

Holbrook Public School

Annual Report

2017



2170

Introduction

The Annual Report for **2017** 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.

Jason Weaven

Principal

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Message from the Principal

The annual report for 2017 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.

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 2017, our staff have worked really hard, and as a result, we have strong systems embedded 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.

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 136 students enrolled for 2017, 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.

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.

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 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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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, directed future learning programs. Whole School assessment of literacy and numeracy reviewed as was scope and sequences.

New staff members trained in How2Learn. This enabled the entire school staff to implement the How2Learn strategies to develop higher order thinking and learning/teaching strategies.

The learning and support team have ensured that the identification and monitoring process already implemented, has continued and developed further, to provide an even higher level of support for identified students. MultLit and MiniLit was implemented across the school to individually support students. Several students and the school, gained support through the NSW Centre for Effective Reading. IEP's and PLP's were embedded across the school, along with class profiles and student differentiation overviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$7,000 – Professional Learning</p> <p>\$75,000 – RAM</p>	<p>Whole School assessment of literacy and numeracy reviewed as was scope and sequences.</p> <p>How2Learn strategies to develop higher order thinking and learning/teaching strategies implemented across the school.</p> <p>MultLit and MiniLit was implemented across the school to individually support students.</p>

Next Steps

- Continue to focus on student assessment and data, collection and analysis.
- Design and implementation of assessment across all Key Learning Areas.
- Embed How2Learn strategies in all classrooms and as a school.
- Continue to focus on IEP'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 embedded 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 the Professional Teaching Standards and the School Excellence Framework, and 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. Students use the continuum to self-monitor and motivate their learning. Staff and student learning goals in literacy and numeracy, based on PLAN data, are embedded across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$11,000 – Professional Learning</p> <p>\$44,000 – RAM</p>	<p>Teaching, Programming and Professional Development workbook for staff and executive was embedded across the school.</p> <p>All teachers have a high level of confidence and knowledge of the Professional Teaching Standards and the School Excellence Framework.</p> <p>Staff and student learning goals in literacy and numeracy., based on PLAN data, are embedded across the school.</p>

Next Steps

- Continue to build teacher capacity in literacy and numeracy.
- Embedding the Quality Teaching Framework, School Excellence Framework version 2 and the Australian Professional Standards for Teachers into all teaching and learning programs.
- 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.
- Staff successfully using Count Me In Too resources in their Maths.

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. New signage installed at the front of the school.

Staff, students, parents and the broader school community have reinforced the core values in all school settings. Parents were involved in a parent workshop about understanding literacy, numeracy, the school plan and how the school operates.

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)	Funds Expended (Resources)	Progress achieved this year
<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>\$2,000 – Professional Learning</p> <p>\$10,000 – RAM</p>	<p>Parents are better educated through the parenting tips that are advertised in our school weekly newsletter.</p> <p>Parents were involved in a parent workshop about understanding literacy, numeracy, the school plan and how the school operates.</p> <p>Students and staff have actively developed their leadership skills.</p>

Next Steps

- Providing staff with further leadership opportunities to support them in their professional development.
- Implementation of the Wellbeing Framework.
- Revise the School Welfare and Discipline Policy.
- Develop more succession plans for staff and the school.
- 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,473	<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>
Low level adjustment for disability	\$10,123	<p>The school employs additional teaching staff to support students to achieve learning outcomes.</p> <p>This results in improved student learning outcomes, smaller class sizes and personalised learning for students.</p>
Quality Teaching, Successful Students (QTSS)	\$10,970	<p>Quality teaching has improved and staff are well supported through coaching and mentoring, lesson demonstrations and supervision.</p>
Socio-economic background	\$22,012	<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>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	68	74	61	67
Girls	78	78	77	71

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	93.7	93.9	93
1	96.1	94.2	94.2	94.2
2	95.5	95.3	93	93.5
3	96.2	95.4	95.1	93.7
4	96.6	93	93.5	93.3
5	94	95.4	92.9	93.3
6	95.1	92.6	94.8	91.2
All Years	95.5	94.2	94	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School attendance is important for social and educational reasons. Attendance rolls are marked every day and signed notes are required for all absences. These include leaving the school early for appointments, not returning to school after lunch or for any day that a student does not attend. The school monitors all absences and contact is made with parents if there are any issues or concerns. Attendance information is included in our Semester 1 and Semester 2 reports to parents. The Home School Liaison officer is contacted to follow up action if there are concerns about a student's poor attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.66
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

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 2017. With the release of a different funding model and research supporting teacher quality being the single largest indicator, this was a focus area for us.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	170,028
Global funds	90,189
Tied funds	86,889
School & community sources	27,849
Interest	1,407
Trust receipts	1,427
Canteen	0
Total Receipts	207,761
Payments	
Teaching & learning	
Key Learning Areas	15,017
Excursions	1,928
Extracurricular dissections	7,281
Library	692
Training & Development	802
Tied Funds Payments	68,588
Short Term Relief	4,233
Administration & Office	18,900
Canteen Payments	0
Utilities	12,492
Maintenance	8,231
Trust Payments	2,548
Capital Programs	8,817
Total Payments	149,529
Balance carried forward	228,260

	2017 Actual (\$)
Opening Balance	0
Revenue	439,610
Appropriation	388,642
Sale of Goods and Services	6,263
Grants and Contributions	43,918
Gain and Loss	0
Other Revenue	0
Investment Income	787
Expenses	-244,481
Recurrent Expenses	-244,481
Employee Related	-84,829
Operating Expenses	-159,651
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	195,130
Balance Carried Forward	195,130

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

School performance

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,213,869
Base Per Capita	21,090
Base Location	23,180
Other Base	1,169,599
Equity Total	88,397
Equity Aboriginal	5,474
Equity Socio economic	22,013
Equity Language	0
Equity Disability	60,911
Targeted Total	59,240
Other Total	166,083
Grand Total	1,527,589

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.

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.

Student Growth for NAPLAN 2017 Year 5 for Holbrook Public School was as follows:

- Reading – 95.8 points compared to state – 78.2 points
- Writing – 69.0 points compared to state – 55.1 points
- Spelling – 110.2 points compared to state – 89.6 points
- Grammar and Punctuation – 56.4 compared to state – 66.6 points

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	17.7	17.7	11.8	11.8	17.7	23.5
School avg 2015-2017	9.6	10.8	16.2	18.9	23.6	21.0

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	12.5	6.3	18.8	31.3	25.0	6.3
School avg 2015-2017	9.6	9.0	22.3	32.3	16.1	10.8

Student Growth for NAPLAN 2017 Year 5 for Holbrook Public School was as follows:

- Numeracy – 90.4 points compared to state – 96.8 points

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. We have only a small number of 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.
- The students are the schools main concern.
- The school is a friendly school that is tolerant and accepting of all students.
- The school 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 2017. 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 2017.

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.

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 2017:

- The school had 18 students perform brilliantly at the Riverina Dance Festival in Wagga.
- Portia Martin, Jasmyn Hughes and Izabella Bartels-Waller all performed as part of the Riverina Albury Junior Dance Ensemble.
- The Murray Conservatorium of Music held several workshops at school which were thoroughly enjoyed by all the students.
- The Whole School Performance – “Holbrook; This is Your Life: A Very Loose History” was an outstanding display by all the students of their singing, dancing and acting abilities. A wonderful performance was enjoyed by all.
- Students’ art work was displayed at the Holbrook 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: Laycii Freud (Athletics), and Sam de Steiger (AFL and Rugby Union).
- In swimming, 24 students attended the Southern Riverina Zone Carnival, with a further 8 students qualifying to attend the Riverina Swimming Carnival. Our school was the Southern Riverina handicap winner.
- In cross country, 32 students attended the Southern Riverina Zone Carnival, with a further 2 students qualifying to attend the Riverina Cross Country Carnival. Our school was the Southern Riverina runner-up in the handicap.
- In athletics, 25 students attended the Southern Riverina Zone Carnival, with a further 13 students

qualifying to attend the Riverina Athletics Carnival. Our school was the Southern Riverina handicap winner.

- Our senior team 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.
- 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 and girl's Year 3/4 Trent Barrett and Year 5/6 Girl's Mortimer Shield league teams won the final in Albury.
- 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 2017.

- Annabelle Bickley received a Distinction and Jack Pitzen and Sam de Steiger received a Credit and Harry Capell received a Merit in the University of NSW Digital Technologies Competition.
- Harry Capell received a Credit and Sam de Steiger received a Merit in the University of NSW Science Competition.
- Annabelle Bickley received a Credit and Jim Henry and Audrey Lieschke a Merit in the University of NSW Maths Competition.
- Sam de Steiger received a Credit and Lucy de Steiger and Molly Pitzen received a Merit, in the University of NSW Spelling Competition.
- Portia Martin received a Credit and Sam de Steiger and Jim Henry received a Merit in the University of NSW English Competition.