405
Gain and Loss	0
Other Revenue	8,126
Investment Income	9,228
<b>Expenses</b>	-5,164,505
Recurrent Expenses	-5,164,505
Employee Related	-4,487,374
Operating Expenses	-677,131
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	258,051
<b>Balance Carried Forward</b>	769,011

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,091,668
Base Per Capita	89,862
Base Location	0
Other Base	4,001,806
<b>Equity Total</b>	381,863
Equity Aboriginal	1,269
Equity Socio economic	8,885
Equity Language	276,118
Equity Disability	95,592
<b>Targeted Total</b>	36,798
<b>Other Total</b>	200,954
<b>Grand Total</b>	4,711,283

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.

In the NAPLAN test aspect of Grammar and Punctuation, 87.1% of Year 3 students achieved a result in the top 2 bands with the majority of students achieving Band 6. In Year 5, a total of 55.2% of students achieved results in the top 2 bands with the majority achieving Band 8. While our school achieved an increase in the proportion of students achieving in the top 2 bands from 2016, there was a slight increase in the proportion of students achieving at or below minimum standards in both year groups.

Teachers have been involved in Focus on Reading Professional Learning, a school priority identified in our 2015–2017 School Plan. 2017 NAPLAN data analysis provides evidence of school improvement in reading as a result of school initiatives and improved teaching practice. In Year 3 (82 students), 67% of students were placed in the top 2 bands. This is above the SSSG proportion of students in the top 2 bands and is an improvement from 54.6% in 2016. Year 5 (76 students) achieved 59.2% of students in the top 2 bands. This is

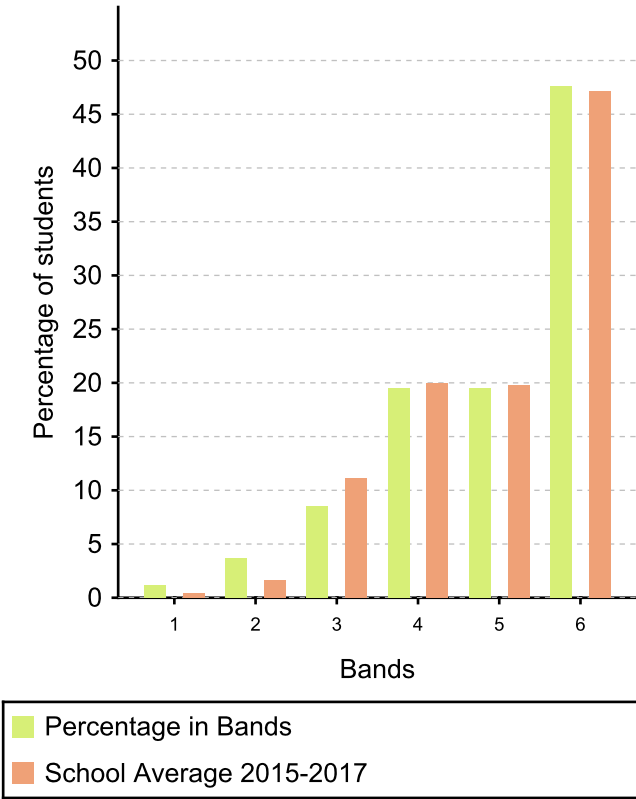


the highest percentage since 2010 and is above the SSSG proportion of students in the top 2 bands in reading. We have also reduced the proportion of Year 5 students achieving below minimum standards from 8.4% to 2.6%.

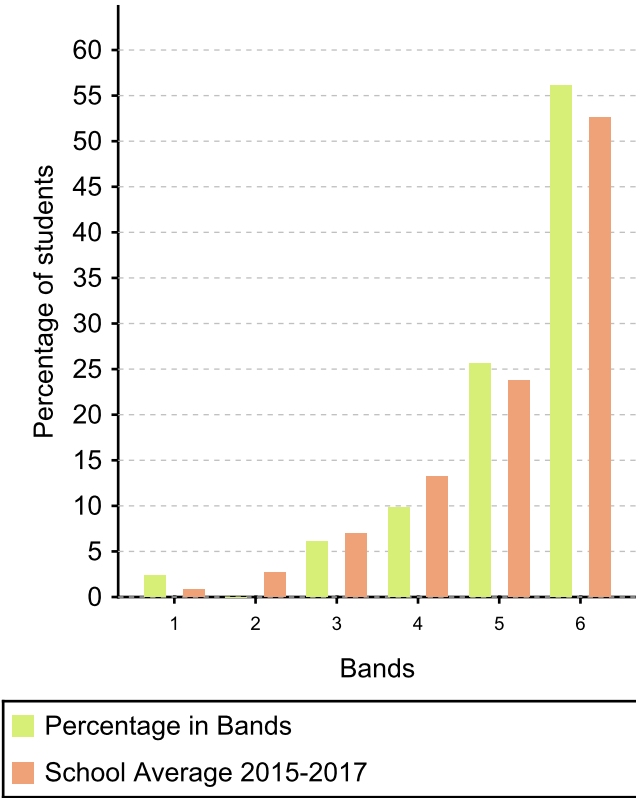
In spelling, 81.7% of Year 3 students (82 students) achieved in the top 2 bands, compared with 65.7% of students in SSSG. We increased the proportion of students from 71.6% in 2016. Our school reduced the proportion of Year 3 students at or below minimum standards from 4.4% in 2016 to 2.4% in 2017. In Year 5 (76 students), the proportion of students in the top 2 bands exceeded the proportion of SSSG students in the top 2 bands. 57.8% of our Year 5 students achieved band 7 or 8. We reduced the proportion of Year 5 students at or below minimum standards from 15.2% in 2016 to 5.26% in 2017.

In Writing, 76.8% of Year 3 (82 students), achieved in the top 2 bands. This was a decrease from 2016, however, our school achieved above SSSG where 62.8% achieved in the top 2 bands and well above the state proportion of students in the top 2 bands. In Year 5, there was an increase in the proportion of students achieving in the top 2 bands from 15.2% in 2016 to 22.3% in 2017. Our school reduced the proportion of students achieving at or below minimum standards from 13.5% in 2016 to 7.8% in 2017. Writing has been identified as a school focus in our 2018–2020 plan. Evidence based professional learning has been identified and three staff participated in the Seven Steps to Writing workshop held in October. Staff attending will lead school based professional learning in 2018.

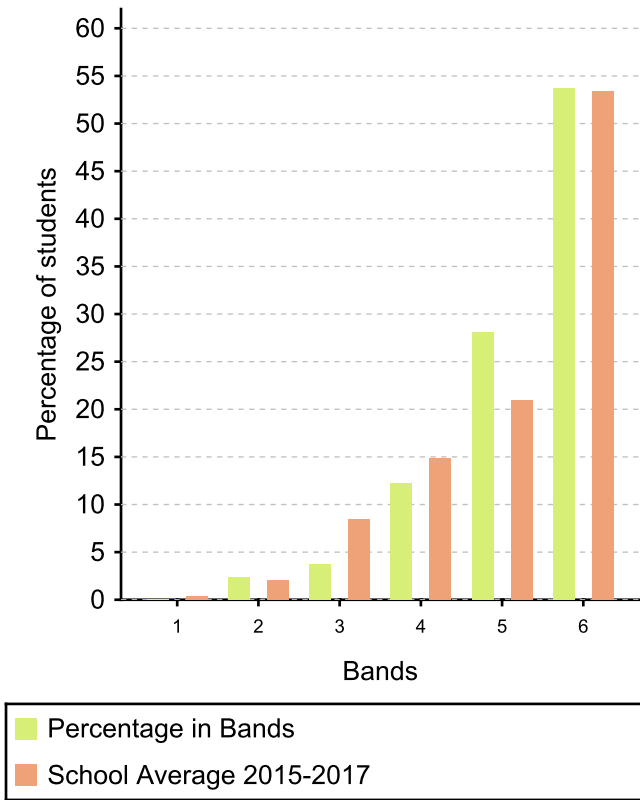
Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 3 Spelling

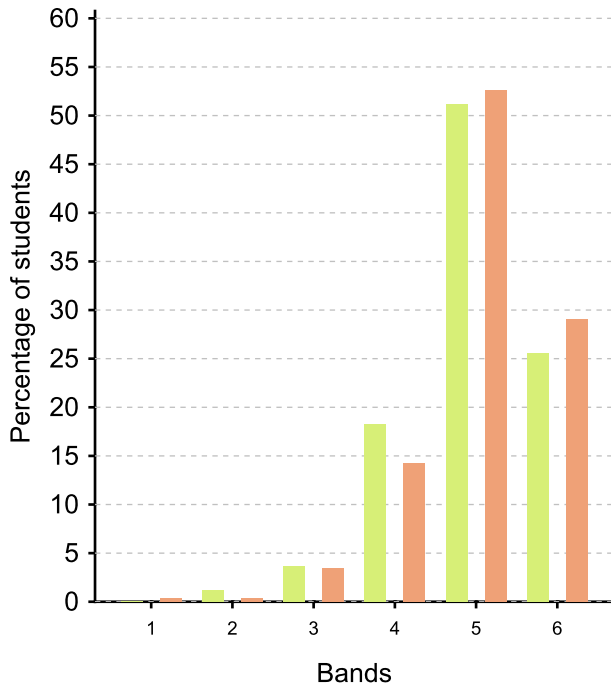


Percentage in bands:  
Year 3 Grammar & Punctuation



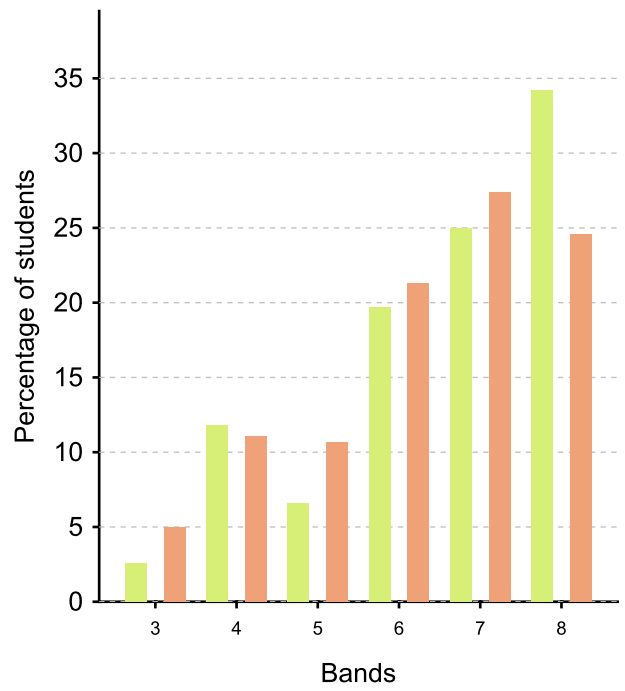
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



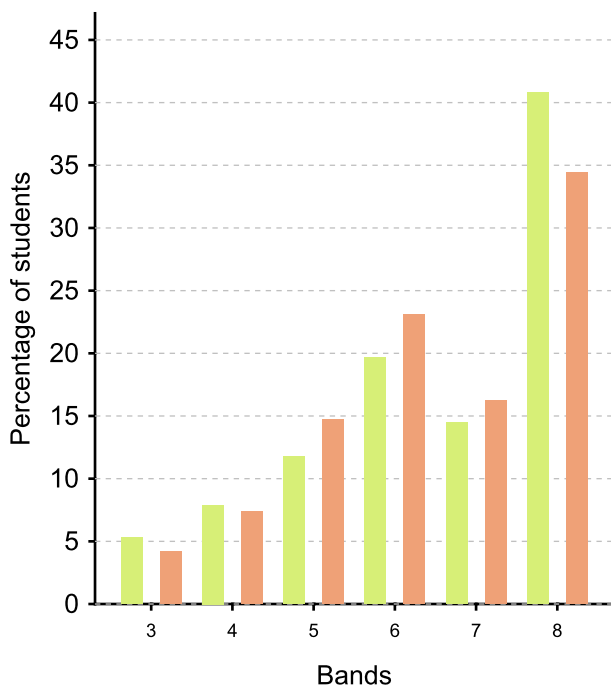
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



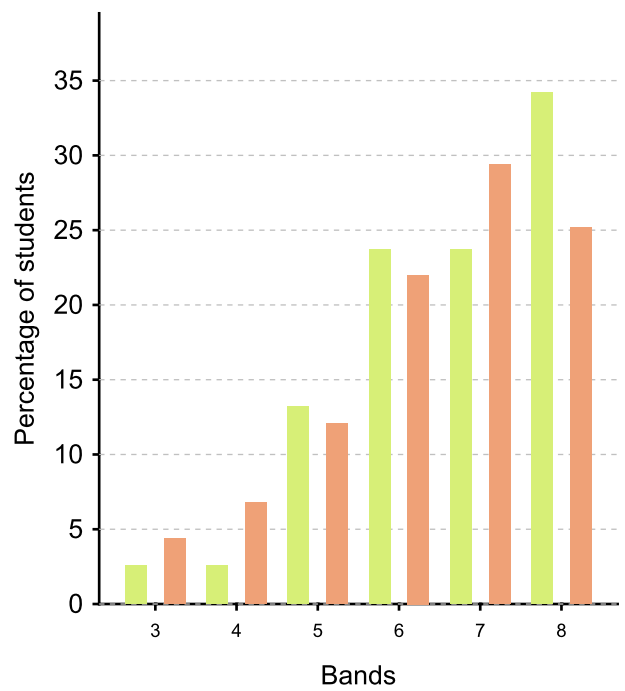
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Grammar & Punctuation



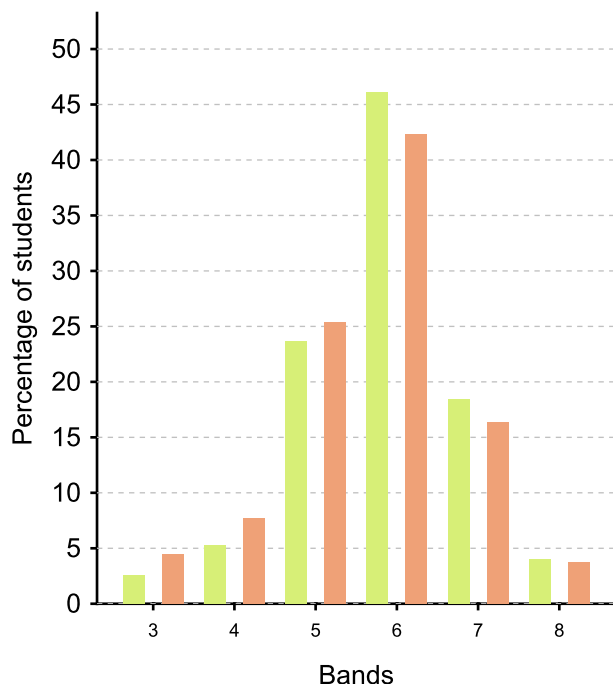
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

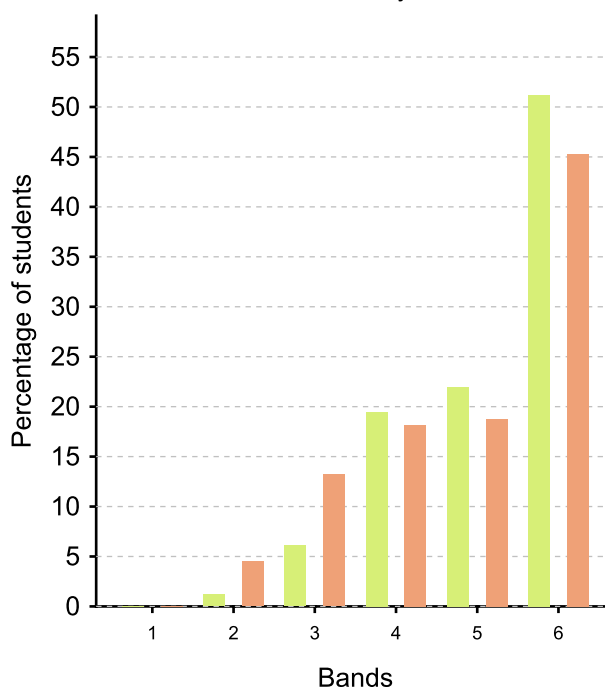
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

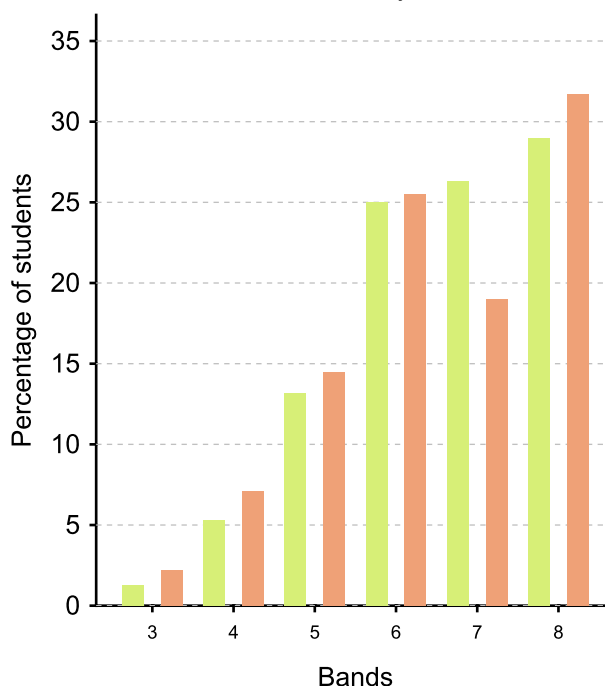
In Year 3 Numeracy, the proportion of students achieving in the top 2 bands increased from 53% in 2016 to 73.1% in 2017. Our results were significantly higher than the proportion of students in SSSG. There were no students achieving below minimum standards in Year 3 Numeracy and there was a decrease in the proportion of students achieving at minimum standards from 7.5% in 2016 to 1.2% in 2017. In Year 5, 55.2% of students achieved in the top 2 bands. This was an increase from 2016 and the highest proportion of students achieving Band 7 and Band 8 since 2010. In Year 5, there was a decrease in the number of students achieving at or below minimum standards from 11.8% in 2016 to 6.5% in 2017. The majority of students in Year 3 and Year 5 achieved in Band 6 and Band 8 respectively.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

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.>

In Year 3 (82 students), 67% of students were placed in the top 2 bands. This is above the SSSG proportion of

students in the top 2 bands and is an improvement from 54.6% in 2016. Year 5 (76 students) achieved 59.2% of students in the top 2 bands. This is the highest percentage since 2010 and is above the SSSG proportion of students in the top 2 bands in reading.

In Year 3 Numeracy, the proportion of students achieving in the top 2 bands increased from 53% in 2016 to 73.1% in 2017. Our results were significantly higher than the proportion of students in SSSG. In Year 5, 55.2% of students achieved in the top 2 bands. This was an increase from 2016 and the highest proportion of students achieving Band 7 and Band 8 since 2010.

## 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 2017 for students in Years 4–6 showed:

- 83% of students had positive relationships at school
- 89% of students indicated they valued schooling and education
- 88% of students tried hard to succeed 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 2017 for staff showed:

- 92% strongly agreed or agreed school leaders in my school are leading improvement and change
- 93% strongly agreed or agreed school leaders clearly communicate their strategic vision and values for our school
- 97% strongly agreed or agreed that they feel confident in using a variety of data to inform their teaching.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their child's experiences at home and school. The parent survey conducted at Hornsby South Public School in 2017 for parents showed:

- More than 30 parents were involved in school planning processes
- More than 30 parents were involved in the development or review of school policies
- Hornsby South Public School newsletter was the most effective form of school communication
- Formal interviews and informal meetings were the most useful forms of individualised communication to parents
- 68% of parents have high to very high levels of

satisfaction with Hornsby South Public School

## Policy requirements

### Aboriginal education

Aboriginal Education and the implementation of the Aboriginal Education Policy are important components of the school's curriculum. Aboriginal perspectives are embedded into classroom teaching and learning programs to ensure all students have an understanding of Australia's indigenous people and their history. Personal Learning Pathways for Aboriginal students were implemented in order to improve educational outcomes. Students identifying as being of Aboriginal or Torres Strait Islander backgrounds were also supported in their literacy and numeracy development through the Aboriginal Literacy Project. Aboriginal and Torres Strait Islander resources were purchased for use in all classrooms. NAIDOC Week and its significance was promoted through a variety of class and stage activities. On Friday 26 May, the school held a National Sorry Day and Reconciliation Week Assembly led by the student leadership team with a special guest speaker from the Fred Hollow's Foundation. During Term 4, as part of the school's multicultural celebrations, the children participated in an Aboriginal cultural workshop where they were able to experience Aboriginal artefacts, weaponry, storytelling, a fire-making demonstration and song and dance.

### Multicultural and anti-racism education

At Hornsby South Public School we value and celebrate the multicultural diversity of our school community. We have an English as an Additional Language or Dialect (EAL/D) student population of over 75%. Multicultural perspectives are embedded in classroom learning programs. Additionally, our dedicated EAL/D team develop and implement programs for our EAL/D students within the school. Depending on the level of support needed, EAL/D students are either withdrawn into small groups or supported by the EAL/D team in the classroom setting.

We also attracted additional Department of Education funding for a New Arrivals Program (NAP). The ability of these students includes those with no or very little English.

We celebrated Harmony Day as a major part of our school year. In addition, the school conducted its annual Multicultural Day. The day was organised by our EAL/D teachers and students wore traditional dress and shared their culture with their classmates and the school community.

Our school appoints an Anti-racism Officer (ARCO) to ensure a safe and welcoming atmosphere where diversity is celebrated and prejudice attitudes are challenged. Our Bounce Back and Anti-Bullying programs also reinforce these ideals.