

# Frederickton Public School

## Annual Report



2018



1943

## Introduction

The Annual Report for **2018** 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

### School contact details

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### Message from the Principal

I am proud of the work of all of the staff at Frederickton Public School for their commitment to providing high quality learning opportunities for our students, and for holding high expectations for themselves and for their students. High expectations education leads to high student achievement and we have witnessed this on many levels this year. We are particularly proud of our highest performing Year 6 student Caitlin Dark, who secured a position in the new virtual selective high school, Aurora College. We are equally proud of the huge gains that another of our Year 6 students who, although he has significant learning needs, has made amazing progress in all aspects of his learning.

I am also proud of the fact that we consistently receive feedback from our local high schools about how they love to receive our students into their schools and from the local pools and other community agencies about how wonderfully behaved our students are.

During 2018 we have introduced some new initiatives: Highway Heroes, Learning Maps for every student (except Kindergarten), Learning Dispositions and Enrichment Groups.

Highway Heroes is a program focused on the social/emotional wellbeing of students. All students have participated in the first year of this program and I believe we can all identify the difference between a bump and a hazard and we all agree that it is important to stop any "stinkin' thinkin'" from interrupting our day. Student behaviour and high expectations of self, regarding behaviour needs to be taught. We acknowledge that we don't always get it right just as our students don't always get it right but we know that our students are known, valued and cared for every day. We also know that every one of our teachers and staff work towards ensuring the very best outcomes for every student. This is our core business and we all work to ensure the very best education at Frederickton Public School.

Every student in Year 1 to Year 6 developed their own personal Learning Map where they have identified the people, places and tools that help them learn. Students have then identified their own personal change goal and identified the actions they need to take to improve their outcomes, and what important stakeholders in their educational journey need to do to assist them. The outcomes related to this activity have been many and varied. Learning Maps has been an amazing opportunity to develop student agency and partnerships in learning. I hope parents have enjoyed viewing their student's Learning Maps using the SeeSaw App and have enjoyed watching the videos of their child talking about their own learning.

Four of our eight learning dispositions were taught and developed during this year. We have explicitly taught the dispositions of: Resilience, Persistence, Compassion and Collaboration in every classroom across the school.

Enrichment Groups has also been a very successful initiative this year. Students have had the opportunity to participate in a range of self-selected learning opportunities from music to photography from becoming a sustainable soldier to a member of our dance groups, from amazing drawing, sculpture and art skills to STEM challenges. We have showcased

this learning at 3 Enrichment Expos throughout the year and have surveyed the students about their learning and about the groups each term and have received overwhelmingly positive feedback from our students.

Our teachers have continued to engage in a range of professional learning opportunities to continue to capacity build their skills. We have expert teachers using evidenced based practice to ensure that high quality, relevant, future-focused education occurs at Frederickton Public School every day.

I believe that we have delivered excellence in education this year.

We thank our parents for the partnerships that have developed and grown during 2018 as we work together to educate the children of Frederickton Public School.

## Message from the school community

### **P&C President's Annual Report**

The Frederickton Parents and Citizens Association (P&C) provides an opportunity for parents to be a part of an active and engaged community whose goal is to support the students and teachers at Frederickton Public school. The involvement and contribution of parents is essential to the students learning and enjoyment of their primary school years.

The P&C's voluntary fundraising contribution continues to raise funds. These funds have contributed to substantial work undertaken to build a sandpit, netball court and purchase equipment for the sandpit and canteen as well as subsidise educational programs (Life Education) and school hats.

The P&C would like to thank our very generous community and businesses that have graciously offered either their time and donated or purchased goods to support us.

Finally, I would like to thank our committee members, volunteers and school staff that have worked so hard this year to enrich the lives of our children.

Regards,

Evan Aspiotis

Frederickton P&C President

## School background

### School vision statement

#### Our vision is:

**to enable all members of our learning community to be lifelong reflective learners who are responsible & respectful global citizens.**

#### We strive to:

**develop creative & adaptive skills required for a diverse and rapidly changing world.**

### School context

Frederickton Public School is a modern school with heritage buildings, airconditioned and 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 & Low Level Adjustment for Disability.

We enthusiastically promote the positive values of respect, responsibility, safety & lifelong learning for all our students.

The school has dedicated, highly qualified expert teachers who have a passion for lifelong learning, offering a wide range of learning opportunities for students. Many of our teaching staff are Reading Recovery and Language, Learning & Literacy Program (L3) trained and implement these pedagogies across the school.

We believe that "Every student deserves a great teacher, not by chance, but by design" (J.Hattie) therefore we actively participate in ongoing professional learning and mentoring programs.

Opportunities exist for all students to participate and excel in academic, cultural, performing arts and sporting activities. We have a K-6 performing & visual arts development program with a strong focus on choir, dance and music.

The school hall is widely utilized by school and community activities including Out Of School Hours (OOSH), vacation care & weekly school funded playgroup.

There is an active School Representative Council which promotes leadership & fosters responsible citizenship through cooperative decision making.

We have, and will continue to promote an open, inclusive relationship with our community fostering a collaborative and productive partnership between the school and the wider community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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, self-assessment judged our school as "Sustaining and Growing" on most elements within this domain. The use of student data continues to be a focus within mentoring sessions for all teachers. Within the element of Collaborative Practice, 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 "sustaining and Growing". 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 works collaboratively with staff to ensure school priorities are achieved collectively.

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 develop a school learning community that demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence and the promotion of student endeavour and high engagement.

#### Overall summary of progress

Our school's participation in the Early Action For Success State Initiative (EAFS) 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.

Participation in the Building Numeracy Leadership State Initiative (BNL) has had a deep and lasting impact on the way in which the BNL team view and understand mathematics. The professional learning has been strong and pedagogical change within the team is evident. The implementation of Number Talks within a balanced numeracy program is having a positive impact on student's understanding and attitude towards Mathematics.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student progress on Learning Progressions matches State expectations.  Student growth matches State growth as measured by NAPLAN.  EAFS milestones achieved.  School self evaluation against the SEF indicates a movement from Sustaining and Growing to Excelling in the Learning Domain element of Learning Culture and from Delivering to sustaining and Growing in the Leading Domain element Educational Leadership.	\$23,100	All staff have successfully completed their year of L3 training. L3 practices and pedagogies are evident in all classrooms Kindergarten to Year 2.  The Deputy Principal, Instructional Leader has been highly effective in her role supporting staff through a range of professional supports including in-class support, modelling lessons, collaborative planning, improving teacher's ability to use student data to inform programming decision-making, mentoring, and developing professional learning opportunities for staff.  The Building Numeracy Leadership team have attended all professional learning opportunities throughout the year and this has informed professional learning opportunities in team meetings, whole school professional learning meetings and mentoring meetings with a numeracy focus. Number talks are now a daily practice in most classrooms.

#### Next Steps

Our next steps include the continuation of the Building Numeracy Leadership team and using their new expertise to provide ongoing professional learning within the school. Mathematics research articles will be disseminated through mentoring sessions led by the Instructional Leader. Teachers will collectively plan for whole school initiatives in Mathematics instruction, including work on collaboratively developing and using rich tasks and number talks

Quality literacy texts that have a mathematical focus will be purchased for use within literacy and numeracy sessions.

## Strategic Direction 2

### Making Learning Visible

#### Purpose

To make all learning visible and to build student's confidence in their own capacities to learn successfully & in their understanding of the relationship between effort, practice & growth.

#### Overall summary of progress

Providing Professional Reading discussion sessions for 10–15 minutes prior to every Administration Meeting has been one of the the most effective professional learning exercises to shift pedagogy and practice towards embedding a Visible Learning culture across the school. All teachers participate in the required reading, volunteer to prepare and lead the conversation and engage in the professional discussion. Teachers offer anecdotal evidence of the implementation of Visible Learning within classes throughout these professional conversations. Evidence that learning intentions and success criteria are being utilised within classrooms exists and teachers are experimenting with feedback strategies to elicit feedback from students and to ensure that feedback to students is actionable.

Teachers have made pedagogical shifts to increase student agency and responsibility for students' own learning. Depending on cohort, classrooms have become more flexible in set up and design. Stage 3 teachers have been most effective in this experimentation. Teachers have begun utilising Google Classrooms to engage students in virtual classes and to provide a vehicle for student feedback about their learning and the teacher's teaching.

The focus Learning Dispositions : Resilience, Persistence, Collaboration and Compassion are now concepts and terms being used by students. We hear the vocabulary associated with learning dispositions and Highway Heroes, in conversations related to Learning Maps, self-reflection, behaviour coaching, and student leadership. Year 5 students referred to the dispositions in Student Representative speeches and Year 6 students referred to them in their farewell speech.

Learning Dispositions featured in teacher reports in weekly school newsletters and were a focus in the choices of texts teachers chose to use as Read to Texts.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Visible Learning</b>  Teachers "know thy impact" and all teachers have knowledge of student learning.  Improvement in student autonomy and student agency in learning  Feedback data demonstrates higher order of feedback occurring within classrooms.	Visible Learning for Numeracy books by Hattie, Fisher & Frey purchased for every teacher (11 books \$517.00)  Staff have utilised current school furniture to arrange into learning zones within classrooms, providing standing desks , learning hubs, floor cushions etc	Regular professional discussions of Visible Learning research has been established and embedded into the school culture.  Through mentoring practices teachers monitor their impact through the collection and analysis of student achievement data.  Teachers are aware of their need to ensure that feedback is actionable and opportunities for students to feedback to teachers are provided via Google Classrooms and exit slips.
<b>Learning Dispositions</b>  All students understand and can articulate the Learning Dispositions and when and how they use them in their daily life.  Teacher's programs are monitored against the ACARA Capabilities Framework.	Staff Professional Learning Meetings  Staff Development Day	Learning Dispositions Continuums were collaboratively developed with whole staff. A Scope and Sequence was established for Learning Dispositions linked to the new PD/H/PE Syllabus and Highway Heroes.  Students have developed an understanding of the 4 learning dispositions taught during the year and are aware of the continuums and some students have mapped themselves along these continuums.

## Next Steps

Professional reading sessions will continue in current format.

Purchase relevant furniture to support the pedagogical change of class structures.

Collect feedback data to monitor progress in improving the effectiveness of feedback.





## Strategic Direction 3

### Future Focused Learning

#### Purpose

To develop a culture of inquiry & innovation where creative exploration, critical & analytical thinking & independent learning are valued & aligned to future focused learning.

#### Overall summary of progress

Unfortunately the partnership we endeavoured to establish with a lighthouse school was unsuccessful due to competing priorities at both schools.

Enrichment Groups that included a strong emphasis on STEAM were established with a range of positive outcomes for students.

Learning Maps were developed for every student Year 1 to Year 6. Every Learning Map was displayed in student's classrooms and posted on the Seesaw App alongside each student's video of them explaining their Map. Learning Maps were also used in parent/teacher/student conferences.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers understand STEAM pedagogies and are evident in teachers programming.	Specialist Music teacher 1/2 day per week, local artist, dance teacher, photography equipment, publishing costs,resources for sustainability workshops. • Socio-economic background (\$16610.00)	Collaboration with a lighthouse school in STEAM did not occur during 2018.  High student engagement was evident in all Enrichment sessions.  Opportunities for student choice of areas of study were provided within the Enrichment sessions.  Opportunities for students to demonstrate and talk about their learning were provided through the Enrichment Expos. These were highly successful, with high levels of community participation.  Opportunities for student feedback were provided via exit slips and Google Classrooms.
Improvement in quality of Learning Maps.  Increased engagement with parents in conversations around learning and student goals through embedded structures used to implement Learning Maps for all students in Year 1 to 6.	Teacher release and admin support costs • Socio-economic background (\$4350.00)	The quality of Learning Maps improved throughout the year, students were able to develop a deeper understanding of the ideas and concepts of the maps and their maps improved in quality of representation, related deep thinking and discussions.  Learning Maps were used by students to monitor their learning and progress, including during parent /teacher/student interviews.

#### Next Steps

Provide professional learning opportunities to develop STEAM pedagogies.

Continue to operate Enrichment Groups with specialists where appropriate for students in Stage 2 and 3, with the vision of extending the concept in time to include Inquiry Based learning opportunities in STEAM.

Embed Learning Maps into school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$40,794	<p>Kindergarten is well supported to ensure the best possible start to formal education through the employment of an Aboriginal SLSO.</p> <p>School playgroup is well attended and parents are given the opportunity to develop trusting relationships with the school through their attendance. The playgroup also enables an easier transition to school for all attendees.</p> <p>Teachers are released to meet with parents to cooperatively develop Individualised Learning Pathways.</p> <p>Two cultural programs were run during the year for both Aboriginal and non-Aboriginal students: Dalayhi Doctors Program and a Dungutti Cultural Program was conducted by Uncle Fred.</p> <p>Two staff attended the Dunghutti Connecting to Country Cultural Awareness program.</p>
<b>Low level adjustment for disability</b>	\$24,323	<p>Teachers are released to participate in teacher/parent/counsellor meetings for students with additional learning needs, where appropriate so that all stakeholders are well informed and have equity of access to decision making. Students are included in these meetings where appropriate.</p> <p>Teachers are also released to develop individualised learning plans with the Learning and Support Teacher and parents.</p> <p>An interventionist spelling program was conducted to improve the ability of Year 1 students to hear and record sounds; a SLSO was employed to conduct this program.</p> <p>Additional School Learning Support Officers are employed to support students on short term and long term basis, whilst ACCESS Requests are being processed, or at student transitions or point of need.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$3,484	<p>Two Early Career Teachers were provided additional release time and mentoring sessions throughout the year according to Department of Education guidelines.</p>
<b>Socio-economic background</b>	\$134,896	<p>Fortnightly mentoring sessions have improved teacher capacity around utilising assessment data to inform teaching practice and learning programs.</p> <p>Other initiatives and ongoing programs utilise this funding, these are reported on elsewhere in this report and reviewed for impact annually.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	69	67	74	78
Girls	74	84	87	102

Historically our school has a 6 year pattern where enrolments rise and fall within the range of 140–170 students. This year we completed the year with 180 students enrolled. During 2018, we saw enrolments increase throughout the year so that we were able to maintain 7 classes for the year. Our largest cohort of Year 6 students, 39 students, completed their primary schooling last year.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.1	94.5	94.8	92
1	90.2	92.4	95.3	93.1
2	94.3	93.1	91.8	92.4
3	93.5	96.7	93	88.8
4	90.2	93.5	94.4	92.5
5	93.5	92.9	93.7	93.4
6	92.2	94.7	94.7	92.3
All Years	92.3	94.1	94	92.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Our overall attendance rate is just below 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(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.16
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.12

\*Full Time Equivalent

Our executive staff consisted of a Principal, one school based Assistant Principal and an 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 experienced and expert permanent staff who have been employed at Frederickton Public School for more that 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 Thursday morning. During 2018, she was also able to attend Connecting to Country training and supported our older students in culturally relevant programs.

### 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

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 learning and support teacher who provides literacy support in every K–2 classroom.

Our staff have participated in a range of professional learning opportunities throughout the year including ongoing professional learning about Visible Learning and Learning, Literacy and Language(L3) pedagogies. We were also successful in an EOI application to participate in Building Numeracy Leadership which required a team to participate in quality numeracy professional learning and lead numeracy initiatives across the school.

Ongoing professional learning occurs each alternate week with a range of professional learning conducted. Team meetings occur fortnightly and contain an element of professional learning.

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

All permanent and temporary teaching staff are fully accredited.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	118,983
<b>Revenue</b>	2,158,540
Appropriation	2,091,967
Sale of Goods and Services	1,071
Grants and Contributions	63,465
Gain and Loss	0
Other Revenue	0
Investment Income	2,036
<b>Expenses</b>	-2,040,565
Recurrent Expenses	-2,040,565
Employee Related	-1,829,933
Operating Expenses	-210,632
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	117,975
<b>Balance Carried Forward</b>	236,957

The school executive discuss and plan for school expenditure throughout the year, in consultation with stakeholders where appropriate.

Provisions are made to ensure that site specific maintenance regarding the historic nature of the school and the numerous trees on the extensive grounds are accommodated responsibly.

We are planning to air-condition our final teaching space, our school library. Due to the historic nature of this building the quotes for this work are costly. Surplus funds will be utilised to assist with payment. New seating for the junior school lunch area and for senior outdoor study areas have been ordered at a cost of over \$15000

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,352,557
Base Per Capita	31,132
Base Location	4,461
Other Base	1,316,964
<b>Equity Total</b>	293,715
Equity Aboriginal	40,794
Equity Socio economic	166,130
Equity Language	0
Equity Disability	86,791
<b>Targeted Total</b>	69,268
<b>Other Total</b>	281,238
<b>Grand Total</b>	1,996,779

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

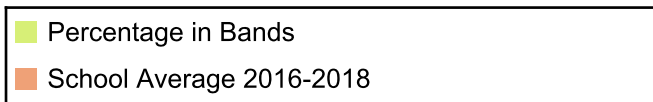
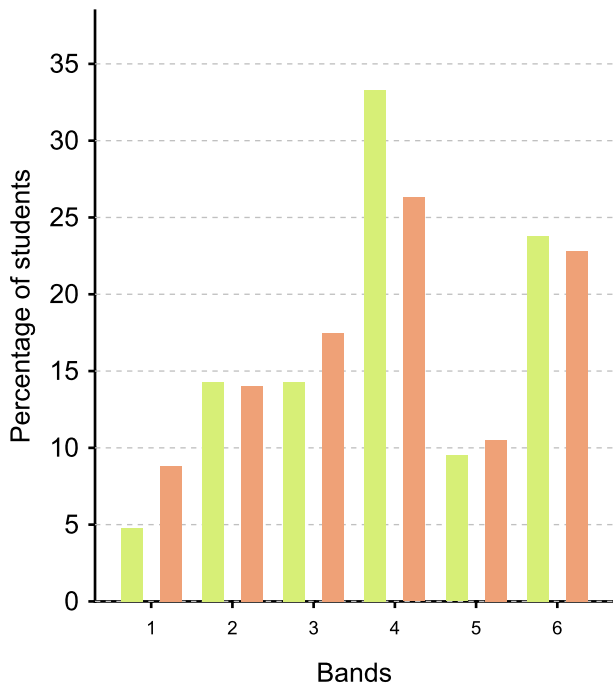
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3 Reading, 67% of students performed in the top 3 bands, 28% performing in the top 2 bands. This year there has been a strong increase of students performing in Band 4. This data indicates that the implementation of Learning, Literacy and Language (L3) programs in the early years has contributed to an increase of reading outcomes for the majority of our Year 3 students.

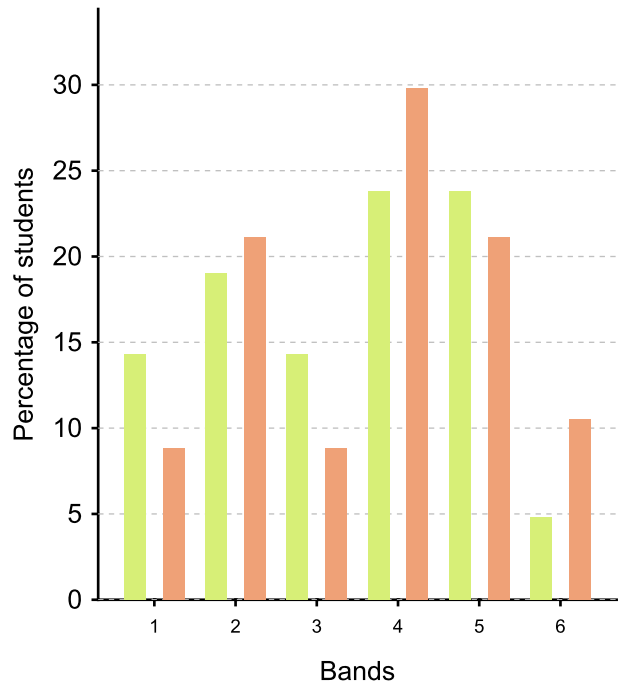
In Year 5 Reading, 21% of our students performed in the top 2 bands. Our Year 5 Writing results demonstrate that 82% of our students are above the Minimum National Standard

Our Reading results in both Years 3 and 5 were significantly better than the results of the Similar Schools Group.

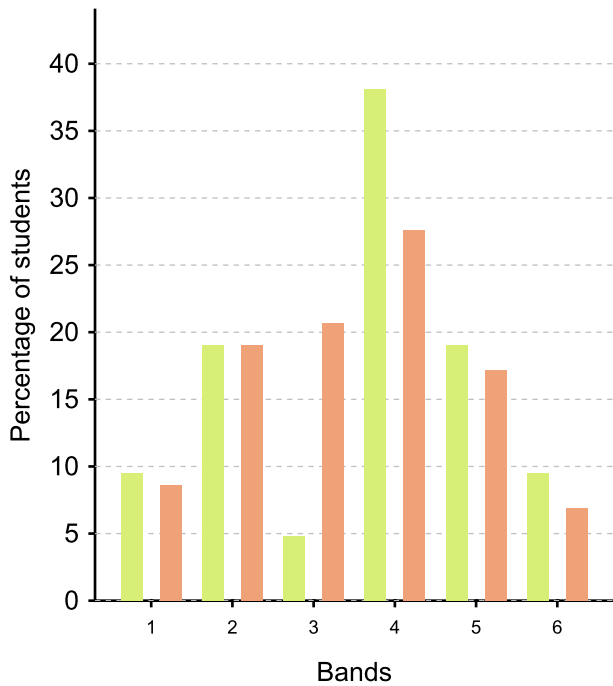
**Percentage in bands:**  
Year 3 Grammar & Punctuation



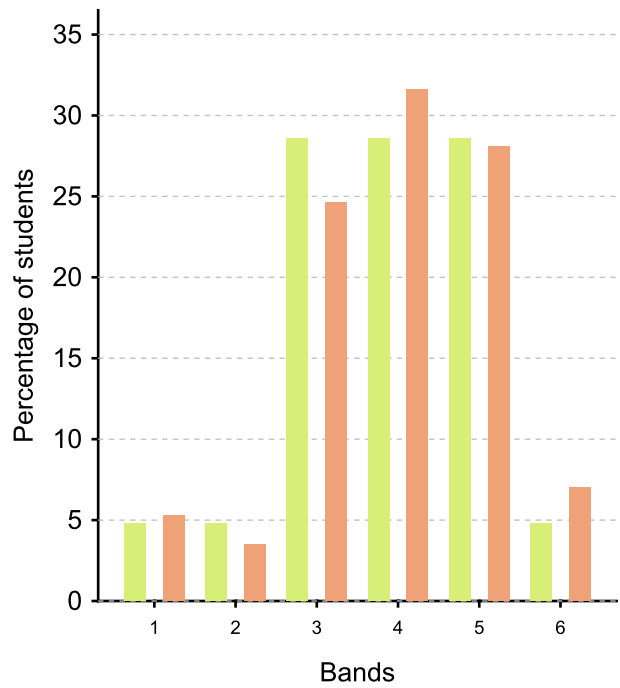
**Percentage in bands:**  
Year 3 Spelling



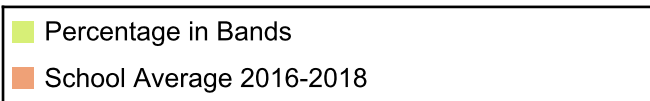
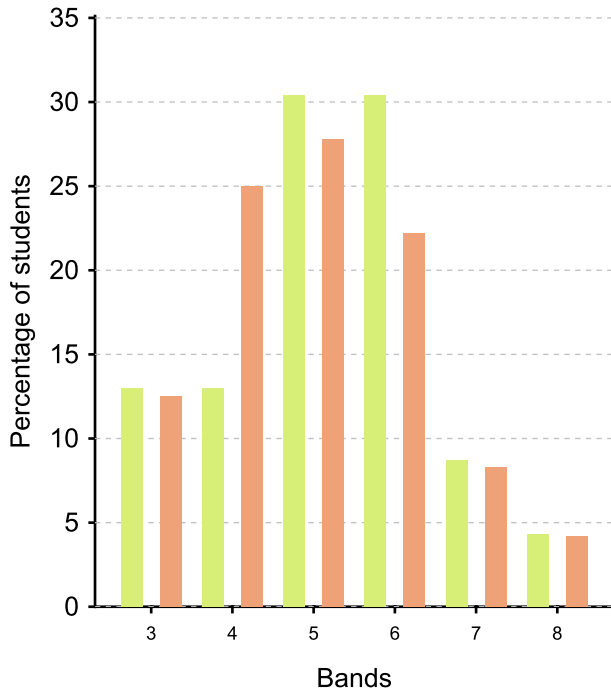
**Percentage in bands:**  
Year 3 Reading



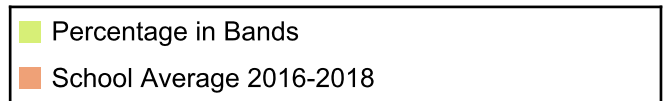
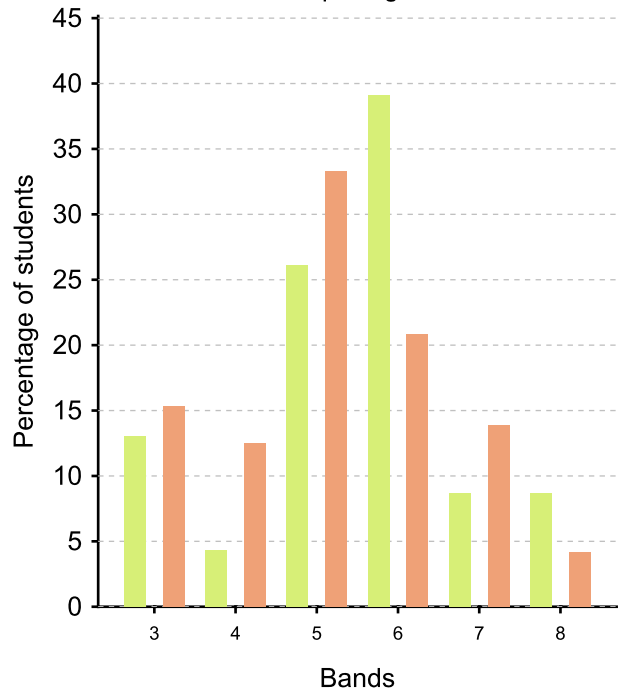
**Percentage in bands:**  
Year 3 Writing



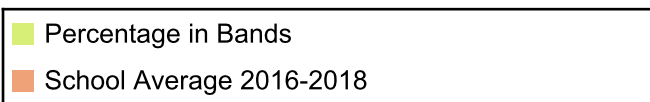
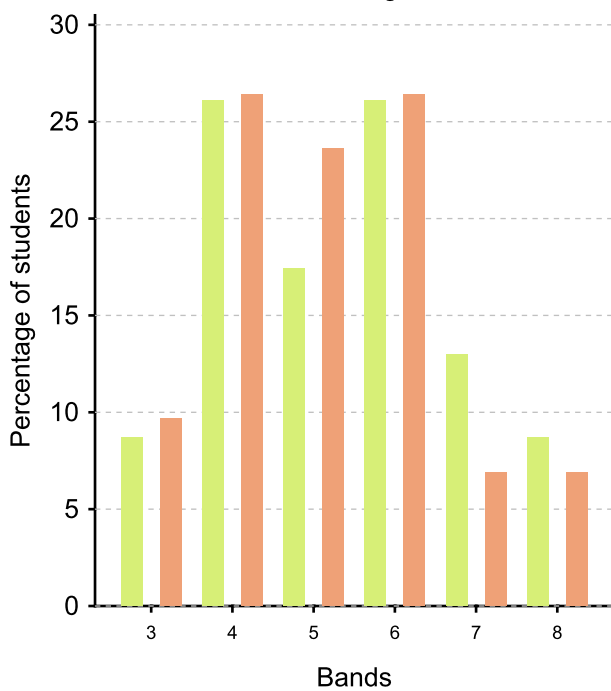
**Percentage in bands:**  
Year 5 Grammar & Punctuation



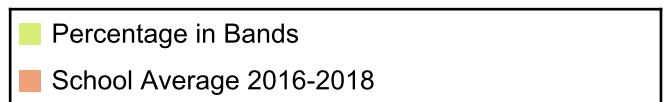
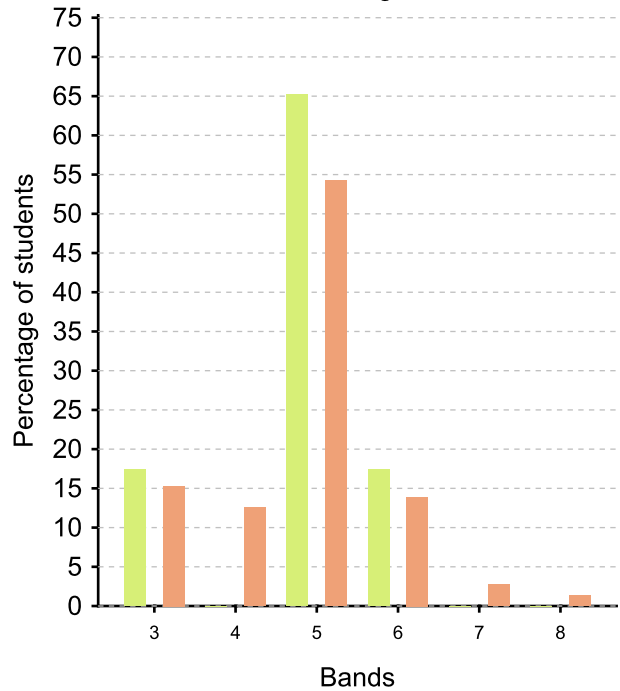
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In Numeracy 86% of our Year 3 students performed at or above the National Minimum Standard.

In Numeracy 70% of our Year 5 students performed in the middle 2 bands, demonstrating that the majority of our students are achieving above the National Minimum Standard. It is also notable that students have moved to the middle 2 bands from the lower 2 bands as

compared to the schools average performance.

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.

### **Additional State reporting requirements for NAPLAN:**

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.

This information has been provided above.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students (ten or more in a NAPLAN cohort).

Whilst we have an Aboriginal population of 20% at Frederickton Public School, we do not have 10 Aboriginal students in either Year 3 or 5 and are therefore not required to report on this initiative.

## **Parent/caregiver, student, teacher satisfaction**

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 and parents participated in a 360 Reflection Tool regarding school excellence and customer service. There was strong agreement across the groups surveyed. The following areas were identified as strengths :

- School staff are respectful of and sensitive to all cultural backgrounds in their interactions.
- School staff appear to be self confident and welcoming.
- School staff respond professionally and with sensitivity.

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

Our School Spectacular's theme this year was "Welcome to the Jungle" and again was sold out for the evening performance. We also conducted a matinee performance to which we invited a number of other local primary schools and the local nursing home residents to attend.

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

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. Enrichment groups were initiated during this year and students were given the opportunity to provide feedback to teachers regarding their learning and their opinions of the groups they attended. Exit slips demonstrated high engagement and student satisfaction of this initiative.

## **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.

Two staff participated in the Connecting To Country program taught by local Dunghutti elders. All attendees 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.

Our Learning Maps initiative that was extended to all students from Year 1 to Year 6 in 2018, provided students with the opportunity to develop a personalised map of their learning and develop a learning goal 4 times throughout the year. These Learning Maps were uploaded to the Seesaw App with accompanying video of students explaining their maps. Data has demonstrated high parent engagement with the Seesaw App. Learning Maps was a network response to the Premier and Cabinet Initiative of Breaking the Cycle. Learning Maps was approved by our local AECG.

One of our Enrichment Groups this year was the Dalayhi Doctors program where both Aboriginal and non-Aboriginal students participated in a 10 week program developing an understanding of Aboriginal culture and how to remain healthy.

A Dunghutti cultural program was also conducted by a local elder .Our Aboriginal School Learning Support Officer attended this program, providing another contact point for support for our older students.

### **Multicultural and anti-racism education**



Racial tolerance and understanding 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 has received comprehensive training 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.