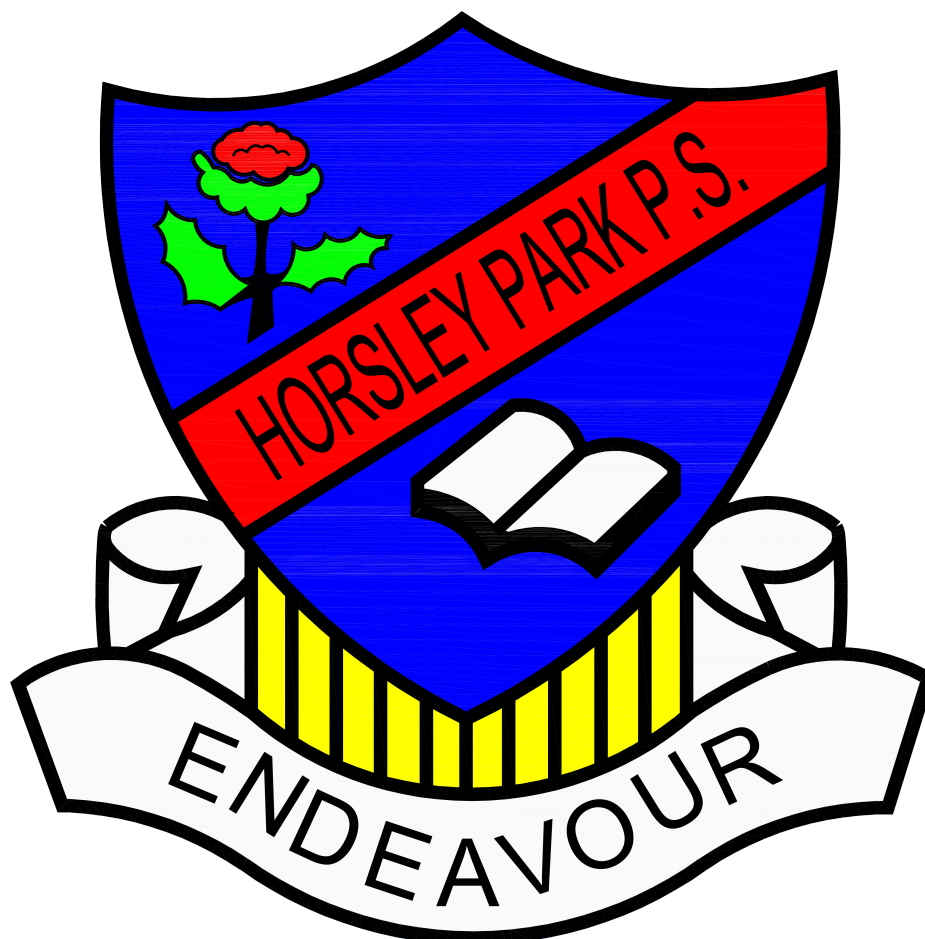


2021 Annual Report

Horsley Park Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

'We better ourselves to better the world'

Horsley Park Public School nurtures, challenges and inspires our community members to be independent and resilient global citizens.

We are committed to fulfilling students' potential for future success and wellbeing through authentic and engaging learning environments and strong community partnerships.

School context

Horsley Park Public School has an enrolment of 85 students where 59% are from a non-English speaking background and 1% identify as Aboriginal and/or Torres Strait Islander. We are a small, semi-rural school located on the outskirts of Fairfield on Dharug land. Our FOEI is 130. The school prides itself in inclusive student centred educational practices, fostering a culture of high expectations and high levels of community engagement, within the Cowpasture Network of schools. Our school consists of four mainstream classes and five classes catering for students with autism and/or a moderate intellectual disability within the support unit. These classes are supported with a teacher special education and a Student Learning and Support Officer (SLSO).

We value and promote productive relationships with external agencies, community organisations and school networks to improve educational opportunities for our students. Horsley Park Public School's collaborative systems embed quality teaching practices to implement differentiated and individualised learning. As an identified Early Action for Success school, the school is supported by an Instructional Leader. The school works in close partnership with an engaged Parents and Citizens Association.

The whole school community was consulted in the development of a shared community vision followed by the development of a strategic improvement plan. Through our situational analysis we have identified two key directions to drive school improvement over the next four years and have determined a need to use the majority of the school's equity funding to support a range of initiatives to address the needs and complexity of the school community. To maximise student learning outcomes, provide opportunities for all students to grow and build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsible for the learning of individual students. We will ensure high quality student learning is underpinned by a systematic approach to improving teaching practice through collegiality support and feedback to embed evidence based teaching practices across the school. The wellbeing and engagement of our students remains a priority. We will ensure our teachers, families and other stakeholders collaborate to meet the cognitive, emotional, social, physical and spiritual needs of all students through a targeted approach to wellbeing and engagement. Our school priority areas include the Premier's targets of student growth and attainment in literacy, numeracy and wellbeing. We are committed to further strengthening connections within and beyond the wider school community to improve our understanding of all cultures, including Aboriginal and Torres Strait Islanders (ATSI).

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy, numeracy and all key learning areas, we will:

- Embed consistent data driven teaching practices
- Develop student self reflection
- Apply and deliver responsive evidence informed educational best practice
- Implement individualised student learning

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Individualised Learning

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$68,605.00

Socio-economic background: \$20,000.00

QTSS release: \$17,244.00

Per capita: \$27,945.00

Integration funding support: \$35,446.00

Professional learning: \$3,600.00

English language proficiency: \$35,613.00

Literacy and numeracy intervention: \$23,544.00

Aboriginal background: \$1,929.00

Summary of progress

Horsley Park Public School participated in professional learning to inform classroom practices and address the differentiated learning needs of all students. This was supported by employing an instructional leader above establishment who led professional learning and provided shoulder to shoulder support in the K-2 classrooms. Lesson observations supported teachers to reflect upon and refine their practices in response to feedback.

An external consultant supported teachers to identify a focus area for vocabulary and comprehension to progress student reading achievement. School leaders worked alongside classroom teachers to lead assessment learning. Teachers were provided opportunity to familiarise themselves with external data sources including NAPLAN and Check in assessments and were supported to use departmental assessment resources. The instructional leader supported teachers to discuss student progress using data to inform the conversations. This determined the next cycle of teaching and learning. In 2021 teachers were provided opportunity to develop their capacity in the use of literacy and numeracy progressions in order to set learning goals with students and track and monitor student progress. Feedback from teachers evidenced the need for further support in analysis of data and how to respond to this within their teaching and learning, differentiating to meet the needs of all learners. This will be a focus in 2022.

In 2021 an additional Assistant Principal was employed above establishment to work alongside teachers in the Support Unit. External support was provided to enhance outcomes for targeted students. All teachers were trained in the use of personalised learning and support plans. Teachers used this learning to implement personalised plans in consultation with students and parents. The learning and support team conducted a review of the current learning and support practices and procedures with the findings informing an action plan. This action plan identified a focus on wellbeing in 2022.

During learning from home, students and families were supported through weekly phone calls. Seesaw, zoom and google classroom virtual learning technology enabled students to continue to learn through the disruptions. A teacher was employed full time, once students returned to face to face learning. Students were supported with small group instruction in Literacy and Numeracy to consolidate learning after an extensive lock down.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top Two NAPLAN Bands - Reading An increase in the percentage of students achieving in the Top Two bands in Reading.	The number of students achieving in the top two bands in reading decreased by 19.7% from 2019. Learning from home negatively impacted our progress towards the target.
Top Two NAPLAN Bands - Numeracy An increase in the percentage of students achieving in the Top Two bands in Numeracy.	The number of students achieving in the top two bands in numeracy increased by 0.8% from 2019. Learning from home impacted our progress toward the target.
Expected NAPLAN Growth - Reading An increase in the percentage of students achieving expected growth in Reading to be above the system negotiated baseline target.	2021 results displayed a decrease in the percentage of students achieving expected growth in numeracy by 6.28% from the baseline data.
Expected NAPLAN Growth - Numeracy An increase in the percentage of students achieving expected growth in NAPLAN in numeracy to be above the system negotiated baseline target.	In 2021, results identified that we are continuing to work towards reaching our lower bound target of 57.90%.
ATSI student achievement Increased % of trend uplift of ATSI student achievement in the top 3 NAPLAN bands in reading and numeracy in comparison to SSSG.	There were no ATSI students enrolled in Years 3 or 5 in 2021.
PLaSPs Processes are developed to support the consistent data collection and analysis to track student achievement of personalised goals across the school, K-6.	In 2021, the school Learning and Support team responded to the findings from External Validation and identified school practices that needed to be refined to improve whole school processes to track student achievement. This will be the work of 2022.
Numeracy Interview for Student Reasoning (IfSR) Processes are developed to support the implementation of the (IfSR) online assessment across the school, K-6. Check-in Assessment-Numeracy 100% of teachers are supported to engage with Check-in Assessment data.	Professional learning was provided to all teaching staff to build their capacity and understanding in the online assessment tool, IfSR. 100% of classroom teachers implemented IfSR with the support of the instructional leader, SLSOs and COVID ILSP in 2021. In 2021, teachers were supported to familiarise themselves with the Check in assessment - numeracy data with a focus on supporting analysis and response to this data in 2022 to support targeted focused teaching.
Literacy PLAN2 Phonics	100% of stage 1 teachers implemented the Phonics Check-in assessment to obtain baseline data. 100% of teachers were supported to analyse Check-In assessment - Reading data to inform a focus on vocabulary and comprehension.

• Students in Year 1 and Year 2 complete the Phonics Check-in assessment, Term 3 to obtain school baseline data. The assessment window in 2021 is Term 3, Weeks 4-6 (2-20 August 2021).

Check-in assessment-Vocabulary & Comprehension

All teachers are supported by an Instructional Leader to engage with Check-in reading assessment data.

School Excellence Framework

Data skills and use elements of the School Excellence Framework are assessed at Delivering.

The school is working towards sustaining and growing in the element of Data skills and use.

Strategic Direction 2: Connections

Purpose

To embed, grow and sustain a culture of learning as a core focus within an inclusive school environment of wellbeing and engagement for our students, staff and parents we will:

- Establish high expectations.
- Foster collaboration.
- Promote future focused learning.
- Build community engagement within and beyond the school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Fostering connectedness and wellbeing
- Collaborative and Quality Practices

Resources allocated to this strategic direction

Socio-economic background: \$76,590.80

Low level adjustment for disability: \$59,740.00

Aboriginal background: \$6,000.00

Professional learning: \$11,320.00

QTSS release: \$10,000.00

Literacy and numeracy: \$2,365.00

Summary of progress

Initiative 1: Fostering Connectedness and Wellbeing

Horsley Park Public School enhanced partnerships and communication with parents through a variety of parent workshops. Levels of parent attendance led to improvements in parent feedback which included the value in being able to connect with the teachers in the support unit. They were able to also connect with parents who have children with special needs and to learn about how to support them with specific sensory needs. Strong relationships between school and home were developed through the implementation of afternoon teas, meet and greets and learning conversations. Communication and workshops were delivered via online digital platforms due to COVID restrictions. The schools subscriptions to digital communication and learning platforms ensured relevant updates and information during 2021 and enabled for continuity of learning for all students. The school successfully implemented virtual whole school events such as Science and Book Week, resulting in minimal disruptions to continuity of learning and the development of stronger connections with families.

All teachers participated in the 'Smiling Minds' introduction as professional learning to embed a whole school approach to build their understanding in mindfulness and self regulation strategies. Through this, students are able to identify some strategies to aid in their self regulation and to support their wellbeing. A committee has now been formed to create a school action plan to develop and refine wellbeing practices. In 2021, stage 3 students participated in a White Ribbon writing competition to raise awareness of respectful relationships whilst encouraging student voice on important issues. This project was part of a wider Cowpasture Network initiative.

A Representative from Horsley Park Public attended the Network attendance working party with the aim to increase the attendance to reach state targets. This resulted in a focus on student late arrivals through the introduction of 'in line on time' and acknowledged through incentives. A video was also created and distributed to the community to raise awareness and value the importance of education. The school worked closely with their attendance data in order to be responsive to identified needs. Processes and systems will continue to be refined and improved in 2022.

The School Executive team participated in coaching to support their leadership impact which resulted in school leaders collecting feedback through surveys to evaluate their leadership. These executive teachers engaged with the leadership frameworks to understanding their capacities and areas of strength and development. In 2022, further professional learning will continue including the SLI middle leaders development program and continue with coaching with an external consultant. Executive members will continue with readings and reflecting on professional research.

In order to build connections, the 'Focus on Words' project was used to build collaborative practices. This enabled teacher engagement with evidence based strategies and student data to inform teaching and learning cycles in literacy.

The school's next steps are to apply a model of collaboration to other key learning areas.

Initiative 2: Collaborative and Quality Practices

Leadership at Horsley Park Public School was strengthened in 2021 with the employment of a full time Instructional Leader and funding of an Assistant Principal in the Support Unit above a classroom position. These positions were responsible for leading, facilitating and enabling quality collaborative practices across Kindergarten to Year 6 both in the mainstream and the support settings. Collaboration included modelling, observation of practice and feedback, along with team teaching utilising a coaching model. Teachers identified team teaching as a helpful professional learning activity. This has led to an increase in team teaching and teachers co planning together. External leadership via a lead specialist led professional learning in the explicit teaching of vocabulary 'Focus on Words'. A majority of teachers reported this professional learning as providing them with increased knowledge and understanding of the explicit teaching of vocabulary, yet further planned professional learning was disrupted due to the challenges of 2021. Teachers attempted to teach using these strategies in an on line environment with less effect. The leadership team built their capacity by engaging in coaching by an external professional. The impact of this was the increased capacity and knowledge of leaders to support teacher practice, as evidenced through a teacher survey. The school gathered baseline data regarding their performance against the High Impact Professional Learning framework and self-assessed at Delivering. Leaders supported teachers to develop impactful personalised learning plans for individual students using data. They led data conversations to assist with progress monitoring and reporting.

Next year it will be important to bring focus to key professional learning initiatives as we recognise the importance of providing more clarity to teachers in regard to this. Collaborative planning days will be embedded in our practice because effective collaboration improves student outcomes and improves teacher practice.

Next year we will continue to provide instructional leadership to support continual teacher development because this is critical to improving teacher quality. We will also build teacher capacity in the collection, analysis and response to classroom data because effective use of data in teaching and learning can lead to improvements in student outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students attending >90% towards the lower bound target by 2.5% 	In 2021, our school is continuing to work towards achieving the lower bound target of students attending >90%. Student attendance decreased by 13.41%.
<ul style="list-style-type: none"> • Increase the percentage of students reporting positive wellbeing with an uplift of 2.5% to achieve an actual of 96% in the areas of Wellbeing. 	The school achieved a 1.5% uplift towards the lower bound target with 95% of students achieving in the area of wellbeing. The school mean for sense of belonging was at 65% with the NSW Gov't norm being at 81%. A school mean of 7.7 was achieved in relation to advocacy with the NSW Gov't norm being 7.7 also. Expectations for success saw the school achieve 8.2 with the NSW Gov't norm being 8.7. Students with positive behaviour at school showed 91% school mean with the NSW Gov't norm being 83%. Positive teacher-student relations matched the NSW Gov't norm of 8.4.
<p>Within Learning Culture within the sub element of High Expectations, the school is sustaining and growing in regard to student learning progress.</p> <p>Within Wellbeing, sub element of 'a planned approach to wellbeing and behaviour', there is a demonstrated commitment to a whole school approach which is explicitly and consistently applied across the school.</p>	<p>In 2021, the school was validated in the sub element of High expectations at Sustaining and Growing.</p> <p>In 2021, the school was validated in the sub element of 'a planned approach to wellbeing and behaviour' at Excelling.</p>
Within the elements of Professional Learning there is continuous and coherent practices, the school leadership team enables professional	At the end of 2021, the school determined themselves at Delivering in regard to the elements of; continuous and coherent practices in Professional Learning, the school leadership team enables professional learning, and collaborative and applied professional learning to strengthen

learning and collaborative and applied professional learning strengthens professional teaching practice, the school is moving to Sustaining and Growing. (HIPL)	professional teaching practice.
<ul style="list-style-type: none"> • Under Instructional Leadership, within the sub element of Community engagement, the school is assessed at Delivering. • In the element of Reporting under the sub element of Parent Engagement, the school is moving towards Sustaining and Growing. • In the element of Learning Culture, the school is moving towards Sustaining and Growing in the sub elements of High Expectations and Transitions and Continuity of Learning. • The school is moving towards Sustaining in the dimension of 'Connecting Learning at Home and at School' with The Family School Partnerships Framework. 	<p>At 2021, the school was externally validated at Delivering within the sub element of Community engagement.</p> <p>In regard to the element of Reporting under the sub element of Parent Engagement, the school was externally validated in 2021 at Delivering.</p> <p>In the element of Learning Culture, sub elements of High Expectations and Transitions and Continuity of Learning, the school was validated in 2021 at Sustaining and Growing.</p> <p>The school is yet to determine a baseline within the dimension of 'Connecting Learning at Home and at School' using The Family School Partnerships Framework.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning: Wellbeing and Learning Culture is assessed at Delivering. • Teaching: Professional Standards, Effective Classroom Practices and Learning and Development is assessed at Delivering. • Leading: Educational Leadership and School Planning, Implementation and Reporting is assessed at Delivering. 	<p>Learning Culture was assessed at Sustaining and Growing. Wellbeing was assessed at Excelling as a result of the External Validation in 2021.</p> <p>Effective Classroom Practice, Learning and Development and Professional Standards was assessed at Sustaining and Growing as a result of the External Validation in 2021.</p> <p>Educational Leadership was assessed at Sustaining and Growing. School Implementation and Reporting was assessed at Delivering as a result of the External Validation in 2021.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,446.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Horsley Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around personalised learning plans and development of access requests. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of behaviour plans, therapy intervention. <p>The allocation of this funding has resulted in: built teacher capacity in developing personalised learning plans. These plans have enabled targeted goal setting to support identified students to achieve students literacy and numeracy and wellbeing goals. The funding also enabled the employment of additional school learning and support officers to work closely with students in support of learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building teacher and SLSO capacity to better cater for individual student learning needs and wellbeing. These include; consistency in planning and programming, regular PLaSP meetings with students and parents, and further professional learning. Teacher expertise and skills are important to ensure all students learning needs are met.</p>
<p>Socio-economic background</p> <p>\$96,590.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Horsley Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Fostering connectedness and wellbeing • Data Driven Practices • Collaborative and Quality Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Instructional Leadership to support student learning • Teacher release to support capacity building of teachers in the use of learning progressions, PLAN2 and the use of data to inform teaching and learning. • Supplementary staff to support teachers with individualised assessments. • Resourcing to increase equitability of resources and services through the subscription of third party digital platforms (Seesaw, Schoolzine, Reading Eggs, Mathletics) <p>The allocation of this funding has resulted in: enhanced capacity of teachers in evidence-based literacy and numeracy teaching practices, data analysis and reflection to be responsive in curriculum delivery and classroom practice. The successful implementation of IEPs to support students to access the curriculum through the staffing of SLSOs.</p>

<p>Socio-economic background</p> <p>\$96,590.80</p>	<p>After evaluation, the next steps to support our students with this funding will be: continuation of the instructional leadership model through additional employment of teacher experts to drive improved student learning outcomes in literacy and numeracy and continue to support students in the classroom through the employment of SLSOs.</p>
<p>Aboriginal background</p> <p>\$7,929.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Horsley Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Fostering connectedness and wellbeing • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: improved practices to monitor student attendance and procedures to follow up on unexplained absences. Additional professional learning through the support of casual release teachers enabled meetings with parents, students and the learning and support team to discuss Individual Education Plans and attendance concerns.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of refining whole school learning and support practices and procedures. In addition, the employment of a school Wellbeing coordinator and community liaison officer to support our students and the community with concerns such as attendance, personalised support and learning plans.</p>
<p>English language proficiency</p> <p>\$35,613.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Horsley Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in: the employment of Italian community language teacher where 100% of students attended regular community classes. Our school also utilised the community language teacher to assist with translation services.</p> <p>After evaluation, the next steps to support our students with this funding will be: employment of an EAL/D teacher to provide support in classrooms and to build teacher capacity to cater for students from an EAL/D background. The appointment of a Community Liaison Officer will be to work closely with the school parent community and to assist with the translation of notes and during meetings. The school will continue to utilise online platforms to improve school to community communication.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$59,740.00</p>	<p>students at Horsley Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative and Quality Practices • Fostering connectedness and wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students and teachers in Smiling Minds program <p>The allocation of this funding has resulted in: 100% of classroom Teachers trained and implementing Smiling Minds after Break 1. Stage 3 students also participated in the 'Breaking the Silence' program. 100% of students participated in White Ribbon Day to raise awareness of respectful relationships. There has been an increase in student language and communication to voice their feelings and emotions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop an action plan for whole school wellbeing policies and procedures and to strengthen existing and new teacher knowledge. Our school will be continuing with the 'Smiling Minds' program through the formulation of a Mindfulness team to lead whole school professional development.</p>
<p>Professional learning</p> <p>\$14,920.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Horsley Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning • Collaborative and Quality Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers engaging in professional learning to develop their understanding and how to support specific student needs. • LST teacher to refine current processes and policies <p>The allocation of this funding has resulted in: the differentiation of PLaSPs and individualised programs to support student learning. The Executive team participated in professional learning to unpack the HIPL and align it to school practices. This was then delivered to the staff at the end of the year. They also engaged with external coach to support and develop their leadership capacity. All classroom teachers participated in the vocabulary project</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation to refine school practices and procedures in relations to PLaSPs and LST systems. The school will work towards incorporating one element of the HIPL in professional learning as a target area of improvement for 2022. The executive team will continue to engage with external coach to strengthen our stronger network links during Masterclasses. Regular APCI data and programming cycles will be embedded, allowing teachers to participate in collaboration with the APCI.</p>
<p>School support allocation (principal</p>	<p>School support allocation funding is provided to support the principal at</p>

<p>support)</p> <p>\$13,604.80</p>	<p>Horsley Park Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Casual release for teacher professional development • Purchase laptops for teachers • Additional SAO for 1 day <p>The allocation of this funding has resulted in: 100% of teachers participating in the vocabulary project. Technology upgrades were also purchased to replace outdated computers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to hire a business manager to better enable the Principal to lead school initiatives.</p>
<p>Literacy and numeracy</p> <p>\$2,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Horsley Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative and Quality Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • employment of an Instructional Leader above establishment. <p>The allocation of this funding has resulted in: the continuation of learning during COVID through online platforms such as Mathletics, Reading Eggs and Seesaw. An Instruction Leader was also funded above allocation to work closely with teachers to improve the learning outcomes of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with our online platform subscriptions. An Assistant Principal, Curriculum and Instruction to work closely with teachers to lead the schools Strategic Direction 1.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Horsley Park Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and

<p>Early Action for Success (EaFS)</p> <p>\$68,605.00</p>	<p>teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</p> <p>The allocation of this funding has resulted in: the improvement of student learning outcomes through consistent teacher judgement. The Instructional Leader continued to build teacher capacity in Literacy and Numeracy through the understanding of PLAN2, progressions and students assessment. The HIPL was used as a framework that was discussed with the executive team.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with using the HIPL as a framework for best practice in professional learning. The schools APCI will implement regular data and program conversations to support consistency and regular reflections to improve student learning and outcomes.</p>
<p>QTSS release</p> <p>\$27,244.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Horsley Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Collaborative and Quality Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • class teachers with additional release time for planning days <p>The allocation of this funding has resulted in: the funding of an off class Assistant Principal to support classroom teachers. Class teachers also were able to be released from face to face teaching time for planning days every term.</p> <p>After evaluation, the next steps to support our students with this funding will be: used to release classroom teachers for regular planning days, data conversations, PLaSP meetings and professional learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Horsley Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher above establishment <p>The allocation of this funding has resulted in: the hiring of teacher above establishment to enable stage based classes across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of stage based classes in 2022.</p>
<p>COVID ILSP</p> <p>\$67,848.50</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their</p>

<p>COVID ILSP</p> <p>\$67,848.50</p>	<p>school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • releasing staff to analyse school and student data to identify and monitor student intervention groups <p>The allocation of this funding has resulted in: the appointment of a COVID ILSP teacher to support students in literacy and numeracy. Assessments were completed to identify areas of needs and targeted through small group intervention. Additional teacher support for professional learning was also incorporated in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue professional learning for teachers on an ongoing basis. Learning and support teacher to continue working with small intervention groups. Horsley Park Public School will continue to appoint a teacher above establishment to work with small groups. Additional SLSO's to support with differentiation and support students individual learning needs.</p>
<p>Per capita</p> <p>\$27,945.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Horsley Park Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • SLSOs and additional Assistant Principals as instructional leaders <p>The allocation of this funding has resulted in: improved student learning outcomes through the support of professional learning to support teacher development. Purchase of online subscriptions to support students during COVID.</p> <p>After evaluation, the next steps to support our students with this funding will be: through the continuation of online subscriptions to support continuity of learning and the the appointment of an assistant principal as an instructional leader.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	56	58	55	48
Girls	42	37	36	32

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	94.4	92.4	94
1	92.8	93.5	95.7	87.5
2	94.5	94.7	91.5	90.7
3	94.7	93.4	95.9	91
4	95.7	92.8	92.4	88.7
5	94.6	92.8	91.1	92.9
6	93.6	91.3	94.2	89.6
All Years	94.3	93.2	93.2	90.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	8.1
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	6.71
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	315,667
Revenue	2,393,383
Appropriation	2,363,731
Sale of Goods and Services	6,624
Grants and contributions	22,869
Investment income	159
Expenses	-2,395,476
Employee related	-2,228,403
Operating expenses	-167,073
Surplus / deficit for the year	-2,093
Closing Balance	313,574

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.

	2021 SBAR Adjustments (\$)
Targeted Total	35,446
Equity Total	199,875
Equity - Aboriginal	7,930
Equity - Socio-economic	96,592
Equity - Language	35,613
Equity - Disability	59,740
Base Total	1,807,234
Base - Per Capita	27,945
Base - Location	0
Base - Other	1,779,289
Other Total	204,915
Grand Total	2,247,469

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.

Parent/caregiver, student, teacher satisfaction

Horsley Park Public School values the opinions and ideas of parents, students and teachers. School staff analyse, review and reflect on feedback and suggestions from our school community to evaluate current practice, target areas for improvement and plan future directions.

In 2021, we participated in the Tell Them From Me surveys to gather student, parent and staff feedback to inform future directions of the school.

14 students in years 4-6, 19 parents and 15 teachers completed the survey. The results showed a consistent opinion across all three groups that Horsley Park Public School is an inclusive and safe school. The results of the surveys were presented as the average scores of different aspects of schooling life. Below are some examples of the results we had in 2021:

TEACHER SURVEY DATA SHOWS THAT...

- School leaders create a safe and orderly environment - 92%
- Teachers discuss learning problems of particular students with other students - 90%
- Teachers set high expectations for student learning - 93%
- Teachers provide opportunities for students to improve based on their assessments - 92%
- Teachers make an effort to include students with special learning needs in class activities - 93%

PARENT SURVEY DATA SHOWS THAT...

- Parents encourage and praise their child to do well at school - 89%
- Parents are well informed about their child's progress in school subjects - 79%
- Parents feel welcome when they visit the school - 79%
- Parents agree that they would recommend our school to other parents - 75%
- Parents believe that their child feels safe at school - 83%

STUDENT SURVEY DATA SHOWS THAT...

- Students believe that schooling is important in their everyday life and will have a positive impact on their future - 84%
- Students feel that teachers are responsive to their needs and encourage independence - 84%
- Students feel that teachers hold high expectations for all students to succeed - 82%
- Students set challenging goals for themselves in their school work and aim to do their best - 72%
- Students feel that they have someone at school who consistently provides encouragement and can be turned to for advice - 77%

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.