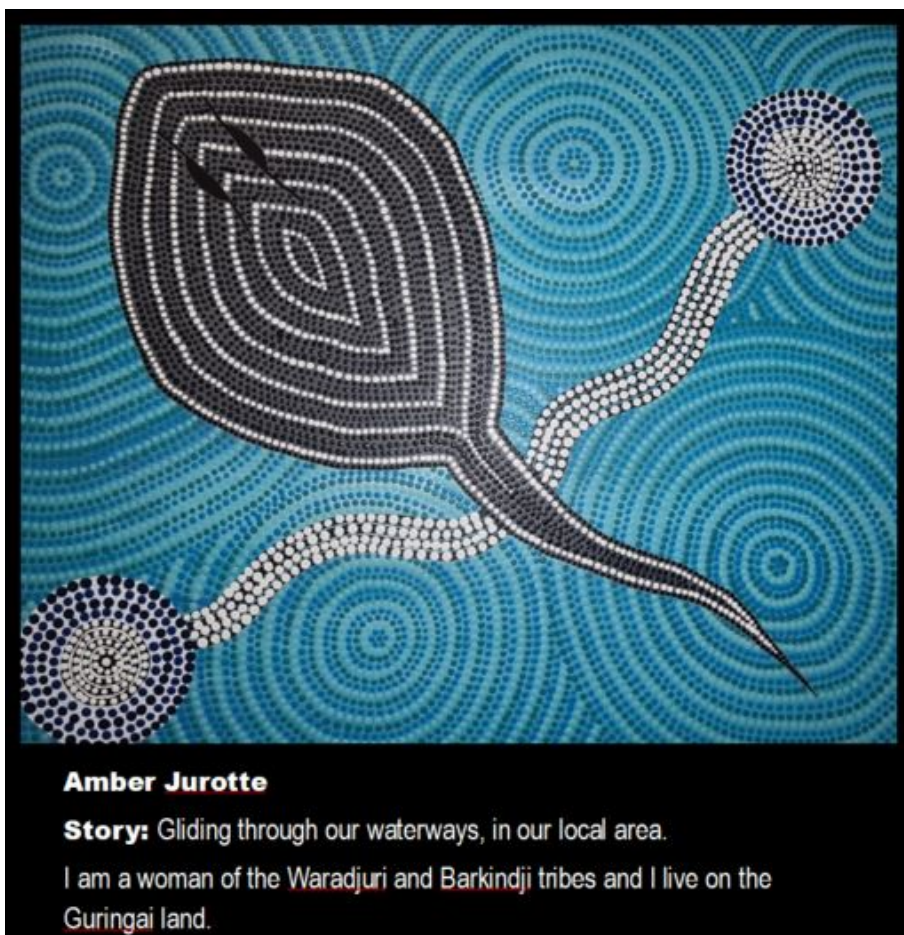


# 2022 Annual Report

## Hornsby South Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Hornsby South 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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## Message from the principal

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It has been my privilege to lead the Hornsby South Public School community throughout 2022. This year has been a celebration of learning and opportunities. At Hornsby South Public School, we offer high-quality learning experiences with our dedicated teaching, support and office staff. Our staff are skilled professionals who work collaboratively to provide an inclusive learning environment for all students by sharing their expertise and delivering differentiated teaching and learning programs. In addition to a focus on academic achievement, our school has a strong focus on student welfare and wellbeing. Positive Behaviour for Learning (PBL) is integrated throughout the school and supports students in their social and emotional development. Our students are engaged and motivated to achieve their personal best, and highly value their education. Thank you to our Parents and Citizens Association who generously donate their time and financial support to pursue school improvement. Thank you also to our parents, carers and families for your support and partnership in the education of your children throughout 2022 - a year of many firsts and one to celebrate.

## Message from the school community

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In 2022, the Hornsby South Public School P&C, in partnership with the teachers and staff of Hornsby South, welcomed families back into the school to participate in many activities that had been changed or cancelled in previous years. The Mother's and Father's Day breakfasts were a hit with parents and grandparents alike and the kids loved the return of the School Disco. However, the highlight of the year was the Twilight Festival. Held in December, the festival provided our community with the chance to come together, celebrate the end of a successful year and support our Band, Dance, Choir and Kindy students. We are so grateful to be part of such a vibrant and connected school community and extend our thanks to the teachers and staff for fostering a sense of belonging for students and families alike.

## Message from the students

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At the end of 2022, it was a privilege to be elected as School Leaders for Hornsby South Public School. We thoroughly enjoyed participating in as many different opportunities as possible, especially with almost everything back to normal. The Twilight Concert, Stage 3 camps, Easter Hat Parade, sport carnivals and Pedlars' Fair really left a lasting impression. The Leadership Team look forward to helping all students learn and grow in 2023.

## School vision

Our vision is to create a connected learning community focused on wellbeing, educational aspiration, and ongoing improvement. Learning opportunities incorporate effective, evidence-based teaching strategies, ensuring that individual students' needs are catered for and all students connect, succeed and thrive.

## School context

Hornsby South Public School is situated on the Upper North Shore in Sydney with an enrolment of 557 students, including 1% Aboriginal and/or Torres Strait Islander students and 76% of students from non-English speaking backgrounds. Thirty-nine different language backgrounds other than English are represented. Cultural diversity is acknowledged and celebrated as an integral part of the school. Our students come from a wide range of socio-economic backgrounds.

Students participate and excel in many extra-curricular activities including choir, band, dance, visual arts, Inter-School sport, Student Representative Council, debating, public speaking, drama, chess, coding lessons, community languages, Writers' Club, Earth Club and Maths Olympiad. There is a strong focus on student wellbeing to support the social and emotional development of students. The PBL and Bounce Back programs are deeply embedded throughout the school, encouraging and rewarding students for being respectful and responsible learners who aspire to achieve their best.

The school has completed a situational analysis, identifying areas of focus for the 2021-2025 Strategic Improvement Plan.

Hornsby South Public School began the Visible Learning journey in 2020, encouraging teachers to see learning through the eyes of students and for parents to be active participants in their child's learning. We will build upon this knowledge through the delivery of ongoing teacher professional learning sessions and by using data-driven practices to ensure students access differentiated and engaging learning opportunities. Through the NAPLAN gap analysis, negotiated system target areas for reading and numeracy were identified. Our whole school focus is to improve student growth and increase student achievement in reading and numeracy. This is underpinned by the evidence base provided by the What Works Best: 2020 update.



## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Through the delivery of explicit, data-driven, evidence-based teaching and learning programs, a whole-school culture of high expectations is developed where students experience growth in reading and numeracy.

### 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.

- Numeracy
- Reading

### Resources allocated to this strategic direction

QTSS release: \$47,550.00

### Summary of progress

#### Numeracy

The evidence shows that teachers have started to model explicit teaching, as seen in demonstration lessons and observations of their teams. Staff access resources from the Maths Resource Hub and executive staff are developing their skills in data analysis and how this informs the teaching and learning cycle. We have seen increased confidence in teachers around explicit teaching, with lessons incorporating Learning Intentions and Success Criteria, assessments and opportunities for feedback. The Year 1 teachers led professional learning opportunities for K-6 staff on the new Mathematics Syllabus. This also led to the implementation of the new K-2 student reports based on new syllabus content and outcomes. The evidence also shows that teachers undertook the collection and analysis of student performance data at various points throughout the year. Data analysis is becoming a more regular component of the teacher toolkit, although at this stage it is still the senior executive who are driving this and will continue to do so until teachers become more confident in their ability to analyse student performance data to inform practice. A strength of this process has been that the executive team are continuously expanding their knowledge base and imparting this to their teams. We are now seeing a greater impact of the use of data within the classroom through differentiation in teaching and learning programs. This is also shown in the NAPLAN data, with 22% of Year 3 students achieving beyond Band 6+ compared to only 16% in 2021. The percentage of students who achieved expected growth in numeracy in 2022 is unknown due to the cancellation of NAPLAN in 2020. However, using the PAT assessment results, 93% of students in Years 1-6 showed positive growth in numeracy in 2022, compared to 86% in 2021, with an average effect size of 0.775 across all Years 1-6 compared to 0.6 in 2021. To move towards achieving our progress measures, we need to continue modelling explicit teaching, differentiation, LISC, and feedback. Our Assistant Principal, Curriculum and Instruction (AP, C&I) will lead professional learning on the new syllabuses, programming of mathematics and will work collaboratively with our Visible Learning Impact Coaches to improve classroom practice. The Year 1 early adopter teachers will continue to lead professional learning opportunities for staff along with the AP C&I in 2023 to grow their knowledge of the new syllabus and Plan2 Version 3. The funding of a Numeracy Intervention Teacher is a priority for 2023, and our Learning and Support Team will continue to monitor students who require additional support.

#### Reading

The evidence shows that teachers have started to model explicit teaching as seen in demonstration lessons and observations of their teams. All K-2 classroom teachers are implementing the InitialLit program as part of the implementation of the new evidence-informed English syllabus. Executive staff are developing their skills in data analysis and how this informs the teaching and learning cycle. We have seen increased confidence in teachers around explicit teaching, with lessons incorporating Learning Intentions and Success Criteria, assessments and opportunities for feedback. The Year 1 teachers have led professional learning opportunities for K-6 staff on the new English Syllabus. This also led to the implementation of the new K-2 student reports based on the new syllabus content and outcomes. Teachers undertook the collection and analysis of student performance data at various points throughout the year. Data analysis is becoming a more regular component of the teacher toolkit, although at this stage it is still the senior executive who are driving this and will continue to do so until teachers become more confident in their ability to analyse student performance data to inform their practice. A strength of this process has been that the executive team are continuously expanding their knowledge base and imparting this to their teams. We are starting to see a greater impact from the use of data within the classroom through differentiation in teaching and learning programs. Analysis of NAPLAN data against the progress measures shows that in the 2022 NAPLAN reading results, 66% of students achieved in the top two bands. Since 2016, this has varied between 61% and 69%. The percentage of students who achieved expected growth in reading in 2022 is unknown due to the cancellation of NAPLAN in 2020. However, following completion of the PAT



assessments in 2022, 88% of students in Years 1-6 showed positive growth in reading in 2022 compared to 81% in 2021, with an average effect size of 0.68 across all Years 1-6 in 2022 compared to 0.57 in 2021. When analysing expected growth, 65% across Years 1-6 demonstrated expected growth (0.4) in 2022, compared to 58% in 2021 (72% in Year 1, 71% in Year 2, 73% in Year 3, 57% in Year 4, 53% in Year 5 and 61% in Year 6). To move towards achieving our progress measures, we need to continue modelling explicit teaching, differentiation, LISC, and feedback. The Year 1 early adopter teachers will continue to lead professional learning opportunities for staff along with the AP C&I, growing their knowledge of the new syllabus. Our AP C&I will also lead professional learning on the use of data to inform classroom practice. Professional Learning for staff will also be developed around the CESE 'What Works Best' document, implementation of the new English curriculum and a focus on Visible Learning (best practice).

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>TOP TWO BANDS - Reading</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in reading of 68.4%.</li> </ul>	<ul style="list-style-type: none"> <li>66% of students achieved in the top two bands in NAPLAN <b>reading</b>, indicating progress yet to be seen towards the lower-bound target of 68.4%.</li> </ul>
<b>TOP TWO BANDS - Numeracy</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in numeracy of 66.5%</li> </ul>	<ul style="list-style-type: none"> <li>55% of students achieved in the top two bands in NAPLAN <b>numeracy</b>, indicating progress yet to be seen toward the lower-bound target of 66.5%.</li> </ul>
<b>EXPECTED GROWTH - Reading</b> <ul style="list-style-type: none"> <li>The percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 65.5%.</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>
<b>EXPECTED GROWTH - Numeracy</b> <ul style="list-style-type: none"> <li>The percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 65.4%.</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: School and community engagement

### Purpose

To promote high levels of whole school and community engagement through an inclusive culture that is focused on learning, personal growth and positive wellbeing practices.

### 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, Whole-School Approach to Wellbeing
- Targeted Support Systems

### Resources allocated to this strategic direction

**Professional learning:** \$19,300.00

**QTSS release:** \$3,300.00

**Aboriginal background:** \$4,550.00

**6101:** \$73,257.00

**Integration funding support:** \$122,000.00

**English language proficiency:** \$240,270.14

**Literacy and numeracy:** \$44,463.00

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

**Socio-economic background:** \$15,020.00

**Low level adjustment for disability:** \$121,867.13

**New Arrivals Program:** \$15,000.00

**Refugee Student Support:** \$305.00

### Summary of progress

#### Planned, Whole-School Approach to Wellbeing

Planned attendance monitoring enabled consistent approaches when students attendance rates dropped below 92%, 85%, 80% and 75%. Reasons for absences are monitored alongside attendance rates, enabling personalised approaches and improved individual attendance rates. Overall attendance rates have dropped from 95.4% in 2021 to 88.8 % in 2022. This is due to increased travel overseas to see family members after lockdowns were lifted and families adhering to government and DoE guidelines to stay home if showing symptoms of Covid -19. Attendance data collection has become arduous and in 2023 this process will be refined. There will also be increased emphasis on the importance of arriving at school on time through parent information sessions (Term 1 Week 4), newsletter articles, Enews/Sentral messaging and letters sent home when students arrive late. Collaborative grade/stage planning days took place in Term 1, 2, 3 and 4. Stage teams analysed and discussed data during these planning days to ensure teaching and learning programs are reactive to the current data and individual student needs. In 2023, data discussions will be included in both stage meetings and planning day agendas, ensuring programs are dynamic, with annotations showing how teaching and learning is adapted to student needs. Building a sense of belonging continues to be a target. Focus groups were held with all Year 5 students, resulting in the purchase of table tennis tables and reversible school hats in sporting house colours. Students have identified these initiatives as increasing their sense of belonging, with students across the school using these hats to identify peers in other year groups whom they can go to for friendship and support. These focus groups will continue in 2023, ensuring student voice is valued and they can contribute to ideas for school initiatives. Weekly wraparound meetings have been formalised, with staff sharing ideas and resources, supporting colleagues to deliver teaching and learning programs and create environments that are inclusive and supportive for all students. This has resulted in targeted supports for students and a collective responsibility for the wellbeing of all students. In 2023, wraparound meetings will maintain their focus on student behaviour and support needs, as well as an increased focus on the needs of HPGE students.

#### Targeted Support Systems

Staff new to Stage 3 in 2022, the Deputy Principal and a Release from Face to Face teacher completed the Mental Health First Aid Course, increasing their awareness and understanding of signs of poor mental health in students. In addition, all students in Years 4-6 completed the mental health screener, which was analysed through Macquarie University. The Learning and Support teacher discussed the results and suggested possible follow-up to all parents of students who were identified through this survey. All current Aboriginal families participated in the development and review of individualised Personalised Learning Plans (PLPs) . Relationships have been strengthened through proactive communications between the school and Aboriginal families, with an Acknowledgement of Country developed and

recognised through the Aboriginal Education Consultative Group (AECG). In addition, all Aboriginal families were invited to participate with staff in professional learning sessions, a luncheon with the AECG President, and provided input on creating a culturally safe school environment. Learning and Support (L&S) processes have been refined, with the L&S Process 'step' identified on all L&S minutes. A spreadsheet has also been created to track students who have been discussed in L&S as well as those included in Nationally Consistent Collection of Data (NCCD), enabling teachers and executive staff to track students and provide appropriate transitions for students on the L&S caseload. In 2023, there will continue to be a focus on increasing and sustaining a positive sense of belonging for students through continued student focus groups and resulting initiatives. The Mental Health Screener will be conducted, any new/additional Stage 3 teachers will undertake Mental Health First Aid Training and the implementation of the Anxiety Project across the whole school will be undertaken. Positive Behaviour for Learning (PBL) and Bounce Back lessons will continue to be embedded across the school and taught within PDHPE. Community wellbeing programs including One Box, Kids Hope, and COACH Community Mentoring (Mission Australia and Northern Life Baptist Church) will continue to be offered to provide supports to families and students in need.

## 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>ATTENDANCE</b> <ul style="list-style-type: none"> <li>Increase the percentage of students attending &gt; 90% of the time to be moving towards the lower bound system-negotiated target of 91.0%.</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 25.9%, from 92.1% in 2021 to 66.2% in 2022. This downward trend was also seen across Statistically Similar School Groups (58.5%) and across NSW schools (65.8%).</li> </ul>
<b>STUDENT WELLBEING</b> <ul style="list-style-type: none"> <li>In SCOUT, the TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 91.3%.</li> </ul>	<ul style="list-style-type: none"> <li>The Tell Them From Me Primary 2022 II survey indicates 82% of students reported a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) compared to 76% in the Tell Them From Me Primary 2021 II survey. This is a 6% increase.</li> </ul>
<b>STUDENT WELLBEING</b> <ul style="list-style-type: none"> <li>TTFM Student Survey Social-Emotional data shows movement towards an uplift of 10% for <i>Students who are interested and motivated</i> and for <i>Students with a positive sense of belonging</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The Tell Them From Me Primary 2022 II Student Survey indicates 74% of students reported a positive sense of wellbeing (Students who are interested and motivated and with a positive sense of belonging). This is a 5.3% increase from 68.7% in 2021 moving towards a 10 % uplift.</li> </ul>
<b>STAFF AND COMMUNITY WELLBEING</b> <ul style="list-style-type: none"> <li>TTFM Staff Survey is moving towards an uplift of 10% for <i>Staff identifying a positive sense of wellbeing</i>.</li> <li>TTFM Parent Survey is moving towards an uplift for <i>Parents feel welcome</i> and <i>Parents are informed</i> to 8.0 out of 10.</li> </ul>	<ul style="list-style-type: none"> <li>Tell Them From Me Staff data for 2022 is unavailable to compare staff wellbeing. However, in the 2022 PMES Staff Survey, only 50% of staff who completed the survey (34%) agreed <i>there are effective resources in their organisation to support employee wellbeing</i> and only 29% agreed they <i>can keep their work stress at an acceptable level</i>.</li> <li>Tell Them From Me Parent data for 2022 shows a score of 7.0 for <i>Parents feel welcome at school</i> and <i>Parents are informed</i>, which is a 0.1 decrease from 2021.</li> </ul>



## Strategic Direction 3: Quality teaching

### Purpose

To implement high-impact professional learning, focusing on innovative, high-quality teaching practices that are responsive to the learning needs of each student and lead to improved 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.

- High-Impact Professional Learning
- High-Quality Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$20,823.00

**QTSS release:** \$70,400.00

**Aboriginal background:** \$1,750.00

**6101:** \$50,000.00

**School support allocation (principal support):** \$32,000.00

### Summary of progress

#### High-Impact Professional Learning

An Aboriginal engagement afternoon was held in June. Our Aboriginal families, the Parents and Citizens Association President, the Director of Jack and Jill Preschool, our local AECG President, members of our school executive team and members of our Aboriginal and Torres Strait Islander Education Committee were invited. Throughout 2022, staff participated in targeted and ongoing professional learning in collaboration with Aboriginal Education and Wellbeing Officers and local AECG president (and retired DoE teacher). This included the new 'Aboriginal Cultural Education' training and the 'Walking Together, Working Together Agreement 2020-2030' policy. All Aboriginal families were invited to this training. Staff also participated in planned, high impact professional learning in Visible Learning throughout the year. This included:

- Two whole school professional learning days facilitated by a Corwin Australia trainer focusing on the Visible Learning Impact Series.
- Two Impact Coach training and plannings days facilitated by a Corwin Australia trainer.
- A whole day school leadership planning day facilitated by a Corwin Australia trainer.
- A mindframes planning professional learning afternoon facilitated by the Visible Learning Leaders and Coaches

A major achievement for Hornsby South Public School in 2022 has been the development, creation and installation of a 13 panel Aboriginal mural in the front area of the school. This included schoolwide participation with every student and staff member adding to the artwork. Additionally, all students participated in Aboriginal cultural education lessons conducted by Nyumbar. The progress made in Visible Learning in 2022 is attributed to the dedication and planning of the Visible Learning Leaders and the Visible Learning Coaches. Leaders have met weekly to plan for professional learning opportunities, plan for coach development and the development of future directions. Leaders have also collaborated with other schools, including opportunities to visit schools who have been implementing Visible Learning for a longer period. Staff across the school have implemented the learning they have received. This is evidenced through the use of LI and SC in teaching and learning programs across the school. Tell Them From Me students results tell us that 98% usually or always are treated with fairness and respect by teachers in regards to cultural background. 93% stated they usually or always are 'treated with fairness and respect by other students at school in regards to cultural background'. 81% of students agree or strongly agree the whole school focus on Visible Learning (Learning Intentions/Success Criteria, feedback, self-assessment, mindframes, goal setting) has helped me to improve my results'. Tell Them From Me staff results tell us that 82% agree or strongly agree that 'teachers in my school are confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students'. 94% agree or strongly agree, 'Teachers in my school have the knowledge required to engage with students on Aboriginal cultures and histories'. 83% agree or strongly agree 'school leaders in my school are leading improvement and change'. In 2023 we will continue to provide engaging and ongoing Aboriginal Education professional learning opportunities for all staff. This will include the statewide school development day with a focus on Aboriginal education on 24 April. HSPS staff will be encouraged to attend local AECG meetings and maintain a relationship with the AECG team and the Aboriginal Education and Wellbeing Officers. The Aboriginal and Torres Strait Islander Committee will lead engagement opportunities with families and local elders; including opportunities for gardens, embedding Aboriginal histories and cultures into lessons and continuation of the PLP process. In 2023, the Hornsby South Public School Visible Learning Leaders and Coaches will assist staff across the school to embed the developed mindframes. This will include programmed lessons that assist students in developing an

understanding and use of mindframes. Staff across the school will complete the 'SOLO' professional learning facilitated by a Corwin Australia facilitator and round out the three year learning that the school has undertaken. The Visible Learning Leaders and Coaches will continue to work with school class and stage teams to embed Visible Learning practices.

## High-Quality Teaching Practices

In 2022, Kindergarten and Year 1 teachers were offered assistance in the Computer Lab . This ensured that greater time was spent on teaching technology skills and less time was spent on logging in. As the year progressed, opportunities presented for the Technology Instructional Leader (IL) to work alongside staff. Of particular note was the collaboration with Stage 2 teachers in conducting a rotational day of STEM activities including the use of Lego robotics kits. The IL has also collaborated with Kindergarten staff to develop and deliver classroom technology programs throughout the year. An external provider started an on-site, after school extracurricular STEM coding education program. This program has now run over Term 3 and 4 for students in Years 3 to 6. Throughout 2022 we have continued our schoolwide focus on implementing the Seven Steps to Writing Success strategies. Ongoing professional learning opportunities were conducted in line with High Impact policy for professional learning. The Principal conducted lessons with all Year 3 and Year 5 classes prior to NAPLAN. This provided students with a clear understanding of the marking rubrics employed by the NAPLAN markers and areas and opportunities that exist to boost writing marks. Year 5 students were additionally assisted to identify key features for their writing that need consideration as they be used laptops during NAPLAN. Throughout the year, staff at Hornsby South Public School have been keen to rekindle the deep personal connections between teacher and students following a rough few years in the wake of Covid disruptions. This has meant that the assistance, support and guidance from the Technology Instructional Leader became a lower priority across the school as staff prioritised returning students to a routine and familiar classroom experience. Due to competing agendas throughout the year, the review and editing of writing rubrics to make them more child friendly was not completed. Staff have identified in the Tell Them From Me survey that school leaders create new learning opportunities for students (7.2), helped me improve my teaching (7.2) and are leading improvement and change (83%). 94% of staff stated Professional Learning opportunities have led to positive changes in my teaching throughout 2022. In 2022 NAPLAN writing results, 87% of Year 3 students and 55% of Year 5 students achieved in the top two bands. Year 3 students continued an upward trend, now exceeding the school identified target of 85%. Year 5 students have also continued to exceed expectations, delivering 5% above the school identified target. The data also shows a continuing decrease in the number of Year 3 students scoring in Band 1 to 3, and similarly, a decrease in Year 5 students scoring in the lower three bands. In 2023, The external provider will continue to deliver an opt-in after school coding program. Staff will continue to receive ongoing professional learning in ICT and implementation of the Seven Steps to Writing Success strategies. The creation of child friendly rubrics will be done collaboratively as part of the PL sessions. The Principal and or DP will conduct NAPLAN writing focus lessons with the Year 3 and Year 5 students in keeping with the practices established in 2022.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN WRITING</b> <ul style="list-style-type: none"> <li>• Moving towards a minimum of 85% of Year 3 students and 50% of Year 5 students achieving in the top two bands in NAPLAN writing.</li> </ul>	<ul style="list-style-type: none"> <li>• 87% of Year 3 students achieved in the top two bands in NAPLAN <b>writing</b>, indicating achievement above the school target.</li> <li>• 55% of Year 5 students achieved in the top two bands in NAPLAN <b>writing</b>, indicating achievement above the school target.</li> </ul>
<b>DIFFERENTIATION</b> <ul style="list-style-type: none"> <li>• Moving towards 100% of classroom English and mathematics programs showing evidence of differentiation.</li> <li>• Moving towards a minimum of 90% of teachers regularly use Learning Intentions and Success Criteria, and Effective Feedback to differentiate and support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of English and mathematics teaching and learning programs indicates 100% of K-2 programs and 93% of 3-6 programs show evidence of differentiation, which is moving towards the school-identified target of 100%.</li> <li>• Analysis of classroom observations, and teaching and learning programs indicates 100% of teachers when teaching mathematics and 79% of teachers when teaching English, regularly use Learning Intentions and Success Criteria, and Effective Feedback to differentiate and support learning.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$305.00</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>• Targeted Support Systems</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>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of teachers to understand the effects of trauma and how to implement trauma-informed practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to offer trauma-informed professional learning opportunities to staff.</p>
<p>New Arrivals Program</p> <p>\$15,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hornsby South 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>• Targeted Support Systems</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in all areas of the curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of students who started school and were eligible for the NAP program in 2022 progressed from limited or no English, to displaying some English language while 44% of NAP students moved from the Beginner EAL/D Phase to the Emergent Phase, 31% from the Beginner EAL/D Phase to the Developing Phase and 25% from the Beginner BLL Phase (Limited literacy background in first language) to the Beginner BSL Phase (Some print literacy in first language).</p> <p><b>After evaluation, the next steps to support our students will be:</b> professional learning for classroom teachers to enhance teaching and learning programs with language scaffolding, to ensure classroom content is accessible, and the continuation of individual or small group intensive language classes.</p>
<p>Integration funding support</p> <p>\$122,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hornsby South 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>• Targeted Support Systems</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> </ul>

<p>Integration funding support</p> <p>\$122,000.00</p>	<ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level behavioural needs.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs.</li> <li>• intensive learning and behaviour support for funded students.</li> <li>• consultation with external providers for the implementation of behaviour strategies.</li> <li>• staffing release for targeted professional learning around trauma informed practice.</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 behaviour contracts, risk management plans, behaviour plans, social stories and Tier 2 interventions being regularly updated and responsive to student learning needs. Eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to incorporate integration funding decision making in the Learning and Support Team meetings and ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to the review of student PLPs, behaviour response plans, risk management plans, the IER policies and to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$15,020.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hornsby South 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>• Targeted Support Systems</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>• supplementation of extra-curricular activities.</li> <li>• engage with external providers to support student engagement and retention.</li> <li>• employment of external providers to support students with additional learning needs.</li> <li>• providing students with economic support for educational materials, uniforms, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students having access to the curriculum and to specialist resources as required. It also assisted in developing a sense of belonging for students who otherwise may have become disengaged. Positive relationships with families were developed, along with a sense of collective efficacy for student wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage external speech and OT specialists, fund social skills opportunities and expand programs to include physiotherapy in 2023. The continued inclusion of economically disadvantaged students in excursions, camps, and funding of school resources/uniforms. This is also supplemented by partnerships with community organisations such as One Box and Kids Hope.</p>
<p>Aboriginal background</p> <p>\$6,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hornsby South 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</b></p>

<p>Aboriginal background</p> <p>\$6,300.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Support Systems</li> <li>• High-Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency and the development of a culturally safe Personalised Learning Plan process.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• engaging a member of the AECG to facilitate relevant learning programs and offer professional learning opportunities, leading to the enhanced engagement of students and their families.</li> <li>• engaging a culturally appropriate and safe Aboriginal Education service to run an immersive experience for students and staff.</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. Tell Them From Me survey data indicated 86% of Aboriginal students felt like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue growing the knowledge of school staff through professional learning opportunities and creating a culturally safe environment where everyone has a stronger sense of belonging.</p>
<p>English language proficiency</p> <p>\$240,270.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hornsby South 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>• Targeted Support Systems</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</li> <li>• additional staffing for 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>• 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students across K-6 successfully accessing all curriculum areas. Student progress for EAL/D students is evident in the NAPLAN results, with EAL/D students performing at the same or better than non-EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to employ an additional EAL/D teacher 0.6 in 2023, utilising flexible and additional funding following the disruptions to learning in 2021 and 2022. In 2023, EAL/D students will be supported through small group intensive learning and in-class supports with specialist teachers.</p>
<p>Low level adjustment for disability</p> <p>\$121,867.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Hornsby South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>



<p>Low level adjustment for disability</p> <p>\$121,867.13</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>• Targeted Support Systems</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 a learning and support teacher to work with individual students and in a case management role within the whole school setting.</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive and expressive language, and self-regulation for identified students.</li> <li>• partial funding of an additional classroom teacher to assist with small group intensive and differentiated learning programs.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs.</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 as seen in the PAT results. The school also has a more consistent approach to student learning support and interventions, with an increased number of learning support referrals, structured learning support procedures including wraparounds and subsequent collaborative learning support processes.</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. In 2023 the Learning Support position will be an Assistant Principal role, with the AP able to provide additional support, training and advice for staff, parents and the community.</p>
<p>Professional learning</p> <p>\$40,123.00</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 South 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>• Planned, Whole-School Approach to Wellbeing</li> <li>• Targeted Support Systems</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>• teachers working collaboratively and building interschool partnerships to learn, shape, and strengthen teaching practice having a high impact on student outcomes, including sustained delivery of Visible Learning professional learning opportunities by Corwin.</li> <li>• Initiation of sustained professional learning for staff and community (Anxiety Project) targeting child anxiety using a whole-school community approach.</li> <li>• Engaging Aboriginal and Torres Strait Islander families to participate in the review and development of the PLP process with staff and students, and participating in professional learning on the 'Walking Together, Working Together Partnership Agreement'.</li> <li>• engaging specialist guest speakers to deliver professional learning to staff and students on 'Naughty or Neurodiverse' and 'Turning a Flaw into a Superpower'.</li> <li>• inviting Stage 3 teachers to attend Mental Health First Aid training to assist the development of positive mental health in students.</li> <li>• implementation of the Macquarie University Mental Health Screener - Years 4-6 and follow-up by the Learning and Support Team in collaboration with parents, and community organisations.</li> </ul>

<p>Professional learning</p> <p>\$40,123.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> enabled identification of 'at risk' students and enabled teachers to implement appropriate proactive and reactive measures, monitored through the Learning and Support Team. Tell Them From Me Student survey results for Semester 2 showed students with a positive sense of belonging rose from 68% in 2021 to 80% in the Student Tell Them From Me II survey in 2022, an uplift of 12% (above the targeted 10% uplift). In the Tell Them From Me Parent Survey, 92% indicated that Hornsby South Public School is a culturally safe place for all students. The Personalised Learning Plan process and format have been reviewed and significantly simplified in consultation with families. In the Tell Them From Me Student Survey, 81% agreed or strongly agreed the whole school's focus on Visible Learning (Learning Intentions/Success Criteria, feedback, self-assessment, mindframes, goal setting) helped them to improve their results, and in the Tell Them From Me Teacher Survey 83% agreed or strongly agreed that school leaders were leading improvement and change.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised, differentiated and targeted professional learning opportunities including mentoring and co-teaching, addressing the Strategic Improvement Plan initiatives.</p>
<p>Literacy and numeracy</p> <p>\$44,463.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hornsby South 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>• Targeted Support Systems</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>• funding an additional numeracy intervention teacher.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> intensive numeracy support for students who were achieving below the expected outcomes for their grade/stage. 95% of students who participated in these small group intensive support sessions showed improvement in their PAT testing from the beginning of the year to the end of the year with an average effect size of 0.64 (over 18 months growth).</p> <p><b>After evaluation, the next steps to support our students will be:</b> literacy and numeracy funding is not allocated to schools in 2023. However, employment of a numeracy support teacher in 2023 to deliver targeted numeracy programs for identified students performing below the expected level for their stage is a priority, and will work with teachers in accessing and using data to inform their practice.</p>
<p>QTSS release</p> <p>\$121,250.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hornsby South 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>• Numeracy</li> <li>• Reading</li> <li>• Targeted Support Systems</li> <li>• High-Impact Professional Learning</li> <li>• High-Quality Teaching 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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul>

<p>QTSS release</p> <p>\$121,250.00</p>	<ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• implementation of Learning Walks to strengthen quality teaching practices.</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> <li>• staff collaboration across K-2 to develop scope and sequences for the new English and Mathematics syllabuses and link explicit teaching resources and lessons from the InitialLit program.</li> <li>• implementation of a range of qualitative and quantitative assessment processes, to identify strengths and weaknesses, gauge measurable improvements, triangulate data and inform future teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers embedding evidence-based, high-impact teaching strategies within their classroom. Teachers are more confident to include Learning Intentions, Success Criteria and differentiation in their programs. They have a stronger focus on formative assessment and embed evidence-based, high-impact teaching strategies within their classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to offer staff opportunities to participate in high-impact, strategic professional learning with a particular focus on curriculum reform in 2023.</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 South 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>• Targeted Support Systems</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 programs and data-driven practices.</li> <li>• releasing staff to assess students each term, analyse the data to identify students to participate in the program each term, monitor progress and write reports for feedback to parents.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• 89% of the students in Year 1 &amp; 100% of students in Year 2 are now reading at a higher reading level than at the beginning of the year.</li> <li>• 100% of the students in Year 1 &amp; 100% of students in Year 2 demonstrated an increased knowledge of their single sounds.</li> <li>• 92% of the students in Year 1 &amp; 100% of students in Year 2 showed increased knowledge of VC/CVC words.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Literacy and numeracy intervention funding is not available to schools in 2023. However, the school will be funding an interventionist teacher with their carry-forward funds.</p>
<p>COVID ILSP</p> <p>\$57,584.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>COVID ILSP</p> <p>\$57,584.00</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver MacLit small-group tuition to 3-6 students.</li> <li>• employment of teachers/educators to deliver MiniLit small-group tuition to K-2 students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  90% of the students in Years 3-6 showed an increase in their Literacy Pro reading levels, 85% of students increased their reading fluency, 100% increased their PAT reading levels and 72% of students showed an effect size of 0.4 or greater in reading over the last 12 months.  100% of the students in Years 1 &amp; 2 who participated in the intensive small-group reading program demonstrated increased knowledge of their single sounds, 92% showed increased knowledge of VC/CVC words, and 95% are now reading at a higher reading level than at the beginning of the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to continue the implementation of the high-impact, small group intensive literacy programs for Yrs 1-2 using data sources to identify specific student needs. Providing additional progress reports to parents will continue to be a priority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	329	336	305	286
Girls	329	332	311	280

Enrolments at HSPS have declined since the start of the pandemic. Many families moved interstate, overseas and to other areas of Sydney.

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	94.1	94.7	88.1
1	93.7	95.0	95.2	89.3
2	93.9	94.5	95.6	90.2
3	95.4	95.3	96.0	91.9
4	94.9	93.9	95.6	92.0
5	94.8	95.3	95.6	91.5
6	93.6	95.8	95.6	91.4
All Years	94.4	94.8	95.4	90.5
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

Student attendance rates are monitored each fortnight by the Learning and Support Team. Students with less than 92% attendance are tracked until their rate of attendance is above 92% for a period of twenty weeks. The Attendance Policy, which was collaboratively developed and shared with staff and the community for evaluation and feedback, are followed by staff. The fortnightly school newsletter includes articles on the importance of attendance including the Attendance Policy, The *HSPS Every Minute Counts chart*, and the *DoE Compulsory School Attendance Information for Parents* leaflet. The Principal and Deputy Principal follow up when absences remain unexplained, ensuring prompt action is taken and, if needed, attendance plans are put in place based on individual circumstances. Attendance in 2022 was affected by COVID and sickness, and also exacerbated by a significant number of families taking unapproved leave to travel overseas and see their families. To ensure the accuracy and quality of data, HSPS moved to Sentral for attendance monitoring in 2022. This also reduced the time and administrative burden on classroom teachers.

### 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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.11
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	4.06

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,814,965
<b>Revenue</b>	5,789,684
Appropriation	5,386,247
Sale of Goods and Services	61
Grants and contributions	378,404
Investment income	18,948
Other revenue	6,025
<b>Expenses</b>	-5,956,946
Employee related	-5,145,123
Operating expenses	-811,823
<b>Surplus / deficit for the year</b>	-167,262
<b>Closing Balance</b>	1,647,703

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>	78,669
<b>Equity Total</b>	383,161
Equity - Aboriginal	6,013
Equity - Socio-economic	15,012
Equity - Language	240,270
Equity - Disability	121,867
<b>Base Total</b>	4,282,075
Base - Per Capita	155,651
Base - Location	0
Base - Other	4,126,424
<b>Other Total</b>	446,146
<b>Grand Total</b>	5,190,051

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



## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In 2022, our parent community participated in *The Partners in Learning Parent Survey*. The survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. Parents' were asked a variety of questions in relation to the following measures: Parents' feel welcome, Parents' are informed, Parents' support learning at home, School supports learning, School supports positive behaviour and Safety at school and Inclusive school. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree).

Survey results indicated 94% of parents had a satisfactory, high or very high level of satisfaction with Hornsby South Public School. It was also indicated by 97% of parents surveyed, that texts and emails were the most useful form of communication and the Hornsby South Public School's newsletter followed a close third with 89%. 98% of parents surveyed indicated that school reports, followed closely by formal interviews at 97% were the most useful form of individualised communication about their child. Parents indicated that two-way communication with parents has improved by scoring *Parents are Informed* in the survey 6.8 in 2022, above the government norm of 6.6. In the *School Supports Learning* section of the survey, parents scored the *School Supports Positive Behaviour* at 7.2, below the government norm of 7.7. 'My child is clear about the rules for school behaviour, scored the highest score in this section at 8.2.

In 2022, our teachers participated in *The Focus on Learning Survey*, a self-evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important drivers of student learning. These include Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. The scores for the questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

Teachers indicated in the survey that *Inclusive School* scored the highest with 8.9, well above the government norm of 8.2 and *Collaboration* scored second highest at 8.7, considerably higher than the government norm of 7.8. *Learning Culture* and *Teaching Strategies* also scored highly, at 8.6, again well above the government norm of 8.0 and 7.9 respectively. The lowest score in the survey was for technology, scoring 5.5 in 2022, and below the government norm of 6.7.

In September 2022, our Years 4-6 students participated in the *Student Outcomes and School Climate Survey*. The aim of the survey is to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view. The focus of the survey is on student wellbeing, engagement and effective teaching practices. The scores for the questions have been represented as a percentage or converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

In the *Social-Emotional Outcomes* section of the survey, students identified that 96% of students had positive behaviour at school, much higher than the government norm of 83%. In the *Skills-challenge*, students were asked if they felt challenged in the English and maths classes and if they felt confident of their skills in these subjects. Twenty-eight percent of students had scores that placed them in the desirable quadrant with high skills and high challenge. This is below the government norm for this category, which is 53 per cent. This is an area that has been identified as an area for improvement and development in 2023 and beyond. Students rated *Advocacy at School* in the *Drivers of Student Outcomes* section of the survey at 8.1, above the government norm of 7.7 and an increase from 7.7 in 2021. Student rated *Student participation in school sports* at 94%, well above the government norm of 83% and an improvement from 71% in 2021. Throughout the last few years, creating a sense of belonging has been a high priority. Students rated *Students with a sense of belonging* at 80%, an enormous improvement from 68% in 2021. Students also rated *Effective Learning Time* highly, at 8.4, higher than the government norm of 8.2 and an increase from 8.0 in 2021. Students voiced their opinions about improvements needed within the school through student focus groups, which will continue in 2023.

# 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.