



Fingal Head Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Fingal Head 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 school 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.

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Principal

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School background

School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion future focused learning, strengthening our community for the future.

School context

Fingal Head Public School is a two teacher school located on the Far North Coast of NSW. We are situated on the idyllic Fingal peninsula. Our school provides a welcoming, friendly and safe environment for our students, where they are recognised as individuals and catered for in the academic, creative, social and emotional domains. Our student body comprises over 50% Indigenous students. In addition to strong programs in literacy and numeracy, we offer engaging environmental education programs and Aboriginal education programs. Our students engage in programs in the creative arts and sports and we offer students many opportunities to enhance their learning through the use of the latest technology.

Our Motto: Celebrate Achievement

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** ...

- Learning culture – As evidenced by the Yuli Program, L3, Junior and Senior Literacy Programs and the STEM project analysis, Fingal Head Public School demonstrates a Sustaining & Growing culture that focuses on and works with the community to create a culture of high expectations and student achievement. To build upon and enhance the learning culture of this school, we will be focusing on sharing our collective responsibility for student learning and strengthening our community connections.
- Wellbeing – As evidenced by the Yuli program; videos of L3 guided lessons; school literacy programs; the Story Dogs and Community Reading Programs and the Fingal Fauna Project, our school is currently Sustaining & Growing in the element of Wellbeing. Individual student needs are carefully considered in the planning and implementation of all programs in the school, through a holistic approach to student welfare. To improve wellbeing practices, we will be implementing the Positive Behaviour for Learning Program, which will provide a comprehensive and inclusive framework with which we will approach all aspects of student wellbeing.
- Curriculum and Learning – As evidenced by Student Personalised Learning Plans; Yuli program, the S7 STEM project and our close relationship with community organisation Fingal Coastcare, we are Sustaining & Growing in Curriculum and Learning. Our students are actively engaged in 'real world' learning, assisting to solve environmental problems as they develop into 'active and informed citizens'. To continue to grow and improve in this element, staff professional learning will have a strong focus on current educational research and evidence-based practices through Visible Learning.
- Assessment and Reporting – As evidenced by the L3 data collection; Literacy teaching units and student work samples; student report comments and the Mousetrap Cars Journey document, our school is Delivering in Assessment & Reporting. Students are given regular formal and informal feedback about their learning from the class teacher and student reports clearly communicate student strengths and areas for further development. To move towards Sustaining & Growing, we will be using the Visible Learning program to enhance the quality and timeliness of feedback given to

students to promote their learning and achievement.

- Student Performance Measures – As evidenced by L3 data collection, cluster tracking and sample NAPLAN data, we are currently Delivering in this element. To move towards Sustaining & Growing, teacher professional learning will be focused on gathering and analysing a range of internal and external data and working collaboratively to use this analysis to guide future planning and promote student achievements.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** ...

- Effective classroom practice – As evidenced by junior and senior class literacy programs, lesson observations and the SLSO program, our school is Delivering in Effective Classroom Practice. Teachers demonstrate highly organised planning for learning that ensures the learning environment is supportive of all students and conducive to high quality learning experiences. To achieve Sustaining & Growing, we will be enhancing procedures for gathering feedback from colleagues and students and utilising Visible Learning procedures for delivering timely and explicit feedback to students.
- Data skills and use – As evidenced by L3 data collection, literacy learning goals, cluster tracking, SLSO program and NAPLAN, our school is Delivering in the element of Data Skills & Use. Teachers use internal and external data as a source of information on student progress. To progress to Sustaining & Growing, data collection and analysis will be incorporated into the teaching and learning cycle in a more structured format to promote consistency.
- Collaborative practice – As evidenced by Yuli, Mousetrap Cars Challenge S7 STEM project and PDPs, we are currently Sustaining & Growing in collaborative practice. Active engagement with our learning communities has enhanced our professional collaboration in order to improve our practice for improved student learning outcomes. To build upon our achievements, we will continue to engage with our Professional Learning Communities (PLCs) and enhance lesson observation procedures to develop teacher skills in giving and receiving feedback.
- Learning and development – As evidenced by L3, Mousetrap Cars Journey, STEM and PDF, our school is achieving a Sustaining & Growing culture. Teachers are actively engaged in a variety of professional learning opportunities that meet personal, school and system targets for improvement. To enhance our achievements in this area, we will engage in professional learning that focuses on evidence-based practices.
- Professional Standards – As evidenced by Yuli, L3, Mousetrap Cars Challenge, STEM and PDF, we are currently Sustaining & Growing in Professional Standards. Staff demonstrate professionalism in the carrying out of their roles. To grow our practice in this area, staff will be encouraged to engage with the higher levels of accreditation in the Teacher Professional Standards.

The results of this process indicated that in the School Excellence Framework domain of **Leading** ...

- Leadership – As evidenced by the Yuli program, the School Report and the STEM grant application, we are Sustaining & Growing in Leadership. Staff are taking on leadership roles in and beyond our school, actively contributing to the learning of colleagues while enhancing their own leadership capacity. To build upon this, we will continue to grow and develop a distributed leadership structure.
- School planning, implementation and Reporting – As evidenced by the School Plan, Newsletters, and other community initiatives, we are Sustaining & Growing in this element. Planning processes are inclusive and community engagement is fostered through our ‘open door’ approach. To move to Sustaining & Growing, we will build transparent procedures to ensure authentic inclusion of all staff and community members in the effective implementation of the school plan.
- School resources – As evidenced by successful grant applications, future focused learning spaces design and PDPs, we are achieving Delivering in the use of school resources. Opportunities for students have been maximised through the provision of extra funding and human resources. To move to Excelling, we will continue to promote community inclusion in our school and promote leadership opportunities for staff to enhance whole school improvement.
- Management Practices and Processes – As evidenced by student PLPs, the school plan and school newsletters, we are Sustaining & Growing in Management Practices & Processes. Communication with parents is effective and feedback and suggestions from parents are considered and acted upon when appropriate. To achieve excellency, we will continue to build communication processes in ways that will lead to inclusive, authentic practices that seek and respond to feedback from students, parents and community members. self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop strong foundations in curriculum and assessment.

Purpose

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW Syllabus for the Australian Curriculum. To ensure that learning and assessment are personalised and differentiated for every student.

Overall summary of progress

Students are able to engage in discussions about their learning. They can articulate where they are at and where to next. Student work samples, including work displayed in the learning environment, reflect student learning, achievement and progress towards learning goals. PLAN data indicates most students are achieving at or above the cluster level appropriate to their stage of schooling. Teachers are implementing a range of effective assessment strategies that allow students to demonstrate their learning and progress towards achievement of learning goals. Teachers have engaged in a range of formal and informal professional learning opportunities to enhance their capacity to effectively plan for and deliver quality teaching and learning experiences for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students K–6 plotted on the Literacy and Numeracy continuums to establish baseline data for student achievement.	Student progress in literacy and numeracy is being plotted and tracked against the Literacy and Numeracy Continuums. Most students have achieved at or above expect progress against cluster markers.	Human resources used, no dollar amount allocated, time allocations instead.

Next Steps

In 2017 teaching staff will consolidate skills, knowledge and understanding developed during 2016 through a range of formal and informal professional learning opportunities with colleagues across the S8 professional learning community of schools. The leadership team will review milestones as indicators of progress towards achievement of the school's strategic directions. Teachers will engage with professional learning to enable effective implementation of the new History and Geography syllabi.

Strategic Direction 2

Create a high–performing and dynamic future focused learning environment.

Purpose

To develop deep thinking, innovative, resourceful and creative lifelong learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the future.

Overall summary of progress

The implementation of Future Focused pedagogies and practices has become increasingly evident in classrooms. Teachers are demonstrating increasing competence and confidence when bringing a future focused perspective to learning experiences for students. Engagement with a range of professional learning experiences in collaboration with the S8 professional learning community is reflected in teaching and learning programs. Our senior class successfully participated in the Kingscliff High School Mousetrap STEM Challenge, where the mousetrap powered vehicles designed by our students won first, second and third places in a competition which included all primary schools in the Coastal Learning Community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students complete an online learning reflection statement once per year.	Students have completed learning reflection statements.	Human resources used, no dollar amount allocated, time allocations instead.
PLAN data demonstrating all students K–6 are at or above expected levels by the end of the school year.	Most students are demonstrating at or above expected levels as reflected in PLAN data.	\$1 500 Sydney Myer Grant
100% of staff participate in lesson studies and walk–throughs.	Staff lesson studies have led to demonstrable changes in practice, as reflected in teaching programs and lesson observations.	

Next Steps

Project based learning and STEM (Science Technology Engineering Mathematics) will grow as a focus for our school in 2017. The S8 learning community STEM team, including Miss Kirk, will lead our school in this area of growth and development. In term 1 our school will engage in a Young Innovators Market Day, a combined S8 project that will actively engage students in a STEM challenge within a real world context.

Strategic Direction 3

Strengthen teaching and leadership capacity.

Purpose

To lead learning by guiding self-reflection, self-improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning.

Overall summary of progress

Our teachers have been provided with the opportunity to enhance their leadership through our active involvement as members of the S8 community of schools. Miss Brewer was successful in being appointed Early Stage 1/Stage 1 Team Leader, allowing her to develop and hone her leadership capacity. Miss Kirk has joined the S8 STEM team, working with the team to enhance the implementation of STEM and Project Based Learning at our school. Our teachers have sought and offered formal and informal professional support with colleagues across the S8 schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In 2015 use School Excellence Framework descriptors and ask staff to benchmark school position against collaborative practice and learning and development elements. Link to development of goals for Performance and Development plans. 100% of staff share expertise and best practice across curriculum and leadership within the S8 Professional Learning Community (PLC).	<p>Successful completion of External Validation led to the school's capacity to match the descriptors of the School Excellence Framework, with the school Delivering or Sustaining and Growing in all aspects of the Framework.</p> <p>Miss Brewer effectively implementing her role as Stage Team Leader for the S8 schools.</p> <p>Miss Kirk leading staff development in STEM and Project Based Learning, as reflected in teaching programs and student work samples.</p>	Human resources used, no dollar amount allocated, time allocations instead.

Next Steps

Our teaching staff will continue in their S8 leadership roles to enhance their capacity for leadership while engaging in structured professional learning programs to further develop their knowledge, skills and understanding. Engagement with S8 Stage Teams will have a strong focus on enhancing Project Based Learning and STEM opportunities for our students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Education pervades all programs and practices at our school. This year we have engaged extra teaching and SLSO support for our Indigenous students, leading to the achievement of being named in the top 10 Indigenous primary schools across Australia.</p> <p>NAIDOC celebrations included hosting Tweed Heads South PS, where our students were able to demonstrate their depth of local cultural knowledge and understanding to the visiting students.</p> <p>The Yuli Coastal Culture program, an initiative of the Coastal Learning Community, provided authentic opportunities for our students to engage in activities that strengthened and deepened their cultural knowledge and identity.</p>	\$37 236 Aboriginal Equity Funding
Low level adjustment for disability	Provision of additional learning support was provided for identified students. Teachers report students with low level support needs have increased their engagement in the classroom.	\$14 460 provided as one teacher day per week plus \$4 258 in flexible funding.
Quality Teaching, Successful Students (QTSS)	In her role as S8 Stage Team Leader, Miss Brewer has been able to effectively carry out her role in implementing effective professional learning opportunities for ES1 and S1 teachers across the S8 schools.	\$3 163
Socio-economic background	Additional literacy and numeracy support was provided in the K–3 and 4–6 classes.	\$10 202 Socio–Economic Background funding provided as one teacher day per week.
Targeted student support for refugees and new arrivals	Newly arrived student was provided with one-to-one teacher support in terms 3 & 4.	\$5 101, provided as one teacher day per week for terms 3 & 4

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	18	19	20
Girls	28	26	23	22

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	95.5	92.5	92.7
1	88.5	92.5	90.2	92.6
2	91.5	91.4	89.5	88.8
3	86.7	93.8	91.2	89.1
4	89.8	89.9	90.6	85.6
5	86.3	94	87.6	95
6	85.2	94.1	92.8	86.2
All Years	88.3	92.7	90.6	89.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Regular communication with families and appropriate support offered to parents are key strategies utilised to manage student non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.12

*Full Time Equivalent

The Fingal Head PS staff team proudly includes two Aboriginal people.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	33

Professional learning and teacher accreditation

Teacher professional learning in 2016 has largely focused on building teacher capacity to implement Future Focused teaching strategies and pedagogies. Staff have engaged in formal and informal professional learning experiences, including workshops, lesson observations, collaborative planning for teaching and professional dialogue. Teaching staff also participated in professional learning on the new History Syllabus.

All staff successfully completed all mandatory training, including Child Protection, Anaphylaxis, Code of Conduct Update, CPR & Emergency Care.

Staff are progressing to a model of personal responsibility for maintaining and developing their professional standards for accreditation under the Performance & Development Framework.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 30 2016, and does not

involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	69 315.19
Tied funds	104 846.52
School & community sources	29 310.74
Interest	1 657.33
Trust receipts	100.00
Canteen	0.00
Total income	205 229.78
Expenditure	
Teaching & learning	
Key learning areas	20 786.14
Excursions	4 696.12
Extracurricular dissections	7 603.85
Library	1 823.82
Training & development	263.64
Tied funds	110 635.50
Short term relief	14 535.86
Administration & office	33 119.47
School-operated canteen	0.00
Utilities	10 291.93
Maintenance	7 481.95
Trust accounts	100.00
Capital programs	0.00
Total expenditure	211 338.28
Balance carried forward	-6 108.50

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

This year our school community overwhelmingly reinforced their positive perception of our school, with all agreeing:

- Our school provides a friendly and welcoming environment for students, staff, parents and guests.
- Our school actively encourages parent participation and engagement in school life.
- Staff genuinely care about the students and strive to improve their practice for the benefit of the students and their learning.
- Students are regularly recognised and praised for positive achievements.
- All students are provided with a wide range of experiences in and beyond the classroom to enhance their learning.

Policy requirements

Aboriginal education

Aboriginal Education is core business at Fingal Head PS. We work closely with our local Indigenous community to forge strong relationships built on mutual trust and respect.

This year one of our major initiatives in Aboriginal Education has been the Yuli Coastal Culture program. This program has brought together Indigenous students from Kingscliff High School and the six feeder primary schools, including Fingal Head PS, to engage in a range of authentic learning experiences in local Aboriginal culture, traditions and heritage. The Yuli program drew upon the expertise of Indigenous locals, in particular the Banaam team, to ensure students are connecting with their culture in meaningful ways.

During NAIDOC week, we welcomed the students from Tweed Heads South PS to join us in celebration of this important event on our annual calendar. This gave THSPS students the opportunity to engage in and learn from Aboriginal cultural experiences while allowing Fingal students to share their knowledge of local culture, traditions and heritage. We were fortunate to have local artist Danielle Sussyer teaching the students and local Elder Uncle Franc Krasna to impart his wealth of knowledge about the Indigenous history of Fingal.

Staff member Janelle Kirk was fortunate to participate

in Stronger Smarter cultural awareness training, enhancing her capacity to lead and support Indigenous education initiatives at our school.

Multicultural and anti-racism education

A highlight of our year in multicultural education was a cultural exchange our school was lucky enough to participate in. The Te Kura Kaupapa Maori o Mangatuna school is a traditional Maori school in New Zealand, where students learn their traditional language and the school curriculum embeds the culture, traditions and practices of the Maori nation. During the visit our students were able to share some of our local Aboriginal culture, including teaching the Maori students some Aboriginal art and dance. In return the Maori students taught our students a traditional Maori Haka. This exchange of cultures was a tremendously positive experience for all students, staff and community members involved, and led to a greater understanding of and respect for another culture.