Horsley Park Public School
Annual School Report
2012
Our school at a glance

Horsley Park Public School is a semi-rural, well resourced school, that provides students with quality educational programs delivered by highly qualified, dedicated teachers.

Our school is welcoming and friendly and we work in close partnership with parents and wider community. We encourage parents to be active participants in school activities and we value their input into their child’s education.

Horsley Park Public School provides innovative technology to help build student’s knowledge, understandings and skills and better prepare them for the technological challenges of the future. Our highly qualified and dedicated teachers develop stimulating programs catering for the learning needs of all our children. With our spacious grass areas and an involved and committed parent community, our students have a wonderful environment in which to learn and grow. We are a proud member of the Cowpasture Community of Schools, a group of schools committed in providing the best possible education for all students.

Students

We are all very proud of our students. We regularly receive positive feedback about their excellent behaviour and attitude. Our students pride themselves on being caring and supportive of each other. They work hard and always endeavour to do their best.

Staff

At Horsley Park Public School, we are very fortunate to have a very dedicated and hardworking group of teachers. Our casual teachers are highly valued and we thank them for their ongoing contribution to our school. Our staff continues to develop their teaching and learning skills.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Horsley Park Public School has participated in a diverse range of activities in the areas of the Arts, Sport, competitions and student leadership. Significant programs and initiatives include:

- Providing opportunities for the school choir to participate at special events
- Providing opportunities for the school dance group to participate at special events
- Providing opportunities for the school band to participate at special events
- Regular opportunities for staff to access quality professional learning in areas related to both their personal learning plans and the school’s priorities
- Public speaking opportunities being provided for all students from Kindergarten to Year 6.
- Participation in the Premier’s Reading Challenge
- Participation in the Cowpasture Community of Schools Spelling Bee
- Student representation at sporting Gala Days.

Student achievement in 2012

Year 5 reading growth was 44 points above state average which was the highest growth out of the 20 schools in the Hoxton School Education Group.

Year 5 Numeracy growth was 15 points above state average, which was the fourth highest growth in the Hoxton School Education Group.

100% of students in Year 5 were at or above National Minimum Standards for Numeracy in 2012, which was a 19% increase from 2011.
100% of students in Year 3 were at or above National Minimum Standards and significantly above regional average in all areas.

75% of Year 3 students achieved Band 5 and 6 in 2012 for writing, 18% greater than state average.

70% of Year 3 students achieved Band 4 and above for reading, this was a 20% increase on 2011.

25% of Year 3 students achieved Band 6 for Numeracy.

Messages

Principal’s message

2012 has been another very busy and productive year at Horsley Park Public School. I am honoured that I am able to be a part of this wonderful school and am appreciative of the support I have received as Principal this year.

For 80 years, Horsley Park Public School has provided a mixture of activities, sport and personal development opportunities for its students. This year these have included a range of sporting carnivals, Debating, Raw Art, School Swimming Scheme, Harmony Day (Play, Engage, Inspire!), Small Schools Gala Day, Healthy Breakfast, ANZAC DAY, NAIDOC DAY Celebrations, EDUCATION WEEK, RAW Art (Travelling around the world), Michael Salmon visit, Horsley Park Fun Day, 100 Schools Planting Program, Cowpasture Concert, Peer Support, Year 5 Future Leaders Day @ Leppington PS, Year 6/Kindy Graduation, Reward Days, Presentation Day and End of year celebration – BBQ / movie night.

We are fortunate at Horsley Park to have a professional, enthusiastic and dedicated staff that is committed to providing a quality education to all students in our school. I would like to thank them for everything that they do.

I would also like to thank the P&C for their commitment and support during 2012. The P&C has had another successful year of fundraising, which has enabled them to support a number of school initiatives throughout the year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and development.

Thank you for a great year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Matthew Santucci

P & C and/or School Council message

One of the things I love about Horsley Park Public School is the wonderful parent community we have here. Mums and dads have been busy in so many ways: helping in the classroom and in the library, covering books and organising working bees to plant new plants in the garden, to name but a few activities.

The P & C has supported several non-fundraising events, such as the Father’s Day Mother’s Day, the welcome BBQ, as well as our Healthy Breakfast’s, twice a term.

We have also voted to establish a fundraising committee that anyone can join to assist with fundraising efforts. The fundraising committee have been hard at work, supporting the school in many ways, such as buying books and resources for the classes.

Our canteen had a highly successful year operating five days a week.

I would like to thank all working parties and committees that parents and staff have contributed to. I would like to thank one and all for their dedication and enthusiasm. The year has highlighted the many opportunities that parents and carergivers have had to participate in the school community.

Thank you to all the parents who give their time and energy so freely to make our children’s school experience even more memorable, and thank you to the staff, for the amazing job you do.

Mrs Belinda Gaucci

Student representative’s message
2012 has been a busy and fun filled year for the students and staff at Horsley Park Public School. Student Leadership is a very important part of school life at Horsley Park Public School. In 2012 the School Leadership Team shared various duties and responsibilities among the team. We led other students and acted as role models to the younger students of the school.

During the year we:

- Provided support and encouragement to other students as mentors in the school ‘buddy’ program;
- Raised money for charities such as the Heart Foundation;
- Welcomed visitors to our school;
- Led daily and weekly school assemblies;
- Conducted the Horsley Park ANZAC Day ceremony;

Being School Captain of this terrific school has been a great honour for us. We have become better leaders and more confident public speakers. We would like to thank everyone who has supported and helped us over the years at Horsley Park Public School.

**Student representatives 2012**

### School context

### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>52</td>
<td>57</td>
<td>54</td>
<td>60</td>
<td>54</td>
<td>49</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>44</td>
<td>51</td>
<td>52</td>
<td>51</td>
<td>49</td>
</tr>
</tbody>
</table>

### Student attendance profile

Attendance rates for Horsley Park students continue to be above both Regional and state level. The school’s attendance rate is 96.3% compared with 92.2% for the region and 91.6% for the state.

### Management of non-attendance

Continued support for support students with poor attendance and close collaboration with the Regional Home School Liaison Officer (HSLO), has resulted in improved attendance.

### Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Horsley Park Public School has a loyal, supportive and professional teaching staff with an enormous depth of experience and knowledge of the student body and the local community. They are committed to ongoing professional learning and quality improvement.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Community Language</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>Primary Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Total</td>
<td>6.72</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no staff members at Horsley Park with Aboriginal heritage.

### Staff retention

Staffing remains stable.

### Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>103,611.38</td>
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<tr>
<td>Global funds</td>
<td>99,596.56</td>
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<tr>
<td>Tied funds</td>
<td>45,552.35</td>
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<tr>
<td>School &amp; community sources</td>
<td>52,457.70</td>
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<tr>
<td>Interest</td>
<td>5,005.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5,472.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>208,084.74</td>
</tr>
</tbody>
</table>

**Expenditure**

Key learning areas                10,321.69
Excursions                           17,089.89
Extracurricular dissections          12,448.27
Library                                1,839.48
Training & development                3,650.77
Tied funds                           34,052.72
Casual relief teachers               22,862.76
Administration & office              47,970.63
School-operated canteen              0.00
Utilities                              18,757.34
Maintenance                           8,384.98
Trust accounts                        4,213.05
Capital programs                      9,620.10
Total expenditure                    191,211.68
Balance carried forward               120,484.06

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

The school provides opportunities for students to express themselves in visual and performing arts. This year students participated in the Copasture Concert, under the instruction of Miss Langerak. They performed at one evening performances and one matinee performance at Club Marconi.

Students also participated in performance items as their class hosted fortnightly assemblies. It was positive to see an increasing number of parents supporting these performances.

Raw Art

As part of the Creative Arts program, students participated in Raw Art again this year. This program provided students an opportunity to be instructed by a trained artist to make a piece of work based on a particular Artistic genre, such as Pop Art, and in the process gain some knowledge about the style they were replicating.

Sport

In addition to class based physical education programs focusing on fundamental movement skill, students from Horsley Park Public School participated in various forms of sporting activities.

All students participated in two carnivals this year, cross country and athletics. Representatives attended regional carnivals in both areas. In Term 3, students in Years 1 - 6, participated in an intensive 2 week swimming program at the Prairiewood Leisure Centre.

All students participated in the Small Schools Gala days, where students were exposed to various sporting activities which is focused on allowing the students an opportunity to participate in activities with other students from other schools. Students in Years 3 - 6 competed in sporting competitions with Marion Primary School. Sports offered were Netball, Softball, Newcombe Ball and Football. All students represented Horsley Park with exemplary sportsmanship and respectfulness to others.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

Reading – NAPLAN Year 3

In Reading, Year 3 performed slightly below state results but performed better than statistically similar schools. 42% of our students achieving at proficient level (band 5 & 6).

Writing – NAPLAN Year 3

In the strand of Writing, Year 3 performed better than state results with 75% of students at proficient level. No Year 3 student scored on the lowest band.

Spelling – NAPLAN Year 3

In the strand of Spelling, Year 3 performed better than those students from statistically similar schools and as well as the state average. 50% of our students in the highest bands with no students achieving in the lowest band.

Grammar and Punctuation – NAPLAN Year 3

In Grammar and Punctuation, Year 3 also performed better than those students in statistically similar schools, with 42% of our students in the highest bands.
Numeracy – NAPLAN Year 3
In Numeracy, no Year 3 student achieved the lowest band, but consistent with school trend data, with 34% of students at proficient level (band 5 & 6).

![Percentage in bands: Year 3 Numeracy](image)

Literacy – NAPLAN Year 5
Reading – NAPLAN Year 5
Year 5 performed best in the Reading strands showing an impressive growth of 123.2 points compared to the state growth of 77/8 points, with 23% of our students at proficient level.

![Percentage in bands: Year 5 Reading](image)

Writing – NAPLAN Year 5
In Writing, more than 84% of students achieved greater than band 5, with no students in the lowest band. With 16% of our students in the highest bands.

![Percentage in bands: Year 5 Writing](image)

Spelling – NAPLAN Year 5
In Spelling, Year 5 had an average growth of 93.0 points compared to the state growth of 94.3 points. 62% of our students are achieving at or above expected growth. 31% of our students are at proficient level.

![Percentage in bands: Year 5 Spelling](image)
**Grammar and Punctuation – NAPLAN Year 5**

In Grammar and Punctuation, Year 5 had, on average, slightly lower expected growth than the state average with 16% of our students at proficient level.

**Numeracy – NAPLAN Year 5**

In Numeracy, Year performed exceptionally well showing an average growth of 113.5 points compared to the state average growth of 96.6 points. 54% of our students are achieving at or above expected growth in numeracy. 23% of students at proficient level.

**Progress in literacy**

100% of students in Year 3 were at or above National Minimum Standards and significantly above regional average in all areas.

25% of Year 3 students achieved Band 6 for Numeracy.

75% of Year 3 students achieved Band 5 and 6 in 2012 for writing, 18% greater than state average.

70% of Year 3 students achieved Band 4 and above for reading, this was a 20% increase on 2011.

**Progress in numeracy**

100% of students in Year 5 were at or above National Minimum Standards for Numeracy in 2012 which was a 19% increase from 2011.

100% of students in Year 3 were at or above National Minimum Standards and significantly above regional average in all areas.

75% of Year 3 students achieved Band 5 and 6 in 2012 for writing, 18% greater than state average.

70% of Year 3 students achieved Band 4 and above for reading, this was a 20% increase on 2011.

Year 5 Numeracy growth was 15 points above state average, which was the fourth highest growth in the Hoxton School Education Group. Year 5 reading growth was 44 points above state average, which was the highest growth out of the 20 schools in the Hoxton School Education Group.
**Significant programs and initiatives**

**Aboriginal education**

Our school continues to promote Aboriginal Education. Traditional owners are acknowledged at all school events. Personalised Learning Plans for Aboriginal students are completed with parents and caregivers in a spirit of cooperation. In conjunction with our community of school, we celebrated NAIDOC together. Resources to help teachers implement Aboriginal content have been identified and will be catalogued in 2013.

**Multicultural education**

The student population reflects the cultural diversity of the area with 14.3% from an Italian background, 11.4% with Maltese heritage, 9.5% Assyrian, 10.5% Khmer, 4.8% Greek, and 3.8% from both Arabic and Spanish backgrounds making up the largest cultural groups. In all, 70.5% of students are identified as having language backgrounds other than English. Under 2% are identified as having Aboriginal or Torres Strait Islander background. As a result, a number of programs have been established to support learning and build on the rich multicultural backgrounds. Examples of these include:

- All students participate in Italian classes as a part of our community languages program. During these lessons students are taught a variety of skills from language acquisition to cultural awareness.
- A Maltese school operates on the school grounds on Saturdays throughout the school year. A number of students attend these lessons weekly.
- A trained Anti-Racism Contact Officer (ARCO) is on staff to deal with any racially sensitive issues and promote racial harmony within the school environment.
- Included in Book Week Celebrations, stories from other cultures were read to students.
- Multicultural education outcomes are included within the key learning areas as appropriate.

**National partnership programs**

Horsley Park began its second year of National Partnerships funding in 2012. National Partnerships funding provides a Highly Accomplished Teacher (HAT) and additional funding to purchase resourcing or additional programs to improve student outcomes. Major initiatives funded by National Partnerships this year included:

- Providing planning time for each teacher to plan with the HAT and grade supervisor
- Employment of a School Learning Support Officer (Teachers Aide) to increase the number of student support
- Continue to purchase sets of guided reading novels for readers over level 30
- Purchase of Peer Support Foundation’s resources and training of staff in Anti-bullying program
- Purchase of technology to create a wireless network across the school

**Other programs**

**Harmony Day**

The students enjoyed a wonderful day of activities and then, along with their families, celebrated our community by ‘travelling around the world’ community picnic. This year the students invited a family member to join them in
travelling around the world, with the theme: Play, Engage, Inspire!

STLA - Support Teacher Learning Assistant

At Horsley Park Public School, we believe that all students are given the opportunity to achieve their best. Our Support Teaching Learning Assistant (STLA) provides assistance to students with learning needs and also provides assistance to their class teachers. After discussion with class teachers, students are placed into small groups which focus on helping the students in areas of literacy and numeracy. Programs are designed after collaboration with teachers and ongoing assessments which are carried out throughout the year and changed to suit individuals needs.

Horsley Park Fun Day

In 2012, Horsley Park Public School held their inaugural Fun Day. This event was coordinated, and sponsored by the P&C. In conjunction with local businesses, Horsley Park Public School held a Fun Day which not only showcased the school to the community, it extended the invitation to community members to come and celebrate with parents, staff and students of Horsley Park Public School.

Cowpasture Community of Schools Spelling bee

In 2012, Horsley Park Public School organized and hosted the Cowpasture Community of Schools combined Spelling Bee competition. Students competed in draws in order to ascertain the school champions to represent Horsley Park PS. The interschool competition proved to be a very successful finale to the previous two terms of preparation, practice and competitions.

Book Week

2012 was another very busy year in the library. The Lexile reading system was still proving to be a success in improving home reading for students who are reading at level 30 and are in Years 4 – 6. One of the highlights of Term 3 was the visit by Michael Salmon who entertained the students with his unique storytelling technique and impromptu illustrations. Book Week celebrations began with storytelling by senior students and invited guest to promote the theme of Travelling Around the World. This was followed by the fun of the character parade for students and staff. Book Week was once again combined with a successful Book Fair, which positively promoted the library with the school community who made generous donations of new books.

Premiers Reading Challenge

2012 marked the 7th consecutive year in which Horsley Park students participated in the Premier’s Reading Challenge. This event is an annual challenge dedicated to stimulating a child’s love of reading and literary learning. More than half of all Horsley Park school students voluntarily completed the PRC in 2012. A task for
continued school involvement in the PRC, shall be to further increase participation numbers of students.

Peer Support

Peer Support has been an important focus at Horsley Park Public School again in 2012. This program empowers students to support each other and contribute positively to society. It develops key skills in resilience, assertiveness, decision making, problem solving and leadership, as well as enhancing a positive school culture. This year students participated in the Anti-Bullying Module which provides opportunities for students to develop skills in maintaining positive friendships by learning how to play fairly, accept friendships change, support each other and acknowledge they may have a variety of friends. The key skills included critical thinking, empathy, conflict resolution, assertiveness and relationship building. Students were provided with a supportive learning environment, which included 2 Leaders and 8 – 10 of their peers, in which to develop the skills, understandings, attitudes and strategies to improve positive relationships.

2012 also saw the updating, and implementation, of Anti-Bullying Policy. With the blessing of the staff and P&C, the policy saw a reinvigoration of student behavior in the positive.

Student Welfare System

The school level system continues to reward positive behaviour and discourage negative behaviour. Students collected awards and traded to reach bronze silver and gold. Incentives were offered throughout the year. This year, 98 attained bronze level, 61 achieved silver level and 28 reached gold level. 2012 also saw the introduction of the Platinum Level. This level is achieved once students have attained their gold level and traded awards. 5 students attained this level in its inaugural year.

STLA - Support Teacher Learning Assistant

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Connected learning and Technology

Throughout 2012, the school continued with its emphasis of upgrading hardware and software to maintain the school’s network. There were many highlights throughout the year. The purchase, and use of iPad’s, proved to be a success. The level of excitement and productive use of the technology was awe inspiring. Our staff professionally developed each other as they explored the potential of the iPad’s. Significantly staff, whilst acknowledging their usefulness, all commented that it does not replace or reduce the significance of the teacher/pupil relationship.

Classroom computers are also used effectively. Students continue to display increased confidence and competence in the use of computer technology, especially with interactive Whiteboards. The students and school community has responded well to the use of web based applications and the DEC intranet across the school with students developing better skills and confidence. All classrooms now use Interactive Whiteboards with additional IWBs in Connected Classrooms.

This year in the Connected Classroom, video conferencing sessions have occurred across the school along with virtual excursions. Students have participated in Centre for Learning Innovation Connected Learning activities and produced class blogs for display via mediums including the school website. Developments to the school website have continued to enhance communication with the community. Staff have invested considerable time in attending professional learning courses provided by fellow staff members as well as developing their own programs to facilitate the integration of technology across all Key Learning Areas. Once again, the school will be looking at ways to enhance and to further students’ engagement in learning through the use of technology.

Throughout 2012 the integration of Connected Learning and Communication Technology remained an integral component of teaching at Horsley Park Public School. This has resulted in innovative and engaging classroom practices across the school.

Progress on 2012 targets

Target 1

To improve student outcomes in Literacy and Numeracy.
In both spelling and writing, to improve results in NAPLAN by increasing the percentage of students in upper bands and reducing percentages in lower bands for both Years 3 and 5 to reflect regional results. Growth for students between Years 3 and 5 should be greater than growth of the local school education group.

Our achievements include:

- Smart Data package was used to identify student needs at planning level to target teaching by 100% of staff.
- The school’s Spelling Scope and Sequence was implemented, resulting in growth beyond state average.
- The Scholastic ‘Reading Counts’ (Lexile) program was used to successfully increase home reading participation for older students.
- Grade based Maths groups focused on attaining set benchmarks.
- Utilised regional support staff through a targeted curriculum support program to analyse and improve the current practices utilised for programming, delivering and assessing Numeracy programs;
- HAT worked with staff K-6 to demonstrate planning and Quality Teaching practice in Numeracy,
- The Targeted Early Numeracy (TEN) Program was maintained in Yrs K-2 with student levels tracked in SENTRAL data system. 100% of students made progress in Early Arithmetic Strategies.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Quality of School Life.

Quality of School Life

Background

Teachers, students, parents and caregivers were asked about their view of the quality of life for them at the school, the learning and planning processes and their overall satisfaction.

Findings and conclusions

- Horsley Park Public School is a friendly school that is tolerant and accepting of all students
- The community is kept informed about coming events and student achievement
- Teachers provide class activities that are interesting and appropriate to students’ needs and abilities
- There is strong community spirit and engagement
- Teachers know what students can do and what they need to learn
- Horsley Park Public School is an attractive and well-resourced school
- Staff teach and promote core values
- The school maintains a focus on Literacy, Numeracy and Information Technologies.

Future directions

The survey provided a great deal of information and positive feedback about the quality of school life at Horsley Park Public School. As indicated by the survey results, the school needs to continue to provide an environment that supports the positive culture of Horsley Park Public School.

The school needs to ensure its students remain a priority and the needs of all students are catered for. New students and families need to be welcomed and encouraged to participate in school activities. The school needs to continue to evaluate its current practices and ensure it continues to find ways to improve.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 97% of parent agreed or strongly agreed that the school provided a stimulating and challenging environment for their child
- 94% of parents agreed or strongly agreed that the school has worked to make the classrooms and playground a friendlier environment.
- 97% of parents agreed or strongly agreed that the school is always looking for ways to improve what it does
- 92% of parents agreed or strongly agreed that the school provided a safe and secure environment for students. In parent focus group discussions further investigation this response, the lack of a school perimeter fence was the major concern for parents. Security of the toilets was also noted as a parent security concern. The school will lobby for a perimeter fence as a part of the 2012-14 school plan.
- Students responded most positively to surveys regarding the early implementation of Accelerated Literacy, with increased levels of engagement and confidence compared with surveys in 2011.
- Students continued to see increased use of technology as being engaging. Many students noted the iPad’s are a great success.

Professional learning

Professional Learning of staff is a key strategy in improving the delivery of quality teaching and learning in schools, therefore all staff members are involved in organised professional development programs throughout the year.

Staff members were updated in mandatory training in first aid, anaphylaxis, asthma treatment, child protection and Code of Conduct.

Teaching staff participated in staff development days and staff meetings on improving outcomes through improved teaching practice in Numeracy, Literacy and Technology.
Individual staff members attended outside training courses on the Best Start Assessment, use of Interactive Whiteboards, Targeting Early Numeracy, Writing and Comprehension in Context, linking Visual Arts with Literacy and Career Development.

The Australian Curriculum was also identified as a priority area for staff and linked to the targets in our Strategic Plan. The staff development in 2013 will see staff complete the online training, The Learner and the New Curriculum. These sessions will generate plenty of discussion, with staff expressing excitement and enthusiasm looking towards the implementation of the Australian Curriculum.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Increase proficiency of all students in all areas of Literacy, in line with South West Sydney Region results.

**2013 Targets to achieve this outcome include:**

- **To improve student performance in Reading:**
  - Increase the percentage of Yr 3 students in Bands 5 & 6 to 47% and decrease percentage in Bands 1&2 to 12% in 2012, and, increase the percentage of Yr 5 students in Bands 7 & 8 to 26% and decrease those in bottom 2 bands to 33% in 2012.
  - For all students to show positive growth of 2 bands.
  - Instructional reading levels, incorporating comprehension will improve as measured by bench-marking twice yearly.

- **To improve student performance in Writing:**
  - School trend data in Writing will improve over three years.

  - Increase the percentage of Yr 3 students in Bands 5 & 6 to 47% and decrease percentage in Bands 1&2 to 12% in 2012.
  - Increase the percentage of Yr 5 students in Bands 7 & 8 to 12% and decrease those in bottom 2 bands to 17% in 2012.
  - For all students to show positive growth of 2 bands.

**Strategies to achieve these targets include:**

- Continue with Accelerated Literacy K-6, focusing on presentation of quality literature.
- Provide Ongoing TPL and support in Accelerated Literacy.
- Continue with the purchase of quality AL texts.
- Guided Reading using quality levelled texts, matching students at instructional levels.
- Purchase level 30+ books.
- Develop quality structures and resources for Guided Reading.
- Develop grade/level benchmark level expectations.
- Benchmark all students at least twice yearly with results recorded in Sentral.
- Build consistent teacher judgement into benchmarking through TPL initiatives.
- Use SMART data package during planning sessions with HAT.
- Expose students to a range of questioning styles.
- Use lexile system in Yrs 3-6 for independent readers, built into class programs (eg. ind. reading/ DEAR).
- Ongoing development of ‘Buddy Reading Program’ to support younger readers and provide ongoing support for Reading Recovery recipients
- Re-invigorate parents in Home Reading Scheme
- Improve monitoring of Home Reading and develop reward system to promote regular home reading practices.
- Develop an annual testing schedule to be recorded in Sentral (eg. bench marking, SA spelling, Sightwords).
- MULTILIT or Macquarie Spelling programs for targeted students experiencing difficulty.
- Collaboration and visits between Yr 6 teacher and local High School.
School priority 2

Outcome for 2012–2014

Improve Student outcomes and performance in Numeracy.

2013 Targets to achieve this outcome include:

- Professional development of staff in the use of SMART data to evaluate and plan Numeracy programs.
- Increase the percentage of Yr 3 students in Bands 5 & 6 to 8% in and decrease the percentage in Bands 1 & 2 to 28% in 2012.
- Increase the percentage of Yr 5 students in Bands 7 & 8 to 16% and decrease percentage in lowest 2 bands to 33% in 2012.
- For all students to show positive growth of 2 bands.
- All students assessed in TEN program working at least at minimum standard of Counting On in Year 2, Perceptual in Year 1 and Figurative in Kindergarten.

Strategies to achieve these targets include:

- Allow planning time with HAT/Numeracy Coordinator.
- Use SMART data package at planning sessions.
- Use implementing new curriculum package at planning sessions.
- Expose students to a variety of question styles.
- Incorporate technology into teaching of Numeracy. (eg: Studyladder / IWBS)
- Maths groups to focus on achieving set benchmarks using explicit indicators.
- Redesign common assessment folders to achieve set benchmarks and track progress.

- Purchase and use commercial problem solving packages. (eg. iPad apps)
- Purchase commercially produced Maths texts as models for teaching language of Numeracy.
- TPL in differentiating curriculum in Numeracy.
- Train new staff and refresh existing staff in TEN strategies.
- Purchase resources to support CMIT and TEN.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Matthew Santucci Principal
Nadine Croman Teacher (Rel. AP)
Domenica Rositano Teacher
Aveline Elwing Teacher
Kristine Sutton Teacher
Alicia Dunn Teacher
Sandra Bollard School Admin Manager
Belinda Gauci P&C President

School contact information

Horsley Park Public School 1759 The Horsley Drive, Horsley Park, NSW, 2175.
Ph: 9620 1301
Fax: 9620 1791
Email: horsleypk-p.school@det.nsw.edu.au
Website: http://www.horsleypk.p.schoools.nsw.edu.au
School Code: 2182

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: