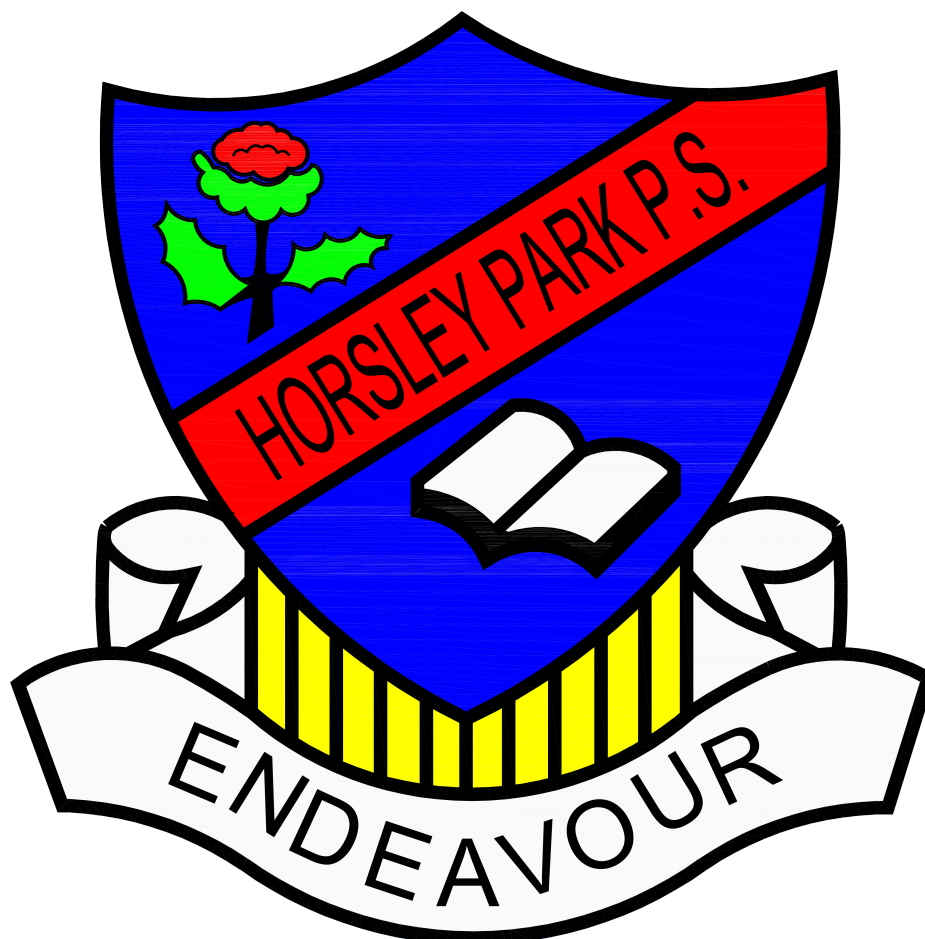


2022 Annual Report

Horsley Park Public School



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Introduction

The Annual Report for 2022 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.

School contact details

Horsley Park Public School
1759 The Horsley Drive
HORSLEY PARK, 2175
<https://horsleypk-p.schools.nsw.gov.au>
horsleypk-p.school@det.nsw.edu.au
9620 1301

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 well being 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 133. 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 Principal 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 pro-active relationships with external agencies and professionals including community and school networks to improve the educational opportunities for all students. Horsley Park Public School's collaborative systems embed quality teaching practices including differentiation to address the learning needs of all students. The school works in 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. A situational analysis has 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 focused initiatives to address school and system identified targets.

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. 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: 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

Professional learning: \$10,009.00

AP Curriculum & Instruction: \$90,343.00

Low level adjustment for disability: \$23,000.00

Socio-economic background: \$28,000.00

English language proficiency: \$44,551.00

QTSS release: \$30,339.00

Summary of progress

Data Driven Practices

The focus for 2022 was to uplift Horsley Park Public School in student learning through differentiated teaching and learning. This involved continually building capacity of middle leaders in data analysis and leading data conversations. Five weekly data conversations were implemented between classroom teachers and AP C&I which provided the opportunity for teaching staff to work with the AP C&I to analyzing student progression data and planning where to next in five week cycle. Teachers used this time and student data to plan and embed quality practices in their teaching and as a result adapted learning programs. Next steps within this initiative will focus on refining numeracy instruction and effective practices aligned to new syllabus as well as strengthening and refining our assessment practices and processes to ensure assessments are inclusive and accessible for all our students. This will support further improvement in data skills and use across the school.

Individualised Learning

Our focus for 2022 was on school wide data collection and personalised learning and support plans. These plans were used to track and monitor student growth to inform future focuses in literacy and numeracy. Professional learning and school practices, included strategically embedded collaboration opportunities to enable teachers and school leaders to engage in professional dialogue in order to gain a deeper understanding of effective adjustments and use of physical resourcing to support and improve learning outcomes for students. In 2023, there will be further learning around trauma-informed practices for all staff with a focus on responsive planning and proactive adjustments to further meet the needs of our students.

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
NAPLAN Top Two Bands Reading • Uplift of 5.2% of Top two bands of NAPLAN in Reading.	The number of students achieving in the top two bands in reading decreased by 3.27% from 2021. A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target,

NAPLAN Top Two Bands Reading • Uplift of 5.2% of Top two bands of NAPLAN in Reading.	however focus on this target in 2022 has resulted in upward student progress in the school check in assessment, matching other SSSG in student achievements in the area of reading.
NAPLAN Top Two Bands Numeracy • Uplift of 5.4% of Top two bands of NAPLAN in Numeracy.	<p>The number of students achieving in the top two bands in numeracy increased by 1.9% from 2021.</p> <p>An increased percentage of students achieved in the top two skill bands for numeracy in 2022, however the school did not meet the system negotiated target. The school is progressing marginally towards the target baseline. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
Expected NAPLAN Growth - Reading A minimum uplift of 9.1% of students in the percentage of students achieving expected growth in NAPLAN- Reading to be above the system negotiated baseline target.	Data required for student growth could not be calculated for 2022 as NAPLAN was not run in 2020, however documented analysis based on internal assessment indicates 71% of students in stage 3 demonstrated growth in reading since start of 2022.
Expected NAPLAN Growth - Numeracy A minimum uplift of 7.2% of students in the percentage of students achieving expected growth in Numeracy to be above the system negotiated baseline target.	Data required for student growth could not be calculated for 2022 as NAPLAN was not run in 2020, however our year 4 students had a 6.3% uplift in % of questions answered correctly demonstrating growth in numeracy when comparing term 1 and term 4 Check in assessment scores.
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 2022.
PLaSPs Processes are strengthened to support the consistent data collection and analysis to track student achievement of personalised goals across the school, K-6.	In 2022, 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. Additionally, the work of 2022 included embedding high quality, evidence based practices across the school to support all students with wellbeing and engagement.
Numeracy Interview for Student Reasoning (IfSR) Processes are strengthened to support the implementation of the (IfSR) online assessment across the school, K-6.	In 2022, the AP C&I supported all teaching staff to build their capacity and understanding in assessment, and student data analysis via embedded and ongoing data chats. Based on school evaluation the online assessment tool IfSR was not implemented. All teachers were supported to familiarize themselves with PLAN2 and the APC&I provided ongoing support and coaching in numeracy and literacy student PLAN2 data with a focus on supporting analysis and response to this data to support targeted focused teaching.
Literacy PLAN2 Phonics • Increased % of Year 1 and Year 2 students demonstrating increased achievement in the Phonics Screening Check assessment. Check-in assessment-Vocabulary & Comprehension	<p>100% of teachers were supported to analyse student assessment data including Check-In assessment, and PLAN2 in literacy and numeracy data to inform a focus on vocabulary and comprehension, differentiation and explicit teaching and learning practices.</p> <p>Data indicates an increase in the number of Year 1 students able to read 28 words or more in the Phonics Screening Check assessment.</p>

<ul style="list-style-type: none"> • Demonstrated improvement of vocabulary and comprehension component reading scores from previous year's Check in Assessment data. 	<p>Data indicates a 7.5% uplift in vocabulary component of reading Check in Assessment when comparing 2021 to 2022 cohorts, however there was a decrease in comprehension across all grades.</p>
<p>School Excellence Framework</p> <p>Data skills and use elements of the School Excellence Framework are assessed at Delivering.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Data skills and use.</p>

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

Integration funding support: \$36,000.00

Aboriginal background: \$5,434.00

Socio-economic background: \$11,492.00

AP Curriculum & Instruction: \$90,343.00

Summary of progress

Fostering connectedness and wellbeing

The focus for 2022 was on embedding school wide research based practices to support students to regulate and engage in learning. Staff participated in a range of professional development experiences relating to social-emotional learning, the function of behaviour, play based learning and research-based adjustments to support student need. In 2023, the school will participate in the Got It program with South Western Sydney Local Health District and the Infant Child and Adolescent Mental Health Service team. Staff in Kindergarten, year 1 and year 2 will undertake professional learning to support understanding of specialised mental health early intervention. The program aims to support understanding in how to reduce the frequency and severity of conduct problems in young children, strengthen parent understanding of responses and build stronger partnerships fostering connectedness and wellbeing between home and school.

Collaborative and Quality Practices

In 2022 school practices and structures were updated to enable continued and sustained opportunities for teachers to collaborate and engage in disciplined and focused professional dialogue to develop their capacity and understanding in student data, teaching, learning and wellbeing practices. The school participated in a range of Network working parties, with staff taking on roles in the Attendance and Aboriginal Education Network working parties, strengthening their leadership capacity to drive school improvement. In 2023, the school continue to engage a Community Liaison Officer to further strengthen community engagement through targeted initiatives and community programs.

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
Attendance • Increase the percentage of students attending >90% of the time to be at or above the lower bound system negotiated target.	In 2022, our school is making progress towards achieving the lower bound target of students attending >90%. Analysis of student attendance data shows 61% of students have improved their attendance in Semester 2 in 2022.
Wellbeing • Increased the percentage of students	The school achieved 7.72% uplift towards the lower bound target with 85.85% and beyond of students achieving in the area of wellbeing. The

reporting positive wellbeing in the TTFM survey with a growth of 4.5% in the areas of expectations for success, advocacy and sense of belonging.	school mean for sense of belonging was 10% greater than the NSW Gov't norm. A school mean of 95% was achieved in relation to advocacy, 26% higher than NSW Gov't norm. Expectations for success saw the school achieve 6% higher than the NSW Gov't norm.
<p>Within Learning Culture within the sub element of High Expectations, the school is Delivering 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>	In 2022, the school was assessed in the sub element of High expectations at Delivering. In 2022, the school was assessed in the sub element of 'a planned approach to wellbeing and behaviour' at Delivering.
Within the elements of Professional Learning there is continuous and coherent practices, the school leadership team enables professional learning and collaborative and applied professional learning strengthens professional teaching practice. (HIPL)	At the end of 2022, 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 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 assessed at Delivering. • In the element of Learning Culture, the school is assessed at Delivering 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 the end of 2022, the school determined themselves at Delivering within the sub element of Community engagement. In regard to the element of Reporting under the sub element of Parent Engagement, the school was assessed at Delivering. In the element of Learning Culture, sub elements of High Expectations and Transitions and Continuity of Learning, the school was assessed at Delivering.</p> <p>The school will work on establishing a baseline within the dimension of 'Connecting Learning at Home and at School' using The Family School Partnerships Framework in 2023.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning: Well-being 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. 	Learning Culture was assessed at Delivering. Well-being was assessed at Delivering, however the school worked through a research informed model to focus on effective wellbeing practices in 2022. Effective Classroom Practice, Learning and Development and Professional Standards was assessed at Delivering. Educational Leadership was assessed at Delivering. School Implementation and Reporting was assessed at Delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$36,000.00</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"> • Fostering connectedness and wellbeing <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: 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 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 PLSP 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>\$39,492.00</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"> • Data Driven Practices • Individualised Learning • Collaborative and Quality Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through the Berry Street Educational Model , Play Based Learning, to support student learning • employment of additional staff, 0.2 Community Liaison Officer to support various community programs and implementation. <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students 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</p>

<p>Socio-economic background</p> <p>\$39,492.00</p>	<p>through the employment of SLSOs.</p>
<p>Aboriginal background</p> <p>\$5,434.00</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 <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. 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 <p>After evaluation, the next steps to support our students will be: To continue refining whole school learning and support practices and procedures. In addition, to establish and refine the middle leaders roles and responsibilities to have a clear focus on whole school wellbeing and curriculum. Continue to employ of a community liaison officer to support our students and the community with concerns such as attendance, personalized support and learning plans.</p>
<p>English language proficiency</p> <p>\$44,551.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: the employment of additional teacher to support EAL/D school initiatives enabled opportunities for individualized learning for targeted students and promoted quality teaching and learning practices and professional collaboration.</p> <p>After evaluation, the next steps to support our students will be: To continue 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.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$23,000.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Presentation of the 2022 Professional Learning schedule to teachers has enabled all to have a clear understanding of their roles and responsibility. The school has practices to support assessment across the school. School practices that have strengthened assessment and data include data conversations, curriculum planning with the APs and school leaders leading as Instructional Leaders. All teachers were provided with additional release time for regular planning days, and data chats with AP C&I and expert leaders in the school.</p> <p>After evaluation, the next steps to support our students will be: to continue and consolidate strengthening school practices and systems with a focus on professional learning in the implementation of the departments new curriculum reform and building teacher capacity via release for regular planning days, check-ins with the AP C&I and data to inform teaching and learning.</p>
<p>Professional learning</p> <p>\$10,009.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: the continued refinement of school practices and procedures in relations to PLaSPs and LST systems. The school undertook a dedicated focus in incorporating one element of the HIPL in professional learning as a target area of improvement for 2022. The executive team continued to engage with external coach to strengthen their leadership capabilities. Regular APC&I data and programming cycles were embedded, allowing teachers to participate in collaboration with the APC&I.</p> <p>After evaluation, the next steps to support our students will be: to continue to strengthen the differentiation of PLaSPs and individualised programs to support student learning. The Executive team to continue to participate in professional learning to unpack the HIPL and align it to school practices. Embed ongoing check-ins in 2023 to deliver a focus and alignment to the HIPL framework.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Horsley Park</p>

<p>\$30,339.00</p>	<p>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 <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: assistant principals timetabled off class and additional release time provided all teachers with opportunities for differentiated support and coaching time to develop classroom programs, plan and participate in data chats.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide additional release time to classroom teachers for regular planning days, data, conversations, PLaSP meetings and professional learning.</p>
<p>COVID ILSP</p> <p>\$71,744.00</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 2022.</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 additional staff to support the monitoring of COVID ILSP funding • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: all students in the program across the year achieving progress towards their personal learning goals in Understanding Text sub-element of the literacy progressions.</p> <p>After evaluation, the next steps to support our students will be: to continue to appoint additional teacher for strategic support and learning and to continue working with targeted student groups. Horsley Park Public School will continue to appoint a teacher above establishment to work with small groups. Additional SLSO's to be appointed to support with differentiation and support students individual learning needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	58	55	48	56
Girls	37	36	32	31

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	92.4	94.0	89.4
1	93.5	95.7	87.5	87.4
2	94.7	91.5	90.7	77.5
3	93.4	95.9	91.0	89.2
4	92.8	92.4	88.7	91.0
5	92.8	91.1	92.9	82.5
6	91.3	94.2	89.6	83.6
All Years	93.2	93.2	90.7	85.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	1.6
Classroom Teacher(s)	7.08
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	228,454
Revenue	2,471,066
Appropriation	2,444,439
Sale of Goods and Services	6,223
Grants and contributions	18,942
Investment income	1,463
Expenses	-2,477,134
Employee related	-2,185,016
Operating expenses	-292,118
Surplus / deficit for the year	-6,068
Closing Balance	222,385

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.

	2022 SBAR Adjustments (\$)
Targeted Total	36,330
Equity Total	213,067
Equity - Aboriginal	5,947
Equity - Socio-economic	103,497
Equity - Language	44,551
Equity - Disability	59,072
Base Total	1,723,741
Base - Per Capita	26,299
Base - Location	0
Base - Other	1,697,442
Other Total	217,536
Grand Total	2,190,675

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 2022, Horsley Park Public School participated in the Tell Them From Me surveys to gather student, parent and staff feedback to inform future directions of the school. 21 students completed the Tell Them From Me Survey between 01 Jun 2022 and 03 Jun 2022, which included nine measures of student engagement alongside the five drivers of student outcomes, 12 teachers and parents also completed the survey. The results showed a consistent opinion 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 2022:

TEACHER SURVEY DATA SHOWS THAT...

- * 73% of school leaders are leading improvement and change.
- * 83% indicate school is a culturally safe place for all students.
- * 100% are aware the new syllabuses will be released for all Key Learning Areas from 2021 onward as part of the NSW Curriculum Reform initiative.
- * 91% agree that the school is a welcoming place for all students.
- * 75% believe they have the skills and confidence to meet the needs of students with disability or special needs.

STUDENT SURVEY DATA SHOWS THAT...

- * 74% of students feel accepted and valued by their peers and by others at their school.
- * 53% of students have aspirations that when they finish high school, they expect to go to University.
- * 75% of students feel proud of their school.
- * 75% of students set challenging goals for themselves in their school work and aim to do their best.
- * 78% of students feel that they have someone at school who consistently provides encouragement and can be turned to for advice.

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.