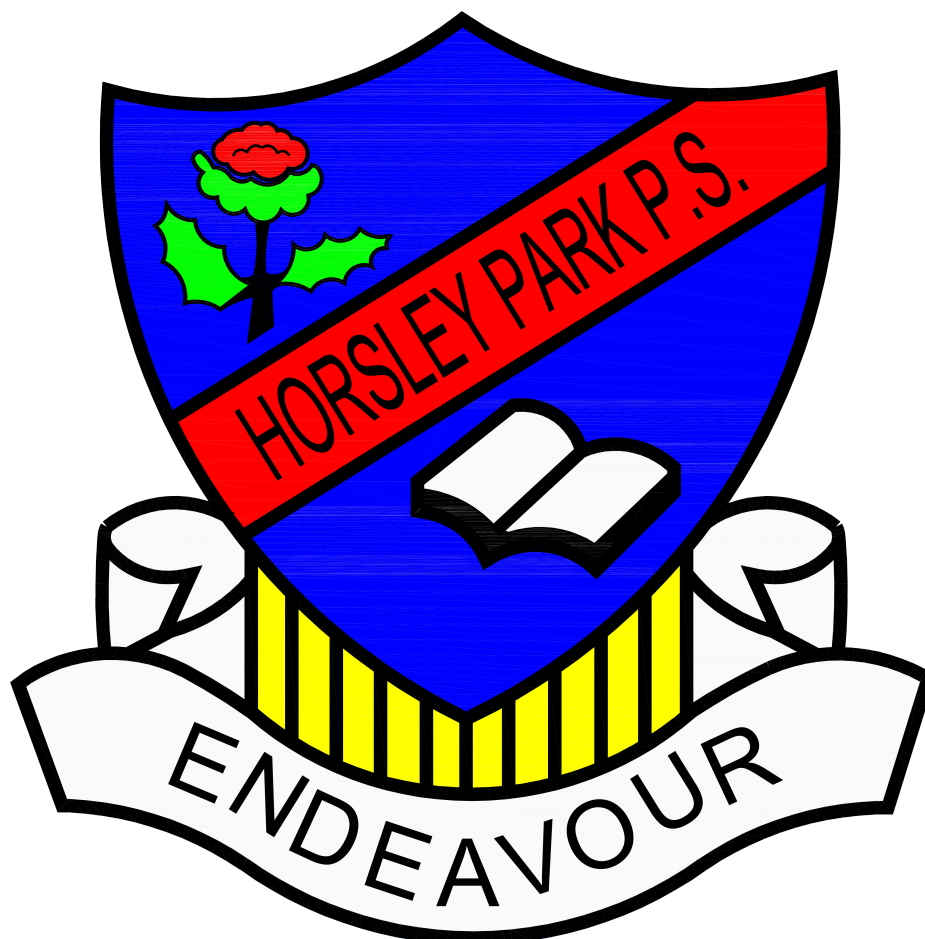


# 2020 Annual Report

## Horsley Park Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Horsley Park 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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## School vision

At Horsley Park Public School we are committed to enabling our students to become independent, creative and successful learners. As an inclusive community, we work collaboratively to empower our students to achieve their goals to become reflective, resilient global citizens.

## School context

Horsley Park Public School is a small school located in a semi-rural setting in the Cowpasture Network of Schools. Our students and their families come from a wide range of cultural backgrounds. We value the diversity and richness that this contributes to our learning community.

Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for the 100 students at our school. The school enjoys considerable support from the community and has an active P&C.

Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child. The school has four mainstream classes and four support classes, supporting students with autism, mild and moderate intellectual disability.

As a member of the Cowpasture Community of Schools, students are provided with access to the benefits of a large school community including; inter-school sport, cultural performances, debating competitions and leadership opportunities.

The school is participating in the Early Action for Success initiative in which a part-time Instructional Leader works directly with our executive and classroom teachers to support the learning and outcomes of our K-3 students in literacy and numeracy.

Positive behaviour, co-operation and a growth mindset are encouraged and supported through a positive wellbeing environment.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### High Quality Literacy and Numeracy

#### Purpose

To develop programs that meet diverse needs, underpinned by high expectations and instructional collaboration, driving improvements to literacy and numeracy.

#### Improvement Measures

Data meeting or exceeding expected growth for all students K-6 in Numeracy.

Data meeting or exceeding expected growth for all students K-6 in Literacy.

Establish a consistent school wide system for collaboration.

#### Progress towards achieving improvement measures

**Process 1:** Use evidence-based research and strategies to implement differentiated literacy programs to improve student outcomes.

Evaluation	Funds Expended (Resources)
All students K-2 were tracked on the Progressions for at least two elements in Literacy. Data is being collated and analysed and teachers use data to inform programs. Continued support is required to ensure consistent data collection and analysis K-6.	EAfS Deputy Principal - Instructional Leader ( 2 days) and additional funding for 3 days. Teacher Professional Learning (PL).

**Process 2:** Use evidence-based research and strategies to implement differentiated numeracy programs to improve student outcomes.

Evaluation	Funds Expended (Resources)
All students K-2 were tracked on the Progressions for at least two elements in Numeracy. Data is being collated and analysed and teachers use data to inform programs. Continued support is required to ensure consistent data collection and analysis K-6.	EAfS Deputy Principal - Instructional Leader ( 2 days) and additional funding for 3 days. Teacher Professional Learning (PL).

**Process 3:** Establish reflective practice and instructional collaboration to promote successful outcomes across the school.

Evaluation	Funds Expended (Resources)
Greater engagement with PDP process and impact on professional practice for all staff. Enhanced teacher knowledge in effective teaching, learning and assessment practices to support learners' needs.	EAfS Deputy Principal - Instructional Leader (2 days) and additional funding for 3 days. Teacher Professional Learning.

#### Next Steps

Ongoing monitoring of teacher impact to inform School Improvement Plan 2021 -2024.

## Strategic Direction 2

### Effective Connections For Wellbeing

#### Purpose

To create a culture of effective communication that promotes wellbeing to enable our learning community to grow into confident, creative and resilient global citizens.

#### Improvement Measures

Increased student engagement through the implementation of wellbeing initiatives.

Increased parental engagement in student learning.

Whole school student wellbeing practices formalised in policy and embedded consistently.

#### Progress towards achieving improvement measures

**Process 1:** Implementation of Mindfulness lessons in all classes, with explicit focus on resilience building and positive psychology.

Evaluation	Funds Expended (Resources)
Due to COVID-19 activities were temporarily ceased and modified.	Professional Learning - Life Skills and school subscription to the program.

**Process 2:** Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support their learning.

Evaluation	Funds Expended (Resources)
Due to COVI-19 all activity with external agencies ceased temporarily.	Learning Support Team conducted ongoing and consistent whole school practices to support student teachers and families with identified need.

**Process 3:** Refine whole school implementation of PBL with commitment to high expectations of student behaviour.

Evaluation	Funds Expended (Resources)
Opportunities for students to connect, succeed and thrive through an ongoing school wide PPositive Behaviour for Learning approach. whole school practices and targeted structured Learning and Support ensures all students are supported with wellbeing and learning needs. Student participated in Peer Support opportunities and this has enhanced social skills including peer to peer interaction and engagement.	New Play Equipment and Shade Sails.

**Process 4:** Develop a range of formal, informal and digital communication strategies with parents to ensure there is a collective responsibility for student learning and success, which include school initiatives and programs.

Evaluation	Funds Expended (Resources)
Principal and ICT team organised a strong focus on facilitating and improving school communication with families. This was very helpful during the learning from home phase. Regular posts kept the community informed and engaged. The school also commenced subscribing to SeeSaw K-6 as an additional platform. This has improved teacher to parent and school and home	School's subscription to SeeSaw and the Schoozine app.

### Progress towards achieving improvement measures

communication.	
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### Next Steps

Ongoing monitoring of impact in relation to student learning and wellbeing outcomes to inform SChool Improvement Plan 2021-2024.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5537	The school uses this allocation to ensure equitable accessibility and enhanced inclusivity and opportunities to quality educational programs which has led to improved student outcomes.
<b>English language proficiency</b>	\$33223	The school uses its EALD allocation to provide in class support to students across the school K-6.
<b>Low level adjustment for disability</b>	\$58547	Students with Integration Support received additional support through school learning and support officers (SLSOs). SLSOs provide one to one support for students with identified physical and learning needs and disabilities. The school employs additional SLSOs to work at a Tier 3 level assisting and supporting students with the implementation of PLaSPS. The school has a dedicated Learning and Support Team consisting of a dedicated Learning and Support coordinator, principal, school counsellor and Assistant Principal.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$26690	Members of the executive team are released to work in classrooms weekly to provide support in literacy and numeracy. The school will be developing executive role statements to clearly define roles and responsibilities.
<b>Socio-economic background</b>	\$93586	The school uses this allocation of funds to address the school's complex and identified needs. Professional Learning, tailored support for teachers to enhance their capacity to meet students' learning and wellbeing needs. Targeted support for student to develop their identified wellbeing and learning, social, cognitive and behavioural needs.
<b>Early Action for Success</b>	\$66934	The school has employed a dedicated Deputy Principal Instructional Leader as an identified Early Action for Success school. (2 days) The school also uses school funds to employ the (IL) for additional (3 days).



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	57	56	58	55
Girls	43	42	37	36

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	94.6	94.4	92.4
1	95	92.8	93.5	95.7
2	94.3	94.5	94.7	91.5
3	95.1	94.7	93.4	95.9
4	92.5	95.7	92.8	92.4
5	95.6	94.6	92.8	91.1
6	95.8	93.6	91.3	94.2
All Years	94.6	94.3	93.2	93.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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
Assistant Principal(s)	1
Classroom Teacher(s)	7.02
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	5.71
Other Positions	0.2

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	317,457
<b>Revenue</b>	2,032,326
Appropriation	2,012,713
Sale of Goods and Services	5,468
Grants and contributions	13,756
Investment income	389
<b>Expenses</b>	-2,034,115
Employee related	-1,805,553
Operating expenses	-228,563
<b>Surplus / deficit for the year</b>	-1,789
<b>Closing Balance</b>	315,667

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	12,385
<b>Equity Total</b>	190,993
Equity - Aboriginal	5,537
Equity - Socio-economic	93,586
Equity - Language	33,223
Equity - Disability	58,647
<b>Base Total</b>	1,588,044
Base - Per Capita	28,019
Base - Location	0
Base - Other	1,560,026
<b>Other Total</b>	180,531
<b>Grand Total</b>	1,971,953

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Tell Them from Me (TTFM) data suggested that parents are pleased with the way the school operates and there is a strong rapport between school and home. The P&C work alongside the school to support with fundraising and the management of a school canteen two days a week. Student feedback through formal and informal methods indicated they feel valued and supported with their learning and wellbeing. Staff were provided with various opportunities consistently to evaluate ongoing initiatives, programs and practices and demonstrated a high level of satisfaction with how they are being supported in their professional needs and aspirations.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.