

# 2021 Annual Report

## Howlong Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

To educate and support students in a nurturing, engaging and inclusive learning environment so that they become active and informed citizens.

## School context

Howlong Public School is located in the NSW, Riverina region and is part of the Wiradjuri Country. Our school is a quality educational setting for learning with highly skilled and motivated staff. All members of the school community share a collective understanding and belief in leading, teaching and learning. Our teaching and learning culture is focused on building positive relationships and providing an inclusive learning environment. All students are challenged and supported by our dedicated staff to grow and develop socially, academically and personally. Our staff are committed to a continuous focus on improving our school wide practices and acknowledge that our students' successes are underpinned by high levels of engagement and well-being and ensure that these remain high priorities for our school.

We as a school community are very proud of our school and continue to work together to build on its commitment to excellence.

Our school has undergone an evaluation process which has resulted in a completion of the school's situational analysis. This has assisted the school in identifying whole school improvement focus areas guided by various data collection. Consideration of all evidence was analysed by the school leadership team and shared with all staff. It has also informed the school's strategic directions in the areas of student growth and attainment, whole school wellbeing and community connections. These are outlined in the school's 2021-2024 School Improvement Plan.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	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: Student growth and attainment

### Purpose

In order for all students to improve in reading, writing and numeracy we will build teacher capacity to embed evidence-based teaching and data use to meet the learning needs of all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-based teaching
- Instructional Leadership

### Resources allocated to this strategic direction

**Location:** \$23,502.00  
**Literacy and numeracy intervention:** \$23,545.00  
**Literacy and numeracy:** \$5,277.00  
**Operational funding-Per capita:** \$51,275.00  
**6300 School and Community:** \$8,518.00  
**English language proficiency:** \$3,686.00  
**Professional learning:** \$8,610.00  
**6101:** \$3,265.00  
**Socio-economic background:** \$50,767.00  
**Low level adjustment for disability:** \$21,195.00  
**Beginning teacher support:** \$14,842.14

### Summary of progress

At the beginning of 2021 a non-teaching position was created, Assistant Principal-Curriculum, with the aim of developing sustainable processes for effective data use and explicit teaching to ensure consistency across the school. This was to be implemented through collaborative planning and timely professional learning and mentoring, specifically targeting early career and beginning teachers. The two initiatives below, Evidence-Based Teaching and Instructional Leadership detail the journey taken so far.

#### Evidence-Based Teaching

This initiative was addressed using three different focus areas: the use and analysis of data to inform programming, consistent expectations of programming and the specific, explicit teaching of writing. Professional learning was provided on how to effectively use specific data collecting resources, such as PLAN2, Scout and Essential Assessment and opportunities for rigorous collegial discussion were provided throughout the year to analyse and triangulate data. This was most successful for mathematics data, which was used to create our Maths Hubs. All staff now use data to some degree to inform their future teaching and learning as well as the differentiation for their mathematics lessons. The student Tell Them From Me survey stated that 72% of respondents believed they had improved their maths skills as a result of Maths Hub.

Staff have initiated their own sessions to support consistency of teacher judgement, particularly in the area of writing, across their stage groups. This demonstrates a growing understanding of the importance of consistent analysis of data and its use in future programming. Writing instruction was targeted this year as an urgent need, based on our NAPLAN trend data. The Department of Education's 'Creating Texts' online modules was a starting point for our professional learning. This was then expanded to provide slower-paced, in-depth, targeted learning on each of the areas of the writing cycle. Due to COVID-19 interruptions and an increasing need to focus on student and staff wellbeing, the implementation of this professional learning was not delivered in the manner in which it was planned. As a result, only two areas of the writing cycle were addressed, 'Building content knowledge' and 'Deconstructing Exemplar Texts'. The professional dialogue from staff was strong during sessions and conversations were rigorous, however staff did state in our Tell Them From Me (TTFM) survey that additional support is still required in terms of peer observations to consolidate this learning.

Program expectations were communicated to all staff and opportunities were provided during Semester 1 to share and discuss different formats to achieve these expectations. This was not consistent during Semester 2 and several staff stated in our school Leadership Survey that they would benefit from more autonomy and increased time for collaboration when developing teaching and learning programs.

At this stage, the main impact has been on teacher learning and growth and is yet to be evident in NAPLAN results.

However, internal data has shown that 60% of students were showing at or above expected growth in Semester 1, when it was uninterrupted, and 54% in Semester 2. There was also an increase in students achieving well above stage expectations at the end of the year, from 10% to 19% and a decrease in students achieving below stage expectation, from 27% to 20%. Triangulation of data also shows that many of our students that were achieving below and well below stage expectations have gained more than 12 months growth for 12 months teaching, however this was more evident in the Junior Maths Hub (Stage 1), possibly due to less disruptions to their Semester 2 organisation.

*Next year our focus will be to: differentiate support for individual staff members to ensure consistent data use and analysis, continuation of writing focus for professional learning, consolidation of realistic program expectations and provision of time for collaboration within stage groups.*

## Instructional Leadership

In 2021 this initiative was addressed through the use of Collaborative Curriculum Professional Learning (CCPL) days, where staff were released together twice a term, supported by the Assistant Principal-Curriculum. The focus for these days included targeted professional learning, collaborative planning, data analysis and consistency of teacher judgement, lesson studies and observations, and program sharing and support. Due to COVID-19 the frequency and consistency of some of these focus areas were not implemented as was planned. This included the triads and peer observations through lesson studies.

Data from the Tell Them From Me (TTFM) Teacher Survey and our internal Leadership Survey found that the priorities that staff identified as most valuable were: professional learning (27% of responses), collaborative programming (23% of responses) and sharing of ideas (11.5% of responses). Teachers identified the following areas that they had changed or improved their practice as a result of the CCPL days: programming (50% of responses), greater collaboration with staff (20% of responses) and increased knowledge of English Syllabus through Textual Concepts (20% of responses). Qualitative feedback from staff indicated that they would benefit from increased time for collaboration for programming and opportunities for observations with peers. This correlates with the quantitative data from TTFM where the school mean for 'School leaders provide me with feedback about my teaching' and 'School leaders have taken time to observe my teaching' was 6.7 and 5.0 respectively.

*Next year our focus will be to: Provide time for staff to work collaboratively together. This will be achieved through strategic use of release-from-face-to-face rosters and the allocation of staffing to give additional time for teachers to work with colleagues and the Assistant Principal- Curriculum on data analysis, programming and peer observations in the form of coaching and mentoring.*

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase % of students achieving top 2 bands in reading by 4% from 41%.	<ul style="list-style-type: none"> <li>• 33% of students are now in the top two bands (NAPLAN) for reading indicating progress yet to be seen toward the annual progress measure.</li> </ul>
Increase the % of students achieving expected growth in NAPLAN reading by 5% from system negotiated target baseline.	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in reading decreased to 37% indicating progress yet to be seen toward the lower bound target.</li> </ul>
Increase % of students achieving top 2 bands in numeracy by 3% from 44%.	<ul style="list-style-type: none"> <li>• 26.6% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress yet to be seen toward the annual progress measure.</li> </ul>
Increase % of Year 5 students achieving top 2 bands in writing by 4% from 15%.	9.7%. of Year 5 students achieved in the top two skill bands for NAPLAN writing.
Increase the % of students achieving growth in NAPLAN numeracy by 6% from system negotiated target baseline.	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 3.2%</li> </ul>

## Strategic Direction 2: Wellbeing

### Purpose

In order to improve the wellbeing of students and staff, we will refine, embed and create an engaging and supportive environment so that all students can connect, succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Wellbeing
- Engagement

### Resources allocated to this strategic direction

**Integration funding support:** \$106,438.00

**Aboriginal background:** \$1,000.00

**6101:** \$32,988.00

**QTSS release:** \$37,671.00

**Low level adjustment for disability:** \$78,483.00

**Professional learning:** \$8,939.00

### Summary of progress

In Term 1, the executive team along with our SAO, reviewed and updated our attendance procedures and systems for monitoring attendance accurately. An extra step was added to our attendance procedure, with a standard 'attendance slip' given to students by the classroom teacher after they have returned from an absence. The hope was this would enable 'reasons' for absences to be recorded in a timely matter and reduce the number of computer-generated letters from the front office after 7 days. Throughout the year (at least once a term) we have used information from DoE on 'Why attendance matters?' and communicated this via Seesaw and school newsletter to inform parents of attendance procedures. In particular, the importance of arriving on time, as our attendance data indicated this could improve. The plan was to run an 'On time by Nine' initiative to acknowledge, reward and improve the number of students arriving on time to school. Unfortunately, due to other factors, including Learning from Home, this initiative was unable to go ahead this year. We plan to launch this during Semester 1 in 2022. Although the number of students attending greater than 90% of the time or more has decreased by 5.6%, from 77.5% in 2020 to 71.9% in 2021, a contributing factor was around COVID-19 and the additional protocols in place around keeping students home when showing flu like symptoms, as well as students needing additional time off for COVID test results. To conclude 2021, staff will complete an 'Attendance Procedure' survey so that processes can be reviewed and updated moving into 2022.

In Term 3, all staff completed the High Potential and Gifted Education (HPGE) 'Attitudes and Teaching Practices' survey to determine professional learning requirements to support teachers in identifying and assessing potential HPGE students. The survey was analysed by the executive who completed the online Tier 1 and 2 HPGE training Term 3. The HPGE Analysis Tool informed the need for professional learning by most staff. This became the primary goal in our 'Action Plan' to implement the HPGE policy. The executive identified programs already in place to meet student needs in the physical, intellectual, and creative domains but further investigation is required to address the social-emotional domain. The planned professional learning in Term 4 was moved to Term 1 2022 due to many interruptions to school operations due to COVID-19.

Term 1 School Development Day, staff completed MAPA training to support them to effectively manage student behaviour. This was followed by a staff review of the PBL reward system where changes were made based on class learning time lost, effectiveness in improving behaviour and parent feedback based on perceived lack of fairness.

Term 3 and 4, two executives and two class teachers completed the Berry Street Education Model (BSEM) online training with various wellbeing strategies being integrated into classroom practice and shared with staff 60% of staff have now completed this training. Future school planning to include all staff to access professional on the Berry Street Education Model.

In Term 3, the executive team completed the New Behaviour Strategy online training which was presented to staff at Term 3 School Development Day. Classroom behaviour management strategies and support plans were specifically explained, how the Behaviour Strategy and PBL will work together as well as what the processes are to support teachers in managing persistent non-compliant behaviour.. The PBL team began a detailed review of all classroom and playground PBL structures, processes, and procedures to determine what areas needed strengthening and how students and staff could be supported.



In Term 4, as part of this evaluation, all staff completed an online google survey (based on the Benchmark of Quality review) to reflect on PBL and behaviour management strategies at a classroom level. The data indicated that although staff value PBL, implementation across the school has not been consistent this year. 55.6% explicitly teach a PBL lesson each week with only 50% consistently reinforcing the focus each day, 40% using EBS4 behaviour data to determine behaviours that require reteaching, and that the classroom behaviour management chart is not effective for staff who use it. Support staff indicated that they don't always know what the PBL value is for the week, require upskilling and want to know about what part they can play in supporting positive behaviour using PBL strategies. Teaching staff who work in all classrooms are looking for uniform PBL visuals in each classroom that are displayed in the same area. The 2021 The Tell Them from Me parent survey revealed that there are parents who are unsure about PBL.

PBL processes and procedures were thoroughly reviewed by the PBL Team in collaboration with staff. Changes were made or modified to simplify but strengthen or remove ineffective procedures or processes. Some teachers also shared strategies that worked for them in supporting student behaviour in collaboration with parents.

The impact of COVID-19 from Term 3 onwards interrupted attendance of students and staff which impacted consistency of classroom routines and teaching. This, however, gave us reassurance that student access to consistent, regular routines and expectations impacts positive behaviour and it encouraged teachers to re-assess their own behaviour management strategies that were not working to ascertain if they correlated with PBL behaviour strategies and supported our school's PBL structure.

In response to staff and parent feedback, the PBL team compiled a resource folder for each classroom that included: Department of Education behaviour management strategies, a general PBL overview, updated school procedures, expectations, proformas and classroom visuals, Behaviour Strategy resources and BSEM Triage conversation guide and brain break booklet. Term 4 School Development Day, staff reviewed the updated changes and gave further feedback for the PBL Team to make minor modifications ready for implementation day 1, Term 1 2022. Staff also agreed on what minimum classroom visuals would be expected in each classroom, where they will be displayed and that the PBL resource folder is to be in a visible position for any staff to access when working in any classroom. Support staff have access to the staffroom folder as well.

Next year in this initiative and strategic direction, all staff will implement PBL across all settings consistently, teach an explicit lesson each week driven by EBS4 data generated and analysed by the PBL team fortnightly and communicated to staff via staff meetings. All classrooms will have PBL visuals prominently displayed, and support staff will be upskilled in PBL processes.

School resources have been allocated for 2022 to target further professional learning of the BSEM and we will begin to see these wellbeing strategies used across the school.

The PBL Team will plan a comprehensive approach to communicating with the school community using the school newsletter and technology platforms to inform parents about PBL. Parent feedback about student behaviour will be via seesaw using colour coded behaviour cards. This new initiative will be monitored by the PBL Team using feedback from staff, students, and parents. The weekly PBL focus will be a prominent feature on the daily school bulletin on SharePoint and displayed in classrooms.

Minor and major behaviours will be expected to be reported on EBS4 so that the PBL Team has accurate data to be able to support staff and students. With staff supporting each other to implement the processes and procedures agreed on during the PBL review, acknowledging positive behaviour and providing targeted intervention strategies for Tier 2 students, a greater consistency in approach will enhance practice and outcomes for all.

The PBL Team will document feedback from staff, students, and parents on PBL throughout the year, complete an 'On-Site PBL Walkthrough' each term and 'Benchmark of Quality' and or a School-wide Evaluation Tool (SET) review in term 4.

The school will provide PBL professional learning opportunities for the PBL Team to consolidate knowledge of PBL to improve support for students, staff, and parents.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased Tell Them From Me Wellbeing data (advocacy, belonging, expectations) from 55% (current state)	TTFM data indicates 55% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which is an increase of 3% from 52% (2020).



norm 81%) to 60% or above.	
Increase % of students attending 90% and above by 5% from 82%.	With some disruption to school operations due to COVID-19, students attending 90% of the time has decreased by 5.6%.

## Strategic Direction 3: Community Connections

### Purpose

In order to move from community involvement to community engagement we will actively collaborate and engage with all stakeholders so all students develop a strong sense of connection and belonging to their school and local community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Communication
- Community Engagement

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$14,141.00

**Professional learning:** \$319.00

**6101:** \$3,745.00

### Summary of progress

#### Effective Communication

A review process was initially implemented beginning of the year to ascertain and identify areas of improvement needed in the area of communication platforms being used. As a result of some parent feedback from informal conversations with the principal and the 2021 Tell Them From Me (TTFM) Survey indicated that there were areas that the school could improve on. The different formats and effectiveness was discussed at a whole staff meeting. The school currently uses a variety of communication platforms including; fortnightly school newsletters, school Facebook page, phone calls, face to face meetings and Seesaw App. As evidenced through the data collected on the Seesaw App it has indicated that this is an effective tool in the way that the teaching staff communicates to majority of parents and carers. The set up and navigation of the App is easy to follow and accessible to all parents and carers as well as for students. Teaching staff are also confident in using this form of communication. During learning from due to the lockdown of COVID-19, this tool was used for the infant classes as it seemed appropriate for students, parents and carers to access the learning content and communicate with their class teacher on a regular basis.. A different format using Google Classroom was a better option for primary students as indicated from 2020 experience feedback of home learning.

Further staff meeting discussions led to identifying specific types of communication within Seesaw App. Questions around the frequency of the communication, types of learning content to be shared and the responses teachers give when engaging in Seesaw. The leadership team provided a process of communication and a monitoring sheet for teachers to record the communications they have with their parents, carers and students. Monitoring of the communication is left to the responsibility of the classroom teacher to ensure that all parent are contacted regularly and respond in a timely manner when responding to concerns or queries from parents and carers. Uploading learning on Seesaw to share with parents and carers has had positive impact on parent satisfaction with seeing the child's learning activities and work on Seesaw.

Unfortunately due to time factor and technology glitches, the parent focus group survey on student reports did not eventuate. Some aspects were put in the Tell Them From Me (TTFM) survey. This will be carried over to 2022 with improved structures in regards to timeline and implementation of parent focus groups. A video was developed in Semester 2 for parents and carers explaining the school's reporting and assessing approaches aligned to departmental policy.

Results from the Tell Them From Me (TTFM) survey shows that our school's mean is below the NSW government norm data in the following areas; parents are informed of their child's learning and wellbeing. Only 28 families participated in the survey out of 115 families at the school. There is a high proportion of parents and carers who indicated that the telephone, formal interviews and informal meetings were most useful communication types. Emails, P&C and school newsletters were useful forms of communication when finding about school news. Surprisingly social media did not score highly.

Next year in this initiative and strategic direction, we will strive to improve on our communications types by establishing a focus group with the support of the P&C to ascertain further feedback and clarification on reasons why our current forms of communication was not effective and how to improve. Establishing a focus group at the beginning of 2022 and maintaining communication to the the same group throughout the year will support the school to improve on its communication type and approach.

The leadership team will also focus on increasing the number of parents and carers participation and engagement of school and TTFM surveys. The leadership team and with the support of the P&C in developing creative ideas and incentive approaches to provide our school a broader perspective and feedback on how we can improve.

## Community Engagement

The school community program had a positive start prior to COVID-19 restrictions being placed on the school and the community. It was not able to continue for the remainder of the year. Enthusiasm and strong efforts were evidenced by the school and the local sporting clubs with the aim of improving student's sense of belonging and connection to their local community.

Results from the Tell Them From Me (TTFM) survey shows that 54% of parents and carers have talked two or three times about their child's learning and behaviour with their child's class teacher. 52% of parents and carers attended parent meetings and 79% did not participate or involved themselves with school events organised by the P&C and the school. COVID-19 restrictions has had an impact on this.

The introduction of the Rural Access Gap Program (RAG) has enabled the school to identify a staff member to undertake the role of the Digital Classroom Officer and to implement the program across the school. Our school completed a self assessment in the areas of learning, teaching and leading domains in regards to its digital maturity level. Our school is currently at Level 1 -Foundation stage in digital maturity. A Digital Maturity Planner was developed with the RAG Team to assist and support the school to identify relevant professional learning and resources to work towards Level 2 at the Delivering stage.

Next year in this initiative and strategic direction, we will endeavour to continue building a positive framework and foster positive relations between the school and the community. The local community sport activity will be re-established next year. A positive and hopeful outlook on further COVID-19 restrictions to ease in 2022 will support the school to increase parent and carers engagement and involvement. The leadership team will work more closely with the P&C to develop strategies and approaches to support parents to be active participants in their child's learning and wellbeing. Also, to take a proactive approach in supporting the school to help improve parent's level of participation and engagement.

The school will utilise the RAG program resources and adjust its digital maturity planner as needed in 2022 to further upskill staff's capacity to use technology efficiently and effectively.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase points from 5.9 to 6.2 of 'Parents feeling informed' (as per TTFM Survey)	In the 2021 TTFM survey, parents feeling informed was recorded as 4.1 points.
Increase engagement from local groups and organisations.	Delay in implementing the initiatives due to the COVID-19 pandemic and this will be postponed to 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$106,438.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Howlong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All Individual Learning and Support Plans were regularly updated and responsive to student learning needs. Students received personalised learning and support within their own classrooms. All eligible students demonstrated progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of processes to ensure Individualised Learning and Support Plans are regularly reviewed and updated to ensure they are responsive to the individual learning needs of students. The use of Integration Funding will be used to allow time for staff to write and review plans along with the school's Learning and wellbeing coordinator, as well purchase resources that will help support individual student needs.</p>
<p>Socio-economic background</p> <p>\$50,767.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Howlong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Release teachers to participate in professional learning such as staff development days, Collaborative Curriculum Professional Learning (CCPL) and AP Network meetings</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Collaborative practices developed and teachers supported to build capacity through collegial discussions and sharing of expertise.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide clear structures for staff to continue collaborative programming, evaluation and moderation of student work samples</p>
<p>Aboriginal background</p> <p>\$1,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Howlong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul>

<p>Aboriginal background</p> <p>\$1,000.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being supported to co-develop, set and work towards the goals set in their Personalised Learning Pathways.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation and strengthening of the processes to ensure that staff work in partnership with students and their families in providing opportunities and support that will enable students to reach their potential and achieve the learning outcomes.</p> <p>Extra rigour focused on the review and tracking of goals in PLPs will come through the employment of casual teachers to release class teachers so PLPs can be co-developed with students and parents/carers for identified students to support students in meeting their needs and learning outcomes.</p>
<p>English language proficiency</p> <p>\$3,686.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Howlong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Evidence-based teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff having access to up-to-date, relevant and targeted professional learning on a regular basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consolidate and embed quality teaching practices around literacy and numeracy strategies.</p>
<p>Low level adjustment for disability</p> <p>\$99,678.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Howlong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• A portion of this funding was used to release teaching staff together to collaborate and build skills and understandings for differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff gaining and sharing skills and strategies to support students with additional needs in their classroom. Employment of teacher has enabled an Assistant Principal to be off class to implement the various activities in the school plan to build teacher capacity.</p>

<p>Low level adjustment for disability</p> <p>\$99,678.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Evaluate practices and ensure consistency for staff to continue providing appropriate interventions and differentiation to all students to access the curriculum effectively.</p>
<p>Location</p> <p>\$23,502.00</p>	<p>The location funding allocation is provided to Howlong Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of classroom teacher to relieve AP1 for the role of Instructional Leader leading professional learning around quality instruction and data skills and use.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff having access to up-to-date, relevant and targeted professional learning on a regular basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consolidate and embed quality teaching practices around data skills and use.</p>
<p>Literacy and numeracy</p> <p>\$5,277.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Howlong Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of classroom teacher to relieve AP1 for the role of Instructional Leader leading professional learning around quality instruction and data skills and use.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff having access to up-to-date, relevant and targeted professional learning on a regular basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consolidate and embed quality teaching practices around literacy and numeracy strategies.</p>
<p>QTSS release</p> <p>\$37,671.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Howlong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff's opportunity for, and participation in, collaborative planning</p>

<p>QTSS release</p> <p>\$37,671.00</p>	<p>and working alongside the Instructional Leader.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ additional staff to release teachers to work with the school's Assistant Principal Curriculum and Instruction in an area where teachers need support in the effective teaching of literacy or numeracy as determined by gap analysis on student performance data.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Howlong Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff having access to up-to-date, relevant and targeted professional learning on a regular basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consolidate and embed quality teaching practices around literacy and numeracy strategies.</p>
<p>COVID ILSP</p> <p>\$116,425.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of the students in the program achieving significant progress towards their personal learning goals The majority of the students demonstrated significant improvement of their understanding of the relationship between letters and sounds within individual word structures and patterns. The majority of the students demonstrated significant improvement in their understanding of number sense.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with implementing literacy and numeracy small group tuition using data sources to identify specific student need. Implementation of a tuition approach and engagement of tutors to deliver individual and small group intensive reading program targeting Years 3-6 students. Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	101	98	112	113
Girls	87	96	96	90

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	94.6	93.7	91.4
1	94.2	94.3	96.3	90.8
2	95.6	93.9	95.7	93.7
3	95.6	95.7	95.2	91.1
4	95.5	92.4	97.4	92.1
5	93.6	94.8	95.5	93.4
6	94.9	93.6	95.8	91.4
All Years	95	94.1	95.7	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	6.97
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	378,536
<b>Revenue</b>	2,169,624
Appropriation	2,126,447
Sale of Goods and Services	1,595
Grants and contributions	41,078
Investment income	504
<b>Expenses</b>	-2,192,399
Employee related	-2,034,851
Operating expenses	-157,549
<b>Surplus / deficit for the year</b>	-22,775
<b>Closing Balance</b>	355,761

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	102,283
<b>Equity Total</b>	157,987
Equity - Aboriginal	3,857
Equity - Socio-economic	50,767
Equity - Language	3,686
Equity - Disability	99,678
<b>Base Total</b>	1,624,918
Base - Per Capita	51,275
Base - Location	23,502
Base - Other	1,550,140
<b>Other Total</b>	109,642
<b>Grand Total</b>	1,994,830

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, students, parents and teachers undertook anonymous, online surveys about their experience at Howlong PS through the Centre for Educational Statistics and Data; Tell Them From Me (TTFM) survey platform.

The student surveys are built around three major aspects of school life; Advocacy at School, Expectations for Success and Sense of Belonging.

Results from the student, parent and teacher survey were unreliable or significantly scattered from the norm due to the COVID-19 Pandemic resulting in inconsistency in data and parent and teacher participation rate was very low.

- 55% of students indicated that they felt accepted and valued by their peers and others at school, while 68% believe they set challenging goals for themselves in their schoolwork and aim to do their best.
- Results from the Tell Them From Me (TTFM) survey shows that our school's mean is below the NSW government norm data in the following areas; parents are informed of their child's learning and wellbeing. There is a high proportion of parents and carers who indicated that the telephone, formal interviews and informal meetings were most useful communication types. Emails, P&C and school newsletters were useful forms of communication when finding about school news.
- Results from the TTFM Teacher survey shows that our school's mean for Learning Culture is at the same level at the NSW Govt Norm at 8.0. 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 Professional 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

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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.

## Aboriginal Education - School statement

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At Howlong Public School, we are committed to continuing to strengthen collaboration between the Aboriginal community and our school. We will work together in partnership to ensure that our students achieve their full potential academically, and as we embrace their social, emotional, spiritual and cultural needs throughout their schooling. We will provide all staff and students with an understanding and appreciation of the richness and diversity of Aboriginal cultures and histories. Together we will celebrate the successes of our students and communities.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.