

# Howlong Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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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

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 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.

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/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	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## 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.

#### Improvement Measures

TTFM Intellectual Engagement– means are above the state norms in all three measures.

TTFM Skills Challenge– students placing in the desirable quadrant with high skills and high challenge are above the state norm.

#### Progress towards achieving improvement measures

##### Process 1: Assessment

Using formative assessment, deliver quality, student centred learning experiences that foster understanding in students, of goal setting and achievement of learning goals.

Evaluation	Funds Expended (Resources)
All teaching staff indicated confidence in using the Literacy Progressions in the sub elements of creating texts. They have continued to implement the progressions alongside the syllabus to plan teaching and learning to meet the needs of students. Teachers utilised the progressions to assess and monitor student learning and progress. Differentiated learning was achieved and teachers gathered evidence of student progress through collecting and analysing student work samples. Teachers were able to give feedback using the progression indicator levels about student's learning and identify where to next with their learning. Teachers expressed a need to provide students more time and practice in supporting students to articulate and identify their own learning goal.	

##### Process 2: Curriculum

Implement and evaluate quality learning programs, across all key learning areas with a focus on reading, comprehension and numeracy.

Evaluation	Funds Expended (Resources)
Through ongoing professional learning using the Literacy Progressions in the sub element of creating texts, teachers have strengthened their understanding of quality teaching practices with an emphasis on connecting feedback to data. Individualised learning was provided for all students through on-going, close monitoring of student progress, measured against the Literacy Progressions. Consolidation to implement the Literacy Progressions across all the key learning areas will be a focus in 2020.	

##### Process 3: Student Wellbeing and Engagement

Implement a whole school integrated wellbeing system where students can connect, succeed and thrive in every facet of their schooling.

Evaluation	Funds Expended (Resources)
Students deepened their understanding within differentiated and authentic learning experiences as part of our K–6 wellbeing program, fostering creativity, communication, collaboration and critical thinking. Our integrated	

## Progress towards achieving improvement measures

whole school approach in using Positive Behaviour for Learning has created a positive learning environment. All students acknowledge and demonstrate the whole school values of Active Learner, Respectful, Responsible and Safe.

## 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.

#### Improvement Measures

50% increase in teacher collaborative practice as indicated in Tell Them From Me Survey 2018 results –compare to 2017 data

100% of teachers demonstrate increased scores for data skills and use as evidenced by What Works Best in Practice Survey.

#### Progress towards achieving improvement measures

##### Process 1: Effective Classroom Practice

Utilise the Learning Hub to facilitate observation and feedback. Development of efficient teaching strategies to enable teachers to develop and improve their own teaching practice.

Evaluation	Funds Expended (Resources)
Effective classroom practice is evident through the collaboration of teams to share knowledge, data and feedback about student progress and achievement. Classrooms foster positivity and ensure optimal learning through effective management and shared expectations across the whole school. The ongoing professional learning on formative assessment and the implementation of our Teacher Learning Community based on the research of Dylan Wiliam has had a an impact on teacher growth and confidence in using collaborative and reflective practice.	

##### Process 2: Data Skills and Use

Teachers use data skills to provide timely, targeted feedback and interventions so that all students access tailored, differentiated learning in order to maximise outcomes in reading texts, comprehension and numeracy.

Evaluation	Funds Expended (Resources)
Data use and skills are a key focus at Howlong Public School. Student data assessment is regularly used to identify student achievements and progress. Teacher reflect on teaching and learning experiences to improve practice and identify gaps in learning.	

##### Process 3: Learning and Development

Teachers are supported to develop innovative, future– focused teaching practices through professional development structures including investigating Digital Technologies, that will promote evaluative thinking.

Evaluation	Funds Expended (Resources)
Teachers take personal responsibility to maintain and develop their professional standards. All teachers use professional standards and Performance and Development Plans to identify and monitor specific areas for development and continual improvement. Teachers engage in professional learning that is clearly linked to the school plan and the impact of	

## Progress towards achieving improvement measures

the quality of teaching and student learning outcomes is evaluated. Teachers actively share expertise to build collective skills and knowledge and school processes allow teachers to further enhance their strengths. Teachers are provided with opportunities to trial innovative future-focused practices.

## 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.

#### Improvement Measures

TTFM survey – parent open ended question response data – increase from 3.97 to >4.0 satisfaction.

TTFM teacher survey – 100% of teachers identify improvement in teaching practice as a result of Professional Learning/ PDP Process./Accreditation Process.

Leaders achieve increased scores over time in AITSL School Leader Self Assessment Tool.

#### Progress towards achieving improvement measures

##### Process 1: Educational Leadership

The leadership team create a focus on continuous improvement of teaching and learning. Provision of timely, quality observation and feedback systems and professional learning appropriate to the needs of staff is mandated to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Teachers take personal responsibility to maintain and develop their professional standards. All teachers use professional standards and Performance and Development Plans to identify and monitor specific areas for development and continual improvement. Teachers engage in professional learning that is clearly linked to the school plan and the impact of the quality of teaching and student learning outcomes is evaluated. Teachers actively share expertise to build collective skills and knowledge and school processes allow teachers to further enhance their strengths.</p> <p>Collaborative practice has strengthened by the implementation of the Teacher learning Community in Term 2. Teaching staff are utilising this opportunity to build each other's capacity with a focus on embedding formative assessment into their daily teaching practice.</p>	

##### Process 2: Strategic Use of Resources

The leadership team takes a creative approach in the use of facilities, technology and the physical environment to improve student outcomes and enhance the quality of service delivery. Active research contributes to enhancement of learning environments and subsequent improvement of student engagement and learning.

Evaluation	Funds Expended (Resources)
<p>The school has a focus on technology as a tool for learning with the latest in interactive panels in every classroom, along with a Technology Learning Centre, Tablets, iPads and laptops available to all classrooms. Teachers have observed increased student participation and engagement in learning. This has enhanced learning opportunities and have offered students a variety of tools to improve their learning.</p>	

##### Process 3: Management Practices and Processes

The school leadership team continuously evaluates systems, structures and processes to ensure improvement of service delivery. Leadership is responsive to feedback to effect change and

## Progress towards achieving improvement measures

**Process 3:** improvement as needed.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The school has continued to strengthen administrative systems, structures and processes in order to improve effectiveness of all school members. The school leadership team regularly evaluates systems and processes in teaching and learning. Clear communications and structures of expectations of programming and assessment has ensured that they are responsive to student needs.. Community connectedness was enhanced through various school initiatives and programs throughout the year. Parent feedback, participation and engagement indicated that they were supportive and highly valued of the school various initiatives and programs.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3, 315	Students from K–6 were provided with opportunities to enhance their understanding of Aboriginal perspectives embedded in their learning across key learning areas. Students participated in excursions to our local Environment Centre, and incursions focused on Aboriginal history, language and culture. All Aboriginal students were given additional support through Personalised Learning Pathways that were developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement.
<b>English language proficiency</b>		N/A
<b>Low level adjustment for disability</b>	\$97, 813	<p>Student Learning Support Officers were employed to support identified students for specific focus areas such as reading, spelling, writing and numeracy skills. The school implemented the Effective Reading program in partnership with the NSW Centre for Effective Reading. Improvement in reading was evidenced in assessment results that indicated a growth of reading ages over the 12 months intervention.</p> <p>Professional learning provided all staff in accessing various targeted literacy and numeracy professional learning as well as the Berry Street program. They have enabled all staff to address specific needs of student learning and wellbeing. Learning and Support Teachers worked collaboratively with classroom teachers providing invaluable support to students in the classroom and in implementing learning adjustments to teaching programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.326FTE    \$34 789	Assistant Principals were provided with time to mentor and coach individual teachers as well as meet in stage teams to implement whole school directions and tailor support needed to improve student outcomes. The type of support given was responsive to the needs of the individual teachers and their students.
<b>Socio–economic background</b>	\$34, 108	Funds were utilised to subsidise costs for students and their families for key purposes and initiatives. The funds were also used to increase the support in student learning needs in the form of Student Learning Support Officers. This increased the opportunity for students to access additional Learning and Support time to develop their skills in an identified area. Students participated in targeted small group mathematics, writing and reading lessons, as well as individualised support.
<b>Support for beginning teachers</b>		N/A

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	107	110	101	98
Girls	91	87	87	96

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	94.3	95.2	94.6
1	95.9	96.2	94.2	94.3
2	93.9	96.2	95.6	93.9
3	92.4	96.3	95.6	95.7
4	94.9	96.5	95.5	92.4
5	93.5	97.1	93.6	94.8
6	93.8	92.1	94.9	93.6
All Years	94.3	95.5	95	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)	2
Classroom Teacher(s)	6.96
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

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	354,794
<b>Revenue</b>	1,991,394
Appropriation	1,882,563
Sale of Goods and Services	1,262
Grants and contributions	104,121
Investment income	3,449
<b>Expenses</b>	-2,035,932
Employee related	-1,829,992
Operating expenses	-205,940
<b>Surplus / deficit for the year</b>	-44,537

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	66,452
<b>Equity Total</b>	135,644
Equity - Aboriginal	3,315
Equity - Socio-economic	34,108
Equity - Language	407
Equity - Disability	97,813
<b>Base Total</b>	1,518,159
Base - Per Capita	44,112
Base - Location	21,390
Base - Other	1,452,658
<b>Other Total</b>	104,425
<b>Grand Total</b>	1,824,679

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

### Parents/Caregivers

Parents/families responses to consultation surveys/discussions at P&C Meetings and informal conversations indicated that Howlong Public School is a great school and that decision making is student centred. They are satisfied with the high expectations that our teachers have for their child/ren and agrees that the school encourages them to exceed their expectations. Parents also felt that the staff are caring, approachable and knowledgeable.

Primary students were surveyed using Student Voice Survey. All students reported that they feel happy at school, enjoy learning and happy with their learning environment. A small proportion of students indicated that they would like more learning that would enable them to use more digital technologies with their learning.

Teachers indicated a high level of satisfaction from teaching at Howlong Public School. They indicated that they felt that their professional learning needs had been met to help them achieve their Personal Development Plan goals. Teachers expressed their satisfaction on the high level of collaborative practice that is embedded at the school. As a whole staff there is a consensus that our school provides a nurturing and supportive learning environment for all students. There is a shared belief and understanding that every student is capable of learning, that all teachers can teach and the school has enabled the necessary conditions to achieve and foster this belief.

## 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.