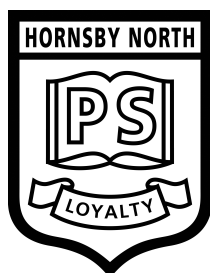


Hornsby North Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

It gives me great pleasure to present the 2019 Annual Report for Hornsby North Public School. The school caters for a population of 949 students with 69% coming from a non-English 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, Chess, Italian, French, Mandarin and a Knitting Club.

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 2019, the established 2015 Coding Program was enhanced by the introduction of a Robotics Program and participation in the International Robotics Competition. This year the entire school was air-conditioned at a cost of \$200,000 through funds provided by the P&C. The school also received an electrical upgrade at a cost of approximately \$1,000,000.

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.

This year the school undertook a project to refurbish and reconfigure library spaces in line with 21st Century Learning. Our technical support officer, Mr Gary Edmonds led the school in the new directions by visiting other schools, exploring new programs and most importantly adding a new Robot Ring. Gary built the Robot Ring and for this we are so grateful and appreciative. Thank you Gary.

I have included Gary's report below.

Maree Sumpton

Principal

Message from the technical support officer

Inline with modern teaching practices in educational spaces this past year the library interior space was extensively

redesigned to embrace an open space yet maintaining discrete specialised learning spaces. The old bookshelves have been replaced with 13 mobile shelving units, the classroom space furniture now has large mobile tables that allowed multiple learning space configuration (or folded and stacked away) and new stackable seating. A third interactive teaching screen was introduced to provide another teaching space. A new large curved 'campfire' couch with integrated book–shelving provides a space for quiet reading or a focal area for traditional story telling – a big hit with the students.

An updated technology scheme has seen the introduction of Library laptops to replace the older style desktop computers, this has allowed the redesign of the old computer section to now include an open floor area, students workbench style seating around the walls for 12 students and the construction of a Robot arena which doubles as bench style seating for an additional 20 students. Traditional chairs have been replaced with mobile stools to facilitate student focus while they work and provide a flexible and movable seating solution. To stimulate further student engagement and new learning opportunities three new technologies have been introduced, a 3D printer, a vacuum form molding machine and a video green screen area have been integrated into the Library design.

The existing school robotics program has been moved into the Library with a designed storage area and the new Robot arena. New general storage cupboards (and some recycled cupboards), a new circulation desk and a fresh coat of paint have given the Library a completely new feel. The finishing touch will be to dress the windows with new blinds in 2020.

After these extensive changes our Library can now be configured into concurrent multifunctional learning spaces, a single performance space or even a display gallery to support multiple educational outcomes for the present and into the future.

Gary Edmonds

School Technical Support Officer

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 2019 the P & C has continued a range of activities that deliver the following support to the 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 2019 we commenced our new school menu which is 100% compliant with the Healthy Schools Canteen guidelines and responds to the needs of our multicultural school community. This new menu came 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 grounds committee with regular working bees with more than 300 participants.
- Catering at school events and fundraising events
- Conducting the awesome annual School Fair which was renamed in 2019 as the HNPS Community Fair and which raised over \$45,000 for school resources.

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, Literary Support, our Library, Gymnastics, Maths, support teachers and student award programs. We are very proud that the school can rely upon the P & C and the broader school community for this ongoing support.

The P & C is pleased that in 2019 we were able to complete a major project we've been working on for many years – full air conditioning of our school. We have been steadily raising funds for this and following our advocacy a new electrical substation was installed for the school which enabled us to proceed with our air conditioning program. The P & C has funded air conditioners for every classroom and our canteen, together with large fans for our school hall.

We thank 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

School Vice Captain's Message

It has been an honour and a privilege to have been the School Vice–Captain in 2019. It has been an amazing journey and I have loved every minute of it.

Firstly, thank you to Mrs Sumpton, for being a fantastic Principal and for encouraging everyone to always do their best and strive for success. Thank you, to the dedicated teachers who have taught me over the past seven years and encouraged me to grow into a confident, responsible young school citizen.

During the year there were so many opportunities to represent the school as a leader, I have wonderful memories of leadership camp. It was a three–day event for Captains from all over the region. We learnt the importance of collaboration and teamwork, met new friends and listened to inspirational speakers.

In April, the Captains had the honour of participating in the ANZAC day dawn service with Mrs Sumpton. As we laid our wreaths it was a very poignant reminder of the sacrifices that were made by so many young Australians.

In term two, all of Year 6 were lucky to experience our wonderful capital city Canberra. During this three day camp we visited, Parliament House, Mount Ainslie, Cockington Green, The War Memorial, the AIS and Questacon. Thank you to Mrs Butterworth and the Year 6 teachers who organised this fantastic camp.

One of my favourite parts of the year was attending the Matt Kean "Primary School Leaders' Morning tea," with Mrs Sumpton and the Captains. This was held at the NSW Parliament House.

One of the highlights of my week was running the K–2 and 3–6 weekly assemblies. At Hornsby North, every student has the opportunity to develop their skills, interests and talents. Hornsby North values extracurricular activities such as, band, choirs, dance, sport etc. I was lucky to be part of the Cantare Choir and sing at the Opera House. The Christmas Musical also showcased many talented students.

Overall the 2019 Year 6 students leave Hornsby North as multi skilled students. They speak Italian and French, are keen scientists, computer literate, public speakers, able readers and mathematicians. They can sing and dance and pass any fitness test.

Finally, I am grateful to have been part of the leadership team for 2019 and would like to wish next year's school leaders all the best in their leadership roles. I have been very fortunate to have been School Vice–Captain of this great school and will never forget 2019.

Max Supple

2019 School Vice–Captain



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Excelling |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

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.

Improvement Measures

100% of staff use PLAN 2 data to develop PLaSP's and track that students are meeting their academic targets.

EALD Scales are used to monitor all EALD students across the school.

Assessment practices are embedded in class programs across all stages.

NAPLAN – maintain high standards in all areas.

Increase proportion of students in the top two NAPLAN bands for :

- *Y3 Reading from 70% to 75%*
- *Y3 Numeracy from 77% to 79%*
- *Y5 Writing from 40% to 45%*
- *Y5 Reading from 77% to 79%*

Progress towards achieving improvement measures

Process 1: Staff are provided with professional learning, to implement assessment and tracking strategies using PLAN 2 and the learning progressions. Teachers develop and refine assessment tasks, to inform teaching and learning programs.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Professional Learning undertaken by K–2 teachers in PLAN 2 and InitialLit. Data from Best Start entered in PLAN 2 to inform and track student progression. InitialLit data, class assessments, diagnostic testing and PAT Maths and Literacy tests used to develop learning programs. | \$70,000 |

Process 2: Through professional learning, ensure the development and implementation of effective modes of EALD program delivery and teaching practices are responsive to school's needs.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Professional Learning undertaken by all members of the EALD team. EALD team provided Professional Learning for stage team leaders using EALD Scales and EALD Learning Progressions. Scales are regularly checked by class teachers and EALD teachers to ensure continuity of learning programs. | \$5000 |

Next Steps

All teachers will receive training in PLAN 2 in 2020.

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.

Improvement Measures

Increase numbers of teachers on Mentoring program by 10%.

100% of teachers at Proficient level and at least 3 teachers preparing for Highly Accomplished.

100% of staff engaged in setting and monitoring goals identified in their PDP's.

Tell Them From Me – survey indicates increased support for teachers from School Leaders.

Progress towards achieving improvement measures

Process 1: Teachers develop differentiated learning programs.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Professional learning and staff training in differentiated planning and learning progressions. Class programs show differentiation and PLaSPs for identified students implemented. | \$6000 |

Process 2: Aspiring Leadership Program is continued and developed further to provide opportunities to staff, building leadership capacity, including some staff working towards Highly Accomplished teacher status.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Three teachers gained accreditation and one is working towards highly accomplished. Assistant Principals attend networking conferences sharing resources and ideas with neighbouring schools. | \$4000 |

Process 3: Further enhancement of the Mentoring Program.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Six beginning teachers were supported by funds from the Government. These teachers were mentored and participated in the Strong Start, Great Teachers induction and mentoring program by an Assistant Principal and two experienced teachers. This is a four phase program which runs over two years. Two beginning teachers have completed the four phases and four teachers are working through Phase Three. New classroom observation program implemented. | \$95,752 |

Next Steps

Further develop the classroom observation program and continue to refine and improve the mentoring program and provide leadership program to aspiring leaders.

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.

Improvement Measures

Increased connections with the community.

Organise at least 2 major special events celebrating the multicultural diversity of our school.

Improved family and community satisfaction validated by data collected from the TTFM surveys..

Increased participation in TTFM parent surveys by at least 12%.

Increased resources (personnel and funds) to support parent and community engagement.

Increase number of parents representing EAL/D families at P&C from 1–5.

Progress towards achieving improvement measures

Process 1: Extend opportunities for parents to engage with the curriculum through workshops and information sessions.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Opportunities for parents and community members to engage with and contribute to school programs included– Transition to school and high school programs, Harmony Day, Police Forums for parents and students and literacy and numeracy program for parents. | \$8000 |

Process 2: Develop a range of strategies to encourage further participation in the P&C events/fundraising and community learning sessions.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Parenting courses in Mandarin and English, class parent representatives, fundraising committees and the newly formed Cultural committee enhanced parent engagement in fundraising, project ownership and school plans. | \$5000 |

Process 3: Develop links with local schools and community projects to share ideas, resources and best practice.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| During 2019 the school further developed links with Asquith Girls HS and Asquith Boys HS in Sport, Leadership and Curriculum. Environmental programs included financial support and advice from Bunnings and Gibberagong Environmental Centre. Ausgrid and the Minister for Environment and Energy launched Electricity Week at the school. Learning Support Teacher attended regular meetings at Learning Support Network bringing resources, ideas and best practice to and from the meetings. | \$4000 |

Next Steps

Extend Transition to High School programs to other schools within the catchment area.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | \$2679 | 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 | \$403,653 | Funds were used to support the EALD program for five days a week. They were used to purchase resources that supplement the programs for new English learners for teacher and student use, and to employ four teachers. |
| Low level adjustment for disability | \$104,024 | 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) | \$159,504 | Successful implementation of MultiLit program. Integration of InitialLit and MultiLit programs. Teacher observation and purchase of resources to build teacher capacity. |
| Socio-economic background | \$11,378 | 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 | \$65,058 | Funds were received by the school from the government specifically for the support of six beginning teachers. All beginning teachers participated in Strong Start, Great Teachers' induction and mentoring program, guided by an Assistant Principal and two experienced teachers.. This is a four phase program which runs over two years. Two beginning teachers have completed the four phases and four teachers are working through Phase 3. |
| Targeted student support for refugees and new arrivals | \$701 for refugee students \$66,615 for new arrival students | Funding was used for uniforms and excursions for refugee students. A teacher was employed to help new arrival students settle into school and increase their use and understanding of English. |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 427 | 431 | 471 | 477 |
| Girls | 410 | 419 | 441 | 472 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96 | 96.5 | 95.5 | 95.7 |
| 1 | 95.8 | 96.8 | 96.2 | 94.7 |
| 2 | 96.2 | 95.6 | 96.2 | 95.5 |
| 3 | 96.9 | 96.8 | 95.8 | 95.5 |
| 4 | 96.1 | 96.8 | 95.2 | 96.3 |
| 5 | 96.3 | 95.4 | 95.9 | 96.1 |
| 6 | 95.5 | 94.5 | 94.4 | 94.2 |
| All Years | 96.2 | 96.1 | 95.6 | 95.4 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 36.73 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1.4 |
| Teacher ESL | 3.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.87 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,217,569 |
| Revenue | 8,402,390 |
| Appropriation | 7,373,515 |
| Sale of Goods and Services | 15,287 |
| Grants and contributions | 998,332 |
| Investment income | 6,003 |
| Other revenue | 9,252 |
| Expenses | -7,916,918 |
| Employee related | -6,625,779 |
| Operating expenses | -1,291,139 |
| Surplus / deficit for the year | 485,472 |

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.

Funds held in trust for P&C – band, uniform shop and contributions paid in December 2019 to \$165,378.

Funds to be used for provision of

- replacement of aging technology
- setup of two new classrooms – interactive whiteboards, computers, phone and equipment
- introduction of MultiLit program to Year 2 in excess of \$70,000
- STEM resources
- purchase of laptops and Chromebooks
- refurbishment of toilet blocks.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 77,696 |
| Equity Total | 521,734 |
| Equity - Aboriginal | 2,679 |
| Equity - Socio-economic | 11,378 |
| Equity - Language | 403,653 |
| Equity - Disability | 104,024 |
| Base Total | 6,077,819 |
| Base - Per Capita | 213,990 |
| Base - Location | 0 |
| Base - Other | 5,863,829 |
| Other Total | 512,387 |
| Grand Total | 7,189,636 |

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.

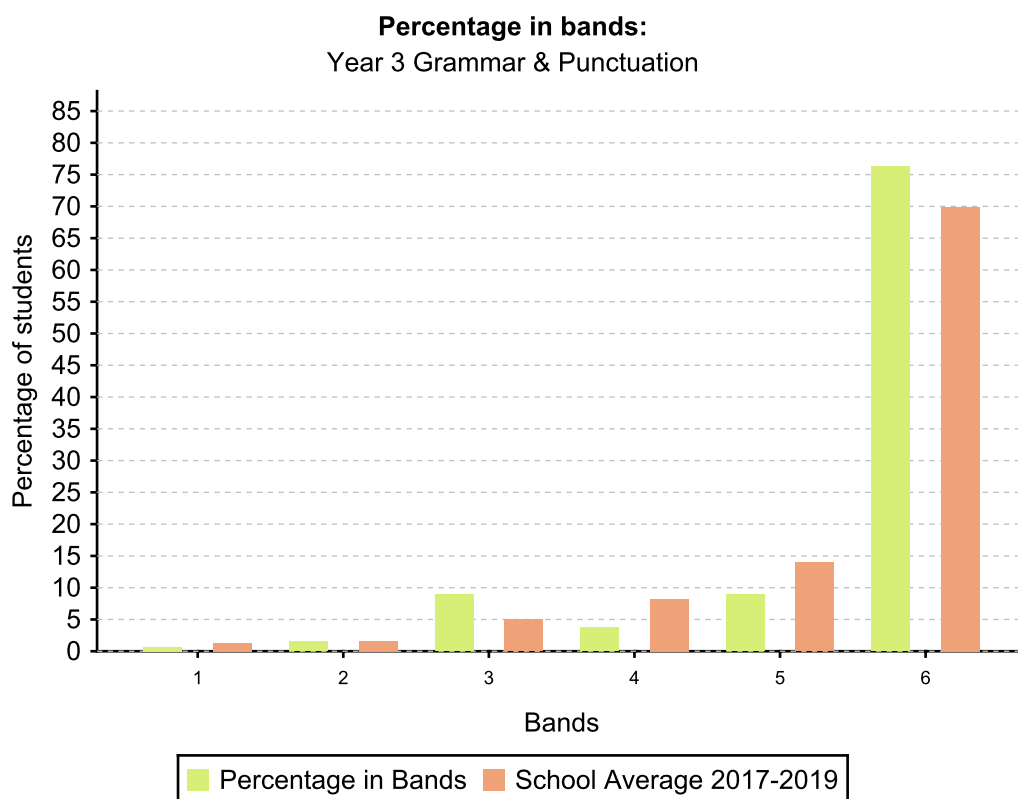


School performance - NAPLAN

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.

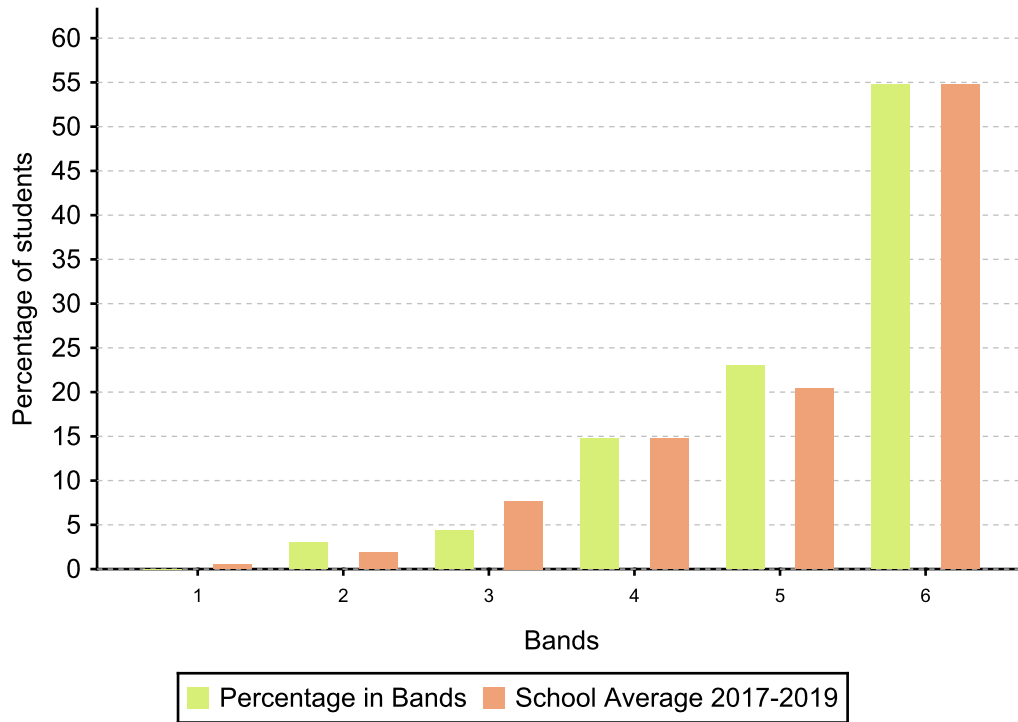
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



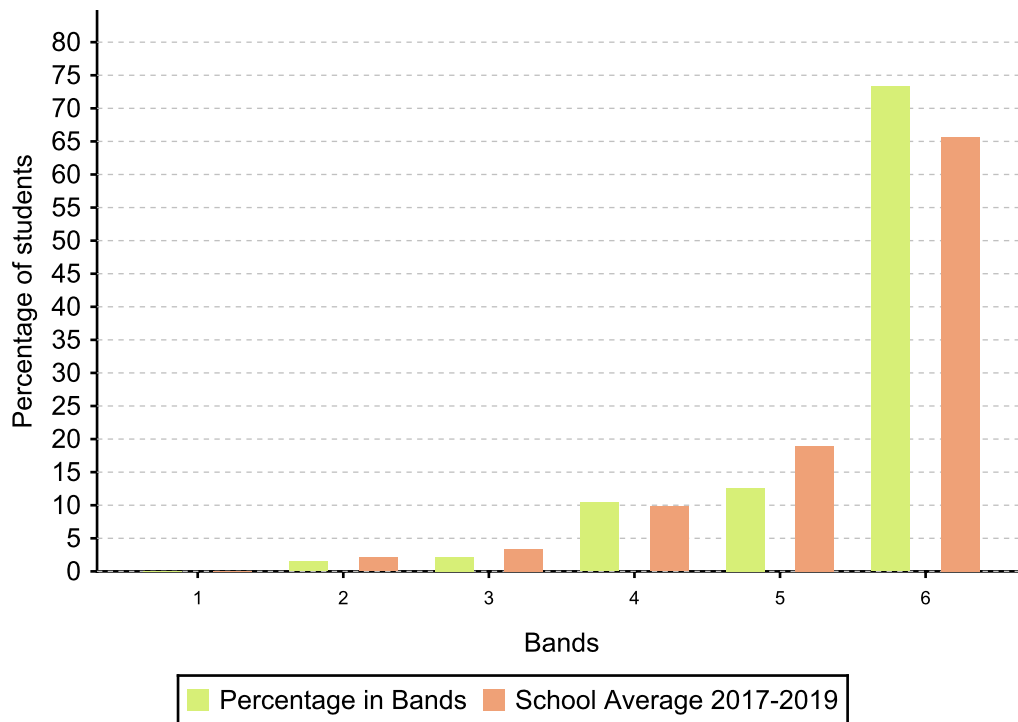
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|-----|-----|------|
| Percentage of students | 0.7 | 1.5 | 8.9 | 3.7 | 8.9 | 76.3 |
| School avg 2017-2019 | 1.3 | 1.6 | 5 | 8.2 | 14 | 69.9 |

**Percentage in bands:
Year 3 Reading**



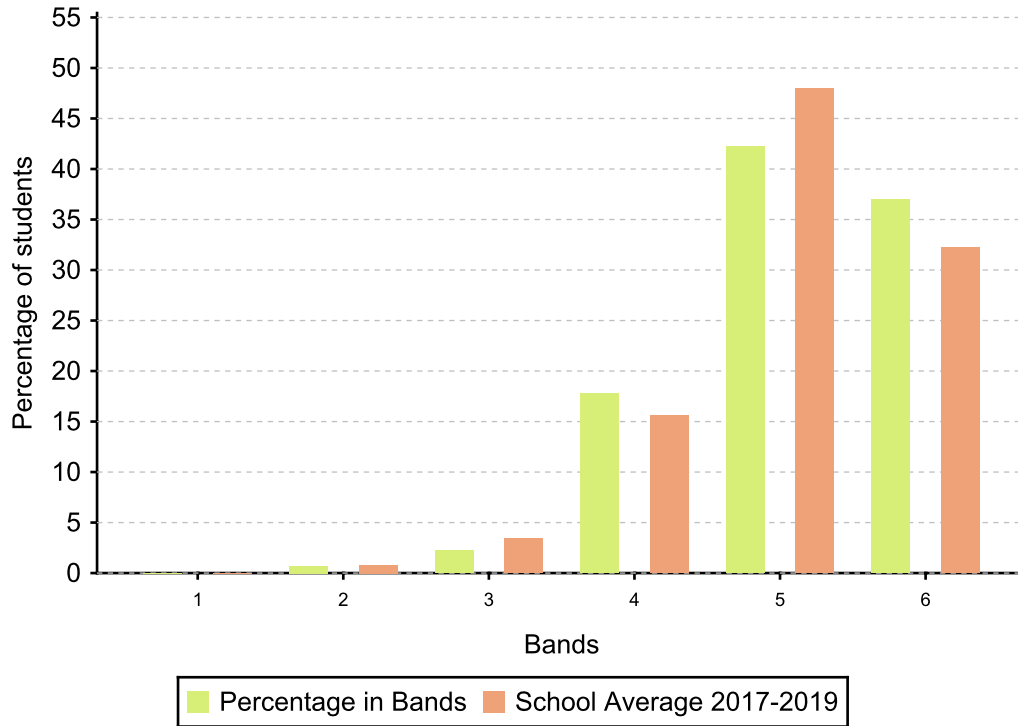
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 3.0 | 4.4 | 14.8 | 23.0 | 54.8 |
| School avg 2017-2019 | 0.5 | 1.9 | 7.7 | 14.8 | 20.4 | 54.8 |

**Percentage in bands:
Year 3 Spelling**



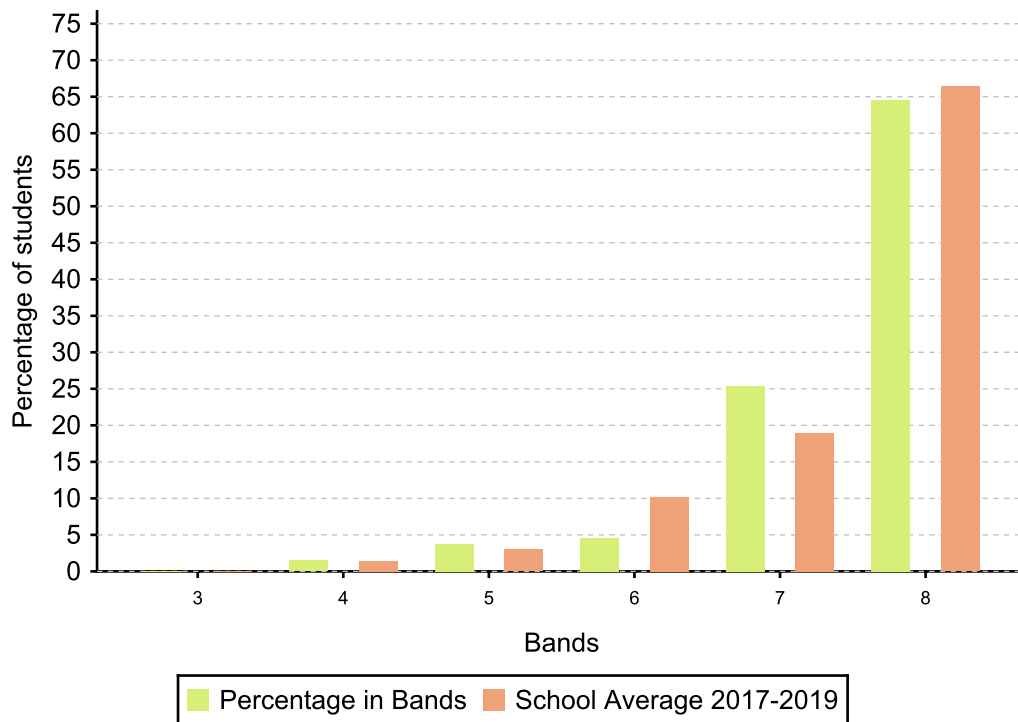
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 1.5 | 2.2 | 10.4 | 12.6 | 73.3 |
| School avg 2017-2019 | 0 | 2.1 | 3.4 | 9.8 | 19 | 65.7 |

Percentage in bands:
Year 3 Writing



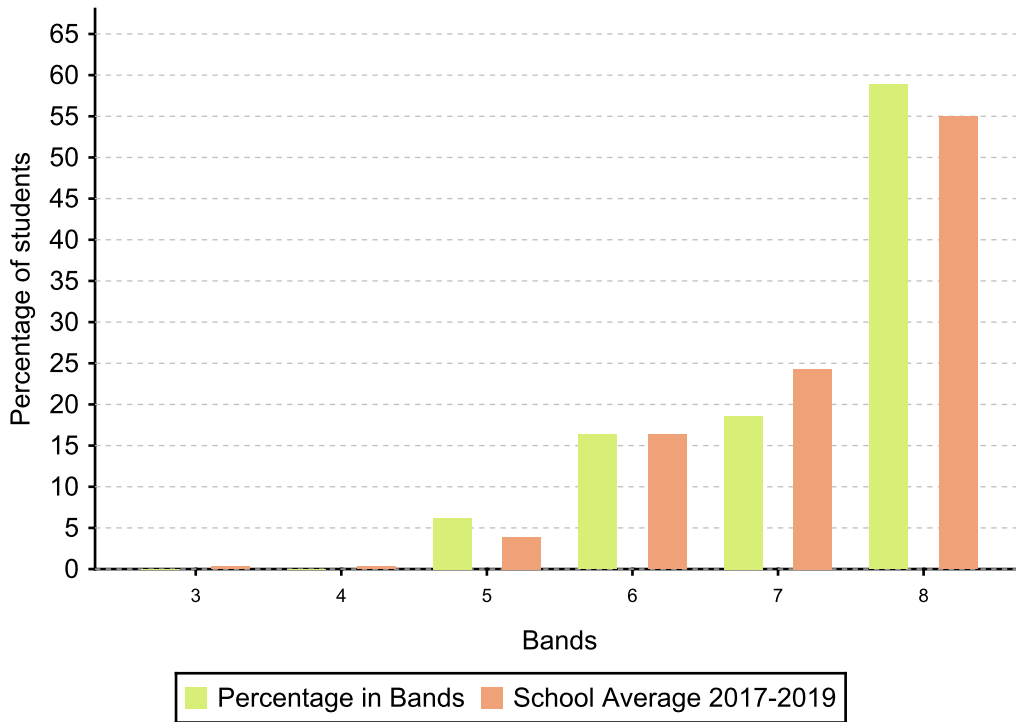
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.7 | 2.2 | 17.8 | 42.2 | 37.0 |
| School avg 2017-2019 | 0 | 0.8 | 3.4 | 15.6 | 48 | 32.2 |

Percentage in bands:
Year 5 Grammar & Punctuation



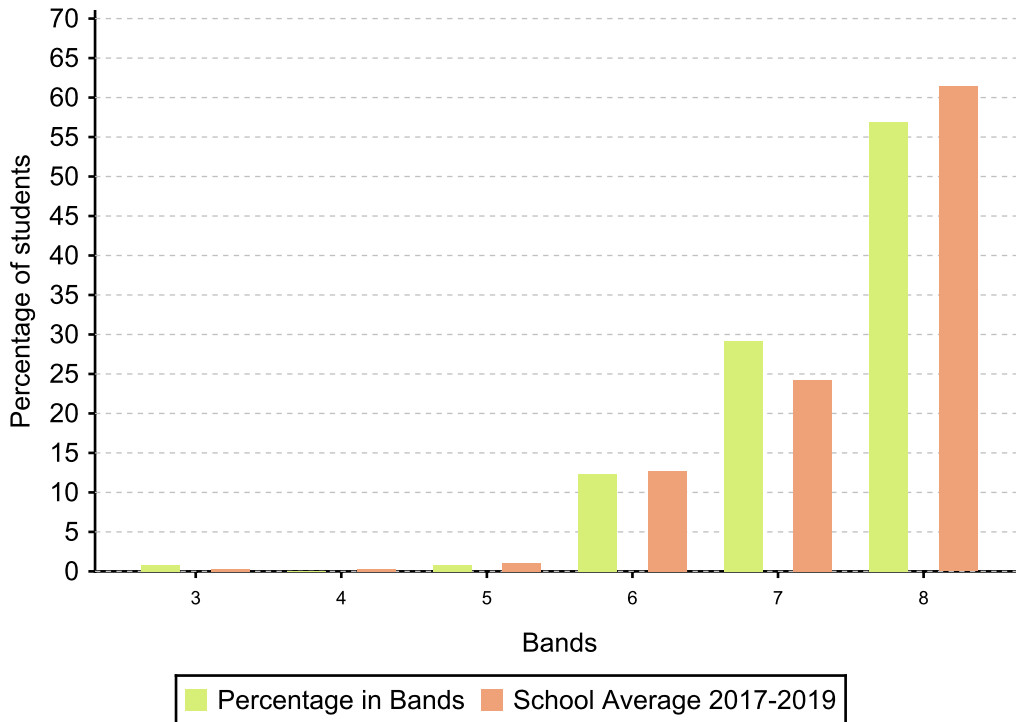
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 1.5 | 3.8 | 4.6 | 25.4 | 64.6 |
| School avg 2017-2019 | 0 | 1.4 | 3 | 10.2 | 19 | 66.4 |

**Percentage in bands:
Year 5 Reading**



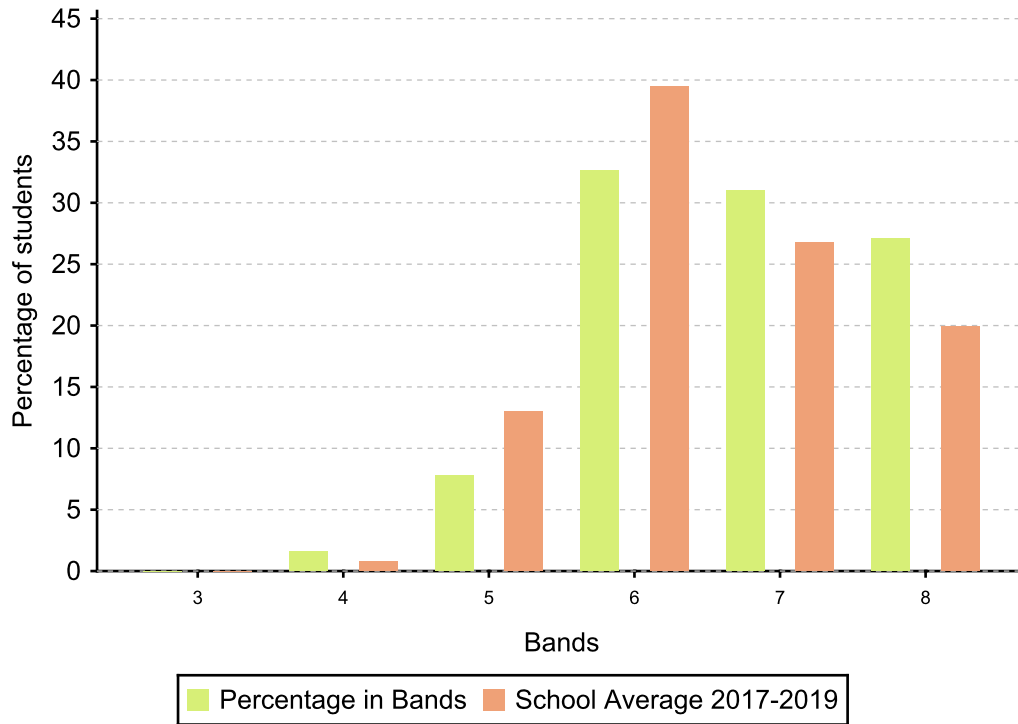
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 6.2 | 16.3 | 18.6 | 58.9 |
| School avg 2017-2019 | 0.3 | 0.3 | 3.9 | 16.3 | 24.3 | 55 |

**Percentage in bands:
Year 5 Spelling**



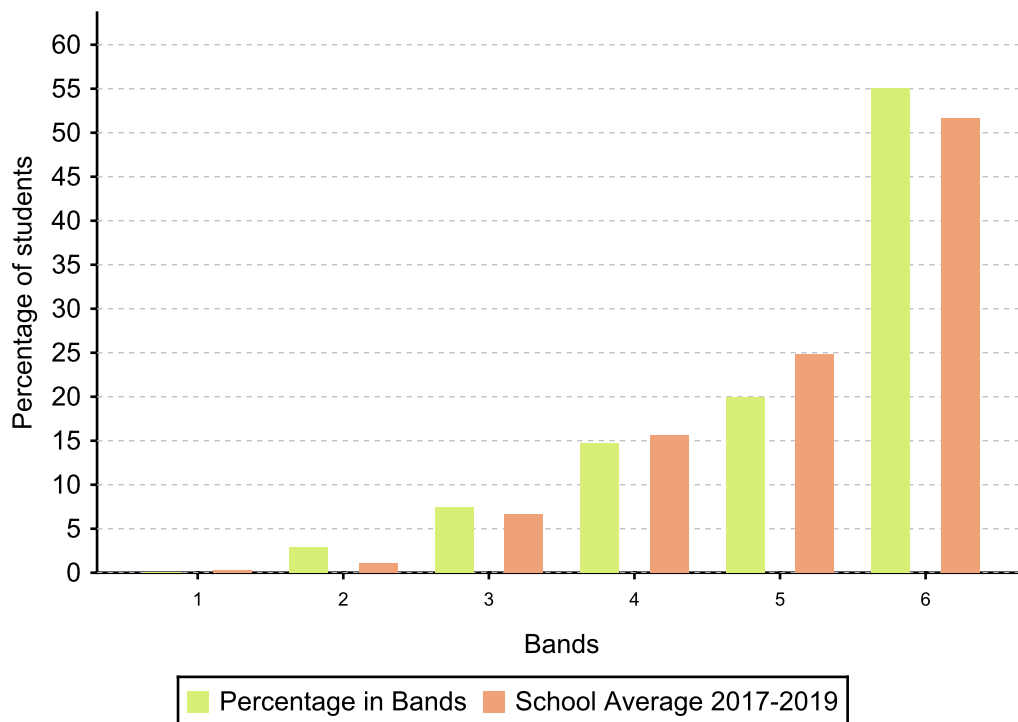
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.8 | 0.0 | 0.8 | 12.3 | 29.2 | 56.9 |
| School avg 2017-2019 | 0.3 | 0.3 | 1.1 | 12.7 | 24.2 | 61.4 |

Percentage in bands:
Year 5 Writing



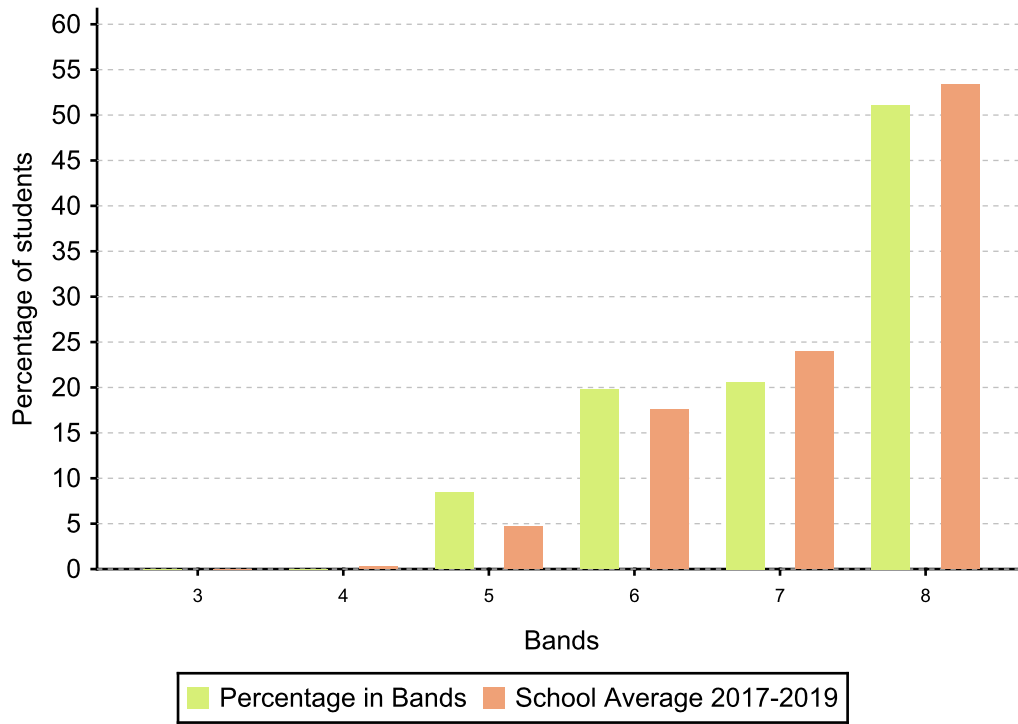
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 1.6 | 7.8 | 32.6 | 31.0 | 27.1 |
| School avg 2017-2019 | 0 | 0.8 | 13 | 39.5 | 26.8 | 19.9 |

Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 2.9 | 7.4 | 14.7 | 19.9 | 55.1 |
| School avg 2017-2019 | 0.3 | 1.1 | 6.6 | 15.6 | 24.8 | 51.7 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 8.4 | 19.8 | 20.6 | 51.1 |
| School avg 2017-2019 | 0 | 0.3 | 4.7 | 17.6 | 24 | 53.4 |

Parent/caregiver, student, teacher satisfaction

PARENTS

Hornsby North Public School continues to hold the development of positive and engaging relationships with the local community as a high priority. We constantly look at ways to further strengthen our engagement and communication and respond to parental feedback.

In 2019 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.

In 2019 Kindergarten parents were asked to tell us about:

- What academic skills that they thought were most important for their children to possess
- What personal, interpersonal and social skills they hope their child will show
- What skills and learning they believe will be important for their child in the future

Key responses were:

- Most parents replied reading, writing and maths for the academic skills they wished their child to possess
- The most common personal/interpersonal and social skills were confidence, kindness, resilience, ability to communicate and make friends and being in control of their emotions

Parents gave highly positive feedback from their child's first year at school. They felt the care and support given by the individual classroom teachers was outstanding. Students developed friendships, gained resilience and made good academic progress.

In 2019 Kindergarten parents accessed Seesaw for the first time. 100% of the 85 responses received reported that they had thoroughly enjoyed looking at their child's posts and would like to see Seesaw continue throughout their schooling. Parents reported that they liked:

- Seeing their child's progress and observing what they had done at school (97%)
- Being able to talk to their child about school (97%)
- That it is an environmentally friendly multimedia platform (91%)
- Receiving continual up to date reporting about their child's learning

87% of families responded that their child enjoyed talking about what they had done on Seesaw.

STUDENTS

This year the school was supported in the evaluation of the School's Welfare Program by the District Learning and Wellbeing Team. The team provided Professional Learning for the staff, forums for the students and school surveys.

Feedback was positive and members of the team were impressed by the engagement of the students in a wide range of activities, the dedication of the teachers and office staff and the welcoming atmosphere in the school. Results of the survey conducted by the team are listed below:

- 98.5% of students were surveyed as part of our Wellbeing Program
- 94% of students responded that they enjoy learning at school
- 97.5% of students said they have good friends at school
- 98.5% of students reported that they are taught how to stop bullying at school
- 96% of students say they feel safe at school

Students were asked to describe their school in one word. 'Happy, kind, fun safe and amazing' were popular responses.

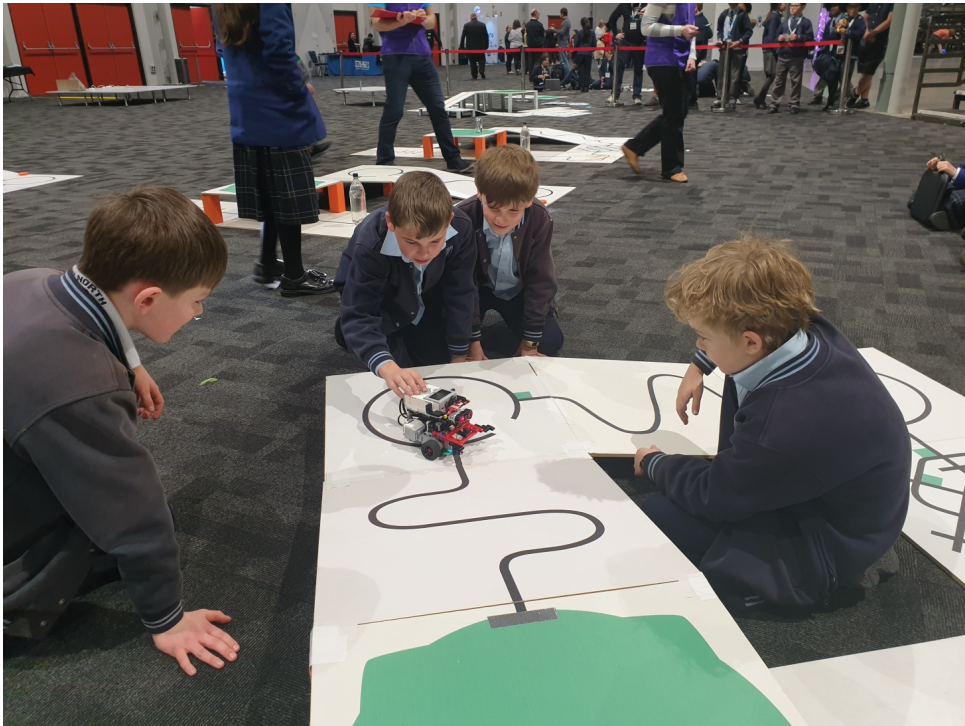
TEACHERS

The staff at Hornsby North continue to promote the Core Values Kindness, Respect and Striving for Excellence. Staff are regularly consulted and work collaboratively when setting and reviewing school targets.

At HNPS we believe that is important that every child is Known, Valued and Cared for. Our teachers recognise our strengths in:

- Setting high expectations for student learning
- Establishing clear expectations for good behaviour
- Working collaboratively
- Monitoring student progress and catering for all needs so that all students make progress

- Providing student feedback on their work to help them achieve goals
- Using a range of technology
- Collaborating with staff members
- Liaising with parents
- Working with school leaders to create a safe and orderly school environment.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

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, String Ensemble, Dance groups, Visual Arts and Debating.

In 2019, Cantare Choir performed at the Sydney Opera House as part of the Festival of Choral Music as well as Arts Alive Primary Choral Concert whilst Junior Choir and Music and Movement performed at a number of school functions. The String Ensemble also performed at the Sydney Opera House as part of the Festival of Instrumental Music. The Dance groups performed at the Sydney North Dance Festival held at Glen St Theatre along with other school activities.

The Band program at Hornsby North continues to grow and develop. The bands participate in a number of festivals and eisteddfods, including the Australian Schools Band and Orchestra Festival, where our bands received Gold Awards. The off-site band camp and the awards program are instrumental in the development of skills. There is an increasing number of members receiving their Diamond Award.

Performing Arts were showcased by students in Years 3–6 with the production of a musical at the end of the year. Santa's Workshop took up residence at Hornsby North 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 Perspectives Public Speaking Competition inspire a number of students. Our avid debaters pursued a number of successful debates and competed in local finals. Students in Years 4–6 were also given the opportunity to participate in both introductory and advanced workshops to build their debating skills.

Every year the Hornsby North Art Show bears testament to the artistic skills developed in the classroom. The Library is transformed into our very own Art Gallery where every student and each class have an artwork on display. It is always

encouraging to watch the development of students over the years and to gaze in awe at some of the artistic skills demonstrated by many gifted students.

STEAM

The STEAM program has been enhanced in 2019 with new Robotic resources, using hands-on learning activities, engaging students at every level. We wanted to nurture and develop critical thinking skills when progressing towards our Lego Education EV3 Mindstorm program.

The Blue Bots are extensively used in Kindergarten in cross-curricular activities including Science and Technology, Maths and Art. The introduction of Lego Wedo 2 in Stage 1 and 2 and has made the coding environment more interactive where creative learning is even easier to achieve. Students can see their builds in action and test and refine their problem-solving skills.

Hornsby North students participated in Robo Cup for the second consecutive year in 2019. The boys worked extremely hard for 5 months to prepare their robot for the grueling challenges of the Robo Cup and were excited to test their metal. Competing in the rescue category, the team programmed and engineered an EV3 robot to navigate a series of obstacle laden tracks. Using a line following program, the robot traversed ramps, seesaws, narrow archways, mazes and tight turns. Overall the team achieved an amazing result placing 6th out of 50 different school teams.

Digital Maker-Space Lab is an after school program conducted by teachers. Students have continued to thrive and succeed with technology in the program. Year 2 used motors and block coding to innovate Lego constructs that mimic this real machinery, whilst older students used theirs to build battle bots and line following machines that meet Robo Cup standards.

We hope our STEAM program continues to encourage engineering principles, spark creativity and build successful collaboration whilst igniting career possibilities.

Whole School Wellbeing

Whole School Wellbeing based on the Wellbeing Framework for Schools, is a continued focus for the Hornsby North School Community to ensure that students connect, thrive and succeed.

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 lunchtime and after school.
- All Year 6 students have the opportunity to be a leader in a variety of areas such as Prefects, Librarians, Photographers, Charity, Wellbeing, Technology and Band monitors.
- A Therapy Dog has been gifted to the school. Matilda the Therapy Dog visits the school weekly and assists students within and outside the classroom. She assists students in a variety of ways which include students who are feeling anxious, stressed, upset or frustrated.

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. A strong focus on Kindness Matters is prompted around the school and within the classrooms.

Parents and the broader school community participate actively in the school through classroom activities, sports, festival days and 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, Debating 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.

