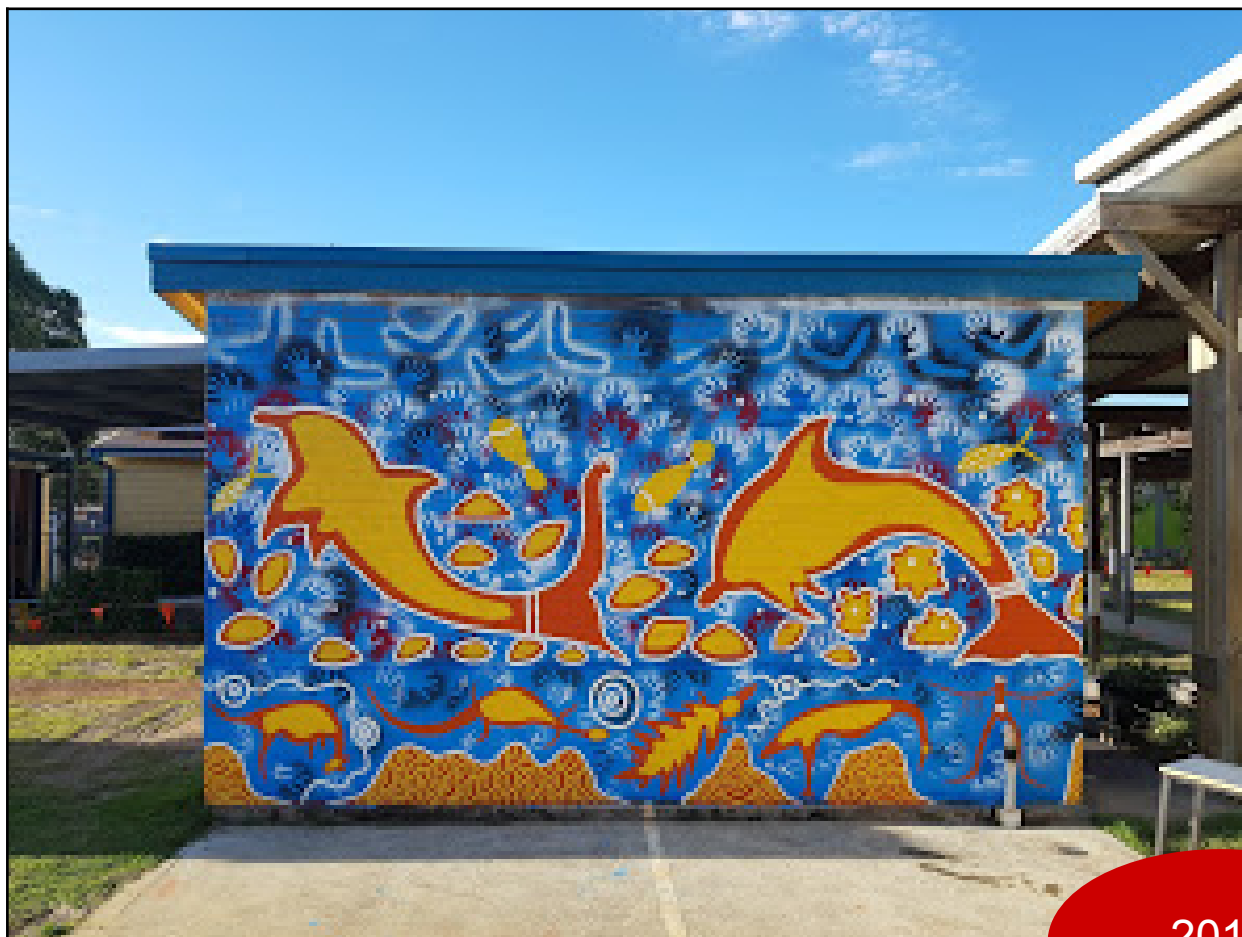


Fern Bay Public School Annual Report



2017



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Introduction

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

Drew Janetzki

Principal

School contact details

Fern Bay Public School

Vardon St

Fern Bay, 2295

www.fernbay-p.schools.nsw.edu.au

fernbay-p.school@det.nsw.edu.au

4928 1668

Message from the Principal

I am so proud to be able to report that our community engagement strategy within our wider community has been very supportive and well received. Our vision is *to be a leading school within NSW in Australia's best education system and one of the finest in the world*. I am really looking forward to leading the next phase of planning to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. I look forward to championing our values to ensure *community confidence in public education is high*.

The 2017 school year has been a year filled with many highlights. Education at Fern Bay Public School continues to be exciting, stimulating and inspiring. As a teaching staff, we have reflected on the research and embraced the philosophy around preparing our students for a future that looks very different to what it is today. With this in mind, we as educators are endeavoring to ensure that our students are armed with a set of skills that will allow them to be successful as they navigate through life. We call these skills the 4Cs.

In 2017 we planned for teaching and learning that incorporated the 4Cs across a wide variety of curriculum areas.

1. Critical thinking: To reason effectively, to make judgments and decisions and to solve problems. Critical thinking has been a valued skill in progressive and reflective societies. Today, every student, not just the academically advanced, needs it. While critical thinking and problem solving were once the domain of gifted students, it is now a critical domain for every student.

2. Communication: To articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. To listen effectively, to decipher meaning, including knowledge, values, attitudes, and intentions. To use communication for a range of purposes. To use multiple media and technologies, and know how to assess the impact and their effectiveness. To express thoughts clearly, crisply articulating opinions, communicating coherent instructions and motivating others through powerful speech. These skills have always been valued in the workplace and in public life., but in the 21st century, these skills have been transformed and are even more important today.

3. Collaboration: The ability to work effectively and respectfully with diverse teams. To exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. To assume shared responsibility for collaborative work, and value the individual contributions made by each team member. Collaboration is essential in our classrooms because it is inherent in the nature of how work is accomplished in our civic and workforce lives.

4. Creativity and Innovation: In the past, many perceived creativity and innovation as secondary in our curriculum. Today, creativity and innovation are key drivers in the global economy. Creativity is built into the new National Curriculum and is assessed alongside literacy and numeracy. To think creatively is to use a wide range of idea creation techniques, such as brainstorming. To create new and worthwhile ideas and to elaborate, refine, analyse, and evaluate original ideas to improve and maximize creative efforts.

As principal of this wonderful school, I am privileged each and every day to be a part of this vibrant school community where expectations for our students are high and partnerships with parents are strongly valued.

#changeatfernbayps continues to grow as we build to be a leading school within NSW in Australia's best education system and one of the finest in the world.

I am really excited to be leading Fern Bay Public School into our 2018–2020 School Plan.

School background

School vision statement

Maintain our culture of care, respect and enrichment. We promote excellence and equity by ensuring all students become successful learners, confident and creative individuals and active and informed citizens. The Melbourne Declaration Promotion of equity and excellence 'Our students become successful learners, confident and creative individuals and active/informed citizens' (per: Melbourne Declaration, 2008). This reform reflects the focus group discussions of staff and community around the 2015–2017 planning process.

School context

Fern Bay Public School is in the Hunter Central Coast Region and is part of Newcastle Learning Community. The school is situated north of Newcastle with the mouth of the Hunter River on our western side and the Pacific Ocean on our eastern side. Fern Bay Public School is a small primary school with an enrolment of 36 students (24 families), divided into two multigrade classes. Boys comprise up to 55% of the student population and girls 45%. 13% of the students identify as Aboriginal.

Fern Bay Public School is a quality school where all students are encouraged to reach their full potential. Dedicated, committed and talented staff offer quality teaching and learning opportunities in a safe, caring and friendly environment and develop the individual talents, interests and abilities of all students.

A varied curriculum with strong foundations in literacy and numeracy is offered, recognising student achievement in academic, cultural, sporting, school and community services.

The school fosters the values of respect, tolerance and responsibility, integrity, fairness and excellence as well as those of co-operation, high standards and social justice. Fair and consistent student welfare and discipline is a focus.

School and community relationships are working towards building and maintaining true partnerships. The school often provides support for parents who need to access outside agencies or other government departments.

The school strategic directions were identified through national and school based testing programs and other data collections at school and wider school community level. Also included was attendance data, suspension data and benchmarking. Opportunities, new directions, strengths and areas for improvement were determined.

Over the past three years, literacy, numeracy, quality teaching, leadership and school values and culture were our strategic directions, supported by utilising staff and financial enhancements.

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, Fern Bay Public 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 the evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the external validation process is an important component of a system-wide approach to school excellence. The school regularly self assesses improvement and uses the evidence that aligns with the standard articulated against the School Excellence Framework..

The results of this process in the School Excellence Framework domain of Learning indicated that most of the evidence indicates the school is mainly at delivering. The Well Being element as well as the Assessment and Reporting element indicate the school is at delivering. An on-balanced judgment of the school indicates the school is delivering in the element of Learning Culture.

In the element of Learning Culture the evidence demonstrates that there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. There is also evidence to demonstrate positive and respectful relationships across the school community that underpin a productive learning

environment, and support students' development of strong identities as learners.

The results of this process in the School Excellence Framework domain of Teaching indicate that all of the elements in delivering. We have consistent evidence to demonstrate that we regularly review and revise teaching and learning programs. We also have measures to ensure all staff routinely review previous content and preview the learning planned for students in class. All staff classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively.

Our school leadership team and school staff work effectively to ensure parents and the community are well informed about school priorities, directions and practices, and regularly seek feedback to ascertain parent attitudes towards the school's programs and performance. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. We have implemented several streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. All of these platforms allow for parent feedback and engagement. Some of the digital platforms include: Google Business, Facebook, Twitter, Instagram, Class Dojo and SeeSaw. We also promote a new format as well as open forums and discussions at a P&C level. Our interactions with parents through applications such Facebook, Twitter, Class Dojo and Seesaw have seen increase in parents and community participation at school events is reflective of the high levels of satisfaction within the community. The evidence and results of this is reflected in the high number of student enrolments in 2018.

Our self-assessment and the external validation 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

Develop challenging, engaging and inclusive curriculum

Purpose

To improve students learning experiences that result in development of students' abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

Overall summary of progress

Staff have been developing a challenging and inclusive curriculum, aligned to the 4Cs; Critical thinking, creativity, collaboration, as well as communication. Staff ensure students strive to be ethically, literate, numerate and socially, environmentally and culturally aware.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase of students achieving at a certain level on external testing.	Literacy and Numeracy Professional Learning funds	2017 External Validation evidence demonstrates Delivering in the Teaching domain of data analysis. (See the Self Assessment and School Achievement section of this Annual Report for further details).
50% increase of students, staff and parents who actively engage in, or achieve learning expectations.	School Based Allocation	2017 External Validation validated the school's on-balanced judgment in all elements across the domain of Learning and Leading (See the Self Assessment and School Achievement section of this Annual Report for further details).
10% increase of students attaining the school's expectations for success as students make the transition from Year 6 to Year 7.	School Based Allocation	2017 External Validation evidence demonstrates delivering in the domain of Learning: Curriculum & Learning (See the Self Assessment and School Achievement section of this Annual Report for further details).
10% increase of parent feedback showing the success of the school's educational programs K-6.		School based survey data is very positive, (Refer to the Parent/Caregiver, student, teacher satisfaction section later in this report for details)
10% increase in Aboriginal students gaining success.	Aboriginal Background Equity Loading	Personalised learning plans implemented for all students with educational, cultural and personal goals identified. NAPLAN data is not reportable due to small cohort size.

Next Steps

After completing our External Validation in 2017, as well as School Planning for 2018, we have aligned our first strategic direction as excellence in learning. Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Strategic Direction 2

Promote quality teaching leadership

Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

Overall summary of progress

All staff achieve professional growth plans by the end of 2017 and attainment of professional goals reflecting professional standards. Staff goals aligned to goals within the school plan and actively support their implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of policies and practices are research driven, which describe, develop and evaluate teacher; school leader; and school capacity.	School Based Allocation	2017 External Validation validated the school's on-balanced judgment in all elements across the domains of teaching, learning and leading (See the Self Assessment and School Achievement section of this Annual Report for further details).
100% quality professional learning aligned to school learning goals, system requirements and professional career aspirations of staff.	School Based Allocation	2017 External Validation validated the school's on-balanced judgment in all elements across the domains of teaching, learning and leading (See the Self Assessment and School Achievement section of this Annual Report for further details).

Next Steps

After completing our External Validation in 2017 as well as School Planning for 2018 we have aligned our second strategic direction as excellence in teaching. In this direction teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching and learning that is evidence-based. Teaching is distinguished by high levels of professionalism and commitment.



Strategic Direction 3

Foster a dynamic educational community cultures

Purpose

To build strong relationships as a learning community by leading, encouraging and supporting a culture of collaboration, engaged communication, empowered leadership, improved organisational practices and operations.

Overall summary of progress

Students engaged in own learning and assessment based on high expectations. Positive Behaviour for Learning (PBL) has enhanced Fern Bay Public School's culture and standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students participating in innovative teaching and learning programs that incorporate interactive learning technologies to promote active home and school learning partnerships.	School Based Allocation	Progress has been ongoing, using Hattie evidence based approach to improve feedback.
Increased number of students, staff and parents who actively engage in and support the school's educational priorities through online community partnerships and learning opportunities.		Completed through a variety of online platforms including Seesaw. Commencement of future focused learning.
30% increase of students pioneering 21C learning technologies to engage in and attain expected educational learning outcomes K–12.	School Based Allocation	Introduction of STEM (Science, Technology, Engineering and Mathematics) within the school, where previously this was not implemented.
Increased number of staff, students and parents collaborating through online platforms to: <ul style="list-style-type: none">• Improve learning outcomes,• Promote home / school learning partnerships, and• Support personalised and flexible modes of learning delivery.	School Based Allocation	Completed through a variety of online platforms including Seesaw. Commencement of future focused learning.
Increase number of students, staff and parents meaningfully connecting with student wellbeing programs in the school.	School Based Allocation	Well Being Framework and PBL expectations reviewed with a consistent and whole school approach to behaviour management and pastoral care.

Next Steps

After completing our External Validation in 2017 we have identified our third strategic direction as Excellence in Leading. In this direction school leadership structures enable a self-sustaining and self improving community that will continue to support the highest levels of learning. The school community has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,963	<p>Didgeridoo and dance group linked with Newcastle High School to promote connections with the high school and their Aboriginal students. Excursion to Newcastle High School for NAIDOC week celebrations to broaden learning experiences.</p> <p>Worimi elder educating our students through several visits and painting of school mural, which reflects local Aboriginal culture.</p>
English language proficiency	\$1603	Individual, small group and whole class interventions and activities, to meet student needs.
Low level adjustment for disability	\$12,119	Program adjustments, Individual education Plans (IEPs) and Learning and Support Teacher (LAST) programs to meet student needs and cater for special interests.
Quality Teaching, Successful Students (QTSS)	\$2,031	Quality Teaching framework and lesson observations to enhance professional development.
Socio-economic background	\$8,930	Additional support and professional learning for students, with a focus on literacy and numeracy.
Support for beginning teachers	Not Applicable	Not Applicable

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	19	18	18	26
Girls	19	17	16	31

Student enrolments have increased since 2016 from 34 to 57 in 2017. The school is expecting further growth in student numbers through 2018–2020 as the Seaside Estate continues to expand.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.8	95.8	96.2	94.8
1	93.2	89.3	99.3	93.4
2	94	91.9	88.2	94.5
3	94.3	99.6	91.4	92.6
4	93.5	93.5	92.5	90.8
5	92.4	94.9	89.9	88.6
6	88.7	98.9	88.5	94.7
All Years	92.3	94.1	92	93
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

Fern Bay Public School follows the non-attendance procedures that are with the NSW Department of Education School Attendance Policy.

This Policy can be viewed at:

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

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

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

All staff members were updated on the timeline for changes to the teacher accreditation process. Increasing familiarity with the Australian Professional Standards for Teachers was a focus of school-based professional learning during 2017. Three teachers are maintaining accreditation at Proficient standard. No teachers are seeking voluntary accreditation at Highly Accomplished and/or Lead standard.

All staff used the PDP (Performance and Development Plan) and set three goals against the School Plan to improve their performance. All staff participated in peer to peer teaching observations to improve and reflect on their teaching or leadership practice against the

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	31,609
Revenue	607,666
Appropriation	560,924
Sale of Goods and Services	1,233
Grants and Contributions	44,853
Gain and Loss	0
Other Revenue	0
Investment Income	656
Expenses	-596,356
Recurrent Expenses	-596,356
Employee Related	-515,327
Operating Expenses	-81,029
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	11,309
Balance Carried Forward	42,919

In 2017, our school began transitioning towards supporting an increased enrolment and we required more administration time to do this effectively.

The focus in 2017 was External Validation, Visible Learning, and Budgeting. Staff also participated in Anaphylaxis Training, Child Protection, Asthma, CPR, PCard training, as well as a focus on Aboriginal Education through M Goals.

We continued to receive community grants and contributions to support key projects including installing a new chicken coupe, upgrading our library, upgrading of our existing oval, as well as planning for new classroom equipment for new classrooms.

During our first full year of LMBR, the School Administration Manager attended a variety of professional learning courses on Financial Literacy in preparation for the Learning, Management and

Business Reform which had been rolled out in 2016.

Our School Financial Management team ensured we maximised Approved School Budget Allocation, along with community grants, to continuously improve student learning outcomes against the three strategic directions.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2017 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

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	424,019
Base Per Capita	5,196
Base Location	0
Other Base	418,823
Equity Total	26,615
Equity Aboriginal	3,963
Equity Socio economic	8,930
Equity Language	1,603
Equity Disability	12,119
Targeted Total	3,130
Other Total	2,206
Grand Total	455,970

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.

As a school we identify trends over a 3 year average rather than small cohorts every year. Our school also uses PLAN as well as other data to track student growth which we identify as more valid data.

As a school we identify trends over a 3 year average rather than small cohorts every year. Our school also uses PLAN as well as other data to track student growth which we identify as more valid data.

Literacy and Numeracy improvement is a core focus and we will continue to pursue improvement in all areas. Our school also uses PLAN as well as other internal data to track student growth and determine areas of deficit, so adjustments can be made to individual learning programs.

In 2017, 100% all of our classes have made progression on the learning continuums in the areas of early arithmetical strategies and multi-unit place value, whilst also implementing problem solving and working mathematical strategies. In 2018, we will continue to improve on the foundations that were effectively put in place during 2017.

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.

In accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. Due to the small cohort of students at Fern Bay Public, this data is not reportable.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal educational outcomes is for schools with significant numbers of Aboriginal students (ten or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. Due to the small cohort of students at Fern Bay Public, this data is not reportable.

Parent/caregiver, student, teacher satisfaction

A parent a survey was sent to all families:

Three key questions for reflection survey included:

What do we do well? What could we do better? What could we do differently this year?

In response to the question, 'What do we do well?', the comments were encouraging and positive. Many families felt that the school has a warm a welcoming atmosphere, where the staff are friendly and

approachable. Parents commented on the way the curriculum is tailored to meet individual needs of the students and the small school setting allows for all teachers to know students interests and strengths. Parents were pleased with the variety of activities that are offered to students and believed many of the activities were inclusive.

In response to the question, 'What could we do better?', there was a suggestion that the school provide greater opportunity for open/family days where parents/carers can visit classrooms to see what their children have been learning.

In terms of what could be done differently in 2017, parents suggested improving communication through the regular use of Facebook, text messaging and School Stream.

Policy requirements

Aboriginal education

In 2017, Fern Bay Public School continued to strengthen its relationship with Newcastle High School to develop improved practices around Aboriginal Education. The school formed its own Aboriginal dance group, led by a local Aboriginal elder. This dance group included students across all grades in the school and gave students the opportunity to participate in combined NAIDOC week celebrations at Newcastle High School and in an end of year performance at Newcastle City Hall, organised by students at Newcastle High School. This highlighted the way that students at Fern Bay Public School have embraced the local culture and traditions of the Worimi people.

The same local Aboriginal elder has also developed strong connections with all students at Fern Bay Public school by actively engaging them through several visits and painting of a school mural, which reflects local Aboriginal culture.

Multicultural and anti-racism education

The Fern Bay Public School Multicultural Policy is aligned with the NSW Department of Education Multicultural Policy, which can be located at: <https://education.nsw.gov.au/policy-library/policies/multicultural-education-policy>

This policy responds to the cultural, linguistic and religious diversity of NSW. It ensures our school to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

The Fern Bay Public School Anti-Racism Policy is aligned with the NSW Department of Education Anti-Racism Policy which can be located at: <https://education.nsw.gov.au/policy-library/policies/anti-racism-policy?refid=285776>

This policy commits to the elimination of all forms of racial discrimination in NSW Government schools. It

applies to all NSW Public School employees and students, and has implications for all of our school community.

In 2017, the students at Fern Bay Public School participated in Harmony Day celebrations to promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.

One member of staff attended Anti-Racism Contact Officer (ARCO) training to ensure that the school complies with the Anti-Racism policy.