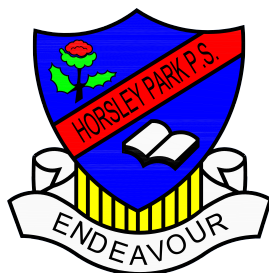


Horsley Park Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Horsley Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Rita Raiti

Principal

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Message from the Principal

It is a privilege to be the principal of a school that offers quality educational programs implemented by dedicated and skilled staff, assisting our students to develop and extend their talents in a safe, inclusive and supportive environment. Our students are motivated and are keen to learn and actively participate in all facets of school life.

This year we've seen our students shine in various aspects of school life. Our students demonstrate growth in NAPLAN data showing significant progress between Yr 3 and Yr 5 and growth that is sustaining and growing for students between Yr 5 and Yr 7.

We have experienced success both at school, across our Cowpasture Community of Schools or in wider forums in areas such as: coding, debating, public speaking, spelling bee, athletics, cross country and chess. We continue to achieve very high results in ICAS tests with 11 students opting to complete exams this year from Yr 2 to Yr 6.

This success has been achieved because students are willing to engage and challenge themselves, demonstrating a growth mindset when faced with new or unknown situations. This engagement has been well supported by parents and teachers alike, who have encouraged students every step of the way.

Continued success of the school would not be possible without the on-going partnership and support of parents, caregivers and community members.

STEM education is the learning of science, technology, engineering and mathematics in an integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. During Term 4 our students engaged in hands on and engaging STEM activities. The STEM kits were most generously provided through P&C fundraising and the time, effort and driving force of Mrs Sambono and Mrs Reppas. We look forward to bringing to fruition a joint venture with the P&C to expand on this very worthwhile endeavour next year. To all that have worked to contribute to and advocate for our school, over many years, we thank you.

Walt Disney said, 'You can dream, create, design and build the most wonderful idea in the world, but it requires people to make the dream reality'.

Each year Principals are invited to submit nominations for Principals Network Awards in a variety categories to recognise individuals, schools and/or individuals supporting schools that have made a significant contribution to the achievement of the goals of the department and the promotion of public education in NSW. This year Mr Charlie Bezzina and Our PBL Team comprising of Miss Ferrari, Mrs Lewer, Mrs Basak & Miss D'Annunzio were the recipients of the Regional South Operational Directorate Award for their hard work and service to this school.

The reality is that the dynamic learning community and the successful events this year, have occurred because of the commitment and support of an outstanding staff, willing to strive for success and give personal time generously.

I extend my gratitude to the amazing teaching staff, office, support staff and general assistant of HPPS for their efforts, initiative and commitment to the education of the students of this community.

Mrs Rita Raiti

Principal

Message from the school community

P & C Message – 2018

The Horsley Park Public School P&C throughout 2018 have supported our school students and the community with various fundraising events. As always, without our parent volunteers, these events would not be possible. We had many community members, parents and local businesses donate items for our Easter and Christmas raffles. As a community, we have embraced change throughout 2018 in a positive way, with the new school fencing and kiss and drop arrangements. Safety for our students and community members is and always will be the first priority.

For the first time in 2018, we applied for a Community Partnership Grant with the main aim to rejuvenate the outdoor playground equipment. Unfortunately we were unsuccessful in this application. The HPPS P&C contributed \$15 000 towards this project in 2018.

Furthermore, the September silver month P&C fundraiser was successful in raising funds to resource the classroom STEM project boxes. This will be an ongoing project to provide valuable classroom resources for our students in the areas of science, technology, engineering and mathematics education.

EVENTS IN 2018

Easter Raffle & Christmas Raffle

Mother's Day & Father's Day Stalls

Canteen initiative–Special Lunches

September Silver Month–STEM Resource boxes

We as a committee are very proud of the efforts that all the volunteers continue to provide to our small school. It's our ongoing goal to endeavour to support our students, teachers and the wider community for many years to come.

Violetta Reppas

P&C President

Message from the students

It's so hard to believe that seven years ago all the year sixes of 2018 were in kindergarten ready to learn and start 'big school' as we called it. Most children we already knew but we also made new friends. Since day one of primary school, we knew we were going to have a great time. Over the years we have learnt a lot, all the lessons in class have some meaning to our life, preparing us for high school. We would like to thank all the teachers who have taught us over the years. We know that they care about our learning. We know that we are moving on to high school but Horsley Park Public School will always be in our hearts, what privilege it has been to be a student at such a small and connected school.

Julian, Scarlet, John, Vittoria & Aymielee

Captains, Vice Captains & Ambassador

School background

School vision statement

At Horsley Park Public School we are committed to enabling our students to become independent, creative and successful learners. As an inclusive community, we work collaboratively to empower our students to achieve their goals to become reflective, resilient global citizens.

School context

Horsley Park Public School is a small school located in a semi-rural setting in the Cowpasture Network of Schools. Our students and their families come from a wide range of cultural backgrounds. We value the diversity and richness that this contributes to our learning community.

Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for the 100 students at our school. The school enjoys considerable support from the community and has an active P&C.

Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child. The school has four mainstream classes and four support classes, supporting students with autism, mild and moderate intellectual disability.

As a member of the Cowpasture Community of Schools, students are provided with access to the benefits of a large school community including; inter-school sport, cultural performances, debating competitions and leadership opportunities.

The school is participating in the Early Action for Success initiative in which a part-time Instructional Leader works directly with our executive and classroom teachers to support the learning and outcomes of our K-3 students in literacy and numeracy.

Positive behaviour, co-operation and a growth mindset are encouraged and supported through a positive wellbeing environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

The staff collaboratively assessed the school in each domain of the School Excellence Framework. The self–assessment process resulted in the following judgements across the three domains of the School Excellence Framework:

Learning

- Learning Culture: Sustaining and Growing
- Wellbeing: Sustaining and Growing
- Curriculum: Sustaining and Growing
- Assessment: Sustaining and Growing
- Reporting: Sustaining and Growing
- Student Performance Measures: Delivering

In the domain of Learning, our efforts have primarily focused on learning culture, wellbeing, curriculum and learning. In the aspect of learning culture the school has positive, respectful relationships among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school consistently implements a whole school approach to wellbeing through the implementation of PBL (Positive Behaviour for Learning) that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice continues to be enhanced in every learning environment with teaching staff continuing to review their practice and making appropriate adjustments to their teaching strategies and providing students with opportunities to succeed.

Teaching

- Effective Classroom practice: Sustaining and Growing
- Data Skills and Use: Sustaining and Growing
- Professional Standards: Sustaining and Growing
- Learning and Development: Sustaining and Growing

Our major focus in the domain of Teaching has been on collaborative practice, learning development and professional standards for staff members. The school has embedded explicit systems for collaboration, classroom observation, giving teachers feedback to drive and sustain ongoing, school–wide improvement in teaching practice. We have implemented explicit processes for all teachers to collect, analyse and utilise student data to impact on student learning outcomes. As professionals in their field the teaching staff of the school demonstrate and share expertise regularly.

Leadership

- Educational Leadership: Sustaining and Growing
- School Planning, Implementation and Reporting: Sustaining and Growing
- School Resources: Sustaining and Growing
- Management Practices and Processes: Sustaining and Growing

In the domain of Leading, our priorities have been to progress leadership, school planning resources and management practices. The school recognises that leadership development is central to school capacity building. The school ensures that the school plans align to local and system priorities and ensures responsiveness to emerging needs. Resources such as technology, learning spaces, finances and staff with high levels of expertise are utilised to improve student outcomes.

Our self–assessment process will assist the school to refine our school 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/sef–evidence–gui>

Strategic Direction 1

High Quality Literacy and Numeracy

Purpose

To develop programs that meet diverse needs, underpinned by high expectations and instructional collaboration, driving improvements to literacy and numeracy.

Overall summary of progress

During 2018, team meetings K–6 encompassed a component of capacity building of staff through the delivery of professional learning. This learning allowed practical process for improving student achievement and learning progress in our school through the implementation of learning sprints.

This process has enabled our staff to:

- enhance their professional practices
- take collective action and help each other improve
- embed the use of research–informed practice and evaluate impact through formative assessment
- support teachers to collectively plan, act and evaluate their impact

Teachers supported by our Instructional Leader continued to work collaboratively by unpacking and analysing students' Literacy and Numeracy performance measured against the learning progressions from results gathered through a range of assessments (formative, standardised and anecdotal). This professional learning has ensured future planning for learning is effective, individualised and differentiated.

All teaching and learning programs incorporate learning intentions and success criteria (WALT & WILF) ensuring that students are provided with a clear purpose for each Literacy and Numeracy lesson. The whole school focus on formative assessment has allowed improved engagement for students in classroom lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data meeting or exceeding expected growth for all students K–6 in Numeracy.	0.4 FTE Instructional Leader Staff Meetings	85% of students in K–2 achieved expected growth in Numeracy. School based growth data trending upwards for all students K–6. Teachers demonstrated increasing confidence in utilising the syllabus and numeracy progressions to identify explicit teaching points to improve student number sense.
Data meeting or exceeding expected growth for all students K–6 in Literacy.	0.4 FTE Instructional Leader Staff Meetings	80% of students in Early Stage 1 achieved expected growth in Reading. 88% of students in Stage 1 achieved expected growth in Reading. School based growth data trending upwards for all students K–6. All students K–6 writing data was analysed against the literacy progressions. All teachers completed learning sprints cycles for targeted students. Data shows an upward trend in achievement measured against the literacy progressions. Capacity of teaching staff shows an upward trend in differentiation and explicit teaching in writing. The kindergarten teacher was trained in L3. The 10 professional learning sessions enhanced this staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data meeting or exceeding expected growth for all students K–6 in Literacy.		member's ability to unpack the effective teaching of language and literacy in the classroom.
Establish a consistent school wide system for collaboration.	QTSS funded team teaching LAST targeted team teaching support Planning & Collaborating Days @ \$450 x 4 LANSA collaboration and support	Staff completed learning sprints and survey data indicates a positive staff response on narrowing down into specific individualised student instructional needs and seeing student growth. Staff also engaged positively in self reflection of teaching instruction. Teaching and Learning programs and observations of classroom practice provides evidence of improved curriculum knowledge and differentiation.

Next Steps

- In 2019, we will continue our professional development initiative of Learning Sprints for all teachers, and will shift our focus to another area as identified by further analysis of internal and external data.
- Staff will utilise school-wide data collection and tracking systems that will be collated regularly and used to ensure student growth is being achieved.
- The continued use of and professional learning about data collection (PLAN2, learning progressions) to track the progress of our learners regularly and accurately, against the required syllabus outcomes/progressions, as well as setting future teaching direction.
- Ensure teachers have professional collaboration sessions each term to assist with planning and consistency.
- Continue the implementation of L3 into Early Stage 1 and Stage 1 classrooms.



Strategic Direction 2

Effective Connections For Wellbeing

Purpose

To create a culture of effective communication that promotes wellbeing to enable our learning community to grow into confident, creative and resilient global citizens.

Overall summary of progress

All staff participated in professional development and implementation of Student Wellbeing Framework and Positive Behaviour for Learning (PBL). Staff embedded PBL into class practice and school culture. Introduction of SENTRAL to improve access to student behaviour data.

During Term 1, structured mindfulness lessons were implemented for all students. The Life Skills program was school funded. All classes implemented a mindfulness program in the subsequent terms. Professional learning was provided to support staff and ensure mindfulness was implemented consistently when transitioning from the playground into classes.

We created and maintained authentic community partnerships through:

- engaging in positive conversations with students and parents about learning achievements and intentions
- providing opportunities for parents and carers to attend school events showcasing student learning and achievement
- communicating with parents, carers and students through a variety of media channels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement through the implementation of wellbeing initiatives.	Mindfulness Program (RAM Equity) \$3000	Parents were surveyed regarding the school mindfulness program. 77% of parents responding to the survey indicated they have seen improvement in their child's wellbeing as a result of the program. 100% of parents surveyed either agree or strongly agree that a family member regularly communicates with their child at home regarding school and school based activities. This clearly indicates the high expectation we embed across all areas at Horsley Park Public School is valued by our parent community.
Increased parental engagement in student learning.		Early Endeavours Workshops – Six parent workshops ran during Term 2 and Term 3 which covered wellbeing and academic progress. Meetings were consistently attended by 60% of incoming kindergarten parents. A PBL section was introduced to our newsletter as a reminder of the rule for the week to engage parents.
Whole school student wellbeing practices formalised in policy and embedded consistently.	PBL Planning days x 2 @ \$450	PBL Team ran sessions and lead staff through the different areas of the school looking at specific rules stated using positive language. Teachers recorded negative behaviour incidents in SENTRAL for classroom and playground, which required support and/or executive interventions. PBL Power Point lesson was implemented across all classes during morning routine revising the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school student wellbeing practices formalised in policy and embedded consistently.		<p>expected universal rules, which are: Be Safe, Be Respectful and Be an Active Learner.</p> <p>Introduction of playground tokens to reinforce the positive language reteach and redirect students to monitor and improve behaviours.</p> <p>Mascot competition was held.</p> <p>Use of applications to communicate with parents (behaviour, student progress, etc) was investigated. Implementation across the school of technology to give student feedback is being investigated.</p>

Next Steps

Community engagement will be a major focus moving forward, by initiating further programs to welcome parents into our school community, as well as reviewed methods of communication with parents. Social media options will be explored in 2019 and feedback from parents will be collected.

In 2019, we will continue to build on the strategies and initiatives from the previous year in PBL. Staff will be supported to make better use of SENTRAL to ensure a whole school commitment to tracking and managing student progress and interactions to ultimately improve visibility and management of student wellbeing. Social and emotional learning will continue to be a focus built into all teaching and learning programs. Parents will continue to be invited to and supported to take a visible role in their children's learning and wellbeing at school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$ 4,346	<p>In 2018 each indigenous student at Horsley Park Public School continued to have a Personalised Learning Pathway, which identified goals that focused on personal growth in academic, social competencies and cultural attainment. Students attended two excursions in 2018 which enabled them to connect with other indigenous students and learn more about their culture.</p> <p>The excursions were funded by Aboriginal background funding. On the first excursion, students travelled to Symbio Wildlife Park located on the Southern outskirts of Sydney in the suburb of Helensburgh. The excursion was organised as part of a NAIDOC celebration. The students learnt about various animals and indigenous artifacts. In term four, a second excursion was organised to Katoomba in the Blue mountains where the students were introduced to many native plants.</p> <p>Funds also continued to support student learning and provide support for associated school costs.</p>
English language proficiency	Flexible funding \$27,086	Focused support for identified EAL/D students. Intervention included: in-class team teaching, small groups support, both in-class and withdrawal.
Low level adjustment for disability	Flexible funding \$16,240	All students identified on the NCCD have been included for focussed support and intervention.
Quality Teaching, Successful Students (QTSS)	\$24,675 (Staffing)	The Quality Teaching, Successful Students (QTSS) initiative was extended to further develop quality teaching and learning outcomes through team teaching.
Socio-economic background	Flexible funding \$77,688	<p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. Thirty students were referred for learning support.</p> <p>Additional teacher time and SLSO support employed to support student learning in literacy and numeracy. Learning and Support team meets regularly to evaluate and assess effectiveness of level of support and achievement towards goals.</p>
Support for beginning teachers	Support for beginning teachers \$13,127	<p>All new scheme teachers supported by executive through New Scheme Teacher meeting afternoons. Strong teacher /mentor relationships enabled teachers to engage in professional dialogue and support.</p> <p>Our Early Scheme teacher was provided with additional release time, including planning days to participate 1:1 professional learning with his mentor and external professional learning.</p>

<p>Support for beginning teachers</p>	<p>Support for beginning teachers \$13,127</p>	<p>100% new scheme teachers successfully completed accreditation at Proficient Teacher level during 2018.</p>
<p>Early Action for Success</p>	<p>4 x planning and collaborating days x @ \$450</p> <p>Instructional Leader</p> <p>FTE .4</p>	<p>The Instructional Leader continued to build staff capacity through: modelling, class observations, team teaching and shoulder to shoulder coaching. This supported teaching staff to reflect on their teaching practice and adjust professional learning goals.</p> <p>Ongoing professional learning by IL to assess, collect, enter data on PLAN2, monitor student performances and set future teaching directions using learning progressions.</p> <p>Teachers entered data on PLAN2 and effectively utilised progressions to support students and set 'where to teaching and learning intentions'.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	59	63	57	56
Girls	43	44	43	42

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	94.4	94.1	94.6
1	91.8	92.7	95	92.8
2	96.2	95	94.3	94.5
3	93.2	94.7	95.1	94.7
4	93.9	93.7	92.5	95.7
5	93.9	91.8	95.6	94.6
6	92.8	96.2	95.8	93.6
All Years	93.8	94.3	94.6	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates remaining relatively high. Management of school attendance includes the continued use of formal sign in and out procedures for students arriving late and leaving early, regularly communicating attendance requirements to parents and carers via newsletters and phone calls to families about student absences. Attendance is monitored within the school in SENTRAL by class teachers and supervisors in conjunction with administration staff. Attendance matters of concern are referred to the Home School Liaison Officer where appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	8.05
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	5.71
Other Positions	0.2

*Full Time Equivalent

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.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Professional Learning at Horsley Park Public School is recognised as providing pivotal training to improve teachers' skills, competencies and knowledge. With research supporting teacher quality being the single largest indicator of student success, professional learning is a focus area for the staff at Horsley Park Public School.

Teacher professional learning is informed by goals set in teachers' performance and development plans and in line with the school's Strategic Directions

All staff participated in weekly Professional Development sessions and undertook training to maintain currency of content knowledge and teaching practice, and mandatory knowledge about DoE requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	119,535
Revenue	2,071,330
Appropriation	2,032,583
Sale of Goods and Services	6,634
Grants and Contributions	30,657
Gain and Loss	0
Other Revenue	0
Investment Income	1,456
Expenses	-1,915,480
Recurrent Expenses	-1,915,480
Employee Related	-1,754,183
Operating Expenses	-161,297
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	155,851
Balance Carried Forward	275,386

Horsley Park Public School's financial management processes and governance structures meet financial policy requirements. The balance carried forward will be used to offset class sizes with an additional staff member, student resources, toilet refurbishment and replacing aging fixed equipment.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	904,471
Base Per Capita	22,497
Base Location	0
Other Base	881,975
Equity Total	177,417
Equity Aboriginal	4,346
Equity Socio economic	88,100
Equity Language	27,086
Equity Disability	57,885
Targeted Total	727,587
Other Total	132,438
Grand Total	1,941,913

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

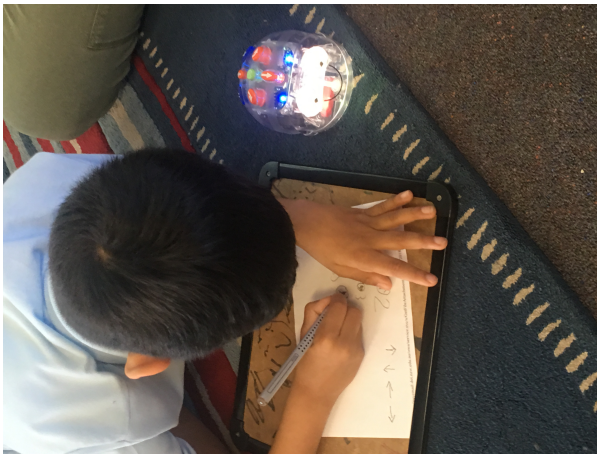
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 students at Horsley Park Public School continued to make academic growth in most areas of English. 64% of Year 5 students exceeded expected growth in the aspect of Reading. The school continues to commit resources and professional learning to support all areas of English achievement.

In Mathematics, Horsley Park Public School Year 3 results continued to improve from 2017. Year 5 achievement included 100% of students making positive growth in numeracy between years 3 and 5 and 57% of students exceeding expected growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

As a school, we will continue to focus on explicit teaching and ensure we utilise modelled, guided and independent activities that are differentiated to meet the needs of every student. Our funding will also be utilised to provide additional support in the classroom. Staff will continue to focus on data driven student centred learning practices to increase positive outcome growth for all students.



Parent/caregiver, student, teacher satisfaction

In 2018, the opinions of staff, students and parents were sought using school based surveys and the Tell Them From Me surveys.

Students across years 4, 5 and 6 participated in an online survey, answering questions relating to student engagement in curriculum areas, social and emotional wellbeing and the overall school climate. 87% of students felt that students in our school display positive behaviour for learning. With 92% of our students try hard to succeed in their learning, compared to the NSW government norm of 88%. Students positively rated teacher–student relationships, expectations for success, advocacy at school, effective learning time, positive learning climate and the rigour of classroom instruction all higher than the NSW government norms. Students also positively indicated their participation on extracurricular activities and physical education. A positive correlation was also shown between motivation for learning, with 97% of students indicating that they believe and value their educational outcomes. These results clearly demonstrate the clear and explicit expectations the school has, is not only to support student learning, but also enhancing students holistic engagement throughout the school community.

The results from the parent perspective survey are as followed. 37% of families participated in the school–based paper surveys, with overwhelming results. 100% of families surveyed either agree or strongly agree that they feel informed about their child's behaviour and academic progress at school. Parents also positively indicated the schools positive behaviour for learning and inclusive practices are strongly valued throughout the school community. Over the last 2 years, students at Horsley Park Public School have been involved in a school funded mindfulness program. 81% of parent respondents positively replied that their child has benefited from the mindfulness lessons.

In 2018, staff undertook team teaching programs utilising Quality Teaching, Successful Students (QTSS) funding, as well as, professional learning and implementation of Learning Sprints across all classrooms. Staff completed satisfaction surveys on each, the results are summarised as followed. All staff indicated that the team teaching program and learning sprint assisted in building their capacity as teachers and enabled them to identify areas for improvement in students learning. All staff enhanced their collaboration across the school and they were provided with opportunities to learn differentiation skills to better equip themselves to support student learning. Staff expressed that they valued the opportunities for improving their practice through professional learning and highly valued the additional support provided in the classrooms through the school team teaching program. The positive response from staff and the indicated growth in their teaching practice, upholds the schools vision to develop and extend students skills and learning in a safe and supportive environment.



Policy requirements

Aboriginal education

Aboriginal perspective and content is embedded across KLAs in all syllabuses and promotes all students learning about Aboriginal history, cultures, perspectives and also current Aboriginal Australia. To improve the outcomes of our indigenous students, Horsley Park Public School teachers, families and the indigenous students worked together to develop and implement Personalised Learning Pathways. In 2018 each indigenous student at Horsley Park Public School continued to have a PLP which identified goals that focused on personal growth in academic, social competencies and cultural attainment.

The Horsley Park Public School community is a committed, active and proud member of the Cowpasture Community of Schools' Aboriginal Education Committee, which focuses on developing inclusive and respectful policies to the Aboriginal and Torres Strait Islander community. A Horsley Park teacher representative worked as part of the CAEC committee to produce a RAP – a Reconciliation Action Plan, which was adopted by all Cowpasture Schools.

The Community of Schools also involved the Horsley Park Public School aboriginal students in NAIDOC Day celebrations and two field excursions. These excursions are a joint initiative between the seven schools in our Community of Schools and organised by the Aboriginal Education Committee (CAEC). These special events allow students to develop a knowledge and understanding of the Aboriginal culture through participation in activities and interaction with students and staff across our community of schools.

The students at Horsley Park recognised NAIDOC Day with specific lessons around Aboriginal History and culture. During 2018, students who represented the Horsley Park ATSI group have been involved in the school environment project to establish a yarning circle and maintain multiple gardens around the school grounds.

Horsley Park Public School promotes recognition of traditional ownership and custodianship of country through Acknowledgement of Country at all assemblies, events and meetings lead by an Aboriginal student.



Multicultural and anti-racism education

Horsley Park Public School prides itself on being a harmonious and multicultural school. During 2018, our school promoted multiculturalism in our community with students, staff and caregivers. At Horsley Park Public School, we promote the values of integrity, pride and acceptance of all. Consequently, we continue to build on our three expectations of being a safe, respectful and active learners. To promote the value of acceptance, we took part in the annual celebration of Harmony Day. Within all classes, students were actively involved in lessons celebrating Harmony Day and were encouraged to dress in an item of orange.

Students receive support to develop and maintain an additional language through involvement in the schools Community Languages Program. This program enhances the students' understanding and respect of another culture. The school has a teacher, who is appointed as the Anti-Racism Contact Officer (ARCO).