

# Fort Street Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Fort Street 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.

### School contact details

Fort Street Public School

Observatory Hill

Sydney, 2000

[www.fortstreet-p.schools.nsw.edu.au](http://www.fortstreet-p.schools.nsw.edu.au)

[fortstreet-p.school@det.nsw.edu.au](mailto:fortstreet-p.school@det.nsw.edu.au)

9247 2963

# School background

## School vision statement

‘Success Through Diligence’

Our school values the opportunities that diversity affords and the pursuit of excellence in all fields. Our school learning community ethos is to:

- Continually strive to provide opportunities for students, parents and staff to be active, creative and confident individuals.
- Ensure we encourage, support and provide opportunities for the lifelong learner.
- Commit to continually improving the teaching pedagogies of all staff through collaboration, professional development, communication and consistency.
- Ensure the educational landscape provides a rich, supportive and dynamic environment that meets the needs of today’s students and tomorrow’s decision makers.

## School context

### A tradition of excellence

Fort Street Public School is situated in a rich geographical location surrounded by significant natural and historical features. Located within Sydney’s CBD, Fort Street enjoys a unique environment atop Observatory Hill. The school of 220 students K to 6 serves a culturally diverse and educationally aware community and continues to experience rapid growth in line with the expansion of family inner city living. Established in 1842 as the first model school in NSW, Fort Street has a proud tradition of providing quality education to students from Kindergarten to Year 6. The school pursues both academic excellence and the nurturing of the critical, creative communicator by providing high-interest programs through the Arts, Sport, Public Speaking & Debating, Chess and Languages. The school also offers a rich, innovative STEM program that incorporates a diverse level of technology.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## Strategic Direction 1

### High performance & Dynamic Learning

#### Purpose

Developing teacher expertise through purposeful collaborative inquiries and a learning culture of high expectations, as reflected in a shared language of learning. To provide inspiring, innovative, authentic learning experiences and to ensure every student is the driver of their own learning.

#### Improvement Measures

- In NAPLAN Literacy (writing) in Years 3, 5 & 7: moving a higher proportion of students in the top two bands, with an emphasis on greater student numbers in the top band.
- In NAPLAN Numeracy in Years 3, 5 & 7: moving a higher proportion of students in the top two bands, with an emphasis on greater student numbers in the top band.
- TTFM student and parent survey data demonstrating above state average levels in the domain of understanding where students are and where to next.

#### Overall summary of progress

In 2019, teacher expertise and enthusiasm were used to facilitate future-focused learning experiences and were enhanced through a variety of collaborative and dynamic inquiries. These inquiries centred on the continuation of the schools' main projects, Writing & Literacy learning progressions.

Literacy learning progressions: With a continuation of the 2018 PLAN2 training and the integration of visible learning projects executive and teaching staff attended professional learning delivered by DEC on 'How to— a technical guide for using PLAN 2'. This provided team members with a refreshed knowledge of the new literacy progressions which was shared and incorporated in staff professional learning sessions to develop new 'bump it up walls' to guide student visible learning in writing.

Writing focus: School executive attended the Seven steps to writing success coaching course to facilitate ongoing staff professional learning and to increase teachers skill and knowledge of current research-based writing instruction. Executive staff are planning to facilitate leadership opportunities to deliver writing professional learning to staff in 2020.

School results from the 2019 Literacy NAPLAN data reflect 66% of students scored in the top two bands which is an 8% increase from the previous year. A sustained number of students maintained achievement in the top band, 33% as 2018 and a 9% increase of students achieved the second top band when compared to 2018 data. These results indicate that the target improvement measures for Literacy were achieved as outlined in the school plan to move more students into the top two bands in 2019.

School results from the 2019 Numeracy NAPLAN data reflect 54% of students scored in the top two bands which is a 4% increase from 2018. A 10% increase occurred of students scoring in the top band compared to 2018 which demonstrates the success of moving students from the second top band to the top band in Numeracy achievement. These results indicate that the target improvement measures for Numeracy were achieved as outlined in the school plan to move more students into the top band in 2019.

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Visible learning is closely tied to student engagement to guide student direction and the quality of instruction offered in classrooms as there is an interaction between a teacher's approach to instruction and student motivation. The 2019 TTFM student survey responses score above the state average in interest and motivation in their learning, effort and quality instruction. The TTFM survey also indicates that there was no Year 6 students showing signs of disengagement with their learning. In addition, Student's responses to the identified four main drivers related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success all scored above the state average in all domains.

#### Progress towards achieving improvement measures

##### Process 1: 2019 Project 3: Writing & Learning Progressions

## Progress towards achieving improvement measures

### Process 1:

Seven steps to writing success.

Improve school-wide identified writing targets. Students are provided quality writing instruction which enhances their energy, excitement and engagement through recognised research (Seven steps to writing success, Jan McVeity) and mandated national literacy progressions.

Evaluation	Funds Expended (Resources)
<p>Professional learning has been a successful experience for all staff, providing consolidation and exposure to new methods of teaching writing.</p> <p>Opportunities were created and supported for staff to lead professional learning sessions, extended leadership opportunities for executive and identified early career teachers to work collaboratively to facilitate writing professional learning to all staff.</p>	<p>2019 writing project 3 professional learning:</p> <ul style="list-style-type: none"> <li>• Seven steps to writing success–facilitator course, online subscription, toolkit for primary schools.</li> <li>• PETAA subscription for text books and professional reading.</li> <li>• Teacher reference texts–Grammar.</li> <li>• Phonics games for classrooms</li> <li>• Math Olympiad registration</li> <li>• Casual staff costs to cover professional learning courses</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$7022.00)</li> </ul>

### Process 2: 2018 / 2019 Project 1: Visible Learning

Formative Assessment / 'Bump it up Walls' / Literacy progressions

Students be given opportunities to make their learning visible with the creation of 'Bump it up walls' which incorporate the new literacy learning progressions.

Evaluation	Funds Expended (Resources)
<p>'Bump it up walls' successful guide students visible learning and guide future learning goals. Teacher feedback suggests it was a quality professional learning experience that increased their confidence and expertise in teaching sentence structure and their familiarity of the new literacy learning progressions.</p> <p>Class developed wall charts are evidenced in all learning areas with student selected emojis as representative of each class member. The language of the Learning Pit is consistent across the school and in line with "I Can" statements and "Where To Next?" goal setting criteria.</p>	<p>Causal teachers were used to release teachers to plan, evaluate and review the bump it up rubrics to align with the new Learning Progressions. The language of the learning progressions has now been reflected in new class 'bump it up walls'.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy (\$2500.00)</li> <li>• Professional Learning (\$1650.00)</li> </ul>

## Next Steps

The school's value-added score Kindergarten to Year 3 measured above the average. The school's value-added score for Years 3–5 and Years 5–7 measured below the state average. While we have a small cohort of students enrolled the 'value-added' indicator has been scored above the state average over a sustained period. Therefore more data will be required over a longer time to ascertain ways to identify the impact of these variables. The 2019 'value-added' results will focus on moving resources and professional learning to target the teaching and learning in Years 3–6 across the school. These results will inform the 'where to next' directions for 2020 and beyond.

A continuation of the Writing project will continue into 2020 with a focus on 'Seven steps to writing success' craft techniques, grammar and vocabulary. This will be facilitated by executive and teaching staff throughout 2020 with observation sessions for mentor and mentee teachers scheduled to improve the teaching confidence and quality in writing instruction.

The 'Effective reading phonics' will be undertaken as school-wide professional learning to consolidate K–2 teachers understanding of teaching phonics and ensuring the implementation of phonics teaching and programming for Years 3–6.

Teaching English Language Learning (TELL) professional learning will be booked for 2020. It is part of a DEC initiative which is aimed at preparing every teacher in professional knowledge and application of differentiating the Australian Curriculum for the English as an Additional Language Learner. This opportunity will provide staff opportunities to consolidate and develop an understanding of EAL/D education as well as appropriate language and literacy strategies in teaching EAL/D learners.

## Strategic Direction 2

### Quality Leadership Collective Capability

#### Purpose

Promoting and participating in teacher learning and development, demonstrating a strong instructional focus, is the leadership practice with the greatest impact on student outcomes (Centre for Education Statistics and Evaluation, November 2015). Our purpose is to nurture the cognitive, social, emotional, physical and spiritual wellbeing of all members of our school community.

#### Improvement Measures

Tell Them From Me 2017 student survey data shows:

Greatly improved social engagement measures over 2015–2017. Institutional engagement has remained steadily strong except in positive homework behaviour. Intellectual engagement has reached or exceeded state norms in all levels. Of particular improvement is the quality instruction level.

2018–2020 goals to be measured by TTFM are to improve:

1. Sense of belonging to or above state norm levels.
2. Positive homework behaviour to or above state norm levels.

Tell Them From Me 2017 staff survey data shows:

All eight drivers of student learning met or exceeded state norms, except technology. Leadership, data informs practice and parent involvement exceeded state norms and will continue to be a focus.

Tell Them From Me 2017 parent data shows:

All seven measures met or exceeded state norms. Parents are informed, parents feel welcome, inclusive school and school supports positive behaviour all greatly exceeded state measures. These will continue to be a focus.

#### Overall summary of progress

Buddy program and leadership continued to run to support Kindergarten to transition into school life as well as support Year 5 and 6 students develop leadership skills. Fortnightly House meets have strengthened student knowledge of what house they are in and what their house stands for. Class surveys support this finding. Including charity drives as a major part of house groups is giving each of the school's houses a stronger character and greater collegiality.

#### Progress towards achieving improvement measures

##### Process 1: I am part of the community 2019

Project objectives:

- Encourage students to consider their role in the local and global community.
- Develop sense of responsibility from house groups towards the local community and other communities that are linked to the school.
- Encourage the school community to address needs based on current affairs when fundraising.
- Students in each house group to purposefully research and select charities to support through school house-based initiatives.
- Students plan, promote and execute charity drives for selected charities.
- Enhance links between the school and the P&C for fundraising initiatives.
- Use School Enews and the school newsletter to advertise and publish details regarding charity drives.

Evaluation	Funds Expended (Resources)
TTFM student survey results showed 77% of students with a positive sense of belonging in student survey, highlighted by 84% of male students with a positive sense of belonging.	Professional learning for all staff 1 x teacher

## Progress towards achieving improvement measures

Over \$9800 raised for community causes, including \$3381 raised for Kidney Health Australia and over \$4500 raised for the Tenterfield community that was affected by drought and bush fire.

3 x teacher aides

**Funding Sources:**

- Professional learning (\$1525.00)

### Process 2: I am part of the community 2019

Project objectives:

- Foster a sense of Fort Street belonging to the local and global community.
- Develop stronger links between the school and the local community.
- Invite the community to participate in special school events.
- Participate in community events.

Evaluation	Funds Expended (Resources)
<p>Our major events helped establish stronger connections to the local community, including support from the P&amp;C for the end-of-year picnic.</p> <p>The P&amp;C followed the lead of the students and donated their fundraising events (school disco and special canteen lunches) to community identified charities:</p> <ol style="list-style-type: none"><li>1. Kidney Foundation and</li><li>2. Rotary Club Tenterfield following bushfires and floods in that region</li></ol>	<p>Bush band: incursion for all students aligned to the Creative Arts syllabus</p> <p>Barbecue catering – community event</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School &amp; Community (\$1500.00)</li></ul>

## Next Steps

Where To Next?

Student Leadership team and executive meet during House meets to discuss school issues—goal to provide a transparent and meaningful student voice

A whole of school charity has been identified with the goal of deepening the student's sense of belonging to the wider community ( global aspects), offer broader collaboration across Houses, encourage creativity for fundraising ideas and grow the student's mindset beyond the classroom. The charity's goal is house building in developing countries eg Fiji ( cyclone proof house) and Cambodia ( flood resistant houses).

## Strategic Direction 3

Innovation, Collaboration, Connectedness

### Purpose

The creation of innovative systems and practices is essential in order to align the nature and structure of school with contemporary culture. Our purpose is to engage all domains of the community to ensure our students become active, informed citizens who develop the mindfulness, confidence and skills needed to meet the expectations of society.

### Improvement Measures

- measurable increase in student engagement and quality instruction collected in TTFM data.

### Progress towards achieving improvement measures

#### Process 1: 2019

Development of a translational brief for pedagogical change.

1: focus on the needs of learners and learning. The learning environment will support:

- \* Learner–Centredness
- \* Collaboration
- \* Stagerelated
- \* Learning Neighbour–hoods
- \* Rethinking the Role of the Library
- \* Outdoor Learning
- \* Learner Comfort and Wellbeing

2: Build community and identity and create a culture of welcome, inclusion and belonging that respects diversity

3. Be aesthetically pleasing.

4: Provide a contemporary, sustainable learning environment

5: Embed the potential for re–configurability, both in the present for multi–purpose use and over time for changing needs within the school's community

Evaluation	Funds Expended (Resources)
Staff feedback survey indicated this process of the transitional project enabled them to gain knowledge about the expectations for transitional pedagogical change in teaching and learning. The staff and parents involved rated positively their feelings of being valued with the ability to express their ideas collaboratively in a respectful climate.	meeting expenses casual relief for staff released to participate in NLE capsule group ( funded by school) SLEC funded teacher relief for Transition Planning professional learning costs <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School and community (\$11000.10)</li><li>• SLEC (\$2000.00)</li></ul>

## Next Steps

Where To Next? Staff indicated the need for opportunities to tour new school builds and to liaise with colleagues who have experiences with new builds and pedagogical changes to teaching and learning styles. community communication is identified as a high priority, ensuring a timely and transparent approach. The executive's strategic planning approach (transitional plan) towards a successful decant to the temporary school site is also identified as a high priority.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	2 casual relief for classroom teachers/ handover  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 200.00)</li> </ul>	The Personalised Learning Plan is monitored and goals changed accordingly. Student is higher achieving and opportunities for the student to participate and engage beyond the classroom have been explored eg Koori art exhibition, Maths Olympiad, Dance.
<b>English language proficiency</b>	EALD Teacher x 1 (5 days per week) FTE 1.0  EALD Teacher x 1 ( 1.5 days per week) FTE 0.3  Resources across the 2019 school year  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$106 716.00)</li> <li>English language proficiency (\$40 011.00)</li> <li>English language proficiency (\$1 250.00)</li> </ul>	This year the English as an Additional Language or Dialect(EALD) teacher's: <ul style="list-style-type: none"> <li>assessed all students identified in ERN as EALD or Language Background Other Than English (LBOTE) for English language proficiency.</li> <li>collected and collated was shared with classroom teachers to inform planning for teaching and learning.</li> <li>the student's EALD Phase was established. Information was updated in ERN and the EALD Learning Progression Checklists for each student. This process is applied to every new enrollment throughout the year.</li> <li>The EALD teacher collaborated with class teachers to advise of teaching strategies that support the acquisition of the English language through visual literacy.</li> </ul> In 2020 the EALD teachers will continue to assess and support EALD students in-class in collaboration with the class teacher. All staff will participate in the Teaching English Language Learners professional learning.
<b>Low level adjustment for disability</b>	1. 2019 two teachers identified for Learning and Support (shared role K–6) x 0.500 FTE  2. School Learning & Support Officer X 0.2  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$53 358.00)</li> <li>Low level adjustment for disability (\$1 000.00)</li> <li>Low level adjustment for disability (\$1 000.00)</li> </ul>	Assessment data and teacher observational data is used to identify individual needs. In 2019 target areas included: <ul style="list-style-type: none"> <li>Stage One students engaged in the phonics screening assessment where base line data was used to compare earlier results.. This data was shared with classroom teachers and Strategic Direction Teams.</li> <li>Stage Two students received in-class explicit teaching to support targeted comprehension and fluency skills. .</li> <li>A Stage Three targeted writing group demonstrated success and achieved positive learning outcomes.</li> <li>In the latter part of 2019 targeted Early Stage One students increased their confidence and reading skills through explicit small group strategies and support.</li> </ul> In 2020, the Phonics Screening Check will be implemented as standard practice for Stage One students with follow up explicit teacher strategies to support identified students. In 2020, students across the school, will receive in class support for spelling, vocabulary and writing, in line with the school plan, Strategic Direction One as identified through internal and external assessment data.
<b>Quality Teaching, Successful Students (QTSS)</b>	The QTSS funding was created through staffing allocation that made up an FTE load of 0.347 of one full-time teaching position	The QTSS release time focussed on quality instructional leadership providing opportunities to: <ul style="list-style-type: none"> <li>Induct staff on FSPS operation policies and procedures</li> </ul>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>at FSPS in 2019.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$37 030.00)</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning sessions for beginning teachers from experienced and executive staff members.</li> <li>Opportunities for supervisors and teachers to observe, feedback and support quality teaching and learning instruction.</li> <li>Feedback and provide support for quality teaching and learning.</li> <li>Beginning teacher accreditation support.</li> </ul> <p>The QTSS funding was crucial in building a rich environment of leadership and learning opportunities for mentor and mentee teachers.</p>
<p><b>Socio-economic background</b></p>	<p>Fee assistance</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$2 724.20)</li> </ul>	<p>Fee assistance was provided to individual students of low-socio-economic background as required to enable full participation in sporting events, excursions, overnight camp and other school activities.</p>
<p><b>Support for beginning teachers</b></p>	<p>Total cost of casual teaching cover for Beginning Teacher release– \$10,163.80</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$30 000.00)</li> </ul>	<p>This funding was used to support three Beginning Teachers, during 2019.</p> <p>Results included:</p> <ul style="list-style-type: none"> <li>Two beginning teachers received their proficient teaching accreditation in 2019.</li> <li>Two hours of additional release from face to face teaching for mentoring, support and planning for the first year Beginning Teacher</li> <li>One hour of additional release from face to face teaching for the two second-year Beginning Teachers</li> </ul> <p>The remaining balance of Beginning Teacher Support Funding was fully expended on casual costs for planning and professional learning opportunities for identified beginning teachers during 2019, accounted for after balances rolled over into non-assigned consolidated funds.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>1 identified EALD teacher as per funding allocation for 2019 and includes additional \$3000 of unspent funds from 2018 NAP allocation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Targeted student support for refugees and new arrivals (\$24 000.00)</li> </ul>	<p>The enrolment process for all New Arrival students includes:</p> <ul style="list-style-type: none"> <li>assessment of English language proficiency.</li> <li>Classroom Teachers feedback and the</li> <li>establishment of student's EALD Phase.</li> <li>Data update in ERN</li> <li>EALD Learning Progression Checklist created.</li> </ul> <p>The EALD Teachers collaborated with classroom teachers to create individual English as an Additional Language or Dialect/New Arrival Program reports for all students not meeting grade expectations due to their level of English language acquisition.</p>
	<p>A School Learning Support Officer (SLSO)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Integration Funding (\$28 800.00)</li> </ul>	<p>Integration Funding Support allocation:</p> <ul style="list-style-type: none"> <li>All student's individual learning goals are aligned against teaching and learning programs.</li> <li>Targeted needs are prioritised and all students requiring additional support to achieve their personal learning goals are supported.</li> <li>Includes both in class and playground support for ensuring curriculum and well being goals are achieved.</li> <li>Individual Educational Plans document</li> </ul>

	<p>A School Learning Support Officer (SLSO)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Integration Funding (\$28 800.00)</li></ul>	<p>progress and feedback from students, staff and parents provides information to determine Where To Next? planning and goal setting. Two students received targeted program support in 2019.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	95	100	119	118
Girls	82	81	101	97

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	95.8	91.8	94.4
1	94.6	94.7	95.1	91.4
2	95.7	94	93.5	91.7
3	95.5	95.3	95.3	92.4
4	94.1	92.2	95.2	92.8
5	94.2	94.6	94.3	94.5
6	95.6	90.7	91.1	92.1
All Years	94.9	94.5	93.7	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

The school experiences attendance rates within department expectations. Third party software enables efficient monitoring and tracking of all student attendance and non attendance. All student absences require a parent/carer explanation and non-responses are followed up according to department procedures. Applications for overseas travel leave is the most common factor affecting student absences and this is granted on a case by case basis. All leave requests must accompany the specific reason and evidence of the travel itinerary.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.13
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	2.42

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019, Professional Learning was centered on future-focused teaching and learning to deliver quality literacy teaching instruction and programming. Staff were provided with leadership opportunities to deliver professional learning to staff members.

Staff received quality professional learning on Seven Steps To Writing Success which focused on enhancing teacher knowledge about audience, sentence structure, vocabulary and spelling which were inline with the school's Strategic

Direction One. The decision to focus on the school's writing goals came from the schools 2018 NAPLAN results. These results highlighted that writing, in particular sentence structure, vocabulary and grammar, was a focus area for improvement. The school has a higher percentage of English as an Additional Language or Dialect (EALD) students who require support for English acquisition through visual literacy strategies alongside explicit teaching. Teachers were provided with explicit steps on how to plan a quality modeled, guided and independent writing lesson utilising a variety of quality texts.

Additional professional learning training which was undertaken by staff in 2019–

- Anti-bullying & discipline/Fab 5 Way
- PLAN2 Learning Progressions
- Understanding the EALD Progression Visible learning – the learning pit
- 7 steps to writing facilitator training
- In-School Seven Steps To Writing Success training
- The transition for change– School Learning Environments and Change & New Learning Environments workshops
- ASPECT: Autism Spectrum Disorder
- Mandatory DoE training: Child protection, Code of Conduct, CPR, Anaphylaxis– face to face & online, Emergency Care

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	177,393
<b>Revenue</b>	2,333,464
Appropriation	2,153,487
Sale of Goods and Services	5,140
Grants and contributions	167,768
Investment income	1,719
Other revenue	5,350
<b>Expenses</b>	-2,265,162
Employee related	-2,038,662
Operating expenses	-226,500
<b>Surplus / deficit for the year</b>	68,302

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	60,314
<b>Equity Total</b>	227,297
Equity - Aboriginal	2,100
Equity - Socio-economic	2,649
Equity - Language	152,733
Equity - Disability	69,815
<b>Base Total</b>	1,704,104
Base - Per Capita	51,620
Base - Location	0
Base - Other	1,652,483
<b>Other Total</b>	93,775
<b>Grand Total</b>	2,085,490

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

### Literacy

In 2019 the following percentages of Year 3 students were in the top two bands: Reading: 62% Spelling: 54% Writing: 50% Grammar and Punctuation: 37%

In 2019 the following percentages of Year 5 students were in the top two bands: Reading: 64% Spelling: 69% Writing: 19% Grammar and Punctuation: 64%

### Numeracy

In 2019 the following percentages of Year 3 students were in the top two bands: Numeracy: 50%

In 2019 the following percentages of Year 5 students were in the top two bands: Numeracy: 63%

# Parent/caregiver, student, teacher satisfaction

## Parent Feedback Survey Overview

Our 2019 Parent Satisfaction Survey was based primarily on Joyce Epstein's framework for fostering positive relations between our school and the community. At Fort Street Public School (FSPS) we strive to create an environment where our parents and community connections are based on fostering greater communication, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. Parents reported that 49% strongly agree and 41.8% agree that they feel welcome when they visit the school. When speaking with their child's teacher, 33.3% strongly agree and 42.1% agree that communication is welcome and readily available with classroom teachers. Parents reported that 32% strongly agree and 45.4% agree that they can speak easily with the school principal. Feedback on our school's administration staff reported that 46.4% strongly agree and 37.1% agree that their questions or problems were received helpfully.

## Teacher Collaboration Survey Overview

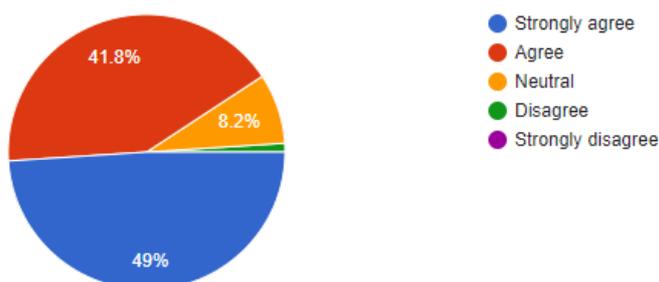
A Collaborative teaching and learning environment was identified by FSPS Executive staff as an important factor of teacher satisfaction and student outcomes. The self-evaluation survey reported that 58.3% of teachers strongly agree and 33.3% of teachers agree that they engage in professional dialogue with other teachers about strategies that increase student engagement. According to the survey responses, 91.7% of teachers strongly agree that teaching staff work collaboratively in developing cross-curricular or common learning opportunities. Survey responses indicate that 41.7% of teaching staff strongly agree and 16.7% of teaching staff agree that they have received helpful feedback about their teaching. Also, the survey responses show that 25% strongly agree and 41.7% agree that teaching staff share their lesson plans and other materials. Building opportunities to deepen feedback between staff will be a 2020 focus area.

## Student TTFM Survey Overview

FSPS has prioritised wellbeing over 2018 and 2019. In 2019, programs targeting student wellbeing were continually refined and procedures set in place to ensure that programs established could be ongoing and sustainable. In 2019 the Tell Them From Me Student survey analysis demonstrated that FSPS was exceeding State Norms across several Social-Emotional Outcomes including, participation in sports, participation in extracurricular activities, students with positive relationships, students valuing schooling outcomes and positive behaviour at school. Three target areas that have been improved and now score above the State Norms from the 2018 student TTFM survey were student effort, interest and motivation and positive homework behaviour. An area that was slightly below State Norms were students a positive sense of belonging. This will be an ongoing focus area in the 2020 School Plan.

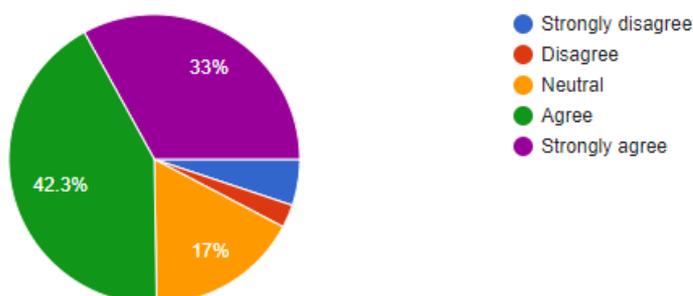
I feel welcome when I visit the school.

194 responses



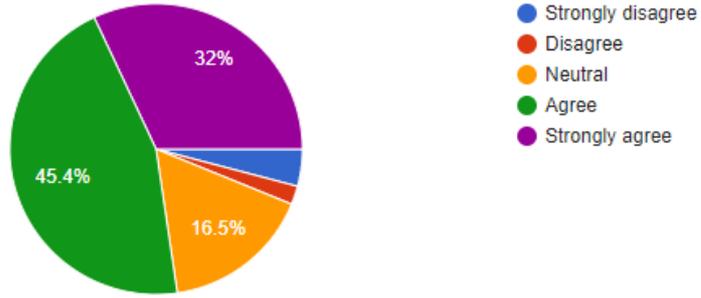
I can easily speak with my child's teachers.

194 responses



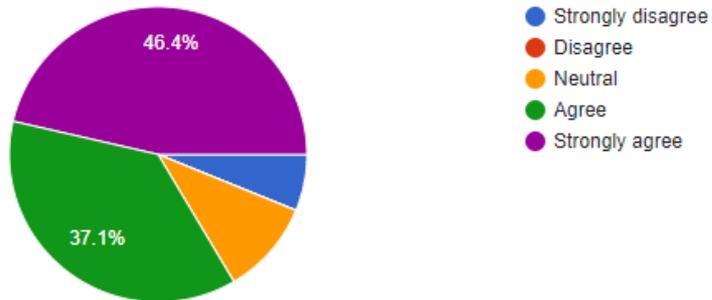
I can easily speak with the school principal.

194 responses



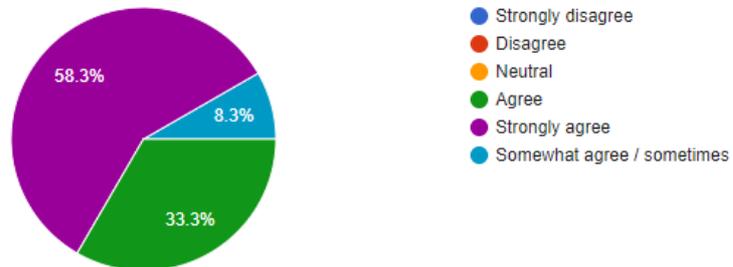
The school's administrative staff are helpful when I have a question or problem.

194 responses



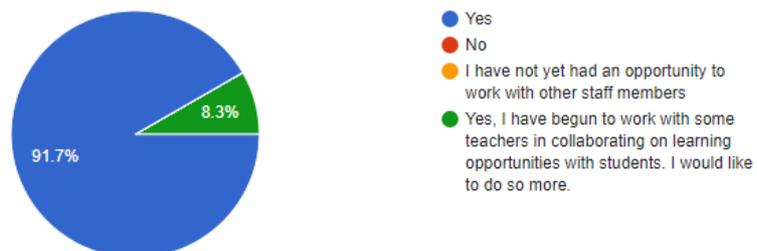
I talk with other teachers about strategies that increase student engagement.

12 responses



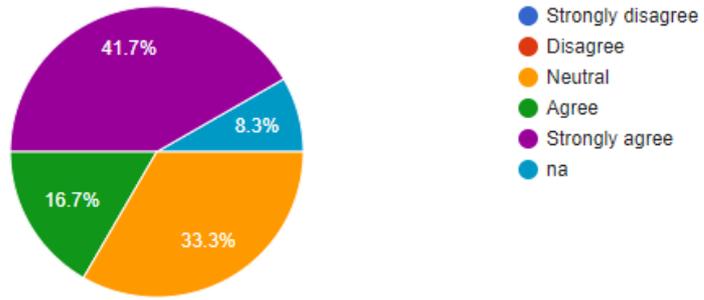
I work with other teachers in developing cross-curricular or common learning opportunities.

12 responses



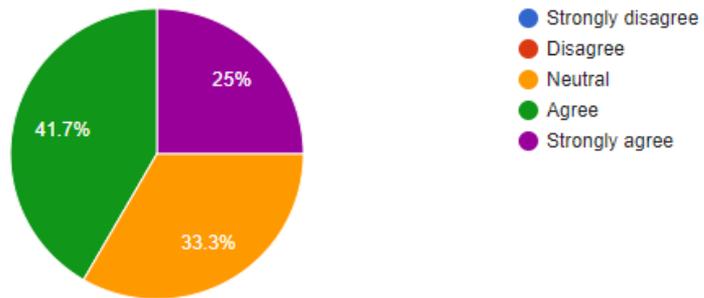
Teachers have given me helpful feedback about my teaching.

12 responses



Teachers in our school share their lesson plans and other materials with me.

12 responses



## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.