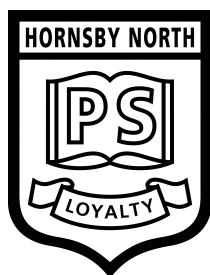


Hornsby North Public School

Annual Report



2018



4365

Introduction

The Annual Report for **2018** 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

School contact details

Hornsby North Public School

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Message from the Principal

It gives me great pleasure to present the 2018 Annual Report for Hornsby North Public School. The school caters for a population of 945 students with 70% coming from a non–English speaking background.

The learning programs are of the highest standard and a varied curriculum is tailored to meet student needs, community partnerships and strong educational leadership

I pay tribute to the exceptional leadership, commitment to excellence and collegial support the staff at Hornsby North bring to school life everyday. The students and families bring a cultural diversity to the school resulting in strength and unity throughout the entire School community.

The school has a proud tradition of participation and excellence in sporting, cultural and academic endeavours. This is evident in the programs for Coding, Robotics, Dance, Choir, Band, Public Speaking, Debating, Italian, French and Mandarin.

The theme of "Caring For Children, Educating for Life" continues to be a focus of school life where priorities of 21st Century Learners, Real World Connections and Creative Problem Solvers are embedded in learning programs.

During 2018, the established 2015 Coding Program was enhanced by the introduction of a Robotics Program and participation in the International Robotics Competition.

The parent body and community members continue to support the school through outstanding financial support and generous donations of time . This parental support has been evident and strong since the school began in 1966. To–day, it continues to be strong, inclusive and forward thinking.

Message from the school community

Hornsby North Public School's Parents and Citizen's Association or P & C is a small but active and diverse group of enthusiastic parents and families who are keenly 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 2018 the P&C has continued a range of activities that deliver the following support to school:

– Managing our school canteen for the full 5 day school week and employing a full time canteen manager and supporting staff and volunteers. In 2018 we've worked on extensive school consultation regarding the menu to ensure our school is 100% compliant with the healthy Schools Canteen guidelines and our menu meets the needs of our multicultural school community. This new menu comes into effect from Term 1 2019.

– Managing the school uniform shop

– Managing the award winning school band program

– Managing the class parents network

–Managing the ground committee with regular working bees with more than 300 participants!

–Catering at school events and fundraising events

–Conducting the awesome annual Autumn Fair!

All of these activities are substantial businesses and 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, Literacy 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 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, which are both needed greatly. We are delighted that in 2018 through our ongoing advocacy efforts, a new electrical substation is planned for the school which will enable us to proceed with our air conditioning program. The P&C has raised considerable funds to install the air conditioners once the electricity supply to the school is upgraded.

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

Girl School Captain of 2018 Report

It is with great pride that I call myself an ex–student of Hornsby North Public School. Taking on the role of School Captain in 2018 taught me several values and presented many opportunities: Leadership Camp and Young Leaders Day, Anzac Day services and numerous co–curricular and extracurricular activities. The school year as a whole, made the seemingly difficult transition into high school easier.

Leadership Camp was a three–day event for School Captains from all over the region. It was designed to create and enhance the skills that are crucial in life. The camp helped us learn the importance of collaboration and forming friendships. Through the activities, we were able to build a sense of trust with others and improve our public speaking skills.

Another exciting aspect of the year was Young Leaders Day. This day was for all the School Captains and Prefects from the region to listen to stories from successful Australians. We learnt to have courage and to stick to who we are and what we believe in. Hearing from such inspirational people helped us to see that these Australians were once children like us – proving that we too can be anything we put our minds to.

In April, the School Captains had the honour of attending and representing Hornsby North at the Anzac Day Dawn Service with Mrs Sumpton. As we payed our respects and laid our wreath, we reflected on the sacrifices of our Anzacs and for the freedom we enjoy today in 'the lucky country'.

The highlight of 2018 was our year 6 camp to Canberra. The trip was filled with excitement as we visited Federal Parliament, the National Galleries, The Australian War Memorial and a lot more. We also got to go to Yarralumla and visit the Governor General – Sir Peter Cosgrove.

Hornsby North values extracurricular and co–curricular activities just as much as activities done inside the classroom. This involves the amazing band, choir, dance and many other programs. The highlights included:

1. The Cantare Choir performing at the Opera House,
2. Our dances performing at the Glen Street Dance festival, and Hornsby District Music Festival.
3. Various Band performances at the UNSW, Wahroonga, and at our very own Hornsby North Band Festival!

Being able to represent our school has been a once-in-a-lifetime experience, helping us to learn not only how to sing, dance and play an instrument, but how to perform.

Our Principal and teachers at Hornsby North are the best! Their kindness and dedication are limitless. Most of all they taught us how to be caring, respectful and confident individuals. They made life at Hornsby North a safe and fun environment to grow and learn in. They have lived the school motto – "Caring for children, educating for Life".

While we farewelled the school at the Year 6 Formal and the Year 6 tunnel, little did we know that a few months later we would be farewelling our best friend Yuna Ko who passed away in March 2019. Yuna was always smiling and happy and approached life with such a positive attitude. While we feel a deep sense of loss, we the Hornsby North School Community carry Yuna in our hearts as we move forward.

With such a momentous year behind us, it is important to conclude on a positive note: In the words of Dr Seuss, I sign off by saying:

"Don't cry because it's over, smile because it happened".

Isabel Coelho

Girl School Captain of 2018

Boys School Captain of 2018 Report

It was an absolute honour to take on the role of School Captain for 2018. This year was without doubt the most action packed year of my school life and a memorable end to my time at Hornsby North Public School.

Our wonderful year started when we learnt the importance of collaboration and team work at the Leadership Camp for all schools in the area. We saw and greeted new friends that were taking on the same roles as us. Shortly after this exciting event we went to Leadership Day. At this event we heard from inspirational people that suffered but found ways to be stay strong and live a happy productive life. It was truly heart warming and a real privilege to hear from these heroes.

One of my favourite parts of the year was the Autumn Fair. For this event we put our strengths together and with great team work we organised a show to raise funds and to have fun. It was a huge success thanks to our P&C, teachers, our Principal Mrs Sumpton, parents and students. Isabel and I had the absolute pleasure of cutting the ribbon to open the Fair in the presence of our local member, Matt Kean.

Soon after we had a more solemn event, the Anzac Day Ceremony. It was sad and painful to hear how brave the soldiers were to give up their lives to protect us and to make us the strong country that we are. We all realised the terror of war and how much respect and gratitude we owe the Anzacs.

As well as these memorable events there were so many other times that our school came together as one making us realise the importance of caring for each other and valuing the contributions of all. There were many exciting moments such as our school's concert band, dance program, our festivals, our Christmas Musical and many more. The students at this school are privileged to have the opportunity to participate in so many programs and experiences during their education at Hornsby North.

We all pay our full respect to our hard-working teachers, P&C and staff members . A special thanks to our one and only Principal. Every year became more and more exciting with more challenges and team effort. Every stage at Primary School had its reason. K-2 was an introduction and a beginning of a whole new world we were going to enter. Years 3-5 taught us to improve in all areas and become bright and become what makes our school the powerful school it is at present. Finally, our Year 6 teachers who prepared us for the tough challenges ahead of us.....High School. It was the final year of Hornsby North and our departure was near and finally, we left with memories we will never forget.

Overall, Hornsby North is a school where students and staff depend on each other which creates a strong bond and in turn it makes our school the incredible school that it is. Hornsby North is a school that entertains you and shows you the importance of sharing, kindness and knowledge. I thank this school for everything it has done for everyone and I know for a fact the students will continue to make this awesome school an even greater one on the years to come.

Oliver Lee

Boys School Captain of 2018

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 excellence in learning, teaching and leadership promote high expectations and collaborative responsibility for student learning, engagement and success. .

A place where student wellbeing is integral to learning programs and every student is known by staff.

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

School context

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

Hornsby North Public School student needs are at the centre of school planning, opportunities to participate in a variety of activities exist, and 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. Hornsby North is a caring school, with positive student welfare programs and a team of committed professional educators working together with students in a safe, supportive, challenging and friendly learning environment. Individual talents and gifts are recognised and nurtured, parent community participation in the school is encouraged and pride in public education is fostered.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

LEARNING

In the domain of Learning, our rating in the elements of Learning Culture, Wellbeing, Assessment and Reporting we rated **Sustaining and Growing**. In Curriculum and Student Performance Measures we rated **Sustaining and Growing**. To improve in this area we are implementing PAT online to help guide our teaching and to know where our students are. Executive staff will attend professional learning in SCOUT in term one 2019 to develop better ways to utilise data.

TEACHING

In the domain of Learning, our rating is **Excelling** in Effective Classroom Practice and **Sustaining and Growing** in Data Skills and Use, Professional Standards and Learning and Development. As a school we have improved in this area due to the implementation of visible learning; learning goals and success criteria in each classroom. As a school we are developing a whole school approach to student wellbeing and stronger support for students with challenging behaviours. The learning support role will be increased to 3 days a week to support teachers.

LEADING

In the domain of Leading, our rating is **Sustaining and Growing** in the elements of Educational Leadership,

Management Practices and Processes, School Planning, Implementation and Reporting and School Resources. In 2019 the executive will continue to lead staff in the development of whole school plans so that programming and learning activities reflect the school's vision and strategic directions from Kindergarten to Year 6..

Our self-assessment 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

Engaged and Dynamic Student Learning

Purpose

To enhance relationships across the community which support students' development of strong identities as learners.

To provide curriculum that supports high expectations for student learning and the delivery of quality teaching programs that inspire and engage all students.

Overall summary of progress

Professional learning was completed by Executive members in the use of Learning Progressions.

Kindergarten staff were trained in the new Best Start Program ready for 2019.

A new EALD teacher was appointed. New arrival and new EALD programs were reviewed and implemented. Whole staff training to have a better understanding of the EALD Learning Progressions and scales. Professional Learning focussed on developing oral literacy skills for EALD students including the use of quality texts.

School wide upgrade of the iPads. 245 iPads were traded in and an additional 10 were purchased. Improved wireless access ports also formed part of the technology upgrade.

Executive reviewed and updated the maths scope & sequence K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>100% of staff use PLAN 2 data to develop PLaSP's and track that students are meeting their academic targets.</i>	\$5000 – staff training.	Success, Criteria and Learning Intentions based on PLAN 2 Draft used to track student progress and inform programming. Further training planned for 2019.
<i>EALD Scales are used to monitor all EAL/D students across the school.</i>	\$3000– staff training. \$1000 – whole school professional learning.	Presentations to staff on EALD scales Teachers upskilled in use of EALD Progressions in Learning Programs.
<i>Assessment practices are embedded in class programs across all stages.</i>	\$4000 for planning days and CTJ.	Variety of summative and formative assessments used by all teachers. Data is reviewed by Executive to identify areas for development across school.
<i>NAPLAN – maintain high standards in all areas.</i> <i>Increase proportion of students in the top two NAPLAN bands for :</i> <ul style="list-style-type: none">• Y3 Reading from 70% to 75%• Y3 Numeracy from 77% to 79%• Y5 Writing from 40% to 45%• Y5 Reading from 77% to 79%	\$50000 investment in MultiLit Program resources and Personnel. \$3500 – Problem solving.	High standards were maintained in NAPLAN. The proportion of students in the top two NAPLAN bands remained the same in Y3 Numeracy and Y5 Writing. In Y3 Reading the proportion of students in the top two bands increased from 70% to 77% and 77% to 83% in Y5 Reading. Problem Solving Focus.

Next Steps

Whole school focus on moving EALD students along the mode continuum from oral to written language. Continue to strengthen the EALD teaching through professional learning regular assessment and the use of the progressions and ESL scales to determine priority language skills.

Review and implement English scope and sequence. Extend assessment schedule to include online Pat 1–6 and Sena.

To create a technology hub in the Library space providing a flexible learning space for the Library and Science Technology initiatives.



Strategic Direction 2

Excellence in Teaching and Leading

Purpose

To develop the capacity of teachers through collaboration and targeted professional learning to implement effective change in teaching and learning programs.

Staff will develop a shared vision through consistency of practice throughout the school. As a result, students will be engaged in a range of rich learning experiences.

Overall summary of progress

InitialLit was implemented in Kindergarten. Staff gave presentation to whole staff and Kindergarten parents. The initiative received very positive feedback. Year 1 trained in InitialLit 1 ready to implement in 2019.

MultiLit program continued and extended to provide literacy support across Years 1–6.

Whole Staff Professional Learning on aligning goals to Australian Professional Teaching Standards and the Accreditation process.

Other Professional Learning included the development of Learning Support Strategies for students with a range of learning needs and the use of the learning progressions.

Mentoring within our school has continued as a focus to upskill teachers and ensure best classroom practice. early career teachers are mentored through the Strong Start, Great Teachers program and more experienced teachers can improve their skills by observing other teachers lessons. Aspiring leaders are mentored by members of the Executive team. In Term 4, an Assistant Principal was selected from our school to participate in the first DOE Summer School Mentoring Program, designed to mentor new graduate teachers..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increase numbers of teachers on Mentoring program by 10%.</i>	\$14000	Increase from 3 Early Career Teachers to 8 completing Strong Start, Great Teacher program.
<i>100% of teachers at Proficient level and at least 3 teachers preparing for Highly Accomplished.</i>	\$6000	2 graduate teachers and all pre 2004 teachers at proficient level. 80% of teachers at Proficient Level.
<i>100% of staff engaged in setting and monitoring goals identified in their PDP's.</i>	\$4000 Executive support	PDPs completed and evaluated. Individual goal date collated to monitor Professional Learning.
<i>Tell Them From Me – survey indicates increased support for teachers from School Leaders.</i>	\$14000 Planning days Teacher Mentoring Classroom Observation Professional Learning	Teachers reported an increase in support from school leaders in: <ul style="list-style-type: none">• Helping establish challenging and visible learning goals for students.• Helping teachers to improve, including lesson observations and providing useful feedback.• Supporting teachers in times of stress.

Next Steps

Continue InitialLit in Kindy and implement the program in Year 1. MultiLit continues.

Executive team to complete SCOUT training for leaders to support data analysis.

Reorganise mentoring program using Strong Start Great Teachers Program.

Increase opportunities for classroom observations and team teaching particularly in English, Maths and STEM.

PDPs aligned to Australian Professional Learning Standards.

Accreditation maintained by all teachers and 5 teachers have expressed interest in preparing for Highly Accomplished Level.

Strategic Direction 3

Strong Community Partnerships

Purpose

The school will strengthen current structures and processes and respond to community feedback so that parental engagement is strong and supported amongst all families.

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

Overall summary of progress

Workshops were held for parents and the P&C on the introduction of InitialLit. Frequent visits to the school were made to see InitialLit in practice including local teachers, international teachers and members of the DET.

Successful parent workshop held for stage 2 mathematics.

Parent participation extended and included welcome morning tea for Kindergarten, work in the classroom, special events, playground construction and the school disco.

Wellbeing – anti bullying plan updated. Introduction of buddy bands and buddy benches.

Circle of Security – Course for Mandarin speakers focussing on parenting skills held in Term 2 for a 6 week period.

Many special events were celebrated including Harmony Day, Autumn Fair, Dumpling Day, Anzac Day, Italian and French Day.

Local Police Liaison Officer worked with Kindergarten on Road Safety and Years 5–6 focussing on Cyber Safety.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increased connections with the community.</i>	\$10000	Strong connections continued with Sydney FC and SEDA Sports Opportunities. Technology opportunities with CSIRO and Telstra. Year 2 worked with the local council planning trees for Rofe Park.
<i>Organise at least 2 major special events celebrating the multicultural diversity of our school.</i>	\$2000 Resource, bus travel.	Special Events included Harmony Day, Education Day and Voices for Reconciliation.
<i>Improved family and community satisfaction validated by data collected from the TTFM surveys..</i>		TTFM data showed: <ul style="list-style-type: none">• A large increase in the number of times that teachers spoke to parents during the year and an increase in parental at meetings and social events.• Parents reported they felt welcomed at school and their children felt safe.• Parents feel well informed about the child's progress and behaviour at school.• Parents feel that reports are written in terms they can understand.
<i>Increased participation in TTFM parent surveys by at least 12%.</i>		Participation remained low in 2018 and in 2019 we will look at alternative ways to get authentic data from parents.
<i>Increased resources (personnel and funds) to support parent and community engagement.</i>	\$4000 – Trainer	Circle of Security course in Mandarin for 6 weeks

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increase number of parents representing EAL/D families at P&C from 1–5.</i>	\$900 – School documents translated.	Parents showed an increased participation in school activities and P&C decisions impacting the wider community.

Next Steps

Kindergarten and Year 1 present InitialLit to parents.

Extend workshops to other stages.

Staff Professional Learning to include engaging culturally diverse communities using the Family School Partnership Framework and School Assessment Tool.

Continue successful initiatives in 2019 such as the Welcome morning tea and Circle of Security.

Anti Bullying Documents translated into three main languages spoken at the school. Link to other translations will be provided on the website for all communications.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2618	Four Aboriginal students attend the school. Funding was used for resources for classrooms and the school library, to purchase uniforms and to provide financial assistance for excursions and extra- curricula activities..
English language proficiency	\$201529	Funds were used to support the EALD program for five days a week. They were 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	\$97139	Funds are used to assist students in need of extra support. Funds are expended primarily to employ 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)	\$147216	Successful implementation of MultiLit program. Integration of InitialLit and MultiLit programs. Teacher observation and purchase of resources to build teacher capacity.
Socio-economic background	\$10804	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	\$13786	Funds were received by the school from the government specifically for the support of two 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 two beginning teachers have just commenced phase two, while three completed the program in 2018.
Targeted student support for refugees and new arrivals	\$1644	Funding was used for uniforms and excursions.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	426	427	431	471
Girls	388	410	419	441

During 2018 school enrolments increased by 62 students due to the development of more residential units within the catchment area. The school has 70% from cultures other than Australia.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	96	96.5	95.5
1	95.1	95.8	96.8	96.2
2	94.4	96.2	95.6	96.2
3	95.9	96.9	96.8	95.8
4	95.7	96.1	96.8	95.2
5	96.9	96.3	95.4	95.9
6	94.8	95.5	94.5	94.4
All Years	95.5	96.2	96.1	95.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance at Hornsby North continues to remain above state levels. Class rolls are monitored regularly and explanations for non attendance is followed up. In the event of children arriving late or departing early slips are documented and checked for frequency. A number of families take overseas trips during the school term for family reasons. The school is working with the home school liaison officer to increase our attendance rate by providing support to parents

through newsletters, parent forums and parenting courses. Interpreters are present at the parent forums and parenting courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.47
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	1.6
School Administration and Support Staff	5.17

*Full Time Equivalent

In 2018 no teaching staff at Hornsby North Public School identified as being Aboriginal or Torres Strait Islander.

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 \$44988 in Teacher Professional Learning Funds in 2018. The teaching staff at Hornsby North Public School participated in a range of professional learning activities in 2018. The Professional Learning Plan was designed to build the capacity of all staff including Aspiring Leaders and Beginner Teachers. Key priorities as outlined in the Strategic Directions of the School Plan, also informed the Professional Learning Plan for 2018. Professional Learning included supporting our EAL/D students, InitialLit Training, Learning Progressions, Best Start, OLIVER training (Library), Creative Arts and Science and Technology. For Teacher Accreditation, some staff members are working towards becoming a Proficient

Teacher and most teachers are completing their Maintenance Cycle. Some teachers are actively collecting evidence to become accredited at Highly Accomplished over the next few years.

School Administrative and Support Staff (SASS) have continued training throughout 2018 in the use of the Budget Tool and revised Budget Tool.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	824,021
Revenue	7,617,209
Appropriation	6,543,975
Sale of Goods and Services	17,589
Grants and Contributions	1,038,588
Gain and Loss	0
Other Revenue	9,100
Investment Income	7,956
Expenses	-7,223,661
Recurrent Expenses	-7,223,661
Employee Related	-6,003,690
Operating Expenses	-1,219,971
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	393,548
Balance Carried Forward	1,217,569

Funds held in trust for P&C – band, uniform shop and contributions, paid in January 2019 to \$110000.

Funds to be used for provision of

- air conditioning in classrooms
- replacement of aging technology
- setup of new classrooms – interactive boards, computers, phone, equipment
- introduction of MultLit program in excess of \$50000
- refurbishment of Science Room and Library
- STEM resources.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,645,759
Base Per Capita	164,364
Base Location	0
Other Base	5,481,395
Equity Total	312,088
Equity Aboriginal	2,618
Equity Socio economic	10,804
Equity Language	201,529
Equity Disability	97,138
Targeted Total	39,308
Other Total	193,384
Grand Total	6,190,540

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

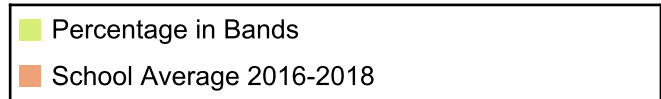
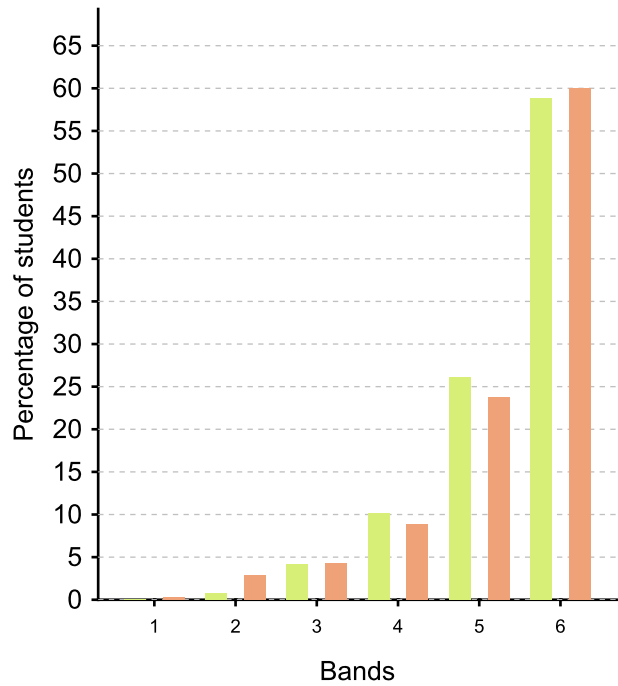
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In the area of Literacy in Year 5 the percentage of students in the top three bands were Writing – 78.1%, Spelling – 97.6%, Grammar and Punctuation – 96.7%

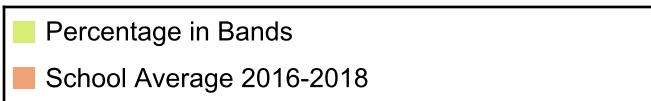
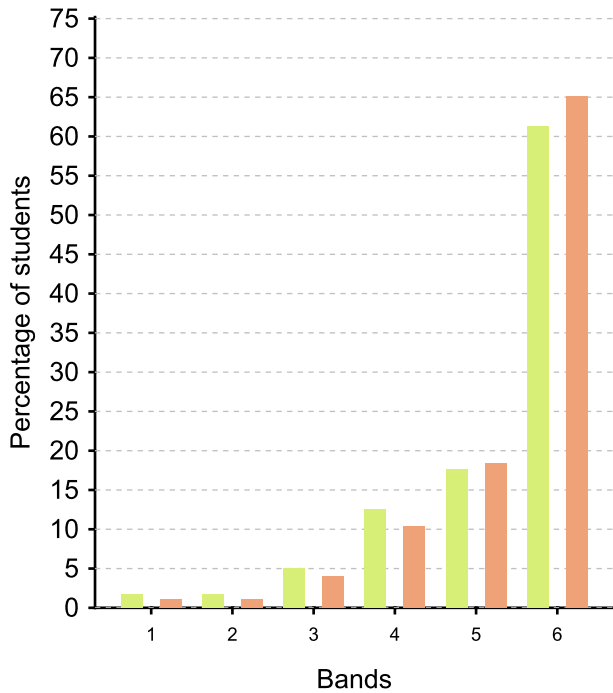
and Reading – 95.9%.

In Year 3 Literacy the percentage of students in the top three bands were Writing – 97.5%, Spelling – 95%, Grammar and Punctuation – 91.5 % and Reading – 87.3%.

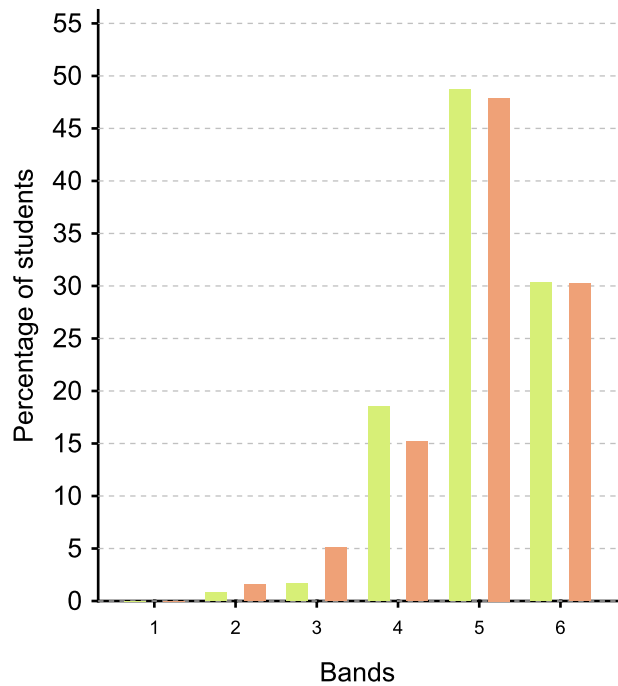
Percentage in bands:
Year 3 Spelling



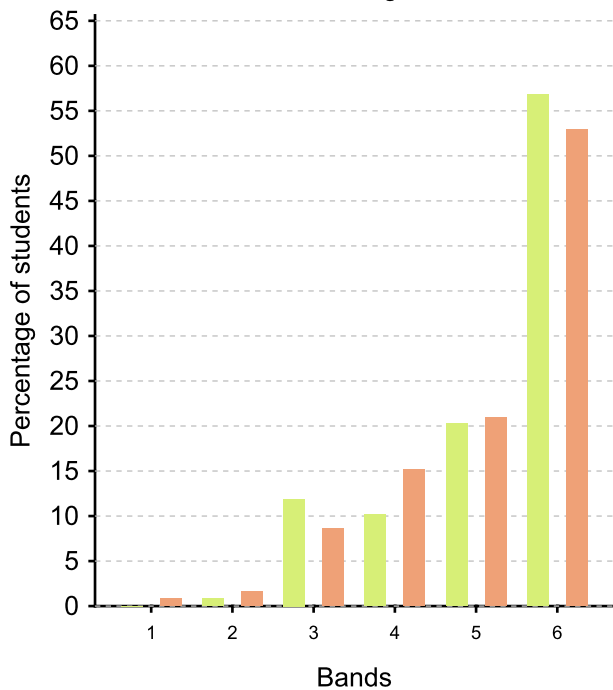
Percentage in bands:
Year 3 Grammar & Punctuation



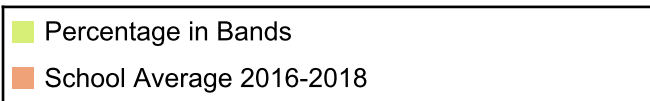
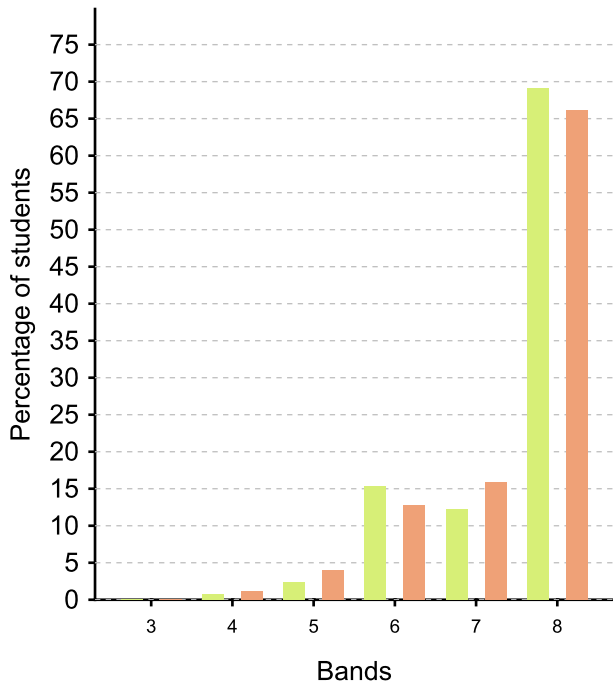
Percentage in bands:
Year 3 Writing



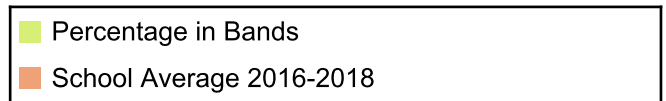
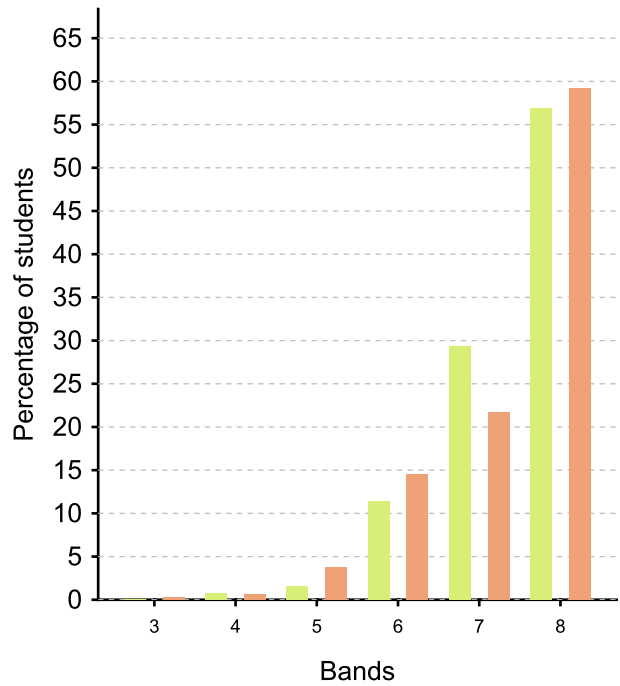
Percentage in bands:
Year 3 Reading



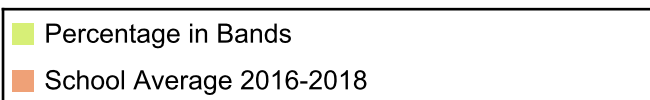
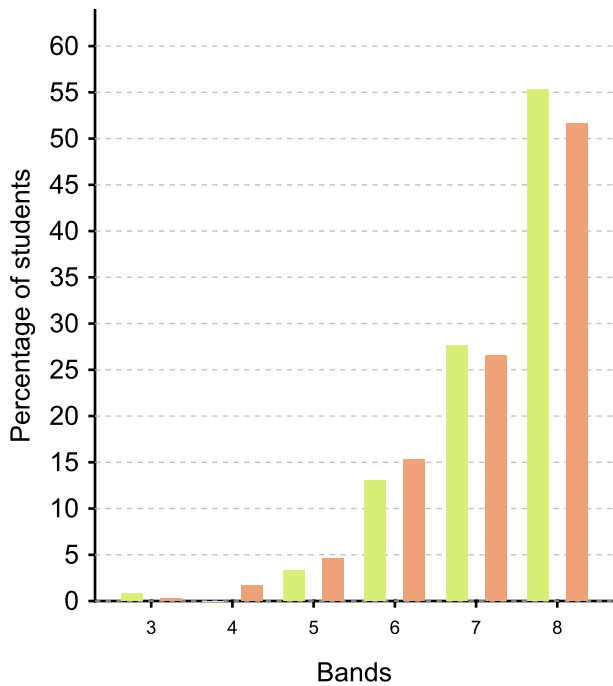
Percentage in bands:
Year 5 Grammar & Punctuation



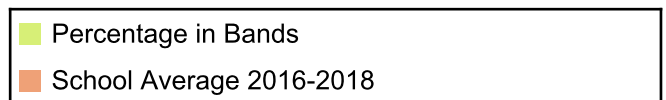
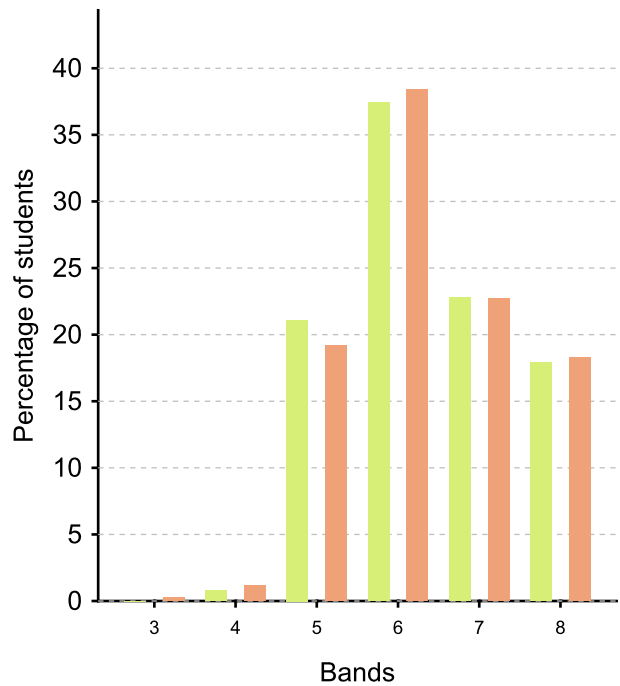
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



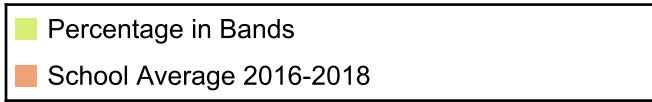
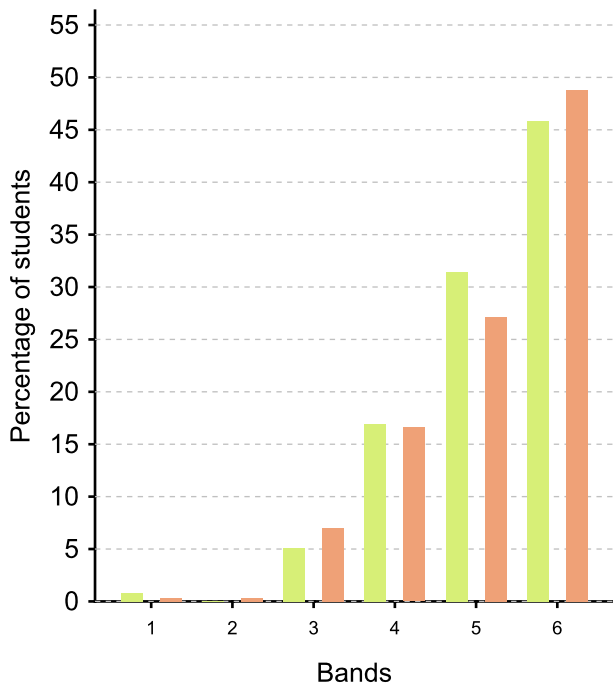
Percentage in bands:
Year 5 Writing



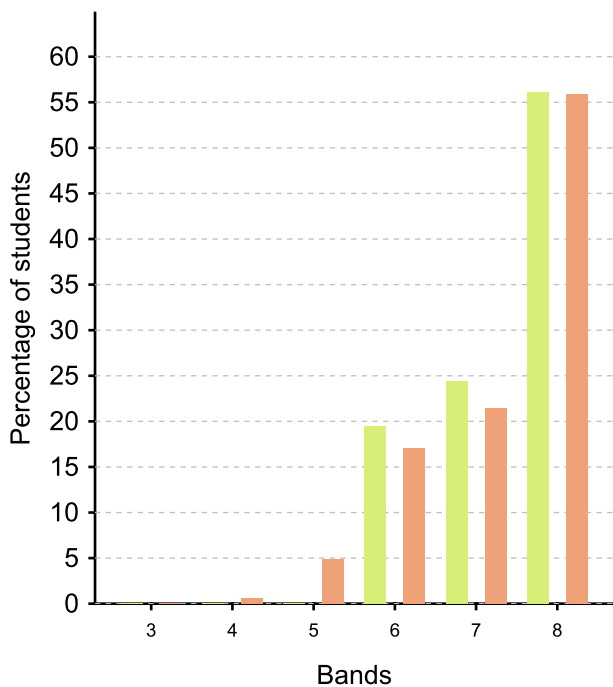
In Year 5 100% of students achieved in the top three bands in Numeracy with 80.5% being in the top two bands.

In Year 3 94.1% of students were in the top three bands for Numeracy with 77.2% being in the top two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

Hornsby North Public School has achieved its best results in both Literacy and Numeracy in recent years.

By focusing on teacher quality through the Great Teaching Inspired Learning actions, and through targeted reforms we will continue to maintain and improve teaching and learning within the school.



Parent/caregiver, student, teacher satisfaction

PARENTS

Hornsby North Public School highly values the development of positive and engaging relationships with the local community. We constantly look at ways to further strengthen our engagement and communication and respond to parental feedback.

In 2018 parents reported that they felt well informed about their child's progress, were welcome at school and their children felt safe. There was an increase in parental involvement in many areas such as meetings, supporting classroom programs and attending special events.

The Tell Them from Me Parent Survey was used in 2018. In the area of 'Communication', the school mean was higher than the NSW Govt. Norm with parents reporting that they feel welcome at school and can easily speak with the Principal and teachers. They also indicated that reports on student progress are written in terms they can understand.

In the area of the 'School Supporting Learning', the school mean was also higher than the NSW Govt. Norm. The biggest strengths in this area were teachers high expectations for student success, positive behaviour and the time teachers devote to extra-curricular activities. Parents rated the school as being inclusive and a school where all teachers help students who need extra support.

In 2018 Kindergarten parents gave highly positive feedback about their child's first year at school. They felt the care and support given by individual classroom teachers was outstanding. Students developed friendships, high levels of resilience and made

academic progress. Parents thought the InitialLit Program was a huge success and were impressed with their child's progress in literacy.

STUDENTS

In 2018 the TTFM Primary School Survey was used to measure social, institutional and intellectual student engagement. The students indicated higher levels of engagement than the NSW Govt. Norm.

Students feel a strong sense of belonging at Hornsby North and are academically motivated. Drivers of student engagement were quality instruction, positive teacher–student relationships, positive teaching outcomes and expectations for success.

- 90% of students said they tried hard to succeed in their learning.
- 82% of students report they feel classroom instruction is well organised with a clear purpose and use immediate feedback that helps them learn.
- 87% of students believe school staff emphasise academic skills and have high expectations.
- 94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 91% say they have friends at school they can trust and who encourage them to make positive choices.

TEACHERS

Teachers were also surveyed using the TTFM surveys. Hornsby North was in line with the NSW Govt. Norm in all four areas of 'Classroom and School Practices.'

Teachers reported strengths in the following areas:

'Challenging and Visible Goals'

- Establishing clear expectations for classroom behaviour.
- Setting high expectations for student learning.
- Working collaboratively.

'Planned Learning Opportunities'

- Use of technology.
- Working with school leaders to create a safe and orderly school environment.
- Creating opportunities for all students to succeed.

'Quality Feedback'

- Monitoring of student progress to ensure all students improve.
- Providing student feedback on their work that helps students achieve their goals.
- Catering for all student needs.

'Overcoming Obstacles for Learning'

- Collaborating with other staff members.
- Adapting learning strategies to meet all student needs.
- Liaising with parents.



Policy requirements

Aboriginal education

In May 2018 during Reconciliation Week, two infant classes, Kindergarten Pink and 2 Purple participated in 'Children's Voices for Reconciliation'. This is an annual community event hosted by Hornsby Shire Council. Also 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. Classes participated in Dreamtime story readings and the making of Aboriginal flags. This supported 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. Five Year 2 classes worked together to create a dot-art inspired installation that is now hanging in pride of place outside the library.

The Yarning Circle, located in our bush corridor, was used by classes throughout the year with students enjoying Aboriginal storytelling, sand art drawing and quiet contemplation of land and country. Aunty Gwen Fazio, an Aboriginal Elder from our community, visited the Year 2 students in the Yarning Circle during Term 2 to teach them craft and answer questions they had about Aboriginal culture.



Multicultural and anti-racism education

Multicultural and anti-racism education

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, dance and other activities are planned enabling students to experience everything French and Italian.

In 2018 Y4–6 students enjoyed a LOTE Day where students enjoyed eating crepes, dancing and exploring the artwork of Sonia Delaunay. Y K–3 enjoyed their Italian Day making garlic bread and eating pizza and Sport and Dance activities. 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

Hornsby North PS students are engaged in a wide variety of Creative and Performing Arts programs. These include Choral groups, Bands, a String Ensemble, Recorders, Visual Arts and Debating.

In 2018, the Cantare Choir, String Ensemble and Recorders performed at the Sydney Opera House, whilst the Senior Choir performed at a number of school functions and the Hornsby District Music Festival. The Dance groups performed at the Glen Street Dance Festival along with other school activities. The Band program continues to grow and develop. The bands have participated in various competitions and eisteddfods receiving awards of Gold and High Distinction. The off-site band camp and the awards

program are instrumental in the development of skills. An increasing number of members are receiving their diamond award.

The range of Performing Arts were encompassed by the production of a 3–6 musical at the end of the year. Pirates and elves were in abundance and the dramatic performances, especially by the Year 6 students taking lead roles, gave many the opportunity to shine.

The Premiers Debating Competition and the Multicultural Speaking Competition inspire a number of students. Our avid debaters pursued a number of successful debates but unfortunately missed out on doing so in the finals.

Each year the Hornsby North Art Show bears a testament to the artistic skills developed in every classroom. The Library is transformed into our very own Art Gallery where the work of every student and each class is on display. It is always encouraging to watch the development of students over the years and to gaze in awe at some of the talented artistic skills demonstrated by many gifted students.

STEAM

Our STEAM program has continued to be an area of growth in 2018. We continued our lunchtime coding groups and added extra lunchtime sessions as this activity is becoming more and more popular! We now have students in all grades K–6 learning how to code and program, with the extra lunchtime session available to students in Year 3–6. We were very excited to have our first Robo Cup Junior teams enter the rescue challenge within this highly regarded STEM competition. Our teams placed quite high amongst some of the state's best and we are looking forward to improving our results in 2019. This year we integrated our Lego Robotics program into classroom lessons which the students loved and afforded our teachers to develop their skills in this area. Minecraft Education edition has been very popular addition to our STEAM program with students in Stage 2 designing, engineering and building Australian landmarks.

Whole School Wellbeing

Whole School Wellbeing based on the Wellbeing Framework for Schools, April 2015 is a continued focus for the Hornsby North School Community.

Learning programs reflect early intervention, 21st Century Learners, program accommodations to support students and provide extension activities for Gifted and Talented students. Programs enable students to be actively connected to their learning, to pursue their strengths and to develop new skills.

The Learning Support Team meet fortnightly to ensure all students wellbeing needs are addressed promptly and sensitively.

Speech therapy is available onsite.

Opportunities for students to thrive are available in the

following

- Buddy Program for Kindergarten and Year 5 where buddy classes meet once a week.
- Buddy bands which are worn by students trained in conflict resolution and friendship activities are used daily in the playground.
- New students are assigned a buddy in their class and receive a Welcome to Hornsby North booklet.
- Drop In Centres at lunch time cater for students who wish to develop new friendships, engage in creative individual activities or lead small group workshops.
- A Gardening Club operates at lunch times,
- A Robotics and Coding Club operates at lunch time and after school.
- All Year 6 students have the opportunity to be a leader in a variety of areas such as Prefects, Librarians, Photographers and Band monitors.

Clearly defined behaviour expectations are implemented to develop core values in Respect, Responsibility, Kindness and the pursuit of Excellence. Student achievement is acknowledged through the School's Merit System, teacher acknowledgement and peer support.

Cultural understanding and fostering harmony across all cultural groups is a strong element at Hornsby North Public School and connects our students and their families to our school. Language classes in Mandarin, Italian and French support global understandings and Multi Cultural Festivals, Food Fairs and Harmony Day activities promote community inclusiveness and friendships between cultures.

Anti Bullying Programs, Social Programs and Friendship Programs are part of the school curriculum and students are given opportunities to lead and participate in the development of strategies and processes.

Parents and the broader school community participate actively in the school through classroom activities, sports and festival days, P&C activities, sports and festival days, P&C activities, School forums on parenting and curriculum issues. A number of parents are involved in the Coding and Robotics Programs.

Students are provided with opportunities to succeed and success is celebrated through Honour Assemblies, Medal Morning Teas and regular assemblies. Students receive merit cards which lead to school awards of Bronze, Silver, Gold and Platinum Medals.

Performing Arts, which nurtures and brings out student talent is available through Choirs, Dance Groups, Bands, String Ensembles, Drama Groups and a strong sporting program based on active students, healthy bodies and healthy minds and opportunities to compete and enjoy a variety of sports. A School Musical involving all students in Years 3–6 is held every year.