School context statement
Holbrook Public School had 146 students enrolled, with 6 classes formed.
Students had access to and consistently participated in quality learning experiences throughout the year. Success has only been possible due to the outstanding commitment and professionalism of the staff at Holbrook Public School.
The school has a blend of young and experienced staff. All teachers have met the professional requirements for teaching in NSW Public Schools.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.252</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
</tr>
<tr>
<td>Total</td>
<td>11.978</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no Indigenous employees on staff.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Professional Learning activities occur regularly throughout the year in staff and stage meetings with the entire staff. All teaching staff received compliance training in CPR, Child Protection and Code of Conduct.

Focus On Reading, Strategic Financial Management, L3, Dyslexia, Reading Recovery, Fundamental Movement Skills and TEN Training were also carried out by staff members.

The teaching staff members had planning days to plan cooperatively and develop new literacy and numeracy programs related to our school plan.

Training also focused on implementation of the new English, Mathematics, History and Science...
Syllabuses, student welfare, school plan (literacy and numeracy).

Administration staff were also able to access professional learning activities which focused on upgrading skills.

In 2014 a total of $15189 was spent on Teacher Training and Development at Holbrook Public School.

**Beginning Teachers**

The school does not have any Beginning Teachers employed in 2014.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>134298.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>162133.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>145690.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>73969.95</td>
</tr>
<tr>
<td>Interest</td>
<td>5653.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>35034.71</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>556780.45</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 13185.57   |
| Excursions                 | 29713.48   |
| Extracurricula dissections | 28518.48   |
| Library                    | 1336.44    |
| Training & development     | 0.00       |
| Tied funds                 | 91578.33   |
| Casual relief teachers     | 23406.85   |
| Administration & office    | 37168.16   |
| School-operated canteen    | 0.00       |
| Utilities                  | 30955.83   |
| Maintenance                | 19481.49   |
| Trust accounts             | 24627.84   |
| Capital programs           | 44345.32   |
| **Total expenditure**      | 344317.79  |
| **Balance carried forward**| 212462.66  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Achievements**

**Arts**

Students participated in a range of programs and activities in the arts. These include school based, interschool, zone, regional and state level activities. The following activities highlight our achievements in 2014:

- The school had 30 students perform brilliantly at the Riverina Dance Festival in Wagga Wagga.
- The school was again selected to perform at the State Dance Festival in Sydney.
- The Whole School Performance – “The Cat in the Hat” was an outstanding display by all the students of their singing, dancing and acting ability. A wonderful performance was enjoyed by all.
- Congratulations to Chloe Williams, Jasmyn Adams and Alanah Black who were selected in the Riverina Choir and performed at the Sydney Opera House.
- Congratulations to Jasmyn Adams and Alanah Black who were chosen in the Schools Spectacular choir.
- Students entered the Multicultural Perspectives Public Speaking Competition.
- Students’ art work was displayed at the Holbrook Show, the Anglican Flower Show and the Holbrook Rotary Art Competition.

**Sport**

All children participate in physical education programs that emphasise fitness, individual and team skills. There is a strong commitment for students to participate in a range of sports. We had students represent the school at both District and Riverina levels. The following records our outstanding achievements:

- Finished as Riverina Champions and runner-up in the state in the AFL’s Tony Lockett Shield.
- All students participating in skill based and social programs delivered by classroom teachers designed to foster and encourage sportsmanship, sporting skill and social interaction.
• Riverina Representatives in the following sports: Phoebe Emerson (swimming), Lachlan Holmes and Ewan Mackinlay (AFL).

• In swimming, 30 students attended the Southern Riverina Zone Carnival, with a further 12 students qualifying to attend the Riverina Swimming Carnival. Our school was the Southern Riverina overall and handicap winner.

• In cross country, 38 students attended the Southern Riverina Zone Carnival, with a further 10 students qualifying to attend the Riverina Cross Country Carnival.

• In athletics, 32 students attended the Southern Riverina Zone Carnival, with a further 16 students qualifying to attend the Riverina Athletics Carnival. Our school was the Southern Riverina handicap winner.

• We entered school teams in the NSW School Sport Knockout Competition – boy’s cricket, AFL, netball and tennis. The tennis team made it through to the 4th round.

• Joined with The Rock Central School to enter a rugby league team in the Year 3/4 Trent Barrett Shield, played in Wagga. We also had a combined girl’s league tag team, that finished first.

• In the AFL Paul Kelly Cup, a senior team and a development team competed in Culcairn, with the emphasis on participation and sportsmanship. The senior team won the day.

• Students from Holbrook Public School attended Riverina trials in AFL, touch football, netball, cricket, rugby league and tennis.

• Participation in the annual ‘K-6 Intensive Swimming Program’ conducted at the Holbrook Swimming Pool, teaching students to swim.

The school appreciates the ongoing support of parents in coaching teams, transporting students to venues across the Riverina and the general support of students in their sporting activities.

Other

National Competitions

Holbrook Public School participated in a number of external competitions with students achieving some excellent results. The following results highlight our achievements in 2014.

• Lily Taylor and Fletcher Weaven – a Credit in University of NSW Computer Competition.

• Lily Taylor a Credit and Becky Bulle a Merit in University of NSW Science Competition.

• Becky Bulle, Leah Watson and Phoebe Emerson a Credit. Lily Taylor and Lachlan Holmes a merit in University of NSW Maths Competition.

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)

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. Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Significant programs and initiatives – Policy and equity funding

Aboriginal education

The school continues to develop all students’ knowledge of Aboriginal culture, history and art. Students are educated to have a positive outlook on contemporary Aboriginal Australia. Aboriginal education is integrated across all key learning areas with particular emphasis in the Human Society and Its Environment syllabus. Aboriginal history and culture have been emphasised in sporting, cultural and excursion programs.

The school was involved in a number of activities throughout the year which promoted Aboriginal culture. These included:

- NAIDOC Week activities; and
- Harmony Day activities.

Multicultural education and anti-racism

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious difference in others. HSIE provides the vehicle to study other cultures, encouraging attitudes of respect for diversity.

To ensure an inclusive school community and racism-free learning and working environment, the students participated in teaching and learning initiatives, including visiting cultural performances, that develop understanding of cultural, linguistic and religious difference.

Students were invited to enter the CWA International Day project which involved a study of the culture of Botswana. Students presented their work to the local CWA meeting and were awarded Certificates of Merit.

Students also participate in the Regional Multicultural Public Speaking program.
Aboriginal background
This year saw the continuation of fostering a strong sense of personal identity in our Aboriginal students as successful learners at our school. The school received $4,024 through the Resource Allocation Model funding for Indigenous students. This funding allowed a Student Learning Support Officer to be employed for the benefit of these students.

Personalised Learning Plans for each of our Aboriginal students were devised and acted upon in consultation with parents, students and teachers. As part of the process, the school placed a strong emphasis on fostering a meaningful partnership between the home and the school. Parents were pleased and supportive of the school’s program to promote and celebrate their students’ achievements and appreciated their inclusion in the development of PLP’s. Students, teachers and Student Learning Support Officer’s took time together to work on and evaluate their learning goals.

Another positive was the continuation of the ‘Acknowledge of Country’ at all major school functions. This is carried out by our school captains.

Socio-economic background
The school was funded $9,730 to assist students from low socio-economic backgrounds. This funding was used to employ an SLSO to help these students with literacy and numeracy.

English language proficiency
Holbrook Public School did not receive funding in this area in 2014.

Learning and Support
- Over the year, students received extra assistance through Learning Support programs.
- Students identified with learning difficulties are supported in class through employment of learning support teachers and teachers’ aides.
- The learning and social needs of these students are met by encouraging growth in all areas of life and having students participate in a full curriculum, but at a modified level, to ensure success.
- The school fosters an inclusive culture by celebrating individual accomplishments with the whole school community. Inclusion is also accomplished through whole school grouping in reading and numeracy, so that students are able to work and achieve at their own ability level.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out evaluation of Learning and Personal Development, Health & Physical Education (PD/H/PE).

Learning Background
It is important to know how effective the practices of the school are in achieving its goals. The purpose of the evaluation was to identify areas of good practice and those for possible improvement.

Staff, parents and students in Years 3 to 6 participated in an evaluation using School Map Best Practice Statements about the school’s teaching practices. Respondents had to choose one of four options from statements of best practice.

Findings and conclusions
Most statements received strong support from all respondents. A detailed analysis of the survey results revealed that:
- Parents feel the school expects students to achieve to the best of their ability;
- Parents feel that their child’s classroom is an interesting place to learn;
- Teachers feel they provide learning opportunities within a stimulating and learning environment;
- Students feel the school expects them to do their best;
- Students feel the school has good equipment that helps them to learn; and
Students feel that their classroom is an interesting place to learn.

Future directions
The school needs to continue its current practices and refine those that need improvement.

PD/H/PE
Background
It is important to know how effective the practices of the school are in achieving its goals. Staff, parents and students in Years 3 to 6 were surveyed about our learning and teaching practices in PD/H/PE so that student outcomes may be improved.

Findings and conclusions
An analysis of responses indicates strong support for the school’s work in this area.

Students indicated that:
- They liked playing sport; and
- They have a good understanding of the ‘Stranger Danger’ concept.

Parents indicated that:
- Their child enjoys most aspects of PD/H/PE; and
- Their child is developing a good understanding about the importance of Personal Health and Safety.

Teachers indicated that:
- Adequate resources are available to support their teaching of PD/H/PE; and
- They enjoy teaching students in sport.

Future directions
The school needs to continue its current practices as they are valuable and provide great opportunities for the students.

School planning 2012-2014:

School priority 1
Literacy – Reading
Outcomes from 2012–2014
- 90% students achieve stage based outcomes/foundation statements;
- Year 3 and Year 5 students achieving above state average in NAPLAN;
- 48% Year 3 students to achieve Bands 5 and 6;
- 35% Year 5 students to achieve Bands 7 and 8; and
- less than 10% Year 5 students to achieve in Bands 3 and 4.

Evidence of achievement of outcomes in 2014:
- 85% students achieved stage based outcomes/foundation statements;
- 58.8% Year 3 students achieved Bands 5 and 6;
- 37.5% Year 5 students achieved Bands 7 and 8; and
- 16.6% Year 5 students achieved in Bands 3 and 4.

Strategies to achieve these outcomes in 2014:
- analysis of NAPLAN data;
- staff development in Focus On Reading and L3 training; and
- training and implementation of English Syllabus.

School priority 2
Literacy – Spelling
Outcomes from 2012–2014
- 80% students achieve stage based outcomes/foundation statements;
- Year 3 and Year 5 students achieving above state average in NAPLAN;
- 40% Year 3 students to achieve Bands 5 and 6;
- 36% Year 5 students to achieve Bands 7 and 8;
- less than 10% Year 3 students to achieve in Bands 1 and 2; and
- less than 10% Year 5 students to achieve in Bands 3 and 4.

Evidence of achievement of outcomes in 2014:
- 80% students achieved stage based outcomes/foundation statements;
• 47.1% Year 3 students achieved Bands 5 and 6;
• 29.2% Year 5 students achieved Bands 7 and 8;
• 29.4% Year 3 students achieved in Bands 1 and 2; and
• 20.8% Year 5 students achieved in Bands 3 and 4.

Strategies to achieve these outcomes in 2014:
• analysis of NAPLAN data;
• greater understanding of spelling and how to teach them; and
• training and implementation of English Syllabus.

School priority 3
Literacy – Grammar and Punctuation

Outcomes from 2012–2014
• 80% students achieve stage based outcomes/foundation statements;
• Year 3 and Year 5 students achieving above state average in NAPLAN;
• 42% Year 5 students to achieve Bands 7 and 8; and
• less than 10% Year 5 students to achieve in Bands 3 and 4.

Evidence of achievement of outcomes in 2014:
• 74% students achieved stage based outcomes/foundation statements;
• 37.5% Year 5 students achieved Bands 7 and 8; and
• 16.6% Year 5 students achieved in Bands 3 and 4.

Strategies to achieve these outcomes in 2014:
• analysis of NAPLAN data;
• greater understanding of grammar & punctuation and how to effectively teach it; and
• training and implementation of English Syllabus.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Findings and conclusions
An analysis of responses indicates strong support for the school’s work.

Students indicated that:
• Holbrook PS is a good school (93%);
• The teachers care for the students (93%);
• Teachers help us to do our best (92%);
• There are a lot of different things you can do if you are interested at Holbrook Public School such as sport, dance, music, debating, special performances, etc. (91%); and
• We have good buildings and grounds at Holbrook PS (89%).

Parents indicated that:
• Holbrook PS is an attractive and well-resourced school eg. classrooms, library and grounds (100%);
• The school is connected to its community and welcomes parental involvement (100%);
• A wide range of extracurricular programs eg. Sport, music, drama, debating are offered (100%);
• The school promotes a healthy lifestyle (100%); and
• The students are the school’s main concern (100%).

Staff indicated that:
• Holbrook PS is a good school (100%);
• Holbrook PS is an attractive and well-resourced school eg. classrooms, library and grounds (100%);
• The students are the school’s main concern (100%);
• The school has effective welfare programs (100%);
• Fair discipline exists within the school (100%);
• The school provides effective extra support to students who need it (100%);
• A wide range of extracurricular programs eg. Sport, music, drama, debating are offered (100%); and
• The school teaches and promotes positive core values (100%).

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school’s three Strategic Directions for 2015 are:

**Strategic Direction 1**
Excellence in Learning

Every student in our care is to be engaged in meaningful and focused learning experiences that provide the opportunity for them to achieve their full potential as a learner, a leader and a caring and productive citizen.

We aim to put personalised learning at the centre of our school culture so that every student and staff member develops the capacity to sustain life-long learning.

**Strategic Direction 2**
Excellence in Teaching

To build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice, at an individual and collective level.

To deliver an equitable, authentic and challenging learning environment for all students based on quality, high level professional practice through targeted professional learning.

**Strategic Direction 3**
Excellence in Leading

To build stronger, positive relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered student leadership and consultative decision making.

The well-being and resilience of students and staff is valued in the creation of lifelong learners and effective global citizens, in a well-cared for community based public school setting.

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.

Jason Weaven      Principal
Kate Wedgwood     Assistant Principal
Judy Ross         Assistant Principal
Narelle Mills     Acting Assistant Principal
Tracey Mullavey   School Administrative Manager
School Council    Holbrook Public School

School contact information

Holbrook Public School
Albury Street, Holbrook
Ph: 02 6036 2021
Fax: 02 6036 2901
Email: Holbrook-p.school@det.nsw.edu.au
Web: www.holbrook-p.schools.nsw.edu.au
School Code: 2170

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: