

Fern Bay Public School

2019 Annual Report



3996

Introduction

The Annual Report for 2019 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.

School contact details

Fern Bay Public School

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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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.

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.

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.

Overall summary of progress

The School Excellence Survey and What Works Best Data indicates we are tracking in sustaining and growing across all area in SD1– Excellence in Learning and tracking towards School excellence against the SEF for 2020.

Our next steps are to tracking and feedback from Professional Learning to plan for 2020.

Progress towards achieving improvement measures

Process 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.

Evaluation	Funds Expended (Resources)
Review of Fern Bay PS Teacher survey about reading Tracking and feedback from Professional Learning Teacher observations reviewed. Review of Fern Bay PS Teacher survey about their confidence to improve reading improvement. Tracking and feedback from Professional Learning to plan for 2020.	Fiona Miller– Reading Professional Learning– Department of Education Reading consultant Literacy and Numeracy Progressions & training through P–2 Initiatives Officer K–2 Effective Reading– Online Modules X1 CESE Effective Reading Instruction in the Early years– 2hrs registered learning • P–2 Officer– supporting reading pedagogy.

Process 2: Future Focused Pedagogy

Develop and implement future focused teaching and learning pedagogy, based on research and models.

Evaluation	Funds Expended (Resources)
Apple Teacher Certification review (ipads)	Whole school Seesaw school-wide

Progress towards achieving improvement measures

All teachers at Fern Bay PS can demonstrate in the classroom at least two Apple iPad Apps.

All staff effectively using journals and posting regularly with tags against KLAs to showcase student learning as part of student portfolios.

Whole school data is shared to showcase student work samples in the classroom.

Seesaw used as the main form of communication for parents and teachers across the entire school.

license purchase

New ipads. Logitech cases and Apple pencils for all staff

Apple Teacher Certification website

Process 3: Collaborative Teaching

Best practice in the teaching through ongoing classroom observations, collegial feedback and self reflection.

Evaluation	Funds Expended (Resources)
<p>PDP Reviewed and all staff in their PDP goals Improved their pedagogical approach to reading.</p> <p>All teaching staff have observed each other and given feedback against the standards being observed.</p> <p>All teaching staff have observed themselves and graded themselves against the NSW NESA teaching standards.</p>	<p>QTSS funding</p> <p>Professional Development</p>

Next Steps

The School Excellence Survey and What Works Best Data indicates we are tracking in sustaining and growing across all areas in SD1– Excellence in Learning and tracking towards School excellence against the SEF for 2020.

Processes 1, 2 & 3 activities and evaluations are evidence of our progress and will build our foundation into 2020

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.

Improvement Measures

Increase of students achieving benchmarking levels (K–2) as well as tracking literacy through literacy and numeracy progressions. (K–6)

All students showing improvement from SENA baseline data assessment as tracked through numeracy progressions.

All teachers identify growth in collaborative practice, supported by their PDPs and evidenced in the Teacher Tell Them From Me survey data.

Staff surveyed on collaborative practices using CESE document . All staff using SEF(School Excellence Framework) under the Teaching domain Collaborative Practice leading towards School Excellence.

All teaching and learning reflects data analysis and differentiation as evidenced by program registrations.

Overall summary of progress

The School Excellence Survey and What Works Best Data indicates we are tracking in sustaining and growing across all areas in SD2– Excellence in Teaching and tracking towards School excellence against the SEF for 2020.

Progress towards achieving improvement measures

Process 1: Evidence based Professional Learning

High level research based pedagogy is used to set high expectations, develop collaborative practice, effective feedback and data analysis.

Evaluation	Funds Expended (Resources)
Data Source:	Fiona Miller
MyPL: Ongoing collection of literacy data. PLAN 2, Progression evidence.	School staff
Staff and student reading survey which	

Process 2: Explicit systems and practice

Explicit systems are in place to support school structure and operations (PBL, Collaboration structures, School Planning teams, Data analysis and tracking).

Evaluation	Funds Expended (Resources)
Lowest ever year of suspensions recorded. (Only 1 for the entire year)	
Clear systems established for reporting Minor and Major behavior.	
Sentral data showed more consistency across the entire school with valid data.	
Flowchart chart established and being implemented	
Reward system established – Focus on a team approach.	

Progress towards achieving improvement measures

Review systems to improve PBL into 2020:	
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Next Steps

Processes 1, 2 & 3 activities and evaluations are evidence of our progress and will build our foundation into 2020.

Next steps are towards explicit teaching model for 2020 that align to the Quality Teaching Framework.. If funding is available we will also invest in an IL (Instructional Leader) for 2020 (1 day a week)

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.

Improvement Measures

An increase in staff undertaking authentic leadership roles, identified on their PDPs and tracked through role statements.

Increase community engagement and understanding of school directions, based on the Parent Tell Them From Me survey data.

SEF (School Excellence Framework) used as a baseline measurement to track school evidence towards school improvement and school excellence.

Overall summary of progress

The School Excellence Survey and What Works Best Data indicates we are tracking in sustaining and growing across all areas in SD3– Excellence in Leading and tracking towards School excellence against the SEF for 2020.

Progress towards achieving improvement measures

Process 1: Capacity Building

Leadership opportunities and systems support a growth mindset and authentic engagement across the whole school community.

Evaluation	Funds Expended (Resources)
<p>An increase in staff undertaking authentic leadership roles, identified on their PDPs and tracked through role statements.</p> <p>SEF 2019 review indicates some elements of excellence</p> <p>All staff have reached the school-wide goal of improving in reading pedagogy</p>	<p>Professional Learning Budget</p> <p>EquityLow level adjustment</p> <p>Socio-economic</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$0.00)• English language proficiency (\$0.00)• Low level adjustment for disability (\$0.00)• Socio-economic background (\$0.00)

Process 2: Community engagement

Provide regular opportunities for community partnerships to be enhanced, by engaging in school initiatives and providing valuable feedback.

Evaluation	Funds Expended (Resources)
<p>Data showed that our community are very happy with our communication a visual presence through surveys and verbal feedback.</p> <p>Aboriginal Education review indicated that all of our families were satisfied with our 2019 Aboriginal Education Strategy.</p>	<p>Software Platforms utilised.</p> <p>We will also communicate and update you via the following platforms: SZapp: Fern Bay Public School: download the App</p>

Progress towards achieving improvement measures

Highest attendance rates in our network.

Lowest suspension rate in our history of collecting data.

Our key PBL values of respect, responsibility and inclusive education are embedded into our school culture.

Highest NAPLAN results in the history of the school

25% increase in school enrolments for 2020.

Fern Bay Public School recognised through our first–ever Regional North Award in Aboriginal Education

<https://fernbayps.schoolzineplus.com/szapp>

Official Facebook site:

<https://www.facebook.com/fernbaypublicschool/>

Seesaw: Parents are required to login.

Next Steps

Processes 1, 2 activities and evaluations are evidence of our progress and will build our foundation into 2020.

We will review against the SEF to obtain School Excellence in Strategic Direction 3.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Employment of Uncle Dion to support and educate all staff, students and community about Worimi culture through stories, excursions, music and dance.</p> <p>Employment of a specialist SLSO to support our whole school Reading Pedagogy approach.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$17 974.00) 	<ul style="list-style-type: none"> 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. Receiving the prestigious award from the NSW Department of Education (Regional North Award) for School Excellence in Aboriginal Education.
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$1 110.00) 	<p>Limited funds available in 2020, used to support ESL in our whole school reading initiative.</p>
<p>Low level adjustment for disability</p>	<p>Employment of School Well Being Officer to support school-wide initiatives.</p> <p>Employment of LAST Teacher to support students with disabilities.</p> <p>Professional Learning in MAPA for all staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$30 166.00) 	<p>School Well Being Officer role to continue, data indicated they have had a positive role to support vulnerable students.</p> <p>LAST Teacher role to continue with the implementation of Mini Lit and Multi Lit as well as using Phonics profile with staff, as well as using the EducHECK and SPAT as the baseline data measurement for all students to track student growth and understanding.</p> <p>PBL to continue into classrooms in 2020.</p> <p>Lowest suspension rate ever in the last 5 years.</p> <p>Fern Bay Public School is the leading school in the network for school attendance.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Survey data to review practice.</p> <p>Our entire teaching staff have engaged with CESE research publication Early Years Effective Reading Strategies. In 2019 our entire teaching staff have prioritised effective reading pedagogy.</p> <p>QTSS was used to develop an effective Scope and Sequence in Reading pedagogy across the entire school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$14 727.00) 	<p>The following sequence is the framework I use to survey and review every Semester in the quest for constant school improvement in the following seven areas:</p> <ol style="list-style-type: none"> High expectations Explicit teaching Effective feedback Use of data to inform practice Classroom management Wellbeing Collaboration <p>Our entire teaching staff have engaged with CESE research publication Early Years Effective Reading Strategies. In 2019 our entire teaching staff have prioritised effective</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Survey data to review practice.</p> <p>Our entire teaching staff have engaged with CESE research publication Early Years Effective Reading Strategies. In 2019 our entire teaching staff have prioritised effective reading pedagogy.</p> <p>QTSS was used to develop an effective Scope and Sequence in Reading pedagogy across the entire school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14 727.00) 	<p>reading pedagogy.</p> <p>The result in using a clear evidence-based approach has shown a dramatic improvement in all of our key data including using now a baseline data set for reading which includes Educheck, SPAT and PM Benchmarking data.</p>
<p>Socio-economic background</p>	<p>Employment of School Well Being Officer to support school-wide initiatives.</p> <p>Extra Teacher employed to ensure equality and consistent teachers the same class across the school that created stability for our vulnerable students and families.</p> <p>Using equity funding to recruit and train a former Principal to support our pedagogical approach to reading with the support of Reading Specialist from the NSW Department of Education.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$36 685.00) 	<p>School Well Being Officer role to continue, data indicated they have had a positive role to support vulnerable students.</p> <p>Zones of Regulation successfully embedded into school language</p> <p>PBL across the entire school to continue into classrooms in 2020.</p> <p>Lowest suspension rate ever in the last 5 years.</p> <p>Fern Bay Public School is the leading school in the network for school attendance.</p> <p>Using clear evidence-based approach has shown a dramatic improvement in all of our key data including Educheck, SPAT and PM Benchmarking data</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>No funding for beginning teachers at Fern Bay PS in 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	18	26	42	49
Girls	16	31	31	33

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	94.8	92.7	93.9
1	99.3	93.4	90.6	94.8
2	88.2	94.5	93.3	92.8
3	91.4	92.6	84.4	92.6
4	92.5	90.8	92.1	90
5	89.9	88.6	87.2	92.5
6	88.5	94.7	88.6	93.2
All Years	92	93	91	93.5
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

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
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 (\$)
Opening Balance	71,956
Revenue	1,082,710
Appropriation	1,037,616
Sale of Goods and Services	4,515
Grants and contributions	40,191
Investment income	389
Expenses	-1,139,963
Employee related	-949,025
Operating expenses	-190,938
Surplus / deficit for the year	-57,253

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 Approved SBA (\$)
Targeted Total	137,426
Equity Total	85,934
Equity - Aboriginal	17,974
Equity - Socio-economic	36,685
Equity - Language	1,110
Equity - Disability	30,166
Base Total	776,919
Base - Per Capita	17,129
Base - Location	0
Base - Other	759,790
Other Total	36,181
Grand Total	1,036,459

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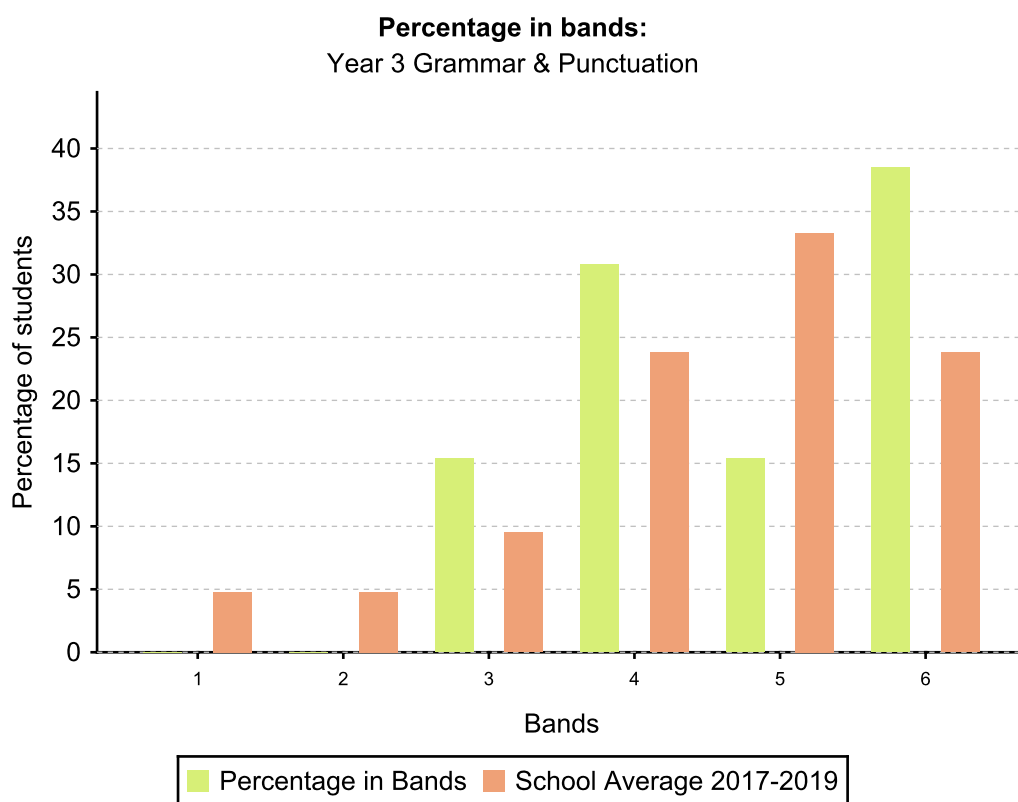
School performance - NAPLAN

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.

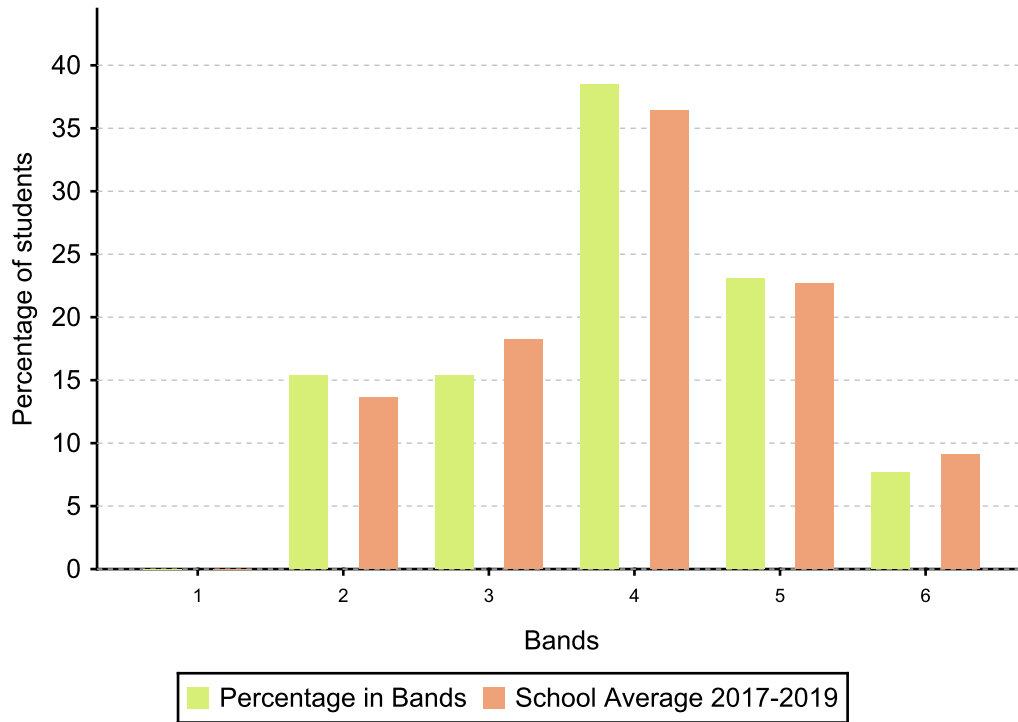
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



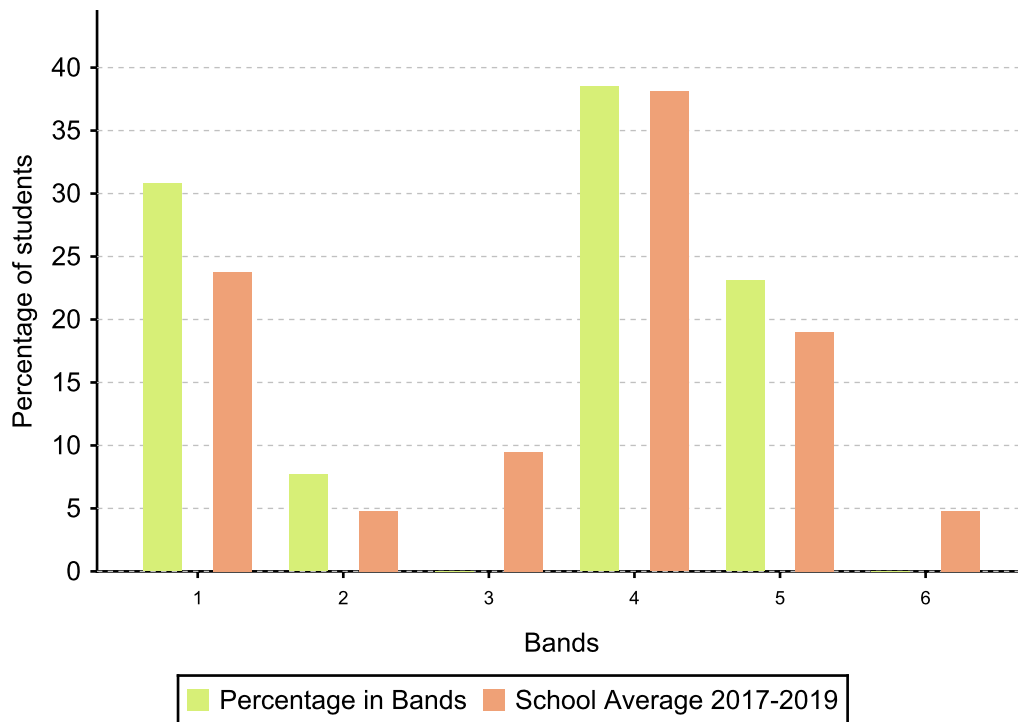
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.4	30.8	15.4	38.5
School avg 2017-2019	4.8	4.8	9.5	23.8	33.3	23.8

Percentage in bands:
Year 3 Reading



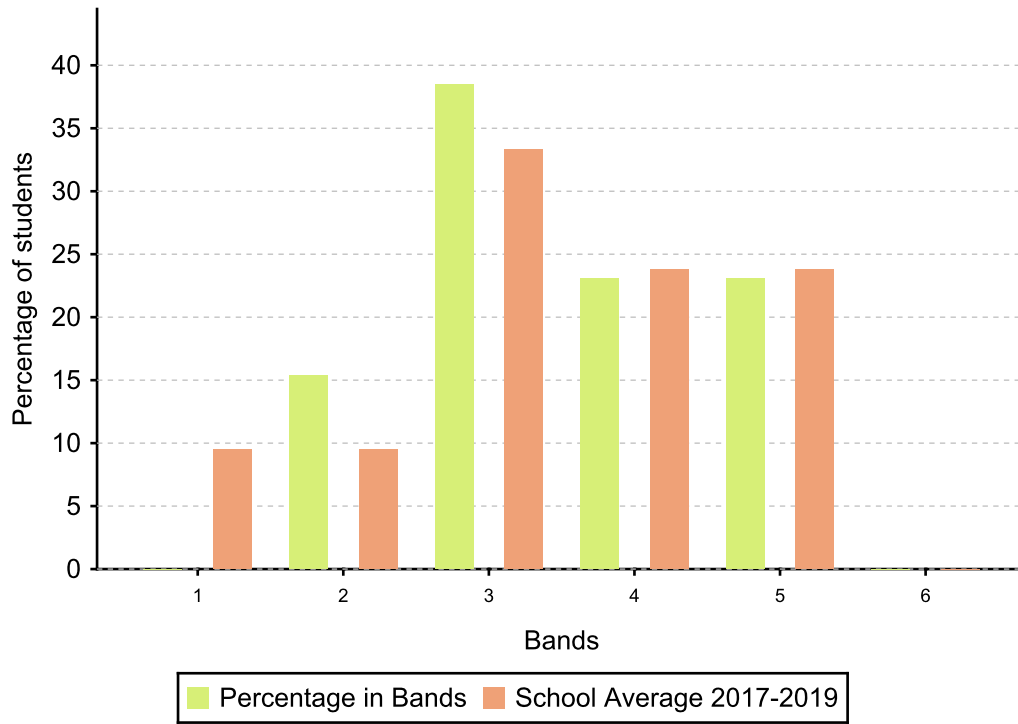
Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	15.4	38.5	23.1	7.7
School avg 2017-2019	0	13.6	18.2	36.4	22.7	9.1

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	30.8	7.7	0.0	38.5	23.1	0.0
School avg 2017-2019	23.8	4.8	9.5	38.1	19	4.8

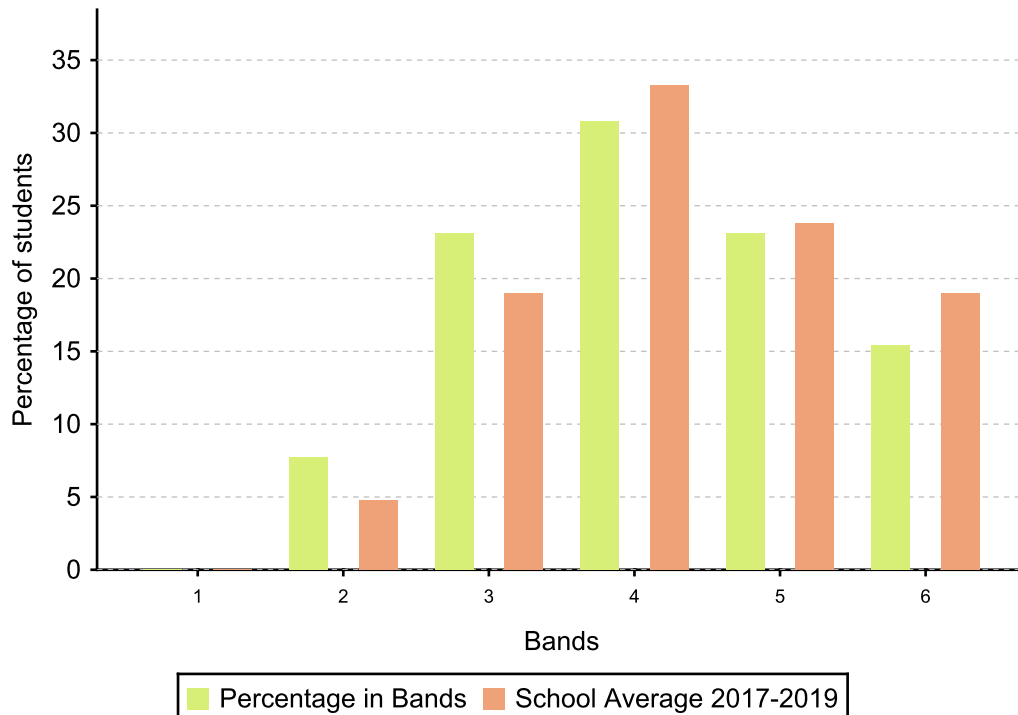
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	38.5	23.1	23.1	0.0
School avg 2017-2019	9.5	9.5	33.3	23.8	23.8	0

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	23.1	30.8	23.1	15.4
School avg 2017-2019	0	4.8	19	33.3	23.8	19

Parent/caregiver, student, teacher satisfaction

Feedback was sought throughout 2019 from our parent and wider community via surveys, verbal feedback and through written invitations throughout the year.

Our Mid Term surveys were issued every Term through our updates newsletter to capture the feelings of the school programs, They were very simple and easy surveys with three key questions.

- 1) What do we do well?
- 2) What could we do better?
- 3) Do you have any comments or suggestions?

Thank you to the parents that completed this online survey. The feedback received is insightful and will help us to improve upon the great things that we already do at our school.

The results of this survey indicated a consistent positive message about our school culture, systems, structures and improved communication.

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.