

Frank Partridge VC Public School

Annual Report



2018



4581

Introduction

The Annual Report for **2018** is provided to the community of FRank Partridge VC PSas 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.

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Principal

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School background

School vision statement

Frank Partridge VC students engage in a shared learning journey through the use of individualised teaching and learning programs to nurture, guide, inspire and challenge them to reach their full potential as successful, responsible, informed citizens in their community. They are supported academically, socially, emotionally and physically and this vision is supported through strong community partnerships recognising the value of education, culture and the development of the whole child in our world.

The executive, including the instructional leader, appointed under the Early Action for Success Literacy and Numeracy strategy 2017–2020, will engage in distributive instructional leadership with all staff working collaboratively and cohesively, dedicated to using evidence based teaching strategies and pedagogy to support all learners. All staff will engage in ongoing professional learning as they are committed to continuous improvement of professional practice to develop teaching and learning programs and wellbeing decisions that build and enhance every child's skills and understanding in making sense of their world.

Our school will be a learning community where all stakeholders have a voice, educational opportunities are valued and excellence is expected.

School context

Frank Partridge VC Public School is a P4 school located on the Mid North Coast of New South Wales at Nambucca Heads.

Student numbers fluctuate between 200 and 230 students each year. ATSI students make up approximately 50% of our school population and cultural activities have a strong presence throughout our school across all key learning areas.

The school consists of 2 straight Kindergarten classes and 9 stage based composite classes. We incorporate 3 support classes into our K–6 structures. There is a wonderful mix of beginning and experienced staff within our school who all demonstrate a sound knowledge of the curriculum and excellent student welfare and management strategies.

Classes are supported by an Aboriginal Education Officer, Indigenous Educators and School Learning Support Officers, School Guidance Officer and Learning and Support Teacher. Frank Partridge VC Public School is part of the Early Action for Success program and K–2 work closely with our Instructional Leader supporting this with a strong focus on literacy and numeracy.

We use various funding streams to maintain classes of less than 22 students K–6. This initiative is strongly valued by our whole school 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. All staff were surveyed on all elements and the data analysed.

Within the domain of Learning it was noted that attendance data is regularly analysed and is used to inform planned. Within this Learning Domain we are sustaining and Growing. Attendance data at the end of 2018 was analysed as being above state averages across all school types.

Within the domain of Teaching it was noted that explicit teaching is the main practice used within the school. Within this domain we are sustaining and growing.

Within the domain of Leading it was noted that the leadership team undertakes annual staff performance and development reviews for teaching and non teaching staff. Within this domain we are delivering.

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

Engagement

Purpose

To sustain and deepen a dynamic learning environment that fosters engaged, enthusiastic, effective learners who have the skills and capabilities to understand what they are learning, why they are learning and how they are learning in order to become successful informed citizens within and beyond their community.

Overall summary of progress

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of Wellbeing in the theme of individual learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Visible Learning</p> <p>Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of learning in the theme of high expectations</p> <p>The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <ul style="list-style-type: none">• All classes will display learning intentions and success criteria for all KLA's with learning dispositions visible for students and teachers to refer to as necessary to facilitate learning.• All students in Year 5 achieve equal to or greater than expected growth in literacy and numeracy within Naplan.•	<p>3.5 teachers above allocation funded from RAM socio economic. 3 SLSO funded through RAM socio economic and RAM aboriginal.</p>	<p>Most Year 5 students achieved equal to or greater than expected growth in literacy and Numeracy Naplan testing.</p>
<p>Building Blocks for Learning</p> <p>Within the teaching and learning theme of Curriculum in the learning domain, we will move from delivering to sustaining and growing by ensuring Teaching and learning programs describe expected progression in knowledge, understanding and skill and the assessments that measure them.</p> <ul style="list-style-type: none">• All students will have a PLASP by the end of 2018.•	<p>ISTH employed 2.5 days as specialist support Building blocks.</p>	<p>5 students assisted to attend Australian hearing. High level family involvement with support.</p> <p>100% of students have a PLASP saved on school server.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective partnerships in learning with parents and students mean students will be motivated to deliver their best and continually improve. <ul style="list-style-type: none">•		5 students assisted to attend Australian hearing. High level family involvement with support. 100% of students have a PLASP saved on school server.

Next Steps

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in achievement of outcomes.

- All students will be on progressions across all elements.

Strategic Direction 2

Community

Purpose

To engage our community in a strong and effective partnership in a relevant authentic manner to heighten the value of education and learning amongst all stakeholders.

Overall summary of progress

Self-assessment against the SEF indicates movement from Delivering to sustaining and growing within the Learning domain of reporting, whole school reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community Engagement Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of learning in the theme of Attendance. <ul style="list-style-type: none">Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.	IL one day per week for 1 term to complete the PaTCH program.	6 parents completed training in last 18 months.
Building Blocks in the Community Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of Wellbeing in the theme of Individual learning needs. <ul style="list-style-type: none">There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. A planned approach to wellbeing within the Learning Domain of Wellbeing sees the SEF indicate a movement from sustaining and growing to excelling:The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.	3.5 teachers above allocation funded from RAM socio economic. 3 SLSO funded through RAM socio economic and RAM aboriginal	Attendance school average at 95%.

Next Steps

Teachers, parents and community work together to support consistent and systematic processes that enable relevant and outcome achievement to be communicated effectively and valued by all stake holders.

Strategic Direction 3

Potential

Purpose

Our school will provide targeted educational experiences within an educational environment that endeavours for each student to reach their full potential academically, socially, emotionally and physically. We will expose and unlock the potential in all students, enabling them to succeed, access opportunities and make better choices in their lives to benefit themselves, their families and their community.

Overall summary of progress

Self-assessment against the SEF indicates movement from delivering to Sustaining and growing within the Learning culture domain of student performance measures in the theme of internal and external measures against syllabus standards..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Effective Programming and Planning</p> <p>Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of curriculum in the theme of teaching and learning</p> <p>As a school we will ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>PLaSPs for every child developed and continually adjusted at point of need for every child.</p> <p>Programs will reflect adjustments and differentiated learning for each child with data reflecting students point of need.</p>	<p>45 release days for staff.</p>	<p>NCCD complete for over 80 program differentiations.</p>
<p>Explicit Classroom Teaching and Learning</p> <p>Within the teaching domain the SEF evidences us as sustaining and growing. We will move to excelling by ensuring all lessons are systematically planned and collaboratively designed with accommodations and adjustment made to suit needs as they arise.</p>	<p>3.5 teachers above allocation funded from RAM socio economic. 3 SLSO funded through RAM socio economic and RAM aboriginal</p>	<p>100% students have personal learning ns support plans.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Lesson planning will reference student data including progress and achievement data, curriculum requirements, and student feedback, providing continuous improvement for all students, across the full range of abilities.</p> <p>100% of students will have personal learning goals with evidenced data in literacy and numeracy.</p> <p>100% of students will indicate growth in literacy and numeracy in NAPLAN and progressions.</p>		<p>100% students have personal learning ns support plans.</p>

Next Steps

As a school we will ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

PLaSPs for every child developed and continually adjusted at point of need for every child.

Programs will reflect adjustments and differentiated learning for each child with data reflecting students point of need.

External measures to indicated higher level results for all individuals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Socio-economic background		
Early Action for Success		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	117	119	131	140
Girls	94	88	90	94

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.8	88.2	92.3	87.8
1	91.5	90.1	84.5	91.5
2	90.4	91.5	87.8	86
3	86.7	88.9	92.4	84.9
4	94.1	90.5	90	90.2
5	90.7	92.7	89.4	87.2
6	94.2	92.7	91.7	89.4
All Years	91	90.9	89.9	88.4
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

Attendance is monitored weekly and analysis is supported by Principal and AP. Systems are reinforced each month at communication meetings. In depth analysis of individual attendance patterns are completed in week 8 of each term.

Actions for each individual child are noted as Monitor, school contact or Action required. These actions are noted in a Sentral data base..

80% of students are attending at a rate greater than 96%

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.75
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.52

*Full Time Equivalent

FPVC employs 6 indigenous educators as part of our teaching and learning team.

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 have access through their PDP to Professional learning that is aligned to the school plan and their PDP professional goals.

ALL PDP are goal orientated and linked to Australian Professional Standards for Teachers.

PL is managed through a whole school PL policy.

100% of staff had had PL opportunities throughout 2018.

All relevant teacher accreditations are complete and monitoring systems in place.

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	505,021
Revenue	3,580,822
Appropriation	3,528,872
Sale of Goods and Services	1,308
Grants and Contributions	47,445
Gain and Loss	0
Other Revenue	0
Investment Income	3,198
Expenses	-3,578,649
Recurrent Expenses	-3,578,649
Employee Related	-3,342,260
Operating Expenses	-236,389
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,173
Balance Carried Forward	507,194

FPVC uses a finance committee comprised of Executive and SAM.

Annual spending patterns are analysed by SAM and principal.

SAP budget reports track intended use of funds as dictated by School Plan directions.

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	1,671,154
Base Per Capita	46,559
Base Location	32,732
Other Base	1,591,863
Equity Total	746,132
Equity Aboriginal	168,291
Equity Socio economic	422,254
Equity Language	0
Equity Disability	155,587
Targeted Total	613,757
Other Total	387,360
Grand Total	3,418,403

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.

Our school average in Year 3 Reading Band 5 was above the state average.

Ours School average in Year 5 reading Band 8 was above the state average.

School average in band 6 Numeracy, Year 3 is just below state average.

School average in Band 7 Numeracy Year 5 is above state average.

Less students in band 1 than state average for Year 3 and Year 5 Numeracy.

FPVC employs 6 indigenous educators as part of our teaching and learning team.

7 out of 13 Indigenous students showed greater than expected growth in Year 5 Numeracy.

6 out of 13 Indigenous students showed greater than expected growth in Year 5 Reading.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey results indicated high level of satisfaction from Parents, Carers and Students with the School Welfare Programs.

Newsletter Feedback indicated that the continuation of our small classes and quality teacher initiatives are extremely important to Parents and Carers.

New family contact has indicated a vastly improved school image within our community on 8 separate occasions. As a result, enrolments have increased.

Policy requirements

Aboriginal education

Indigenous Education is taught across all Key Learning Areas. Gumbaynggirr Language groups are taught as part of a whole school cultural focus and across all Key Learning Areas. Indigenous art is visible in the school as are the artists who create this work. More visible art and artists are planned for 2019. Cultural importance is emphasised regularly in the school newsletter and through a variety of initiatives such as NAIDOC and other community events. NAIDOC events have a "more than just one day" focus and provide resources for our community that deliver the NAIDOC message year round. Aboriginal Education planning meetings are held fortnightly and a committee consisting of AEO, CRT, executive and community has been formed. Staff attend local AECG meetings.

Multicultural and anti-racism education

ARCO is fully trained and has conducted 0 minuted interventions in 2018.

Multicultural education is delivered across the curriculum and also through specific art and public speaking competitions