

Fern Bay Public School Annual Report



2018



3996

Introduction

The Annual Report for **2018** 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

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School background

School vision statement

Fern Bay Public School embraces future focused learning and provides broad learning opportunities for all. As a PBL(Positive Behaviour for Learning) school have three key values of respect, responsibility and inclusive.

School context

Fern Bay Public School is situated north of Newcastle, on Worimi land, 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 a rapidly growing population.

Fern Bay Public School works closely with a Portside Learning Community, consisting of Fern Bay, Carrington and Newcastle East Public Schools. This is a small schools alliance to support all students and staff in a small school context.

In Term 2, 2018 Fern Bay Public School joined a new Principal Network, Port Stephens, which enabled further learning opportunities and support through a wide network of public schools, with the support of a Director, Educational Leadership. The school is also actively involved working with external agencies, including the University of Newcastle.

Fern Bay Public School provides a caring and safe learning community that encourages all students and staff to reach their full potential. Fern Bay Public School supports the development of the whole child and values positive behaviour for learning strategies.

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.

In 2018 the Fern Bay School Plan commenced and our three Strategic Directions are based around the three domains of Learning, Teaching, and Leading.

After the first year of our School Plan, we are tracking towards School Excellence.

Under the Domain of Learning, it clearly shows we are now at Sustaining and Growing, in 2017 we were identified at Delivering.

Learning Culture –Sustaining and Growing

Wellbeing –Sustaining and Growing

Curriculum –Sustaining and Growing

Assessment –Sustaining and Growing

Reporting –Sustaining and Growing

Under the Domain of Teaching, it clearly shows we are now at Sustaining and Growing, in 2017 we were identified at Delivering.

Student performance measures –Sustaining and Growing

Data skills and use–Sustaining and Growing

Effective classroom practice–Sustaining and Growing

Professional standards – Sustaining and Growing

Learning and development –Sustaining and Growing

Under the Domain of Leading, it shows we are now at Sustaining and Growing for the majority of the subcategories.

In 2017 we were identified at Sustaining and Growing

Educational leadership – Sustaining and Growing

School planning, implementation, and reporting – Sustaining and Growing

School resources – Sustaining and Growing

Management practices and processes– Sustaining and Growing

In summary, our staff believed we are tracking well on our planned vision for School Excellence by the end of 2020.

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

Excellence in learning

Purpose

Students develop foundation skills in literacy and numeracy, have strong content knowledge and are able to learn, adapt and be responsible citizens.

Overall summary of progress

Purpose: Our clear purpose is for students at Fern Bay Public School to develop foundation skills in literacy and numeracy, have the strong content knowledge and the ability to learn, adapt and be responsible citizens.

Our 2018 our teaching staff were all surveyed on our progress against the Strategic Direction 1– Excellence in Learning. The results indicated that we are consistently demonstrating our school is operating at sustaining and growing when measuring our success against the School Excellence Framework.

In 2018 we implemented and monitored evidence and data–informed pedagogy through ongoing Professional Learning. Our major professional learning involved the implementation of the Literacy and Numeracy Progressions, as well as all of our staff, is involved in training for Scout as well as NAPLAN review and analysis.

In 2018 Fern Bay Public School invested in transforming our Well Being Practices through the commencement of official training of PBL (Postive Behaviour for Learning)

Our school is tracking towards our aim for Strategic Direction 1: Excellence in Learning by the end of 2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for reading, from a baseline of 2015–2017 rolling average data.	Literacy & Numeracy Budget LAST support Professional Learning Budget	PLAN2 data NAPLAN data Teacher feedback Due to the cohort size a three year rolling average was considered . 45 percent of our Year 3 students were in the top two bands baseline of 2016–2018 rolling average data. 11 percent of our Year 5 students were in the top two bands baseline of 2016–2018 rolling average data.. The above data is reliant on a small set of student numbers and is not statistically reliable.
Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for numeracy, from a baseline of 2015–2017 rolling average data.	Literacy & Numeracy Budget LAST support Professional Learning Budget	PLAN2 data NAPLAN data Teacher feedback Due to the cohort size a three year rolling average was considered . 45 percent of our Year 3 students were in the top two bands baseline of 2016–2018 rolling average data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for numeracy, from a baseline of 2015–2017 rolling average data.</p>		<p>11 percent of our Year 5 students were in the top two bands baseline of 2016–2018 rolling average data..</p> <p>The above data is reliant on a small set of student numbers and is not statistically reliable.</p> <p>A further consideration is that only two Year Three and two Year Five in 2018 attended Fern Bay Public School in the prior two years leading up to NAPLAN. The high mobility rate impacts on the schools value added data.</p>
<p>All classrooms demonstrate future focused skills and are flexible, reflective and relevant. The success of future focused learning is measured against the staff implementing future–focused learning as evidence in programs and collaborative teaching through teaching observations.</p>	<p>Seesaw Application</p> <p>Sentral</p> <p>Professional learning budget:</p> <p>Combined staff development days with Carrington & Newcastle East PS that was guided by future focussed international leader Craig Kemp.</p>	<p>The use of Sentral as well as Seesaw apps across our school was evident in all teaching programs as well as anecdotal observations.</p> <p>The evidence demonstrated that all staff were able to effectively implement the Seesaw App to inform parents of student achievement. Teachers were able to use the data from this platform to inform future teaching directions..</p> <p>Staff were exposed to future focussed teaching concepts and will build on this newly formed PL network.</p>

Next Steps

NAPLAN analysis showed an area of opportunity for reading. This will be a focus for professional development next year in participating in the NSW Department of Education Regional North Directorate's literacy strategy.

In 2019 our whole school will continue to invest into Effective Reading Strategies. Our entire teaching staff will be engaged with the CESE research publication Early Years Effective Reading Strategies.

All of our staff will make changes to their pedagogical approach to reading. The effective baseline data and tracking of student growth will be the next improvement measures and milestones. Other measures will be the attitude of students, staff and parents towards reading.. Our staff will continue to share and unpack each element during our scheduled professional development regarding effective reading strategies.

Our newly appointed School Chaplain (Well Being Officer) will begin working with students identified as requiring extra support including the Zones of Regulation.

We will begin to move PBL into classrooms with support from the internal coach and the network coach.

We will track the following through our milestones:

1. Evidence and data–informed pedagogy in Literacy and Numeracy
A coordinated and collaborative approach to the teaching of literacy and numeracy with high improvement expectations across the school.
2. Future Focused Pedagogy
Develop and implement future focused teaching and learning pedagogy, based on research and models.
3. Collaborative Teaching

Strategic Direction 2

Excellence in teaching

Purpose

Teachers 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.

Overall summary of progress

Our 2018 our teaching staff were all surveyed on our progress against the Strategic Direction 1– Excellence in Teaching. The results indicated that we are consistently demonstrating our school is operating at sustaining and growing when measuring our success against the School Excellence Framework.

In 2018 Fern Bay Public School invested in transforming our Well Being Practices through the commencement of official training through PBL (Positive Behaviour for Learning)

Our school is tracking towards our aim for Strategic Direction 2: School Excellence in Teaching by the end of 2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase of students achieving benchmarking levels (K–2) as well as tracking literacy through literacy and numeracy progressions. (K–6)</p> <p>All students showing improvement from SENA baseline data assessment as tracked through numeracy progressions.</p>	<p>Literacy & Numeracy Budget</p>	<p>All students showing improvement from SENA baseline data assessment as tracked through numeracy progressions.</p> <p>Staff tracking against the SEF.</p> <p>DATA LITERACY: (SEF Sustaining & Growing) DATA ANALYSIS:(SEF Sustaining & Growing)</p> <p>Data analysis :All teaching staff comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.</p> <p>Data use in teaching: Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>The text in this column has been imported from your School Plan. Copy the relevant information into the</p>
<p>All teachers identify growth in collaborative practice, supported by their PDPs and evidenced in the Teacher Tell Them From Me survey data.</p> <p>Staff surveyed on collaborative practices using CESE document . All staff using SEF(School Excellence Framework) under the Teaching domain Collaborative</p>	<p>Professional Learning Budget</p> <p>QTSS Budget</p>	<p>Staff are all embedding elements of CESE work including awareness around evidence-based teaching practices (Visible Learning) . This is reflected in teaching and learning programs. All teachers demonstrated explicit teaching strategies for learning intentions, success criteria and formative assessment strategies during classroom observations.</p> <p>All staff using SEF Teaching Framework to reflect against their own practice.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practice leading towards School Excellence.		<p>Staff are all embedding elements of CESE work including awareness around evidence-based teaching practices (Visible Learning) . This is reflected in teaching and learning programs. All teachers demonstrated explicit teaching strategies for learning intentions, success criteria and formative assessment strategies during classroom observations.</p> <p>All staff using SEF Teaching Framework to reflect against their own practice.</p>
All teaching and learning reflects data analysis and differentiation as evidenced by program registrations.	<p>PBL structures</p> <p>Surveys Teacher feedback</p> <p>SLSO and LaST support</p>	<p>First PBL Set indicated mark of 75% .</p> <p>Tell Them From Me set data Teachers data was at 8.2 in the 'Focus on Learning' Teacher Survey Report. (NSW Govt Norm is 7.8)</p> <p>Self assessment of the School Excellence Framework for 2018 demonstrates were tracking towards Sustaining & Growing in all areas of the Teaching Domain.</p>

Next Steps

In 2019 our whole school will be investing further into Effective Reading Strategies. Our entire teaching staff will be engaged with CESE research publication Early Years Effective Reading Strategies. In 2019 our entire teaching staff have prioritised effective reading pedagogy and are aiming to achieve the following in 2019.

All of our staff will make changes to their pedagogical approach to reading. The effective baseline data and tracking of student growth will be the next improvement measures and milestones. Other measures will be the attitude of students, staff, and parents towards reading.. Our staff will continue to share and unpack each element during our scheduled professional development regarding effective reading strategies.

Ongoing tracking of milestones against the SEF.

Strategic Direction 3

Excellence in leading

Purpose

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.

Overall summary of progress

Based on the internal review our school staff believed that we are Sustaining and Growing against the School Excellence Framework.

Our leadership team also reviewed other data sources including the analysis of Tell Them From Me Survey, staff PDPs (Personal Development Plans)

Permanent Teaching staff reviewed the panel processes involved in EOI teaching positions. (temp and permanent)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in staff undertaking authentic leadership roles, identified on their PDPs and tracked through role statements.	PDPs Professional Learning	PDP reviews Tracking of Professional Learning against the School Plan.
Increase community engagement and understanding of school directions, based on the Parent Tell Them From Me survey data.	Tell Them From Me surveys	The teacher Tell Them From Me survey results indicate some key findings: Two-way Communication with Parents: Parents are informed 7.2 NSW Govt Norm is at 6.6. Four Dimensions of Classroom and School Practices: Planned Learning Opportunities at 8.4 NSW Govt Norm is at 7.6. Challenging and Visible Goals 7.7 NSW Govt Norm is at 7.5. Inclusive School 9.2 NSW Govt Norm is at 8.0
SEF (School Excellence Framework) used as a baseline measurement to track school evidence towards school improvement and school excellence.	School Excellence Framework	Self assessment of the School Excellence Framework for 2018 demonstrates for the Leading domain in Educational Leadership we are delivering and for Management Practices and processes we are sustaining and growing.

Next Steps

Based on the parent feedback from the Tell Them From Me Data indicated that we could improve our communication systems. Moving forward our school will implement more explicit communication systems including a strategic day for whole school communication. (Wednesday)

School Newsletter redesigned. Schoolzine

Parent Teacher meetings as well as classroom communication procedures established by all staff.

P&C meeting dates established for 2019.

Seesaw re-defined and established as a main communication source outlining student learning to support parent-teacher interviews and progress.

Use of Sentral for Grade Bookmarking and tracking of Assessment Tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,599 Aboriginal Funding	Aboriginal Education was a significant focus in 2018. Uncle Dion also painted several murals which are now a key feature of our school. One mural was used as a writing stimulus which was used as a writing stimulus all of our students (K–6). Dion was recognised for his services to our School during Education Week he received a prestigious award for his services to Aboriginal Education. Dion also led staff through several teacher professional learning sessions on Worimi Aboriginal culture and perspective. All staff have adapted and modified their Aboriginal Personalised Learning Plans to ensure that Worimi culture is embedded.
English language proficiency	\$5,438 ESL funding– staffing	<i>English as an Additional Language or Dialect (EAL/D)</i> student support aims to develop EAL/D students' English language competence across the curriculum, so that they can fully participate in schooling and independently pursue further education and training. This is the second year for two of our students and they have significantly improved their use and understanding of English as their second language.
Low level adjustment for disability	\$26,332 PLAN2 data NAPLAN data Teacher feedback LaST support PLPs Sentral	All teachers continue to make adjustments to student's PLPs as required in collaboration with parents and caregivers. Review PLPs to ensure they are effective. Implementation of Sentral to improve systems and tracking of students more effectively.
Quality Teaching, Successful Students (QTSS)	\$8433 QTSS Teaching Principal Release: \$15470 QTSS– Funding – combined with Principal relief Instructional Leadership in classrooms Lesson Observation and feedback	Analysis of Performance and Development Plans evaluations. All teachers have reached their PDP goals.
Socio–economic background	\$23,012 Socio–economic background funding	Using this funding allowed for a more consistent full time classroom teacher. Reduction in negative referrals and suspensions from previous years. Staff member implemented PBL across the whole school.

Socio-economic background	\$23,012 Socio-economic background funding	Student well being improved from previous years
Support for beginning teachers	\$14,130 Beginning Teacher funding	Beginning Teacher has completed all requirements to meet the proficient level.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	18	18	26	42
Girls	17	16	31	31

Student enrolment numbers of Fern Bay Public School has been rising consistently since 2016 and this trend is expected to continue into 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	96.2	94.8	92.7
1	89.3	99.3	93.4	90.6
2	91.9	88.2	94.5	93.3
3	99.6	91.4	92.6	84.4
4	93.5	92.5	90.8	92.1
5	94.9	89.9	88.6	87.2
6	98.9	88.5	94.7	88.6
All Years	94.1	92	93	91
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

School attendance is monitored closely as per the Fern Bay Public Attendance Policy.

https://fernbay-p.schools.nsw.gov.au/content/dam/does/schools/ff/fernbay-p/policies/Attendance_Policy-2019.pdf

Teaching staff procedures:

1. The roll is to be marked digitally by the classroom teacher in Sentral.

2. If a student arrives late (after the roll is marked) a late note is required from the front office. If the student presents without a late note, please send them back to the office. Upon the receipt of the late note the classroom teacher files and records the late notice in Sentral. (Best practice is for the teacher to keep the late note slip) Parents/carers of students who are absent will be notified via SMS.

3. Teachers are to make contact via phone call and SMS if a student is away without an explanation for more than 2 school days. If the parent does not answer the phone an SMS is a record that shows contact has been made. If more than 2 days have passed and no contact has been made then the teacher can make contact with the emergency contact to ensure the safety of the student via phone call & via SMS.

4. Teachers responsible for students attending whole or part day out of school activities, including sport, debating or other excursions will supply the names of the students participating to the office. On return to school the supervising teacher will supply an adjusted attendance record to the office (including teacher signature).

5. Early leavers from excursions and other variations of routine, e.g. those going home directly with parents, must be recorded including time and who has taken responsibility for the child. The record must also be signed by the teacher and returned to the office at the end of the day.

6. Part day exemptions from school eg; partial attendance program, negotiated between the parent and the school, where the student attends part of each school day, with the aim to return to full-time attendance – must be approved by the School Education Director. 7. If a student is absent then the parent is expected to provide an explanation for absences by means such as a telephone call, written note, text message, via the absence section of the SZapp App (Fern Bay PS) or email to the school within 7 days from the first day of any period of absence. Until information is shared or given the absence remains as unjustified. The information will be shared by the office staff to the classroom teacher. (Via email to ensure there is a record)

- Every student is known, valued and cared for at Fern Bay Public School. All staff are proactive in responding to non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

We currently have no Aboriginal staff members that are part of our school's workforce.

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

In 2018 all staff participated in a wide range of professional learning activities to improve the learning outcomes of students. The professional learning opportunities included Positive Behaviour for Learning, Trauma training, Management of Actual or Potential Aggression, Targeting Early Numeracy (TEN) for K-2 teachers, Literacy and Numeracy Learning Progressions and PLAN2 training, Future focussed learning with Craig Kemp as well as whole school CPR and Anaphylaxis training, Librarian training and all required mandatory training.

The Principal and SAM attended refresher training on utilising the eFPT and HR Payroll training. Currently 100% of teaching staff working towards Proficient level of accreditation due to all pre 2004 teacher gaining Proficient Teacher status. One beginning teacher also gained this accreditation in 2018.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	42,919
Revenue	1,020,397
Appropriation	980,140
Sale of Goods and Services	991
Grants and Contributions	38,533
Gain and Loss	0
Other Revenue	0
Investment Income	732
Expenses	-991,360
Recurrent Expenses	-991,360
Employee Related	-871,329
Operating Expenses	-120,031
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	29,037
Balance Carried Forward	71,956

All financial decisions are made according to financial policy requirements and the school's three strategic directions. A large proportion of our funding was utilised on additional staffing, including teaching staff, School Learning Support Officers and School Administration Staff to support the needs of students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	725,775
Base Per Capita	11,022
Base Location	0
Other Base	714,753
Equity Total	59,381
Equity Aboriginal	4,599
Equity Socio economic	23,012
Equity Language	5,438
Equity Disability	26,332
Targeted Total	116,429
Other Total	8,815
Grand Total	910,401

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.

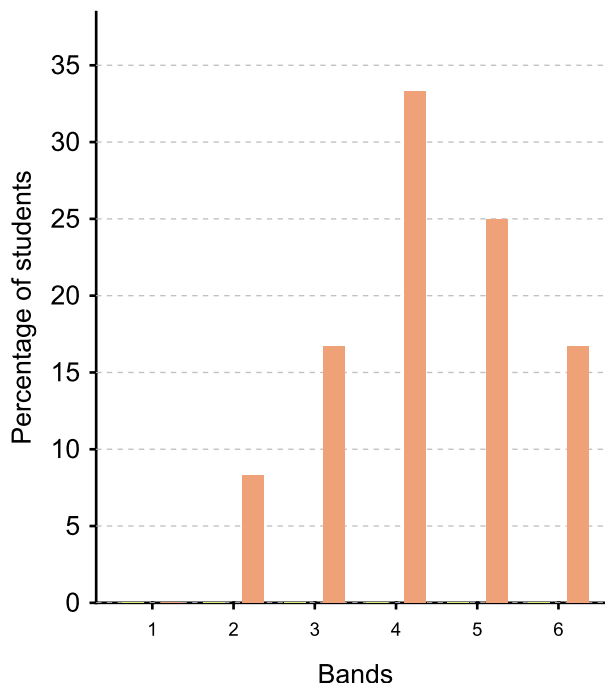
Due to the cohort size, a three–year rolling average was considered. This data, however, is still reliant on a small set of student numbers and is not statistically reliable. Further unpacking of this data revealed that only two Year 3 and Year 5 students have attended Fern Bay Public School for two years leading to the 2018 NAPLAN test.

The data of expected growth shows the percentage of

students who achieved the growth expected of them based on their previous NAPLAN score from two years earlier. The state average for expected growth can be considered to be 50%.

It is pleasing to see that the expected growth from Year 3 to 5 in the important areas of Reading was 67% .

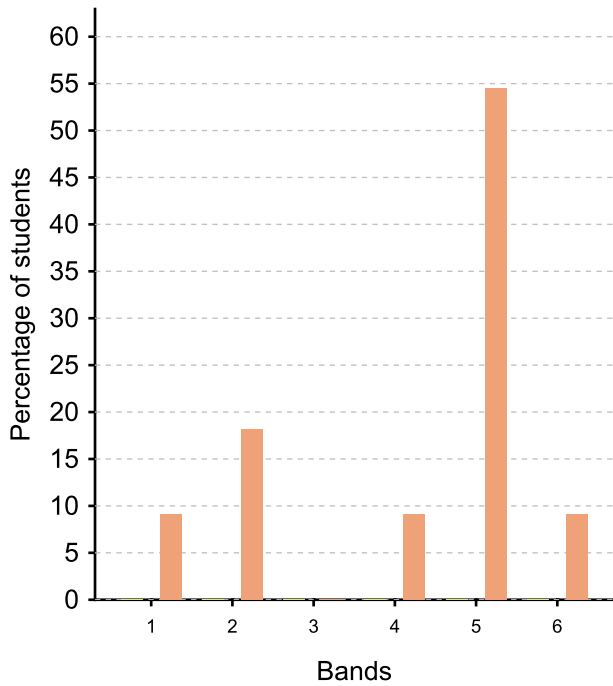
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	8.3	16.7	33.3	25	16.7

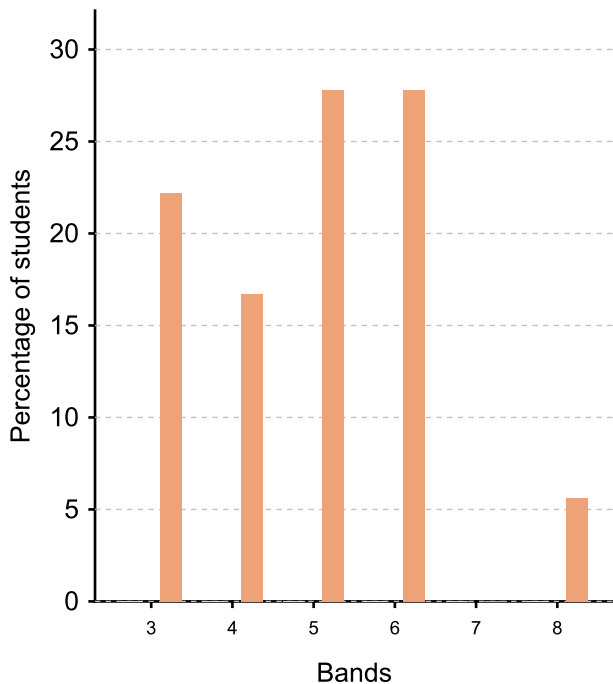
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	9.1	18.2	0	9.1	54.5	9.1

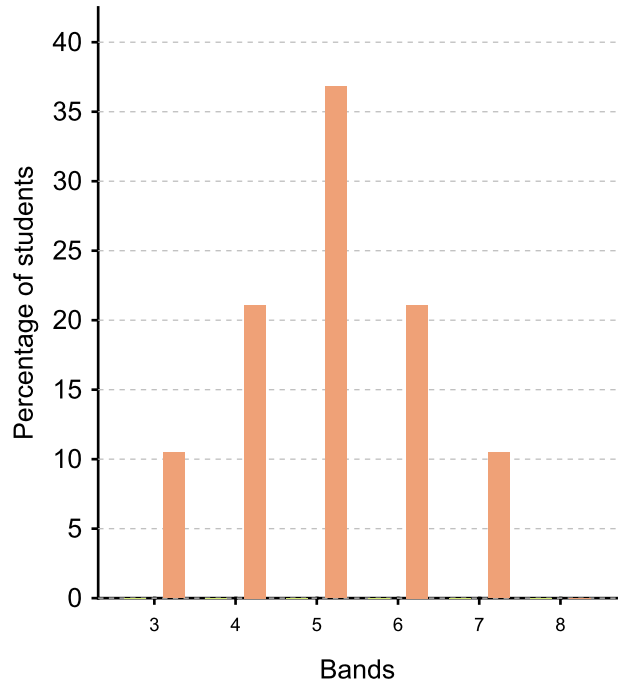
Percentage in bands:
Year 5 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	22.2	16.7	27.8	27.8	0	5.6

Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

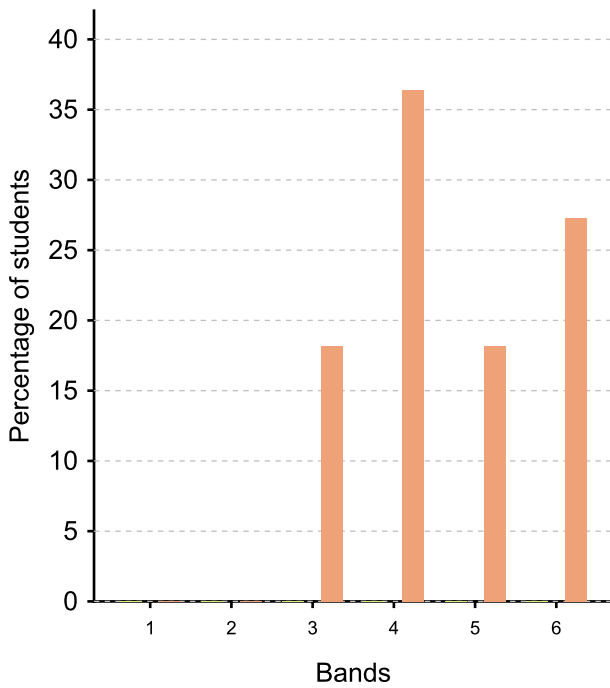
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10.5	21.1	36.8	21.1	10.5	0

Due to the cohort size, a three-year rolling average was considered. This data, however, is still reliant on a small set of student numbers and is not statistically reliable. Further unpacking of this data revealed that only two Year 3 and Year 5 students have attended Fern Bay Public School for two years leading to the 2018 NAPLAN test.

Expected growth shows the percentage of students who achieved the growth expected of them based on their previous NAPLAN score from two years earlier. The state average for expected growth can be considered to be 50%.

It is pleasing to see that the expected growth from Year 3 to 5 in the important area of Numeracy was 60% .

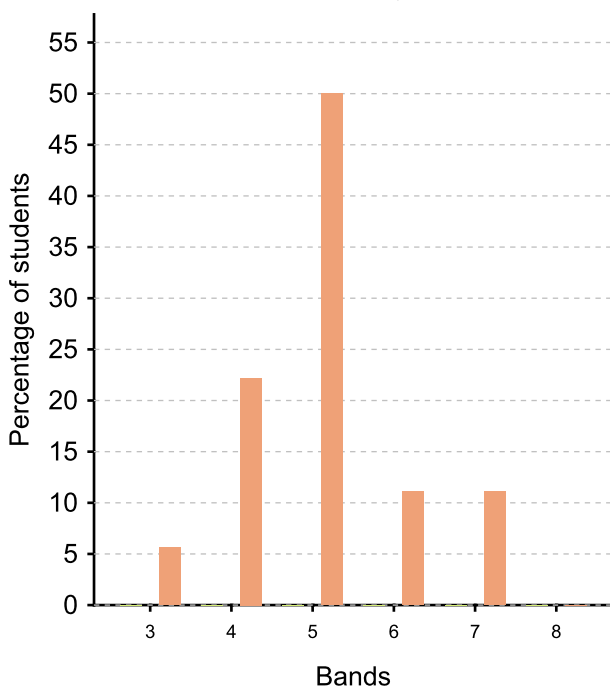
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	18.2	36.4	18.2	27.3

Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.6	22.2	50	11.1	11.1	0

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.

Due to cohort size the data is not significant and therefore not reportable.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. An online survey resulted in 11 responses. The 2018 data was collected using the Tell Them from Me survey. The survey data allows our school to review, reflect and improve our school. The survey data only captured under 10% of the school parent and carer population so from a data perspective it is difficult to analyse that this represents the majority of the parents and carers.

Policy requirements

Aboriginal education

Fern Bay Public School recognises it is situated on Worimi land and continues to work to strengthen the ongoing relationship with the traditional custodians of the land. All Aboriginal students have a Personalised Learning Plan that is reviewed at regular intervals throughout the year in consultation with family and carers.

During NAIDOC Week students participated in a variety of activities including weaving, traditional Aboriginal games, and Aboriginal art. Elders from the local community led activities throughout our NAIDOC celebration including a traditional smoking ceremony, music, engaging students in storytelling and showing some traditional artifacts. All students at Fern Bay Public School were lucky enough to have Uncle Dion Larrigo educate our students through dance and artworks. Our students learned traditional Worimi dances which were performed during Naidoc week, Exhibition night as well as during our presentation day.

Our staff member Brooke Critcher attended two AECG meetings throughout 2018.

Aboriginal Education was a significant focus in 2018. Uncle Dion also painted several murals which are now a key feature of our school. One mural was used as a writing stimulus which was used as a writing stimulus all of our students (K-6). Dion was recognised for his services to our School during Education Week he received a prestigious award for his services to Aboriginal Education

Dion also led staff through several teacher professional learning sessions on Worimi Aboriginal culture and perspective. All staff have adapted and modified their Aboriginal Personalised Learning Plans to ensure that Worimi culture is embedded.

Multicultural and anti-racism education

At Fern Bay Public School our students and staff are respectful, responsible and inclusive learners who embrace multiculturalism and promote anti-racism. Fern Bay Public School is committed to eliminating racial discrimination, including direct and indirect racism, racial vilification and harassment in all areas of the learning and working environment. A member of the teaching staff is a trained Anti Racism Contact Officer (ARCO) who is available for consultation by community members, staff and student. They also provide support and advice to class teachers and other members of staff if required. All students participate in Harmony Day, NAIDOC week and National Day of Action Against Bullying at Fern Bay Public School, engaging in a variety of activities promoting multiculturalism and diversity.