

# 2022 Annual Report

## Howlong Public School



2186

# Introduction

The Annual Report for 2022 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 Wiradjuri Country. The school is a quality educational setting, with highly skilled and motivated staff. All members of the school community share a collective understanding and belief in leading, teaching and learning. The 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. The staff are committed to a continuous focus on improving school wide practices and acknowledge that students' successes are underpinned by high levels of engagement and well-being and ensure that these remain high priorities for the school.

The community are very proud of the school and continue to work together to build on its commitment to excellence.

The school has undergone an evaluation process which has resulted in a completion of its situational analysis. This has assisted the school in identifying whole school improvement focus areas guided by continuous data collection. Consideration of the 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

**AP Curriculum & Instruction:** \$124,070.00

**QTSS release:** \$38,613.00

**Per capita:** \$23,000.00

### Summary of progress

#### Evidence-based teaching

In 2022 the goal was to build teacher capacity in writing instruction and participate in the engage phase of the K-2 English and mathematics syllabus implementation. This involved all staff engaging in collaborative professional learning on creating texts. The professional learning was delivered using the Learn-Do-Reflect structure during staff meetings and was facilitated by the school's Assistant Principal, Curriculum & Instruction. The format and delivery of the professional learning was accessible for all and allowed staff to have professional conversations and shared teaching strategies and resources. Staff attendance was not consistent which impacted on their capacity to follow up on activities and implement writing strategies consistently in their classroom. Staff survey indicated that the majority of teachers gained a deeper understanding of the importance of explicit teaching and knowledge of the writing cycle.

All staff have also had the opportunity during professional learning staff meetings to build their understanding of the background knowledge and research involved in the development of the new English and mathematics syllabus and become familiar with the new structure and online platform. K-2 staff have been supported to build their capacity in the teaching strategies required to teach the literacy component of the K-2 English syllabus throughout the year. Current K-2 staff have indicated they are feeling more confident in delivering the English syllabus in 2023. Due to staff turn over in 2023, additional support and induction will be required for new staff moving into these stages.

As a result of the professional learning delivered, staff report some changes in teaching practice and programming structures for writing and a developing understanding of the new K-2 English and mathematics syllabus background and structure. Staff identified that additional time is required to become familiar with content and teaching pedagogy for syllabus documents.

*Next year in this initiative the school will consolidate teacher capacity in implementing effective writing programs by utilising the new English syllabus to improve student writing outcomes. There will also be a focus on building teacher capacity and understanding of effective numeracy instruction, based on our current NAPLAN data, to support the implementation of the new mathematics syllabus. This will support further improvements towards the school's improvement measures for literacy and numeracy.*

#### Instructional leadership

In 2022 the goal was to build structures and processes throughout the school to encourage effective collaborative practices within and across stages and establish formalised coaching and mentoring structures as a part of our professional learning for all staff. Release from face-to-face timetables were developed to allow stage teams to have time together. Funding was allocated to provide additional curriculum support time for staff to collaborate with the Assistant Principal, Curriculum & Instruction on programming, data analysis and moderation of work samples. Many stages took advantage of the combined release from face-to-face to collaboratively plan, develop assessments and evaluate work samples. This was not consistent throughout the school or throughout the year. The allocation of the curriculum support time was based on need and was for all staff during Term 1 and 2. This was impacted by staffing and not all sessions could take place. Terms 3 and 4 were prioritised for syllabus implementation and building leadership capacity. Staff feedback on these sessions were varied with 16% of responses indicating that sessions could be used to greater advantage and 75% of responses indicating benefits for the sessions. Formalised coaching and mentoring structures

were not developed this year as a result of staffing considerations.

As a result of curriculum support, strategic release from face-to-face timetables and staff meeting structures, staff have had a greater opportunity to collaborate in a variety of ways within stage teams, across whole staff and between schools throughout 2022, which supported the enhancement of collaborative programming, use of data to inform teaching and learning and moderating student work samples. Additional structures are still required to formalise coaching and mentoring moving forward in 2023.

*Next year in this initiative we will continue to use and refine current processes for collaboration developed this year and implement coaching and mentoring support structures, including peer observations and effective feedback processes.*

### Progress towards achieving improvement measures

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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
% of students achieving top 2 bands in reading by 15% from 41.07%	2022 NAPLAN data indicates 39.22% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
Increase the % of students achieving expected growth in NAPLAN reading by 5% from system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However downward trend in growth data since 2018 indicates ongoing focus is required in student achievement and classroom practice.
% of students achieving top 2 bands in numeracy by 14% from 44%.	2022 NAPLAN data indicates 20.83% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase % of Year 5 students achieving top 2 bands in writing by 7% from 15%.	2022 NAPLAN data indicates 20% of students in the top two skill bands for writing indicating achievement of the school identified negotiated target.
Increase the % of students achieving growth in NAPLAN numeracy by 6% from system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## 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

**Low level adjustment for disability:** \$101,589.36

**Location:** \$24,057.00

**Socio-economic background:** \$62,630.00

**Aboriginal background:** \$5,792.00

**Professional learning:** \$8,000.00

**English language proficiency:** \$2,445.00

**Integration funding support:** \$141,319.17

**Per capita:** \$11,300.00

### Summary of progress

#### Whole School Wellbeing

In 2022 the goal was to review and embed positive behaviour strategies through proactive and preventative student centred approaches. This involved improving the implementation of the Peer Support Program, professional learning through Berry Street Educational Model (BSEM), incorporating trauma informed practices and streamlining Positive Behaviour for Learning (PBL) structures within the whole school community.

As a result, students were supported to build their capacity as leaders, staff reflected on, and refined classroom management practices, and the school community were regularly informed of wellbeing practices which supported a collective climate of care and positivity.

In 2023 the school focus will be to maintain whole school practices including the Berry Street Education Model (BSEM) and Positive Behaviour for Learning (PBL). This will be achieved by upskilling and inducting new staff on processes and procedures, further enhancing student leadership opportunities as part of implementing the High Potential Gifted and Talented (HPGE) policy, and embedding a stronger collaborative partnership with all stakeholders which will support further improvement towards a school-wide collective responsibility for student learning and success.

#### Engagement

In 2022 the goal was to embed consistent and systematic processes for monitoring attendance and effective learning and support approaches. This involved targeted learning and support structures through differentiated approaches whilst reviewing systems and process within the learning and support structure. Students and staff were engaged in activities like, 'On Time by Nine' attendance initiative, Boys to the Bush Program and Inclusive Engaging Respectful Policy (IER) implementation.

As a result, targeted students achieved significant growth in phonological awareness and phonic knowledge, IFS resources were used effectively to support student outcomes, students arriving at school on time improved, Kindergarten Transition Program was modified, and there was successful engagement of Boys to the Bush demonstrated by participants gaining greater engagement and social, emotional and academic growth.

In 2023 the school focus will be the implementation of the IER, review and update school attendance procedures, initiate positive attendance strategies, continue targeted learning and support programs and embed whole school learning and support approaches. This will support further improvement towards all stakeholders working together to support consistent and systematic processes that ensure individual learning needs are being met and student absences do not impact on learning outcomes.

### 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 82% to at least 87% (lower bound).	2022 Tell Them from Me data indicates 60% of students reported a positive sense of wellbeing up from 55% in 2021.
Increased percentage of students attending school more than 90% of the time by 3% or above.	The number of students attending greater than 90% of the time or more has decreased by 8.75% to 72.89%.



## 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

**Professional learning:** \$1,500.00

### Summary of progress

#### Effective Communication

In 2022 the goal for the school was to establish a communication team to include members from a range of roles within the school community. This was achieved and the communication team consisted of a parent, a P&C member, a non-teaching staff, a teacher, and the principal. Regular meetings occurred throughout the year and the team responded to a parent survey that was administered at the beginning of the year. The communication team developed a whole school improvement plan to address the concerns around the school's communication structures and systems. As a result, a range of processes was developed and implemented. This included a clear communication process flowchart for parents and carers to use as a guide, adjustments made to the school's communication platforms such as phone and Seesaw app to acknowledge parent/carers messages. A positive impact has been achieved around a clearer understanding and expectations for both the parent/carers community and for school staff on communication processes.

*Next year in this initiative, the school will consolidate and continue to work together with the communication team to achieve the goals outlined in the communication improvement plan. With the introduction of the new Digital Platform (Sentral), staff and community will be provided with updated systems, processes and practices.*

#### Community Engagement

In 2022 the school has been working towards increasing meaningful engagement and strengthen partnerships with the wider community including local clubs and businesses. Unfortunately, due to resources and time constraints, the school has not been consistent in the implementation of the activities outlined in the School Implementation Plan. However, there was evidence of increased parent and carers engagement and participation of whole school activities throughout the year. Informal feedback from parents and carers indicated positive feedback in reference to feeling welcomed back into school grounds since the pandemic due to COVID.

*Next year in this initiative, the school will investigate and engage a culture of community engagement within a framework of support and awareness of the local community and the expertise of locals to support the ongoing wellbeing development of the students.*

### 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 6.5 of 'Parents feeling informed' (as per TTFM Survey)	In the 2022 TTFM survey, parents feeling informed was recorded as 6.0 points.
The school is working towards delivering in community engagement practices and building a high	In 2022, the school has increased the opportunities for the community to participate in academic, social and sporting events resulting in an improved cohesive educational community.

expectation culture in line with the  
School Excellence Framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$141,319.17</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> social, emotional and academic needs of students have been met through employment of SLSO staffing to work alongside teaching staff to implement Individualised Learning and Support Plans (IL&amp;SPs).</p> <p><b>After evaluation, the next steps to support our students will be:</b> allocation of time provided for L&amp;S coordinator, in consultation with classroom teacher, to complete further access requests for eligible students and allocate School Learning and Support Officer (SLSO) to best support student learning and the teacher to implement IL&amp;SPs. Targeted approach and effective timetabling of SLSO to meet the specific needs of students.</p>
<p>Socio-economic background</p> <p>\$62,630.00</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>• Engagement</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 vast learning needs of Kindergarten cohort.</li> <li>• employment of additional staff to support Learning and Support (phonological awareness and phonic knowledge) program implementation.</li> <li>• staff release to develop Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> significant growth and improvement in phonological awareness and phonics knowledge for targeted students in K-2. Social, emotional and academic needs of kindergarten cohort being met through separation of Kindergarten into two smaller class groups. Personalised Learning Pathways developed for Aboriginal and Torres Strait Islander students to meet their individual social, emotional, academic and cultural goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of the employment of Learning and Support teachers to implement targeted programs in 2023.</p>
<p>Aboriginal background</p> <p>\$5,792.00</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</p>

<p>Aboriginal background</p> <p>\$5,792.00</p>	<p>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><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> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students being supported to achieve the goals set in their Personalised Learning Pathways (PLPs).</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of tracking of student growth and achievement on PLAN 2 and consistent review of PLPs.</p>
<p>Low level adjustment for disability</p> <p>\$101,589.36</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> </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>• employment of LaST and interventionist teacher</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> effective implementation of learning programs to meet the learning needs of students with an increase of students achieving their Smart Goals and Individual Learning Plan. 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and employ additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Location</p> <p>\$24,057.00</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>• Engagement</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>• additional staffing to support targeted learning programs</li> </ul>

<p>Location</p> <p>\$24,057.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> increased student engagement and effective implementation of targeted learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to identify technology resources to increase student engagement.</p>
<p>Professional learning</p> <p>\$9,500.00</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 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> <li>• Whole School Wellbeing</li> <li>• Effective Communication</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>• employing a teacher to release staff to attend professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$38,613.00</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>• 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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff knowledge and understanding of explicit teaching in literacy with a focus on writing. Teachers have now implemented evidenced based, high impact teaching strategies within their classroom practice and enhanced collaborative teaching approach across the school. All staff have gained understanding of the new curriculum reform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to employ an additional teacher to provide release to support all teaching staff to work with the school's Assistant Principal Curriculum and Instruction to implement the new curriculum. A focus will also be on providing mentoring and coaching structures for all staff to support the ongoing development and improvement of all teachers.</p>
<p>English language proficiency</p> <p>\$2,445.00</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>• Engagement</li> </ul>

<p>English language proficiency</p> <p>\$2,445.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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> targeted students in Early Stage 1 and Stage 1 showing high growth on the learning progressions in literacy in the areas of phonics and phonological awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ongoing focus on personalised and targeted professional development will be provided to all teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>COVID ILSP</p> <p>\$92,838.00</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 93.3% of students successfully completed the Phonemic Awareness and Word Attack consolidation program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy small group tuition using data sources to identify specific student need. The school learning and support team will continue to regularly monitor students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	98	112	113	105
Girls	96	96	90	81

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	93.7	91.4	87.6
1	94.3	96.3	90.8	88.0
2	93.9	95.7	93.7	89.1
3	95.7	95.2	91.1	90.8
4	92.4	97.4	92.1	85.7
5	94.8	95.5	93.4	85.9
6	93.6	95.8	91.4	89.0
All Years	94.1	95.7	92.0	88.1
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)	2.8
Classroom Teacher(s)	5.93
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.94

\*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>	355,761
<b>Revenue</b>	2,302,677
Appropriation	2,189,933
Sale of Goods and Services	170
Grants and contributions	109,363
Investment income	3,210
<b>Expenses</b>	-2,344,132
Employee related	-2,120,749
Operating expenses	-223,383
<b>Surplus / deficit for the year</b>	-41,454
<b>Closing Balance</b>	314,307

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>	140,445
<b>Equity Total</b>	172,033
Equity - Aboriginal	5,792
Equity - Socio-economic	62,630
Equity - Language	2,445
Equity - Disability	101,166
<b>Base Total</b>	1,503,078
Base - Per Capita	51,294
Base - Location	24,057
Base - Other	1,427,727
<b>Other Total</b>	213,406
<b>Grand Total</b>	2,028,962

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

Howlong Public School undertook the Tell them From Me 'Partners in Learning' parent survey in 2022. Particular areas of strength, were around parents feeling welcome and the school being an inclusive school.

The school leadership team have considered the results and have committed to focusing on increasing the methods of communication between home and school through the development of a whole school communication and engagement plan in 2022. By increasing parental and community engagement it is anticipated that this will support students to report increased expectations for success, advocacy and belonging.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. A majority of our families rating informal meetings being as being useful or very useful types of communication preferring email options to keep informed. 35% of families are involved with P&C and other committees.

Students also completed the Tell Them From Me survey in 2022 which indicated a number of positives. The school average was above the NSW Govt norm in relation to key areas related to positive teacher-student relations and academic buoyancy. It is pleasing to note that Howlong Public School students, on average, have the skills to overcome setbacks and challenges that are typical of the ordinary course of school life, at a higher rate than their peers across the state.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The results below are based on data from 11 respondents in this school who completed the Teacher Survey in October, 2022. Of the eight 'Drivers of Student Learning' Howlong Public School Teachers rated Learning Culture, Teaching Strategies and Inclusive School as their three highly performing areas. In addition 82% of staff agreed that the school is a welcoming and culturally safe place for all students.

# 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.