

Fennell Bay Public School

Annual Report



2016



4208

Introduction

The Annual Report for **2016** is provided to the community of **Fennell Bay 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.

Colin Scully

Principal

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Message from the Principal

The Annual Report 2016 sets out achievements, successes and participation by students, staff and community at Fennell Bay Public School. The report includes links to the myschool website which provides information about student performance in NAPLAN. The Annual Report 2016 is a collaborative effort on the part of staff at Fennell Bay Public School.

The Annual Report 2016 is a culmination of people, processes and products which have ensured that the three strategic directions for this year have been successfully achieved.

Please enjoy reading about our school.

Colin Scully

Principal

School background

School vision statement

At Fennell Bay Public School we provide a safe and secure environment based on mutual respect and inclusivity to enable positive learning. We are a school that recognises that there are many different styles of learning. Effective teaching practices and differentiated learning ensures the needs of each individual are being met and enhanced. Teachers engage students in meaningful learning programs that are based on extensive planning and a 'whole school approach'. Student achievement is the outcome of a quality partnership between home and school. By working in partnership with the wider community in an enthusiastic and purposeful way we aim to develop confident, creative and innovative individuals; critical thinkers and problem solvers; and engaged learners. Our legacy will be building the capacity of our community for a better future.

School context

Fennell Bay Public School has an enrolment of 160 students with 31% Aboriginal students. There are six stage based classes, including a support class IM and two Multicategorical classes. The School Executive includes three Assistant Principals and in 2015 an Instructional Leader. Students are supported by the Learning and Support Teachers and a range of intervention programs. Since 2011, the Positive Behaviour for Learning (PBL) Program has been developed and implemented within the school with positive outcomes for students, staff and community. The majority of families are from low socio-economic backgrounds and are geographically isolated. Nar-un-bah, the SaCC (School as Community Centre) is an integral part of the school and allows families to access both service provision and inter-agency support. Programs delivered include; Supported Playgroup, Tafe Outreach, Nutrition workshops, Positive Parenting Workshops and Transition to School. Opportunities exist for students in Sport, Creative and Performing Arts Groups, including choirs, dance and didge group, debating and inter-school sport. The school is supported by an active P&C who regularly plan fundraising activities. Fennell Bay Public School is successful in its implementation of a safe, caring and inclusive learning environment in which all students have the opportunity to succeed. This plan is a result of consultation between the students, staff and community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

The School Excellence Framework (SEF) encompasses three Domains: Learning, Teaching and Leading including fourteen elements against which schools undertake an annual self-assessment cycle and also against which schools can be assessed through the External Validation process, once every 5 years. The SEF supports public schools throughout NSW in the pursuit of excellence, by providing clear descriptions within each of the elements that schools gather data and evidence to validate their self-assessment at the levels of Delivering, Sustaining and Growing and Excelling.

This year, Fennell Bay Public School undertook self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey towards excellence. Time was dedicated in Executive Planning sessions, our School Development Days and Staff Professional Learning sessions, to thoroughly examine the school plan and determine the elements of the School Excellence Framework that the plan most strongly addressed

Self-assessment using (SEF) determined the following :

In the domain of Learning, our efforts have primarily focused on Curriculum and Learning, Assessment and Reporting & Learning Culture.

In the domain of Teaching the major focus has been on Learning and Development, Data Skills & Use and Collaborative Practice.

In the domain of Leading, our priorities have been to expand our Leadership and take a comprehensive approach to School Planning, Implementation & Reporting.

Our self-assessment 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.

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

Strategic Direction 1

Build the capacity of staff to successfully implement the English curriculum and a range of targeted Literacy programs.

Purpose

To improve student learning outcomes in ENGLISH, *with a focus on Writing*, through the development and delivery of consistent high quality teaching practice in the areas of Reading and Viewing, Writing and Representing, Speaking and Listening to ensure that all Teaching and Learning Programs are driven by consistent on-going evaluation of assessment data, while addressing individual student needs.

Overall summary of progress

The school continues to self-assess and reflect on practice to ensure the continued progress of quality teaching and effective learning in English.

As a result the following key processes, aligned to Strategic Direction 1, are in place across the school; L3 ES1/Stage 1, Focus on Reading Stage 2/3 and regular data sharing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student learning outcomes in all aspects of the Literacy Continuum.	Utilise new strategies to gain deeper engagement and improved outcomes. Levels of achievement in Literacy will improve through the provision of on-going feedback to students about performance.	Assessment of PLAN and SMART data
Students in Years 2–6 show improvement in writing skills as a result of Power Writing program implementation.	In our end 2016 matched data 72% K–2 students increased their writing cluster levels by 2 or more. In Yr 3–6 more students showed a growth of at least one cluster than in previous years.	EaFS funding TPL funds
All staff will complete and implement their professional learning to enhance their practice.	All students K–6 showed cluster growth in several aspects of the Literacy Continuum. Staff have reported continued increase in level of engagement in Literacy sessions as a result of new pedagogy, Collaborative Practice and regular goal focused support interventions.	EaFS funding TPL funds

Next Steps

* Continue implementation and engagement with the '7 Steps to Writing Success' program with professional learning through collaboration for staff to ensure best practice.

* Continue to implement relevant professional learning to maintain our cohesive approach and consistent language across the broader school community towards data entry for PLAN, which in turn will drive teaching and learning programs. There will continue to be an emphasis on goal setting, collaborative practice, use of data walls, tiered interventions and the ongoing implementation of Focus on Reading 3–6 and L3 K–2. Spelling Mastery will continue for Yrs 2–6 in ability graded groups to allow the achievement of maximum growth for all students.

Strategic Direction 2

High standard of educational practices in Numeracy, ensuring student growth through targeted learning specific to individual needs.

Purpose

To improve student learning outcomes in Numeracy through the development and delivery of consistent high quality teaching practice in the area of Number & Algebra, Measurement & Geometry & Statistics & Probability to ensure that all Teaching & Learning Programs are driven by on-going evaluation of assessment data, while addressing individual student needs.

Overall summary of progress

The school continues to self-assess and reflect on practice to ensure the continued progress of quality teaching and effective learning in Mathematics. We continue to collect evidence aligned with the School Excellence Framework. This evidence has been gained through professional observations, parent workshops, analysis of internal and external data, community consultation and regular professional learning for staff, inclusive of our School Learning Support Officers.

As a result, we have achieved the following key processes as aligned to the Strategic Direction/School Plan.

- * The implementation of Targeting Early Numeracy (TEN) throughout the school, with a focus on Place Value. This initiative is having a significant impact on student learning, particularly for equity groups across K–6.
- * FBPS Maths Frameworks K–6 and Quicksmart (Yr. 4) continue to be implemented.
- * Professional learning for staff with respect to the Numeracy Continuum, to ensure the effective use of PLAN and SMART software.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching & Learning Cycle implemented & driven by K–6 Numeracy Continuum, common assessment tasks for data analysis incorporating PLAN & future planning with regards to pedagogy in Numeracy.	Staff reported increased engagement and significant growth in student performance in K–6 setting in Numeracy.	TPL funds EAfS funds
Increased number of students meeting benchmarks set in PLPs.	In our end 2016 matched data 90% of K–2 students increased their Early Arithmetical Strategies levels by 1 or more.	TPL funds
An increase in the number of students in the top 3 bands in Numeracy by 5%.	In 2016 for Year 3 students there was a 50% increase for students in the top 3 bands of NAPLAN	Professional Learning Plans by all staff.
85% of students will meet or exceed their expectations on the numeracy continuum.	Quality teaching & learning practices K–6, evident through differentiated Numeracy lessons.	TPL

Next Steps

- * Continue implementation and engagement with the Quicksmart and TEN maths pedagogies with professional learning through collaboration for staff to ensure best practice.
- * Continue to implement professional learning to maintain our consistent approach and language across the broader school community towards data entry for PLAN. Which in turn will drive teaching and learning programs.

Strategic Direction 3

Strengthening community partnerships enabling students to be engaged, technologically competent & well supported as lifelong learners.

Purpose

To improve student engagement well-being and resilience through strengthening sustainable home and school partnerships by embedding a system of core values and a culture of success that ensures a highly developed social conscience.

Overall summary of progress

Students and parents have continued their participation in the Tell Them From Me Survey to identify their views on engagement and academic progress at school. The PBL program has continued to be successful in the school with a reduction of reported incidents. The introduction of the Sparky badge reward system has further increased the engagement of students in the school. Funds for PBL rewards were expended although PBL lesson funds will be used in 2017. The continued use of Facebook and Skoolbag has seen regular communication with parents and the school community. The LMHS Headstart program involving years 5 and 6 has provided students with an opportunity to transition to high school with a group of local Lake Macquarie collegiate schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Supervisory processes identify that staff are effectively planning for students in response to their needs	Created program proforma across K–6, Supervisor & IL observations, Developed & implemented PDP schedule, Regular Literacy & Numeracy meetings.	NIL
SENTRAL data indicates continued decline in behaviour referrals.	40% decrease in reported incidents overall in comparison to 2015 data. there has also been a 45% drop in class incidents and a 49% decrease in playground incidents.	PBL funds
Attendance at school meetings has improved and evident in increased numbers participating.	Parents & community attendance has improved a minimal amount. This is a future focus area.	TPL funds
“Tell Them From Me” data is used to assess improved levels of engagement for students and parents.	90% of students identified they received quality instruction. A 9.2 rating out of 10 was given for parent teacher communication.	NIL
Attendance data indicates that attendance levels are at or beyond 90.8% for Aboriginal and non-Aboriginal students.	Attendance levels for Aboriginal & non-Aboriginal students for 2016 exceeded the target with a figure of 91.75%.	NIL

Next Steps

Attendance of parents at workshops has continued to be an area for future development. The establishment of a café corner will provide parents and the school community an additional opportunity to engage with staff. As a school we will provide ongoing communication with parents and the wider community through the use of Facebook, Skoolbag and the regular use of class blogs with updates regarding class information. PBL lessons will be refined and additional lessons will be created in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	SLSO's engage students in learning programs.	\$17,175
Socio-economic background	SLSO's supported students in classes, literacy team purchased resources, PBL implemented, new signage and withdrawal programs included Multilit and Quicksmart and Little Squirts transition program.	\$262,754
Early Action for Success	PLAN data indicates improvements in Literacy and Numeracy.	Employment of Instructional Leader and Intervention Teacher.



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	83	77	76	74
Girls	73	75	72	72

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.5	90.3	87.9	91.1
1	86	91.2	88.3	89.9
2	92.6	90.3	91.2	88.9
3	90.7	91.1	92.4	93.5
4	90.4	92.1	91.9	92.4
5	91.3	90.9	91.6	91.5
6	94.2	91.3	90.6	91.4
All Years	90.9	91	90.5	91.3
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

Class sizes

Class	Total
LIME	20
LILAC	25
EMERALD	19
TANGERINE	26
OCHRE	24
NAVY	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.85
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	5.91
Other Positions	1.17

*Full Time Equivalent

The school employs an AEO who works with students and the community.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

In 2016 there were eleven teachers who had achieved accreditation at Proficient level.

Professional learning for staff continued as a priority in 2016 with the Early Action for Success program. Programs continuing to be implemented included L3 training for staff, TEN maths program, Spelling Mastery for Year 2–6 and Ninja Maths for K–2 classes. The staff completed mandatory training in Child Protection, Emergency Care, CPR and Anaphylaxis, which was face to face training and not on-line.

Total expenditure for Teacher professional learning was \$12,662

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	257 699.14
Global funds	89 308.60
Tied funds	289 634.31
School & community sources	23 753.57
Interest	3 923.94
Trust receipts	2 800.90
Canteen	0.00
Total income	667 120.46
Expenditure	
Teaching & learning	
Key learning areas	297.66
Excursions	0.00
Extracurricular dissections	6 195.49
Library	448.45
Training & development	3 786.11
Tied funds	212 590.56
Short term relief	10 708.17
Administration & office	27 371.63
School-operated canteen	0.00
Utilities	18 726.51
Maintenance	5 492.95
Trust accounts	4 097.49
Capital programs	0.00
Total expenditure	289 715.02
Balance carried forward	377 405.44

The information provided in the financial summary includes reporting from 14th June 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	727 086.88
(2a) Appropriation	705 399.22
(2b) Sale of Goods and Services	7 633.11
(2c) Grants and Contributions	13 126.62
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	927.93
Expenses	-498 526.83
Recurrent Expenses	-498 526.83
(3a) Employee Related	-382 274.13
(3b) Operating Expenses	-116 252.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	228 560.05
Balance Carried Forward	228 560.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The School Finance Committee including Principal, School Administration Manager, School Administration Officer meet regularly to ensure that financial management practices adhere to financial policy requirements. In 2016 new Finance and Student Wellbeing practices were implemented as a result of the introduction of LMBR. This has included all attendance data being stored in the LMBR system.

Significant expenditure in 2016 included employment of School Learning Support Officers in all classes. School Learning Support Officer's engage students in learning programs and support special needs.

Funds available will ensure payment of casual relief and in 2017 capital expenditure for installation of new whiteboards into two classes and ground maintenance.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 217 718.49
Base Per Capita	9 030.77
Base Location	0.00
Other Base	1 208 687.72
Equity Total	402 510.59
Equity Aboriginal	68 388.08
Equity Socio economic	265 937.07
Equity Language	0.00
Equity Disability	68 185.44
Targeted Total	590 362.58
Other Total	254 825.13
Grand Total	2 465 416.80

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.

Students in Year 3 are assessed across Bands 1–6 and students in Year 5 from Bands 3–8.

Students in Year 3 performed well in NAPLAN Reading with one third of students achieving in the top 3 bands. For Year 5 students twenty eight per cent of students achieved in the top three bands of NAPLAN Reading. This is an improvement on NAPLAN Reading results for Year 5 in 2015.

Twenty six per cent of students in Year 3 performed in the top 3 bands in NAPLAN Numeracy which is a slight improvement compared to 2015. For students in Year 5 fifty percent of students achieved in the top four bands.

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.>

Students achieving in the top two bands in NAPLAN in 2016 included:

Year 3 Literacy 20.8% Numeracy 17.3%

Year 5 Literacy 20% Numeracy 0%

In 2016 six Aboriginal students in Year 3 and one Aboriginal student in Year 5 completed NAPLAN.



Parent/caregiver, student, teacher satisfaction

Parents participated in the Tell Them from Me Survey to highlight parents/caregivers perceptions of their children's experiences at home and school. The survey identified a rating for various indicators that demonstrate school culture.

Students participated in the Tell Them From Me Survey to identify their views and academic views at school. 94% of Students identified below the DoE norm in demonstrating a sense of belonging. 94% of students at Fennell Bay value schooling outcomes. 77% of students believed they acted in a positive manner at school.

Staff identified the need to improve Ipad connectivity throughout the school. The staff believed PBL was working well in the school and the EAFS pedagogy is working well in K-2. The introduction of Fleming Explicit Direct Instruction will provide teachers with effective strategies to improve Numeracy and Literacy in the school K-6 in the school in 2017.

Future Directions

Students

Will continue to develop students technological skills with a STEM focus and opportunities for collaboration with LMHS to create a FBPS STEM open day.

Staff

In 2017, staff will be trained in the pedagogy Fleming Explicit Instruction.

Parents

Opportunities for parent involvement and engagement will occur.

Policy requirements

Aboriginal education

Teaching and Learning programs continued to demonstrate Aboriginal Cultural perspectives in the delivery of curriculum to students. In 2016 the school appointed an Aboriginal Education Officer, Mrs Annissa Harwood who will commence duties in 2017.

NAIDOC Week was celebrated in the last week of Term 2. The NAIDOC Planning team led by Miss Campbell ensured a special community celebration which included students from Fassifern Public School.



Multicultural and anti-racism education

Harmony Day was celebrated at the school in March with a special assembly. This assembly involving members of the Community provided the opportunity to display respect for the many cultures in our society. Students are supported at the school by Miss Campbell, our Anti-Racism Contact Officer.

Other school programs

Nar-un-bah School as Community Centre

Nar-un-bah facilitated a range of programs in partnership with other agencies. Programs that were offered during the year included:

3 Supported Playgroups, Breakfast Club, Stories in the Street, Family Yoga, Sing and Grow, 2 Infant Baby Massage, Women's Wisdom & Staying Focused on Kids

Achievement in the Arts

Classrooms teachers have integrated Creative and Practical Arts in classroom lessons throughout 2016.

Highlights during the year in CAPA included: Easter Hat Parade, Grandparents Day, NAIDOC and Christmas Cabaret Concert.

Sporting Achievements

A comprehensive range of sporting and physical activities were provided for all students including: Annual swimming and athletics carnivals, representation at zone carnivals, Intensive Swimming and Craig Johnston Cup.