Hornsby South Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

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Message from the principal

It has again been a pleasure to lead Hornsby South Public School in 2019. I have enjoyed working collaboratively with our staff, celebrating our many and varied achievements and identifying future initiatives to drive continual school improvement. Community collaboration has been a whole school community focus and together with the Hornsby South P&C, we have successfully increased community engagement. I look forward to another productive year in 2020 working in partnership with our P&C to purchase additional school resources and further develop community participation.

Our students have been a delight to work with. I have greatly enjoyed observing not only their academic growth but their social and emotional growth as well. I would like to thank our teachers, support staff, students and parents for your effort, commitment and dedication throughout 2019.

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

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Focus group data, evaluations and survey analysis indicate increasing and high levels of community engagement and wellbeing.

100% of classroom learning programs demonstrate evidence of curriculum differentiation.

NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.

Overall summary of progress

Analysis of Tell Them from Me (TTFM) 2019 student data indicated the implementation of Positive Behaviour for Learning (PBL) had a positive impact. 96% of Year 4–6 students indicated they did not get into trouble at school for disruptive and inappropriate behaviour compared to the NSW Government norm of 83%. Survey data also indicated 85% of Year 4–6 students had friends at school they trusted and encouraged them to make positive choices. Student survey data indicated 48% of students agreed or strongly agreed they were regularly rewarded through the school PBL reward system.

Student focus group data indicated 80% of students had implemented strategies they learnt in weekly Bounce Back sessions to effectively manage situations they experienced.

The staff wellbeing initiative, Well Productivity, was discontinued as it did not meet staff needs. An alternative staff wellbeing initiative will be sourced for implementation in 2020. Meditation sessions were implemented after school to support increased levels of teacher wellbeing.

Strengthening school community partnerships, there was increased parent attendance at school events. 2019 TTFM Partners in Learning parent survey indicated an increase in parent involvement in school committees from the 2018 parent survey data. 77% of parents engaged in conversations with their child's class teacher about their child's learning compared to 71% in 2018.

Year 5 NAPLAN expected growth in literacy increased from 61% of students achieving above or expected growth in 2018 to 69% in NAPLAN 2019. In numeracy, 66% of students achieved expected growth, an increase from 58% in 2018. Across all NAPLAN test aspects, Year 3 and Year 5 performed consistently well above state level.

Progress towards achieving improvement measures

Process 1:   COMMUNITY WELLBEING

Positive Behaviour for Learning – Professional learning: Universal for new staff; PBL team Tier 2 Advanced Training; Tier 2 PBL. **Peer Support –** Keeping Friends (2018) **Bounce Back –** Weekly Bounce Back sessions to promote positive student mental health, wellbeing and resilience. **Uplifting Australia – Lift Off, Family Connect Program –** Implement Lift Off (Y2, 4, 6), Family Connect (K–6). Parents and children engage in experiential activities to nurture and strengthen family relationships. **Staff Wellbeing –** Staff participation in professional learning sessions focussed on strategies to promote positive staff wellbeing.

Evaluation	Funds Expended (Resources)
Following TTFM survey data analysis, it was identified the PBL reward system needed to be implemented more consistently across the school to increase the percentage of students being regularly rewarded. Bounce Back	Casual staff for teacher relief to attend PBL training: $2000

Progress towards achieving improvement measures	
will be aligned with the PDHPE scope and sequence for implementation in 2020. Parent feedback from Uplifting Australia programs indicated the initiative was well received by our community; however, the move from external support with school assistance to solely school facilitated impacted the integrity of the program and it was decided to source other parent support initiatives. The P&C actively worked in partnership with our school to promote community involvement and school community collaboration.	Bounce Back Resources: $1500 Well Productivity subscription: $1700

Process 2:   ENGAGED LEARNING COMMUNITY

Staff professional learning to improve teaching practice and student achievement: Differentiated Classroom Instruction, Leaders of their own learning (Ron Berger); Visible Learning (John Hattie).

Evaluation	Funds Expended (Resources)
Classroom learning programs indicated planned differentiated instruction in some stages but not consistently across the school. TTFM student survey data indicated 32% of students surveyed had scores that placed them in the desirable quadrant with high skills and high challenge. Further professional learning to implement differentiated instruction will be supported through Visible Learning professional learning in 2020.	Casual relief **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($12000.00)

Next Steps

Bounce Back program to be mapped against new PDHPE syllabus. Bounce Back to be included in 2020 PDHPE scope and sequence for class teacher implementation in 2020.

Identify strategies to implement PBL reward system consistently across K–6.

Continued focus on learning program differentiation and providing feedback to students about their learning through evidence based research professional learning (Visible Learning – John Hattie).

Regularly scheduled parent and student focus group sessions to foster a connected community and to identify areas for school improvement .

Provide additional professional learning to support classroom teachers in the use of PLAN 2 to monitor student progress and to inform teaching strategies and learning programs.

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.

Improvement Measures

SCOUT data reflects an increase in percentage of students achieving proficient bands in NAPLAN writing.

Increase in percentage of students achieving expected growth in literacy and numeracy NAPLAN.

100% of literacy and numeracy learning programs demonstrate evidence of differentiated learning and evidence of a variety of assessment strategies.

Overall summary of progress

SCOUT data indicated an increase in the percentage of Year 3 students achieving in the top two NAPLAN writing bands (proficient bands) from 74% in 2018 to 81% in 2019. Year 5 percentages of students achieving proficient bands in writing remained at 20% in 2019. Focus on Reading had a positive impact on student reading comprehension with 58% of Year 5 students achieving in the proficient bands, an increase from 37% in 2018. There was an increase in the percentage of students achieving expected growth from Year 3 to Year 5 in NAPLAN literacy from 61% in 2018 to 69% in 2019. In numeracy, expected student growth increased from 58% in 2018 to 66% in 2019. Planned numeracy professional learning with an external provider was discontinued after staff professional learning evaluation. An executive staff member supported staff to plan numeracy programs and incorporate differentiation within numeracy learning programs.

Progress towards achieving improvement measures

Process 1: **LITERACY AND NUMERACY**

Language, Learning and Literacy (L3) – Implement L3 differentiated teaching practices across K–2 to improve student outcomes in literacy. Teachers engaged in L3 professional learning (Phase 1, OPL) to enhance teaching practice in literacy. **Seven Steps to Writing Success –** K–6 staff involved in Seven Steps to Writing Success professional learning to enhance teaching practices and student achievement in writing. **Focus on Reading –** Implement FoR strategies K–6 to improve student reading comprehension and vocabulary development. New staff involved in FoR professional learning.

Numeracy – K–6 staff involved in professional learning with external mathematics consultant Anita Chin to provide strategies for differentiation in mathematics and enhance syllabus content knowledge and teaching practice in mathematics.

Evaluation	Funds Expended (Resources)
L3 data analysis indicated all students made progress in literacy. Teacher feedback identified L3 professional learning had positively impacted their teaching practice and enhanced student outcomes as evidenced in L3 data. Students requiring extension and additional support were identified and learning programs were adjusted to target the learning needs of each student. Sven Steps to Writing Success was being implemented in some classrooms more consistently than other classrooms. Quality assessment practices continued to be a focus as well as using assessment data to inform future learning programs.	Professional Learning $18600 **Funding Sources:** • Support for beginning teachers ($7000.00)

Process 2: **ASSESSMENT –** Staff professional learning focussed on assessment for, as and of learning; Literacy and numeracy learning progressions; Best Start Assessment.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Quality assessment practices continued to be a focus as well as using assessment data to inform future learning programs. Staff professional learning in 2019 effectively supported teacher data use and positively changed teacher practice.	Professional learning $4000 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($1200.00)

Next Steps

Identified K–2 staff participation in L3 professional learning.

PLAN 2 – Include sub–element Understanding text from Reading and Viewing element and continue data collection related to sub–element Crafting text from Writing element of National Literacy Learning Progressions. Student data related to sub–element Quantifying numbers from Number sense and algebra element of National Numeracy Learning Progression. All data collected Week 5 and Week 10 each term.

Increase the percentage of Year 5 students achieving above or expected growth in writing (NAPLAN).

Staff professional learning focused on differentiating mathematics programs.

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.

Improvement Measures

TTFM survey and staff evaluations analysis indicates leaders have an increasing impact on improving teaching practice, management practices and community collaboration.

NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.

Overall summary of progress

TTFM Focus on Learning Teacher Survey Report 2019 indicated 'Leadership' as a component of the eight drivers of student learning, scored (7.8) above NSW Government survey norms (7.1). Teacher survey responses to school leadership are outlined below.

School leaders have helped me establish challenging and visible learning goals for students (7.4)

School leaders have helped me create new learning opportunities for my student (7.8)

School leaders have provided me with useful feedback about my teaching (7.2)

School leaders have helped me improve my teaching (8.2)

School leaders have provided guidance for monitoring student progress (8.6)

I work with school leaders to create a safe and orderly school environment (8.9)

PLAN 2 data indicated all students made progress on the National Numeracy and Literacy Learning Progressions in the tracked element of Writing sub–element, Creating text and the numeracy element of Number sense and algebra sub–element, Quantifying number.

Premier's Priorities – NAPLAN 2019, 69% percentage of Year 3 and Year 5 students achieved the top two bands in reading, an increase from 61% in 2018. In numeracy, 66% of Year 3 and Year 5 students achieved in the top two bands compared to 56% in 2018. In 2019, there was an overall increase from NAPLAN 2018 in the percentage of student achievement in the top two bands across all NAPLAN test aspects.

Year 3 2019

Reading: 78% from 77%, Writing: 82% from 74%, Spelling: 78% from 76%, Grammar and Punctuation: 77% from 69%, Numeracy: 69% from 65%

Year 5 2019

Reading: 58% from 37%, Writing: 20% same as 2018, Spelling: 64% from 52%, Grammar and Punctuation: 58% from 42%, Numeracy: 65% from 49%

Progress towards achieving improvement measures

Process 1:   PROFESSIONAL COMMUNITY

PDP – Teaching and non–teaching staff develop PDP's identifying goals to improve whole school service delivery. **Strong Start Great Teachers** – Early career teachers are supported through

Progress towards achieving improvement measures

Process 1: mentoring and professional learning workshops that target their point of need. **Accreditation** – Staff are supported in achieving accreditation and are encouraged to achieve higher levels of accreditation. **Learning Walks** – Staff participate in 'learning walks', observing quality teaching and management practice within and beyond the school setting to enhance their capacity.

Evaluation	Funds Expended (Resources)
Staff actively worked towards achieving their PDP goals throughout the year. Authentic reflective practice opportunities enabled staff to reflect on their achievements and identify future professional development goals. Staff involved in Strong Start Great Teachers professional learning reported the professional learning effectively targeted their point of need and supported them in their teaching role as a beginning teacher. Learning walks enabled staff to build their capacity through peer observation and teacher collaboration.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($34000.00)

Process 2: **LEADING LEARNING**

Implement evidence–based quality teaching practices to improve student achievement. **Literacy** – Seven Steps to Writing Success, Language, Learning and Literacy; **Numeracy –** Anita Chin (Differentiation – number); **Leadership Professional Growth** – The school leadership team engages in research based professional learning focussed on effective leadership strategies.

Evaluation	Funds Expended (Resources)
School leaders successfully remained focussed on instructional leadership practices to drive whole school improvement as evidenced by the TTFM 2019 teacher survey data. NAPLAN data indicated a high level of student performance, particularly in Year 3. PLAN data indicated student progress in literacy and numeracy.	TTFM Teacher Survey Professional development evaluation Seven Steps to Writing Success $2,000

Next Steps

Collaboratively identify strategies to increase the value added school growth between Year 3 and Year 5 NAPLAN test aspects.

Develop writing rubrics as a teacher assessment tool to inform teaching and learning writing programs.

Implement a reading assessment tool across 3–6 to regularly identify student achievement in reading and assess their reading progress.

Students experiencing difficulty in reading are supported with a reading program specifically tailored to their learning needs to improve their achievement in reading.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,698	Personalised Learning and Support Plans were developed for each Aboriginal student in collaboration with the class teacher, student, parent and the school Learning and Support Teacher. Each plan identified individual student goals. Plans were monitored and reviewed to support student learning.
English language proficiency	**Funding Sources:** • English language proficiency ($248 040.00)	English as an Additional Dialect or Language currently operates as in–class and withdrawal support. EAL/D staff supported classroom teachers, facilitating professional learning focused on EAL/D Learning Progressions to support EAL/D students in their class. Students at the Consolidating phase of learning English achieved at similar levels of achievement as students from an English speaking background as evidenced in NAPLAN and PLAN data. Literacy Pro assessment tools identified EAL/D students who required additional support in their reading.
Low level adjustment for disability	Learning and Support Teacher .7 School Learning and Support Officer 1.4 **Funding Sources:** • Low level adjustment for disability ($126 031.00)	Effective Learning and Support team practices ensure identified students are engaged in their learning. In 2020, with the implementation of Literacy Pro (Reading support), the Learning Support Team will monitor student achievement in reading across Years 3–6 to ensure all students make progress in their reading achievement. Engaging additional support staff will enable the implementation of specific reading support initiatives such as MacLit for identified students.
Quality Teaching, Successful Students (QTSS)	Casual staff were engaged to allow class teachers to observe teacher practice in relation to their professional development goals identified in their 2019 Professional Development Plan and to contribute to the achievement of the strategic directions outlined in the 2018–2020 school plan. Stage teams analysed school data and collaborated to plan and develop differentiated learning programs considering school data. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($117 174.00)	Peer teacher observations supported teachers to improve their teaching practice and provided opportunities for teacher collaboration. In 2020 we plan to extend peer observation outside our school context to broaden our teaching strategies.
Socio–economic background	**Funding Sources:** • Socio–economic background ($12 314.00)	Socio–economic funding was used to support students participation in school programs such as excursions, incursions and school camps. Uniform items were purchased for identified students. Funding was also combined with equity funding to engage School learning Support Officer assistance.

Support for beginning teachers	Casual staff release (Four permanent staff with second year funding, $4,164 per teacher) Professional learning cost **Funding Sources:** • Support for beginning teachers ($16 656.00)	Beginning teachers participated in professional learning opportunities to support the achievement of their goals identified in their 2019 Professional Development Plan. Beginning teachers identified a mentor within the school to support them in their planning, differentiating learning programs, behaviour management, using PLAN to record student achievement and identify future learning, parent teacher interview strategies and effective report writing. TTFM teacher survey data indicated beginning teachers felt supported and were able to seek assistance when required.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($87 000.00)	Funding enabled EAL/D support staff to provide intensive English tuition through the New Arrivals Program. The funding supported newly arrived students, with no or limited English, to develop their English language skills to enable them to participate in learning with their peers in regular classrooms. All students made progress in their English language development as identified on the Semester 1 and Semester 2 EAL/D progress report.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	308	323	326	329
Girls	280	320	356	329

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.1	94.3	95	94.7
1	95.4	95.6	94.3	93.7
2	95.1	95.8	95.2	93.9
3	95	96.3	95.1	95.4
4	95	94.6	95.6	94.9
5	94.8	95.2	95.6	94.8
6	94.9	94.5	93.6	93.6
All Years	95.1	95.2	94.9	94.4
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

School attendance remains relatively consistent with 2018 attendance data. 2019 data remains above State Department of Education attendance data.

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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	4.26

*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	1,413,242
Revenue	5,975,250
Appropriation	5,398,722
Sale of Goods and Services	1,022
Grants and contributions	546,198
Investment income	12,733
Other revenue	16,575
Expenses	-5,617,111
Employee related	-4,728,473
Operating expenses	-888,638
Surplus / deficit for the year	358,140

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.

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	18,050
Equity Total	389,083
Equity - Aboriginal	2,698
Equity - Socio-economic	12,314
Equity - Language	248,040
Equity - Disability	126,031
Base Total	4,442,262
Base - Per Capita	160,023
Base - Location	0
Base - Other	4,282,239
Other Total	421,519
Grand Total	5,270,916

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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 myschool website.

Literacy

In Year 3 Literacy NAPLAN:

Reading – 78% of students achieved in the top two proficient bands and well above state achievement of 51.7% of students.

Writing – 81.1% of students achieved in the top two proficient bands, compared to 55.1% across the state.

Spelling – 78% of students achieved in the top two proficient bands, compared to state achievement of 52%.

Grammar and Punctuation – 76.9% of students achieved in the top two proficient bands, compared to 56.4% of students across the state.

In Year 5 Literacy NAPLAN:

Reading – 57.7% of students achieved in the top two proficient bands compared to 36.1% across the state. 38.5% of students achieved in the middle two bands.

Writing – 20.5% of students achieved in the top two proficient bands, compared to 17.6% across the state. 65.4% of students achieved in the middle two bands.

Spelling – 64.1% of students achieved in the top two proficient bands compared to 37.6% across the state. 33.3% achieved in the middle two bands.

Grammar and Punctuation – 57.7% of students achieved in the top two proficient bands compared to 37.4% across the state. 38.5% achieved in the middle two bands.

Numeracy

In Year 3 Numeracy NAPLAN:

68.5% of students achieved in the top two proficient bands compared to 39.9% across the state. 28% achieved in the middle two bands.

In Year 5 Numeracy NAPLAN:

64.1% of students achieved in the top two proficient bands compared to 29.8% across the state. 33.3% achieved in the middle two bands.

Parent/caregiver, student, teacher satisfaction

In 2019, our parent community participated in *The Partners in Learning Parent Survey*. The survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten–point scale. Parents' were asked a variety of questions in relation to the following measures: Parents' feel welcome, Parents' are informed, Parents' support learning at home, School supports learning, School supports positive behaviour and Safety at school and Inclusive school. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree). In 2019 our school implemented a variety of strategies to increase parent participation. In 2019 we had 156 respondents, a significant increase from 73 respondents in 2018.

Survey results indicated 96% of parents had a satisfactory, high or very high level of satisfaction with Hornsby South Public School. This was an increase from 95% in 2018. 88% of parents agreed or strongly agreed they would recommend the school to others. It was also indicated by 87% of parents surveyed, that the Hornsby South Public School's newsletter continues to be the most useful form of school communication for finding out news about the school, followed by the school website with 66%. One hundred per cent of parents surveyed indicated that formal interviews were the most useful form of individualised communication about their child, closely followed by school reports at 98%. Parents indicated that two–way communication with parents has improved by scoring *Parents are Informed* in the survey 6.7 in 2019, an increase from 6.3 in 2018 and above the government norm of 6.6. This has shown a steady increase since 2016 for Years 3–6 students (please refer to graph). In the *School Supports Learning* section of the survey, parents scored the *School Supports Positive Behaviour at* 7.8, an increase from 7.7 in 2018 and above the government norm of 7.7. 'My child is clear about the rules for school behaviour, scored the highest score in this section at 8.5. There has been a general upward trend in this area since 2016 (please refer to graph). This upward trend is also evident in the *School Supports Child's Behaviour – Safety at School* section of the parent survey, scoring 7.7 in 2019, an increase from 7.5 in 2018 and above the government norm of 7.4 (please refer to graph).

In 2019, our teachers participated in *The Focus on Learning Survey*, 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. These include Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. The scores for the questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

Teachers indicated in the survey that collaboration was highly effective and scored this the highest at 8.6 in 2019, an increase from 8.4 in 2018 and considerably higher than the government norm of 7.8. Being an inclusive school scored second highest with 8.5, an increase from 8.2 in 2018 and higher than the government norm of 8.2. The lowest score in the survey was for technology, but this still showed an improvement, scoring 6.2 in 2019, an increase from 5.9 in 2018 following the purchasing of technology resources by the P&C and the implementation of technology lessons for all students K–6. The government norm for technology is 6.7 in NSW.

In September 2019, 152 of our Years 4–6 students participated in the *Student Outcomes and School Climate Survey*. The aim of the survey is to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view. The focus of the survey is on student wellbeing, engagement and effective teaching practices. The scores for the questions have been represented as a percentage or converted to a 10–point scale, then averaged. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

In the *Social–Emotional Outcomes* section of the survey, students identified that 96% of students had positive behaviour at school. This was an increase from 93% in 2018 and much higher than the government norm of 83%. In the *Skills–challenge*, students were asked if they felt challenged in the English and maths classes and if they felt confident of their skills in these subjects. Thirty–two percent of students had scores that placed them in the desirable quadrant with high skills and high challenge. This is below the government norm for this category, which is 53 per cent. This is an area that has been identified as an area for improvement and development in 2020 and beyond. Students also rated *Advocacy at School* in the *Drivers of Student Outcomes* section of the survey at 7.4. Although this was an increase from 7.0 in 2018, it is also an area that has been identified for improvement in 2020, as it remains below the government norm of 7.7. However, it was indicated by 92% of students that they had developed learning goals during 2019 with their teachers to help them improve their learning outcomes.
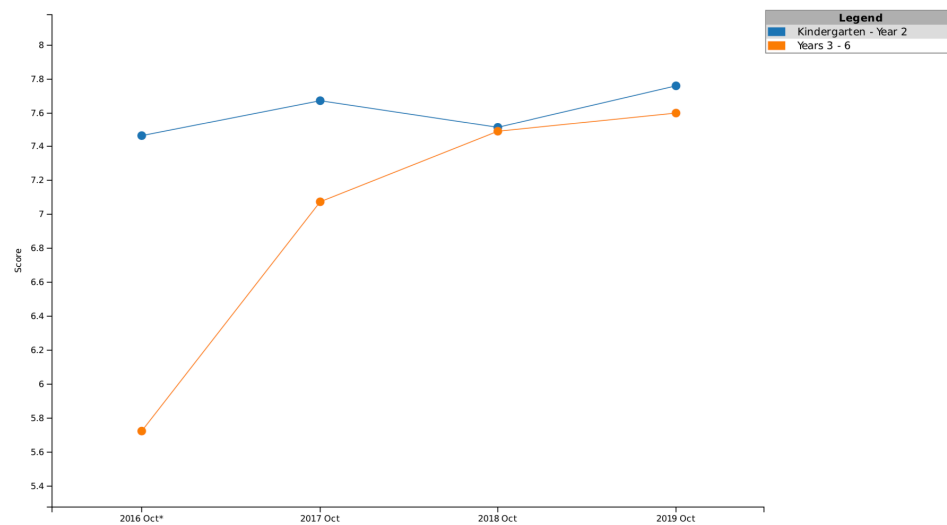
Parents are informed
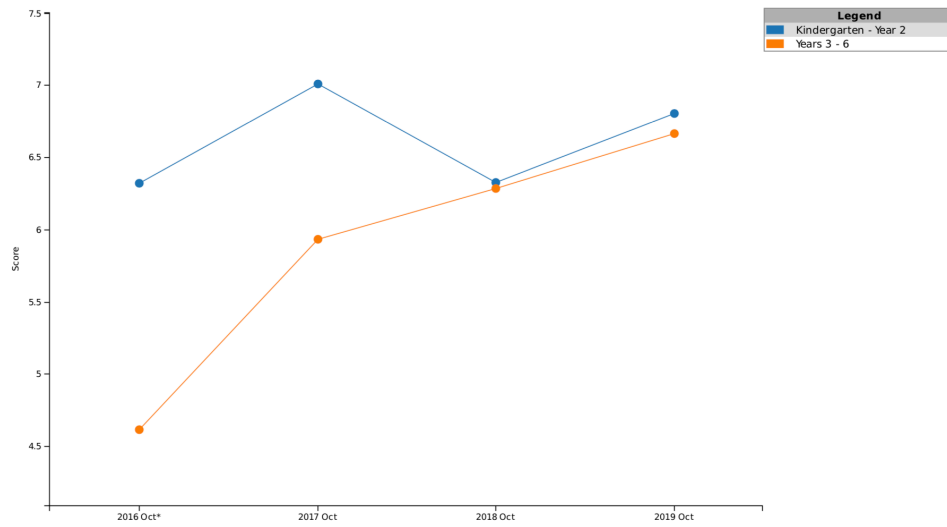
School supports positive behaviour
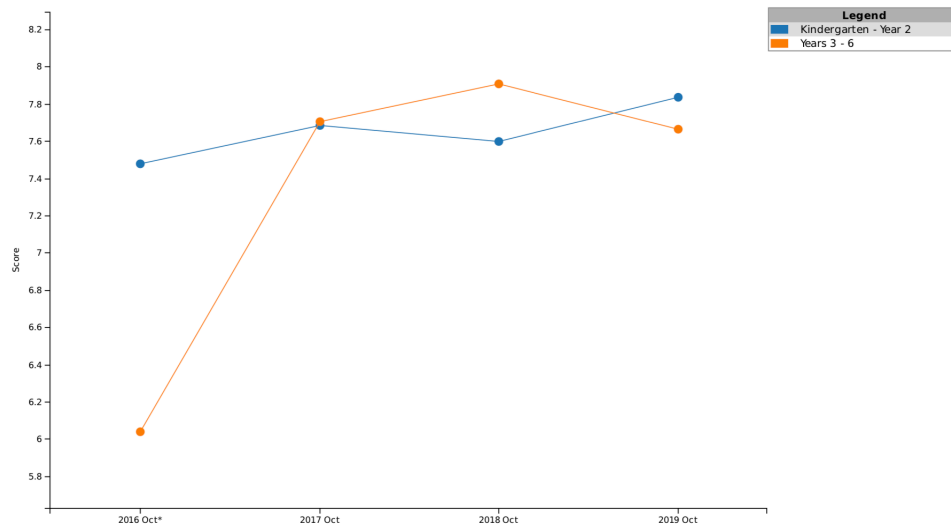
Safety at school

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.