School context

Horsley Park Public School is located in South West Sydney. Our school enrolment is 93 students, of which 41 were boys and 52 were girls. 32% of students are from a Language Other Than English background.

Our school has outstanding community support. Our parents and carers have a strong partnership with the teaching staff and are involved in our educational programs, cultural and sporting events. Horsley Park Public School has an outstanding reputation within the local community for high academic achievement, a focus a creative arts, technology and excellent sporting programs, all meeting students’ needs and maximising their learning potential.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>60</td>
<td>54</td>
<td>49</td>
<td>46</td>
<td>43</td>
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<tr>
<td>Female</td>
<td>51</td>
<td>52</td>
<td>51</td>
<td>49</td>
<td>50</td>
<td>43</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates for Horsley Park students continue to be above both Regional and just below state level of 94.8%. The school’s attendance rate is 94.3%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.9</td>
<td>95.0</td>
<td>94.2</td>
<td>98.3</td>
<td>96.6</td>
<td>92.1</td>
</tr>
<tr>
<td>1</td>
<td>95.2</td>
<td>93.6</td>
<td>96.4</td>
<td>88.6</td>
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<td>96.1</td>
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<td>2</td>
<td>93.9</td>
<td>95.2</td>
<td>94.4</td>
<td>97.9</td>
<td>84.5</td>
<td>96.5</td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td>93.5</td>
<td>94.6</td>
<td>98.1</td>
<td>92.2</td>
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<tr>
<td>4</td>
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<td>96.5</td>
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</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.8</td>
<td>95.7</td>
<td>96.3</td>
<td>92.8</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Workforce 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 staff are highly skilled and have a tremendous passion to present all students with unique learning opportunities.

Workforce composition

<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>3.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary SS Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Moderate Disabilities and Autism</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning and Support - Primary</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary AP Emotional Disabilities Autism</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.206</td>
</tr>
<tr>
<td>Total</td>
<td>12.842</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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

Teacher qualifications

All teaching staff meet 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>

Professional learning and teacher accreditation

Professional Learning at Horsley Park Public School is recognised as providing vital training for improving teachers’ skills, competencies and knowledge in order to improve the learning outcomes for the students.

Teacher professional learning is informed by the school’s targets with reference to the Strategic Plans for both the South Western Sydney Region and the Department of Education and Communities and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their...
regular duties in order that they can attend training sessions.

In 2014, members of staff participated in professional learning for one hour each Tuesday afternoon which focused on literacy, numeracy and team teaching, English and Mathematics Australian Curriculum, teaching with new school ICT, Gifted and Talented Education, and mandatory DEC training on CPR, Child Protection, Asthma and Anaphylaxis.

Teachers also undertook courses externally in Understanding Autism, ICT, Best Start, and Literacy and Numeracy.

Jan-Maree Brodie, Assistant Principal Learning and Support, gave demonstration lessons for teachers, and an afternoon workshop on Autism and facilitated the Autism Online for all staff.

All K-2 teachers took part in Focus on Reading (FoR) training throughout the year, facilitated by Nadine Croman and Domenica Rositano.

All teachers undertook workshops once a term provided by the DEC. These workshops focused on the new Mathematics Curriculum and ICT.

All teachers attended the Non-Crisis Intervention training in 2014.

### 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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$30146.84</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$30146.84</td>
</tr>
<tr>
<td>Excursions</td>
<td>$6922.97</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$24407.59</td>
</tr>
<tr>
<td>Library</td>
<td>$3853.11</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$3583.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$107652.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$12846.31</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$43886.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$19521.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$15387.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$7914.43</td>
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<tr>
<td>Capital programs</td>
<td>$18105.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$294227.76</td>
</tr>
</tbody>
</table>

### Balance carried forward

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$191597.24</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

Student performance was analysed on a whole school and individual student basis. We compared our school results and growth to the State DEC and Statistically Similar Group (SSG) outcomes utilising the SMART (School Measurement, Assessment and Reporting Toolkit) for Year 3 and Year 5 NAPLAN results.

### Academic achievements

#### 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.
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading**

In the Reading test (comprehension), Year 3 had 50% of our students achieving at or above minimum standard in Reading.

**Writing**

Year 3 performed best in the Writing test, showing 70% of our students achieving at or above minimum standard, with 20% achieving proficiency standard (top two bands 5 & 6). This is a pleasing result as the school had focused on writing intensively with students.

**Spelling**

In the Spelling test, Year 3 had 20% of students achieving at or above minimum standard in Spelling, with 10% achieving proficiency standard (top two bands 5 & 6).
In the Grammar and Punctuation test, Year 3 had 50% of students achieving at or above minimum standard in Grammar and Punctuation, with 20% achieving proficiency standard (top two bands 5 & 6).

NAPLAN Year 3 - Numeracy

Numeracy

Year 3 performed exceptionally well in the Numeracy test, showing 50% of our students achieving at or above minimum standard in Numeracy, with 10% achieving proficiency standard (top two bands 5 & 6).

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In the Reading test (comprehension), Year 5 showed an average growth of 77 points compared to the state average growth of 78 points. 75% of our students achieving at or above minimum standard with 17% achieving proficiency standard (top two bands 7 & 8).

Writing

In the Writing test, with an average growth of 23 points compared to the state average growth of 49 points with 85% of our students achieving at or above expected growth in Writing and 9%
achieving proficiency standard (top two bands 7 & 8).

**Spelling**

In the Spelling test, Year 5 had an average growth of 77 points compared to the state average growth of 79 points. 75% of our students achieving at or above minimum standard with 58% achieving proficiency standard (top two bands 7 & 8).

**Grammar and Punctuation**

Year 5 performed best in the Grammar and Punctuation test, with an average growth of 66 points compared to the state average growth of 78 points. 85% of our students are achieving at or above minimum standard in Grammar and Punctuation, with 25% achieving proficiency standard (top two bands 7 & 8).

**NAPLAN Year 5 – Numeracy**

**Numeracy**

Year 5 performed well in the Numeracy test, showing an average growth of 40 points compared to the state average growth of 88 points. 50% of our students are achieving at or above minimum standard in Numeracy, with 17% achieving proficiency standard (top two bands 7 & 8).

**Other achievements**

**80th Year Anniversary – 1934 -2014**

This year Horsley Park Public School celebrated its 80th year as a public school. It was a great success. The event was held on Saturday 12th September and was attended by past and present
teachers, students, as well as community members and dignitaries. The day was coordinated by the 80th Anniversary Committee and because of their hardwork and dedication, the day was a huge success. Students celebrated the day by dancing and singing and the school also had a museum opening, with artefacts harking back to the opening of the school – 1934. The day was a great success and a lot of fun was had by all.

Significant programs and initiatives – policy

Aboriginal education
At Horsley Park Public School, Aboriginal perspectives are incorporated into teaching and learning programs throughout all stages. Whole school and stage programs focus on improving learning outcomes for all students through the education of Aboriginal history and culture. Students are provided with Aboriginal perspectives within their everyday class programs across all key learning areas. As a school, we acknowledge the traditional owners of the land, the Cobragul people, and students also have the opportunity to acknowledge their own tribe and land at school assemblies and events. We continue to promote the understanding, and values and respects Aboriginal culture.

Multicultural education and anti-racism
Multicultural Education outcomes are included within each Key Learning Area (KLA) where appropriate. Anti-racism education strategies are taught as a related part of the program. Cultural components are also addressed within the multicultural program and identified and celebrated as part of Education Week and Harmony Day celebrations.

Horsley Park Public School provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic, multicultural society and to develop the knowledge, skills and values for participation as active Australian citizens.

Students who are learning English as an additional language or dialect (EAL/D), are provided with appropriate support to develop their English language and literacy skills so that they participate fully in school activities and achieve equitable educational outcomes.

Horsley Park Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. Our school promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and encourages their participation.

All staff of Horsley Park Public School promote the acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensure that discipline is applied against racist and discriminatory behaviours.

Horsley Park Public School currently has one trained Anti-Racism Contact Officer who provides timely and professional responses to suggestions, complaints and allegations regarding racism. The school’s implementation of the Anti-Bullying policy has assisted the students in dealing with issues as they arise.

Socio-economic background
Socio economic background funding was used to develop staff professionally and increase quality teaching and learning practices within the school. Student participation, engagement and success were focus areas to raise the expectations of staff, students and parents. Additional support was also integrated in classrooms to enhance programs resulting in improved learning outcomes for students.

English language proficiency
Students come from diverse language backgrounds with approximately 39% from language backgrounds other than English. EAL/D students are supported in different ways depending on their level of need. Speaking and Listening, Reading and Viewing, Writing and Representing were the main focus areas for EAL/D students. EAL/D teachers and classroom teachers work collaboratively to deliver authentic and meaningful experiences across the curriculum. Throughout the year, the school
employed two SLSO’s who made modifications and assisted students in accessing the curriculum.

Learning and Support

Learning and Support programs remained flexible throughout the year. Targeted students were identified through internal and external data including PLAN, SMART and NCCD information. The program included assistance in the classroom or withdrawal, tailoring learning to needs of individual students primarily in the areas of Literacy and Numeracy. This program has enabled students to access the curriculum in the mainstream setting in accordance with DEC policies.

Significant programs and initiatives – equity funding

Improving Literacy and Numeracy National Partnership (ILNNP)

The focus for the Improving Literacy and Numeracy National Partnership (ILNNP) will be literacy. In 2014 the school will continue to use resources provided by the Improving Literacy and Numeracy National Partnership to implement the literacy continuum in an effort to lift literacy performance of the bottom 30% of all students in Years 3 to 6. The literacy continuum is already extensively used by K-2 teachers because of Best Start. Focus on Reading (FoR) will continue to be implemented over 2014. School plan targets for literacy will remain unchanged.

Learning and Support

This year students were targeted for the Learning and Support Teacher (LAST) groups for assistance with their reading. These students were involved in Multilit, as well as in a volunteer assisted reading program.

Thank you to the parents who regularly listened to their child read sight words and books. This extra practise makes such a difference with the speed at which students progress.

Other significant programs and initiatives

KINDERGARTEN BEST START

Kindergarten Best Start Assessments and Early Learning Plans have been fully imbedded into the teaching practice of Kindergarten. Students were assessed upon entering school in February and parents received feedback at this time. Students were observed and assessed three times during the year for the purpose of measuring growth and to plan for further teaching in line with the English continuum.

TRANSITION TO SCHOOL

The 2014 Kindergarten Transition was another achievement. This program was organised and operated by a transition team headed by Mrs Rositano.

Throughout the Transition, the children had opportunities to develop fine motor skills, their working memory and expressive language was challenged. The children enjoyed social interaction with one another during constructive play time and when using the playground equipment.

By the end of the program the children demonstrated their growing confidence and independence by attending the whole school transition mornings with enthusiasm. They had made positive connections with staff and other children, felt safe and were engaged in the classroom activities.

Parents supported their child by staying at school to participate in the Parent Information sessions. Parents had the opportunity to develop working relationships with school staff and make new connections with other parents and carers over a cup of tea. Feedback on the parent program indicated that 100% of parents and careers
agreed or strongly agreed that the program was practical and informative.

READING RECOVERY

2014 has been a very exciting year for Reading Recovery at Horsley Park Public School. We were offered the opportunity to train a Reading Recovery teacher and Mrs Rositano took the opportunity. Teaching Reading Recovery is a very rewarding experience, as the improvements gained by the students involved are phenomenal at times. There have been many pleasing results achieved this year, with the students benefitting greatly from their daily individual lessons.

Most children are able to enter the classroom reading program many levels above where they started. Many thanks go to the dedicated parents who ensure daily reading practice and revision of work done in the lessons. It is essential for all students to engage in daily reading to ensure continued success.

Peer Reading

Years 5 and 6 became mentors working one on one with Kindergarten for one afternoon a week throughout the year to help them improve their vocabulary and reading fluency and comprehension. They encouraged them to read more widely and enjoy reading both in their schoolwork and for pleasure. Evaluations of the program indicate both a high level of enjoyment. Students improved their reading accuracy, fluency and comprehension.

Dance Groups

Junior Dance Group

The Junior Dance Group was formed this year and consisted of students from Years 1 and 2. These students performed in our 80th Year Anniversary and at our Cowpasture Community of School Concert. They learned many dance routines which the teachers choreographed and performed their favourite routine to One Direction’s song ‘One Thing’.

Senior Dance Group

The Senior Dance Group consisted of students from Years 3-6 who also performed in our 80th Year Anniversary and at our Cowpasture Community of School Concert. The dance group impressed the audience with their performances. Students and parents were also entertained by the dance group at school performances.

School Choir

The school’s Choir consisted of students in Years 2-6. The students sang their way through numerous performances in 2014 including weekly assemblies, Education Week, Presentation Day, the Horsley Park Community Biggest Morning Tea event and of course at our 80th Year Anniversary and at our Cowpasture Community of School Concert.

Major Carnivals

Our annual cross country and athletics carnivals were yet again a fantastic opportunity for students to display their sporting ability and to earn points for their house. The House Captains did an excellent job of leading house meetings prior to the carnivals and the house chant competitions were certainly a highlight at all three carnivals. Thanks to the support of our teachers and parent helpers, all of the carnivals ran smoothly and efficiently.

AFL Program

We once again utilised the Greater Western Sydney Giants program by providing the opportunity for students to participate in AFL lessons. Professional coaches assisted the students to develop basic skills, teamwork and to learn the rules of the sport.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Survey and focus groups with staff, students and parents.
- Teacher and executive professional goal setting and evaluation processes (through TARS and EARS processes).
- Analysis of student achievement using school based and external data including NAPLAN (SMART data), Literacy and Numeracy continuums and student reports. The process also included evaluation of National Partnership programs.

School planning 2012-2014:

School priority 1
Increase proficiency of all students in all areas of Literacy.

Evidence of achievement of outcomes in 2014:

- **To improve student performance in Reading:**
  - Increase the percentage of Yr 3 students in Bands 5 & 6 to 27% and decrease percentage in Bands 1&2 to 32% in 2014, and Increase the percentage of Yr 5 students in Bands 7 & 8 to 26% and decrease those in bottom 2 bands to 33% in 2014.
  - For all students to show positive growth of 2 bands.
  - Instructional reading levels, incorporating comprehension will improve as measured by benchmarking 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 2013.
  - Increase the percentage of Yr 5 students in Bands 7 & 8 to 12% and decrease those in bottom 2 bands to 17% in 2013.
  - For all students to show positive growth of 2 bands.

Strategies to achieve these outcomes in 2014:

- Guided Reading using quality leveled texts, matching students at instructional levels.
- 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.
- 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
- 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.
- Use of student samples and Australian Curriculum work samples as models for writing.
- Develop closer links between writing and Talking and Listening.
- Combine explicit marking criteria into social purposes.
- Introduce student self-critiquing and use of rubrics.
Provide rich publishing tasks to make writing more meaningful (eg. web, class book, school website, assembly).

**School priority 2**
Improve Student outcomes and performance in Numeracy.

**Evidence of achievement of outcomes in 2014:**
- 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 2014
- Increase the percentage of Yr 5 students in Bands 7 & 8 to 16% and decrease percentage in lowest 2 bands to 33% in 2014.
- 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 outcomes in 2014:**
- 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.
- Improvement is evidenced through the TARS process, reflection on professional goals, observation, supervision and feedback during stage meeting times.

**School priority 3**
Increase student engagement by embedding modern technology in teaching and learning processes

**Evidence of achievement of outcomes in 2014:**
- Improved access to modern computers for all classrooms.
- Install interactive whiteboards and interactive TV’s in every learning space.
- Developed schoolwide Wi-Fi network.
- Purchase various mobile devices for learning. (eg iPad’s, and XO’s)
- Developed structures for maintenance of technology.
- Enabled individual student logins to server.
- 100% of Teacher Professional Learning in:
  - Use of IWBs.
  - Web2 technologies (interactive web-based technologies)
  - Developing an understanding of “Notebook” files for IWBs through websites such as “Smarttech” and teacher
  - Building school resources of notebook files on server.
  - Teachers are beginning to make regular use of school website.
  - Implement explicit scope and sequence of ICT skills K-6, incorporated in teacher planning.
  - Increased opportunities for online learning. (eg Kinetic, Studyladder, Lexile, online apps)
  - Develop knowledge and skills in the use of Web2 technologies.
  - Purchase and use of early learning apps for use with iPads

**Strategies to achieve these outcomes in 2014:**
- Growth from 292 page views to 1004 page views of
Students have improved access to technology across all KLA’s

Increased number of computers, IWBs and mobile devices available for student use by all students K-6.

Teaching programs will have evidence of technology embedded in learning across KLAs.

Teachers will undertake regular Teacher Professional Learning activities.

Collection of staff resources on server will show increase.

Number of visits to school website will increase from average of 130/week over three years.

Increased volume of student work saved to home folders.

Evidence of specific skills taught will be displayed in teaching programs.

Student records in Studyladder/ Lexile etc will show increased use and individual progress.

Improved engagement as measured through student surveys and focus groups.

Improvement is evidenced through the TARS process, reflection on professional goals, observation, supervision and feedback during stage meeting times.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2014, the school sought the opinions of parents, students and teachers about the school. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Horsley Park Public School and areas they considered we could improve on.

Culture Background

A positive school culture is an extremely important aspect of a successful school. Our school has been working on this aspect for a number of years.

School culture was evaluated in 2014 as part of the school planning cycle. Parents and teachers were surveyed. Over 60% families returned the survey while 100% staff members completed the form.

Findings and conclusions

100% of parents and teachers believe that the school praises and rewards individuals who are successful.

99% of parents and 100% of teachers believe that the students are the school’s main concern.

100% of parents and teachers are proud of their school.

- The electronic sign enhances our school’s profile in the front of the school with a variety of information displayed being shown throughout the weeks.
- The school is seen to develop the ‘whole’ child. This is something that is considered a strength of Horsley Park Public School:
- Teachers were caring, very professional and went beyond the call of duty, written communication and the thoroughness of the regular newsletters and the website was a great narrowing of the gap from home to school, the diversity of the curriculum and the activities provided by the school.
- 98% of parents and 100% of teachers support what is happening at the school.

98% of parents and 100% of teachers believe the school encourages everyone to learn.

100% of parents and 100% of teachers believe that the school needs to develop another SRC model.

Parents indicated that the school could improve in the following aspects: Greater emphasis on fundamentals such as reading and writing, student centered learning, giving more opportunities for students to work collaboratively; to question, analyse and reflect on problem solving through project based learning activities and more consistency with student leadership development.
Future directions

These very positive results reflect the outstanding work that has occurred in this area over many years. However the school’s Learning Support Team will reflect on the area of catering for the learning needs of all students and make changes where necessary to strengthen this concern for teachers and parents.

The school has taken from these surveys the need for:

STUDENTS- purchasing of iPads, more instruction with the use of technology

PARENTS- emphasis more learning in the basics of reading and writing and number, provide more opportunity for students to take charge of their own learning and the content of their learning.

STAFF- Reducing the interruptions in the school day, providing a less overcrowded school timetable, and resources to support the teaching of the 21 century learner.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

SCHOOL PLANNING 2015-2017

The planning process will encompass a simplified, integrated school planning and reporting process that will consist of a comprehensive school plan and annual report connected to student learning outcomes and budget. The School Plan will link to the individual and professional growth of staff and will allow the community to contribute more meaningfully to the culture (products and practices) of the school. The plan will allow the implementation and ongoing evaluation to ensure the success of the school plan. The process will permit the ability for schools to include their local context, community engagement processes and partnerships, as well as ‘future vision’ into the strategic directions, performance measures and evaluation strategy.

To achieve clarity of purpose in leading Horsley Park Public School on a learning journey, our school planning has the following elements. The 5 P’s: Purpose, People, Process, Products and Practices:

The Purpose, which is crucial to planning, begins with the Why. The purpose captures our strategic directions and indicates why these are identified for improved student and school learning by articulating the reason/s for the difference to be made.

The School will then identify the What. This is in terms of both the products sought (such as indicators, outcomes, change in data patterns etc) and practices to be embedded (the change in culture; newly established practices which ensure sustainability of this change). Our School Plan is embedding practices as a critical element of the outcome/s to be achieved through planning for the school.

The How focuses on the people, and processes they will be engaged in, to bring about the products and practices sought through our plan. Our model requires a focus and clarity about all the people engaged in the change processes (including leaders, teachers and other staff, students, parents, and other people in, or beyond, the local community). We will focus on how the capabilities of these people will need to be developed (just like an effective lesson plan would for the range of students involved). We need a more personalised approach for, and by, all involved – students, parents and teachers and other staff. We need to deliberately and strategically plan to build the ir capabilities. The How also provides an opportunity to ensure key aspects that support the plan are connected and aligned. Key aspects will include professional learning plans for staff (TARS, EARS, PARS). They will also include the processes used to increase student and parent voice and their contributions to ensure effective engagement and learning.

In 2014, a comprehensive process was undertaken across the school collecting the opinions of parents, students and teachers about the schools directions, opinions, achievements and directions for improvements. A variety of tools were used to seek the strategic directions for the next three years.
The community identified the current Annual School Report using the targets that were defined in the 2012-2014 School Plan, surveys, forums and discussions. The evaluation process included a review of the strengths, opportunities and areas of development across the school at a time of departmental realignment changes; mandatory curriculum change, Learning Management Business and Reform, community uncertainty and Local Schools Local Decisions implementation.

As a result, three key strategic directions were identified as a basis for a shared commitment for future developments across the school community. These are:

**Strategic Direction 1:**

**Purpose:**

At Horsley Park Public School we strive to support all students to become successful and creative learners and to successfully engage students in rich learning experiences to enable them to adapt to the challenges of the 21st Century through the development of whole school programs, increasing teacher capacity and engaging students with meaningful and differentiated learning opportunities.

**Strategic Direction 2:**

**Purpose:**

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximise the potential through excellence in teaching and learning. Quality teaching, at Horsley Park Public School, impacts directly upon students’ learning experience. This must be driven by leadership which embraces change and innovation through the expression of vision and values. The embedding of teaching excellence and leadership capacity is critical to the success of all students in reaching their full potential.

**Strategic Direction 3:**

**Purpose:**

Learning and engagement will be enhanced through the provision of opportunities gained by engaging with parents and the outside community to facilitate innovation, quality educational delivery, consistent high standards and shared professional practices. We aim to reinforce our school and departmental values in developing confident, competent, compassionate and curious learners. We aim to create a culture of collaboration, effective communication and quality organisational practices to maximise student learning outcomes.
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
Executive Staff – Horsley Park Public School
Teaching Staff – Horsley Park Public School
P&C Association members

School contact information

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

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