

Holbrook Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Holbrook 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.

The annual report describes the school's high quality practices across the three domains of the SchoolExcellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Principal's Name:

Mr Jason Weaven

Principal

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Message from the Principal

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Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students. These are an integral part of our School Plan – Excellence in Learning, Excellence in Teaching and Excellence in Leading.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Holbrook Public School enjoys tremendous support from our parent body and local community.

In 2016, our staff have worked really hard, and as a result, we have changed a lot of things to implement strong systems with an emphasis on accountability, efficiency, quality teaching, consistency and improved student results.

I need to congratulate our teachers for the outstanding results we have achieved this year, measured through NAPLAN, school assessment, growth and improvement. They are amongst the best results our school has ever achieved, and above state average.

At Holbrook Public School, the staff work hard to build a stronger sense of purpose, focus and commitment to school outcomes.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Mr Jason Weaven

Principal

School background

School vision statement

At Holbrook Public School we believe in educating for excellence within an inclusive environment.

Our vision is to provide every student with opportunities to achieve their personal best.

Our school is a place where everyone has fun, learns and takes pride in achieving quality and is given opportunities to reach their potential.

Our school purpose:

The staff of Holbrook Public School are committed to:

- Providing meaningful cultural, sporting and academic learning opportunities which support life-long learning for all students.
- Maintaining high expectations for academic achievement and behaviour.
- Encouraging all students to be creative and resilient learners who are better prepared for the challenges of the 21st century.

School context

Holbrook Public School, situated between Wagga and Albury, provides a safe and positive learning environment where children can learn and develop as individuals.

There are 150 students enrolled for 2016, with 6 classes and teachers in supporting roles. The teaching mix is one from very experienced through to those in their early years. The professional requirements of teaching in NSW public schools are met by all teaching staff.

Within the Holbrook community, Holbrook Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all.

The school is committed to a collaborative and open approach and the pursuit of individual excellence, in a balanced, challenging and diverse curriculum catering for all students.

The school has a strong reputation for its successful academic, cultural, sporting and extra curricula programs.

The school has an active School Council and P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy and numeracy, technology and student welfare.

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. 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.

This year, staff at Holbrook Public School, have discussed the School Excellence Framework and its implications for forming, monitoring and validating work. Time was allocated at regular meetings and stage meetings to examine our school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed and needs to be addressed further. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of *Learning*, our efforts have primarily focused on curriculum and learning, and assessment and reporting. The strong performance of the school, in creating a positive and productive learning culture amongst staff and students, has been a feature of our efforts and has been a strategic focus we continue to value highly. The fundamental importance of assessment and reporting is having consistent, school-wide practices for assessment and reporting, that monitor, plan and report on student learning across the curriculum. The results have been evident in the way that teachers are relating to the needs of their students and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them.

Our major focus in the domain of *Teaching* has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing our own evidence based practice through their reflections and evaluations of our collective work.

In the domain of *Leading*, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence and is not confined to the executive, with teachers working beyond their specific classrooms, to contribute to, and lead school programs.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Learning

Purpose

Every student in our care is to be engaged in meaningful and focused learning experiences that provide the opportunity for them to achieve their full potential as a learner, a leader and a caring and productive citizen.

We aim to put personalised learning at the centre of our school culture so that every student and staff member develops the capacity to sustain life-long learning.

Overall summary of progress

Regular, ongoing monitoring of student data through school-based assessment, literacy and numeracy continuums, PLAN data and external assessments to ensure differentiated learning. Analysis of school data tracking improvements in learning, and evaluation and directs future learning programs.

Staff members trained in How2Learn. This will enable the entire school staff to implement the How2Learn strategies to develop high order thinking and learning/teaching strategies.

The learning and support team have ensured that the identification and monitoring process implemented the previous year has continued and developed in further, to provide a high level of support for identified students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• To increase the proportion of NSW students in the top two NAPLAN bands by 8%.• To increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands by 30%.	<p>Staff have updated the Whole School data recording spreadsheets for Literacy and Numeracy.</p> <p>There is a deeper understanding of How2Learn practice to include in staff programming.</p> <p>Staff are using differentiated teaching and programming.</p>	<ul style="list-style-type: none">• \$5,500 (Professional Learning)• \$58,000 (Global)• Low level adjustment for disability (\$13,466.00)• Socio-economic background (\$9,858.00)• Aboriginal background loading (\$4,376.00)

Next Steps

- Continue to focus on student assessment and data, collection and analysis.
- Finish training staff in How2Learn.
- Continue to focus on EIL's/PLP's and student differentiation in programs and teaching.

Strategic Direction 2

Excellence in Teaching

Purpose

To build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice, at an individual and collective level.

To deliver an equitable, authentic and challenging learning environment for all students based on quality, high level professional practice through targeted professional learning.

Overall summary of progress

Teaching, Programming and Professional Development workbook for staff and executive was implemented across the school with the focus on consistency in teaching and programming, as well as professionally supporting their development as a teacher.

All teachers have a high level of confidence and knowledge of Professional Teaching Standards and will demonstrate strong evidence regarding achievement of all standards.

Staff have displayed significant levels of participation, collaboration and professional development within, and between, stages to ensure consistency of curriculum delivery, assessment practices, strategies for differentiation and consistency in teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All staff committed to and utilising assessment for learning, PLAN data, continuums and How2Learn practices as evidenced through active engagement in Professional Learning sessions, peer observations, programming and self-assessment survey data.	<p>Teacher programs are evaluated.</p> <p>PDP annual review meeting with Principal.</p> <p>All staff using PLAN and the continuum.</p>	<p>\$83,000 (Global and Professional Learning)</p>

Next Steps

- Building teacher capacity in literacy and numeracy.
- Embedding the Quality Teaching Framework and the Australian Professional Standards for Teachers into all teaching and learning programs.
- Implement Teaching, Programming and Professional Development Procedures for all teachers. This supports staff's Personal Development Plans and their relationship with the School Plan.
- Embed collegial teaching observations and programs, including feedback, within the framework of the Australian Professional Standards for Teachers, Quality Teaching and the School Excellence Framework.

Strategic Direction 3

Excellence in Leading

Purpose

To build stronger, positive relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered student leadership and consultative decision making.

The well-being and resilience of students and staff is valued in the creation of lifelong learners and effective global citizens, in a well-cared for community based public school setting.

Overall summary of progress

A culture of welcome, inclusion and belonging for all families has been built through inclusive school policies and programs. Parents/carers have engaged more with their child's learning and are partners in their child's education. Parents are better educated through the parenting tips that are advertised in our school weekly newsletter.

Staff, students, parents and the broader school community have reinforced the core values in all school settings.

Students have actively developed their leadership skills, through increased school opportunities.

Staff have developed leadership skills and knowledge to further their professional development and further career aspirations. Succession plans are starting to be put in place.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Students will demonstrate self-management skills, based on the How2Learn philosophy, as reflected in a staff survey on the usage of How2Learn language in the classroom and playground.	<p>An attractive area for the whole school community to use and appreciate.</p> <p>The parent community supports the students and the school through attendance at school events.</p> <p>School assemblies are run by each class.</p>	\$13,100 (Global)

Next Steps

- Providing staff with further leadership opportunities to support them in their professional development.
- Develop more succession plans for staff and the school.
- Develop a better understanding among staff and the school community, on the impact of planned initiatives represented in our school plan.
- Provide workshops and professional learning to build the capacity of parents to participate actively in their child's learning and to build stronger community relationships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The school employs an additional Learning and Support teacher to support Aboriginal students.</p> <p>All Aboriginal students have an Individual Learning Plan and are making progress across the continuum of learning.</p>	\$4,376
Low level adjustment for disability	<p>The school employs additional teaching staff to support students to achieve learning outcomes.</p> <p>This results in improved students learning outcomes, smaller class sizes and personalised learning for students.</p>	\$13,466
Quality Teaching, Successful Students (QTSS)	<p>Quality teaching has improved and staff are well supported through coaching and mentoring, lesson demonstrations and supervision.</p>	\$10,970
Socio-economic background	<p>The school employs additional teaching staff to support students to achieve learning outcomes.</p> <p>This results in improved students learning outcomes, smaller class sizes and personalised learning for students.</p>	\$9,858

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	69	68	74	61
Girls	95	78	78	77

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	95.2	93.7	93.9
1	94.1	96.1	94.2	94.2
2	95	95.5	95.3	93
3	96	96.2	95.4	95.1
4	94.7	96.6	93	93.5
5	95.7	94	95.4	92.9
6	95.6	95.1	92.6	94.8
All Years	95.1	95.5	94.2	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.55
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	1.71
Other Positions	1.06

*Full Time Equivalent

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

There are currently no Indigenous employees on staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Holbrook Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	161 932.22
Global funds	151 812.89
Tied funds	144 955.94
School & community sources	66 788.26
Interest	3 493.23
Trust receipts	9 299.95
Canteen	0.00
Total income	538 282.49
Expenditure	
Teaching & learning	
Key learning areas	30 471.99
Excursions	26 836.15
Extracurricular dissections	19 988.52
Library	2 339.58
Training & development	0.00
Tied funds	140 786.86
Short term relief	20 133.34
Administration & office	36 737.75
School-operated canteen	0.00
Utilities	29 128.87
Maintenance	20 961.89
Trust accounts	8 176.23
Capital programs	32 693.52
Total expenditure	368 254.70
Balance carried forward	170 027.79

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select GO to access the school data.

- From 2013 to 2016, Year 3 Reading results have improved by 75.7 points, Year 3 Writing has improved by 32 points, Year 3 Spelling has improved by 36.8 points, Year 3 Grammar and Punctuation has improved 83 points and Year 3 Numeracy has improved by 39 points.
- From 2015 to 2016, Year 5 Reading results have improved by 43.3 points, Year 5 Writing has improved by 46.8 points, Year 5 Spelling has improved by 33.9 points, Year 5 Grammar and Punctuation has improved by 66.7 points and Year 5 Numeracy has improved by 35.1 points.
- NAPLAN results continue their positive growth. The average school growth in 2016 across all areas was 27.33 points **above the state average**.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has increased in all areas, ranging from 2% in Numeracy to 26% in Reading. Our school results are above state average in all areas except spelling.

The percentage of Year 5 students in the top two bands has increased in all areas, ranging from 20% in Numeracy to 36% in Grammar and Punctuation. Our school results are above state average in all areas except Reading and Numeracy, where we are less than 2% below.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. We have only a small number of Aboriginal students, so are unable to report on this.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

- The majority of parents/carers see the school as an attractive, well-resourced school, that is connected to its community and welcomes parental involvement.
- Parents/carers appreciate that a wide range of extracurricular programs e.g. sport, music, drama, debating are offered and that the students are the school's main concern.
- Staff believe the school has effective welfare programs and fair discipline.
- Students feel they are cared for well by teachers and that Holbrook Public School is a good school.

Policy requirements

Aboriginal education

Holbrook Public School received Aboriginal background funding in 2016. Our plan included:

- A Student Learning Support Officer employed to support Aboriginal education.
- Dedicated week of learning experiences and celebration for NAIDOC.
- The inclusion of Aboriginal Perspectives across all key learning areas.

This year we continued to foster a strong sense of personal identity in our Aboriginal students as successful learners at our school.

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding Indigenous Perspectives across the curriculum in 2016.

Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture.

All school events and assemblies commence with the traditional Acknowledgement of Country.

Multicultural and anti-racism education

Effective multicultural education has been carried out in all classes from Kinder to Year 6. Staff use inclusive teaching practices, which recognise and value the backgrounds and cultures of all students.

Tolerant attitudes towards different cultures, religions and world views are modelled and promoted across all aspects of school life. Teaching and learning programs supported the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.

Two staff were trained as Anti-Racism Officers.

Other school programs

Achievements

Arts

Students participated in a range of programs and activities in the arts. These include school based, interschool, zone, regional and state level activities. The following activities highlight our achievements in 2016:

- The school had 24 students perform brilliantly at the Riverina Dance Festival in Griffith.
- The Whole School Performance – “The Oscars Hit Hollybrook” was an outstanding display by all the students of their singing, dancing and acting abilities. A wonderful performance was enjoyed by all.
- Congratulations to Abby Holt, Cate Holt, and Emily Black who were chosen in the Riverina Central Choir.
- Abby and Cate Holt attended the Festival of Choral Music at the Sydney Opera House.
- Students' art work was displayed at the Holbrook Show, the Anglican Flower Show and the Holbrook Rotary Art Competition.

Sport

All children participate in physical education programs that emphasise fitness and individual and team skills. There is a strong commitment for students to participate in a range of sports.

We had students represent the school at both zone and Riverina levels. The following records our outstanding achievements:

- All students participating in skill based and social programs delivered by classroom teachers designed to foster and encourage sportsmanship, sporting skill and social interaction.
- Riverina Representatives in the following sports: Claire Cottrell (Athletics), and Logan Wright (AFL and Rugby League).
- In swimming, 28 students attended the Southern Riverina Zone Carnival, with a further 9 students qualifying to attend the Riverina Swimming Carnival.
- In cross country, 37 students attended the Southern Riverina Zone Carnival, with a further 7 students qualifying to attend the Riverina Cross Country Carnival. Our school was the Southern Riverina overall winner and runner-up in the handicap.
- In athletics, 25 students attended the Southern Riverina Zone Carnival, with a further 10 students qualifying to attend the Riverina Athletics Carnival. Our school was the Southern Riverina handicap winner and runner-up in the overall.
- Our senior and junior teams showed wonderful teamwork and skill to win the Super 8's cricket gala day held at Culcairn.
- We entered school teams in the NSW School

Sport Knockout Competition – cricket, AFL, and netball. The AFL team won the gala day in Holbrook.

- We entered a boys rugby league team and a girls league tag team in the Year 3/4 Trent Barrett Shield and Year 5/6 Mortimer Shield played in Albury. The boy's Year 3/4 Trent Barrett and Year 5/6 Mortimer Shield league teams won the final in Albury. The Year 3/4 team finished 4th in the Riverina.
- Students from Holbrook Public School attended Riverina trials in AFL, rugby union, water polo, netball, cricket, and rugby league.
- Participation in the annual 'K–6 Intensive Swimming Program' conducted at the Holbrook Swimming Pool, teaching students vital swimming skills.

Other

National Competitions

Holbrook Public School participated in a number of external competitions with students achieving some excellent results. The following results highlight our achievements in 2016.

- Portia Martin received a Distinction and Audrey Lieschke and Sam de Steiger received a Credit in the University of NSW Digital Technologies Competition.
- Molly Pitzen received a Credit and Sam de Steiger and Audrey Lieschke received a Merit in the University of NSW Science Competition.
- Sam de Steiger, Molly Pitzen and Olivia King all received a credit in the University of NSW Maths Competition.
- Sam de Steiger received a Credit and Lucy de Steiger received a Merit, in the University of NSW Spelling Competition.
- Sam de Steiger, Kate Bulle, Molly Pitzen and Lucy de Steiger all received a Merit in the University of NSW English Competition.