

2020 Annual Report

Hornsby North Public School



4365

Introduction

The Annual Report for 2020 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.

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Message from the principal

It gives me great pleasure to present the 2020 Annual Report for Hornsby North Public School. The school caters for a population of 1000 students with 70% coming from non-English background.

The learning programs are 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 and Mandarin.

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

During 2020 the challenges of COVID restrictions required the school staff to plan, communicate and develop learning strategies in a creative and innovative way. During Term 2 90% of the students participated in home learning whilst the students of essential workers attended classes at school.

Staff responded to the needs of home learning in a positive and sensitive manner. Mentoring and collaboration resulted in all staff upskilling in the use of technology for home learning and communication with parents. Teachers provided daily check ins for students via See Saw, Google classroom, Zoom Meetings and phone calls. Students received comments and responses to posted work during the day. Students who did not have access to devices or the internet were supported with the provision of technology devices such as laptops and iPads and internet access.

The year ended on a positive note with celebrations of success, final assemblies, medal presentations via live streaming and a celebratory dinner for our departing Year 6 students. The School Band and Dance Groups performed for parents and students via Seesaw and Zoom. For the parents of Junior Band students it was their first viewing of their children's musical skills for 2020. It was an exciting time for them.

I thank students, parents and staff for their participation in the academic year 2020. Your kindness, patience, understanding, team work and dedication to maintaining the ethos of our wonderful school has been amazing.

Message from the students

It has been an honour and a privilege to have been the School Captain in 2020. 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 always supporting everyone and encouraging them to do their best. 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.

The year started as a typical school year as School Captain with the opportunity to represent the school as a leader at 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.

It was not long after this that we entered into a school year like no other with the implementation of Online Learning due to Australia going into lock down due to the Covid-19 Pandemic. This meant that for the majority of students their studies continued at home through online teaching provided by their teachers and for students of essential workers (like myself) continued to go to school. During this time the school went from having 980 students to 50 students across the school attending daily. Luckily for NSW we saw this only lasting for 6 weeks and we all gradually started to return to school and had all returned by Week 3 in Term 2.

However, in order to keep the community safe restrictions still were in place. These included only teachers and students being allowed to enter the school, hand sanitising became one of our most important routines and many extra-curricular activities such as excursions, incursions, choir, dance, debating and PSSA Sport were cancelled. Although band continued with strict restrictions of social distancing and cleaning of equipment after every rehearsal.

Even though there have been disappointments with Covid-19 there has also been some positive aspects as well. One in particular is the independence of students that was seen as they entered into school without the assistance of their parents. Older students taking on responsibility and helping the younger students settling back into school. Our teachers becoming just as tech savvy as their students.

As the year went by we saw restrictions starting to ease and programs slowly returning to school. It was wonderful that we were able to have our end of year final assemblies and although parents could not come to these they were able to view them through a live stream or Seesaw and feel part of the presentations. A highlight for Year 6 was of course our end of year dinner that was able to take place with all Year 6 students being able to attend together. Having a year of so many cancellations it was so wonderful that our final event could go ahead.

Overall the 2020 Year 6 students leave Hornsby North as adaptable, multi skilled students who certainly value the importance of attending school and seeing their peers and teachers. Finally, I am grateful to have been part of the leadership team for 2020 and would like to wish next year's school leaders all the best in their leadership roles. Thank you again to the dedication of Mrs Sumpton, teachers, staff and families for all your support. I have been very fortunate to have been School Captain in a year that we will all never forget.

Ava Cale

School Captain 2020



School vision

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

Hornsby North Public School situated in the northern Sydney suburb of Hornsby, approximately 30km from the centre of the city has a student enrolment of 1000 students. The school culture is one of inclusivity, community involvement, high expectation and high achievements.

Our students come from a wide variety of backgrounds, with 70% from non English speaking backgrounds. Strong programs in English as an Additional Language support New Arrivals and students reaching competency in English. A Cultural Committee welcomes new families and supports all families from different cultures.

Extra curricula activities in Sport, Science, Technology, Languages and Creative and Performing Arts provide opportunities for students to thrive in a safe, supportive and friendly learning environment. Individual talents and skills are recognised and nurtured so that students are challenged to reach and surpass their potential.

The school's mission statement of "Caring for children, educating for life" was developed many years ago in consultation with parents and teachers. Today it is particularly relevant as the school continues to create a personalised learning environment for students so that they become passionate, engaged learners, have a strong belief in their own worth and willingly contribute to their school and global communities.

The wellbeing and engagement of students remains a priority. 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>

Self-assessment using the School Excellence Framework

Elements	2020 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 InitialLit. Data from Best Start entered in PLAN2 to inform and track student progression. InitialLit data, class assessments, diagnostic testing and PAT Maths and Literacy tests used to develop learning programs.	

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)
School based 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.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$80000.00)

Next Steps

All teachers will receive training in PLAN2 in 2021.

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)
Staff training in differential planning and learning progressions. Class programs show differentiation and PLaSPs for identified students implemented.	Funding Sources: <ul style="list-style-type: none">• (\$3000.00)

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.	Funding Sources: <ul style="list-style-type: none">• (\$1000.00)

Process 3: Further enhancement of the Mentoring Program.

Evaluation	Funds Expended (Resources)
Four 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. All beginning teachers completed Phase One of the program.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$58000.00)

Next Steps

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

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 communication through See-Saw and Google classroom and Parent Surveys.	Funding Sources: <ul style="list-style-type: none">• (\$8000.00)

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)
Class parent representatives, fundraising committees and the newly formed Cultural committee met on two occasions. Limited input because of COVID restrictions.	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

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

Evaluation	Funds Expended (Resources)
Limited opportunities because of COVID restrictions.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 047.00)	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 incursions and extra-curricula activities.
English language proficiency	Funding Sources: • English language proficiency (\$394 334.00)	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 students use, and to employ four teachers.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$106 319.00)	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)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$170 639.00)	Successful implementation of MultLit program. Integration of InitialLit and MultLit programs. Teacher observation and purchase of resources to build teacher capacity.
Socio-economic background	Funding Sources: • Socio-economic background (\$15 258.00)	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	Funding Sources: • Support for beginning teachers (\$57 924.00)	Funds were received by the school from the Government specifically for the support of four 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. All beginning teachers completed Phase One.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals (\$76 194.00)	\$314 for refugee student - Funding was used for uniforms and incursions for refugee students. \$75,880 for new arrival 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			
	2017	2018	2019	2020
Boys	431	471	477	520
Girls	419	441	472	478

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	95.5	95.7	94
1	96.8	96.2	94.7	92.6
2	95.6	96.2	95.5	94.3
3	96.8	95.8	95.5	95.1
4	96.8	95.2	96.3	95.2
5	95.4	95.9	96.1	94.8
6	94.5	94.4	94.2	94.3
All Years	96.1	95.6	95.4	94.3
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	38.88
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher ESL	3.2
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,703,041
Revenue	8,751,971
Appropriation	7,810,856
Sale of Goods and Services	13,434
Grants and contributions	913,654
Investment income	1,967
Other revenue	12,061
Expenses	-8,677,999
Employee related	-7,089,454
Operating expenses	-1,588,545
Surplus / deficit for the year	73,972
Closing Balance	1,777,013

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.

	2020 Approved SBA (\$)
Targeted Total	84,420
Equity Total	517,958
Equity - Aboriginal	2,047
Equity - Socio-economic	15,258
Equity - Language	394,334
Equity - Disability	106,319
Base Total	6,529,256
Base - Per Capita	228,238
Base - Location	0
Base - Other	6,301,018
Other Total	489,457
Grand Total	7,621,091

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 to access the school data.

2020 NAPLAN

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.

Students in Years 3 and 5 participated in the Check In Assessment.

In Reading Year 3 achieved 75.1% compared to 58.6% at state level.

In Year 5 Reading, the results were 76.6% compared to 60.7% at state level.

In Mathematics, Year 3 gained 80.6% compared to 62.8% at state level.

Year 5 students at Hornsby North achieved 83.6% in Mathematics compared to 60% at state level.



Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

In previous years very few parents has completed the TTFM parent survey but this year the survey was returned by almost 400 families. Parent responses were just above the Government Norm in all areas of the survey. Parents feel HNPS is a welcoming school, supporting positive behaviour. Student safety and inclusivity are high. Responses were very positive despite parents not being able to engage face to face with the school so readily this year.

Teacher Satisfaction

Trend reports from TTFM teacher 2020 data show all areas in the School context and Classroom context to be in line with the NSW Govt Norm. There was a small increase in the areas of leadership, learning culture, planned learning opportunities and quality feedback. There was a small decrease in the areas of inclusive school, parent involvement (result of COVID-19), teaching strategies, challenging and visible.

The whole staff used the What Works Best toolkit to share their feedback on current practice and improvements the school might make going forward.

- 90% of teachers felt that visible learning and high expectations were evident across the school.
- **Explicit Teaching** - Although visible learning is well used in many classes, staff thought a more whole school approach to programming and whole school approach to visible learning was the next step forward. The literacy programs such as InitialLit and MultiLit were highlighted as effective areas of explicit teaching. Many staff felt professional learning in the development and use of integrated units would assist in meeting the NESA allocated time requirements for each KLA.
- **Effective Feedback** - the majority of staff felt effective verbal and written feedback was evident across the school. Platforms such as Seesaw and google classroom have also been incorporated in some grades as an additional way of giving timely, valuable feedback to students and families.
- **Data** - used across the school to monitor, identify and plan. Transition of data from year to year will be a future area of focus.
- **Assessment** - A range of assessments are used across the grades to inform practice. Assessment pro formas and assessment schedules are planned for 2021-2022.
- **Wellbeing** - the staff felt the school promoted Wellbeing effectively using the Smiling Mind and Bounce Back program, use of buddies and the therapy dog. The staff recognised many areas that support our students wellbeing, ensuring all students are known, valued and cared for and celebrating in many areas of school life.

Student Voice

Findings from the TTFM data based on social emotional outcomes show in many areas the school data is similar to the NSW Govt Norm with higher percentage of students in the areas of Positive Relationships and Positive Behaviour at school. Due to COVID 19 there have been less opportunities for student involvement in school sports and extra curricular activities.

For Drivers of Student Outcomes the school responses were in line with the NSW Govt Norm except for victims of bullying which was well below the NSW Govt Norm. 74% of students reported they know where to seek help if they are bullied.

For Students with a Positive Growth Orientation, only 8% of students felt they did not set challenges and only 2% did not like challenging goals. This supports the findings that High Expectations are set within the school and visible learning and goal setting occurs.

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

The Creative and Performing Arts programs at Hornsby North continued during 2020 with variations that reflected the COVID guidelines.

The conductors and tutors of the Band Program had to adapt from face to face to online and used Zoom to deliver individual tutorials and band lessons.

Our students engaged in activities posted by the conductors in Google Classroom ranging from listening tasks, technical work and new music to learn. Our Senior Band, led by Mr Lachlan Hamilton, engaged in an activity where students recorded their part of the piece 'Silent Movie' and Lachlan compiled each track into a single video recording. The video was shared to the band families and it was shared on the Department's social media platforms as an example of innovative use of technology for a virtual performance.

Bucket Drumming incursions - we were fortunate enough to have one of our previous band conductors, Mr Rob Di Marzo return to provide an energetic bucket drumming incursion for students in Kindergarten and Primary. Each student had a drum (bucket) and a set of sticks and were taught some complex musical concepts through sound and experimentation, all on a bucket!

Our Year 5 and 6 students participated in a 4-week program ultimately leading to a performance which was recorded so parents were able to watch the result of this program and their child's animated participation through a link provided by the school.

Students in the Dance Program participated in video workshops during Term 3 and once guidelines allowed face to face

instruction the students worked enthusiastically on a combined dance performance in Term 4. This resulted in a dance extravaganza where the students performed for the entire school. A professional film crew videoed the performances and copies were made available to all families of the dance students.

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 were 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.
- All Year 6 students have the opportunity to be a leader in a variety of areas such as Prefects, Librarians, Photographers, Charity, Wellbeing, Technology, Band and Dance 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 friendship 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.

