

Howlong Public School

Annual Report



2016



2186

Introduction

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

Gail Krause

Principal

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School background

School vision statement

Students will achieve their personal best in an environment built around positive relationships between all stakeholders and effective communication structures.

Our focus is on developing independent, reflective, responsible and adaptive lifelong learners.

As a school community we endeavour to forge mutually inclusive relationships that foster a rich educational environment that spans from the transitioning of pre-schoolers to Howlong Public School, through to preparing students to access high school.

School context

Howlong Public School provides a dynamic, inclusive and caring educational environment in which all of our 206 students access quality educational programs within a balanced curriculum. Students and their learning are our core business.

We are committed to a philosophy of continuous improvement – in classroom practices, student outcomes, educational leadership, educational management, ongoing and whole school professional learning, use of data to inform our decisions and community engagement.

We believe in expanding our educational horizons and have developed and will continue to develop strong links with other communities of learning. Utilising resources effectively to investigate and implement research based initiatives is a priority and this is reflected in our learning and support structures and associated programs. We have been recognised as using best practice by peers and our Learning Support Team continues to be held in high esteem within our network.

As a 229 school our SASS staff frequently link up with other SASS staff to support one another with the business reforms currently being implemented by us.

Our school community has a desire to embrace the core values of respect, integrity, trust, responsibility, resilience, teamwork and excellence.

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.

Sustaining and growing a collaborative culture and leadership, continues to be the major focus for our school. Effective classroom teaching and growth in student learning, is the goal for our professional learning strategy as well as consistency of pedagogy across all stages of learning. High quality whole school, evidence based professional learning has proven to be the best model that works for us. Examples of this include TOWN, L3 and Focus on Reading, implementation of new curriculum areas and more recently teacher accreditation. Our work around the Performance and Development Framework and Professional Development Plans dovetailing with support for accreditation has been a key project for us in 2015 and 2016. Building in time to talk with colleagues around data collection and student learning and formative assessment strategies as scheduled in our professional learning meetings throughout the year, has been beneficial to all teachers and has enabled more accurate tracking of student progress over time. Collaborative practices are well embedded. Teachers collaborate within and across stages to ensure there is consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement. The school leadership team is committed to building the capacity of staff in the use of data to inform their teaching and sustain school improvement. The teaching and learning cycle is well understood by all staff and is reflected in their class programs and the assessment instruments are used regularly to help monitor student learning progress to identify gaps for improvement. Data from Tell Them From Me – Focus on Learning Teacher Surveys indicate some aspects to work on including technology and aspects of leadership. Our Executive team will focus on these to ensure growth in these areas. In the domain of Learning, our Learning and Support program has been developed and strengthened over the past three years as a means to support student learning; ensuring all students have the opportunity to achieve stage outcomes.

The rationale that guides our team is to provide a robust learning and support framework that is consistent K–6, following on into high school, beginning with preschool transition meetings, school counsellor and parent consultation. Teachers are clear about how to support student learning within their classroom through the use of individual SMART goals which are developed to provide short, sharp intensive sessions over a period of time to address gaps in learning. They are aware of their obligations in regards to student inclusiveness and provision of data to meet system requirements. The Learning and Support Team is a dynamic group that meets each week. They respond effectively with all relevant parties to ensure that the learning and support culture within our school reflects quality teamwork and quality practice in support of student growth and achievement. A commitment to developing and consistently implementing the L3 program in Early Stage 1 and Stage 1 classes has, we believe, paid huge dividends with significant impact on student learning. The 2016 year 3 students are the second group of students to experience the L3 pedagogy since starting school and their achievements were outstanding. The trend data for Year 3 NAPLAN Reading, Writing and Numeracy shows a huge shift in achievement for our students and pays tribute to our commitment to quality evidence based teaching practices. Our Wellbeing data from the Tell Them From Me Student Survey indicates our students are tracking above the NSW norms for participation in school sports, positive relationships, valuing education, positive behaviour and effort to succeed in their learning. We have much to be proud of, but always areas for improvement including a sense of belonging and ensuring all students are appropriately challenged and achieving at their optimal level. We need to ensure that there is positive growth in all eight drivers of student outcomes.

In the domain of Leading, this year we have made a conscious commitment to engage all families on a regular basis, both formally and informally, regarding the progress and achievements of their children. These meetings are ongoing throughout the year. At these meetings parents are informed of how the learning is structured in the classroom including differentiation strategies to ensure students are not only supported but also challenged. When parents are fully engaged in their child's learning, better outcomes for students are achievable. Our target was to engage 100% of parents over the year in productive respectful communication. We were not far from achieving this. We value the consultation process and provide multiple opportunities for parents to become involved in decision making and policy development. The School Plan consultation process involved all stakeholders in workshops and focus groups, responding to questions regarding the three central themes of School Vision, School Purpose and School Values. Responses were collated and analysed by teams of staff and findings communicated to our community through a variety of media.

Our school actively seeks to connect with other schools and organisations in the wider community. Since 2013 we have been an active part of the Crossing Point Learning Community, established to provide quality professional learning for our collective schools – Albury High School, Albury West Public School, Albury Public School and ourselves. Our major focus this year has been to meet the professional learning needs of our teachers, to share expertise and also to develop their leadership capacity.

As a result of extensive community surveys and response to many inquiries, in 2014 we engaged the services of a private OHSC provider (Extend OHSC) which continues to operate successfully. This service provides much needed support for working parents. The establishment of the Howlong Learning Community between ourselves, Howlong Pre School, Extend OHSC, Howlong Playgroup and the Howlong Toy Library, is in its infancy and has been initiated by us to ensure resources are used effectively to support the children and families of the Howlong community. As a 229 school, we have embraced new administrative systems for finance and student management, engaging in rigorous training, providing feedback when required to ensure systems are functioning effectively. Administrative practices effectively support our school's functioning to promote ongoing improvement, including Work Health and Safety management.

Our self-assessment and the external validation process has assisted the school to refine the strategic priorities in our School Plan and shape our direction for 2016, leading to further improvements in the delivery of education to our students.

Our self-assessment process will 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

Learning Engagement Wellbeing

Purpose

To provide quality learning experiences that are purposeful and engaging as well as differentiated to ensure students are appropriately challenged and supported.

A focus on improving student engagement with learning will lead to improved wellbeing and achievement. Positive wellbeing is a key factor in enhancing all student learning outcomes.

Overall summary of progress

Our focus on enhancing student wellbeing through improved engagement with learning continues to underpin our learning culture. Research based professional learning that improves the capacity of teachers to be able to teach our curriculum in a manner appropriate to student needs, remains a priority. There has been noticeable change in the ability of teachers to differentiate lessons and a corresponding lift in student achievement. This has been evident in data collection from NAPLAN and PLAN.

The implementation of the Chaplaincy program has supported teachers with the implementation of behaviour management and learning plans and has also provided students with additional pathways to improve problem solving and relationship building.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% Aboriginal and EALD students achieve their SMART goals for literacy and numeracy	All Aboriginal students achieved growth in learning and most Aboriginal students achieved their SMART goals.	\$3544.00 Aboriginal Equity funding
Improvement in SEF Value Add data (2015– 82.1)	SEF data indicates growth and sustaining and growing for Years 3–5. Slight decrease in growth 5–7. Value added– 43.8– 43.3 Delivering. PLAN data show growth in majority of students. Slight decrease in growth 5–7. Value added– 43.8– 43.3 Delivering. PLAN data show growth in majority of students.	
Increase percentage of students in high skills, high challenge area of the TTFM survey (41% 2015)	Tell Them From Me Survey data indicates growth of 9% in student engagement with high skills, high challenges.	

Next Steps

- Continue to build on the improved learning and support team processes and strengthen support for students at risk – academically, socially and emotionally.
- Utilise the capacity of the School Chaplain in supporting school programs.
- Further develop teacher skills and understanding of best practice research and the impact that the implementation of this can have on continuous student improvement and achievement.
- Improving learning spaces within the school to further engage students.

Strategic Direction 2

Teaching

Purpose

The continuous development of skilled, high performing teachers supported by a collaborative positive culture and leadership, is a key factor to enhance student achievement and engagement.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional focus in 2016. Utilising the research of John Hattie and the effect size of various strategies in the consideration and implementation of programs, initiatives and professional learning continue to be a high priority. The provision of funding to employ extra staff was recognised as vital to support this initiative.

Many unforeseen staff changes this year have hampered the progress of professional learning but this has highlighted the need for a continued whole school approach with planning in order to build school capacity.

Teachers engaged in learning around the new curriculum areas of Mathematics, History, Science and Technology. Growth in teachers' willingness and capacity to lead learning was evident during the delivery of this professional learning.

Progress in giving and receiving feedback both formally and informally amongst staff was a positive step forward and demonstrated improvement in the culture of our teaching. The resulting impact on student learning was identified from data collection and teacher observation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers achieving their accreditation status (Proficient, Maintenance, Highly Accomplished, Lead) Improved scores for Collaboration and Learning Culture (TTFM Teacher survey)	Discussion and evaluation takes place on a regular basis both formally and informally with both colleagues and supervisors. Follow up takes place in executive meetings to discuss and evaluate teacher progress and future directions. All staff are at achieving appropriate levels of accreditation. TTFM survey indicates a small decrease in satisfaction with collaboration however our culture of learning is being sustained. As part of supervision and Professional Learning Plans teachers have participated in discussions and school based workshops around best practice as advocated by John Hattie. Executive staff participated in Evaluative Thinking workshops and visits to schools to see Visible learning in action. This has impacted on structural and learning plans for 2017.	\$13,114 RAM Professional Learning allocation

Next Steps

- Continued focus on improving data collection and collaborative analysis to facilitate change and improvement in student learning.
- A collaborative Learning Hub to be set up to enable further collaborative practice including observation and feedback between colleagues.
- Resources to be allocated to provide further learning and support to enhance literacy and numeracy programs.
- Funding to be provided to allow collaborative planning, analysis and recording of data collection.

Strategic Direction 3

Inclusive Engaged Community Relationships

Purpose

Enhancing effective communication frameworks and school planning in partnership with an informed school community, supports student learning.

Overall summary of progress

Recognition that parents and our community are an integral part of student learning continues to develop. The decision to increase interactions with parents and carers throughout 2016 through a variety of means including: informal and formal meetings, reporting, phone calls, text messages, utilising our school app, our website, and the online Seesaw learning journal has seen many positive relationships develop and flourish. Further benefits included an increase in parental/carers involvement in school projects such as the Stephanie Alexander Kitchen Garden and the School P&C.

Feedback from our Pre-School partners has enhanced Early Stage 1 understanding of pedagogy and assisted in planning for smooth transition programs, further developing our learning partnership.

The strong relationship with the RSL was also highlighted again this year with a research initiative developing further understanding of and involvement in ANZAC traditions by our Stage 3 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved scores over time from TTFM Parent surveys 100% parents provided opportunities to be informed of their child's progress in learning – at least 3 times per year.	Parents TTFM survey comparison analysis (2015–2016) indicates a slight decrease in engagement with school. Analysis of reasons for this indicate that some key staff and program drivers were unavailable in Semester 2 which may have had an impact on some projects involving parents. There was an increase in parents attending parent/teacher meetings with the majority of K–3 parents participating and an increase in Years 4–6	

Next Steps

- Engaging parent and community members in further school planning by forming a Playground Enhancement Committee to design and implement a project to improve learning spaces around the school, beautify surroundings and embrace our Indigenous heritage.
- Continue to liaise and work with the Howlong Pre-School to work collegially on planning and projects.
- Maintain and further develop relationships with parents/carers with the goal of increasing their input to their child's learning and progress.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students showed growth in literacy and most in numeracy. Funding was used to supplement School Learning Support Officer time within classrooms to enable teachers to focus on Aboriginal student needs. Targeted Learning support was also provided in small groups.	• Aboriginal background loading (\$3 455.00)
English language proficiency	All students achieved substantial growth as evidenced by their PLAN data. Funding was used to supplement School Learning Support Officer time within classrooms to enable teachers to focus on EALD students .	• English language proficiency (\$1 026.00)
Low level adjustment for disability	PLAN data indicates that most students achieved growth. Funding used to purchase additional teacher time to support classes. Teachers worked on individual/small group SMART goals which assisted in improving student engagement.	• Low level adjustment for disability (\$22 120.00)
Quality Teaching, Successful Students (QTSS)	Executive staff received extra RFF enabling them to support teachers with their Performance and Development Plans and for classroom observation and feedback to take place.	• Quality Teaching, Successful Students (QTSS) (\$8 162.00)
Socio-economic background	Teachers were provided with extra time to talk, plan, observe, give and receive feedback on their teaching practice. Lessons were collaboratively planned to improve consistency across stage groups and student data was collaboratively reviewed.	• Socio-economic background (\$19 742.00)
Support for beginning teachers	Beginning teachers and supervisors were able to work together to plan and assess programs and student data. Beginning teachers demonstrated growth in skills through observation and feedback process. Funding provided additional RFF time for teachers and mentors.	• Support for beginning teachers (\$17 076.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	91	97	113	107
Girls	87	93	94	91

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	95.7	96.4	94.9
1	97.5	97.1	93	95.9
2	97.1	96.6	96	93.9
3	93.1	96.9	95.2	92.4
4	96.5	96.1	95.5	94.9
5	95.4	96.9	93.2	93.5
6	95.8	96	95.5	93.8
All Years	96.1	96.5	95.1	94.3
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)	6.64
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	1.94
Other Positions	0.08

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

Professional learning and teacher accreditation

Significant professional learning was undertaken during 2016 by Howlong Public School staff. Funding allowed us to coordinate and tailor whole school and stage appropriate learning to meet strategic direction targets. Improvement of teacher quality, facilitating student outcome growth was a priority. All staff have received professional learning around new syllabuses. This was provided at school professional learning meetings by designated teachers who attended workshops in history and geography. As part of this learning teachers collaboratively planned units of learning.

In 2016 teams of teachers worked together to plan and develop their progression in achieving the relevant Australian Professional Standards For Teachers. Performance Development Plans link to each teacher's level of accreditation.

Leadership development within the school continued to be supported with executive staff and aspiring leaders provided opportunities to build capacity through a variety of professional learning activities.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 Actual (\$)
Opening Balance	255 094.98
Revenue	1 805 626.95
(2a) Appropriation	1 735 753.07
(2b) Sale of Goods and Services	917.97
(2c) Grants and Contributions	65 745.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 210.13
Expenses	-1 776 577.52
Recurrent Expenses	-1 776 577.52
(3a) Employee Related	-1 637 802.39
(3b) Operating Expenses	-138 775.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	29 049.43
Balance Carried Forward	284 144.41

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 420 079.70
Base Per Capita	11 198.71
Base Location	20 162.06
Other Base	1 388 718.93
Equity Total	117 847.47
Equity Aboriginal	3 544.25
Equity Socio economic	19 742.03
Equity Language	1 026.49
Equity Disability	93 534.69
Targeted Total	51 992.24
Other Total	29 646.06
Grand Total	1 619 565.46

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.

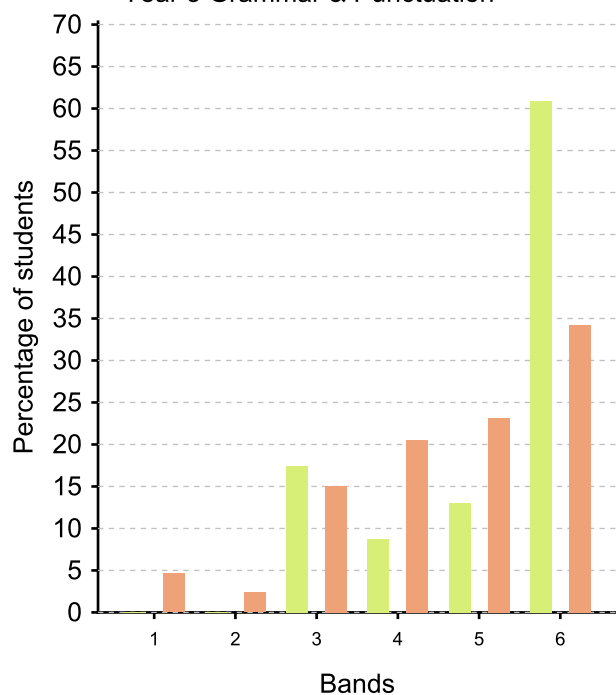
School performance

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.

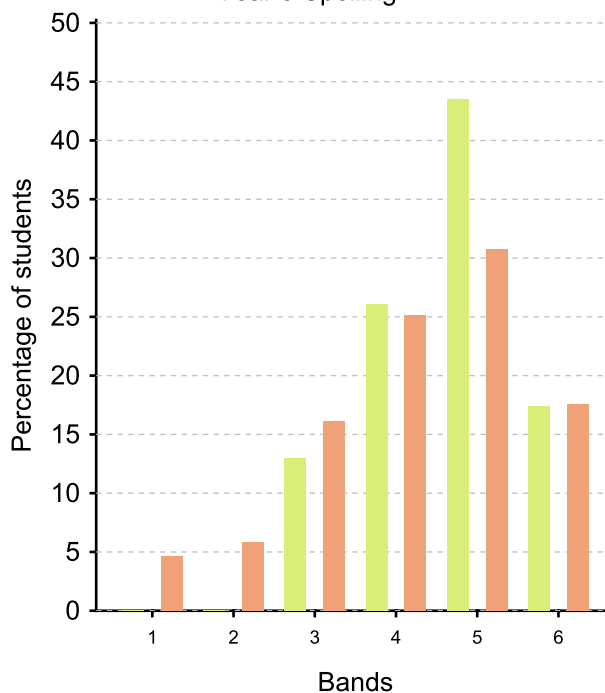
The NAPLAN results show above average growth in average spelling, reading, writing, grammar and punctuation scores over the last two years for Year 3 students. Year 5 students have shown improvement in reading, spelling, grammar and punctuation.

Percentage in bands:
Year 3 Grammar & Punctuation



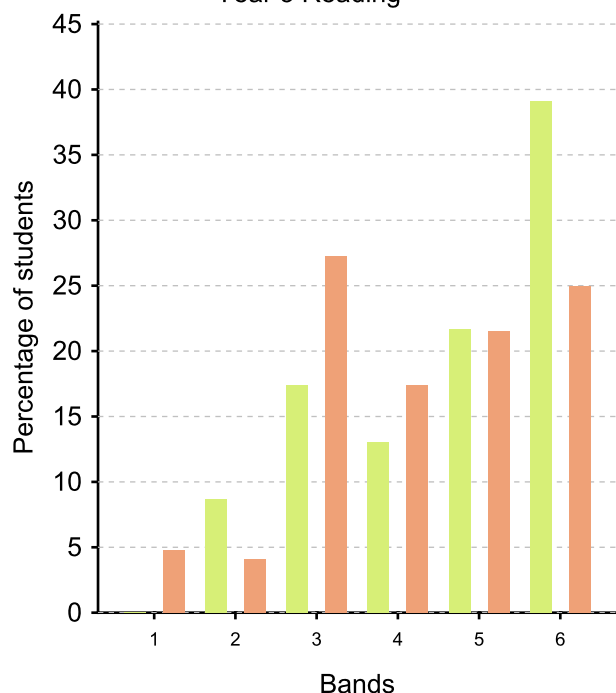
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



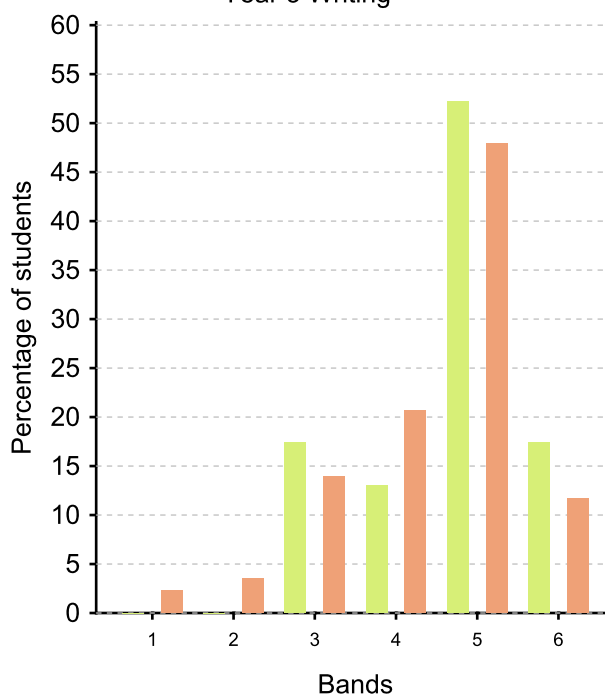
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2014-2016

Average numeracy scores in Year 3 continue to meet State standards and Year 5 scores demonstrated growth in 2016.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities, Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands* 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 for reading has increased by 22.6% and in numeracy by 16.5%.

The percentage of Year 5 students in the top two bands for reading and numeracy have increased slightly. We had students in the top band this year in both areas.

100% of Year 3 Aboriginal students achieved a top band result for reading, however none achieved within the top two bands in numeracy. No Aboriginal students achieved top two band results in reading or numeracy in Year 5.

Policy requirements

Aboriginal education

The strength, diversity, ownership and richness of Aboriginal cultures and custodianship of country are respected, valued and promoted at Howlong Public School.

Welcome to country protocols are observed at all major assemblies and school celebrations. Aboriginal students respectfully lead all students in acknowledging their culture.

Our Aboriginal students are supported in learning through our robust Learning and Support program. Each student has specific learning goals negotiated, reviewed and reported with parents.

Aboriginal perspectives are incorporated in teaching and learning programs with a variety of strategies implemented to enable students to access learning at their point of need. Inroads have been made into improving teacher and student knowledge of local Aboriginal history through professional learning and cultural programs.

Multicultural and anti-racism education

Culturally inclusive classroom and school practices are embedded into teaching and learning programs.

Our school rules – *Help Others, Work and Play Safely, Do Our Best, Show Respect and Use Our Manners*, clearly set expectations of all members of our school community and are referred to continually through teaching around our School Discipline and Anti Bullying Plan. To help simplify and support the implementation of these plans, this year teachers, students and parents

contributed to the development of Classroom and Playground Behaviour Management Flow Charts. Our Bounce Back programs also help to foster students' understandings of culture, cultural diversity and racism within our multi-cultural society. As part of our learning programs, participation in multicultural public speaking competitions help students to recognise the importance of inclusivity. Our anti racism contact officer received updated training this year to enable support for teachers and students.

Expected behaviour is actively modelled by all staff and incidents are sensitively and diligently managed if needed, in accordance with our School Discipline and Anti Bullying Plan.