

Frederickton Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Frederickton 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.

Debbie Bradshaw

Principal

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Message from the Principal

I am very pleased and proud of the work that my staff and I have achieved over the past four and a half years and I am very appreciative of their support and willingness to embark upon the Visible Learning journey of continuous improvement at Frederickton Public School.

In particular I would like to thank Vicki Evans for fulfilling the Relieving Principal role for a number of weeks this year and Ms Adams for relieving as Assistant Principal when needed. I would also like to thank Ms Ransom for her work in her new role of Deputy Principal, Instructional Leader as part of the Early Action for Success initiative and the support she has provided particularly in Kindergarten to Year 3.

For the last three consecutive years we have been able to boast that each year we have delivered the best literacy results ever achieved in Kindergarten. We know that if there is a strong foundation, whatever you construct on that strong foundation will stand the test of time. This is also true in the development of early literacy skills.

Whilst we still have achieved good results in Kindergarten during 2017, with 75% of Kindergarten students at or above Early Action for Success expectations for Reading, this year our most impressive results have been achieved in Year 2 where 68% of Year 2 students are achieving at greater than one reading level above Early Action for Success expectations for the end of the year. This is a cumulative result, achieved over the past three years due to a change in the way we teach literacy in particular but it is also because our pedagogy has changed.

The driving force behind every decision we make at Frederickton Public School is "What's best for our students". It is this that is at the heart of every decision. We honestly strive and collaboratively work to assist every one of our students to be the best they can be. This is our desire and it lies behind our vision statement.

Our staff are committed to the concept of lifelong learning and we engage multiple times each week in professional learning as it is only by our teachers becoming stunning teachers that our students can have stunning futures. We take our learning seriously so that our students can be provided the very best learning opportunities.

We live in a rapidly changing world and we need to be responsive to the changing demands of modern living. We can no longer provide 1970s solutions to 2017 problems. We cannot teach the way in which we were taught. Our classrooms may look the same from the outside, however the way we teach is very different from the way schooling occurred when our parents who attended Frederickton PS were here.

Be assured though that each decision we make is based on what current evidence-based research demonstrates works best in teaching. We look at our school's evidence and data and we make adjustments to ensure that we are improving student outcomes.

Next year we will continue to work on providing timely quality and actionable feedback on a daily basis to our students to support them in their learning journey. We are planning to introduce Learning Dispositions, for it is through learning about learning and exercising a learner's disposition that lifelong learning is promoted and enhanced. Our first disposition we are planning to focus on at the beginning of next year is Resilience: and who doesn't need to understand and exercise resilience!

At Frederickton Public school we celebrate academic excellence and student endeavour, consistent effort and progress. We believe that it is only through endeavour and effort that progress occurs. It is the progress, the growth, the self-reflection and the goal-setting that leads to achieving excellence in any field.

We acknowledge and congratulate every student for their part in making Frederickton Public School the great place of learning that it is. We encourage all students to continue striving on their learning journey and to consistently work towards achieving their next goal.

Message from the school community

Well what a great year 2017 was for the P&C. Our vision for this year was to increase parent and community involvement in the school community. This is especially crucial given the rapidly growing nature of our school, and this underpinned everything we did this year. It was a massive year for fundraising, with many BBQ's, raffles, the Mother's and Father's Day stalls and reintroducing the School Spring Fair, which brought the whole community into the school. The P&C committee did an outstanding job as always, to ensure the smooth running of their respective areas.

A special thank you to Everson's, Nestle, Woolworths, McDonalds, our committee members, school staff and all the parents that graciously offered their time or donated goods to support us.

Finally, I'd like to take this opportunity to thank all the amazing volunteers that have made this year a success. It couldn't have been done without you. People have contributed in many ways big and small, from running events, to being that

extra spontaneous pair of hands on the day, and everything in between. My heartfelt thanks to each and everyone of you, it's been a great year.

Evan Aspiotis

P&C President

Message from the students

The announcement of our names as the Student Representative Council Leaders for 2017 was a really special achievement for us. We were really happy and excited that we were going to be on the SRC. We felt proud that the other students had thought we would make good leaders. It meant they trusted us and they felt they could come to us if they need anything or had a problem.

Being a leader on the SRC has taught us quite a few things. We were really scared at first about having to do public speaking but we have learned that the more you learn about it and the more you do public speaking, the easier it gets and the more confident you feel. Learning to be a leader made us feel like we were capable of doing more than we'd realised. Being a leader makes you realise the importance of making good choices and being a role model to the other students. It has taught us that you have extra responsibilities and you have to finish what you start. We got experience on how to run a formal meeting, take on roles like chairperson and secretary and how to work together on a committee. We learned that a team has to work together because that way you get more done. A team needs to have its members to work in friendship, be responsible, patient, respect each other's thoughts and ideas and also their differences. A team needs to work out problems calmly and not argue.

We did have to face some challenges. At the beginning of our time as SRC leaders we all felt nervous especially about speaking in front of an audience like at assemblies. Facing the audience is one of the hardest things and also to stay calm and keep speaking when you make a mistake – you have to try and not let it phase you. Greeting visitors to the school was a little bit nerve wracking as well because we didn't know them and we were trying to do and say the right things and to be helpful, like when we had to talk to Mayor Campbell at the Railway Centenary. It is also quite hard to always be a 4B student. Sometimes your friends might not be or they might be off having fun when you have your jobs to do –but that's what we said we'd do. One of the hardest things has been trying to remain calm when other students are deliberately trying to 'push our buttons' to get us into trouble because we are SRC. That can be really frustrating.

Our role in the Student Representative Council allowed us to be involved in different events or to help plan and organise other school events. These included the following: running fortnightly assemblies and the End-of-Year Presentation Assembly; running the assembly to hear the SRC candidates speak and supervising the voting by the students; greeting visitors to the school; thanking performers and guests; helping at the Mother's Day and Father's Day stalls and serving at the high teas; running fundraising cake stalls and a disco; visiting classes as SRC buddies to get student ideas and opinions; helping in the canteen; helping run the Book Fair and the Book Parade; helping to run the Infants' Athletics Carnival; helping to run the Easter Hat Parade; doing the Acknowledgement of Country for visiting training groups; attending the ceremony for the Centenary of the Railway coming to Kempsey; participating in Macleay Public School's Leadership training day at Kempsey High School or the GRIP Leadership Program at Port Macquarie; and speaking at the ANZAC Day and the Remembrance Day services.

Being in the SRC has been a really special experience and has definitely helped us to become more confident.

Written by Kimberleigh Lane, Zac Larkins and Jack McAlister

School background

School vision statement

At Frederickton Public School, our vision is to enable all members of our learning community to be lifelong reflective learners who are responsible and respectful global citizens.

We strive to develop creative and adaptive skills required for a diverse and rapidly changing world.

School context

Frederickton Public School is a modern school with heritage buildings, air conditioned, well-resourced, modern classrooms and excellent facilities situated in an attractive rural setting. Our school is a friendly welcoming school which encourages community involvement. Frederickton Public School is proud to be part of the Macleay Public Schools (MPS).

The school has a FOEI of 130 and attracts additional Equity Funding for Low Socio-Economic Background, Aboriginal Background and Low Level Adjustment for Disability. We enthusiastically promote the positive values of respect, responsibility, safety and lifelong learning for all our students.

The school has dedicated, highly qualified and experienced teachers with a passion for lifelong learning, offering a wide range of learning opportunities for students. There is a balance between early career teachers and teachers approaching retirement. We have a mix of permanent staff and temporary staff. The majority of our teaching staff are Reading Recovery trained and our school implements the Reading Recovery Program and Language, Learning and Literacy Program (L3) in Kindergarten and in Stage 1. Our full time Learning and Support teacher provides additional support during literacy sessions and assists teachers to develop programs to meet the needs of students with additional learning needs.

Opportunities exist for all students to participate and excel in academic, cultural, the performing arts and sporting activities. The school boasts a long history of representation and success in sport. We have a K-6 performing and visual arts development program with a strong focus on choir and dance.

The school hall is widely utilized by school and community activities including Out Of School Hours (OOSH), vacation care and weekly school funded playgroup. The playgroup is an excellent transition program for future Kindergarten students but is also available for community members with young children.

There is an active School Representative Council which promotes leadership and fosters responsible citizenship through cooperative decision making. Our uniform policy is supported by students and parents & engenders a sense of pride in our school. We have, and will continue to promote an open, inclusive relationship with our community fostering a collaborative & productive partnership between the school and the wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Learning

There are 5 separate elements identified within the Learning Domain of the School Excellence Framework. Our school self-assessment of this domain judged our school as "Sustaining and Growing" on most of the elements. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities, particularly in the areas of Literacy and Numeracy. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Teaching

Within the domain of Teaching, our school self-assessment judged our school across the whole range of levels from

Working Towards Delivering through to Excelling within this domain. There has been a marked improvement in our Data Skills and Use where we have moved from 46% to 78% in achieving Delivering descriptors. The use of student data continues to be a focus within mentoring sessions for all teachers. Within the element of Collaborative Practice, our school was judged to be “excelling” in this element. Our teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Leading

There are 4 elements within the Leading Domain. Our school’s on-balance assessment of this element is “Delivering”. The school is committed to the development of leadership skills in staff and students. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. There is broad understanding of, and support for, the school's expectations and aspirations for improving student learning across the school community. The school leadership team communicates clearly about school priorities and practices.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Culture of High Expectations

Purpose

To promote a culture of high expectations & excellence by enabling students & staff to utilise challenging & stimulating learning experiences & opportunities that enable all to explore & build on their gifts & talents.

To increase capability of staff & school leaders, to align quality teaching practices as evidenced by student achievement. Plan, systematically implement & flexibly structure support through professional learning to support teachers to implement differentiation.

To develop an ethos of continuous endeavour to be “the best you can be “ by promoting the setting of goals, celebrating the achievement of goals & then re–setting of new goals. We believe that the use of SMART goals leads to improved student outcomes & success.

To promote student well–being thereby preparing students for the responsibilities of becoming respectful & engaged global citizens

Overall summary of progress

Our school's participation in the Early Action For Success State Initiative has improved teacher skills in the implementation of high quality literacy and numeracy programs and practices across the school. Ongoing mentoring for teachers has improved the use of student achievement data in determining the next most powerful steps within the learning cycle. Each year for the past 4 years we have been able to boast that our Kindergarten students reading levels have been the best ever, thus demonstrating that improved teacher practice can have an ongoing impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of students can identify their current literacy goal</p> <p>Improved quality of students responses to the video survey asking “What makes a good student”</p> <p>NAPLAN scores reflect equivalent or better than state growth in literacy & numeracy</p> <p>100% of Aboriginal students have a PLP</p> <p>L3 achievement data reflects state</p> <p>All classes implement a Balanced Literacy & Numeracy program</p>	\$45000	<p>Teachers are including Learning Intentions into most literacy lessons and we have been working on the metalanguage involved in discussing goals.</p> <p>Student responses have changed from behavioural characteristics eg sit up straight, to responses that are more self–reflective of what a lifelong learner needs to do to be successful.</p> <p>In NAPLAN, State Growth in Reading was 78.2, whereas our school's growth in Reading was 91.2 which demonstrates that our school's average growth was 13 points better than average State Growth. One student, with significant learning needs has demonstrated 253 points of growth and another student has achieved growth of 194.</p> <p>Our numeracy growth, as measured by NAPLAN was below state average growth, however there were a significant number of students who achieved impressive growth of up to twice the average state growth.</p> <p>Our end of year data for Early Action for Success (EAfS) is extremely pleasing where we have been able to achieve the following results;</p> <p>Kindergarten :75% of students at or above EAfS expectations for reading,</p> <p>Year 1: 77% of Year 1 at or above EAfS</p>

Progress towards achieving improvement measures

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Next Steps

We will continue to develop strategies within the classrooms for students to become visible learners and for their ability to know where they are at, where they are going and what they are doing to get there is continuously being developed through classroom practices.

During 2018, the school will implement Infinity Learning Maps as part of our school's response to the Breaking the Cycle initiative in the Macleay Valley.

Implementation of the Early Action For Success training and pedagogies will continue to be a focus in the development of the 2018–2020 school plan. The school will increase its focus on improving the delivery of a balanced numeracy program.

Strategic Direction 2

Visible Teaching and Learning

Purpose

To understand the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions & success criteria based on individual or group needs.

To develop a culture of "assessment capable students". When students understand what & how they learn, engagement & student outcomes improve.

To develop reflective practice to inform future planning based on student needs & teacher practice.

To build students beliefs in their own capacities to learn successfully & their understanding of the relationship between effort & success.

To use school wide systematically collected data to guide & direct teaching & learning programs, communication with parents & allocation of resources. Using assessment & wellbeing data to align student progress to the continuum & stage appropriate syllabus outcomes.

Overall summary of progress

In 2017, action research was conducted by our staff in the area of providing effective feedback to improve student outcomes. Subsequently we introduced concepts related to Growth Mindsets. Over the course of the year we were able to improve the quality of feedback from praise level to the higher levels of task and performance. Teachers are now focused on ensuring that feedback is actionable and increases student agency within the learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN data entered for every student each term PLAN data is used by Executive Staff to determine school priorities in Literacy and Numeracy and other KLAs PLAN data is used to inform teaching practices and within mentoring sessions Evidence of Visible Learning practices in every classroom	\$9 754	Learning Intentions are visible in most teacher's classrooms and within programming. Instructional Rounds at the end of 2017 was related to effective feedback. Teachers have engaged in a range of professional learning activities related to feedback. The development of feedback protocols or beliefs about feedback is in progress. PLAN data has been entered by teachers appropriately. there has been an improvement in consistency of teacher judgement through mentoring conversations. Data from PLAN is used to inform school decision-making.

Next Steps

Learning Progressions will be introduced in 2018 and teachers will be supported in developing an understanding of the progressions, assessing and recording student achievement using the progressions and utilising this data to inform their programming and school priorities.

Quality actionable feedback will continue to be a focus during 2018 and the school is in the process of developing a protocol statement on feedback.

In 2017 we identified 8 focus learning dispositions that we feel are important for our students. The learning dispositions are: resilience, persistence, collaboration, compassion, creativeness, inspiration, curiosity and reflection. These dispositions will be developed over the next 3 years.

Strategic Direction 3

21st Century Curriculum Delivery Through Innovative Practices

Purpose

To promote a collaborative, informed & consistent approach to deliver flexible, rigorous & cutting edge teaching & learning programs that enable academic & social progress.

To develop a culture of inquiry & innovation where creative exploration & independent learning are valued & aligned to the philosophy 21st Century learning.

Overall summary of progress

Technology is available in classrooms and teachers utilise a range of strategies within the classroom to integrate technology throughout the day. Teachers have also been utilising a range of furniture options within their rooms in order to provide flexible learning environments.

We were successful in gaining access to a STEM mentor school, and preliminary discussions about STEM and STEAM have occurred.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement as measured by school surveys Innovative teaching practices implemented		Teacher's programs were monitored throughout the year to ensure that quality programs were delivered. Some teachers have experimented in alternate seating methods supported by Visible Learning pedagogies. Regular mentoring opportunities for teachers resulted in a shift of practice in Literacy in particular.

Next Steps

In 2018 we will introduce an enrichment program which has a strong STEAM focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19 920	<p>Aboriginal student data related to NAPLAN demonstrated that students fell within the range of their non-indigenous cohort.</p> <p>We have good participation by our local families in their use of the playgroup..</p>
Low level adjustment for disability	\$18 402	<p>Students with additional learning needs were supported within Literacy and Numeracy sessions through a range of adjustments and accommodations. Funds were expended to provide additional School Learning Support Officers, and to provide release time for the development of individualised learning plans in consultation with parents and to provide additional Learning and Support teacher support within classes. Additional Reading Recovery staff were also employed to ensure uninterrupted implementation of Reading Recovery throughout the year.</p>
Quality Teaching, Successful Students (QTSS)	0	<p>Evaluation of this falls within other strategic directions.</p>
Socio-economic background	\$78 504	<p>All staff have engaged in Consistency of Teacher Judgement professional learning opportunities to improve assessment judgements. All staff have engaged in full utilisation of PLAN</p> <p>Fortnightly mentoring sessions have improved teacher capacity around utilising assessment data to inform teaching practice and learning programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	75	69	67	74
Girls	86	74	84	87

Historically our school has a 6 year pattern where enrolments rise and fall within the range of 140–170 students. During 2017, we saw enrolments increase throughout the year so that we were able to form a new class at the beginning of Term 3. Enrolments continued to rise and we finished the school year with 169 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	91.1	94.5	94.8
1	96.3	90.2	92.4	95.3
2	95.3	94.3	93.1	91.8
3	94.2	93.5	96.7	93
4	95.9	90.2	93.5	94.4
5	92.1	93.5	92.9	93.7
6	93.9	92.2	94.7	94.7
All Years	94.5	92.3	94.1	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our overall attendance rate is consistent with the State attendance rate.

A small number of students were responsible for a large number of absences. These students were referred through the Learning and Support Team to the

Home School Liaison Officer for intervention where appropriate.

We utilise a range of the Department of Education strategies and resources to manage student non-attendance with a variety of success.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.96
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.11
Other Positions	0

*Full Time Equivalent

Our executive staff consisted of 1 Principal, 1 school based Assistant Principal and 1 Assistant Principal, Learning Assistance, which is a regional resource based at our school. Through the Early Action for Success initiative we also had a Deputy Principal, Instructional Leader for 3 days per week.

We have 3 early career temporary teachers, within their first 5 years of teaching and we had one teacher who retired during the year.

We appointed an early career teacher to our permanent staff during the year, otherwise our permanent class teachers have been at our school for a minimum of 8 years.

We have one School Learning Support Officer who is of Aboriginal background who is employed to assist all of our students transition to Kindergarten and supports teaching and learning programs in Kindergarten for the entire year. She also coordinates the school's playgroup which operates every Monday morning.

One of our temporary teachers who joined us mid-year was of Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Only one of our new scheme teachers was working towards their accreditation.

Professional learning takes high priority at Frederickton Public School. Every teacher teaching students in Kindergarten, Year 1 and 2 have participated in Language, Learning and Literacy (L3) professional learning this year including the librarian and learning and support teacher.

Our staff have participated in a range of professional learning opportunities throughout the year including: Growth Mindset training with James Anderson, Infinity Learning Maps action research and Developing Visible Learners training.

Ongoing professional learning occurs each alternate week with a range of professional learning conducted including a school-based action research project on Effective Feedback. Instructional Rounds were conducted towards the end of the year.

Staff have also participated in a range of conferences including : Connecting to Country, LEAP Conference and Agile Leadership Conference.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	128,652
Global funds	145,080
Tied funds	258,981
School & community sources	25,657
Interest	1,807
Trust receipts	1,269
Canteen	0
Total Receipts	432,794
Payments	
Teaching & learning	
Key Learning Areas	8,546
Excursions	19,330
Extracurricular dissections	12,618
Library	3,228
Training & Development	0
Tied Funds Payments	175,605
Short Term Relief	38,036
Administration & Office	19,906
Canteen Payments	0
Utilities	21,177
Maintenance	13,460
Trust Payments	1,576
Capital Programs	8,145
Total Payments	321,627
Balance carried forward	239,819

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	267,827
Appropriation	240,203
Sale of Goods and Services	-210
Grants and Contributions	27,694
Gain and Loss	0
Other Revenue	0
Investment Income	140
Expenses	-148,844
Recurrent Expenses	-148,844
Employee Related	-95,881
Operating Expenses	-52,963
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	118,983
Balance Carried Forward	118,983

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,186,786
Base Per Capita	23,077
Base Location	4,057
Other Base	1,159,653
Equity Total	287,036
Equity Aboriginal	39,185
Equity Socio economic	125,618
Equity Language	0
Equity Disability	122,234
Targeted Total	58,710
Other Total	268,930
Grand Total	1,801,462

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

It is important to understand that NAPLAN results when displayed in graphs should look like an average bell curve, where there are only a few students in Band 1 and 6, and that the majority of students should fall within Bands 3 and 4. In Year 3 and in Bands 5 and 6 for Year 5 students.

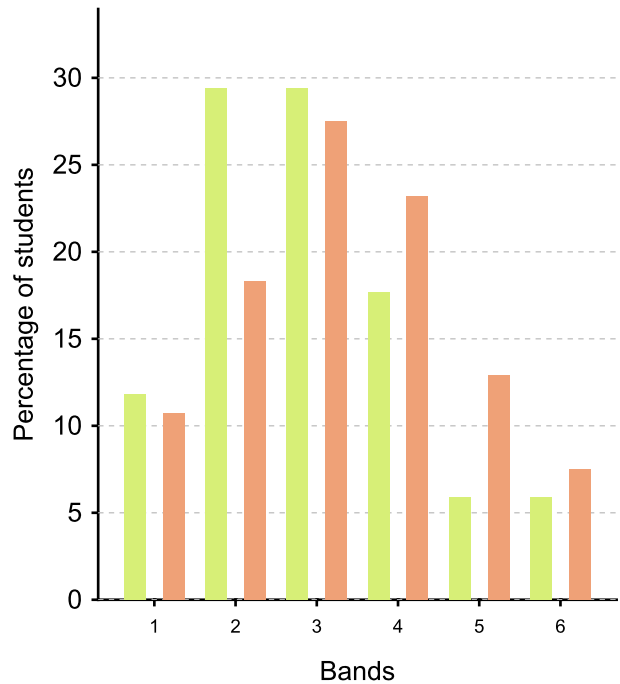
Our students performed very well in the Grammar and Punctuation test, with over 32% of students achieving a Band 6.

88% of Year 3 students achieved at or above National Minimum Standard in Reading.

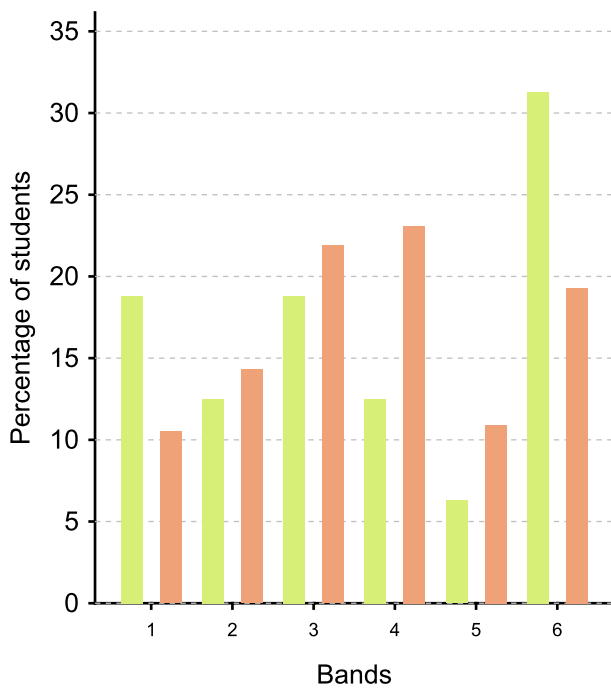
In Year 3 only 17 students participated in the NAPLAN test, which included a third of students who have significant learning needs, a third of students who have been students at Frederickton PS since Kindergarten and a third of students who have come from other schools. The students who have been students at Frederickton since Kindergarten, achieved in the top 3 Bands in all aspects of literacy.

In Year 5, 31 students participated in NAPLAN testing. Our school's growth was 91.2 in comparison to State Growth of 78.9, which demonstrates that our students have improved their achievement at a stronger rate than the State average.

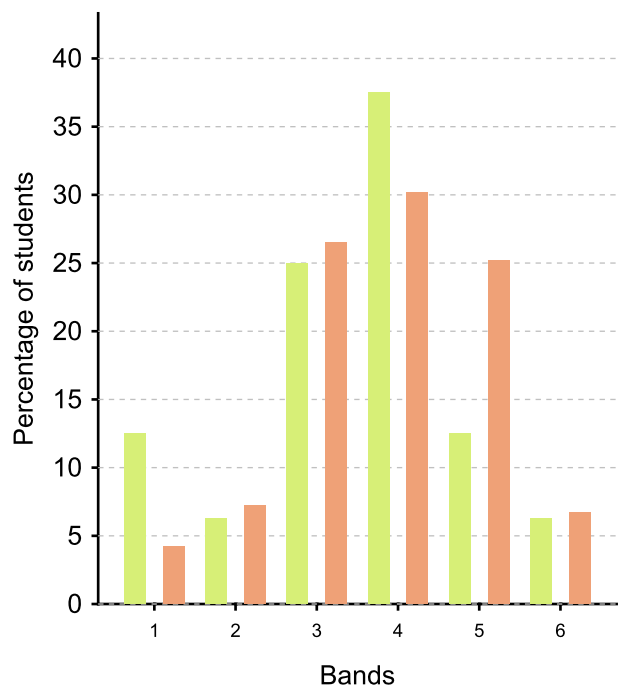
**Percentage in bands:
Year 3 Reading**



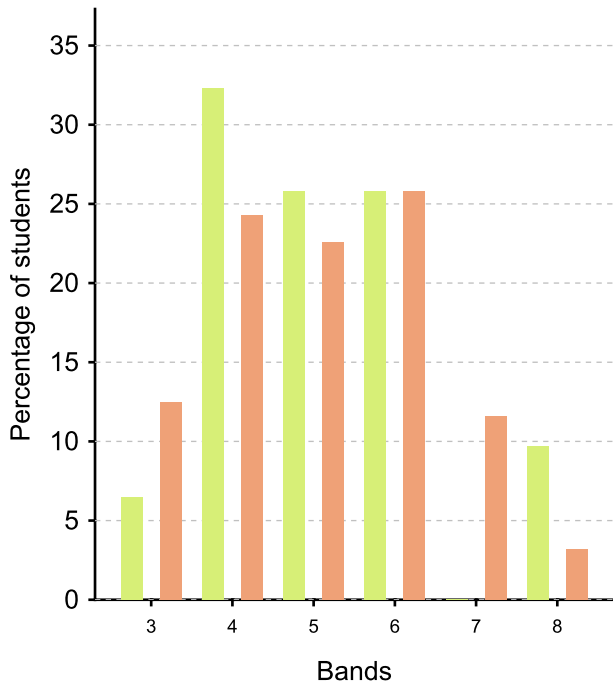
**Percentage in bands:
Year 3 Grammar & Punctuation**



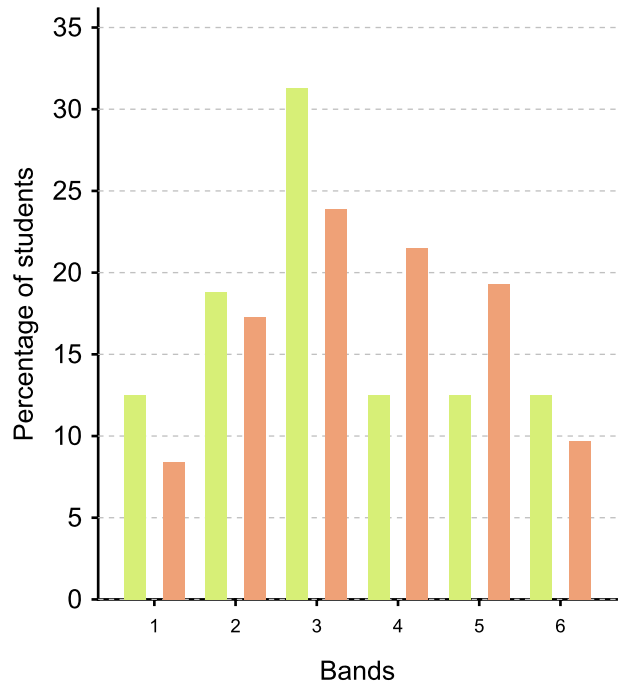
**Percentage in bands:
Year 3 Writing**



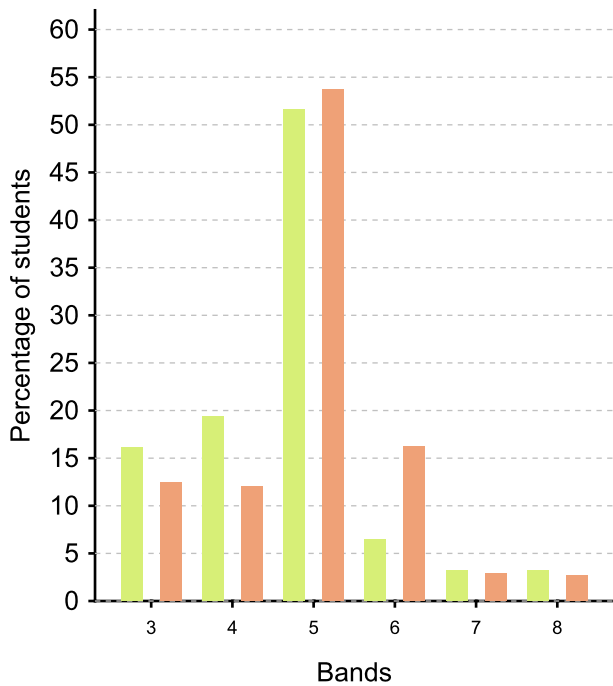
Percentage in bands:
Year 5 Reading



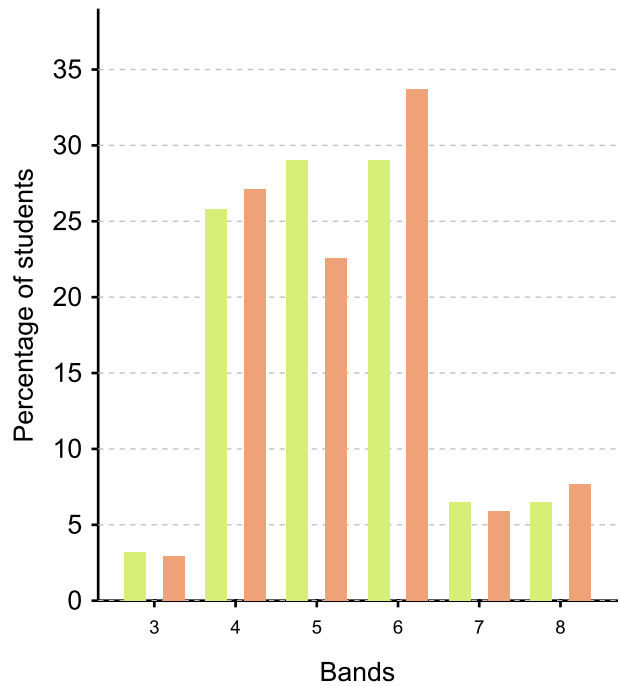
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In Numeracy, 87% of our Year 3 students were at or above National Minimum Standard, and 97% of Year 5 students were at or above the National Minimum Standard.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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.

Teachers participated in collective self-evaluation through the school excellence framework and identified a number of areas where the school was delivering and sustaining and growing, and other areas that would serve as a focus for future improvements. These findings were reported elsewhere in this report.

Teachers also participated in a self-evaluation of the extent to which teachers were already developing Visible Learners. All teachers report that they use Learning Intentions in their classrooms and that they "differentiate lessons around the support needs of different students". Areas for focus were identified through this survey including improvement in supporting students to set goals effectively and collaboration with peers around learning intentions. Both of these areas of identified need will be addressed within the 2018–2020 Management Plan.

We have consistently high numbers of parents who attend assemblies and school special events.

Our School Spectacular's theme this year was "Surf's Up" and again was sold out for the evening performance. In 2017 we initiated a matinee performance which was well subscribed by parents and we again invited members of the wider community and residents of the local retirement facility to attend.

We have high engagement with our Facebook page, with many positive comments made.

Parents were surveyed using survey monkey and 24 respondents were recorded. 95% of responses said that parents are confident that the school meets the learning needs of students, and 90% believe that teaching styles match students learning styles well and 81% of responses were that the school provides a learning environment that helps students learn.

High student engagement in willingness to lead was demonstrated by a high number of students applying for roles in the Student Representative Council. The Year 5 Buddies Program for Kindergarten Transition was also highly sought after. Our Star Badge Program and Breakthrough Days have increased in student participation which indicates a reduction in inappropriate behaviours.

Policy requirements

Aboriginal education

Aboriginal perspectives are included across the curriculum and Aboriginal culture and accomplishments are celebrated within the school.

The school continues to invest in new texts that celebrate Aboriginal perspectives and culture and

teachers ensure that Aboriginal perspectives are embedded within units of learning.

Four teachers participated in the Connecting To Country program taught by local Dunghutti elders. Teachers gained a wealth of knowledge about the experiences of our local Aboriginal people and recommended that other staff participate in future courses. Two teachers participated in the cultural tour offered on the Term 3 Macleay Public Schools Staff Development Day.

All Aboriginal students participated in the development of Personalised Learning Plans with strong support from parents. These plans are discussed and adjusted periodically throughout the year.

Multicultural and anti-racism education

Racial tolerance and multicultural perspectives are embedded into learning across the curriculum.

We celebrate cultural diversity through Harmony Day activities. Our school community continues to grow in diversity as we continue to welcome students and families from a range of cultural backgrounds.

Mrs Henderson is our school's Anti-Racism Officer and received comprehensive training in this role during 2016 through the Department of Education accredited course.

Our school's multicultural program includes opportunities for our students to share some of their own culture with other students through dance, art and song.