

Fennell Bay Public School

2019 Annual Report



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Introduction

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

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Message from the principal

I acknowledge the Awabakal People and pay respects to country. As Principal it is my duty to ensure Aboriginal perspectives are taught with honesty and integrity and culture is celebrated.

This report provides a summary of progress towards achieving strategic directions and key initiatives as outlined in the 2018–2020 School Plan. Fennell Bay PS prides itself on its sense of community and strong connections. 2019 was a year of change for the school, following the directive from the Department of Education to fill temporary teaching positions. This resulted in the appointment of new teachers and the farewell of many longstanding staff. Across the year the school continued to prove it is a dynamic place where commitment to student learning outcomes and positive wellbeing remained the key focus. Committed, proactive executive, teachers and support staff worked to help each child thrive academically, socially and emotionally.

As Principal some of the greatest moments are when students represent the school. This year the highlight was the school's selection for the Festival of Choral Music at the Sydney Opera House. The performance showcased schools from across the state and celebrated Fennell Bay students musical aptitude and dedication to practice.

I would like to thank the staff and entire school community for their passion and commitment in continuing to make a difference to the students in our care.

School background

School vision statement

Active high achieving citizens will be created through progressive teaching, inclusive learning and inspiring leadership.

School context

Fennell Bay Public School has an enrolment of 180 students with 37 Aboriginal students. There are six mainstream classes, plus a support class IM and two Multicategorical classes. The School Executive includes three Assistant Principals and an Instructional Leader. Literacy & Numeracy is our core business with students being enabled and extended through Early Action for Success tiered intervention programs and evidence based practice driving pedagogy. Positive Behaviour for Learning (PBL) has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community.

Nar-un-bah, the SaCC (School as Community Centre) is an integral part of the school and allows families to access both service provision and interagency support. The school is supported by an active P&C who regularly plan fundraising activities. Fennell Bay Public School is successful in its implementation of a safe, caring and inclusive learning environment in which all students have the opportunity to succeed. This plan is a result of consultation between the students, staff and community.



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

Strategic Direction 1

Progressive Teaching

Purpose

Implement a range of evidence based pedagogies to promote collective responsibility for high levels of student improvement through innovative individualised teaching practices.

Improvement Measures

All teaching staff embed Future Focused learning and teaching strategies into their programs.

All staff have a comprehensive understanding and effective application of Explicit Instruction Pedagogy resulting in improved student outcomes.

Embedded systems and processes enable data analysis to make informed decisions regarding the teaching of individual students and the school collectively.

Progress towards achieving improvement measures

Process 1: Future Focused pedagogy – Teachers draw on research to develop and implement future focused teaching and learning strategies.

Evaluation	Funds Expended (Resources)
<p>All teachers were provided with laptops and participated in professional learning around google classroom. This streamlined the process of sharing files between teachers and students and promoted the use of the Internet, online programs and tools to support teaching and learning.</p> <p>Yr 6 2019 was established as a STEM class with all students given a laptop to support their learning. Google Classroom was embedded into everyday activities with a focus on online collaboration. Students participated in future focused activities: Computer Assisted Drawing (CAD) and 3D printing to create models, virtual reality using Google Expeditions software, robotic toys to teach simple coding, construction and programming of EV3 Lego Mindstorms robots and use of Makey Makey devices in combination with Scratch Programming to create musical instruments. Minecraft Education Edition was used to create a scale model of the school. This utilised mathematical skills such as working to scale, setting out using position and mapping skills, measurement of 3D buildings and extensive collaboration.</p> <p>The Critical and Creative Thinking (C&CT) Team participated in Minds Wide Open Training featuring the 4 Cs of critical thinking, collaboration, communication and creativity. Teachers explored seven dispositions: open-minded, flexible, risk taker, resourceful, patient & persistent, ubiquitous learner, reflective. The team then provided professional learning for staff which included The Seven Dispositions Learning Continuum K–6. Students participated in C&CT crunches (brain breaks to develop creative thinking) and were introduced to the first three dispositions in 2019.</p> <p>2020 Directions</p> <p>Staff survey to ascertain individual knowledge and implementation of Future Focused pedagogies.</p> <p>The use of google classroom and Microsoft Office 365 will be increased to support teaching and learning across the school community.</p> <p>Critical & Creative Thinking Team to lead staff in the implementation of the C&CT scope and sequence and training to ensure new staff are equipped with knowledge and resources.</p>	<p>Staff laptops \$8,500</p> <p>Professional Learning – Minds Wide Open CCT \$850</p>

Progress towards achieving improvement measures

Process 2: Research Informed Pedagogy for Literacy & Numeracy – Teachers implement high quality professional understandings in Literacy & Numeracy pedagogy.

Evaluation	Funds Expended (Resources)
<p>Teachers participated in research based professional readings on literacy and numeracy from the Centre for Education Statistics and Evaluation CESE, led by the Instructional Leader. Executive supported staff through professional discourse, observations of practice and feedback. Performance and Development Plans were utilised to identify goals and support growth.</p> <p>Stage 3 writing Initiative targeted the teaching of formal academic writing through the use of effective writing strategies to positively impact students' ability to read for meaning. Staff participated in ongoing professional development and mentoring. Targeted areas of grammar were identified and taught explicitly. Students were able to successfully use these strategies to engage their audience and create quality texts. NAPLAN item analysis evidenced students who participated in writing sprints showed greater ability to plan, generate ideas and develop strategies to answer multiple step questions.</p> <p>Selected staff participated in the Anita Chin Leadership of mathematics, Chin Ups and PL sessions. This provided the school with the opportunity to explore the mathematics syllabus, content knowledge, pedagogy, and practical ideas for classroom implementation.</p> <p>2020 Directions</p> <p>Whole school participation in a Anita Chin Inspired Mathematics Teaching. SDD focus: Investigating knowledge and skills, working mathematically components, mental strategies and mathematical language.</p> <p>Teachers & SLSOs to complete the Online Training Course Dyslexia and Significant Difficulties in Reading with experienced Assistant Principals Learning & Support as tutors.</p>	<p>Anita Chin TPL \$1200</p> <p>Writing Initiative TPL \$4250</p>

Process 3: Explicit Instruction – staff adopt an explicit teaching approach to literacy and numeracy with an expectation of improvement across the school.

Evaluation	Funds Expended (Resources)
<p>EDI Mentor provided support through timetabled demonstration, team teaching and lesson observation feedback.</p> <p>Teachers participated in professional reading of EDI text followed by TPL sessions.</p> <p>Engagement norms scope and sequence established: attention signal, pair share, whiteboards (chin it, park it) pronounce with me, complete sentences (public voice, academic vocabulary), track with me, read with me. AP 'walk throughs' observed student engagement and teacher implementation of EDI strategies.</p> <p>Fennell Bay PS hosted the Explicit Design Instruction workshop presented by Jo Ybarra for schools in surrounding networks focusing on research based instructional practices to improve lessons and increase student engagement.</p> <p>2020 Directions</p> <p>Five of the nine classroom teachers for 2020 are new to the school and have varying levels of knowledge of EDI. As the EDI Mentor is not longer at Fennell Bay PS the Executive Team will discuss the ongoing focus on EDI and continued use of Engagement norms scope and sequence.</p>	<p>EDI texts \$605</p> <p>Educri License \$675</p> <p>EDI Mentor role \$4460</p> <p>Ybarra workshop \$4170</p>

Strategic Direction 2

Inclusive Learning

Purpose

All students will be engaged in rich personalised learning that occurs through clear data driven teaching based on a growth mindset inclusive of explicit feedback and targeted goals.

Improvement Measures

All students will have learning goals set for Literacy and Numeracy communicated to all stakeholders.

80% or more of students will demonstrate expected growth in the literacy & numeracy progressions.

35% or more of students will achieve in the top 2 skill bands in NAPLAN for reading, writing & numeracy in Year 3 & Year 5.

Progress towards achieving improvement measures

Process 1: The continued implementation of learning progressions and assessment, and investigation and adoption of alternative assessment, planning and teaching programs – for students with additional needs, to inform differentiated teaching and learning for all.

Evaluation	Funds Expended (Resources)
<p>The Learning Progressions help ensure literacy and numeracy are taught explicitly and student needs are more accurately identified. This in turn supports scaffolded implementation of the curriculum for differentiation. All mainstream teachers K–6 are entering PLAN 2.0 data fortnightly. Areas tracked on the progressions in numeracy include quantifying numbers, additive strategies, number patterns and algebra; and literacy phonological awareness K–2, phonic knowledge and word recognition K–2, understanding texts and creating texts.</p> <p>Teachers met with supervisors at stage meetings and individually to discuss data, teaching strategies and interventions. AP refers students whose data reflects areas of significant need to the Learning and Support Team. Interventions include parent meeting and collaboration with school counsellor and external agency referral as needed.</p> <p>2020 Directions</p> <p>PLAN2 has been used by all classroom teachers, however future focus will be on providing additional support to teachers to maintain consistency and using the data to differentiate programs and clearly identify students requiring additional support.</p> <p>Teachers to be provided with refresher on how to use class audits in 2020.</p> <p>Learning and Support Team processes and referrals to be refined in 2020 to ensure tiered intervention is systematic, documented and responsive to student need.</p>	<p>Teacher release \$10,200</p>

Process 2: Initiatives to engage the wider community in student learning through upskilling, increasing knowledge, skills and strategies, and establishing the culture of high expectations.

Evaluation	Funds Expended (Resources)
<p>Community members were involved in a range of initiatives: CARS Cafe included guest speakers to informally chat with parents about supports and programs; Parent led workshops included self-care for Stage 3 girls, Tongan dance lessons and performance, Yr 6 Artwork Mural collaboration as part of</p>	<p>SLSO for girls group \$2500</p> <p>Resources for community projects \$2100</p>

Progress towards achieving improvement measures

Creative Groups; Police Liaison Officer presented cyber safety and anti-bullying workshops; Aboriginal learning for K/1 through Lake Macquarie City Council Library.

'Yr 6 Girls Group' was instigated as a response to a number of students who were struggling socially with peer relationships. The SACC Centre Facilitator worked with school staff to cover a number of topics including conflict resolution, healthy relationships, self-control, dignity and respect for self and others as well as strategies for emotional regulation. Positive changes in behaviour were noted by the girls who participated, teachers and peers. Student survey responses included:

Tell us one thing you have learnt in girls group: I have learnt how to deal with problems at home and school and if you tell an adult they give you advice to help solve it the right way; Screaming and yelling is not the way to solve problems; To forgive, forget and move on and also that making new friends is easier when you be yourself; To have grace for others because everyone has their own problems too; That no one controls your actions; To be kind to others because you want others to treat you how you treat them.

Have you noticed a change in the way you deal with conflict? What's changed? Yes because I know if something's wrong I can go to someone eg teachers and parents; I ignore it, I let it go and I'm happier than normal; I consider other people's problems; I have learnt to walk away when you think something bad is going to happen; I notice when my friends are sad more than I used to.

2020 Directions

To continue targeted interventions based on student need, Sentral data and community feedback. Ongoing promotion of community and parent led activities across the school year.

Process 3: Assessment and learning schedules linked to the individual and collective learning requirements K–6, annually evaluated for teacher delivery efficiency and data effectiveness for student improvement.

Evaluation	Funds Expended (Resources)
<p>Draft Literacy and Numeracy Assessment Schedule K–6 has been written by the Instructional Leader in collaboration with Assistant Principal Learning & Support and Principal. In addition a Modified report format was finalised by the 3–6 AP in consultation with P&C, staff to meet NSW NESA requirements.</p> <p>Five Islands visit by support staff to review programming and assessment model for students with disabilities and observe strategies to support students with complex needs. Of particular note was the SWANs program, an online and fully integrated program of assessment, reporting, planning and teaching advice that is suitable to monitor and support the learning of students aged from five to eighteen years and with a diversity of additional learning needs.</p> <p>2020 Directions</p> <p>Review Assessment Schedule and provide professional learning on various forms of assessment tools and methods to increase teacher capacity to differentiate programs and challenge students. Ensure teachers are able to differentiate assessment to cater for a range of needs as the baseline for effective program development and intervention.</p> <p>Investigate current SWANs projects targeting General Capabilities: Building the numeracy, digital literacy, movement and problem solving capability of students with intellectual disabilities. Participate in research project.</p>	<p>Teacher and executive release \$4500</p>

Strategic Direction 3

Inspiring Leadership

Purpose

Embed a culture of leadership where all staff have high expectations of student engagement, learning, development and success of the entire school community.

Improvement Measures

Visible Learning is embedded and utilised in each classroom to enhance the teaching and learning cycle.

Genuine authentic partnerships throughout entire school community reflecting the school vision.

All staff, and a significant component of the student body demonstrate high expectations of successful learning through their involvement in leadership initiatives, resulting in increased capacity.

Progress towards achieving improvement measures

Process 1: Culture of Leadership – Implement initiatives that develop and enhance a culture of leadership skills for students, staff and community.

Evaluation	Funds Expended (Resources)
<p>Committee structures and leadership roles across the school are more clearly aligned to support strategic directions. Leadership opportunities were provided to Assistant Principals and aspiring APs linked to curriculum initiatives ie Writing with DoE Curriculum Advisor and Explicit Direct Instruction.</p> <p>The Department of Education Strategic Plan was outline by the Principal to provide a shared understanding of vision, purpose, goals, values and performance measures.</p> <p>Leadership opportunities provided to students within the Grip Leadership Program and student parliament.</p> <p>Principal reviewed PDP process and the DoE Strategic Plan and Capability Development Guide with SLSOs.</p> <p>2020 Directions</p> <p>Increase staff understanding of and use of the School Excellence Framework.</p> <p>Systematically approach the School Plan to ensure milestones are monitored and evaluated and progress is measurable and correlates to student outcomes.</p> <p>Continue to promote aspiring leaders through participation in the executive team and joint leadership with key initiatives.</p>	<p>TPL funds writing initiative \$4250</p>

Process 2: Visible Learning – Professional learning around the principles of Visible Learning.

Evaluation	Funds Expended (Resources)
<p>Staff engaged in the principles of visible learning discussing educational readings and reflecting on teaching practice in regards to feedback to students. Teachers also investigated the use of success criteria in the classroom. On reflection 100% of staff found the process valuable for their professional development.</p>	<p>After school professional learning sessions</p>

Progress towards achieving improvement measures

2020 Directions

Staff will continue to engage in the principles of visible learning ie goal setting and re-framing feedback to improve teaching and learning. Hattie's research studied as part of ongoing professional learning to enable staff to shift the focus from what teachers are teaching to what students are learning.

Process 3: Professional Learning – promote the professional learning of all staff by creating a culture where teachers and leaders collaboratively learn from each other, with the shared goal to enhance student outcomes.

Evaluation

Funds Expended (Resources)

The Instructional Leader led professional learning for teachers K–6 and special education, to engage with visible learning principles in line with Fennell Bay PS Quality Teaching criteria.

Throughout the year teachers recorded a video of themselves teaching a literacy and numeracy lesson. This was followed by a sharing session with staff to discuss teaching practice and set future goals.

Teachers reflected on their teaching practice and demonstrated Quality Teaching elements in their responses. Recording lessons was seen as a powerful strategy for self-reflection and improvement.

2020 Directions

Continue to use self-recording as a reflection tool in line with visible learning and quality teaching.

After school professional learning sessions

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Permanent full time Aboriginal Education Officer</p> <p>Goal Hub and Storylines online platform</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$68 575.00) 	<p>TTFM survey results indicate 81% Aboriginal students have strong cultural connections and sense of belonging.</p> <p>Fennell Bay PS hosted a Storylines information session for local schools led by Aaron Hughes Cofounder. Aboriginal Education Officer (AEO) presented teacher professional learning in the use of Goalhub.</p> <p>AEO worked individually with Aboriginal students to create goals and upload photos to celebrate their achievements.</p> <p>Aboriginal community members supported the AEO with dance, clap stick making and site visits. NAIDOC speakers shared powerful stories and knowledge for Voice, Treaty, Truth.</p> <p>P&C President proposed an Aboriginal design school shirt. This was supported by community and created by an Aunty.</p> <p>Six parents and carers of Aboriginal students agreed to form a working party to plan for use of key Initiatives funding for 2020.</p> <p>AEO was voted President of Mankillikan Aboriginal Education Consultative Group.</p> <p>Aboriginal culture is evident throughout the school and is celebrated.</p> <p>2020 Directions</p> <p>Learn Awabakal language through Miromaa Aboriginal Language and Technology Centre.</p> <p>Work with the community to created a Yarning Circle.</p>
Low level adjustment for disability	<p>SLSO, executive release and teacher professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$53 358.00) 	<p>All students are supported to achieve their potential through appropriate adjustments in curriculum, environment and behaviour to meet their individual learning and wellbeing needs.</p> <p>Individual plans and/or program adjustments are evident for all classes. Each teacher has a timetable with individual student adjustments documented supporting NCCD requirements and the Disability Standards for Education. SLSOs support students with disabilities and tiered literacy / numeracy interventions.</p> <p>AP Support provided professional learning in Risk Management Planning and a new proforma was finalised through staff collaboration. Staff explored the Inclusion Online Site and PLASST tool to use for students with disabilities for adjustment / programming ideas.</p>

<p>Low level adjustment for disability</p>	<p>SLSO, executive release and teacher professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$53 358.00) 	<p>2020 Directions</p> <p>Employment of an AP Wellbeing in lieu of SLSOs to provide teacher level training and expertise for students with complex needs and challenging behaviour.</p> <p>Further refine LST processes including referral and location for support plan and report storage.</p> <p>Review targeted intervention approaches and personnel to ascertain impact of support on student outcomes.</p> <p>Training to be provided in MAPA Management of Actual and Potential Aggression and the Disability standards for Education.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Teacher and executive release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$35 963.00) 	<p>All teachers participated in professional learning to increase their knowledge of the Classroom Practice Continuum. IL led PL and APs provided follow up support to staff to navigate the continuum and use it as a tool.</p> <p>Teachers plotted themselves on the classroom practice continuum as part of the PDP process to support targeted improvement and development. The continuum allowed teachers to identify their level of expertise against teaching standards: Plan for and implement effective teaching and learning; Create and maintain supportive and safe learning environments; Assess, provide feedback and report on student learning.</p> <p>2020 Directions</p> <p>Principal, Assistant Principal and Instructional Leader to ascertain individual teacher preferences for support through collaboration, mentoring and reflective practice.</p> <p>APs liaise with stage teams to determine level of support and leadership required. Meeting times are agreed, expectations are clear and outcomes productive.</p> <p>TPL schedule links to professional standards, staff Performance and Development Plans and includes evidence based strategies to support ongoing learning.</p>
<p>Socio-economic background</p>	<p>AP Interventionist positions</p> <p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$218 786.00) 	<p>AP interventionist positions created which focused on K–2 literacy & numeracy and 3–6 science & writing.</p> <p>AP Interventionist 3–6: Provided quality RFF for years 3–6 teachers targeting writing and the new science syllabus; Team taught writing lessons with 3–6 teachers; Supported targeted students in literacy and numeracy with explicit teaching strategies; Prepared students for online NAPLAN platform; Purchased and demonstrated the use of guided reading fiction and non-fiction texts with a comprehension focus.</p>

<p>Socio-economic background</p>	<p>AP Interventionist positions</p> <p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$218 786.00) 	<p>Data following intervention: 2019 NAPLAN Year 5 writing 83.33% of students performed above state average of 76.5% in using sentence structure to produce clear and cohesive texts. NAPLAN Year 5 Numeracy 100% of students were able to answer a stage 3 outcome 'Interprets data on a graph'. The state average was 50.21%. Numeracy sprints enabled students to read and interpret graphs with explicit instruction. Year 3 Numeracy data 100% students could identify a duration until a specific date. In comparison to 40.35% state.</p> <p>AP Interventionist K-2:</p> <p>ES1 guided writing working on increasing sound letter knowledge, retention of high frequency sight words and handwriting. Whole class writing sessions with ES1 supporting teacher and class. <i>Improved sentence structure and quality for more than 50% of students over time.</i></p> <p>L3 guided reading and writing supporting ES1 and S1. Working with teachers in Engine Rooms, withdrawing Tier 2 students for extra reads. Fluency familiar reads with year 1 and 2 students performing just below benchmark.</p> <p><i>High level of whole school collaboration:</i> Established and monitored timetables for SLSOs and parent helpers to implement familiar reads and high frequency words practice daily in classrooms. Attended L3 training with ES1 teacher for support and mentoring. Worked with IL on Professional learning, parent workshops and home reading expectations.</p> <p>Developed and implemented explicit lessons in teaching conjunctions for K-2 (as part of Writing Initiative) worked alongside teachers and students. <i>Increased quality in writing complex sentences. Pre and post test showed at least 75% of students using conjunctions correctly.</i></p> <p>Implemented sound/word recognition program "LittleLit" in ES1. SLSO trained to deliver intervention daily with students requiring targeted intervention to recognise all sounds, letter names and blends.</p> <p>Developed and modelled EI warmups for Stage 1 teacher, supporting modification as student needs changed. <i>Higher engagement in reading activities after warm up was implemented.</i></p> <p>Stage 1 writing groups, working with students to enhance their writing through the use of adjectives. <i>Increased use of adjectives in sentences when completing L3 writing tasks.</i></p> <p>Quantifying numbers assessments with all ES1 students and S1 students performing</p>
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Socio-economic background	AP Interventionist positions SLSO Funding Sources: • Socio-economic background (\$218 786.00)	below expected levels, leading to targeting students in TEN number groups. Worked with below expected outcome students to strengthen their skills in counting forwards and backwards and number recognition. Worked on Progressions with staff to identify student strengths and challenges, and where to next for teaching and learning programs.
Early Action for Success	Professional Learning Interventionist / SLSO Funding Sources: • Socio-economic background (\$25 484.00)	Reading results in Stage 1 surpassed expectations. This reflected close monitoring throughout the year and tailored intervention to support. Kindergarten results: 44% of students at or above benchmark for reading, 27% just below, five receiving Tier 1 intervention; 60% students working within QuN6 (working with numbers in the range 1–30, ordering to 20). Year 1 results: 81% at or above expected reading level, four receiving tier 1 intervention; 53% students working in QuN7 (working with numbers in the range 1–120 and beyond). Year 2 results: 83% at or above expected reading level, three received tier 1 intervention; 75% students working in QuN9 (produces, reads and manipulates numbers to at least 100) 2020 Directions Early Stage 1 will require addition intervention in reading. Expectations of targets are to be reviewed and possibly increased for 2020 as a result of positive growth and to continue to monitor into Stage 2. Continue with reading focus along with a revised numeracy pedagogical approach is required to support teaching and student learning as reflected in data. AP K–2 to move into the Instructional Leader position following external EOI process. Three new staff to Fennell Bay PS K–2. Two will require L3 training and support from the IL. Review use of the Progressions and PLAN2. Utilise formative and summative assessment to determine key targets for 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	74	85	89	94
Girls	72	76	80	86

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.1	85.8	96.4	87.6
1	89.9	87.6	89.2	90.5
2	88.9	91.5	92.4	85.9
3	93.5	90.5	91.6	90.7
4	92.4	92.4	88.9	91.8
5	91.5	93.2	89	89.9
6	91.4	91.9	89.8	84.7
All Years	91.3	90.4	90.9	88.6
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

Attendance Reward Program

This year Fennell Bay Public School commenced an Attendance Reward Program to recognise students for excellent attendance on a weekly basis, as well as each term and at the end of the school year.

At the end of each week a Sentral report of the students with 100% attendance is printed and the class with the highest percentage of attendance is recognised with a weekly attendance trophy and certificate. This is displayed in their classroom and moves on to the successful class each week. In addition to this weekly motivational class award, at the end of each term the class with the highest attendance participates in a celebration in the form of an ice-cream, class party or similar.

Individual students who have 100% attendance for the term receive a certificate at an end of term assembly.

At the end of the year the students who have achieved 100% attendance for the entire year receive a certificate of recognition and an engraved medal.

It is recognised that attendance is important for students to reach their full potential in social and academic growth.

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)	3
Classroom Teacher(s)	8.28
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	5.92

*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	70,831
Revenue	3,156,223
Appropriation	3,061,441
Sale of Goods and Services	11,093
Grants and contributions	83,072
Investment income	617
Expenses	-3,038,892
Employee related	-2,686,062
Operating expenses	-352,829
Surplus / deficit for the year	117,331

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	676,480
Equity Total	394,420
Equity - Aboriginal	75,175
Equity - Socio-economic	244,252
Equity - Language	400
Equity - Disability	74,593
Base Total	1,303,186
Base - Per Capita	44,900
Base - Location	0
Base - Other	1,258,286
Other Total	462,758
Grand Total	2,836,844

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 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 website.

Literacy

Year 3

Reading has increased in 2019 to include a 10% increase of students in band 7 in comparison to 2018 data. 80% of FBPS students were able to write a variety of sentence beginnings and dependent clauses.

Year 5

Year 5 writing improved to have 17% more students in band 6 for Writing than in 2018.

83.33% of students performed above state average of 76.5% in using sentence structure to produce clear and cohesive texts.

Numeracy

Year 3

100% students could identify a duration until a specific date. In comparison to 40.35% state.

Year 5

100% of students could answer chance and data questions and measurement questions accurately.

100% of students were able to answer a stage 3 outcome Interprets data on a graph. The state average was 50.21%. Numeracy sprints enabled students to read and interpret graphs through explicit instruction.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey will provide school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

The Partners in Learning parent survey is part of the Tell Them From Me suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Each year staff participate in a 'Staff Snapshot' survey to ascertain What is Working, What Needs Improving and What is not working. This data is used to plan ongoing staff support to ensure Fennell Bay Public School remains a positive place to work.

STAFF SNAPSHOT – What's working well New play locations at both breaks working well. Kids motivated by the Sparky tokens and having a say in their reward at the end of term; Executive Team are working really hard to support staff with students with complex needs. Everyone has access to see notices; Playgrounds are improving. Extra curricula opportunities for students e.g. choir, zone public speaking; Everybody is working really hard. Everybody is giving their all. Everybody is trying to give their best for our kids. DOJO is a fantastic way to communicate and support families and is working well; Staff work well together. Four week rosters maintain consistency on the playground. Creative groups Choir and public speaking opportunities. Single playgrounds each break; Excellent that the morning staff meetings are now on Sentral; All staff support for each other.



Student Outcomes and School Climate

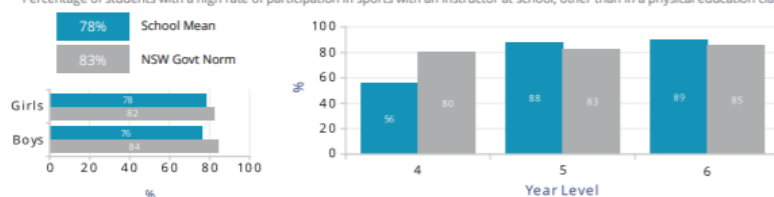
NSW Primary Schools 2019

Fennell Bay Public School

Social-Emotional Outcomes

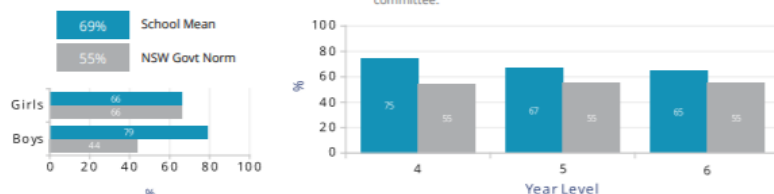
Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



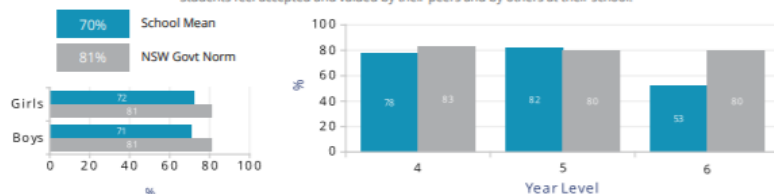
Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

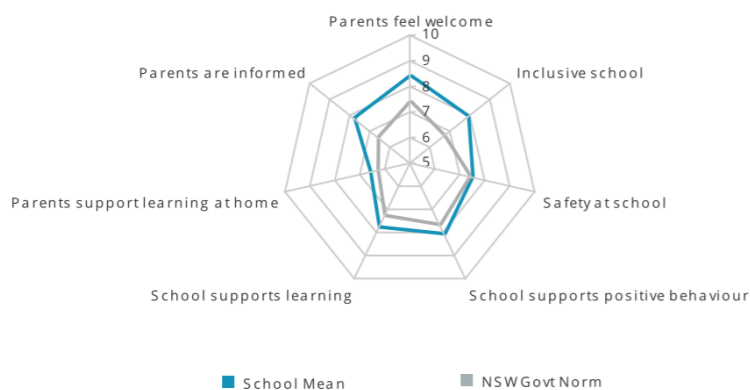


Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



This report provides results based on data from 20 respondents in this school who completed the Parent Survey between 27 Aug 2019 and 24 Oct 2019.



'Partners in Learning' Parent Survey Report

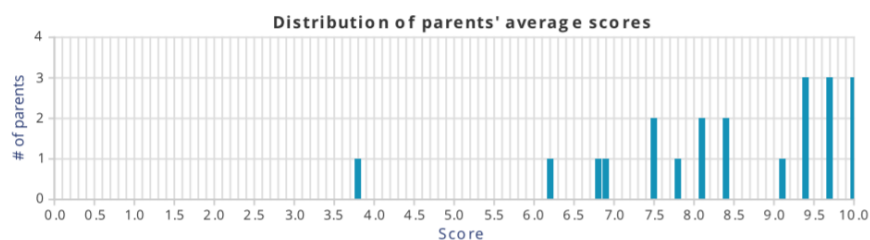
NSW CESE Project

Fennell Bay Public School

Two-way Communication with Parents

Parents feel welcome

School Mean (NSW Govt Norm)	8.4 (7.4)
I feel welcome when I visit the school.	8.7
I can easily speak with my child's teachers.	8.3
I am well informed about school activities.	8.2
Teachers listen to concerns I have.	8.1
I can easily speak with the school principal.	8.8
Written information from the school is in clear, plain language.	8.4
Parent activities are scheduled at times when I can attend.	6.9
The school's administrative staff are helpful when I have a question or problem.	9.5



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.

Other School Programs (optional)

The Fennell Bay Public School choir, consisting of 36 students from Years 3 to 6, successfully auditioned for the 2019 Festival of Choral Music. This event is an annual showcase of NSW Public School students in a combined choir at the Concert Hall of the Sydney Opera House. This magnificent series of four concerts Argyle, Australis, Bennelong and Endeavour involves hundreds of schools and students from across NSW.

The choir were very dedicated and had weekly choir practices in order to learn the extensive repertoire of two-part harmony songs. The choir participated in a cluster rehearsal where they rehearsed with two other schools from the Hunter that were involved in the Choral Festival.

On Wednesday the 4th September students and teachers from across NSW came together to form a combined choir of 700 performers. Fennell Bay shined in their performance.

The Festival of Choral Music provided students from Fennell Bay Public School with a unique opportunity to showcase their talents and to access a targeted high quality repertoire.