

Howlong Public School

Annual Report



2018



2186

Introduction

The Annual Report for **2018** 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

At Howlong Public School we build positive relationships with all stakeholders in order to facilitate strong value systems, which underpin a respectful and inclusive learning environment.

As innovative leaders and educators, we create a progressive culture which promotes highly engaged, self reflective teachers and students.

Students are challenged and supported to grow and develop socially, academically and personally.

School context

Howlong Public School provides a dynamic, inclusive and caring educational environment in which all of our students access quality educational programs within an engaging, 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.

Our school community supports the Positive Behaviour for Learning process which underpins our core values.

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.

Learning Domain

This year at Howlong Public School we have continued our commitment to ensuring students achieve growth and progress in learning. We openly seek to communicate with and build partnerships with parents/carers and students through a variety of ways. We acknowledge that for teachers to be able to plan for and implement effective student learning based on student needs we need to consult with all stakeholders including parents and students. Implementation of SMART goals, Individual Education and Personalised Learning Plans and Behaviour Management Plans ensure differentiation of learning. Every student's wellbeing is a priority when designing and implementing classroom and school programs. Teachers continually seek and engage in professional learning to advance curriculum knowledge. This year we maintained a focus on upskilling K–2 teachers in Language, Learning and Literacy (L3). Participation in the Digital Technologies pilot program also provided new experiences for our students as teacher expertise grew. Teacher training around the new Science curriculum was also provided to staff members who then worked collegially with other staff to build knowledge and understanding. The use of effective assessment tools, improved data collection processes and continued development of knowledge around how to analyse student data, assisted to provide increasingly more reliable information from formative assessments. This greatly added to consistency across stages. Reporting to parents on student achievement and where to next in student learning continues to be embedded into the yearly cycle. Regular formal and informal opportunities are timetabled, enabling teachers, parents and students to give and receive regular feedback on 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 embedded in 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 an average of 45.13% of Year 3 and Year 5

students achieving in the top two bands in Reading, Numeracy and Writing whilst 49.31% achieved in the middle two bands. Year 5 average school results were above state level in all areas. Our Year 3 numeracy average was also above state average.

Teaching Domain

Continuing to develop quality teaching that facilitates effective classroom practice is our priority. We recognise the benefits of collaborative practice in improving teaching and therefore learning. We aim to ensure that teachers focus on managing classrooms where students can engage in quality and productive learning experiences. We continue to provide opportunities for teachers to develop strong collaborative practices, working together to improve teaching and learning in their stage groups. Expertise within staff is utilised to upskill and mentor new and beginning teachers. Teachers engage in the observation and feedback process with peer and supervisor observations. Feedback on planning, content, delivery and practice is provided to all teaching staff in order to identify and utilise strengths and hone in and build upon areas of need. Formal and informal student performance data, student feedback, colleague and supervisor feedback is regularly used to evaluate the effectiveness of teaching practices. This has facilitated 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.

As part of their Professional Development Plans teachers are also actively engaged in planning their own professional development to improve their performance in order to improve student outcomes. This correlates with goal setting to achieve professional standards in line with the accreditation process.

Leading Domain

The consistency and effectiveness of implementation of our key strategic directions has been successful as we endeavour to build a strong foundation of leadership and capacity building across the school. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The development of our school plan underpins our school operations and improvement practices. We ensure that we liaise with our Principal School Leadership on best practice which includes workshoping with the Executive team to build capacity and understanding of the process. The Executive team then factor in Professional Learning for teachers where we look at school priorities based on data, consultation and feedback from parents, students and staff. Engaging the community in planning is crucial to building relationships and understanding of school priorities. After this our achievable and measurable milestones are set in order to give us structured and systematic planning for the year.

All staff are encouraged to take on leadership roles and areas of responsibility within the school. This allows opportunities for the development of leadership skills; strong involvement in professional development planning; school based instructional leadership and mentoring. All teachers are involved in the self-assessment process, assisting in the clarification of direction and setting of future strategic priorities, all leading to further improvements in the delivery of education to our students.

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 and Engagement

Purpose

To provide a whole school approach to the delivery of engaging, quality learning experiences. Students will develop socially, academically and personally in a challenging but supportive, respectful learning environment.

Overall summary of progress

The provision of a whole school approach to student wellbeing through delivering engaging, quality learning experiences is our priority. Assisting students to develop socially, academically and personally in a challenging, supportive and respectful learning environment is our core business. Through regular analysis of wellbeing and academic data we have identified improvement in student satisfaction and achievement in many areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM Intellectual Engagement– means are above the state norms in all three measures.	Positive Behaviour For Learning (\$5250)	91% students indicated in the Tell Them From Me survey that they are feeling challenged and supported through quality instruction. This is slightly below the state norm of 93%. 84% students feel they put in their best effort as compared to the state norm of 88%. Students are learning the fundamentals of the PBL process and how to improve wellbeing by following the school values.
TTFM Skills Challenge– students placing in the desirable quadrant with high skills and high challenge are above the state norm.	Additional Learning Support Teacher costs (\$35,000)	58% of students placed themselves in the most desirable quadrant in the skills challenge. This is 5% higher than last year and 14% higher than replica schools. Provision of additional LST time to provide further differentiation of learning is valued by students.

Next Steps

- fostering and developing student interest and motivation to improve in learning by strengthening support systems
- maintain and improve at our Positive Behaviour For Learning process
- continue to develop cooperative and collaborative learning, with a focus on differentiation of learning to meet all student needs

Strategic Direction 2

Quality Teaching

Purpose

As innovative educators we will create an inclusive, progressive culture based on high expectations, achievement and engagement of students in learning. A particular focus will be centred around enhancing a collaborative culture of observation and feedback, where the teaching of literacy and numeracy is embedded across all areas of learning.

Overall summary of progress

Regular, effective feedback to teachers on planning, assessing, teaching and reflection practices drives our focus on improvement in quality teaching. Continuing to provide opportunities and strategies to improve collaborative practice through creative use of resources is embedding a culture of continuous teacher improvement. Teachers recognise the benefits of reflection on their own practice as a tool for improving student learning outcomes and achievement. Much of our professional learning is led by school experts, developing confidence and capacity of all teachers to develop innovative, future focused practice. Teachers regularly seek out opportunities to improve their own skills, knowledge and practice and are eager to give and receive feedback on performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% increase in teacher collaborative practice as indicated in Tell Them From Me Survey 2018 results –compare to 2017 data	Professional Learning (\$15,900)	57% of teachers agreed that they often seek out colleagues whilst 43% sometimes sought out other teachers for support, opinions on student matters. Provision of targeted professional learning is valued as a strategy to improve knowledge and improve practice.
100% of teachers demonstrate increased scores for data skills and use as evidenced by What Works Best in Practice Survey.	L3 and Best Start (\$4900)	There has been growth in the number of teachers regularly using data to inform practice. This years score in the Teacher's Tell Them From Me survey is .2 points higher than the previous 3 years.

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

Effective Leadership

Purpose

The continuous development and improvement of systems to promote and support skilled, high performing teachers within a collaborative positive culture of high expectations will facilitate increased achievement in literacy and numeracy outcomes.

Overall summary of progress

The development of teachers within the school to meet the ever growing needs of our students is always a high priority. Fostering a culture of collaborative practice in order to build and sustain high expectations of teachers and students to improve literacy and numeracy outcomes is critical to our core business of improving student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey – parent open ended question response data – increase from 3.97 to >4.0 satisfaction.	Showcase of Learning (\$2500)	In the teacher Tell Them From Me survey the school mean for Teaching Strategies was 8.2 as compared to the state average of 7.9. This was also an increase of .3 points from last year. Feedback on our Showcase of Learning from parents, carers, students, teachers and community members was positive highlighting the range of engaging learning opportunities that we present our students.
TTFM teacher survey – 100% of teachers identify improvement in teaching practice as a result of Professional Learning/ PDP Process./Accreditation Process.	Executive Professional Learning (\$8400)	93% of teachers recognise personal growth in teaching practice over the year and that involvement in the Professional Development Plan process has been beneficial to their progress. Recognition of growth in school leadership capabilities and communication is identified.
Leaders achieve increased scores over time in AITSL School Leader Self Assessment Tool.		Although it is difficult to assess this measure until the survey is completed in 2019, TTFM and What Works Best in Practice surveys have provided feedback from teachers, students and parents/carers. This information supports our understanding that the leadership team has made some significant progress in supervision practices, communication and support to improve teaching practice. and improvement in student outcomes.

Next Steps

- maintain and further develop relationships with parents and carers in order to enhance student engagement and learning
- 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
- continue to facilitate instructional leadership models to guide whole school improvement
- conduct AITSL School Leader Assessment tool in mid 2019
- continue to promote TTFM to parents; monitor and analyse results

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$4 449.00) 	Our Kindergarten student achieved perfect attendance and been awarded a Proud and Deadly at the local AECG awards in Albury. A Personalised learning Plan has been followed and monitored regularly and some additional classroom support has assisted in her achievements.
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$619.00) 	Additional SLSO support during mathematics learning hub time has assisted targeted students. This has allowed smaller groups and the ability to assist EALD students to achieve their learning goals through meeting success criteria.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$95 572.00) 	Our Learning and Support teachers and School Learning Support Officers have worked collaboratively with stage teachers to assess, program, evaluate and reflect on student learning as part of the teaching and learning cycle. All students have made progress. Most students have achieved at least a year of growth. Student wellbeing is closely monitored, reflected upon and strategies used to engage students in learning and social situations.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$36 231.00) 	Through the Professional Development Plan process, all teachers indicate and have demonstrated that they have achieved growth in practice. This is reflected in improved student results as recorded in PLAN data and correlates to NAPLAN data. AP's indicate that all teachers have achieved growth in delivery of quality lessons and that the use of success criteria, feedback to and from students and between colleagues, has led to increased reflection on practice and determining the where to next in their teaching. Improved teaching practice is demonstrated through the observation and feedback process which occurs both formally and informally. AP's have utilised a variety of professional learning experiences to upskill themselves and worked closely together to improve own practice and that of their teams. This has supported the Principal in delivering a meaningful series of professional learning experiences to teachers to ensure impact on student learning.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$42 009.00) 	PLAN data indicates appropriate growth in most students in Literacy and Numeracy. NAPLAN data indicates substantial growth for most students. Information has been used to create targeted groups to address needs of all students and in particular under performing students.
Support for beginning teachers	<ul style="list-style-type: none"> • Beginning Teacher Funding (\$27572.00) 	There has been provision of relevant, structured and personally identified Professional Learning to support teacher development. Beginning teachers work closely with their supervisor and mentors as part of the observation and feedback process. The culture of classrooms and the achievement of

Support for beginning teachers	<ul style="list-style-type: none"> • Beginning Teacher Funding (\$27572.00) 	<p>students reflects the positive nature of these relationships and the benefit of professional learning. Beginning teachers have been supported to engage in external professional learning and encouraged to report back to staff – building their confidence and capacity to interact with colleagues. Integration of relevant learning into classroom practice eg. behaviour management strategies, has supported teacher success.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	113	107	110	101
Girls	94	91	87	87

The student enrolment for 2018 was 188. This included <2% of students identifying as Aboriginal or Torres Strait Islander and 3% from non-English speaking backgrounds. Howlong Public School has students from diverse socio-economic backgrounds.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	94.9	94.3	95.2
1	93	95.9	96.2	94.2
2	96	93.9	96.2	95.6
3	95.2	92.4	96.3	95.6
4	95.5	94.9	96.5	95.5
5	93.2	93.5	97.1	93.6
6	95.5	93.8	92.1	94.9
All Years	95.1	94.3	95.5	95
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Howlong Public School maintains a high rate of school attendance with an average yearly attendance rate of 93.4%. 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(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.94

*Full Time Equivalent

Howlong Public School has no Aboriginal or Torres Strait Islander employees.

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

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 2018, all staff have received professional learning in Positive behaviour For Learning. K-2 teachers participated in Language, Learning, Literacy (L3) – either beginning, completing or continuing with the program. Various staff members also participated in Movement in Mathematics, sharing with colleagues and building these strategies into everyday practice.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	165,033
Revenue	1,953,152
Appropriation	1,872,588
Sale of Goods and Services	1,393
Grants and Contributions	75,575
Gain and Loss	0
Other Revenue	0
Investment Income	3,596
Expenses	-1,763,391
Recurrent Expenses	-1,763,391
Employee Related	-1,591,050
Operating Expenses	-172,341
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	189,761
Balance Carried Forward	354,794

This year we continued to upgrade our technology systems. We also provided extra teacher days to enhance Learning and Support systems within the school.

The surplus is a result of building School and Community funds which are intended to assist with additional staffing in 2019 and purchase of resources.

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.

	2018 Actual (\$)
Base Total	1,508,788
Base Per Capita	38,094
Base Location	20,755
Other Base	1,449,939
Equity Total	142,699
Equity Aboriginal	4,499
Equity Socio economic	42,009
Equity Language	619
Equity Disability	95,572
Targeted Total	95,730
Other Total	58,155
Grand Total	1,805,372

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.

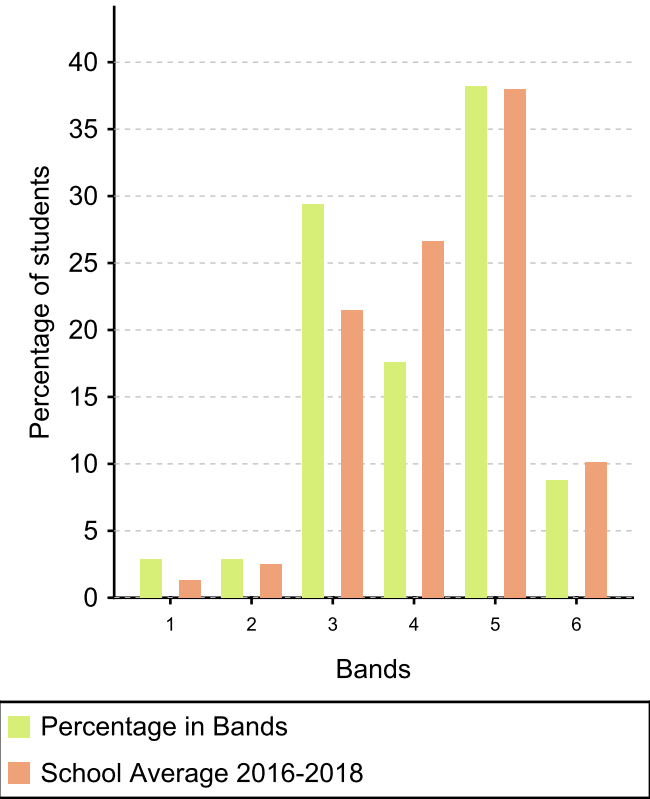
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

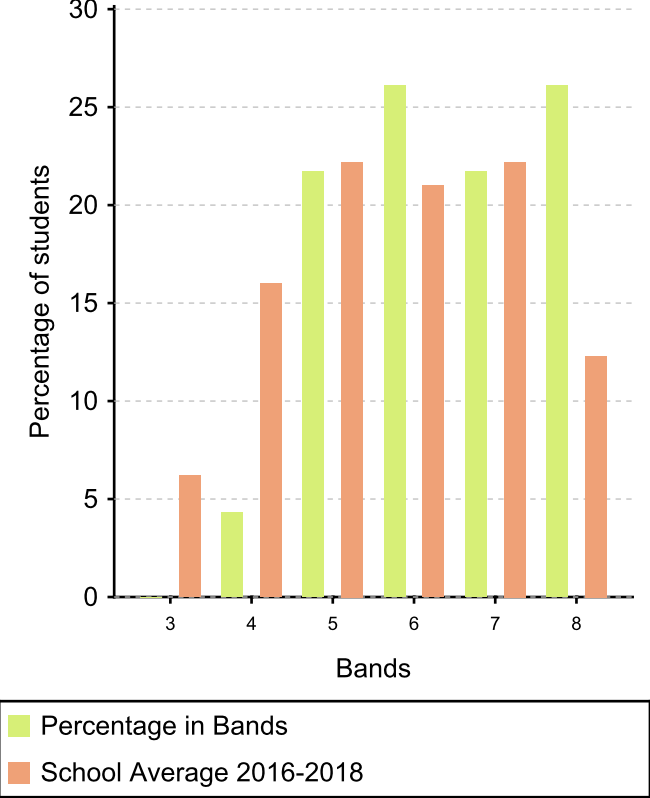
In Year 3, 42.4% of students were in the top 2 bands for Reading and 47.15% achieved top 2 bands in Writing. Future directions include continuing to develop and monitor progress of Reading and Spelling in Stage 1 and 2 students to raise them to State Average or beyond.

In Year 5, 47.8% students were in the top 2 bands for Reading and 17.4% in Writing. Future directions will include continuing to implement explicit teaching practices to ensure future year 5 cohorts of students achieve average to above average status.

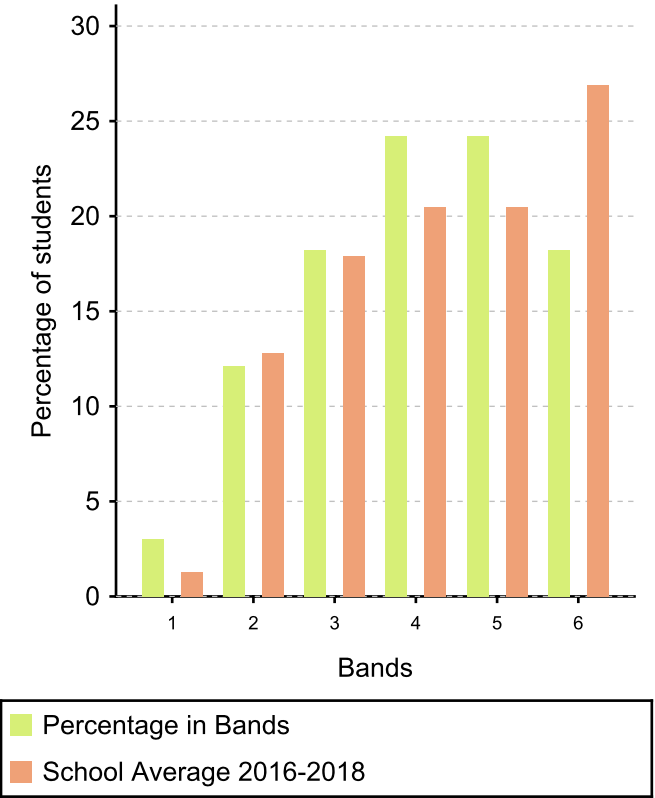
Percentage in bands:
Year 3 Writing



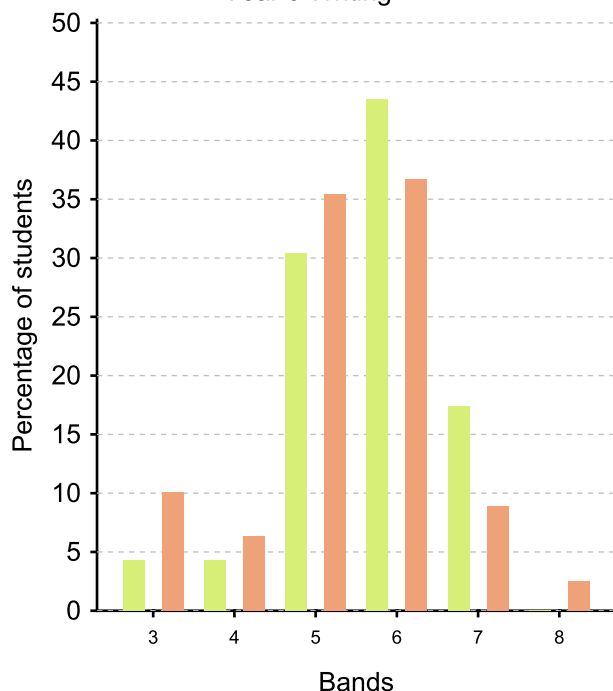
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Writing

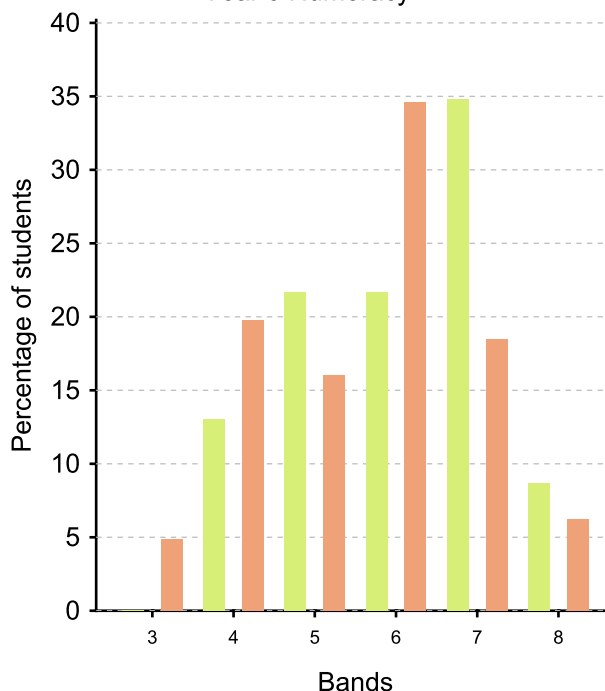


Percentage in Bands
School Average 2016-2018

In Year 3, 47.1% of students achieved top 2 bands. In Year 5, 43.5% of students achieved top 2 bands.

Future directions include maintaining explicit and targeted teaching practices in Numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Our School Plan focuses on Student Learning and Wellbeing, Quality Teaching and Effective Leadership which underpins the Premier's Priority to increase the proportion of NSW students in the top two NAPLAN bands. Howlong Public School is on track, achieving 10.75% growth from 2017 to 2018 in Literacy and Numeracy.

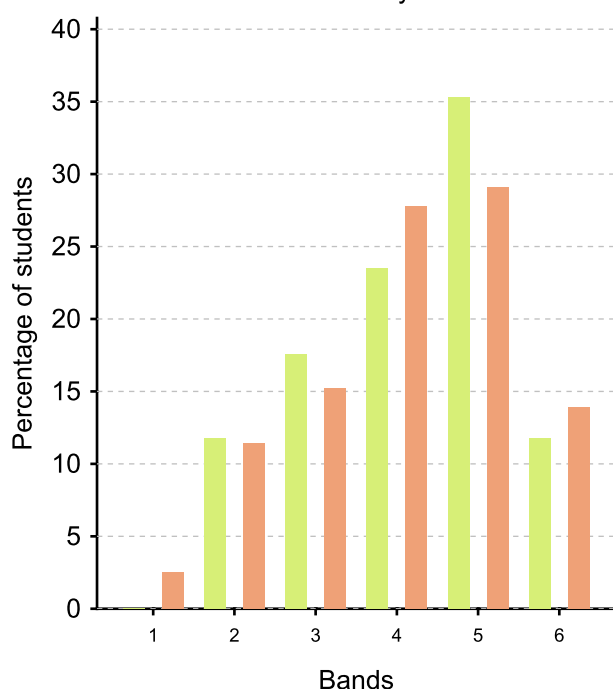
Parent/caregiver, student, teacher satisfaction

Results from the Tell Them From Me parent survey, which comprised 40 responses, tell us that of that cohort, 5% of parents/carers surveyed would be unlikely to recommend our school. The report also confirms that almost all parents/carers feel welcome and recognise that the school is inclusive and supports positive behaviour in students.

Teachers indicated on their Tell Them From Me surveys that they believe the school leaders create a safe, inclusive, orderly workplace where high expectations are set for student learning. They recognise the value of giving and receiving quality feedback on teaching and learning.

88% of students surveyed believe that they have positive relationships at school. The majority of students surveyed also indicated that teacher feedback has been a factor in their success at school and improvement as learners.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

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.

During 2018 teachers participated in training on the Aboriginal Education Policy and studies of Aboriginal History with support from Departmental staff.

Acknowledgment of country protocols help promote our Aboriginal values and are observed at all major assemblies and school celebrations. When possible, Aboriginal students 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.

The progression of our playground development plan to incorporate Aboriginal perspectives is in its early stages.

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 has been a valuable resource in the planning of our playground enhancement project.



Multicultural and anti-racism education

All teachers are expected to embed inclusive practices into classrooms and teaching programs.

Through personal development programs, our Wellbeing Program incorporating Chaplaincy support, 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. This year we have embarked on our Positive Behaviour For Learning journey. Our values of Respectful, Responsible, Safe and Active Learners underpins our school culture.

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.