Howlong Public School
Annual School Report 2013
School context

Howlong Public School continues to be a dynamic place to work and learn.

Our school enrolment is increasing as a result of a strategic commitment to:

- the development of productive relationships with our community and the families we service.
- ensure every student has the best trained teacher to facilitate their learning.
- effective communication between home and school.
- innovative practices and programs which focus on improving literacy and numeracy skills.
- create a positive culture of challenge and support for students to become life-long learners.
- set high standards of behavior and attendance.
- ensure that the school’s resources and staff are efficiently organized and managed to provide an effective and safe learning environment.

Principal’s message

There have been many highlights throughout this year which have strengthened the unity of our school community and made available a diverse range of educational opportunities for our students.

This report acknowledges and celebrates the culmination of a year of student and school achievement, ranging from academic to sporting and cultural activities.

Ensuring quality teaching and learning is occurring in every classroom has been a major focus and commitment throughout the year. This is supported through high quality professional learning activities in preparation for the implementation of new syllabus documents being rolled out over the next few years.

Our dedicated, well trained and enthusiastic team of teachers, work collaboratively to ensure the best outcome for all students at Howlong Public School.

In 2013 the partnership with our network of schools was further enhanced with the launch of the ‘Crossing Point Learning Community’. Partner schools include Albury High School, Albury Public School, Albury West Public School and ourselves.

The changes and reforms to our public education system continue to impact on the way schools go about their business. As one of the two hundred and twenty nine schools in the state selected to pilot many of these changes, Howlong Public School can feel very proud to be one of the leading schools in the state that are committed to innovation and change and shaping the future for our strong public education system.

I look forward to leading our school in this exciting future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Amanda Smith
P & C message

The P and C have continued to work closely with the school to ensure our initiatives are supporting both current and future school needs.

Our major fundraising event for the year was the very successful school fete held in October. The hard working committee brought together a variety of activities and stalls raising over $9000 to assist the school with its programs and resources.

Over the past twelve months we have supported the following:

- Commitment to assist with the purchase of portable electronic devices (2014)
- Purchase of school hats for new students
- Subsidizing the cost of Year 6 shirts
- Welcome packs for new families and farewell gifts for families whose youngest child leaves in Year 6
- Subsidising the cost of the Term 3 gymnastics program
- Assistance to students selected in regional and state sporting teams
- Commitment to assist with transport costs for excursions.

The volunteers who selflessly give up their time to coordinate the various sub committees including the craft committee, fete committee, uniform shop and canteen, as well as the executive of the P and C Association, have my deepest thanks.

Tim Simmons – President Howlong P and C Association

Student representative’s message

Our SRC had a successful year planning and organising events for the school.

Our fundraising efforts supported Stewart House as well as charities for cancer research.

Memorable events was the ‘Pink Stumps Day’ held early in the year, ‘Footy Colours Day’ and the ‘Gender Bender’ day. What a lot of fun that was!

Brendan Moore and Olivia Baker
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Management of non-attendance

School attendance is important for social and educational reasons. Attendance rolls are marked daily and signed notes are required for all absences. These include leaving the school early for appointments, not returning to school after lunch or for any day that a student does not attend. The school monitors all absences and contact is made with parents if there are any issues or concerns. Attendance information is included in our Semester 1 and Semester 2 reports to parents. The Home School Liaison Officer is contacted to follow up action if there are concerns about a student’s poor attendance.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.210</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1 day</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There is currently one parent who is Aboriginal, who is employed to assist with the Active After School and Community Sport program.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

100% staff has either a diploma, degree or equivalent.

50% staff has NSW Institute of Teachers Accreditation, as they are New Scheme Teachers.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>156606.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>100274.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52975.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33940.13</td>
</tr>
<tr>
<td>Interest</td>
<td>4126.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5219.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>353143.38</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 19621.88   |
| Excursions                | 12223.82   |
| Extracurricular dissections| 25856.73   |
| Library                   | 3246.74    |
| Training & development    | 3558.12    |
| Tied funds                | 60491.72   |
| Casual relief teachers    | 20814.37   |
| Administration & office   | 22654.95   |
| School-operated canteen   | 0.00       |
| Utilities                 | 27118.94   |
| Maintenance               | 6561.66    |
| Trust accounts            | 5111.80    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 207260.73  |
| **Balance carried forward**| 145882.65 |
Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Please refer to pages 8 and 9 for an analysis of the school NAPLAN targets.

It needs to be mentioned that our school has a relatively small cohort of students in Years 3 and 5 and as such, the results of one or two students can affect the overall school mean quite dramatically.

NAPLAN Year 3 - Literacy
Assessment is an integral part of teaching and learning and is conducted each and every day, rather than at the end of the year or as one off tests.

There are three aspects to our assessment processes:

- **Assessment for Learning** – teachers providing feedback to students about their learning and how to improve.
- **Assessment as Learning** - Students use self-assessment and teacher feedback to reflect on their learning and to
consolidate their understanding and work towards learning goals

- **Assessment of Learning** – Teachers use evidence of student learning to assess student achievement against learning goals and standards.

The use of data as evidence of learning is crucial and provides us with powerful knowledge from which we can plan and target resources appropriately.

The results of our L3 data in Early Stage 1 and Stage 1 are extremely encouraging.

- At the end of kindergarten 36% of our students were reading at a level above 18.
- The average reading level for the remaining students was 11 at the end of 2013.
- 100% of stage 1 students were reading at a level above 18.

**Significant programs and initiatives**

**Learning and Support**

We are highly committed to supporting those students who are experiencing difficulties with their learning.

Our learning and support staffing entitlement of four days per week is used to support students who have difficulties with aspects of literacy and numeracy.

In addition to this, funds under the Every Student Every School program allow us to employ extra staff to assist those students identified by teachers and the Learning and Support Team for assistance with their learning.

Our Reading Recovery program also supports those students in Year 1 who require assistance with aspects of their reading. Reading Recovery has been operating at Howlong Public School for a number of years and many students have benefitted from inclusion into this program over time.

Those students who require extra support are identified by the Learning Support Team through a process of teacher referrals. Individual Education Plans are negotiated with parents and all teachers are implementing a Learning Adjustments Checklist in line with the Disability Discrimination Act.

Communication with parents is vital and parents of those students accessing learning and support assistance are kept up to date on a weekly basis.

**Transition to School**

Transitioning not just the student but also the family and extended family, is a feature of our highly successful Transition to School Program.

The close relationship we have with the Howlong Pre School is vital to ensure we have important information about transitioning students.

As a result of information gained from transition activities along with information from parents and the Pre School, our students and their families engage with us to ensure a smooth transition to school with little or no problems.
Environmental Education

In 2013 we continued our involvement in the Creative Catchment Kids program.

The project this year was for school teams to produce a book about a catchment ‘hero’. Our team of four students researched Kim Krebs, who is a local personality who has achieved success in motor cycle riding.

Many lunch and recess times are spent pottering around in the vegie patch and chook house. Our four new chooks – Mrs Bossy, Margaret, Sandra and Mary provide a lot of enjoyment as well as beautiful fresh eggs.

This very worthwhile program will get a much needed boost next year due to our involvement in the Stephanie Alexander Kitchen Garden Program.

Aboriginal education

In 2013, we received additional funding of $2229 to support our Aboriginal students with their learning. These funds were used to employ staff to focus on enhancing literacy and numeracy skills as part of their Personal Learning Plans (PLP’s) for every Aboriginal student. These plans were fully negotiated with the parents and students.

This year Lily Smith (Year 3) and William Johnson (Year 5) received academic awards at the Regional Proud and Deadly awards.

Multicultural education

This year we celebrated Australia’s multicultural aspects during Harmony Day.

All students in years 3-6 participate in the Multicultural Public Speaking Competition as part of their class speaking and listening programs. Four students were then selected to represent our school at the district competition.

National partnerships and significant Commonwealth initiatives

In 2012 Howlong Public School was successful in our submission for the Empowering Local Schools National Partnership. This important program continued in 2013.

This Commonwealth Government initiative aimed to empower participating schools to make decisions at a local level, supporting them to better respond to the needs of students and the school community and provide services designed to assist their students to achieve their best educational outcomes.

The school received additional funding of $45000 to assist in this first stage of making decisions that best suit the local needs of our school.

We chose to focus on the two issues – Workforce Management and Finance and Infrastructure.

$20000 of the $45000 grant was used to provide funds for professional learning of existing and aspiring leaders, as well as funds to employ extra staff to support executive staff with their duties of managing performance development of teaching staff in the school.

The latest educational research informs us that good teachers and good teaching have the greatest Impact on student learning. Supporting the development of our teachers and giving them time to plan together in a collaborative environment, was a major focus in 2013.

The implementation of new business reforms has had a very big impact on the workload of the School Administration Manager (SAM). The remaining $25000 was used to extend the time of our School Administrative Officer (SAO) to a full time position, assisting our School Administrative Manager in managing the transition to a new finance system and other changes to school administration.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff feedback and surveys
- Parent focus groups
- School community surveys

School planning 2012—2014: progress in 2013

School priority 1

Improved student outcomes in literacy

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:
• All teachers who are eligible have begun or are continuing L3 training.
• 100% Stage 1 students are reading at or above level 18 in reading.
• Most teachers are using the teaching and learning cycle in their planning.
• The average growth in Reading from Years 3-5 did not exceed that of the state or similar school groups. (School – 78.6 State – 85.7).
• 5% Year 3 students in Bands 5 and 6 (Target -25%) 21.7% Year 3 students in Bands 1 and 2 (Target – 20%).
• 23% Year 5 students in Bands 7 and 8 (Target – 30%) 9% Year 5 students in Bands 3 and 4 (Target – 20%).
• Learning and support programs have been carefully monitored by the Learning and Support Team and adjustments to this program were made accordingly, especially in relation to those students whose NAPLAN results were less than expected.
• Most students have achieved their expected cluster of markers on the literacy continuum.

Strategies to achieve these outcomes in 2014
• Extend L3 training to other eligible teachers.
• Monitoring of teaching programs to include evidence of using the teaching learning cycle for planning.
• Closer monitoring of data on literacy continuum to ensure consistent teacher judgement and timeliness.
• Evaluation of learning and support programs for those students who are under achieving with attention to more robust data collection.
• Implementation of Reading Buddy Volunteer program.

School priority 2
Improve student outcomes in numeracy

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:
• Average growth in numeracy in Years 3-5 exceeded that of the state and similar School groups (School- 90.8 State – 89.7).
• 5% Year 3 students in Bands 5 and 6 (Target 25%) 21.7% Year 3 students in Bands 1 and 2 (Target- 12%).
• 9% Year 5 students in Bands 7 and 8 (Target – 25%) 31% Year 5 students in Bands 3 and 4 (Target – 20%).
• Most students have achieved their expected cluster of markers on the numeracy continuum.
• Most teachers are using the teaching and learning cycle in their planning for numeracy.

Strategies to achieve these outcomes in 2014:
• Monitoring of teaching programs to include evidence of using the teaching learning cycle for planning
• Closer monitoring of data on numeracy continuum to ensure consistent teacher judgement and timeliness.
• Evaluation of learning and support programs for those students who are under achieving with attention to more robust data collection.
• Professional learning for all 3-6 teachers in Taking Off With Numeracy (TOWN).

School priority 3
Improve student welfare practices

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:
• Most teachers have learning adjustments noted for specific students.
• Meetings held with parents to develop Individual Learning Plans.
• Most parents of students accessing learning and support programs have attended term meetings with teachers (Target 100%).
• Improved levels of attendance in comparison with State and Similar School Groups.
• Students participating in peer mediation sessions to facilitate better outcomes in solving problems.

• Extensive opportunities provided for students to develop leadership skills.

Strategies to achieve these outcomes in 2014:
• Improved data collection for those students accessing learning and support.
• Evaluate effectiveness of Bounce Back program.
• Further develop peer mediation strategies with those students experiencing difficulties with problem solving.

School priority 4
Further improve communication between new and existing parents and the school.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
• Increased enrolments which have led to the formulation of an eighth class for 2014.
• All new students entering the school do so happily and successfully.
• Transition to school program received impressive feedback from parents.
• Howlong Public School web page was revamped with a high number of people accessing the site on a weekly basis.
• Implemented a Class Parent Coordinator for each class.
• Welcome packs for new families distributed.

Strategies to achieve these outcomes in 2014:
• Evaluate parent satisfaction with Transition to School program.
• Continue to develop Class Parent Coordinator role.
• Monitor weekly access of website.
• Evaluate effectiveness of school communications with parents.

Professional learning
Professional learning is a high priority at Howlong Public School.

Our four designated School Development Days were primarily spent working on aspects in preparation for the implementation of the new syllabuses being rolled out to schools from the beginning of 2014.

A significant milestone was achieved where we combined with our partner Crossing Point Learning Community schools in Term 3. The focus of the day was working collegially in groups around the area of 21st Century teaching and learning.

Professional learning is linked to the School Plan’s focus on improving literacy and numeracy.

Language Learning and Literacy (L3) has been a significant professional learning program we have invested in over the last two years. In 2013 two of our Early Stage 1 teachers completed their second year of L3 kindergarten training. An additional Stage 1 teacher commenced training in L3 Stage 1. Commitment to this program will continue and grow in 2014.

In 2013 one of our staff commenced their two year training for Reading Recovery.

Two of our staff began their training in Taking off With Numeracy (TOWN). This program will continue in 2014.

Leadership development is a high priority. Our executive team participated in ‘Coaching For Success’ over a period of four days in 2013. Skills learnt have been used to further enhance the existing collaborative culture evident in our school.

In 2013 we introduced peer lesson observations and feedback amongst all staff linked to the Australian Teacher Performance and Development Framework. This has resulted in the development of a performance and development cycle of professional practice and learning, feedback and review and reflection and goal setting. Individual meetings between teachers and their supervisors are an integral part of this process and are linked to the annual appraisal of all staff.

Weekly professional learning meetings attended by all staff have included areas of data analysis,
assessment, programming, team leadership, curriculum, student welfare to name but a few.

SASS staff and executive staff have been heavily engaged in professional learning around the implementation of Learning Management Business Reforms (LMBR) as part of the empowering Local Schools National Partnership.

Of those New Scheme Teachers:

- One teacher (graduate) is working towards her accreditation in Proficiency which will be completed in 2014.
- Five teachers are at various stages of their maintenance phase of Proficiency.
- One teacher is working towards Lead status.

In 2013 an average of $1631.56 per person was spent. A total of $16310.56 was spent on professional learning in 2013.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents with regards to information on learning in literacy and numeracy that the school provides.

Parents were asked questions around the literacy and numeracy information in reports and whether or not it was easy to understand and useful as well as what further information they would like to be able to assist their child with their learning. To assist with future planning they were also asked to list the ICT devices they have at home. Approximately 30% of parents returned their surveys.

From the responses received, findings are as follows:

- Almost all parents agreed or strongly agreed that information was easy to understand and that their parent teacher interview was informative and useful.

- Several parents mentioned that they would appreciate further opportunities to discuss their child’s progress on a more regular basis as well as further opportunities to learn more about teaching methods and how to assist at home.

- All families surveyed have access to technology including the internet and portable devices.

As part of our work with the Australian Teacher Performance and Development Framework, teachers surveyed all students to gain feedback on the effectiveness of their teaching and classroom environment. Students were surveyed on aspects relating to learning in their own class, involving questions around care, classroom management, how they learn, and feedback given to them.

The surveys were administered by a teacher other than the classroom teacher. The surveys were shared and analysed with the teacher and their supervisor in a supportive collegial manner.

**Findings:**

- All teachers found value in receiving feedback from their students as it helped shape their future actions.

- Teachers agreed that surveys would be best done at the start of the year and again at the end of the year.

- The information gained from adding together the ‘sometimes’ and ‘never’ columns was the catalyst for personal reflection, discussion and negotiating any improvements by the teacher.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Amanda Smith – Principal
Gail Krause – Assistant Principal
Cristy Jacka – Assistant Principal (Relieving)
Kristy Freer - Teacher
Tim Simmons – P and C President

School contact information

Howlong Public School
21 Hawkins St, Howlong
Ph: 020265206
Fax: 0260265900
Email: howlong-p.school@det.nsw.edu.au
Web: www.howlong-p.schools.nsw.edu.au
School Code: 2186

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: