

# 2022 Annual Report

## Hornsby North Public School



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# Introduction

The Annual Report for 2022 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

Ida St

Hornsby, 2077

<https://hornsbynt-p.schools.nsw.gov.au>

[hornsbynt-p.school@det.nsw.edu.au](mailto:hornsbynt-p.school@det.nsw.edu.au)

9987 4605

## Message from the principal

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It gives me great pleasure to present the 2022 Annual Report for Hornsby North Public School. The school caters for a population of approximately 1000 students with 77% 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.

2022 has been a year of positivity and change with the return to face-to-face teaching on a full-time basis. During the year parents were welcomed into the school grounds to participate in school functions and to celebrate student success at assemblies, cultural events and sporting events. During the year there was an abundance of success and lifelong learning and in acknowledging this I pay tribute to the exceptional staff at Hornsby North who maintained continuity of learning in a positive and challenging manner when the students returned to school... The mentoring and collaboration that was evident during home learning continued into the new year. Learning programs were strengthened, and accommodations were made to cater for individual progress and learning styles.

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.

Other significant events during the year included the Easter Hat Parade, the Walk to School Day, The Bathurst and Canberra excursions for Stage 3 students and the visit to Glen Street Theatre for Years 1 and 2. We were fortunate to have parents join us on many of these occasions

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 2023

## Message from the students

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2022 has been a great year. The first year in two years that we have had a full year of school and no lockdown.

Even though Year 6 missed out on Year 4 Camp and our Year 5 trip to Bathurst, being able to go to Canberra certainly made up for it.

However, 2022 has now come to an end for us and we will be going to various high schools and starting a new chapter in our lives. I know that we will all hold very special memories of our time at Hornsby North Public school.

Before we all leave, we would like to say thank you to not only our past and present classroom teachers but also to all the staff at Hornsby North Public School. Including our PE, Science, Library, Italian, French teachers, Mrs Butterworth and Mrs Hall. You have all played a special and important part in our lives and we are very grateful.

A very special thank you to our principal Mrs Sumpton for providing us with so many opportunities and support when needed. We are very lucky that you have been our Principal for all of our primary school life and you will hold a very special place in our hearts.

Finally best wishes for the 2023 Year 6 Leaders I am sure that Tsara and Walt will be fantastic School Captains. You will all do a great job and I am sure that you will keep the title of the number 1 primary public school. 2022 was a great year for all of us and I wish you all the best of luck in 2023.

Personally, I would like to thank Mrs Sumpton, teachers and students for allowing me the opportunity to be your 2022 School Captain alongside Vasilisa.

I hope you all have a safe and happy holiday.



## 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-curricular 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
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	Sustaining and Growing
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

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

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

**Integration funding support:** \$84,494.00

**English language proficiency:** \$440,803.00

**Socio-economic background:** \$51,702.29

**Literacy and numeracy:** \$71,255.00

**Literacy and numeracy intervention:** \$48,267.00

**Low level adjustment for disability:** \$57,460.50

### Summary of progress

#### Personalised learning & Data driven practices

In 2022, data from InitialLit was used to establish a program in Year 1 using the Sage Support Program. Two staff members were trained to implement the program throughout Terms 2-4. Training and resources and commitment to the program ensured that 20 students significantly improved their literacy skills. K-2 teachers continued to use the InitialLit data on a regular basis to inform teaching and learning. New staff were trained in InitialLit to ensure the program was fully implemented and to maintain the quality of the teaching of the program. NAPLAN and Check In Data were used to plan programs and differentiate learning programs for all students including students with PlaSPS and identification of gifted students. As a result, students were more confident and engaged, particularly the younger students on the Sage program. Parents expressed that they had observed noticeable improvement in students' ability in literacy. Strong learning support team meetings support directions and strategies for teachers to best support their learning and wellbeing needs.

Teachers have been immersed in the HPGE policy and what it means for the schools and its' practices. During 2022, the school moved into Tier 2 of the policy where teachers implemented HPGE strategies and practices within their classroom to identify and support those students.

In 2023 we will continue to analyse data to inform teaching practice and will undertake training in the Department's HPGE policy as part of the North Sydney Performance Directorate and develop strategies around implementing HPGE into classroom practice. The Assistant Principal, Instructional Leadership will undertake additional professional learning on formative assessment and she will then present PL sessions for the entire staff.

#### 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
<b>TOP 2 NAPLAN BANDS - Reading</b> <ul style="list-style-type: none"><li>• Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 81.1%.</li></ul>	<ul style="list-style-type: none"><li>• 84.44% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement exceeding the lower-bound target.</li></ul>

<p><b>TOP 2 NAPLAN BANDS - Numeracy</b></p> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 81.9%.</li> </ul>	<ul style="list-style-type: none"> <li>71.38% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</li> </ul>
<p><b>EXPECTED GROWTH - Reading</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> </ul>	<ul style="list-style-type: none"> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<p><b>EXPECTED GROWTH - Numeracy</b></p> <ul style="list-style-type: none"> <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>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>

## Strategic Direction 2: Excellence in Student Wellbeing

### Purpose

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

### 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.

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$16,626.00

**Aboriginal background:** \$1,573.00

**Refugee Student Support:** \$1,375.00

### Summary of progress

#### Planned approach to wellbeing

In 2022, the Forge program was used to collect data on student wellbeing. Forge program was not as successful as envisaged as teachers found it too difficult to navigate on a weekly basis. Other program such as Bounce Back, Smiling Minds PALS (Playing and Learning to Socialise) and the therapy dog continue to be used with greater success. Matilda the therapy dog attends one day a week and has had a noticeable affect on all students, particularly students requiring special adjustments. The impact of our initiative has been that 97% of students in the Tell Them From Me survey indicated they had high expectations for success.

In 2023 we will investigate programs that celebrate success across all domains e.g. Aussie of the Month, use of the DoE PDHPE programs to further complement our well-being programs and implement community support programs in Cyber Safety.

#### Enhanced roll out of the wellbeing policy

In 2022, due to the impacts of teacher shortages and COVID, this initiative was delayed.

In 2023 we will review our current wellbeing policy and investigate programs that support the development of leadership skills and abilities in young people.

### 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
<b>WELLBEING</b> <ul style="list-style-type: none"><li>• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 91.0%.</li></ul>	<ul style="list-style-type: none"><li>• Tell Them From Me data indicates 85.21% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</li></ul>
<b>ATTENDANCE</b> <ul style="list-style-type: none"><li>• Increased percentage of students attending school more than 90% of the time to be at or above 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 decreased by 18.01%. This data was heavily impacted by the public health orders in place at the time of harvesting.</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:** \$104,040.00

**QTSS release:** \$186,402.00

### Summary of progress

#### High Potential and Gifted Education

In 2022, a committee was formed that met fortnightly to familiarise themselves and the staff through professional learning with the High Potential and Gifted Education (HPGE) Policy and the impact it would have on delivery of lessons. The team accessed the resources around HPGE on the Department website and looked at examples of how HPGE can be integrated into schools. Team members also engaged in entree courses in HPGE. Learning and Support minutes were updated to include HPGE students and identification processes were outlined in a flowchart so that teachers were able to identify gifted and talented students across all domains. Parents were provided with opportunities to nominate their children to be included in the program. The impact of this has been the development of leadership skills in these team members who were well received by their colleagues when presenting strategies. Teachers were able to develop their skills in identifying all the different facets that need to be considered when identifying and supporting HPGE students. There was a high take-up by teachers in undertaking the HPGE strategies and could see the importance of implementing this policy across the school.

In 2023, two teachers will attend the North Sydney School Performance Directorate professional learning around the HPGE policy. They will then work with the executive and school team to implement strategies to support identify and support HPGE students.

#### High Impact Professional Learning

In 2022 the focus of this initiative was around the professional learning for all staff in the implementation of the new K-2 curriculum in English and mathematics. Sessions were scheduled for each subject and staff undertook the department and CESE training. As a result, teachers developed a scope and sequence for year 2 mathematics and trialed the teaching strategies in classrooms a year ahead of schedule. In Term 4, year 1 teachers followed this model to develop their scope and sequences for implementation in 2023. InitialLit was mapped against the new syllabus to determine how well it aligns with the new curriculum and to plan adjustments for identified students as needed. A team of teachers developed a range of resources for all teachers to use in the implementation of the new syllabus. The impact of this initiative was that teachers felt very supported and confident in their knowledge and understanding of the new syllabus documents and were enthusiastic about its upcoming implementation.

In 2023 the focus will be to support teachers to implement the K-2 English and mathematics syllabus and to prepare teachers for the introduction of the K-10 English and mathematics syllabus documents.

### 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
<b>High Potential and Gifted Education</b> The percentage of students achieving	• At this point in time, the school has incorporated HPGE teaching and learning strategies into classroom practice and are in the process of identifying HPGE students.

their educational potential as a result of the implementation of the High Potential & Gifted Education policy is moving towards the school identified target of 100%.

**Collaborative Practice**

A range of evidence supports our self-assessment as moving towards **excelling** in the theme of "**Collaborative Practice**" in the element of Learning and Development as measured by the School Excellence Framework.

• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative practice in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.00</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>Enhanced roll out of the wellbeing policy</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>intensive English language and learning support to increase educational outcomes for students</li> <li>strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 will be:</b> professional development for staff around impact of trauma, learning and wellbeing needs of refugee students. 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>\$84,494.00</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>staffing release to build teacher capacity around curriculum adjustments</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 the following impact:</b> 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 will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>

<p>Integration funding support</p> <p>\$84,494.00</p>	<p>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>\$68,328.29</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>• Data driven practices</li> <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>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support students in class</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access to the curriculum for identified students. students received personalized support within classrooms which led to improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$1,573.00</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to ensure that differentiated and personalised support is provided to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$440,803.00</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>

<p>English language proficiency</p> <p>\$440,803.00</p>	<ul style="list-style-type: none"> <li>• Data driven practices</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 support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional bilingual staff to support communication</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 the following impact:</b>  student progress showing high growth on the EAL/D learning progressions, with the majority of EAL/D students achieving expected or above expected growth.  EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  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>\$57,460.50</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>• Data driven practices</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>• engaging 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>• targeted students are provided with an evidence-based intervention to increase learning outcomes</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> <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 the following impact:</b>  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>Low level adjustment for disability</p> <p>\$57,460.50</p>	<p><b>After evaluation, the next steps to support our students will be:</b> 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>Professional learning</p> <p>\$104,040.00</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 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>• High Potential and Gifted Education</li> <li>• High Impact Professional Learning</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>• unpack evidence-based approaches to teaching the new K-2 English and mathematics syllabus</li> <li>• develop HPGE strategies to implement into teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the K-2 English and mathematics programs. increased teachers abilities to identify HPGE students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide high quality professional to teachers to ensure they are able to provide explicit strategies for teaching all students.</p>
<p>Literacy and numeracy</p> <p>\$71,255.00</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>• Data driven practices</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>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 will be:</b> to continue to support teachers and students with the additional interventionist teacher for each grade.</p>
<p>QTSS release</p> <p>\$186,402.00</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</b></p>

<p>QTSS release</p> <p>\$186,402.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</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>• assistant principals provided with additional release time to support classroom programs</li> <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 the following impact:</b> 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. 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 will be:</b> continue to release Assistant Principals to lead improvement in an area where teachers need support, such as literacy or numeracy. 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>Literacy and numeracy intervention</p> <p>\$48,267.00</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> </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</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 Strategic Improvement Plan</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 the following impact:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. 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 2021 to 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>

COVID ILSP

\$18,290.00

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.

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

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- analyse school and student data to identify students for small group tuition groups
- providing targeted, explicit instruction for student groups in literacy
- providing intensive small group tuition for identified students
- development of resources and planning of small group tuition

**The allocation of this funding has resulted in the following impact:**

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 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			
	2019	2020	2021	2022
Boys	477	520	525	534
Girls	472	478	455	457

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	94.0	95.4	91.1
1	94.7	92.6	96.3	90.7
2	95.5	94.3	95.9	91.5
3	95.5	95.1	96.4	92.7
4	96.3	95.2	96.3	91.6
5	96.1	94.8	96.3	91.3
6	94.2	94.3	95.5	89.1
All Years	95.4	94.3	96.1	91.2
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

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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)	37.9
Literacy and Numeracy Intervent	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

## 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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 (\$)
<b>Opening Balance</b>	1,562,397
<b>Revenue</b>	9,722,053
Appropriation	8,563,589
Sale of Goods and Services	12,272
Grants and contributions	1,132,359
Investment income	12,294
Other revenue	1,538
<b>Expenses</b>	-9,398,283
Employee related	-7,588,064
Operating expenses	-1,810,219
<b>Surplus / deficit for the year</b>	323,770
<b>Closing Balance</b>	1,886,167

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	85,869
<b>Equity Total</b>	568,163
Equity - Aboriginal	1,573
Equity - Socio-economic	16,625
Equity - Language	440,802
Equity - Disability	109,163
<b>Base Total</b>	6,652,932
Base - Per Capita	247,626
Base - Location	0
Base - Other	6,405,306
<b>Other Total</b>	567,380
<b>Grand Total</b>	7,874,345

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.

## Parents

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 and the trend report 2022 shows an increase in positive responses in all areas of the survey including parents feeling welcome, informed, positive behaviour and the school being 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 2022 data shows that the teachers at HNPS responses were in line with the Government Norm. This included the areas of leadership, collaboration, teaching strategies, challenging and visible goals Responses were above the Government Norm on inclusivity, parental involvement, learning culture, data informing practice, planned learning opportunities quality feedback , overcoming obstacles to learning and technology. 83 % of trends were on the increase.

## Student voice

Findings from the 2022 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 participation in extracurricular activities and positive behaviour at school. 84 % reported positive relationships, positive behaviour in school 92% value school outcomes.

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. Whilst Wellbeing data from TTFM reports over the last 5 years are just slightly trending down, percentages remain high at 85% for Advocacy at School and 97% for expectations for success. Sense of belonging has decreased over the past few years and may be a result of COVID restrictions and changed opportunities.



# 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.