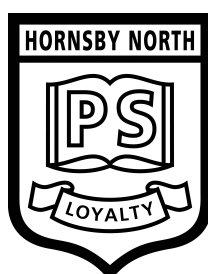


# 2021 Annual Report

## Hornsby North Public School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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Hornsby North Public School

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## Message from the principal

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It gives me great pleasure to present the 2021 Annual Report for Hornsby North Public School. The school caters for a population of approximately 1000 students with 75% coming from non-English background. The students and families bring a cultural diversity to the school resulting in strength and unity throughout the entire school community.

The learning programs are of the highest standard and a varied curriculum is tailored to meet student academic progress, the wellbeing of all school members, community partnerships and strong educational leadership.

The school has a proud tradition 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.

2021 has been a year of challenges, of uncertainty and unrelenting changes. However in the midst of the changed school environment there was an abundance of success and life long learning. I pay tribute to the exceptional staff at Hornsby North who maintained continuity of learning in a positive and challenging manner during the Learning From Home Program in Term 3 and part of Term 4. Mentoring and collaboration resulted in the upskilling of staff in the use of technology and enhanced home learning for students and communication with parents. Daily check ins were provided via Google classroom and See-Saw and Zoom meetings were held regularly for class meetings or individual group needs. Students who did not have access to devices or the internet were supported with the provision of laptops, iPads and internet access.

Return to school in Term 4 for face to face teaching was a red carpet event with students greeting each other and their teachers with joy and enthusiasm. Once again, the teachers managed the transition back to school sensitively taking into account the different experiences during lock down.

The year ended on a positive note with celebrations of success, final assemblies and medal presentations via live streaming. A celebratory dinner for our departing Year 6 students was held and the entire school waved them off on the last day as they made their way around the classrooms and the playground for the last time.

Through the generosity of the P&C students from K-6 took part in end of year celebrations aimed at the wellbeing of students. These activities included movie days, picnics in the park, fun days (in place of a school camp) and Play On which was an incursion involving an inflatable obstacle course. Treats for Christmas Parties were supplied by the P&C on the Christmas Fun Day.

Fortunately, the Easter Hat Parade, the Walk to School Day, The Bathurst excursion for Year 6 and the visit to Glen Street Theatre for Years 1 and 2 happened in the terms before home learning began.

I thank students, parents and staff for their contributions during 2021, and know that the theme of "Caring for Children, Educating for Life" was an even stronger focus during the challenges of the year.

I look forward to a year of enriched success and participation in 2022.

## Message from the students

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It was wonderful to be elected school captain and to be part of the leadership team at Hornsby North in 2021. As excited as we all were, none of us realised what the year ahead would hold. 2021 turned out to be a very big challenge for all students, teachers and parents and certainly not a year any of us will forget!

At the start of year 6, we were all hoping that the school leaders would get a full year in the job. Due to Covid concerns we were unable to attend the leadership camp and that was just the start. Unfortunately, the Delta strain arrived in Australia, and we ended up spending all of term 3 and the start of tem 4 at home and learning online.

After a few long months in lockdown, we were welcomed back to school, where a lot of catching up awaited us. We all learnt a lot from the lockdown. We learnt how to work by ourselves (mostly), some of us got to see what our parents did for work as home offices and kitchen tables became classrooms and parents 'went to work' with their slippers on. We learnt to be even more resilient, (something Mrs Sumpton is always stressing the importance of) and we realised how important contact with teachers and friends was in our everyday lives. I don't think primary school kids have ever been so excited to get back to school.

Luckily for us before the lockdown, we had squeezed in the school camp in Bathurst. While on the camp, Year 6 panned

for gold and nearly witnessed a lamb get its tail chopped off. I don't think anyone wanted to leave, especially as they knew that they would have to write a ten page report on the adventure.

Once back, school returned to a new type of normal. Our grade would have gone to Canberra, but because of the aftermath of the pandemic, we couldn't. We didn't play sport against other schools, there were no band rehearsals or performances, no choir or dance. However, I think all the changes taught us to appreciate what we did have - a great school, caring teachers, friends, supportive parents and Mrs Sumpton reassuring us and keeping everyone positive!

As the year drew to a close, we got to experience some of the regular Year 6 celebrations. The Year 6 formal went ahead as planned, and everyone had a fun time. Excitement was at an all time high in the last week or two, as everyone was looking forward to seeing the movies on the last day.

Hornsby North has given us all a great start to our education, a chance to thrive and strive for excellence. We've learnt the importance of kindness most of all.

Throughout my primary school journey, I have been taught and guided by many amazing teachers, and I will always remember the good lessons they taught me.

There are so many more things I could say, but I think I'll leave it there. It was a privilege to be a Hornsby North School Captain and I hope the new school captains have a wonderful experience, and I wish the best for all of the school.

Audrey Strauss

2021 School Captain



## School vision

Hornsby North Public School believes that every student should learn in an environment where student wellbeing, academic excellence and social growth are embedded in all programs. The school is committed to inclusivity and community participation, and acknowledges that individual differences bring enrichment to the school community.

## School context

Hornsby North Public School situated in the northern Sydney suburb of Hornsby, approximately 30 km from the centre of the city has a student enrolment of 990 students, including 0.4% Aboriginal and/or Torres Strait islander students and 75% of students from non-English speaking backgrounds. The school culture is one of inclusivity, community involvement, high expectations and high achievements.

Our students come from a wide variety of socio-economic backgrounds. Strong programs in English as an additional Language support New Arrivals and students from non-English speaking backgrounds in 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.

A situational analysis involving student, staff and parental involvement was undertaken prior to the development of a strategic improvement plan. Through the situational analysis we identified the need to use data driven practices to ensure that all teaching and learning programs in Numeracy and Literacy are responsive to the needs of individual students.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TFFM) Surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

In order to achieve improvement in student outcomes, the school is committed to improving the professional knowledge, practice and engagement of all teachers and school leaders. Work will take place on developing a high-quality professional learning culture involving supportive school structures, explicit planning and time allocation, disciplined collaboration around achieving specific goals and high levels of trust, interaction and interdependence.

Continual monitoring of student performance data will determine areas of need and levels of success at an individual, class and whole school level. Successful school improvement will be dependent on the efforts and involvement of the entire school community.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2021 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: Student growth and attainment

### Purpose

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1. In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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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.

- Personalised learning
- Data driven practices

### Resources allocated to this strategic direction

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**Professional learning:** \$30,779.00

**COVID ILSP:** \$22,862.46

**English language proficiency:** \$424,841.00

**Socio-economic background:** \$18,443.00

**Literacy and numeracy:** \$41,320.00

**Literacy and numeracy intervention:** \$27,100.00

**Integration funding support:** \$106,819.00

### Summary of progress

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#### Personalised learning

The evidence showed that data received from Best Start and the Year 1 Phonics Screening test showed that students were not retaining skills and strategies to improve their reading fluency. As a result we implemented the InitialLit program, with a staggered delivery to be rolled out over three years. In 2021 we had a large turnover of staff which required professional learning to be conducted through MacLit or InitialLit through Macquarie University to ensure that all K-2 staff were trained consistently in the use of the program. This training was undertaken in semester 1. Executive conducted regular conversations and planning sessions with K-2 teachers to ensure that the planning for the continued implementation of InitialLit was effective. Teachers reported that they had increased knowledge of phonemic awareness and phonics and felt confident in delivering explicit phonics programs. We have seen positive changes in the way teaching and learning programs now incorporate explicit reading strategies which has been confirmed through classroom observations of the explicit teaching of literacy which were filmed during the lockdown. The training and resources packages have allowed teachers to become incredibly confident in their abilities to explicitly teach all components of reading within their classrooms. The unexpected impact of the recorded literacy lessons has been the upskilling of parents who have commented positively on the effectiveness of the InitialLit program and how they now have a clearer understanding of how reading is taught. This has resulted in parents feeling confident to assist their children in the at-home daily reading program. The embedded assessments from InitialLit shows a significant increase student performance data showing a solid foundation of student literacy knowledge that can be built upon throughout the years.

The 2021 year 3 cohort were the first group after the implementation of InitialLit. InitialLit is a Phonics Program that covers Reading, Writing, Vocabulary and Comprehension. In Reading, 94% of students achieved the top 3 bands. Writing shows 80% of students in the top 3 bands with an additional 17% in bands 7 & 8. 99% of students scored in the top three bands in spelling. In Grammar & Punctuation the percentage in the three top bands was 99%.

#### IMPLICATIONS:

To move towards achieving our progress measure we need to continue to develop K-2 teacher professional knowledge in phonics and effective reading instruction and practices. through targeted professional learning. In the future we will share the skills and knowledge developed across other stage groups. We need to embed and refine ways in which we collect and analyse data on a regular basis. To further support the implementation of this program we need to purchase additional decodable readers and a mixture of predictive texts and to provide additional PL for teachers around the effective use of these resources. The SpellIt program will be the next step to be implemented in years 3 and 4.

#### Data driven practices

In Semester one K-2 teachers completed cumulative reviews of InitialLit assessments. Kindergarten students trialled the

new Maths reasoning tests on number and place value and in term 4, Year 1 completed the Department Phonics Screening check with the data from each entered into PLAN2. Analysis of the phonics checklist enabled teachers to identify the students who required additional support in the areas of spelling, comprehension and fluency in relation to decodable texts. We faced a number of barriers for our work in this area due to the online home learning, but also allowed us to continue our use of Initialit through use of videoed lessons to be undertaken by these students which in turn provided additional data for us to analyse and determine student growth. In 3-6, NAPLAN, PAT and cumulative assessment data informed teaching practice. Areas of strengths and weakness were identified and this led to improved teacher capacity in explicitly differentiating teaching practices to support all students. Teaching programs reflected strong emphasis on vocabulary development, comprehension skills and critical thinking in problem solving.

**IMPLICATIONS:**

To move towards achieving our progress measure we need to utilise the data collect to inform our support programs for 2022.

**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  |
|---|---|
| <p><b>TOP 2 NAPLAN BANDS</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving in the top 2 bands to be moving towards the school's lower bound system-negotiated target in reading of 81.1%.</li> <li>• Improvement in the percentage of students achieving in the top 2 bands to be moving towards the school's lower bound system-negotiated target in numeracy of 81.9%.</li> </ul>      | <ul style="list-style-type: none"> <li>• 77.63% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target.</li> <li>• 83.61% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement exceeding the lower-bound target.</li> </ul>   |
| <p><b>EXPECTED GROWTH</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 87.3%.</li> <li>• Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 89.6%.</li> </ul> | <ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in <b>reading</b> decreased to 74.56% indicating progress yet to be seen toward the lower bound target.</li> <li>• The percentage of students achieving expected growth in numeracy increased to 90.43% indicating achievement exceeding the lower bound target.</li> </ul> |





## Strategic Direction 2: Excellence in Student Wellbeing

### Purpose

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Support cognitive, social, emotional, physical and spiritual wellbeing to develop confident and resilient students.

### Initiatives

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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.

- Planned approach to wellbeing
- Enhanced roll out of the wellbeing policy

### Resources allocated to this strategic direction

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**Professional learning:** \$10,752.30

**Aboriginal background:** \$2,100.00

**Low level adjustment for disability:** \$108,059.00

### Summary of progress

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#### Planned Approach to Wellbeing

In 2021 the Forge Wellbeing program was implemented across the whole school as a means of collecting regular wellbeing data linked to our students. This data was further used to enhance our wellbeing practices to ensure all students are known, valued and cared for.

Professional development was provided to the whole staff on how to implement the survey with their students and also on analysing this data to enhance our wellbeing and PDH programs.

Data showed that 98% of classes completed the surveys on a regular basis. Teachers found the information that they received from the surveys to be informative on how their students were feeling and what areas of wellbeing needed to be addressed in their PDH programs. Some staff also effectively used the data to identify students needing further targeted support.

Introduction to the program has laid the framework for a strong and positive sense of wellbeing to support students.

#### Implications

Staff to continue implementing the survey with their students on a regular basis. Staff members from each grade will be appointed and a committee formed to oversee the collection and analysis of the data across the school. This information can then be reported back to the class teacher, executive staff and Principal to identify any students needing further targeted support and what improvements need to be made across the school to ensure positive student wellbeing. Appointing a staff member from each grade to oversee the initiative, will also help ensure that teachers feel confident looking at the Forge Wellbeing data and whether changes need to be made to their PDH programs.

This program will continue to be trialed in 2022. Further data is to be collected to ensure the effectiveness of using this program and to assist teachers in modifying their PDH programs and class practices.

#### Enhanced Roll Out of the Wellbeing Policy

Professional development was conducted on implementing the Wellbeing Framework for Schools Self-Assessment (WF-SaS) tool to assess how the school is supporting student wellbeing across all 5 Domains of Wellbeing.

Assessment feedback from the facilitator of the PL has approved the Assistant Principal who completed the course as a facilitator to lead school staff in the effectiveness of the program on students' emotional and spiritual wellbeing and implementation of the wellbeing framework. This PL has been postponed and we will be implemented it at a later date. The reason was that it was felt that this PL is better presented in person to the whole staff.

#### IMPLICATIONS:

To move towards achieving our progress measure, we need to implement this PL school-wide and use this knowledge to actively support the leadership team and all staff to determine the wellbeing domains that are required for a greater school-wide focus. Once this PL has been implemented across the school a survey is to be conducted. When the PL

takes place, teachers will have time to effectively evaluate their programs and practices to ensure that the 5 domains of wellbeing are embedded in their programs.

### **Progress towards achieving improvement measures**

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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.

| <b>Annual progress measure</b>  | <b>Progress towards achievement</b>   |
|---|---|
| <b>WELLBEING</b> <ul style="list-style-type: none"><li>• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 91%.</li></ul>                       | TTFM Wellbeing data reports a slight decrease of 2.37% in the last four years across the positive wellbeing measures. TTFM data for Wellbeing Advocacy at school is at 90.03%, 98.40% for expectations for success and 76.68% for a sense of belonging. |
| <b>ATTENDANCE</b> <ul style="list-style-type: none"><li>• Increased percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system negotiated target of 93.2%</li></ul> | <ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has increased by 3.6%.</li></ul>  |



## Strategic Direction 3: High Expectations and Continuous Building of Teacher Capacity

### Purpose

Achieving high expectations through explicit systems for collaboration and feedback.

### 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.

- High Potential and Gifted Education
- High Impact Professional Learning

### Resources allocated to this strategic direction

**Professional learning:** \$19,260.00

### Summary of progress

#### High Potential and Gifted Education

A High Potential and Gifted Education (HPGE) committee was formed at the beginning of 2021. A school plan was developed to identify and cater for students with high potential and giftedness. Personalised Learning Plans were developed and student plans were discussed at Learning and Support Team meetings. Staff developed a deeper understanding of what HPGE looks like and showed a better understanding of potential rather than giftedness. Strategies for HPGE were embedded into the teaching practice domain throughout the school. Professional training will continue to be an emphasis with staff during 2022 so that appropriate plans are made for identified students. A flow chart for The Integration of HPGE into the School Process will be developed.

#### High Impact Professional Learning

Two members of the High Potential and Gifted Education Committee attended the two day leaders training conference and provided follow-up professional learning to the staff. The DEL package was provided to all staff online and team leaders unpacked the content with their staff. Team leaders participated in further professional learning on the HPGE website. Team leaders presented results of their programs used with students displaying high potential to all staff via Zoom meetings.

This resulted in greater staff understanding of assessment processes for identified students across different domains and processes to cater for students with high potential became embedded in peer conversations in the school environment.

The committee will continue to present online training to the staff through the HPGE website and the DEL package. Professional Learning will continue to support the on-going cycle of HPGE within the school through Learning Support Team meetings, Executive and Teacher HPGE meetings, and parent meetings.

### 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   |
|--|--|
| High Potential and Gifted students are identified in a centralised school register in the social-emotional, creative, physical and intellectual domains.   | <ul style="list-style-type: none"><li>• To date, five students were identified to be included in the register and personalised learning programs were discussed and planned with their parents. A draft process for identifying and catering for students has been developed for refinement in 2022..</li></ul>                    |
| Leadership team participates in a capacity development program to develop evaluative thinking skills which can be used to monitor the effectiveness of programs and approaches used within the school to | <ul style="list-style-type: none"><li>• Professional development in 2021 led to a deeper understanding of what HPGE looks like and how teachers could move teaching practice so that high potential and gifted students are supported in the classroom. Staff presented and shared successful implementation strategies.</li></ul> |

improve practice as required.



| Funding sources  | Impact achieved this year  |
|--|--|
| <p>Refugee Student Support</p> <p>\$1,526.00</p>       | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• strengthening orientation and transition program for identified students</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>parent/carer workshops, increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>professional development for staff around impact of trauma, learning and wellbeing needs of refugee students.<br/>To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p> |
| <p>Integration funding support</p> <p>\$106,819.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Hornsby North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of speech and occupational therapy</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>  |

|  |  |
|--|--|
| <p>Integration funding support</p> <p>\$106,819.00</p> | <p><b>funding will be:</b><br/>to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>   |
| <p>Socio-economic background</p> <p>\$18,443.00</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hornsby North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>equitable access to the curriculum for identified students.<br/>students received personalized support within classrooms which led to improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>continue to employ an SLSO to support students in the classroom and utilise funds to provide access to extra curricular activities.</p>  |
| <p>Aboriginal background</p> <p>\$2,100.00</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hornsby North 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• creation of school literacy resources to support the inclusion of First Nations Histories and Culture.</li> <li>• Walking Together Working Together Partnership agreement paid for and signed Agreement to be framed ready for mounting in the school foyer acknowledging our support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>continue to ensure that differentiated and personalised support is provided</p> |

|  |   |
|--|---|
| <p>Aboriginal background</p> <p>\$2,100.00</p>                 | <p>to Aboriginal students.</p>  |
| <p>English language proficiency</p> <p>\$424,841.00</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hornsby North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• student progress showing high growth on the EAL/D learning progressions, with the majority of EAL/D students achieving expected or above expected growth.</li> <li>• EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> |
| <p>Low level adjustment for disability</p> <p>\$108,059.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Hornsby North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhanced roll out of the wellbeing policy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional school funds spent to engage specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul>   |

|  |  |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$108,059.00</p> | <ul style="list-style-type: none"> <li>• Supported Speech Pathologist and Occupational Therapist by providing learning spaces to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students and provide intervention programs to support students needs.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>   |
| <p>Literacy and numeracy</p> <p>\$71,254.47</p>                | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hornsby North Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Data driven practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>an additional interventionist teacher employed for each grade who supported identified students leading to improved outcomes in literacy and numeracy as evidence by Year 3 NAPLAN results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue to support teachers and students with the additional interventionist teacher for each grade.</p> |
| <p>QTSS release</p> <p>\$185,331.00</p>                        | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hornsby North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul>   |



|   |  |
|---|--|
| <p>QTSS release<br/>\$185,331.00</p>                      | <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.<br/>teachers reported lessons differentiated according to students' needs a number of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>continue to release Assistant Principals to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>  |
| <p>Literacy and numeracy intervention<br/>\$47,089.56</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hornsby North Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. Further school funds used to employ additional SLSO to support literacy and numeracy programs.</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.<br/>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> |
| <p>COVID ILSP<br/>\$33,862.46</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 school as most likely to benefit from additional support in 2021.</p>  |

COVID ILSP

\$33,862.46

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Personalised learning
- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition. Additional School funds spent to extend this program.
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy.
- employing/releasing teaching staff to support the administration of the program
- development of resources and planning of small group tuition
- releasing staff to participate in professional learning
- employment of additional staff to support the monitoring of COVID ILSP funding

**The allocation of this funding has resulted in:**

the majority of the students in the program achieving significant progress towards their personal learning goals .  
identified students gaining confidence in their abilities in literacy as a result of targeted interventions.

**After evaluation, the next steps to support our students with this funding will be:**

continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.



# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 471        | 477  | 520  | 525  |
| Girls    | 441        | 472  | 478  | 455  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 95.5 | 95.7 | 94   | 95.4 |
| 1         | 96.2 | 94.7 | 92.6 | 96.3 |
| 2         | 96.2 | 95.5 | 94.3 | 95.9 |
| 3         | 95.8 | 95.5 | 95.1 | 96.4 |
| 4         | 95.2 | 96.3 | 95.2 | 96.3 |
| 5         | 95.9 | 96.1 | 94.8 | 96.3 |
| 6         | 94.4 | 94.2 | 94.3 | 95.5 |
| All Years | 95.6 | 95.4 | 94.3 | 96.1 |
| 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

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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)                    | 37.93 |
| Literacy and Numeracy Intervention      | 0.42  |
| Learning and Support Teacher(s)         | 0.5   |
| Teacher Librarian                       | 1.6   |
| Teacher ESL                             | 3.4   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 5.87  |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 1,777,013        |
| <b>Revenue</b>                        | 8,819,411        |
| Appropriation                         | 7,970,476        |
| Sale of Goods and Services            | 10,890           |
| Grants and contributions              | 834,694          |
| Investment income                     | 1,047            |
| Other revenue                         | 2,304            |
| <b>Expenses</b>                       | -8,610,551       |
| Employee related                      | -7,499,324       |
| Operating expenses                    | -1,111,227       |
| <b>Surplus / deficit for the year</b> | 208,860          |
| <b>Closing Balance</b>                | 1,985,873        |

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 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 70,226                            |
| <b>Equity Total</b>     | 553,067                           |
| Equity - Aboriginal     | 2,097                             |
| Equity - Socio-economic | 18,444                            |
| Equity - Language       | 424,840                           |
| Equity - Disability     | 107,686                           |
| <b>Base Total</b>       | 6,510,586                         |
| Base - Per Capita       | 246,024                           |
| Base - Location         | 0                                 |
| Base - Other            | 6,264,562                         |
| <b>Other Total</b>      | 559,326                           |
| <b>Grand Total</b>      | 7,693,204                         |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.





# School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



# Parent/caregiver, student, teacher satisfaction

## Parent Satisfaction

At Hornsby North Public School, we strongly believe that successful schools foster communication with parents, encourage parental involvement in their child's schoolwork and encourage parental volunteers in all aspects of school life. We hold the development of positive and engaging relationships with the local community as a high priority. We look at ways to further strengthen our engagement and communication and respond to parental feedback. The responses in the TTFM parent survey were in line with the Government Norm in most areas of the survey such as finding HNPS a welcoming school, one which supports positive behaviour and is safe and inclusive. The use of Seesaw as a communication tool and opportunity to share student work and successes has been highly welcomed by parents across the school.

## Teacher Satisfaction

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

Our teachers set high expectations for learning, establish clear expectations for good behaviour, work collaboratively and monitor student progress and cater for all needs so that students make progress. Our teachers provide students with feedback so they can achieve their goals. Our teachers have a wide range of technology to support student learning. Teachers liaise with parents through informal meetings, Seesaw, phone calls and interviews. All staff work with school leaders to ensure our school is a safe environment.

Trend reports from TTFM teacher 2021 data shows that the teachers at HNPS responses were in line with the Government Norm. This included the areas of leadership, learning culture, planned learning opportunities, data informed practice and quality feedback. Responses were also in line with the Government Norm on inclusivity, parental involvement, teaching strategies, use of technology and collaboration.

## Student voice

Findings from the TTFM data, based on social-emotional outcomes, show in many areas the school data is similar to the Government Norm with higher percentage of HNPS students in the areas of positive behaviour at school. There was a decrease in students reporting a positive sense of belonging, possibly as a result of Home Learning. Once again, due to COVID 19 restrictions there were less opportunities in 2021 to participate in school sport and extra-curricular activities.

For Drivers of Student Outcomes, the school responses were in line with the NSW Government Norm except for victims of bullying, which was again, pleasingly well below the Government Norm. HNPS was, again, above the Government Norm for advocacy at school. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.

## Other School Programs (optional)

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### Creative and Performing Arts

**Creative and Performing Arts programs** at Hornsby North started 2021 full of optimism as face-to-face rehearsals and tutorials resumed following COVID-19 guidelines. It was wonderful to hear the sounds of children singing and instruments being played as well as seeing dancers rehearsing again.

Preparations for performances were underway for all of our Creative and Performing Arts Groups.

**Cantare Choir and members of the String Ensemble** were learning pieces to participate in the Festival of Choral Music and Festival of Instrumental Music respectively. The band program held a band workshop day in Term 1 and was busy preparing for different festivals such as the NSW Band Festival.

**The Dance Groups** were busy learning choreography for the Sydney North Dance Festival. However, this year, to cater to COVID restrictions, students attended a session at Glen St Theatre and were filmed for a video showcasing the dance groups of the Northern Sydney Region as COVID protocols prohibited theatre audiences.

Then, at the start of Term 3 we had another COVID-19 lockdown. Festivals were cancelled and some rehearsals had to stop due to restrictions. The Band Program adapted its operation again to go from face to face to online and using Zoom to deliver individual tutorials and band lessons.

### **Bucket Drumming Incursions**

We were fortunate enough at Hornsby North to have one of our previous band conductors, Mr Rob Di Marzo return to provide an energetic bucket drumming incursion for our K-6 students in Term 2. Each student had a drum (bucket), a set of sticks and were led by an impressive instructor who taught students some complex musical concepts through sound and experimentation, all on a bucket!

Our Primary students were lucky enough to participate in a 2-week program leading to a performance for our parents showcasing the skills taught.

