

# Hornsby South Public School

## Annual Report



2018



5191

## Introduction

The Annual Report for 2018 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

The end of each year is an opportunity to reflect on the achievements of our community. I am proud to say 2018 has been another great year at Hornsby South. It has been an honour to lead such a wonderful community.

Our students have achieved academically, with all students making gains in learning. At Hornsby South, we place great importance on the wellbeing of community members. Our students participate in wellbeing programs to support their social and emotional development. A positive sense of wellbeing is paramount for students to experience learning success. Thank you to all our students for your commitment to learning and demonstrating our school expectations of being respectful, responsible and to aspire each day to achieve your very best.

Staff set professional goals and identified how these goals will be achieved. They engaged in self-reflection practices to monitor their success towards their goal achievement. Hornsby South staff are collaborative and demonstrate their commitment to your children each and every day. I would like to acknowledge and thank each staff member for their contribution to the students at Hornsby South this year.

Mrs Stacey retired at the end of 2018. Mrs Stacey has contributed significantly to the education of students during her teaching career not only at Hornsby South but in a variety of school settings and teaching positions. We will miss Mrs Stacey and her wealth of knowledge but wish her all the best with her future retirement plans.

I would also like to acknowledge the positive and productive P&C and school partnership. This year we have worked together, sharing common goals and achieved many positive outcomes. Our P&C purchased a variety of technology resources, shared the cost of an outdoor PA system and provided funding for the replacement of the shade sail over the basketball area in the back playground. We are extremely appreciative of your effort and previous P&C committees for the fundraising initiatives that enabled the funding of these items.

I look forward to another great year ahead in 2019 where we will again work towards achieving our strategic directions and making Hornsby South a great place to learn.

Mrs Sharon Hewitt

Principal

## School background

### School vision statement

Hornsby South Public School is a collaborative learning community focused on excellence in teaching practice and continual school improvement. A focus on wellbeing connects and engages our community.

### 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 74% 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. 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

The results of this process indicated that in the School Excellence Framework of Learning:

Learning Culture – Sustaining and Growing

Wellbeing – Excelling

Curriculum and Learning – Sustaining and Growing

Reporting – Delivering

Student Performance Measures – Sustaining and Growing

**Learning Culture:** School analyses indicates Hornsby South Public School is sustaining and Growing. All students made learning progress at differing levels. Student progress is monitored utilising PLAN and L3 data to track student progress and identify next steps in their learning. Students identified learning goals in collaboration with their teacher. They reflected on their progress towards their goal and identified when their learning goal had been achieved. Positive and collaborative partnerships exist between home and school to ensure all students are successful learners as they progress in their education. To further improve our learning culture, staff will engage in professional learning focused on Visible Learning to support students to monitor their own learning and use reflective practice to improve their learning. Transition to high school processes will also be reviewed to support students in their learning journey.

**Wellbeing:** Our overall on-balance judgement for this area is Excelling. Hornsby South Public School demonstrates a proactive approach to developing and implementing wellbeing programs to support student wellbeing. Positive Behaviour for Learning is implemented throughout the school. Behaviour data is analysed and actions are implemented to further

improve data. Tell Them From Me Surveys indicate students have a positive sense of wellbeing and there are very low rates of bullying in comparison with NSW norms. The Bounce Back program encourages students to develop resilience and positive relationships. The program is implemented weekly in each class as part of Relief from Face to Face. Our school accesses health professionals such as speech therapists and physiotherapist who consult with students at school to address their learning needs. Our school Learning Support Team monitors student progress and responds to student learning and behavioural needs. To further improve, we will review the process of how we monitor students and how plans are developed to support students requiring additional support. We will also be collaborating with Aboriginal Education and Wellbeing Advisors from the Department of Education to develop Personal Learning Pathways for Aboriginal students.

**Curriculum:** Our on–balance judgement for this element is Sustaining and Growing. Teachers have been engaged in professional learning that focused on curriculum differentiation to address the learning needs of all students in their care. Student goal setting practice has supported students in their learning and encouraged student self reflection. Implementing evidence based teaching practices has improved student performance measures as indicated by 2018 NAPLAN results and school based data. Teachers have developed their syllabus content knowledge, participating in professional learning to assist the implementation of new syllabus documents. To further improve, our staff will remain focussed on effective curriculum differentiation and engage in Visible Learning professional learning. We will also investigate learning alliances and collaboration with other schools to support our school directions.

**Assessment:** Our school's on–balance judgement for this element is Delivering. Teachers analyse student progress using PLAN data. They respond to information identified from the data with differentiated learning experiences for each student. To further improve staff will engage in professional learning focused on types of assessments and effective assessment strategies to inform future learning programs. A whole school assessment strategy will be developed to ensure a systematic approach to assessment. Teachers will reflect on their teaching practice through evaluation of reliable assessments and respond to trends in student achievement.

**Reporting:** Our school's on–balance judgement for this element is Sustaining and Growing. Our school has processes in place to regularly collect and analyse data. Reports outline information about student progress and areas for further development. In 2019, staff will be involved in professional learning on using data to drive whole school improvement.

**Student performance measures:** Our school's on–balance judgement for this element is Sustaining and Growing. A high percentage of our students achieve in the top two bands in NAPLAN. The value–added between Kindergarten and Year 3 is identified as Excelling in SCOUT data. The value–added between Year 5 and Year 7 is Excelling. To further improve, staff will be involved in professional learning focussed on deep analysis of student data and improving value–added between Year 3 and Year 5. A focus on student engagement as a factor influencing student achievement will be examined further and strategies developed to enhance student engagement. .

## TEACHING

The results of this process indicated that in the School Excellence Framework of Teaching:

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Sustaining and Growing

Professional Standards – Sustaining and Growing

Learning and Development – Excelling

**Effective Classroom Practice:** Our school's on–balance judgement for this element is Sustaining and Growing. Staff collaborate and share expertise to enhance their teaching practice. Explicit teaching practices are implemented to maximise learning outcomes for all students. Lesson observation supports teacher development and harnesses the strengths of individual teachers'. Positive Behaviour for Learning provides a framework to create an optimal learning environment for each student. Staff will engage in Visible Learning professional learning to engage students in their learning and encourage student self–reflection practices. Effective teacher feedback on student performance will support student achievement and enhance learning opportunities..

**Data Skills and Use:** Our school's on–balance judgement for this element is Sustaining and Growing. As an improvement measure, staff will be involved in professional learning focussed on analysing and interpreting data. Modifications in teaching practice will respond to learning needs. Effective and reliable assessment implementation and data analysis will identify effective teaching strategies that support student achievement .

**Professional Standards:** Our school's on–balance judgement for this element is Sustaining and Growing. Teacher Professional Development Plans reflect school priorities and identify individual professional development needs. The Australian Professional Standards for Teachers provides a framework that identifies the knowledge, practice and professional engagement required to develop teacher capacity. Mentoring programs support teacher growth and development. To further improve, staff will be encouraged to pursue higher levels of accreditation. Our leadership team



will continue to focus on building teacher capacity to pursue high levels of student achievement.

**Learning and Development:** Our school's on-balance judgement for this element is Excelling. Our school has systems in place that enable meaningful and productive professional collaboration to maximise teaching impact. Ongoing teacher and school improvement is driven by modelling of effective practice and skill sharing. Mentoring and coaching relationships support the development of teachers and the improvement in student outcomes. To further improve our school will pursue professional relationships beyond our school setting to model and observe best teaching practice.

## LEADERSHIP

The results of this process indicated that in the School Excellence Framework of leadership:

Education Leadership – Sustaining and Growing

School Planning, Implementation and Reporting – Sustaining and Growing

School resources – Excelling

Management Practices and Processes – Excelling

**Educational Leadership:** Our school's on-balance judgement for this element is Sustaining and Growing. Our leadership team focus on leading learning as a priority in their leadership role to facilitate whole school improvement. Collaborative performance development pursues the development of all staff and improved student outcomes. Our school embeds a culture of high expectations for all community members and addresses the range of diversity with supportive teaching strategies and support systems. To further improve, our school will establish professional learning communities driven by common purpose and school directions.

**School Planning, Implementation and Reporting:** Our school's on-balance judgement for this element is Excelling. Our school leadership team actively supports and facilitates change leading to school improvement. Data demonstrates evidence of improvement and is shared with staff. Staff articulate the strategic directions outlined in the school plan and understand their role, individually and collectively, in achieving our strategic directions. Data also provides evidence of the impact of teaching strategies through the analysis of student performance. To further improve, staff will identify effective teaching strategies to ensure consistent student growth across the school.

**School Resources:** Our school's on-balance judgement for this element is Excelling. Our school utilises school facilities to benefit our school and school community groups. Long term financial planning strategies support the achievement of school directions and the financial resources to achieve these directions. Human resources are utilised effectively through harnessing the strengths of teachers and providing opportunities to share their expertise. To further improve, technology will enhance strong classroom pedagogy and support student learning. Staff will be involved in professional learning opportunities to develop their capacity in technology implementation. All staff will participate in 'learning walks' within and beyond our school setting to implement the most effective teaching strategies.

**Management Practices and Processes:** Resources are allocated according to school need. Our school responds to community feedback to improve school operations, and implements changes when the need for change is identified. Staff are provided with opportunities to provide feedback in pursuit of improvement. Parent and student satisfaction is identified through Tell Them form Me Surveys. Survey analyses results in the implementation of practices that enhance school satisfaction. To further improve, more regular focus groups will enable deeper survey data analyses and more explicit responses to survey feedback.

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

Inspired, connected and high performing learning community

### Purpose

To develop an aspirational school culture that is focussed on improving community performance to maximise the potential of all community members. A focus on implementing quality wellbeing initiatives, engages and enhances the wellbeing of our school community to create a learning environment in which student learning is optimised.

### Overall summary of progress

In 2018 our school implemented student, parent and teacher initiatives to engage all community members and to enhance community wellbeing. Tier 2 Positive Behaviour for Learning was launched to support students requiring additional support in their learning and social and emotional development. The progress of Tier 2 identified students was monitored to ensure support strategies were effective or required modification. Peer support, Keeping Friends was implemented and supported all students to maintain positive relationships. Positive Behaviour Tier 1 data was monitored to track student behaviour patterns and implement strategies to support positive connections with other students. Staff were provided with opportunities to reflect on their personal wellbeing and whole staff discussion occurred to identify strategies that would enhance their wellbeing and maximise their potential. Strategies will be implemented and monitored in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Focus group data, evaluations and survey analysis indicate increasing and high levels of community engagement and wellbeing.	\$0.00	2018 Tell Them from me Survey indicate high levels of student, teacher and parent engagement and wellbeing across the measures of each survey group. Student focus groups provided an opportunity to further investigate aspects within the survey and develop strategies to enhance student engagement.
100% of classroom learning programs demonstrate evidence of curriculum differentiation.	\$0.00	Classroom learning programs demonstrate differentiated learning opportunities to ensure all students experience learning success.
NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.	\$4,000	NAPLAN school data indicates the proportion of students in the top two bands at consistently higher percentages above state achievement. PLAN data indicates all students made progress along the Literacy and Numeracy Continuums.

### Next Steps

After school evaluation and milestone achievement analyses, 2019, provides an opportunity to consolidate and refine the processes and practices outlined in our 2018–2020 school plan. The following will support the achievement of our strategic direction. We will maintain a focus on wellbeing, recognising the link between high performance and positive wellbeing.

- Staff professional learning focussed on enhancing student learning engagement (Visible Learning).
- Staff involvement in professional learning focussed on learning program differentiation, effective student feedback and using student data to evaluate the effectiveness of teaching strategies and student achievement.
- Recognising the link between student learning and student wellbeing, whole-school evaluation of student wellbeing initiatives using the Australian School Wellbeing Framework, to support student learning and the development and implementation of actions to further support student wellbeing and their learning.
- Increase student voice, increasing student focus group opportunities.
- Staff participation in WELL Productivity wellbeing program to enhance staff productivity and wellbeing for optimal teacher performance.

## Strategic Direction 2

Explicit and quality teaching practices, responsive to individual learning needs

### Purpose

To engage staff in quality professional learning experiences that enhance teaching practices and student learning outcomes. Differentiated learning programs cater for the diverse learning needs of students. A range of assessment data informs teaching practice to pursue ongoing student improvement.

### Overall summary of progress

In 2018 we focused on implementing explicit teaching strategies to improve student outcomes in literacy and numeracy. These strategies included the implementation of Language, Literacy and Learning (L3), Seven Steps to Writing Success and working with an external mathematics consultant. L3 data was collected every 5 weeks and analysed. This provided an opportunity for teachers to engage in professional discussion about student progress and modify teaching strategies and learning programs, tailoring them to student need. PLAN data K–6, indicated all students made progress across the literacy and numeracy continuums at differing levels of progress. The 2018 Year 3 cohort, were the first cohort to have continuous L3 explicit teaching. The following NAPLAN SCOUT data represents student achievement in the top two bands in all literacy test aspects.

Year 3: Grammar and Punctuation – 69.5%, Reading – 77.1%, Spelling – 76.2%, Writing – 72.8%

Year 5: Grammar and Punctuation – 41.7%, Reading – 37.5%, Spelling – 51.4%, Writing – 19.5%

In numeracy, 65.3% of Year 3 students achieved in the top two bands and 49% of Year 5 students achieved in the top two bands.

Student focus groups indicated students preferred more hands-on style activities and varied activities to maintain interest.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SCOUT data reflects an increase in percentage of students achieving proficient bands in NAPLAN writing.	\$4,200	Year 3 – 72.8% of students achieved in the top two proficient bands in NAPLAN writing.  Year 5 – 19.5% of students achieved in the top two proficient bands in NAPLAN writing.
Increase in percentage of students achieving expected growth in literacy and numeracy NAPLAN.	\$61,000	Growth refers to the student learning growth between Year 3 NAPLAN data and Year 5 NAPLAN data. The following percentages represent Year 5 students who were at, or above, expected learning growth.  Grammar and Punctuation – 47.5 %  Reading – 71.2%  Spelling – 52.5%  Writing – 51%  Numeracy – 59.3%
100% of literacy and numeracy learning programs demonstrate evidence of differentiated learning and evidence of a variety of assessment strategies.	\$4,000	Professional learning focussed on curriculum differentiation and supported teachers to embed differentiation teaching strategies into classroom learning programs. Reflection on teaching practice provided opportunities for teaching strategies to be modified when required.



## Next Steps

In 2019, we will continue our focus on explicit and quality teaching practices that support continuous student learning. The following will support the achievement of strategic direction 2.

- School leadership team involvement in professional learning focussed on rigorous data analysis to inform teaching and learning programs and teaching practice.
- Teacher professional learning facilitated by Literacy and Numeracy Strategy Advisors, School Services Directorate, focussing on numeracy and differentiated numeracy programs.
- Enhance teacher knowledge of literacy and numeracy learning progressions through professional learning opportunities.
- Collaborative development of whole school assessment schedule.
- Teacher professional learning focussed on effective assessment practices..

### Strategic Direction 3

Instructional leadership drives improvement in teaching practice, learning, management practices and community collaboration.

### Purpose

To develop a leadership team that actively promotes a culture of high expectations for all community members. Our leadership team evaluates the impact of their leadership to achieve ongoing improvement in leadership practice, teacher practice and student performance measures. The school leadership team takes an active role across the school to ensure effective school management processes underpin whole school organisation.

### Overall summary of progress

In 2018, our school leadership team focussed on instructional leadership practices to impact teaching practice and student outcomes. A 'lead learning' mindset enabled leaders to minimise administrative tasks and focus on impacting positively on teacher development to support student progress. Staff evaluated management practices and processes to improve teacher efficiency and productivity. An action plan was developed in collaboration with staff. Tell Them From Me Teacher Survey school mean in the leadership domain was 7.9, while the NSW Govt. norm was 7.1. In terms of collaboration as a driver for student learning, our school mean was 8.4 and the NSW Govt. norm was 7.8. Staff developed Professional Learning Goals and actively pursued professional learning to support the achievement of their goals. Student focus groups were a valuable opportunity to reflect on our practice from a student perspective.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey and staff evaluations analysis indicates leaders have an increasing impact on improving teaching practice, management practices and community collaboration.	\$0.00	<p>2018 TTFM Teacher survey indicated an increase in teacher responses from 2017 responses. Areas that increased are listed below.</p> <p>School leaders have:</p> <ul style="list-style-type: none"><li>• helped me establish challenging and visible learning goals for students</li><li>• helped me create new learning opportunities for students</li><li>• helped me improve my teaching</li><li>• provided guidance for monitoring student progress</li></ul> <p>In collaboration, increased teacher responses were noted in the following:</p> <ul style="list-style-type: none"><li>• Teachers in our school share their lesson plans and other materials with me</li><li>• I discuss my assessment strategies with other teachers</li></ul>
NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.	\$0.00	<p>In 2018 NAPLAN analysis, our school achieved positive levels of value added results. From Kindergarten to Year 3 our student were identified as excelling and our Year 5 to Year 7 cohort were also identified as excelling.</p> <p>All students made progress along the literacy and numeracy continuums.</p>

### Next Steps

In 2019, our leadership team will continue to focus on driving school improvement. This will involve professional learning focused on best leadership practices that develop teacher capacity and improve student outcomes. Teacher participation in 'learning walks' will harness teacher strengths and build teacher capacity. External facilitators will collaborate with our parent community to engage our community and enhance our school community learning partnership.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,321	Funding was used to support students through the Aboriginal Literacy Project and the purchasing of culturally significant literacy resources for use throughout K–6 classrooms.
<b>English language proficiency</b>	\$42,665 Flexible funding	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 have made progress on EAL/D phases.
<b>Low level adjustment for disability</b>	\$42,857 Flexible funding	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 assessments 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 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 and numeracy support. These students participated in MiniLit, MultiLit and/or an explicit numeracy program.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$109,110	Hornsby South Public School undertook an intensive transition program to ensure the learning needs of all students were communicated to the 2018 teachers. Staff participated in transition meetings with the Learning and Support Teacher to discuss student needs and any current strategies being implemented to cater for these needs. The transition process also included Preschool to Kindergarten transition meetings with the 2019 Kindergarten teachers, Preschool directors and staff, families and external personnel. The process also included the delivery of lessons by 2019 Kindergarten planned staff 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

<b>Quality Teaching, Successful Students (QTSS)</b>	\$109,110	to assist staff in the implementation of Positive Behaviour for Learning (PBL), Differentiating Mathematics Instruction, the development of a whole school Mathematics Scope and Sequence K–6, Seven Steps to Writing Success, Focus on Reading (FOR) and Language, Learning and Literacy (L3). Additional support was also provided for staff to develop their knowledge and understanding of National Consistent Collection of Data(NCCD), training and development on the student wellbeing and resilience programs by Uplifting Australia – Family Connect and for staff to work towards achieving their individual goals, as identified through our school–wide Performance and Development Plan (PDP) process.
<b>Socio–economic background</b>	\$\$10,221	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.
<b>Support for beginning teachers</b>	\$52,539	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 experienced teaching staff. Throughout the year, the committee meet 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, National Consistent Collection of Data (NCCD),Positive Behaviour for Learning (PBL), student engagement and goal setting, PLAN data, differentiation, the development of scope and sequences for various KLAS, Focus on Reading (FOR) and Language, Learning and Literacy (L3). 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

<b>Support for beginning teachers</b>	\$52,539	these support opportunities.
<b>Targeted student support for refugees and new arrivals</b>	\$822	Targeted student funding support for refugees was used to purchase student resources, which allowed these students to access the curriculum on the same level as other students. Targeted funding for new arrivals was used to employ additional staff to withdraw students individually or in small groups. These support programs assisted new arrival students achieve equity.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	300	308	323	326
Girls	271	280	320	356

Hornsby South Public School had a total of 691 students in 2018 and increased one class from 26 to 27 in 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	95.1	94.3	95
1	94.5	95.4	95.6	94.3
2	95.9	95.1	95.8	95.2
3	95.5	95	96.3	95.1
4	92.6	95	94.6	95.6
5	94.5	94.8	95.2	95.6
6	93.2	94.9	94.5	93.6
All Years	94.6	95.1	95.2	94.9
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

### Class sizes

Class	Total
KBILBIES	22
KP	23
KLORIKEETS	22
KKANGAROOS	22
KDINGOES	22
1C	20
1S	19
1R	20
1O	20
1M	20
1W	21
2S	26
2H	22
2G	24
2B	24
3W	28
3S	27
3M	27
3D	27
4S	30
4M	30
4H	30
5_6K	29
5_6G	30
5_6W	31
5_6M	29
5_6L	30

### 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 completes a referral to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	4.26

\*Full Time Equivalent

The School Counsellor is allocated to various schools in the area. Hornsby South Public School is the nominated base school for the School Counsellor.

### 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	0

### Professional learning and teacher accreditation

All staff were involved in regular professional learning opportunities aligned to the Hornsby South Public School 2018–2020 School Plan, professional learning goals identified in individualised teacher Professional Development Plans and Department of Education initiatives and training requirements. Coaching and mentoring strategies, as well as professional network and school based initiatives, 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), Seven Steps to Writing Success, Differentiating Mathematics Instruction, Development of Whole School Mathematic Scope and Sequence, Implementation of the new Science and Technology Syllabus, Strong Start, Great Teachers, Teacher Wellbeing, Uplifting

Australia– Family Connect, DoE mandatory training, report writing, Learning Walks, curriculum differentiation, Positive Behaviour for Learning (PBL) Tier 1 and Tier 2, 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 (35%) and proficient (65%).

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	769,011
<b>Revenue</b>	5,970,026
Appropriation	5,401,461
Sale of Goods and Services	6,312
Grants and Contributions	543,019
Gain and Loss	0
Other Revenue	6,600
Investment Income	12,635
<b>Expenses</b>	-5,325,795
Recurrent Expenses	-5,325,795
Employee Related	-4,647,813
Operating Expenses	-677,982
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	644,232
<b>Balance Carried Forward</b>	1,413,242

The school's finance committee discuss and monitor revenue and expenditure. School financial information is tabled at the Parents and Citizens meetings. Further information, if required, can be obtained by contacting the school. Funds have been carried forward to lay synthetic turf in the front playground grass area and install a covered walkway connecting the portable classrooms to the main buildings. Any remaining funds will directed towards identified school improvement initiatives and towards achieving the strategic directions outlined in the 2018–2020 school plan.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,356,847
Base Per Capita	124,336
Base Location	0
Other Base	4,232,511
<b>Equity Total</b>	402,285
Equity Aboriginal	3,321
Equity Socio economic	10,221
Equity Language	273,006
Equity Disability	115,736
<b>Targeted Total</b>	13,304
<b>Other Total</b>	260,477
<b>Grand Total</b>	5,032,913

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 Year 3 Literacy NAPLAN:

Reading – 77% of students achieved in the top two proficient bands and well above state achievement of 47% of students.

Writing – 73% of students achieved in the top two

proficient bands, compared to 45% across the state.

Spelling – 76% of students achieved in the top two proficient bands, compared to state achievement of 50%.

Grammar and Punctuation – 70% of students achieved in the top two proficient bands, compared to 48% of students across the state.

In Year 5 Literacy NAPLAN:

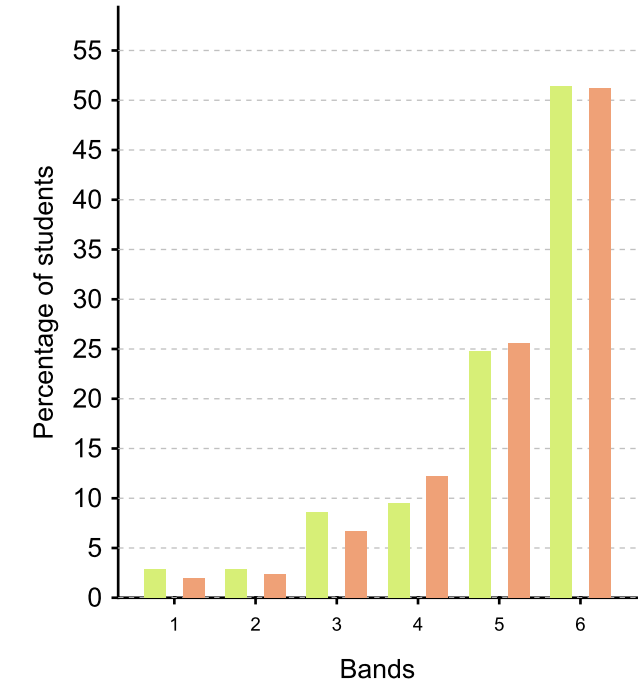
Reading – 38% of students achieved in the top two proficient bands compared to 36% across the state. 48% of students achieved in the middle two bands.

Writing – 20% of students achieved in the top two proficient bands, compared to 15% across the state. 74% of students achieved in the middle two bands.

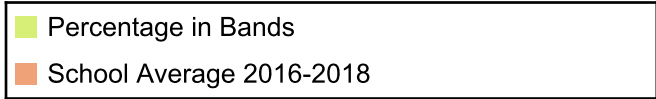
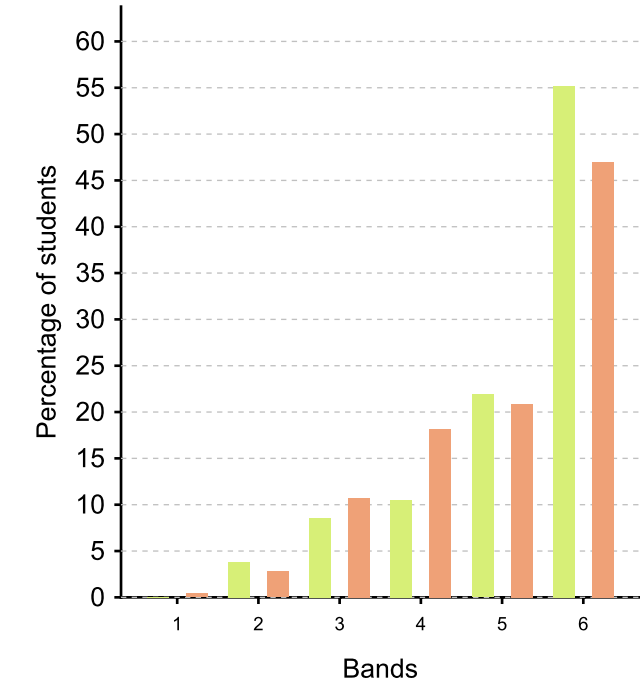
Spelling – 51% of students achieved in the top two proficient bands compared to 35% across the state. 49% achieved in the middle two bands.

Grammar and Punctuation – 42% of students achieved in the top two proficient bands compared to 34% across the state. 43% achieved in the middle two bands.

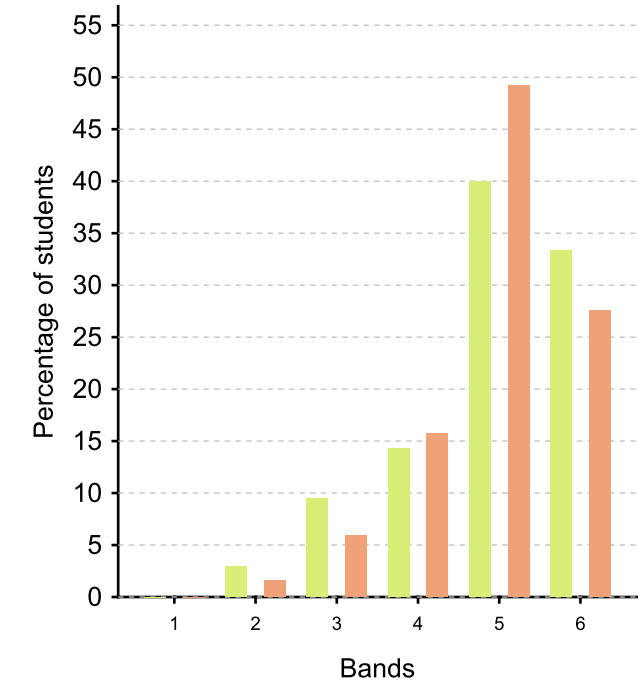
Percentage in bands:  
Year 3 Spelling



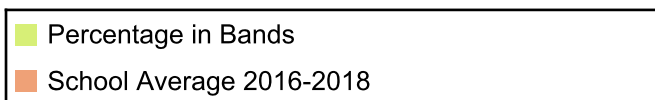
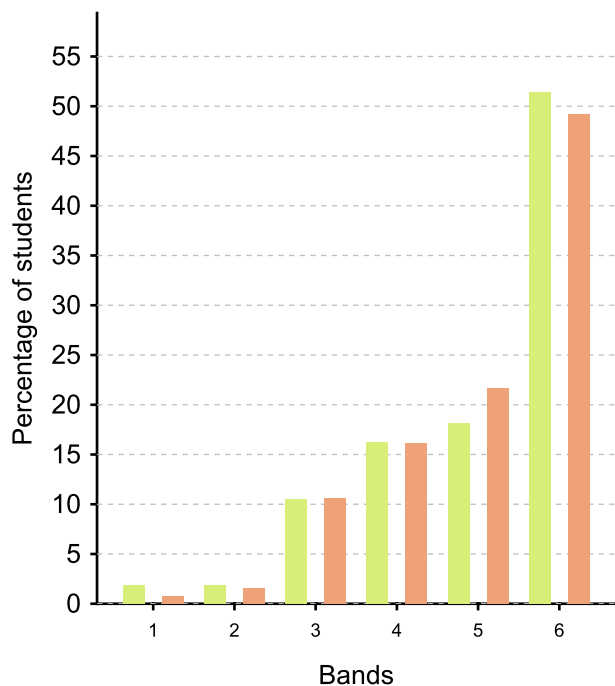
Percentage in bands:  
Year 3 Reading



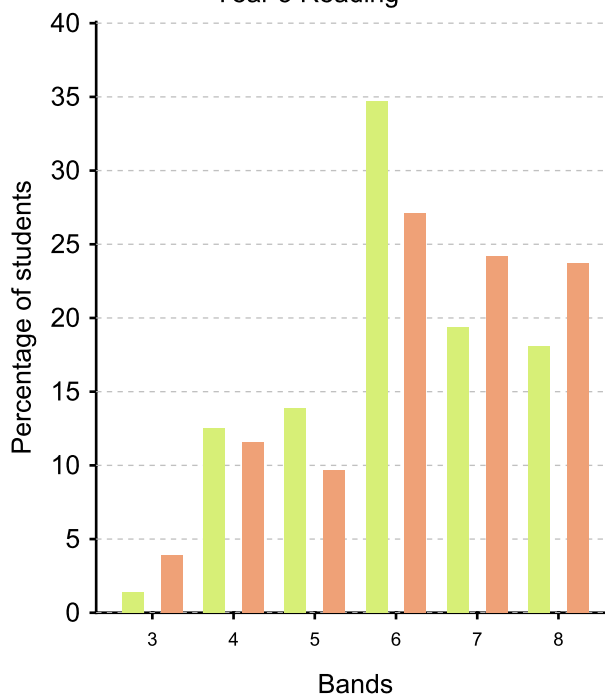
Percentage in bands:  
Year 3 Writing



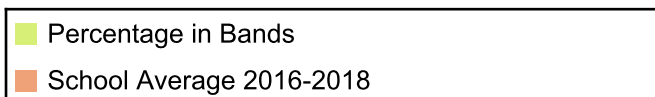
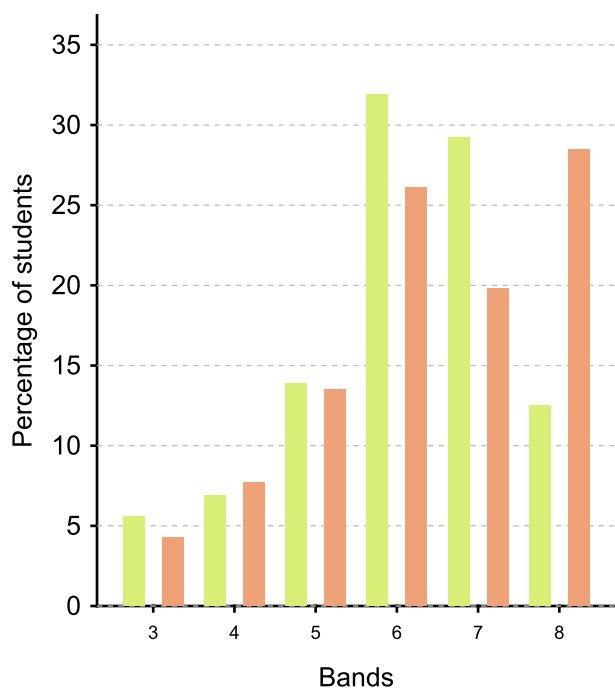
**Percentage in bands:**  
Year 3 Grammar & Punctuation



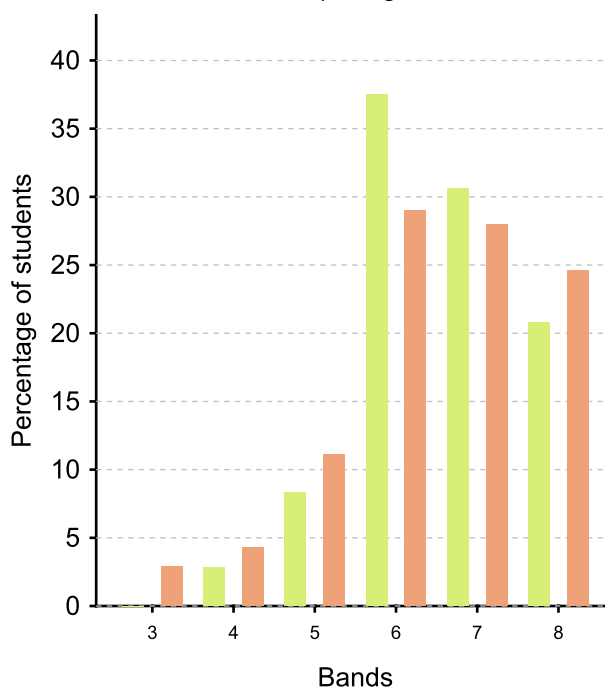
**Percentage in bands:**  
Year 5 Reading



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

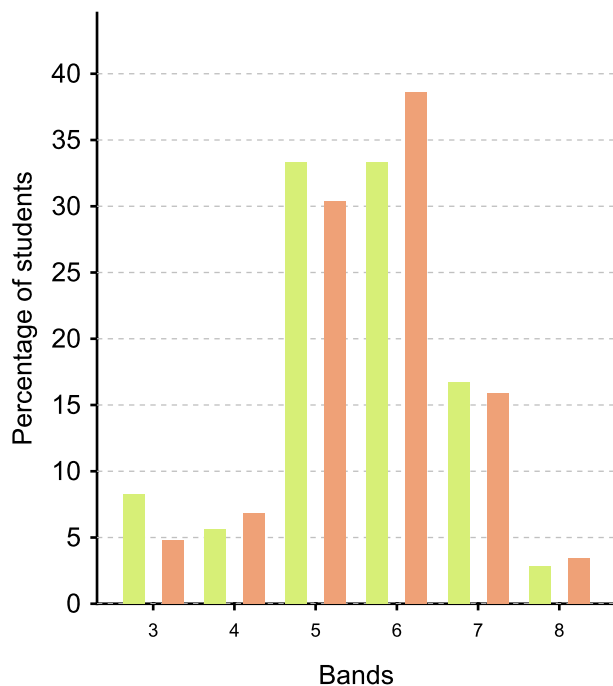


**Percentage in bands:**  
Year 5 Spelling





**Percentage in bands:**  
Year 5 Writing

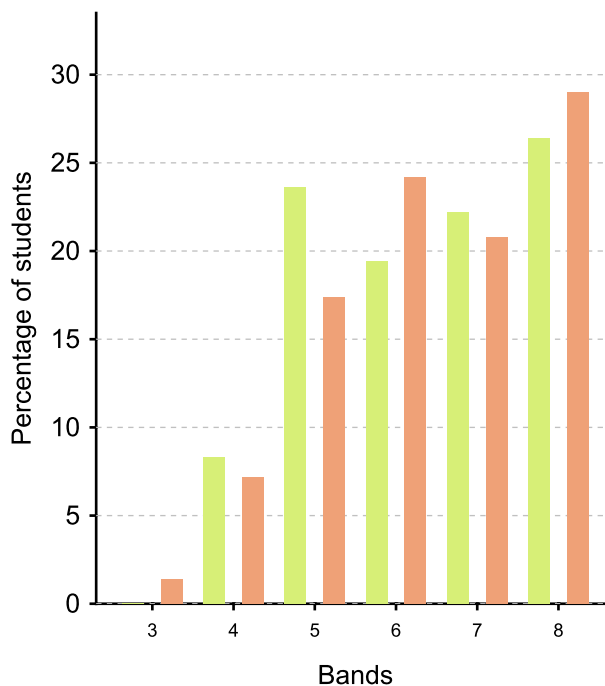


Percentage in Bands  
School Average 2016-2018

In Year 3 Numeracy NAPLAN: 80% of students achieved in the top two proficient bands compared to 62% across the state.

In Year 3 Numeracy NAPLAN: 54% of students achieved in the top two proficient bands compared to 47% across the state. 37% achieved in the middle two bands.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers and is reflected on the My School website.

In reading, 61% of Year 3 and Year 5 students achieved the Premier's target of improving education results and 53% in numeracy.

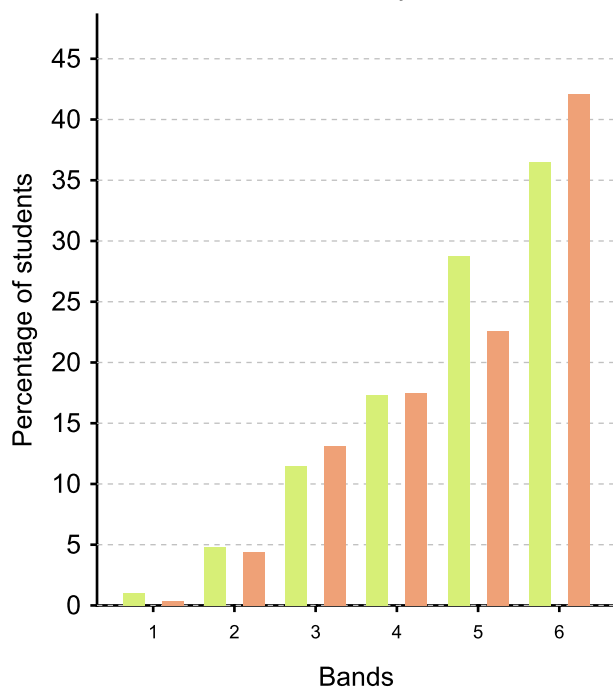
## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey measures indicators based on the most recent research on school and classroom effectiveness. The student survey conducted at Hornsby South Public School in 2018 for students in Years 4–6 showed:

\*89% of students had positive relationships at school which is an increase of 6% from 2017

\*92% of students indicated they valued schooling and education which is an increase of 3% from 2017

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

\*88% of students tried hard to succeed in their learning

\*96% of students indicated they did not feel they get into trouble at school for disruptive or inappropriate behaviours which is an increase of 4% from 2017 and well above the government norm of 83%.

\*79% of students are interested and motivated in their learning, which is an increase of 10% from 2017 and above the government norm of 78%.

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 2018 for staff showed:

\*93% strongly agreed or agreed school leaders clearly communicate their strategic vision and values for our school

\*90% of teachers believe they consistently developed varied and high quality assessment tasks to identify student learning and inform future teaching and learning programs

\*90% of staff strongly agreed or agreed that professional learning on using student assessment data effectively to support student learning, would be beneficial to their teaching practice.

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 2018 for parents showed:

\*72% of parents have a high to very high level of satisfaction with Hornsby South Public School, an increase of 4% from 2017

\*79% of parents understand why and how Positive Behaviour for Learning (PBL) is implemented at Hornsby South Public School and 85% of parents believe their child has a clear understanding of the school behaviour expectations

\*It was indicated that Hornsby South Public School's newsletter was the most effective form of school communication

\*Formal interviews and informal meetings were the most useful forms of individualised communication to parents.

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.

## 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 developed and implemented 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 reinforce these ideals.

## 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