Established in 1966, Hornsby North Public School provides a strong supportive learning environment with a wide variety of programs from the NSW Department of Education and Training curriculum and the extra-curricula activities developed by the staff and the school community. Set in spacious, well maintained grounds, the school possesses high quality resources and has a reputation for academic excellence, sporting achievement and cultural opportunities. There has been a significant increase in the school's population over the past five years with numbers increasing from the low 400’s to 750 in February 2011. 38% of the students are from cultures other than Australian. The School’s motto of "Caring for Children, Educating for Life" is reflected in the strong partnership of the school, parents and the wider community.

<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY AREA/S</th>
<th>INTENDED OUTCOME/S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>Increased student performance in all areas of Literacy with 70% of students achieving in top two bands in national testing. Diminished gap in literacy achievement between Aboriginal students and non-Aboriginal students. Increased achievement in number of ESL students meeting proficiency standards.</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Increased levels of Numeracy achievement with every students achieving expected growth in national testing. Diminished gap in numeracy achievement between Aboriginal students and non-Aboriginal students. Increased achievement in number of ESL students meeting proficiency standards.</td>
</tr>
<tr>
<td><strong>Student Well-being</strong></td>
<td>Increased social and emotional well-being and skills for life for every student. Continued parental engagement in supporting child’s learning. Increased ownership of the school and its programs by all students, but particularly ESL students. Differentiated curriculum meets the needs of all students.</td>
</tr>
<tr>
<td><strong>Community of schools</strong></td>
<td>Teaching and learning programs enhanced by membership on the Hornsby Network of Schools. Transition programs operating effectively, Preschool to Kindergarten, Grade to Grade, Year 6 to Year 7. Communication and sharing of expertise increased through continued involvement in the Hornsby Network of Schools.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Increased use of technology in administration, communication, and teaching and learning programs. Appropriate and meaningful use of technology by all students.</td>
</tr>
</tbody>
</table>
TARGETS

LITERACY – To improve student performance in Reading and Writing.

Reading
- Increase the percentage of Year 5 students in the top two proficiency bands in NAPLAN from 61% to 78% by 2014.
- Increase the percentage of Year 3 students in the top two proficiency bands in NAPLAN from 56% to 75% by 2014.
- 80% of Year 5 students will achieve minimum growth between Year 3 and Year 5.
- Increased achievement in percentage of ESL and Aboriginal students meeting proficiency standards.
- No Year 5 student will achieve in Band 4 in 2014.
- 80% of Kindergarten students will reach Reading Recovery (RR) level of 8 by 2014, 85% of Year 1 students will reach level 16 and 88% of Year 2 students will reach RR level of 26.
- 90% of Year 6 students will progress to high school as independent readers as assessed by criteria developed by Year 7 and Year 6 teachers.

Writing
- Increase the percentage of Year 5 students in the top two proficiency bands in NAPLAN from 36% to 60% by 2014.
- Maintain the percentage of students in the top two proficiency bands in Year 3 NAPLAN Writing – 81% in 2011, 85% in 2014.
- At least 75% of Year 5 students will achieve minimum growth in 2014.
- 85% of Year 6 students will achieve proficiency in writing as measured by the Year 6/Year 7 rubric.
- Students will gain proficiency in explicitly taught genres whilst developing creativity and imagination.

NUMERACY
- Increase the percentage of Year 5 students in the top two proficiency bands in NAPLAN from 61% to 78% by 2014.
- Increase the percentage of Year 3 students in the top two proficiency bands in NAPLAN from 56% to 70% by 2014.
- 80% of students will achieve minimum growth between Year 3 and Year 5.
- No students will be in the bottom two bands in NAPLAN in 2014 and there will be a decrease in the percentage of students in the third band.
- Increase in performance of Year 6 students moving to Year 7 in problem solving activities using agreed school-based rubric standards (Pre-test Post-test).

STUDENT WELLBEING
- Development of positive attitudes and behaviours that are shared by teachers, student support staff, administration staff and parents.
- Early intervention programs address the educational needs of the whole child.
- Development of resilience in students through student leadership programs.
- 50% reduction in playground incident reports.
- 50% rise in number of students receiving positive awards for citizenship, academic personal bests and school participation.
**COMMUNITY OF SCHOOLS**

- Professional development enhanced through participation in Community of Schools Program.
- Student leadership opportunities increased by mentoring program involving students in Years 3, 6 and 10.
- Strengthening levels of expertise available for students through sharing of staff skills and knowledge from community of Schools members.

**TECHNOLOGY**

- ICT will be embedded in all areas of the K-6 curriculum, including differentiating the curriculum through on-line programs and appropriate resources.
- 100% of students will be confident, responsible users of ICT by 2014.
- 100% of staff will use technology to enhance communication, administration and learning programs.
- Student skills and competencies in ICT will be acknowledged and used to raise levels of competencies across the school.

<table>
<thead>
<tr>
<th>PRINCIPAL’S SIGNATURE</th>
<th>SED ENDORSEMENT</th>
<th>DATE</th>
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</thead>
</table>
### SCHOOL IDENTIFIED PRIORITY - LITERACY

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
<th>PEOPLE</th>
<th>FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased student performance in all areas of Literacy with 70% of students achieving in top two bands in national testing.</td>
<td>Increase the percentage of Year 5 students in the top two proficiency bands in NAPLAN from 61% to 78% by 2014.</td>
<td>Students: Quality learning programs increase Reading and Writing skills particularly high order thinking skills, enriched vocabulary and the understanding of texts.</td>
<td>$15 000 P&amp;C funds</td>
</tr>
<tr>
<td>Diminished gap in literacy achievement between Aboriginal students and non-Aboriginal students.</td>
<td>Increase the percentage of Year 3 students in the top two proficiency bands in NAPLAN from 56% to 75% by 2014.</td>
<td></td>
<td>$15 000 School funds</td>
</tr>
<tr>
<td>Increased achievement in number of ESL students meeting proficiency standards.</td>
<td>80% of Year 5 students will achieve minimum growth between Year 3 and Year 5.</td>
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<tr>
<td></td>
<td>Increased achievement in percentage of ESL and Aboriginal students meeting proficiency standards.</td>
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<tr>
<td></td>
<td>No Year 5 student will achieve in Band 4 in 2014.</td>
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<td></td>
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<td></td>
<td>80% of Kindergarten students will reach Reading Recovery (RR) level of 8 by 2014, 85% of Year 1 students will reach level 16 and 88% of Year 2 students will reach RR level of 26.</td>
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<tr>
<td></td>
<td>90% of Year 6 students will progress to high school as independent readers as assessed by criteria developed by Year 7 and Year 6 teachers.</td>
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</tbody>
</table>

### STRATEGIES

**Reading**

- Establish a school Focus on Reading Program.
- Staff use Smart Data analysis to identify learning where results are 10% or more below Regional results.
- Benchmark data and Best Start data collected and used to inform programs and grouping of students in reading.
- Identification of areas for improvement in reading using school-based assessment.
- Staff value and implement program.
- Teacher programs show evidence of NAPLAN analysis. Identified areas are a focus of class programs.
- Groupings are appropriate and students are challenged.
- Identified areas are targeted in school learning programs.
- Develop program for Years 1-6 where explicit teaching targets identifies comprehension strategies.

- Bug-Club Reading online program used throughout the school.

- School learning support team guides teachers in programming in identified area.

- Individual learning programs for students at risk and for average students.

- Staff training for implementation of all programs.

**Writing**

- Staff development and training to analyse NAPLAN data. Learning programs developed to improve the quality of student writing.

- Staff-sharing sessions in stage meetings, staff meetings and School Development Days to improve consistency of teacher judgement in monitoring student performance and achievement.

- Collaborative sharing sessions on modelled, guided and independent writing in all classes and learning programs reflect the explicit teaching of the range of writing strategies.

- Student progress is evident as measured against school developed assessment and teachers are confident about teaching strategies.

- All students using the program. Progress is evident. Students using program at home.

- Teachers are identifying students who require support and those requiring enrichment and are accessing the advice and support of the Learning Support Team.

- Goals in individual learning programs being achieved within time-frames.

- Staff training highly valued and rated by staff, and staff support one another in implementation of reading programs.

- Students identified and school programs developed.

- Consistency of judgement and shared knowledge evident in stage and grade discussions.

- Evidence of explicit teaching in student work samples.

---

**Staff:**

Development of consistent teacher assessment to track student progress and implement quality learning programs to move students along the continuum for reading and writing. Staff are familiar with the Australian English Curriculum and confidently implement strategies to support low performing, ESL and high performing students.
- Students provided with explicit success criteria to develop writing skills ... Writing rubrics.

- Staff participation in Stephen Graham Writing Workshop with neighbouring school.

- Introduction of Young Writer’s Award.

- Professional training towards becoming a Dyslexia Friendly School.

- Implementation of Community of Schools (COS) Writing Program for reluctant writers.

- Evidence of students using the success criteria in their writing through self and peer assessments.

- Staff discussions and reflections lead to further development of explicit teaching and consistency of teacher judgement.

- Talented writers engaged in challenging program.

- Staff using strategies to differentiate the curriculum for targeted students.

- Students and teachers from local schools engaged in student improvement and success using given criteria is evident.

**Parents:**
Through parent forums, class meetings, information evenings parents are informed and work with the school to facilitate student improvement and progress. The New English Syllabus for the Australian Curriculum will be an integral part of the information sessions.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
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<tbody>
<tr>
<td>$6 000</td>
<td>TPL funds</td>
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<tr>
<td>$6 000</td>
<td>TPL funds</td>
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<tr>
<td>$1 500</td>
<td>School funds</td>
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</tbody>
</table>
## SCHOOL IDENTIFIED PRIORITY - NUMERACY

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
<th>PEOPLE</th>
<th>FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased levels of Numeracy achievement with every student achieving expected growth in national testing.</td>
<td>Increase the percentage of Year 5 students in the top two proficiency bands in NAPLAN from 61% to 78% by 2014.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diminished gap in numeracy achievement between Aboriginal students and non-Aboriginal students.</td>
<td>Increase the percentage of Year 3 students in the top two proficiency bands in NAPLAN from 56% to 70% by 2014.</td>
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<tr>
<td>Increased achievement in number of ESL students meeting proficiency standards.</td>
<td>80% of students will achieve minimum growth between Year 3 and Year 5.</td>
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<td></td>
<td>No students will be in the bottom two bands in NAPLAN in 2014 and there will be a decrease in the percentage of students in the third band.</td>
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<tr>
<td></td>
<td>Increase in performance of Year 6 students moving to Year 7 in problem solving activities using agreed school-based rubric standards (Pre-test Post-test).</td>
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</tbody>
</table>

### STRATEGIES

- Analysis of NAPLAN and school testing data to identify areas of individual need.
- Identify students at minimum standards in NAPLAN to target and support through adjusted programs and personalised learning plans.
- Identify GATS students and establish enrichment clusters in individual classrooms.
- Implement school-based programs to develop knowledge and quick recall of facts, particularly multiplication facts.
- Develop and implement programs to teach advanced problem solving skills to high achieving Stage 3 students.

### INDICATORS

- NAPLAN data used to develop class programs.
- Individual's needs addressed through targeted programs, explicit teaching and collegial sharing sessions
- GATS programs meet needs of identified students.
- Programs reflect activities to engage students in developing skills. Students demonstrate increased knowledge and skills.
- Programs developed and operating in classrooms. Students demonstrate increase in performance in problem solving activities.

### PEOPLE

**Students:**
To increase proficiency of all students in problem solving and application of mathematics skills. In particular to move students in middle NAPLAN bands to top bands
To develop a love of mathematics and to challenge students to work creatively with number problems and the application to everyday situations

**Staff:**
To continue collaborative development of staff in consistent quality teaching programs and to provide extension programs for the many talented mathematicians at the school.
To ensure that teachers recognise what the students can do, not always focusing on what they are yet to achieve by providing assessment tasks that ensure progress on the Numeracy continuum.

**Funding Source / Budget**

<table>
<thead>
<tr>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24,000 School funds</td>
</tr>
<tr>
<td>$7,500 TPL funds</td>
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</tbody>
</table>
• Conduct professional learning of staff and implement Best Start programs from K to 2.
• Ensure school scope and sequence plan is consistent with DEC and national curriculum policies.
• Ensure every mathematics program has appropriate NAPLAN questions and problem solving questions as a focus and strategies are taught by teachers.
• Provide appropriate resources and ensure teacher development is available from colleagues and outside facilitators.

• Best Start data used to plan teaching programs and differentiate learning.
• Current plan reviewed to include National curriculum content and strategies.
• Programs targeting problem solving and NAPLAN style questions evident in all classrooms.
• Resources available to support teaching of mathematics.

Parents:
Parents and community members are provided with opportunities to work in classrooms during Mathematics lessons. Community forums, and information evenings assist parents in understanding the importance of problem solving, and creativity in Mathematics which goes hand in hand with quick recall of number facts and mathematical concepts and rules.

As staff participate in Professional Learning in the Australian Curriculum parents will be invited to join on occasions but will always be informed through class notes and the school newsletter.

$15,000
Parent contributions
Mathletics
### SCHOOL IDENTIFIED PRIORITY – STUDENT WELLBEING

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>PEOPLE</th>
<th>FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of positive attitudes and behaviours that are shared by teachers, student support staff, administration staff and parents. Early intervention programs address the educational needs of the whole child. Development of resilience in students through student leadership programs. 50% reduction in playground incident reports. 50% rise in number of students receiving positive awards for citizenship, academic personal bests and school participation.</td>
<td>50% rise in the number of students receiving positive awards for citizenship, academic personal bests and school involvement; 50% reduction in the number of playground incident reports; Increased responsibility and ownership of leadership roles for senior students; Develop whole school ownership of social skills programs; Students requiring support receive extra assistance in literacy and numeracy through volunteer and additional staffing; Students supported in participation in all school activities e.g. excursions, extra curricula activities; Strengths of individual students highlighted in displays, school newsletter, assemblies, class/grade meetings.</td>
<td>• Ensure all staff including casual, part-time and temporary teachers are aware of the school award systems and school rules. • Professional development and staff and grade meetings to ensure consistency of teacher judgement in enforcing school rules, handling conflict resolution and award systems. • Revisit programs titled: “Catch Them Being Good”, “Be a Great Mate” and APEEL K-6. • Maintain Friendship Club and Drop In Centres at lunch times.</td>
<td>• All staff demonstrate knowledge of awards and school rules. • Revised Wellbeing Policy operating effectively. • Programs revised and new social programs operating. • Friendship Club and Drop In Classrooms operating.</td>
<td>Students: Students are supported in their social, emotional and academic development through quality learning programs, welfare programs and communication with parents and outside agencies. Leadership opportunities available at class, grade and school level for all students.</td>
<td>$13 500 School funds $1200 Teachers Aide employed to run Friendship Club, in conjunction with School Counsellor.</td>
</tr>
</tbody>
</table>
| **Provide opportunities for senior students to lead additional playground activities.** | **Students using “Leadership Through Sports” Program at lunch times.** | **Staff:**
Teachers increasingly use differentiated curriculum strategies to address student needs in and outside the classroom.
Communication between home, school, the school counsellor and outside agencies enable programs to operate for individual students, groups of students and the whole school.
| | | **Parents:**
Communication between school and home is effective and collaborative.
Information evenings, morning teas, welcome to school meetings ensure parents are able to network with each other and teachers and feel welcome at the school on all occasions.
Parenting courses are held at the school to encourage parents to seek assistance to develop strategies and to share ‘stories’.
| | | **Support for all students**
| **Develop cyber awareness policy to promote safe use of technology at all levels.** | **Cyber safety lessons held in all classrooms. Parents informed of cyber safety expectations.** | **$3 000**
P&C funds
| | | **$1500**
Volunteers working with Aboriginal students.
Staff working with Aboriginal students.
| **Learning Support Team monitors all students ensuring engagement and success are fostered in all programs.** | **LST operating and supporting staff and students.**
**Leadership opportunities for all students.**
| **Ground improvements, including play equipment**
| **Support for all students**
| **Students using play areas safely and developing confidence, friendship and leadership skills.**
| **Uniforms, excursion programs (music, dance) fees, lunches provided for nominated students.**
| **$150 000**
P&C and School funds
| P&C = $1000
School = $2000
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>PRODUCT</th>
<th>FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning programs enhanced by membership on the Hornsby Network of Schools.</td>
<td>Professional development enhanced through participation in Community of Schools Program.</td>
<td>- Participation in Community of School meetings to plan directions for regional priorities.</td>
<td>- Principal and executive staff regularly attend meetings.</td>
<td>Students: Increased leadership and collaborative planning between schools result in Quality Teaching and Learning outcomes for all students in Community of Schools.</td>
<td>$3 000 TPL funds</td>
</tr>
<tr>
<td>Transition programs operating effectively, Preschool to Kindergarten, Grade to Grade, Year 6 to Year 7.</td>
<td>Student leadership opportunities increased by mentoring program involving students in Years 3, 6 and 10.</td>
<td>- Participation in combined schools programs in literacy, numeracy, leadership and sport.</td>
<td>- Writing programs target Year 3, 6 and 9 students.</td>
<td>Staff: Teachers using best practice in teaching, differentiated curriculum and personalised learning programs to ensure quality outcomes for all students. Collegiality and KLA teams across the Community of Schools ensure that consistent teaching practice and assessment leads to improved intellectual quality of learning programs in all schools. Sharing of ideas and practices to develop a rich learning environment across the Community of Schools.</td>
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<tr>
<td>Joint staff development days for schools in Community of Schools Group.</td>
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<tr>
<td>Effective transition programs developed and communicated between pre-schools, primary and high schools.</td>
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<tr>
<td>Students in Years 6 and 10 participate in Leadership Through Sport Days.</td>
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<tr>
<td>Combined School Development Days increase capacity of teachers across schools to produce and implement quality teaching programs.</td>
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<tr>
<td>Teachers across educational stages exchange ideas, programs and teaching strategies.</td>
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<tr>
<td>Teachers demonstrate an increased understanding of learning needs of students from P to 12.</td>
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</tbody>
</table>
| **Parents:**
Through communication and information via the Community of Schools Forum parents are able to value the worth of all schools in the local community, gain knowledge of high schools and participate confidently in their child’s transition to tertiary education. |
| $6 000 TPL funds |
| $3 000 TPL funds |
### SCHOOL IDENTIFIED PRIORITY – TECHNOLOGY

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
<th>PEOPLE</th>
<th>FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
</table>
| Increased use of technology in administration, communication, and teaching and learning programs. | ICT will be embedded in all areas of the K-6 curriculum, including differentiating the curriculum through on-line programs and other appropriate resources.  

100% of students will be confident, responsible users of ICT by 2014.  

100% of staff will use technology to enhance communication, administration and learning programs.  

Student skills and competencies in ICT will be acknowledged and used to raise levels of competencies across the school. | Students:  

Increased school wide access to digital education resources for learning programs.  

The use of iPads across all KLAs meet the learning needs of 21st century students.  

Differentiation of curriculum is enhanced through the use of iPads and other technological devices.  

Staff:  

Ongoing teacher Professional Learning to increase teacher ICT skills including iPads so that ICT skills are embedded in Quality Teaching practices. | $6 000 TPL funds  

$3 000 TPL funds |
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<tbody>
<tr>
<td>Appropriate and meaningful use of technology by all students.</td>
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</tr>
<tr>
<td>STRATEGIES</td>
<td>INDICATORS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ongoing teacher training in use of IWB’s, IWB software, microphones &amp; video cameras.</td>
<td>• Teachers develop advanced skills in a range of software and media</td>
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<tr>
<td>• Teachers aware of differentiated learning strategies through use of ICT.</td>
<td>• Increased participation in blogs, on-line learning, webquests, game designs using Kahootz and web design competitions.</td>
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<tr>
<td>• Integration of ICT from National Curriculum into learning programs.</td>
<td>• Programs address needs of G&amp;T students and raise level of competency and engagement for all students.</td>
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<tr>
<td></td>
<td>• Students incorporate a range of media in Powerpoint presentations, games, movies and other learning activities.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Teachers incorporate technology in alignment with the National Curriculum.</td>
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</tbody>
</table>
| • Provide students and staff with video conferencing training and opportunities. | • Increased use of video conferencing technology. | Parents:  
Parents are invited to participate in classroom lessons, view student work on line and to take part in future decisions regarding purchase of resources and informed of the learning needs of 21st century students. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Ongoing ICT training for administration staff.</td>
<td>• Administration staff competently using new programs and technology.</td>
<td></td>
</tr>
</tbody>
</table>
$3 000 School funds  
$3 000 School funds  
$100 000 |
| • Cyber safety policy and programs developed. | • Students participate in regular cyber safety lessons with teachers and community members e.g. Hector’s World, Cybersmart Hero. |  
$3 000 School funds  
$3 000 School funds  
$100 000 |
| • Continued planning and budgeting for upgrading of resources. | • Cyber safety information communicated to parents via newsletter and Cyber-Etiquette brochure for HNPS kids. |  
$3 000 School funds  
$3 000 School funds  
$100 000 |
|  | • Resources regularly maintained and upgraded. |  
$3 000 School funds  
$3 000 School funds  
$100 000 |