

2020 Annual Report

Howlong Public School



2186

Introduction

The Annual Report for 2020 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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Message from the principal

2020 has placed many challenges on all of us. A year where we have embraced change and develop resilience on a level never experienced before in our lifetime. I am very proud of all our students, staff and school community. Their adaptability and resilience with the changes that was placed upon them has been amazing.

This annual report reflects the school progress and achievements in the key strategic areas of our school plan. Thanks to the incredible work of our dedicated team, the implementation of the 2020 school plan further enhanced our delivery of quality education to our students.

This report should be read in conjunction with the school website and social media pages that showcase more of the outstanding work, progress and achievements of our students and staff. We are grateful for the incredible support of our parents and community who work in partnership with us at all levels of planning and implementation to ensure we maximise the opportunities for all students at our school.

School vision

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 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	2020 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
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)
<p>Although there is evidence in pockets of the school of a variety of formative assessment strategies within classrooms, this is not yet a consistent approach. The Teaching Learning Communities planned for this year were not enacted due to Covid 19 and priorities were revised. Data collected was solely reliant on evaluations of teaching and learning programs and this showed an increase in staff documenting assessment strategies in the form of formative assessment from Term 1 to Term 4. This data was not able to be confirmed through class observations. Essential Assessment was used consistently across Stage 2 and Stage 3 to build understanding of students' skills and knowledge within the Number and Algebra strand and this will be extended to all strands in mathematics and some elements of English in 2021. The school has also utilised the Department's Phonological Awareness Assessment across K-6 to identify areas of need and this data will be informing our interventions and use of specific funding early in 2021.</p> <p>Assessment still forms a crucial element in our required professional learning and has been included in the 2021-2024 School Plan. It is clear that consistency in the planning and evaluation of assessment tasks will be a priority moving into 2021.</p>	<p>\$40 748 (Collaborative Curriculum Planning Day)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40748.00)

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)
<p>Staff have participated in five Collaborative Curriculum Professional Learning days throughout 2020, where the focus was heavily on evaluating, sharing and collaborating to create quality teaching and learning programs. Reflection from classroom teachers found that these days were very beneficial for both early career teachers and experienced staff. Feedback did outline some adjustments that would ensure that all staff get the most out of these professional learning opportunities, such as the inclusion of CTJ sessions, particularly in writing. During these sessions Stage 2 and 3 created an English Scope and Sequence using the English Textual Concepts and units were developed collaboratively ensuring that all staff had a more in-depth knowledge of the syllabus and were addressing Objective C, D and E of the</p>	<p>\$40 748 (Collaborative Curriculum Planning Day)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40748.00)

Progress towards achieving improvement measures

English syllabus with more consistency.

The executive also have completed a review of supervisory procedures in regard to program evaluation, and processes have been developed to allow for rigorous and regular discussions with staff. Both staff and the executive team have reported a greater understanding of what is expected within their program. Discussion questions allowed supervisors to gain a greater understanding of the professional needs of their staff. Through these discussions and evaluations of programs it was evident that teachers were making more regular adjustments to their programs based on feedback and assessment of students and that differentiation was documented. Consistency across staff members and KLAs is an area that still requires improvement. This process is in the development stage and needs to be aligned with the teacher observation schedule.

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)
<p>A whole school evaluation of PBL processes was conducted via a whole staff survey. The survey results were discussed with staff and areas were identified as needing change. These areas included; consistency of whole school processes in acknowledging students following the PBL values system and their behaviour both in classroom setting and outside of classroom setting; consistency in which students achieve 'classroom diamond time'; and whole school reward opportunities through receiving PBL value tickets/strive for success. PBL processes to be adjusted for beginning of Term 1, 2021.</p> <p>Learning Support Processes were also evaluated via a staff survey. Refresher of processes and procedures to be done at beginning of 2021, so that all staff consistent with their roles and responsibilities.</p> <p>Attendance procedures to be evaluated in 2021, to ensure consistency across school.</p> <p>PBL signs completed for toilet block and front of school. Next PBL signage to be determined in 2021.</p>	<p>PBL Signs- \$5 000 School Funded</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

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)
<p>The CCPL days provided opportunities for staff to plan collaboratively and to discuss assessment data across stages to identify specific areas of need. This was particularly evident within literacy where the Department's Phonological assessment was administered throughout the school and then the results were analysed during the CCPL days. Focus areas were identified and directed staff when developing their teaching and learning programs. This demonstrates the staff are beginning to use evidence-based practices within this area of their teaching.</p> <p>During Semester 2, professional learning was focused on understanding and creating quality learning intentions for units of learning. This brought a spotlight on staff understanding of the curriculum documents and stage appropriate skills and knowledge as well as ensuring that explicit teaching was occurring in all classrooms for all KLAs. Further discussions with supervisors and programming monitoring showed that staff were including higher quality learning intentions for writing that were based on curriculum documents.</p>	<p>\$40 748 (Collaborative Curriculum Planning Day)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$40748.00)

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)
<p>The development and introduction of our program flowchart in Term 3 supported staff to reflect upon their own teaching and learning program and ensure they were including assessment data as a key element of their programs within our focus area, writing. Professional learning that was completed on the implementation of the flowchart identified that the majority of the staff were able to develop assessment tasks and complete simple evaluations of the data, however were less confident in analysing data extracted from PLAN2 after it was entered into ALAN. This was confirmed in our end of year evaluations where all staff reported needing additional professional learning to utilise this information more effectively.</p>	<p>Community of Practice - CCPLD</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40748.00)

Progress towards achieving improvement measures

Essential Assessment was also used consistently throughout the year from Year 2 - 6 and with less effectiveness in K-1 to support the assessment and planning for mathematics. Staff regularly used the online assessment tool for pre and post assessments of students. These were used to efficiently group students and plan units of learning. Staff reported that this format allowed for the marking and identification of focus areas to be provided which provided them with more time to complete deeper analysis and provide meaningful learning tasks for their students. As the software is continually being updated, staff will need to continue to participate in professional learning to ensure they are using the program as effectively as possible.

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)
<p>Due to the restrictions placed on the education community as a result of COVID-19, professional learning as a whole was required to use innovative practices to ensure we were able to keep as up-to-date as possible on best practice. Online forums were used regularly both for external and some internal professional learning opportunities. The school was still able to be validated as part of the External Validation process and our involvement in the Community of Practice, allowed for collaboration across schools in order to develop a school improvement plan. This will continue into 2021 and will support our 2021-2024 School Plan.</p> <p>At a school level, many professional learning opportunities were postponed, however, as priorities changed due to COVID-19 and additional needs of staff were identified, a variety of learning opportunities were offered and completed by staff. Our CCPL days, supported by regular staff meetings, also provided teachers with the chance to utilise expertise within our own staff to provide professional learning in areas such as learning and support, behaviour management and curriculum understanding. This form of professional learning will continue in 2021.</p>	<p>Professional Learning - THRASS, Phonics Instruction, Reading</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$7890.00)

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>Staff feedback during a staff meeting indicated that there were too many areas of focus within the school and being such a disjointed year due to Covid had requested to put some things on hold.</p> <p>The executive team reevaluated the approaches taken in embedding an instructional leadership to support all staff. A variety of evidence was collected and discussed at staff meetings. This included surveys and verbal feedback. It has also enabled the school to use the information and provided support with the ongoing work to continue in completing the situational analysis as part of the new 2021-2024 School Plan. An area that will become part of the new School Plan is to embed effective programming practices that will result in improvement student learning outcomes.</p>	<p>Employment of SLSOs</p> <p>CCPLD - \$40 000</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>Evidence collected and evaluation of resources indicate that the school has strategically acquired and utilised resources efficiently and effectively in order to meet student needs and improve student learning. This also reflects the school's commitment in how it has implemented clear systems and structures to support all staff to improve their practice. Short term and long term financial planning is integrated with school planning to maximise resources in teaching and learning.</p>	<p>Play area- \$37 180</p> <p>Teaching and Learning Technology Subscription-</p> <p>Computer laptops- \$22 560.00</p>

Process 3: Management Practices and Processes

Progress towards achieving improvement measures

Process 3: 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 improvement as needed.

Evaluation	Funds Expended (Resources)
Evidence and analysis of student, parents and staff feedback through school surveys and staff staff meetings indicate that the school has effective systems in place to monitor ongoing whole school improvement areas. This has included the sharing of the evaluation and analysis and actions in response to community feedback given. There is evidence of ongoing support and evaluation of staff PDPs and through supervision meetings to monitor effective practices. School overview reports indicate that funds are being used effectively and for their intended purpose to meet student needs and maximise teaching and learning.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1413	The school's learning and support coordinator reviewed existing PLPs and sourced other examples of templates from various schools. A new template was developed and all staff had an opportunity to revise DoE's expectation and policies around developing PLPs for Aboriginal students. Part of the funding was prioritised to give teachers time to develop personalised learning pathways for 4 identified Aboriginal students. Teachers were able to develop these in consultation and endorsement with parents and students.
Low level adjustment for disability	\$21 195	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. Professional learning provided all staff in accessing various targeted literacy and numeracy professional learning. 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.
Quality Teaching, Successful Students (QTSS)	FTE 0.326	The focus has been on curriculum planning and offer opportunity for teachers to engage in a professional dialogue on teaching practices, assessment practices and learning tasks as well as identified professional development needs that could be addressed. Feedback so far has been positive and teachers are effectively using the time to work collaboratively and collegially with each other. During the Covid situation this has enabled all staff to be able to support them to have time to prepare for online learning.
Socio-economic background	\$40 748	This fund has been utilised to support school strategic directions with a focus on the school's practices in improving student learning in the area of technology. A combination of human resources such as employment of SLSOs has assisted in increased support to students who require additional support with their learning. Purchase of laptops and online tools have been purchased to enhance teaching and learning as well as increase participation and engagement. This has supported the school greatly during the Covid pandemic situation with learning from home platform.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	110	101	98	112
Girls	87	87	96	96

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	95.2	94.6	93.7
1	96.2	94.2	94.3	96.3
2	96.2	95.6	93.9	95.7
3	96.3	95.6	95.7	95.2
4	96.5	95.5	92.4	97.4
5	97.1	93.6	94.8	95.5
6	92.1	94.9	93.6	95.8
All Years	95.5	95	94.1	95.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Management of non-attendance

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.96
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.34

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	310,257
Revenue	2,066,454
Appropriation	2,025,185
Sale of Goods and Services	1,223
Grants and contributions	38,864
Investment income	1,183
Expenses	-1,998,174
Employee related	-1,797,856
Operating expenses	-200,318
Surplus / deficit for the year	68,280
Closing Balance	378,536

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.

	2020 Approved SBA (\$)
Targeted Total	80,175
Equity Total	140,767
Equity - Aboriginal	1,413
Equity - Socio-economic	40,748
Equity - Language	843
Equity - Disability	97,764
Base Total	1,600,407
Base - Per Capita	46,658
Base - Location	22,748
Base - Other	1,531,001
Other Total	94,053
Grand Total	1,915,402

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2019, students, parents and teachers undertook anonymous, online surveys about their experience at Howlong Public School through the Centre for Educational Statistics and Data; Tell Them From Me (TTFM) platform. The student surveys are built around three major aspects of school life; Advocacy at School, Expectations for Success and Sense of Belonging.

2020 TTFM student survey data shows that the school mean around positive sense of belonging is 30% below the state norm, with only 36% girls showing a positive sense of belonging in Year 6. The trend data (October 2020) shows a 10% reduction in positive behaviour at school since June 2020. This is specifically an issue for boys who showed very low percentage of positive behaviour at school as well as interest and motivation at school. As a result, a focus on proactively teaching healthy coping strategies in the classroom.

2020 TTFM parent survey data shows that parent feedback around 'being informed' and 'school supports learning' was lower than state norms. There was inconsistency in data around 'safety in school' showing low results for 'behaviour issues are dealt with in a timely manner' (5.4) and 'preventing bullying' (5.2), however 'my child feels safe at school' and 'going to and from school' (7.3 and 8.1) are the same or higher than the state mean. Our new 2021-2024 School Plan will focus around involving parents in an active way through effective communication with the aim of moving from community involvement to engagement and collaboration. The school and wider community will be targeted through active planning and the development of partnerships. This will be supported through engagement in regular, targeted feedback processes.

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.

Howlong Public School has an enrolment of 7 Aboriginal and Torres Strait Islander (ATSI) students. One of our key focuses is celebrating Aboriginal culture and histories and ensuring staff, students and the community value Aboriginal perspectives and that they are embedded within the curriculum across K-6. Aboriginal perspectives are embedded within teaching and learning programs across all key learning areas as best practice. All students are provided with opportunities to learn about Aboriginal culture and histories within their classrooms.

Personalised Learning Pathways (PLPs) are a process that all teachers, students and parents/carers are engaged in. Teachers, students and families work together to ensure literacy and numeracy are a key focus as well as a cultural goal or aspiration.

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.

Multicultural perspectives are integral to our school in developing inclusive and racism free environment. This has ensured a continued focus on Multicultural education at Howlong Public School. Programs are embedded in the K-6 curriculum and students are supported to develop the knowledge, skills and attitudes necessary to be effective individuals in a modern, diverse society. Staff and students were involved in a variety of learning activities throughout 2019 to develop an understanding of cultural, linguistic and religious differences that explicitly teach about racism and discrimination. These include:

- Whole school participation in NAIDOC and ANZAC day activities.
- Participation in Harmony Day which is an international day celebrating cultural diversity is included in class programs.
- Our continuing PBL program where students were explicitly taught core values of Safety, Respect, Responsible and Active Learners which encourage tolerance, equality and acceptance of all students regardless of culture and beliefs. These values and expectations are both in the playground and in the classroom and taught explicitly through PBL lessons.
- Students in Years 3-6 having the opportunity to participate in an excursion off site. The excursions provided opportunities for students to extend their experiences in cultural diversity through practical application.
- Our school having an active Anti Racism Officer who supports staff to use appropriate protocols and policies to address incidents of bullying and racism and allow students to have an active voice in the resolution process.

