

Howlong Public School

Annual Report



2017



2186

Introduction

The Annual Report for **Howlong Public School** 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.

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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.

Within the domain of Learning, there is a demonstrated commitment that all students make learning progress. Establishing open communication and building partnerships with parents/carers and students, enables teachers to plan for and implement effective student learning based on student needs. Implementation of SMART goals, Individual and Personalised Learning Plans, ensure differentiation of learning. Student well-being is always a priority when designing and implementing classroom and school programs. Continued professional learning for teachers in curriculum centred around Language, Learning and Literacy (L3) and Mathematical Building Blocks (MBB) facilitated greater depth of understanding of how to teach and allowed tracking of results with regular data collection. Teacher understanding of assessment tools and analysis continued to grow and was reflected in the reliability of formative assessments and consistency across stages. Reporting to parents on student achievement and where to next is being embedded into the yearly cycle. Regular formal and informal opportunities are timetabled, enabling teachers, parents and students to give and receive regular feedback on the student learning progress. Sharing of data across stages and between stages to gauge success of teaching strategies and to identify targeted students who require extra support or extension, is ongoing and becoming part of daily practice. The Learning and Support team reviews and discusses at risk students, and facilitates the allocation of resources accordingly to support teachers and students. NAPLAN results provide confirmation that improvement is being made with a 7.2% increase of Year 3 students and 10.2% increase of Year 5 students achieving in the top two bands in Reading since 2015, and 14.3% increase in Year 3 and 14% increase in Year 5

students in the top 2 bands in numeracy since 2015.

Our major focus in the domain of Teaching has been on continuing to develop quality teaching that facilitates effective classroom practice. This is based on ensuring that collaborative practice is optimised at every opportunity. Teachers focus on managing classrooms where students can engage in productive learning with minimal disruption. The school has developed strong collaborative practices where teachers work together to improve teaching and learning in their stage groups. The school identifies expertise within its staff and utilises this to upskill and mentor new and beginning teachers. Teachers engage in peer and supervisor observations and receive feedback on planning, content and delivery, to improve teaching practice. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and to plan for learning. This has allowed for teacher growth in understanding of the importance of up to date data/information and has led to a better understanding of valid and consistent teacher judgement. Teachers are also actively engaged in planning their own professional development to improve their performance as part of their Professional Development Plans. This correlates with goal setting to achieve professional standards in line with the accreditation process.

Leadership development is central to school improvement. In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The effectiveness of the implementation of our key strategic directions throughout the year has been due to ensuring capacity building across the school. The current executive are devoted to self-improvement based on reflective practice; feedback received from staff, community and students; and participation in professional learning opportunities to build their own capacity as leaders. All staff are encouraged to take on leadership roles and areas of responsibility within the school. Specific roles and responsibilities delegated across the school executive and among class teachers allows opportunities for the development of leadership skills; strong involvement in professional development planning; school based instructional leadership and mentoring.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

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

The wellbeing of our students continues to guide the strategies that are used to engage them in the learning process. Regular data analysis and tracking of student progress in reading, comprehension and numeracy, provides evidence of growth in student learning. Data collected from the Tell them From Me survey indicates that student satisfaction and engagement improved over the year. Feedback from students on the Learning Hub approach to teaching in reading/comprehension and mathematics provides strong evidence that students prefer opportunities to work with each other and different teachers in group situations where they have clear goals and expectations.

Professional learning has improved teacher knowledge of how to teach and the observation and feedback cycle verifies that teaching skills are improving which in turn increases student engagement. Impact on the quality of teaching and the differentiation of learning tasks after professional learning has been achieved.

Access to programs run by our School Chaplain has provided opportunities for teachers to source additional support for individuals and groups of students who may find it difficult to fully engage in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% Aboriginal and EALD students achieve their SMART goals for literacy and numeracy	Aboriginal background loading (\$5998.99) English language proficiency (\$616.00)	EBS4, PLAN, DATA wall, work samples, student reflections analysis indicate improvement in achievement of clusters in reading, comprehension and numeracy for all students.
Improvement in SEF Value Add data (2015– 82.1)		NAPLAN data shows student growth from Year 3 – Year 5. This is an increase of 2.5 value add points (average) over the 3 year period. Student growth Year 5 –Year 7 was significant, with an increase of 7.5 points over the 3 years.
Increase percentage of students in high skills, high challenge area of the TTFM survey (41% 2015)		Students are increasingly feeling challenged in learning and responding to target setting. TTFM surveys indicate that 53% students are in the high skills, high challenge quadrant.

Next Steps

- continue to strengthen support systems to provide engagement of students
- embark on a comprehensive wellbeing program– Positive Behaviour For Learning to build a common understanding and language around behaviour and learning
- further develop the Learning Hub as a tool to enable students to work fluidly in groups and access explicit learning tasks that are differentiated to their needs

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

Aligning teacher Professional Development Plans to school strategic directions has reinforced priorities in teacher development. Regular effective feedback to teachers on planning, assessing and teaching has provided guidance and support around achieving quality teaching skills. Utilising staff creatively enabled team teaching to become embedded across the school. The impact on improvement of teaching practice was successful across most stages. Professional learning in Learning, Language and Literacy (L3) has had a significant impact on teacher improvement and therefore on student learning. The impact of mathematics professional learning on teaching practice, although successful, was not as strong because of the mode of delivery. A school culture of giving and receiving feedback as part of teaching is being embedded and having a positive impact on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers achieving their accreditation status (Proficient, Maintenance, Highly Accomplished, Lead) Improved scores for Collaboration and Learning Culture (TTFM Teacher survey)	RAM Professional Learning allocation (\$14,291.00)	All teachers engage in constructing and implementing Professional Development Plans which are aligned with the school plan, teaching standards and their appropriate accreditation status. Best practice professional learning is organised and delivered to align with PDP's and to improve quality of teaching. Data collection in English and mathematics confirms positive impact of whole school or stage professional learning and collaborative practice. There has been an increase in teacher satisfaction in Collaboration (TTFM survey) but little change in perception of the Learning Culture (TTFM).

Next Steps

- further explore data, data analysis and information gathering as a method of evaluating achievement and providing evidence of learning
- continue to build upon the collaborative practice of teachers and the systems that support this
- continue to creatively use resources and allocation of funds to support teaching and whole school or stage based professional learning

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

The importance of building partnerships with parents/carers and the wider school community is integral to providing the best education to our students. Interactions with parents to discuss student learning and goals is timetabled and occurs regularly. The parent results in the Tell them From Me survey and other parental feedback, indicates that parents value ongoing communication and opportunities to discuss their child's needs and progress in learning. The connections between Howlong Pre-School and Howlong PS continue to strengthen allowing for a very successful transition program for Kindergarten students. Teachers spent time working together engaging in professional learning, assisting to develop understanding of both the Early Learning and School Excellence Frameworks in order to maximise a positive transition process. Involvement with community members and groups to assist with the playground enhancement and kitchen garden projects has continued. This has enabled the progression of our garden and cooking program throughout the school and the beginning stages of providing engaging, sensory outdoor learning spaces.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		All teachers provided opportunities for parents/carers to meet and discuss their children's progress. Teacher records indicate that most parents have had at least 3 interviews/discussions either face-to-face or by phone. TTFM parent surveys do not correlate with this but the sample was small. TTFM shows that less parents/carers are participating in school committees and class meetings. Community involvement in school activities continues to grow with new groups participating in the playground enhancement project.

Next Steps

- as part of teaching and learning, continue to engage parents in the learning of their children
- continue the relationships that have been built with Howlong Pre-School, Crossing Point Learning Community and other community organisations to further support all students
- maintain and further develop relationships with parents and carers in order to enhance student engagement and learning
- continue with the playground enhancement project with a focus on embracing our Indigenous heritage and understanding of Aboriginal culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$5 998.00) 	NAPLAN growth data Year 3 –Year 5 indicates targeted year 5 student achieved significant growth in Numeracy and moderate growth in reading. Formative assessments and classroom observations as recorded in PLAN data across stages indicate 60% of students have achieved growth in learning. An increase of greater than 5% in attendance during 2017 was achieved.
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$616.00) 	NAPLAN data indicates that 50% EALD students have achieved substantial growth in learning in reading and numeracy. Classroom observations and formative assessments indicate that all EALD students are achieving targeted growth.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$93 137.00) 	PLAN data indicates that most students achieved growth. Funding was used to provide additional teacher time to support classes. Teachers worked on individual/small group SMART Goals and Individual Education plans, beginning to focus on success criteria. NAPLAN data shows that we have less students in bottom bands.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15 135.00) 	Provision of extra time for executive staff to mentor teams with Professional Development Plans, implement the observation and feedback process facilitated growth in teacher awareness of best practice. Executive support to the principal in the running of the school assisted in building capacity of staff.
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$49 400.00) 	Funding provided teachers with additional RFF to talk, plan, gather, review and analyse data, reflect on practice and give and receive feedback on teaching. Additional SLSO time was provided to assist teachers to target students based on data analysis.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$17 513.00) 	Funding allowed beginning teachers and supervisors to work together in formulating Professional Learning goals, planning, and assessing programs and analysing the implications of student data. Beginning teachers were provided opportunities to: engage in professional learning to strengthen and develop skills; observe expert teachers to see best practice; participate in the observation and feedback process with peers and supervisors. Beginning teachers demonstrated growing confidence and improved quality of teaching, reflected in improvement in student achievement.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	97	113	107	110
Girls	93	94	91	87

The student enrolment of 206 includes 3% students who identify as Aboriginal or Torres Strait Islander and 3% from non-English speaking backgrounds. We have students who come from diverse socio-economic backgrounds.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	96.4	94.9	94.3
1	97.1	93	95.9	96.2
2	96.6	96	93.9	96.2
3	96.9	95.2	92.4	96.3
4	96.1	95.5	94.9	96.5
5	96.9	93.2	93.5	97.1
6	96	95.5	93.8	92.1
All Years	96.5	95.1	94.3	95.5
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

Howlong Public School maintains a high rate of school attendance. Department of Education guidelines are followed for issues of non-attendance including: daily roll taking by class teachers, utilisation of the EBS4 On Track system to monitor attendance patterns; following up on outstanding absence notes with phone calls and letters. Isolated non-attendance issues are referred to the home School Liaison Officer for advice.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.93
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.34
Other Positions	0

*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	100
Postgraduate degree	10

Professional learning and teacher accreditation

At Howlong Public School, research based professional learning is seen as an essential tool in facilitating effective classroom practice for teachers. Funding allows us to coordinate and tailor whole school and stage appropriate teacher learning in order to meet personal goals and strategic targets.

During 2017, all staff have received professional learning in mathematics and most in reading. Professional learning meetings were designed to provide instructional leadership through workshops, focusing on improving teacher strategies to meet the Premier's targets.

Teachers often work collegially to plan and develop their progression through the Australian Professional Standards For Teachers and connect this to their

accreditation through their Professional Development Plan.

All teachers are provided opportunities to enhance their learning and build capacity as teachers, aspiring leaders and executive staff.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	284,144
Revenue	2,187,635
Appropriation	2,124,241
Sale of Goods and Services	2,902
Grants and Contributions	57,363
Gain and Loss	0
Other Revenue	0
Investment Income	3,130
Expenses	-2,306,747
Recurrent Expenses	-2,306,747
Employee Related	-2,075,340
Operating Expenses	-231,407
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-119,112
Balance Carried Forward	165,033

This year we upgraded our technology systems and provided extra teacher days to enhance Learning and Support systems within the school. This accounts for the yearly deficit. A full copy of the school's financial statement is presented to the Director of Schools and tabled at the Parent's and Citizen's Meeting. Further details concerning the statement can be obtained by contacting the school.

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	1,641,511
Base Per Capita	30,260
Base Location	20,310
Other Base	1,590,942
Equity Total	149,152
Equity Aboriginal	5,998
Equity Socio economic	49,400
Equity Language	616
Equity Disability	93,137
Targeted Total	94,143
Other Total	36,525
Grand Total	1,921,332

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

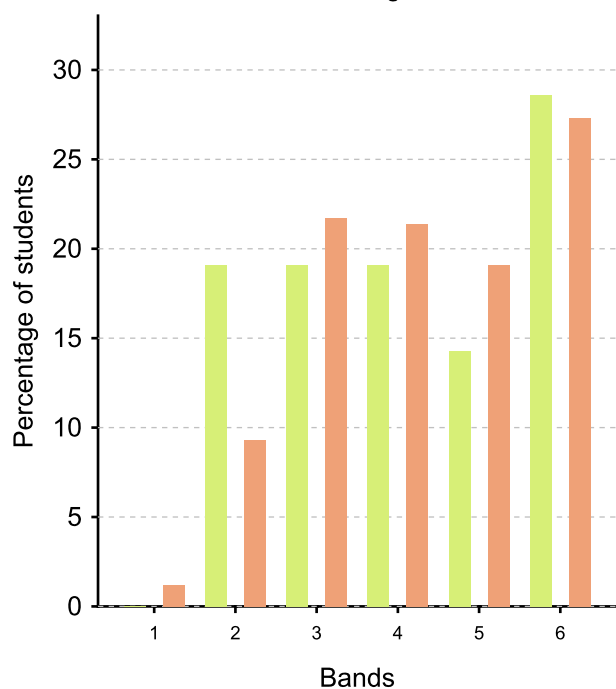
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 student growth in reading, as measured from 2015– 2017 shows an average increase of around 5% of students in the top 2 bands and a decrease of around 5% in the bottom 2 bands– with no student in the bottom band since 2015. There has been a similar shift in spelling and writing.

Year 5 student growth has seen a significant improvement in students achieving the top 2 bands, with students achieving in the top band in reading, spelling, writing in 2016–2017.

50% of Year 5 students achieved above expected growth in reading when compared to their Year 3 NAPLAN results.

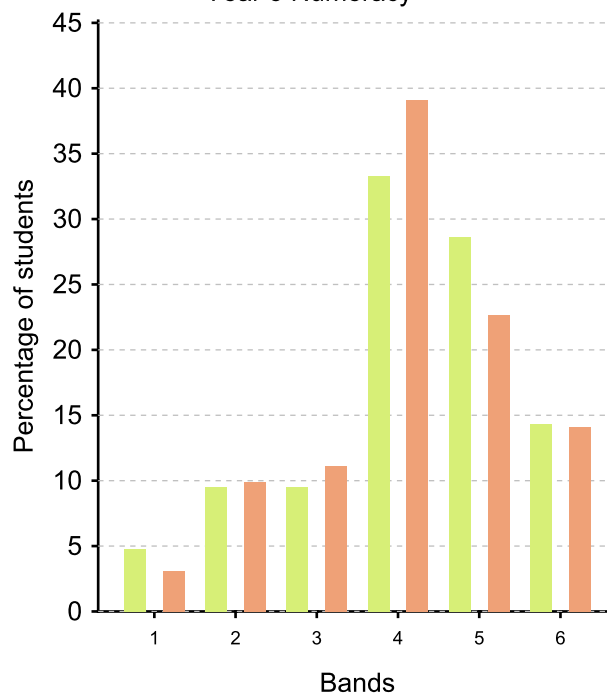
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

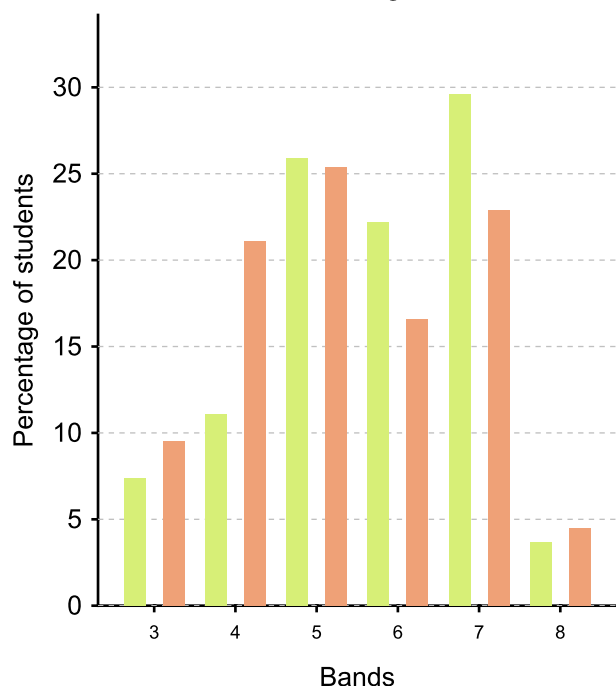
55% of year 5 students achieved above expected growth in numeracy when compared to their Year 3 NAPLAN results.

Percentage in bands:
Year 3 Numeracy



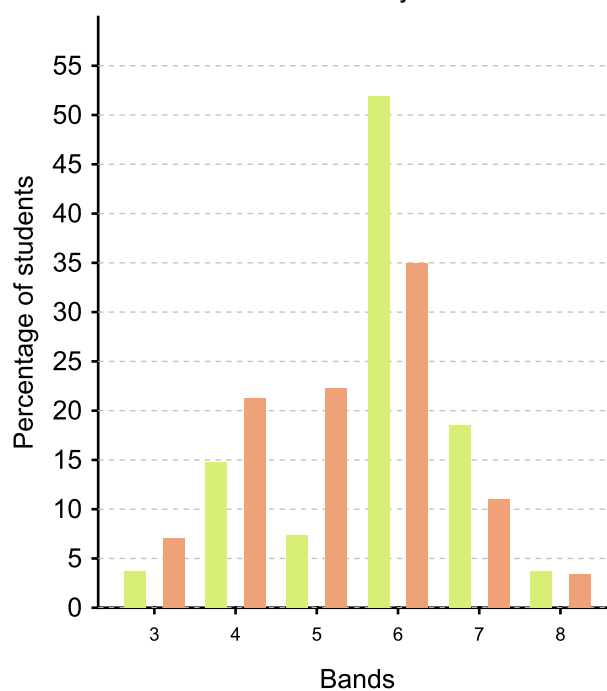
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Year 3 student achievement in the top 2 bands of numeracy has improved by an average of 13% per year since 2014.

Year 5 student achievement in the top 2 bands of numeracy has improved by an average of 10% per year since 2014.

Policy requirements

Aboriginal education

Howlong Public School acknowledges the strength, diversity and richness of Aboriginal cultures. Recognition of Aboriginal custodianship of country is respected and valued.

Welcome to country protocols help promote these values and are observed at all major assemblies and school celebrations. Aboriginal students when possible, respectfully lead all students and staff in acknowledging their culture.

Aboriginal students are supported in learning with Personalised Learning Plans that are constructed in consultation with parents and students. Strengths and areas for development across curriculum, social and wellbeing areas are identified and personal goals are negotiated, reviewed and reported on to parents.

Aboriginal perspectives are incorporated into teaching programs utilising a variety of strategies to enable students to access learning at their point of need yet challenge them to reach those high expectations.

Consultation with the Aboriginal community through the AECG has helped guide Howlong Public School in providing educational perspectives in learning for all of our students and this year has been a valuable resource in the planning of our playground enhancement project.

Multicultural and anti-racism education

All teachers embed inclusive practices into classrooms and teaching programs.

Through personal development programs, Chaplaincy support and classroom and playground behaviour management strategies, students are supported with their understanding of cultural diversity. Explicit teaching around our school rules – *Help Others, Work and Play Safely, Do Our Best, Show Respect and Use Our Manners*, clearly sets expectations and the tone for our school.

Understanding about racism and bullying are developed through classroom programs and expectations that centre on the School Discipline and Anti-bullying Policies. Opportunities to participate in Multi-Cultural Public Speaking competitions across the school support students to recognise the importance of inclusivity. The Anti-Racism Contact Officer supports staff and students when needed.

All staff model expected behaviours and incidents are sensitively and diligently managed when needed, in accordance with the School Discipline and Anti-Bullying Plans.