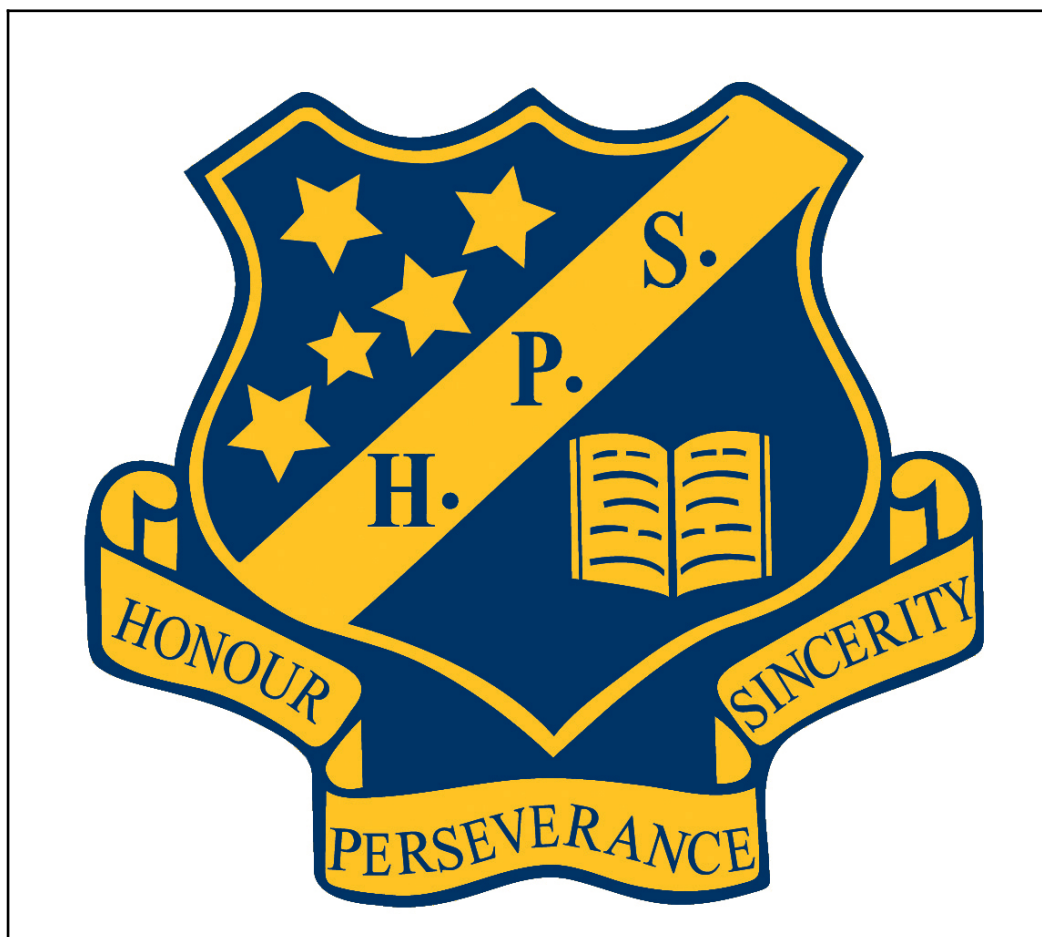# Holbrook Public School

2019 Annual Report

2170

Introduction

The Annual Report for 2019 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.

School contact details

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Holbrook, 2644
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6036 2021

School background

School vision statement

At Holbrook Public School, we believe in educating for equity and excellence within a safe, respectful and inclusive environment.

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

Our school is a place where everyone learns, has fun and takes pride in striving towards excellence. All students are supported and given opportunities to reach their potential.

Our school purpose:

The staff of Holbrook Public School are committed to:

- Providing meaningful cultural, artistic, 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, critical and resilient learners who are better prepared for the challenges of the 21st century.
- Reflecting on each student's individual strengths and learning needs in assisting them to achieve their learning potential.

School context

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

There are 148 students enrolled for 2019 (including 13% Aboriginal students), with 6 classes and additional 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 which caters for all students.

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

Holbrook Public School has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy and numeracy, technology and student wellbeing.

Holbrook Public School is a proud and active member of the Morgan Country Community of Schools.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in Learning

Purpose

All students at our school will be active, engaged, self–motivated learners who are supported to connect, succeed, thrive and learn.

Improvement Measures

To increase the proportion of our students in the top two NAPLAN bands by 8%.

80% of students will achieve their year appropriate expected growth in literacy and numeracy.

Improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Wellbeing

Develop, implement and monitor a strategic, whole–school approach to cognitive, social, emotional and physical wellbeing.

Evaluation	Funds Expended (Resources)
Our focus this year has been on ensuring that every child is known, valued and cared for. An analysis of school data, including external validation, has demonstrated our growth in this area. Attendance of all students improved and this is reflected in the annual report data. Negative referrals decreased over this period and positive behaviour increased. This resulted in students being more engaged in their learning. In 2020, we will maintain our focus on attendance, transition and their importance to learning.	10 x teacher release days – $5,000 2 x SAO days – $800

Process 2: Learning Culture

Create a strong, engaging, future–focused learning culture where students develop the skills, knowledge and attitudes to become successful, lifelong learners.

Evaluation	Funds Expended (Resources)
Executive staff, as part of Curiosity and Powerful Learning, participated in professional learning activities that enabled them to lead staff in building their skills and understanding around learning intentions and formative assessment. Teacher observation has demonstrated, especially in the mathematics area, that all teachers are implementing these strategies. In 2020, the focus will be on embedding learning intentions, success criteria, formative assessment and descriptive feedback across the curriculum.	8 x teacher release days – $4,000 Teacher observation funding – $7,000

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Strategic Direction 2

Excellence in Teaching

Purpose

To enable all teachers to deliver quality, engaging, challenging and differentiated learning experiences for all students, using evidence–based pedagogy and assessment.

Improvement Measures

100% of teachers demonstrate increased knowledge and use of evidence–based practices through their programming and delivery.

80% of students achieve yearly benchmarks for Reading Texts, Comprehension and Writing based on PLAN data.

Whole school data is collected by 100% of teachers in a systematic and timely manner to inform teaching and decision making.

Progress towards achieving improvement measures

Process 1: Evidence–Based Practice

Evaluate and strengthen current systems and pedagogy, with the primary aim of establishing evidence–based practices, including formative assessment and feedback, in every classroom, on every day, in every KLA (Key Learning Area).

Evaluation	Funds Expended (Resources)
Curiosity and Powerful Learning is a program that we have embedded this year in order to build teacher knowledge and capacity in the implementation of evidence–based practices. Professional learning was provided at multiple levels and contexts, for example, external training, internal staff meetings and Staff Development Days. The implementation of triads; an internal model of professional learning involving teachers observing and giving feedback to one another, has built greater understanding and a culture of collaborative practice. In 2020, our focus will be on deepening staff understanding and implementation of the evidence–based practices: learning intentions, success criteria, descriptive feedback and formative assessment.	8 x teacher release days – $4,000 Teacher observation funding – $7,000

Process 2: Use of Data

Enhance data literacy, analysis and use in teaching, ensuring student assessment data is a driver of collaborative discussion, programming and planning across the school.

Evaluation	Funds Expended (Resources)
As part of external validation preparation, a variety of school data was collected and analysed in order to have deep discussions about impact and where to next. This helped develop teachers' understanding of data use in planning and the School Excellence Framework. Explicit and successful strategies were used in K–2 which allowed teachers to clearly plot where each student was at and what needed to occur to move them forward. In 2020, we will focus on finalising our whole school assessment schedule.	Additional Assistant Principal employed

Process 3: Curriculum

Strengthen teacher understanding of syllabus documents, explicit teaching and student engagement to develop dynamic teaching and learning programs for Reading Texts, Comprehension and Writing.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A K–2 Literacy Leader was responsible for ensuring the implementation, professional learning and leadership of a systematic, synthetic phonics program. This successful program has led to a higher proportion of students achieving end of year benchmarks for reading and spelling. Teachers feel confident because of their increased understanding, skills and knowledge, and have collaborated effectively as part of this initiative. In 2020, more teachers will be trained to enable the expansion of the program across the school.	Additional Assistant Principal employed and K–2 Literacy Leader role initiated – $32,301

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A K–2 Literacy Leader was responsible for ensuring the implementation, professional learning and leadership of a systematic, synthetic phonics	Additional Assistant Principal employed and K–2 Literacy Leader

Strategic Direction 3

Excellence in Leading

Purpose

For the Principal and school leadership team to model instructional leadership and support a culture of high expectations and community engagement.

Improvement Measures

Improved scores in Tell Them From Me parent engagement measures.

100% of leaders, including identified aspirants, demonstrate increased scores in the AITSL School Leader Self–Assessment Tool.

Improved scores in Tell Them From Me student engagement measures.

Progress towards achieving improvement measures

Process 1:   Communication and Community Engagement

Establish and enhance communication systems and practices to promote authentic community involvement and parental engagement.

Evaluation	Funds Expended (Resources)
Successful parent information sessions were held, for example, our Class Meetings, and for the implementation of the Systematic, Synthetic Phonics program. In addition, the majority of families attended parent/teacher nights and actively supported many other school functions. Our Personalised Learning and Support planning process was enhanced to enable greater involvement from the parent/caregiver. In 2020, we will maintain a focus on timely and efficient communication with parents and the community.	Teacher relief for the completion of PLaSPs – $4,000

Process 2:   Instructional Leadership

Develop, implement and evaluate structures for instructional leadership at all levels and in all classrooms across the school.

Evaluation	Funds Expended (Resources)
Instructional leadership was a strong feature of professional learning in 2019. One teacher was involved in the Graduate Teacher Network, one executive member was involved in the Albury Assistant Principal Network, the Principal was involved in the Aspiring Principals Leadership Program and three executive members were trained in Curiosity and Powerful Learning. Ongoing and regular instructional leadership also occurred in the systematic, synthetic phonics and the Curiosity and Powerful Learning programs. In 2020, all executive members will be more actively involved in coaching and mentoring staff to achieve school targets.	Graduate Teacher Network – $6,000 Albury Assistant Principal Network – $2,500 Aspiring Principals Leadership Program (funded by DoE) Curiosity and Powerful Learning – $5,000

Process 3:   Engagement and Innovation

Build the capacity of teachers across the Morgan Country Community of Schools in the use of innovative technologies and integrated learning to maximise student engagement and learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Teachers are developing a greater understanding of future–focused learning environments, innovative practice and design thinking and are beginning to use technology as a tool to enhance engagement. This was supported by the purchase of a laptop trolley with 16 laptops, an iPad trolley with 15 iPads and robotics equipment. As part of the transition to high school, Morgan Country Community of Schools representatives met regularly at Billabong High School to improve the transition process. In 2020, technology will continue to be a major focus both in terms of professional learning for teachers and the purchasing and use of innovative technology.	Laptop trolley – $1,500 iPads and trolley – $7,500 Robotics equipment – $2,000 5 days teacher relief – $2,500

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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of an SLSO – $14,271.50 NAIDOC Week Celebrations, including a guest presenter – $2,000	To support the engagement and achievement of Aboriginal students, an SLSO was employed. This helped support the creation and implementation of Personalised Learning and Support Plans and allowed for greater parental involvement. The whole school participated in the celebration of NAIDOC Week which involved a range of cultural activities, for example, Aboriginal dance, art, storytelling, games and lesson activities.
English language proficiency	Staff release from face to face – $400	Developed, monitored and updated Personalised Learning and Support Plans for all EAL/D students.
Low level adjustment for disability	$42686 – Staffing – Low Level Adjustment for Disability $16778 – Flexible – Low Level Adjustment for Disability	An extra teacher was employed for English and mathematics to support small group and individualised teaching, allowing for differentiation and adjustments.
Quality Teaching, Successful Students (QTSS)	Additional teacher and teacher observations – $24,331	All teachers participated in peer observations, including the provision of feedback, to improve their pedagogical repertoires.
Socio–economic background	Additional SLSO – $25,494	The SLSO independently taught individuals and small groups using the Teaching Literacy using Synthetic Phonics program.
Support for beginning teachers	Beginning Teacher casual support – $8,130 Graduate Teacher Network – $6,000	The early career teacher's skills and capacity were supported and built through their involvement in the Graduate Teacher's Network. The school also provided additional release and an experienced mentor to ensure timely and relevant support was provided.
Targeted student support for refugees and new arrivals	Employment of an EAL/D teacher – $11,130	Employed an EAL/D teacher one day per week to support students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	61	67	75	83
Girls	77	71	70	54

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.9	93	93.4	95.2
1	94.2	94.2	92.7	93.2
2	93	93.5	94.3	96.1
3	95.1	93.7	91.7	94.1
4	93.5	93.3	91.6	93.4
5	92.9	93.3	92.1	93.5
6	94.8	91.2	94.1	93.3
All Years	94	93.3	92.9	94.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.78
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.71

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	307,868
Revenue	1,850,090
Appropriation	1,759,676
Sale of Goods and Services	13,946
Grants and contributions	74,813
Investment income	1,455
Other revenue	200
Expenses	-1,769,177
Employee related	-1,572,527
Operating expenses	-196,650
Surplus / deficit for the year	80,914

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	138,963
Equity Total	101,630
Equity - Aboriginal	16,272
Equity - Socio-economic	25,494
Equity - Language	400
Equity - Disability	59,464
Base Total	1,234,722
Base - Per Capita	34,023
Base - Location	27,365
Base - Other	1,173,335
Other Total	228,260
Grand Total	1,703,575

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
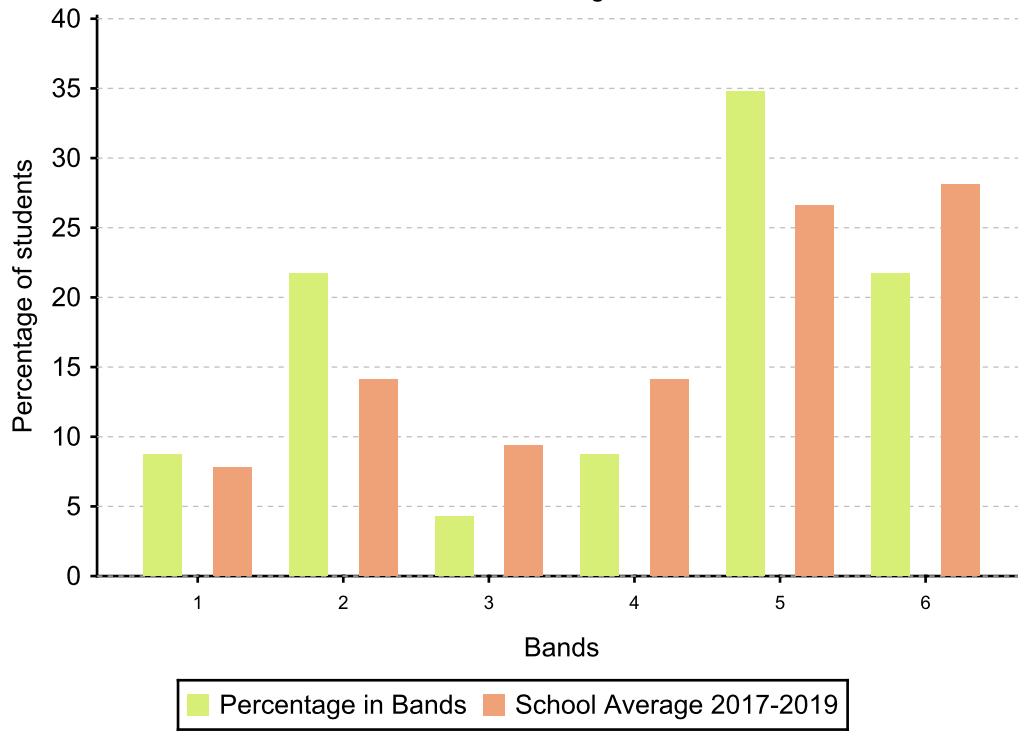
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
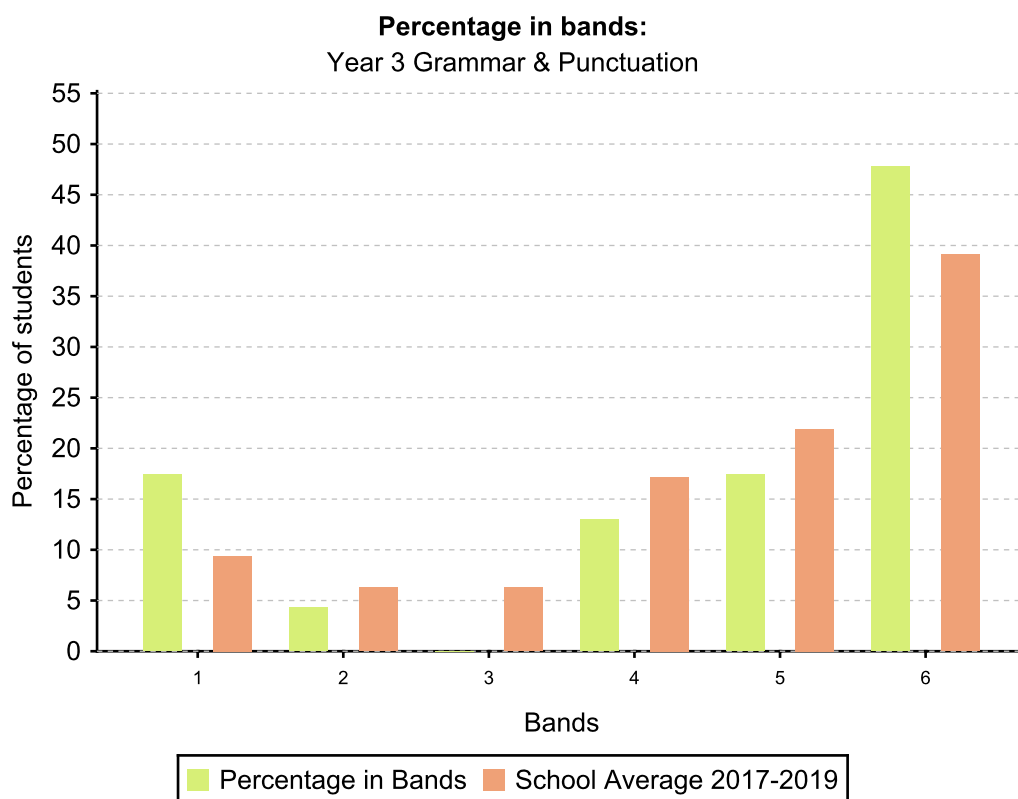
Band	1	2	3	4	5	6
Percentage of students	17.4	4.3	0.0	13.0	17.4	47.8
School avg 2017-2019	9.4	6.3	6.3	17.2	21.9	39.1

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	8.7	21.7	4.3	8.7	34.8	21.7
School avg 2017-2019	7.8	14.1	9.4	14.1	26.6	28.1

Percentage in bands:
Year 3 Spelling
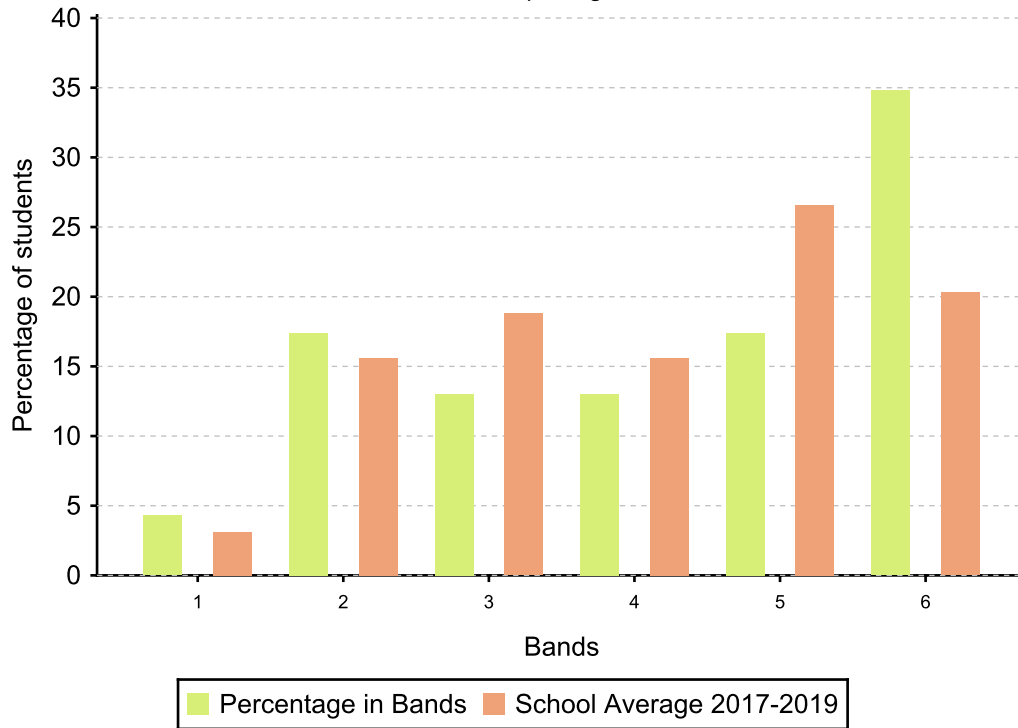
Band	1	2	3	4	5	6
Percentage of students	4.3	17.4	13.0	13.0	17.4	34.8
School avg 2017-2019	3.1	15.6	18.8	15.6	26.6	20.3

Percentage in bands:
Year 3 Writing
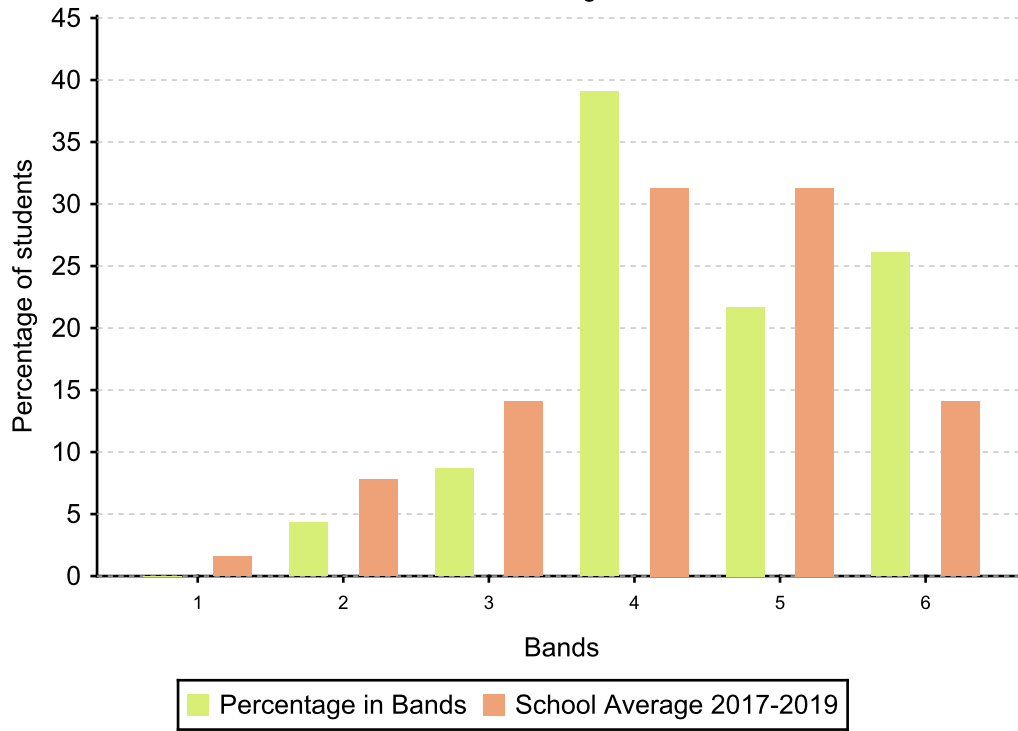
Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	8.7	39.1	21.7	26.1
School avg 2017-2019	1.6	7.8	14.1	31.3	31.3	14.1

Percentage in bands:
Year 5 Grammar & Punctuation
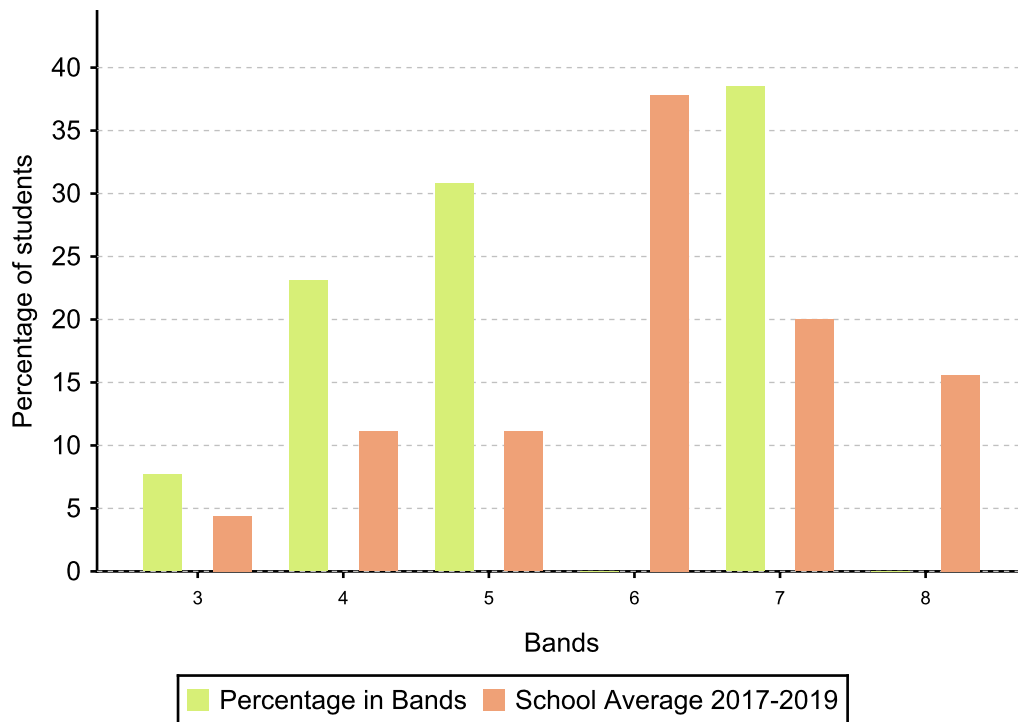
Band	3	4	5	6	7	8
Percentage of students	7.7	23.1	30.8	0.0	38.5	0.0
School avg 2017-2019	4.4	11.1	11.1	37.8	20	15.6

Percentage in bands:
Year 5 Reading
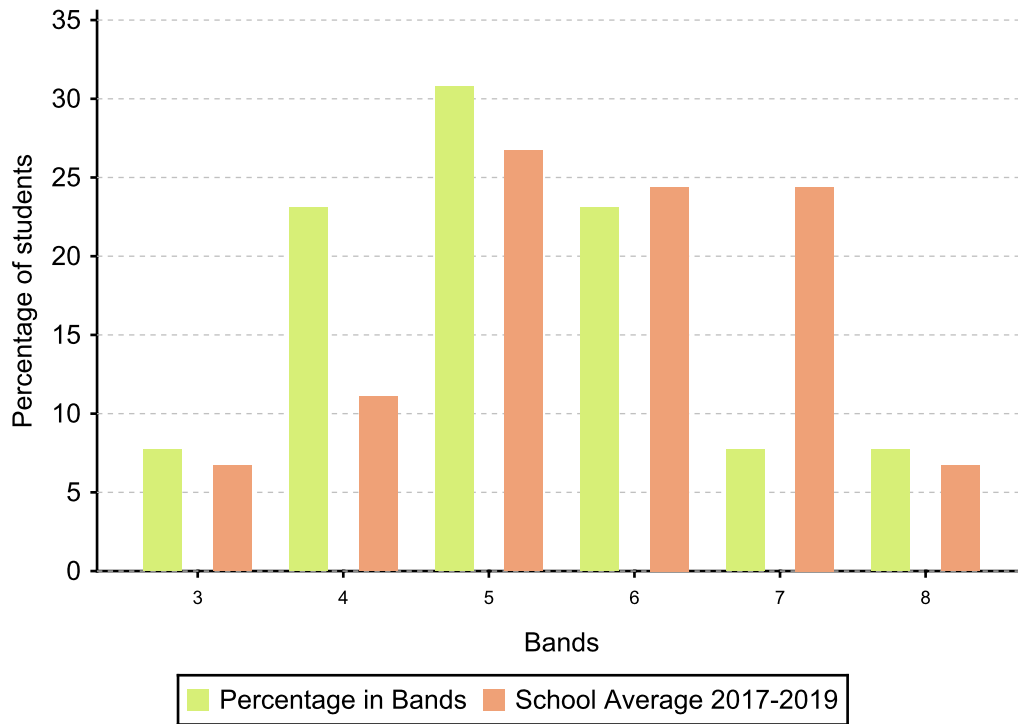
Band	3	4	5	6	7	8
Percentage of students	7.7	23.1	30.8	23.1	7.7	7.7
School avg 2017-2019	6.7	11.1	26.7	24.4	24.4	6.7

Percentage in bands:
Year 5 Spelling
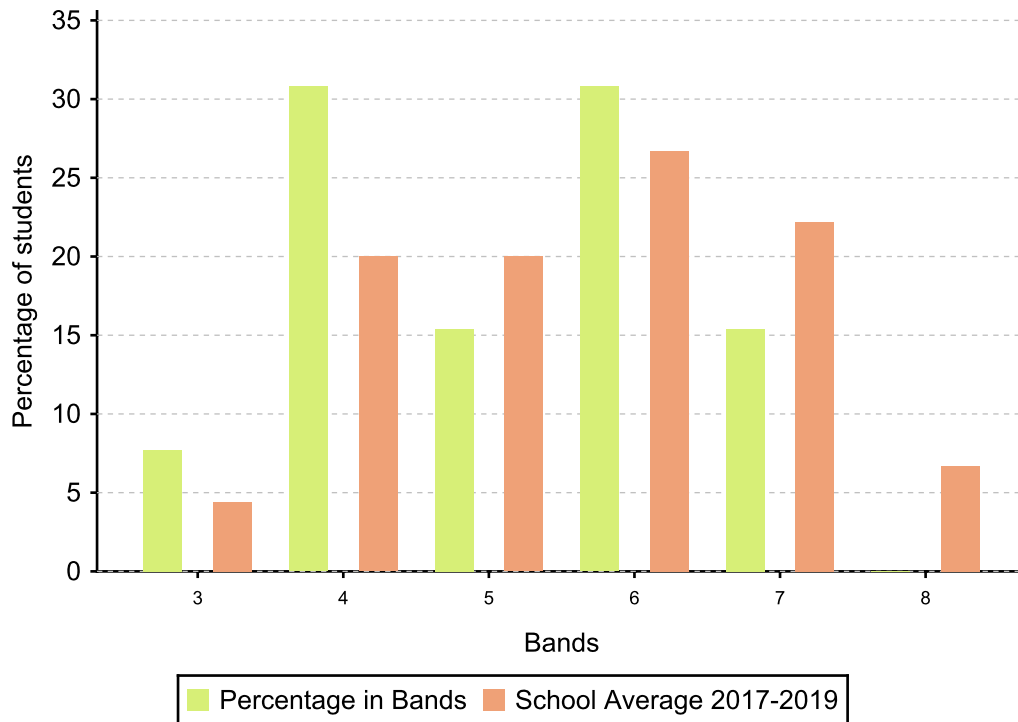
Band	3	4	5	6	7	8
Percentage of students	7.7	30.8	15.4	30.8	15.4	0.0
School avg 2017-2019	4.4	20	20	26.7	22.2	6.7

Percentage in bands:
Year 5 Writing
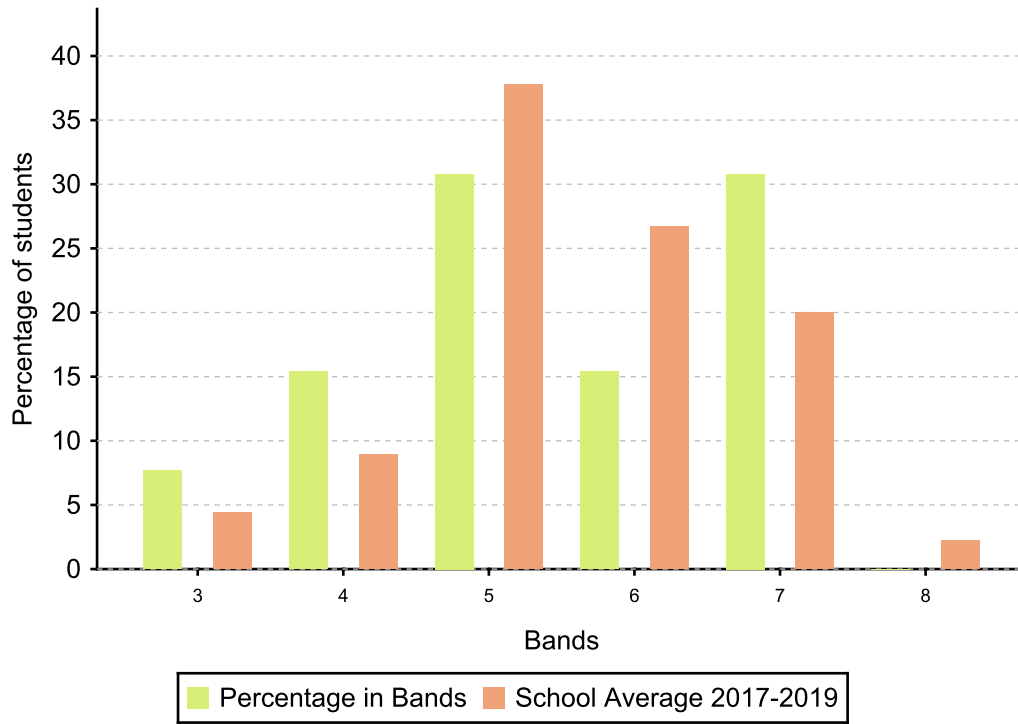
Band	3	4	5	6	7	8
Percentage of students	7.7	15.4	30.8	15.4	30.8	0.0
School avg 2017-2019	4.4	8.9	37.8	26.7	20	2.2

Percentage in bands:
Year 3 Numeracy
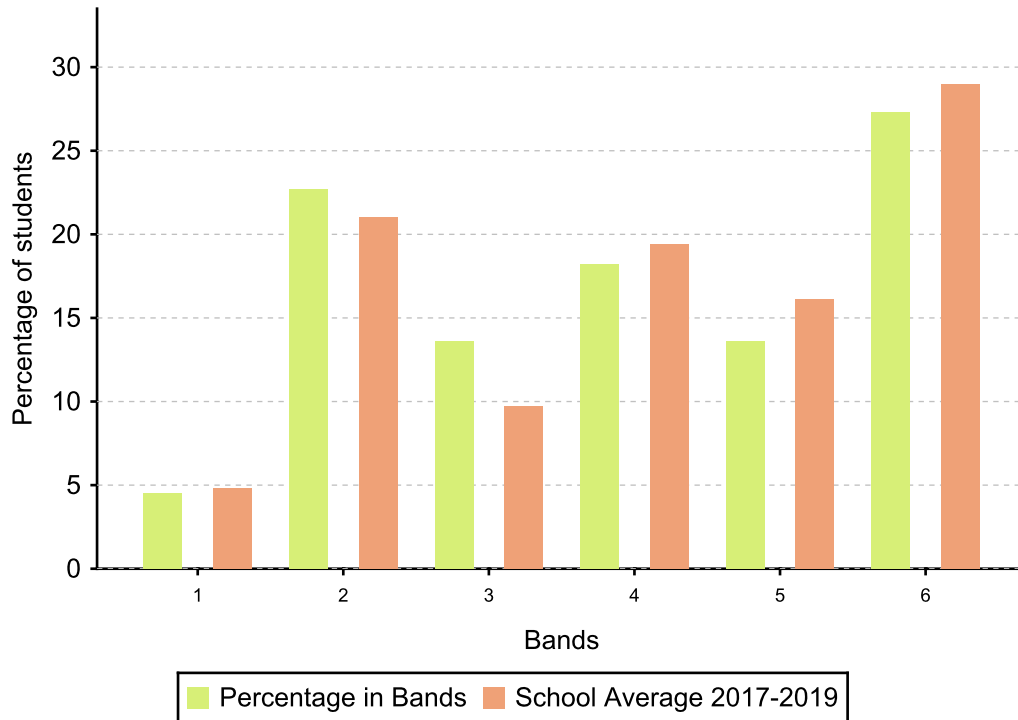
Band	1	2	3	4	5	6
Percentage of students	4.5	22.7	13.6	18.2	13.6	27.3
School avg 2017-2019	4.8	21	9.7	19.4	16.1	29

Percentage in bands:
Year 5 Numeracy

Legend: Percentage in Bands ■ School Average 2017-2019
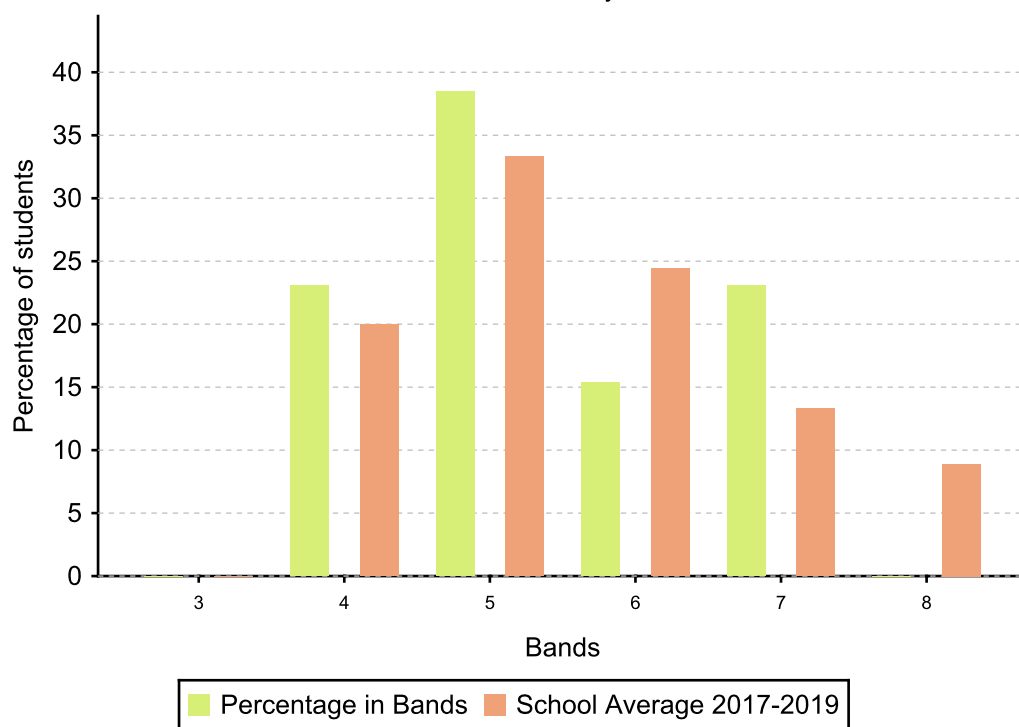
Band	3	4	5	6	7	8
Percentage of students	0.0	23.1	38.5	15.4	23.1	0.0
School avg 2017-2019	0	20	33.3	24.4	13.3	8.9

Parent/caregiver, student, teacher satisfaction

In 2019, students, staff and parents participated in the Tell Them From Me surveys.

All students in Years 4, 5 and 6 were surveyed.

– 100% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

– 96% of students reported that they try hard to succeed in their learning.

– 83% of students feel proud of their school.

– 68% of girls and 89% of boys feel accepted and valued by their peers and by others at their school.

12 parents responded to the survey.

– 86% of parents feel well–informed about school activities.

– 89% of parents reported that their child feels safe at school.

– 83% of parents reported a high or very high satisfaction with the school.

– 33% of parents reported talking about how important schoolwork is at home.

6 teachers responded to the survey.

– 79% of teachers felt that school leaders had helped them improve their teaching.

– 79% of teachers reported that other teachers had given them helpful feedback about their teaching.

– 88% of teachers reported that in most of their classes, they discuss the learning goals for the lesson.

– 50% of teachers reported helping students set goals for learning new technological skills.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Holbrook Public School 2170 (2019) Printed on: 30 May, 2020