

# 2022 Annual Report

## Holbrook Public School



2170

# Introduction

The Annual Report for 2022 is provided to the community of Holbrook Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Holbrook Public School

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6036 2021

## School vision

At Holbrook Public School, we believe in an evidence-informed, student-centred, collaborative and holistic approach to education. We challenge and support all students to flourish as individuals, achieve their expected growth, and reach their full potential.

This is accomplished by creating a positive, high expectations culture, where students, staff, parents and carers unite in partnership to enable each child to connect, succeed, thrive and learn.

## School context

Holbrook Public School is located between the regional centres of Wagga Wagga and Albury, on the Hume Highway, approximately 70 kilometres north of the New South Wales and Victorian border. Holbrook is situated within Wiradjuri country. It is the centre of a richly diverse rural economy, boasting some of the best grazing land in New South Wales.

In 2021, there are 152 students enrolled. This includes twenty-one students (14%) from Aboriginal or Torres Strait Island descent, and four students (3%) who have English as an additional language or dialect. Students come from a broad range of socio-economic backgrounds.

The school culture is one of a safe, positive and inclusive learning environment, where children can learn and develop as individuals. This is promoted through the school's core values: Care, Courtesy, Consideration and Cooperation. The school is committed to a collaborative partnership with all stakeholders, and the pursuit of continued individual growth for all students, through a balanced, challenging, engaging and diverse curriculum.

Students experience a variety of curricular and co-curricular opportunities at the school, such as sporting events at a local, regional and state level, leadership initiatives, such as Student Representative Council, Peer Support and Buddy programs, music and arts initiatives, such as the whole school performance, djembe drumming, recorder, choir, debating and public speaking.

Within the Holbrook community, Holbrook Public School is viewed as a school which values each student and seeks the best educational and wellbeing outcomes for all. The school has a strong reputation for its high expectations and success. Holbrook Public School is committed to active participation in a broad range of community events and activities.

Holbrook Public School has an active Parents and Citizens (P&C) association, expansive grounds, excellent facilities, and a dedicated staff who focus on quality programs in literacy, numeracy and student wellbeing. Holbrook Public School is a proud and active member of the Morgan Country Community of Schools and the Albury Network of Schools.

Through our situational analysis, we have identified the need to use data-driven practices and explicit teaching, to ensure all students have access to learning at their individual point of need. Through a NAPLAN, PAT-Reading and PAT-Maths gap analysis, it has been identified that the core focus areas of reading and numeracy will be further strengthened. Continuing themes from the previous school plan include: a focus on embedding evidence-based practice, wellbeing, enhancing data literacy and analysis to inform teaching, and continuing to make further improvements to curriculum and assessment.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To build strong foundations for success, through maximising student learning outcomes for every student in reading and numeracy.

### 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.

- Data Skills and Use
- Explicit Teaching

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$90,342.60

**Per capita:** \$27,908.78

**Professional learning:** \$4,950.00

**QTSS release:** \$1,100.00

**Low level adjustment for disability:** \$67,785.51

**English language proficiency:** \$3,282.43

### Summary of progress

#### Explicit Teaching

In 2022, the goal was to implement a whole-school approach to explicit teaching to ensure the most effective evidence-based teaching methods were utilised. This involved developing a shared understanding and a common language to build a culture of explicit teaching.

As a result, all teachers have a sound understanding of the curriculum provision and evidence-based teaching practices underpinning the new syllabus implementation.

Next year, our focus will be exploring aspects of the new 3-6 English and Mathematics syllabuses. We will teach, assess and report using the K-2 English and Mathematics syllabi which will support further improvements to refine practices and systems.

#### Data Skills and Use

In 2022, the goal was to ensure that effective strategies and processes for data collection, analysis, and reflection were embedded. This involved high-impact professional learning in data literacy, data analysis, and data use to inform responsive curriculum delivery and school planning.

As a result, valid and reliable assessment data is regularly collected and monitored, and deeply analysed for reading and numeracy.

Next year, our focus will be to sustain the consistent analysis and use of data and refine the consistency of teacher judgment as a whole-school practice.

### 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
• Students (Years 3 and 5) achieving in the top two bands in NAPLAN reading increases from 45.7% (baseline) to 52% - 57% (range).	2022 data indicates 41% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target.
• Students (Years 3 and 5) achieving in	2022 data indicates 30% of students are in the top two skill bands

the top two bands in NAPLAN numeracy increases from 35% (baseline) to 41% - 46% (range).	(NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.
• The proportion of Year 5 students achieving expected growth in NAPLAN reading increases from 62.2% (baseline) to 65% - 70% (range).	Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data from the 2020 cancellation of NAPLAN.
• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases from 57.4% (baseline) to 60% - 65% (range).	Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data from the 2020 cancellation of NAPLAN.
• Tell Them From Me teacher data indicates an improvement from 77% (baseline) to 78% in the area of 'Data Informs Practice'.	Tell Them From Me data demonstrates movement towards school-based progress measures in the area of 'Data Informed Practice'.

## Strategic Direction 2: Wellbeing

### Purpose

To develop a strategic and planned approach to whole school wellbeing processes that support all students to 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.

- A Planned and Proactive Approach to Wellbeing
- Positive Education

### Resources allocated to this strategic direction

**Socio-economic background:** \$31,220.93

**Aboriginal background:** \$19,031.52

**Professional learning:** \$3,000.00

**Location:** \$30,705.63

**Per capita:** \$8,729.75

### Summary of progress

#### A Planned and Proactive Approach to Wellbeing

In 2022, the goal was to develop the whole-school, evidence-informed systems, and practices that are consistently communicated and implemented across the school, resulting in improved wellbeing and engagement to support learning. This involved establishing clear systems and procedures for Learning and Support, personalised learning and interventions, attendance, and communication.

As a result, there is a clear and consistent approach, and common language for wellbeing, leading to enhanced communication and access to information.

Next year, our focus will be on revising and updating the school's behaviour policy, aligning it to the Inclusive, Engaging, and Respectful School policy, which will support further improvement toward creating optimal conditions for student learning.

#### Positive Education

In 2022, the goal was to enhance understanding of positive wellbeing practices leading to optimal levels of wellbeing, improved relationships, and increased student engagement. This involved capturing student, staff, and parent voices by providing regular and authentic opportunities to give feedback.

As a result, the school has systems in place for collecting, analysing, and using data including, student, parent, and staff surveys to monitor and refine a whole-school approach to wellbeing and engagement.

Next year, our focus will be on ensuring consistency in Inclusive, Engaging, and Respectful practices to authentically embed school values within the school community.

### 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 the proportion of students in Years 4 to 6 indicating positive wellbeing (sense of belonging, advocacy and expectations for success) from 82.7% (baseline) to 88% - 92% (range).	84% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy and Sense of Belonging at School) demonstrating working towards the system-negotiated targets.

• Increase the proportion of students with an attendance rate of 90% or higher from 77.6% (baseline) to 83% - 88% (range).

The number of students attending greater than 90% of the time or more has remained unchanged from 2021 to 2022.



## Strategic Direction 3: Collaboration

### Purpose

To create a culture of collaboration between students, staff and the community, through sharing best practice, knowledge and strategies, which accelerate learning and school improvement.

### 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.

- Assessment Literate Learners
- Collaborative Practice

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.20

**Professional learning:** \$8,575.34

**QTSS release:** \$27,975.00

### Summary of progress

#### Assessment Literate Learners

In 2022, the goal was to develop collaborative classroom cultures and active learning strategies to support students to show increased ownership of their learning. This involved utilising learning intentions, success criteria, learning goals, and staff-driven data walls to support teaching and learning.

As a result, teachers have displayed improved implementation of formative assessment, leading to strategies that increase lesson clarity.

Next year, our focus will be to sustain formative assessment practices to ensure joint responsibility between teachers and students for improved learning outcomes.

#### Collaborative Practice

In 2022, the goal was to create a culture of high-quality collaborative practice which harnesses the expertise of the collective to embed effective classroom practices that maximise learning outcomes. This involved the refinement of explicit systems that facilitate professional dialogue, collaboration, collegial lesson observation, modeling of effective practice, and the provision for specific and timely feedback between staff.

As a result, a culture of support through coaching, mentoring, collaboration, and distributed leadership is evident in the school's community of practice.

Next year, our focus will be up-scaling this model to support the engagement and enactment of the new syllabus to sustain quality teaching practice.

### 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
• Tell Them From Me teacher data indicates improvement from 73% (baseline) to 77% in the area of teacher collaboration.	Tell Them From Me data shows an increase of 6% in the area of 'teacher collaboration' moving toward our school-based progress measure of 77%.
• All home class teachers, and some additional staff, participate in collegial lesson observations, demonstrating the implementation of Curiosity and	100% of home class teachers and some additional teachers attended and participated in collegial lesson observations demonstrating Curiosity and Powerful Learning implementation.

Powerful Learning theories of action  
rubrics and What Works Best  
documents.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$115,262.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Holbrook 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>• 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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students are demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and were responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$31,220.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Holbrook 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>• A Planned and Proactive Approach to Wellbeing</li> <li>• Positive Education</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 additional staff to support transition program implementation.</li> <li>• staff release to participate in IFS review meetings with parents and external service providers.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Our Year 3 and 5 students achieving above SSSG - 'like schools' in reading and numeracy NAPLAN results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Revise our current structure for the use of the learning and support staff in classrooms. Next year, the school will allocate additional funds for an off-class Learning Support teacher to engage in wellbeing programs to support students with additional learning needs and up-skill staff members in inclusive practice protocols.</p>
<p>Aboriginal background</p> <p>\$19,031.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Holbrook 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</p>

<p>Aboriginal background</p> <p>\$19,031.52</p>	<p>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>• A Planned and Proactive Approach to Wellbeing</li> <li>• Positive Education</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 additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to conduct professional learning for all school staff on policy and cultural awareness.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A major lift in Year 3 and Year 5 NAPLAN reading and 100% of staff completing Aboriginal professional learning, focusing on Turning Policy into Action and cultural awareness. All Aboriginal families engaged in the Personalised Learning Plan process with classroom teachers and, more importantly, conversations became more authentic in a welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage school learning support officers to maintain our strong trajectory in reading and authentically embedding cultural professional learning in teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$3,282.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Holbrook 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>• Explicit 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 additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved engagement in learning. Evidence can be seen in a combination of reading assessments, teacher observations and check-in assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To engage a school learning support officer to extend intensive small group reading and speech intervention programs from kindergarten to year 4.</p>
<p>Low level adjustment for disability</p> <p>\$67,785.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Holbrook 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>• Explicit 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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul>

<p>Low level adjustment for disability</p> <p>\$67,785.51</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> The achieving of a more consistent approach to learning support and interventions with an increased number of learning support interventions, monitoring and subsequent collaborative learning support activities. Improved teacher capacity in staff delivering high-quality literacy and speech and language programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support the speech and language needs of students in Early Stage 1 and further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of trained School Learning and Support Officers.</p>
<p>Location</p> <p>\$30,705.63</p>	<p>The location funding allocation is provided to Holbrook 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>• A Planned and Proactive Approach to Wellbeing</li> <li>• Positive Education</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>• technology resources to increase student engagement</li> <li>• subsidising student excursions and run peer support to enable all students to participate</li> <li>• additional School Administrative staff for principal support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A variety of leadership opportunities for students and increased access and opportunity for the use of technology throughout the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide opportunities for our students and staff in the area of technology to overcome isolation.</p>
<p>Professional learning</p> <p>\$16,525.34</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Holbrook 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>• Data Skills and Use</li> <li>• A Planned and Proactive Approach to Wellbeing</li> <li>• Collaborative Practice</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>• providing teacher release for staff to unpack evidence-based high impact professional learning strategies and documents to improve teacher capacity. Allowing time for teachers to engage with the new syllabus.</li> <li>• providing professional learning for administrative staff to implement technology programs to support communication, wellbeing and reporting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to enact effective practices in the explicit teaching of the new syllabus and streamline systems for wellbeing, communication and reporting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To differentiate high-impact professional learning to meet the diverse and changing needs of future staff to improve student outcomes.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Holbrook</p>

<p>\$29,075.00</p>	<p>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>• Data Skills and Use</li> <li>• Collaborative Practice</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 staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have now embedded evidence-based, high-impact teaching strategies within their classroom practice. All teaching staff have engaged in planning days to develop a shared approach to data analysis and responsive planning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage in collegial lesson observations and triads through 'Curiosity and Powerful Learning.' To improve procedures and processes to allow planned stage-based collaboration time for teachers on a weekly basis.</p>
<p>COVID ILSP</p> <p>\$56,640.00</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 2022.</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 teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals and growth in learning progression data in both literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition, using data sources to identify specific student needs. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	83	89	88	84
Girls	54	62	57	56

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	94.1	91.5	93.1
1	93.2	95.3	90.7	92.3
2	96.1	92.7	91.0	90.9
3	94.1	97.3	87.6	89.6
4	93.4	94.1	93.4	89.8
5	93.5	95.3	92.6	89.5
6	93.3	95.5	89.8	88.7
All Years	94.1	94.8	90.9	90.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	1.8
Classroom Teacher(s)	5.81
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	2
School Administration and Support Staff	1.71

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	217,647
<b>Revenue</b>	2,241,066
Appropriation	2,155,297
Sale of Goods and Services	14,971
Grants and contributions	69,477
Investment income	1,321
<b>Expenses</b>	-2,209,698
Employee related	-1,965,593
Operating expenses	-244,106
<b>Surplus / deficit for the year</b>	31,368
<b>Closing Balance</b>	249,015

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	115,262
<b>Equity Total</b>	121,320
Equity - Aboriginal	19,032
Equity - Socio-economic	31,221
Equity - Language	3,282
Equity - Disability	67,786
<b>Base Total</b>	1,290,455
Base - Per Capita	36,639
Base - Location	30,706
Base - Other	1,223,111
<b>Other Total</b>	501,059
<b>Grand Total</b>	2,028,096

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

## Parent/caregiver Satisfaction

Holbrook Public School undertook the Tell them From Me 'Partners in Learning' parent survey in 2022. Areas of strength were around parents feeling welcome and the school is an inclusive school.

The school leadership team has considered the results and has committed to focusing on increasing the methods of communication between home and school and providing a more consistent method of online communication by introducing the Sentral Parent Portal and Facebook towards the end of 2022.

Many of our families rated parent activities scheduled at times when I can attend as very low, which has prompted a change in practice in scheduling school events and celebrations at the beginning or the end of the school day to enable more parents to attend and be involved in school life.

## Student Satisfaction

Students also completed the Tell Them From Me survey in 2022 which indicated a number of positives. The school average was above the NSW Government norm in relation to key areas related to teachers setting clear goals for learning, establishing expectations, checking for understanding, and providing feedback to students.

Overall, our students feel accepted and valued by their peers and by others at their school. 72% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Students feel proud of their school, their classrooms, and the school environment.

Over time, student sense of belonging has been below the SSSG 'like schools' and State average, due to this trend there are a number of activities planned in 2023 as part of Strategic Direction 2 - Developing a strategic and planned approach to the whole-school wellbeing process.

## Teacher Satisfaction

Of the eight 'Drivers of Student Learning,' Holbrook Public School teachers rated Learning Culture, Data Informs Practice, and Collaboration as their three high-performing areas. In the four 'Dimensions of Classroom and School Practices', Planned Learning Opportunities and Overcoming Obstacles to Learning were the two highest-scoring dimensions. In addition, 91% of staff agreed or strongly agreed that the school is a welcoming and culturally safe place for all students.

Survey results with staff indicated there was a great improvement in leadership and targeted teaching strategies and they feel school staff are leading positive improvement and change.

# 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.

## 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.