Frank Partridge VC Public School

2019 Annual Report

4581

Introduction

The Annual Report for 2019 is provided to the community of Frank Partridge VC 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

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School background

School vision statement

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

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

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

School context

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

Student numbers fluctuate between 200 and 230 students each year. ATSI students make up approximately50% of our school population and cultural activities have a strong presence throughout our school across all key learning areas.

The school consists of2 straight Kindergarten classes and 9 stage based composite classes. We incorporate 3 support classes into our K–6 structures. There is a wonderful mix of beginning and experienced staff within our school who all demonstrate a sound knowledge of the curriculum and excellent student welfare and management strategies.

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

We use various funding streams to maintain classes of less than 22 students K–6. This initiative is strongly valued by our whole school community.

Self-assessment and school achievement

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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engagement

Purpose

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

Improvement Measures

Visible Learning

Self–assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of learning in the theme of high expectations

The school will implement evidence–based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
 • All classes will display learning intentions and success criteria for all KLA's with learning dispositions visible for students and teachers to refer to as necessary to facilitate learning.
 •
All students in Year 5 achieve equal to or greater than expected growth in literacy and numeracy within Naplan.
 •

Building Blocks for Learning

Within the teaching and learning theme of Curriculum in the learning domain, we will move from delivering to sustaining and growing by ensuring Teaching and learning programs describe expected progression in knowledge, understanding and skill and the assessments that measure them.
 •
All students will have a PLaSP by the end of 2018.
 •
Effective partnerships in learning with parents and students mean students will be motivated to deliver their best and continually improve.
 •

Progress towards achieving improvement measures

Process 1:   Visible Learning
 • Teachers will participate in visible learning professional learning and provide daily opportunities for students to participate in ongoing feedback and formative assessment for learning so that all students know what and how they are learning. This is facilitated by smaller class sizes and SLSO's to support students learning.
 • Teachers confidently use evidence based practice assessment data to share, monitor &evaluate student progress aligned to literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
Data: Are all K–2 teachers attending PL sessions on visible learning and how are they engaging? All K–2 teachers have attended multiple PL stage sessions and have read, annotated and highlighted readings enabling them to engage in discussions for deeper understanding around the content. This knowledge is being transferred into teaching and learning. What/Findings: How is visible learning being implemented in K–2 classrooms? All teachers are beginning to use a form of exit slips, some are in students books, some on desks and some on wall. Some teachers are showing students PLAN data during their discussions to focus on where to next. All teachers are implementing visible learning at a level they are confident with using in their classrooms. Impact: How are teachers feeling about visible learning so far? Where to next? Teachers are feeling as though they have a good understanding about	Student survey IL and Principal Observations Semester sharing of programs within stages (4/5 questions) by supervisors

Progress towards achieving improvement measures	
visible learning and feel as though it has made a positive impact on students understanding of what they are learning and the purpose of their learning. Students are beginning to articulate their learning goals and know where to find them (on walls, in books and desks.) How will this be measured? mentoring, team teaching, collaborative planning, programs and feedback discussions and analysis.	

Process 2: **Building Blocks for Learning**
    • All K–2 staff will have been trained in or will be undertaking training in L3 to build teacher capacity through collaborative based processes and reflective practices.
    • Embedded cyclical data, monitoring and analysis will inform teaching practice and programming. L3 pedagogy and visible learning will underpin Stage 2 and 3literacy.
    • Teachers confidently use evidence based practice assessment data to share, monitor &evaluate student progress aligned to literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
How is L3 being delivered authentically in all K–2 classrooms? L3 is being delivered authentically in all K–2 classrooms. This is evidenced by IL and Principal observations and collection of data at 5 weekly intervals including Reading and comprehension levels, writing vocab, writing samples and intervention reports. All teachers are using modelled, guided and independent activities daily, at level of need for each student, using SLSO's and interventionists to support all students. PLaSPs are updated regularly to evidence actions for every student. How are teachers being trained in PLAN use and implementation? Teachers have attended 2 PL sessions led by IL on PLAN as well as a delivery from Sydney by specialist in PLAN. All teachers reported feeling more confident in their use of PLAN data after these sessions. PLAN will be a priority for the school next year, ensuring data is easily accessible in programs to evidence use to support all forward planning. How are teachers using the progressions in the learning and teaching programs? Not all teachers are yet using PLAN in their T and L programs as they have lacked the confidence in how to best use the progressions. Most see it as timely and cumbersome. After training however, staff are feeling they can see how to best utilise PLAN data, some looking at using hard copies to track students learning and plan using this information. It will be then used to upload data onto PLAN every 5 to 10 weeks. How are L3 pedagogy and practice being applied and used in Stage 2 and 3? L3 pedagogy is being used somewhat in Stage 2 and more in Stage 3. Teachers in Stage 3 report that students are building comprehension skills and have demonstrated improvement in this area due to more conversations and discussions around content in reading to ensure a deep understanding. Students are enjoying more discussion and feel less vulnerable around risk taking–leading to improvement and confidence in engagement around learning about texts, writing and spelling. How are teachers using a variety of assessment to share, monitor and evaluate teaching to improve student learning outcomes? Teachers across the whole school are using a variety of assessment, using student outcomes to measure and evaluate own practice. Mentoring and discussions with executive and the Principal ensure a continuous improvement by all staff, developing a deeper understanding that we have to change and refine our practice to ensure learning for all students.	L3 resources–guided reading and writing booklets to track students. Progressions/PLAN training Quality texts Learning and teaching programs Visible learning I can statements on display in classrooms

Strategic Direction 2

Community

Purpose

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

Improvement Measures

Community Engagement

Self–assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of learning in the theme of Attendance.
 • Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Building Blocks in the Community

Self–assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of Wellbeing in the theme of Individual learning needs.
 • There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning nis informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
A planned approach to wellbeing within the Learning Domain of Wellbeing sees the SEF indicate a movement from sustaining and growing to excelling:
 • The school has implemented evidence–based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Progress towards achieving improvement measures

Process 1: **Community Engagement**
 • Staff will complete PLaSPs delivering flexible learning pathways for all students. Parent teacher interviews will be held each term for parents to contribute to development of PLaSPs.
 • Presentations and performances will be held and all parents and community members will be invited and encouraged to attend.
 • Parents will participate in PaTCH training with the instructional leader.
 .

Evaluation	Funds Expended (Resources)
Data: Family Fun Night:What is the percentage of parents who attended family fun night? We had a 99% attendance at our family fun night with only a couple of families not attending due to work commitments or illness. How many parents have attended PaTCH training this year? PATCH: 3 parents attended IL PATCH training this year and are working towards obtaining their voluntary face to face classroom hours to complete the course. What/Findings: FFN: The entire school community had a fantastic evening of celebration. Students showcased their performance talent on an open stage with all students eagerly engaging in the stage shows. PaTCH: Parents found the course useful and have stated they feel much more confident in understanding what, how and why their children are learning in English and Mathematics. They are more confident to discuss thoughts and ideas with teachers with a deeper understanding of what we aim to achieve as teachers of their child and that we are here to support them as their child's first teacher.	PLaSP interviews with parents PLaSPs Community presentations and functions Gumbaynggirr Language Tutor employment at $70/hour for 6 hours per week. Funded through Language Nest. Language Tutor support teacher employment at $100/hour for 6 hours per week. Gender groups embedded in school learning culture. Employment of 6 CRT at $100 per hour for 2 hours per week including prep time. Employment of 4 SLSO's at $60 per hour for 2 hours per week. TTFM survey of community to gain

Progress towards achieving improvement measures	
100% of students (K–6) engage in formal Language lessons and cultural experiences 40 times throughout the year for 3 hours per week. 3 staff traine3d as Language support and 1 staff trained in Language delivery. 100% of students can use 10 or more Gumbaynggirr words at an age appropriate level. Gumbaynggirr Language school policy developed, implemented and staff trained in delivery of program. 100% of students (stage 2 – stage 3) engage in gender based learning groups 40 times throughout the year for 2 hours per week. 4 community members engaged through the program each week. 100% of students indicate an enjoyment of the gender based learning model through afternoon reflections. TTFM survey of community to gain direction from their opinion. 35% of families and 95% of students completed the survey. Parents and carers indicated a very high respect for our students welfare programs. Students need further development for future goals beyond primary school.. Over all very strong community relationships indicated by all survey cohort.	direction from their opinion. Employment of designated community liaison teacher 3 hours per day for 2 weeks @$100 per hour. Employment of designated community liaison officer for 3 hours per day for 2 weeks @ $60 per hour.

Process 2: **Building Blocks in the Community**
   •
   • Language, Men's and Women's group will be embedded into the school timetable with the strategic support of knowledgeable community members.
   • Tell them from me survey completion will be actively encouraged with information analysed and discussed at whole school staff meeting. Information will be presented to parents and community via the newsletter.
   • Homework and home reading policies will continue to be consultative, reviewed and updated.
   • Preschools and High school will receive regular support from staff to best meet the needs of students and families.
   • 2 new teachers will undertake ALNF training this year to ensure consistency across early years speech and language development.

Evaluation	Funds Expended (Resources)
Data: What/Findings: Implications/Where to next:	

Strategic Direction 3

Potential

Purpose

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

Improvement Measures

Effective Programming and Planning

Self–assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of curriculum in the theme of teaching and learning

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

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

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

Explicit Classroom Teaching and Learning

Within the teaching domain the SEF evidences us as sustaining and growing. We will move to excelling by ensuring all lessons are systematically planned and collaboratively designed with accommodations and adjustment made to suit needs as they arise. Lesson planning will reference student data including progress and achievement data, curriculum requirements, and student feedback, providing continuous improvement for all students, across the full range of abilities.

100% of students will have personal learning goals with evidenced data in literacy and numeracy.

100% of students will indicate growth in literacy and numeracy in NAPLAN and progressions.

Progress towards achieving improvement measures

Process 1:   Effective Programming and Planning
  • Staff will engage in developed pathways of professional learning driven by the performance and development framework to ensure the development and refinement of skills necessary to use the progressions and embedded formative assessment to differentiate teaching to all students at point of need.
  • They will engage in mentoring and feedback sessions with mentors and supervisors using their PDP aligned to the teaching standards to ensure deep pedagogical knowledge about curriculum content and deep knowledge of the students they are teaching.
  • Collaborative planning and moderating will regularly occur across stages and the whole school with the learning support team and school leaders providing direction, action and support to all staff in an efficient and accessible nature.
  • All teachers will participate in Professional learning for literacy and numeracy–L3 and balanced literacy and numeracy sessions as implemented by the instructional leader and other school leaders.
  • Teachers are regularly accessing Sentral to record and retrieve data for all students to ensure a big picture of every student is created and utilised.

Evaluation	Funds Expended (Resources)
Data: Data shows that all teachers are using progressions to at least minimum EAfS expectations. Teachers have attended PL on progression training delivered by the IL, computer co–ordinator and from IT department as evidenced by PL calendar. All teachers have attended PL on balanced literacy and numeracy sessions as a whole staff as well as discussed and had mentoring in stage team meetings.	PL dates for progressions training

PL dates for balanced literacy sessions

PL dates for balanced numeracy–BNL |

Progress towards achieving improvement measures	
How? ie at least 2 sub elements of numeracy and literacy for all students at least every 10 weeks are being enteredon PLAN. Teachers are using a variety of hard copies and online ALAN to record and use PLAN sub element indicators to support their planning. Teachers have collaboratively planned, participated in a variety of hands on activities and created new ways of teaching number within stage teams and as a whole staff to deepen understanding and improve student engagement in flexible strategies for deepening understanding in mathematics. What? Most teachers are using progressions to support their planning and programming consistently while some are still beginning to use the progressions better to help guide in their planning and make links in PLaSPs and for individual students within groups. Teachers have all been using hands on materials, games, number talks and discussion to enhance their teaching and learning within the areas of literacy and numeracy. Why? To differentiate teaching and learning for all students whilst tracking and monitoring their progress using a variety of assessment strategies as part of forming a big picture of every student as a whole child. Implications: Where to next? All teachers will continue to use PLAN 2 data consistently to guide their teaching programs. This will be evidenced in their programs and supported by executive support personnel. As a staff we will continue our journey in deepening transference of knowledge within mathematics by developing pedagogical knowledge around planning and programming efficiently to teach maths conceptually in order to gain deeper procedural knowledge. This will be our goal for next year. We will also be looking at designing whole school assessment rubrics and realigning our assessment schedule for each stage.	training Timetabling for mentoring and stage meetings for moderating to ensure CTJ across stages and school

Process 2:   **Explicit Classroom Teaching and Learning**
 • Teachers will systematically plan for all students making adjustments and accommodations at every point of need using evidence based data to drive teaching and learning cycles of inquiry.
 • Literacy and numeracy progressions will be consistently updated on a 5 week cycle to develop personal learning goals with students with all KLA syllabus outcomes underpinning all activities.
 • Students will engage in ongoing feedback sessions to collaborate with their teachers and parents to best address their learning to reach their full potential at school.
 • Staff will provide a wide range of extra curricular activities for all students to maximise the potential of achievement across many lifestyle avenues.

Evaluation	Funds Expended (Resources)
Data: Programs are shared with teams and or supervisors every term. These programs are linked to assessment and PLAN data to inform teaching and learning cycles with clear differentiated adjustments to best meet the needs for every student. All teaching and learning programs have clear links to where students are in their learning, using assessment and PLAN data to where they are going with goals and learning outcomes from the syllabus clearly indicated. Some teachers have PLAN data included in their program while others are using it directly from the ALAN software to create groupings dependent on need within classrooms. Students are aware in most instances of the purpose of their learning and know what their individual learning goals are, participating in ongoing feedback and conferencing sessions with teachers to help them achieve their potential. The students participated in many extra curricula activities this year, including sporting (football, touch, softball, netball, basketball, athletic, swimming), band, choir, drawing club, a friendship room, public speaking, tournament of the minds, chess and a local croquet competition. The school has an annual family fun night where all students perform, participating on and off the stage. We had a 99% attendance of families this year which was an incredible	

Progress towards achieving improvement measures	
evening for our entire school community. Local performing arts activities are also participated in throughout the year, including at the local Bowling and RSL clubs for senior citizens and Rotary. Many lunchtime activities are offered daily to ensure every student has access throughout the day to engage in a variety of extra curricula experiences. Implications: Next year we will be developing a portfolio for every student to be able to share information and growth with the student, family and support teachers working with the child. These portfolios will contain rubrics, outcomes, work samples and assessments in chronological order to use during conferencing with students to have explicit conversations focused on feedback and goal setting at each student's level of strength and need.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		We have developed and embedded Gumbaynggirr language groups and gender groups across the whole school K–6 , developing an authentic delivery of culture with the support of local Aboriginal elders from the community. We have provided opportunities for students to participate in a wide variety of activities through language, engaging community and utilising their expertise in a mutually beneficial set of ongoing activities. We have provided a safe and happy learning environment for all participants that encourages involvement and supports engagement. This has been demonstrated by the implementation of the following programs: Gumbaynggirr Language with Dylan, Indigenous Music Dance Appreciation with Mrs Edwards, Rock and Water program, Cooking and Healthy eating program, Science delivered via 8 ways of learning, Aboriginal Games delivered by Uncle Richie and Indigenous Storytime and Art.
Low level adjustment for disability		Our teachers use Sentral, LST meetings and PLaSPs to plan individually for all students needs within the school. This enables us to deliver adjusted learning to all students at all levels of learning and need with outside agency support when needed. Parent/carer participation occurs in all stages of the process and is supported at the following levels. Level 1: Full parental/carer interview involving parent considering the plan and adding to it. Facilitated through parent/carer teacher meetings term 1. Level 2: Parent observation of PLASP, brief explanation then sign. Facilitated through afternoon chat or catch up at times that suit parent/carer. Level 3: Hard copy of plan developed by CRT and student sent home for comment and signature. Level 4: Follow up phone call to indicate receipt of PLASP acknowledge content.
Socio–economic background	Small class sizes/extra teachers SLSO's Interventionists	Small class sizes have been implemented across the school for several years now and has had a positive impact on learning behaviours, engagement of students and wellbeing. All students have PLaSPs and regular Learning Support meetings are held to address any arising and ongoing issues as a team. Smaller class sizes have enabled all staff members to know students individually and to form stronger connections with home to improve student learning outcomes and wellbeing.
Early Action for Success	Instructional leader led PL	All teachers K–2 are trained in L3

Early Action for Success	and mentoring, Interventionists, L3 training release money, L3 resources, Guided reading books. PL sessions–staff meetings, readings.	Kindergarten and L3 Stage One. Many teachers across the whole school have completed L3 training over the past 5 years and are now working in Stage Two and Three, using L3 pedagogy to support the delivery of literacy to all students based at an individual level of need within the whole school context. This has seen us purchase new guided reading books, a range of rich texts and new class sets of books to support student engagement and learning. Teachers engage in collaborative planning, mentoring and professional dialogue, providing and seeking feedback for their own professional development. All teachers engaged in Additive strategy training for numeracy to improve understanding of current best practice in the teaching of numeracy K–6.

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Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	119	131	140	116
Girls	88	90	94	100

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	88.2	92.3	87.8	83.3
1	90.1	84.5	91.5	87.6
2	91.5	87.8	86	92.3
3	88.9	92.4	84.9	87.1
4	90.5	90	90.2	89.1
5	92.7	89.4	87.2	88.7
6	92.7	91.7	89.4	90.1
All Years	90.9	89.9	88.4	88.4
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.66
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	6.52

*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	507,194
Revenue	3,716,475
Appropriation	3,679,779
Sale of Goods and Services	-2,345
Grants and contributions	35,144
Investment income	2,547
Other revenue	1,350
Expenses	-3,745,993
Employee related	-3,447,420
Operating expenses	-298,573
Surplus / deficit for the year	-29,518

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	629,552
Equity Total	830,109
Equity - Aboriginal	195,334
Equity - Socio-economic	476,324
Equity - Language	0
Equity - Disability	158,450
Base Total	1,641,740
Base - Per Capita	59,546
Base - Location	35,107
Base - Other	1,547,087
Other Total	477,503
Grand Total	3,578,904

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.

Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
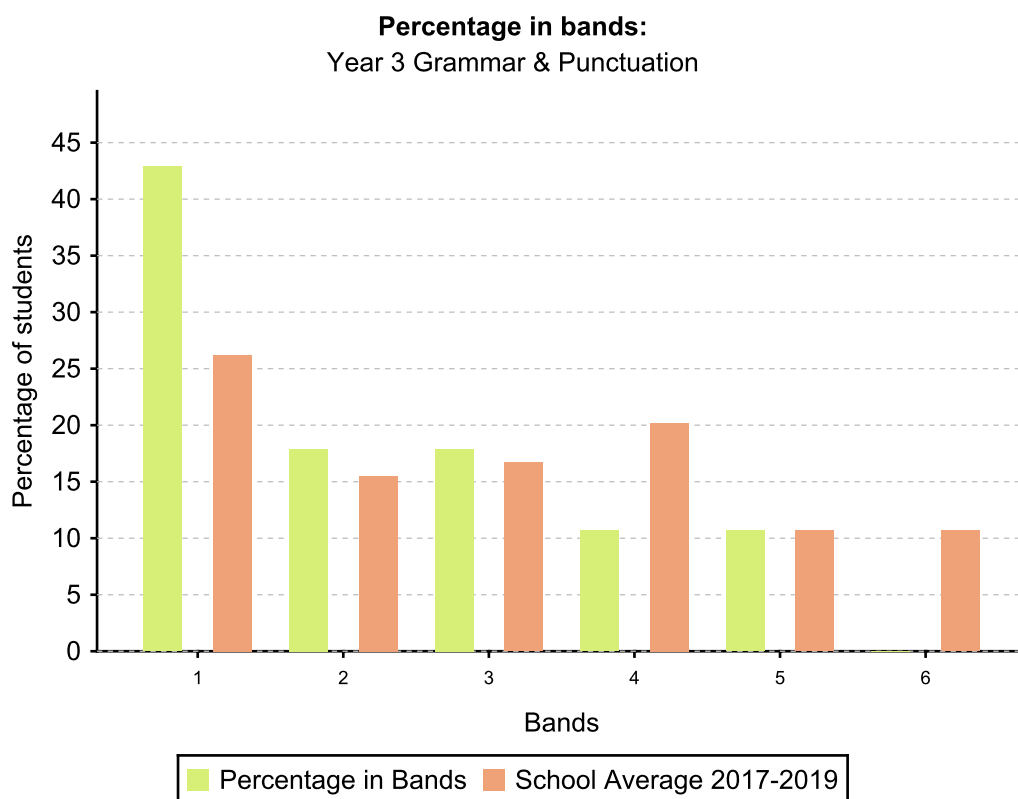
Band	1	2	3	4	5	6
Percentage of students	42.9	17.9	17.9	10.7	10.7	0.0
School avg 2017-2019	26.2	15.5	16.7	20.2	10.7	10.7

Percentage in bands:
Year 3 Reading
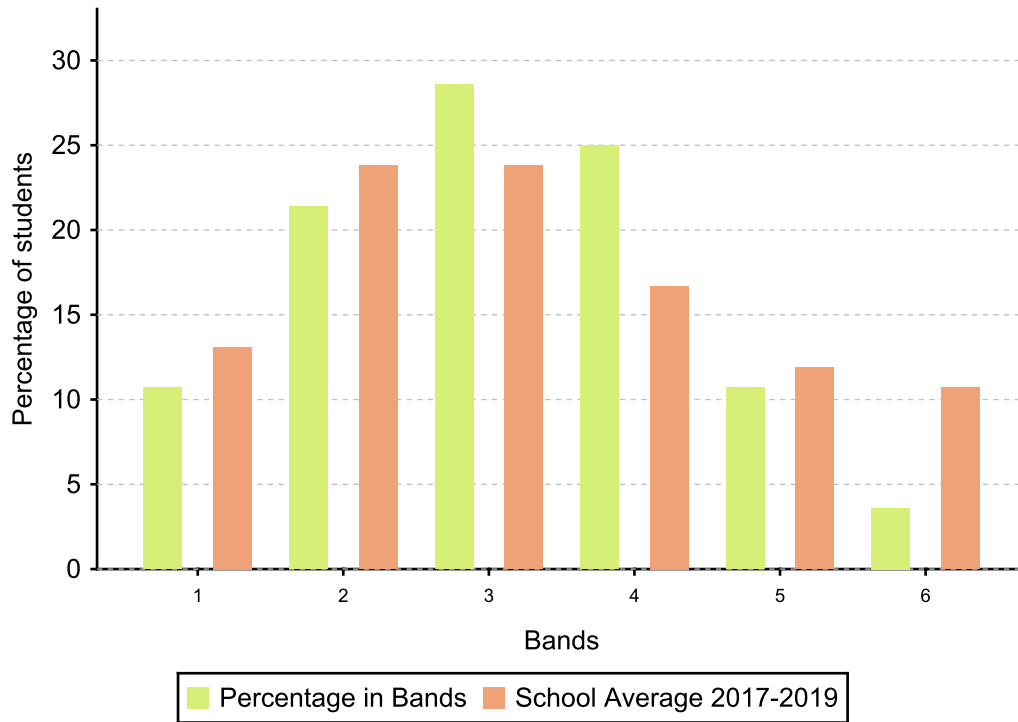
Band	1	2	3	4	5	6
Percentage of students	10.7	21.4	28.6	25.0	10.7	3.6
School avg 2017-2019	13.1	23.8	23.8	16.7	11.9	10.7

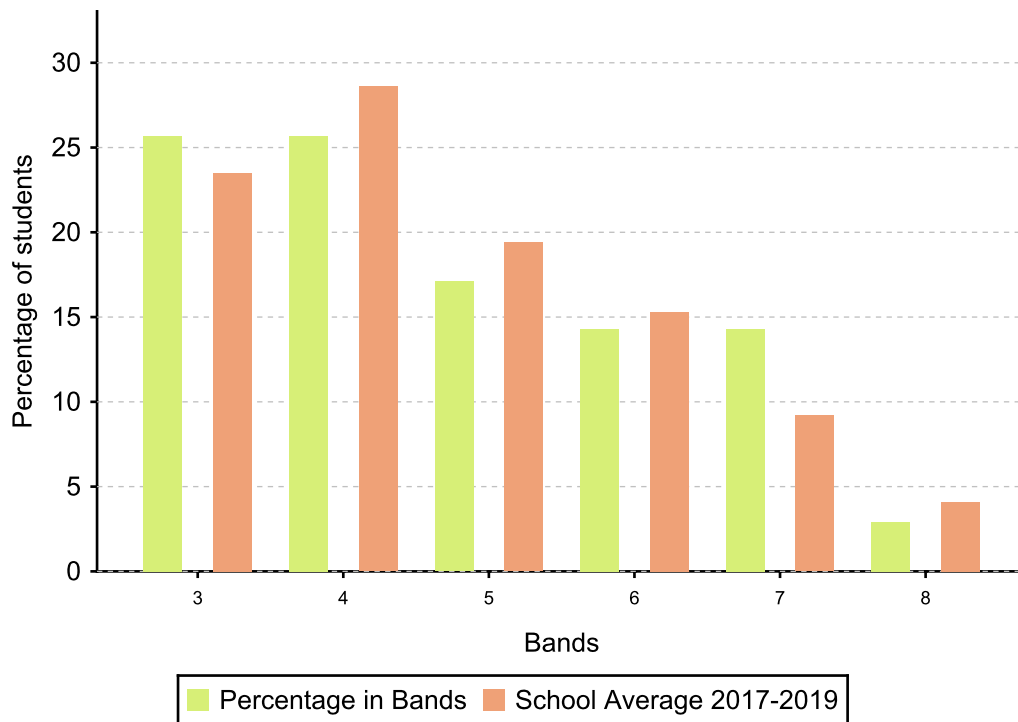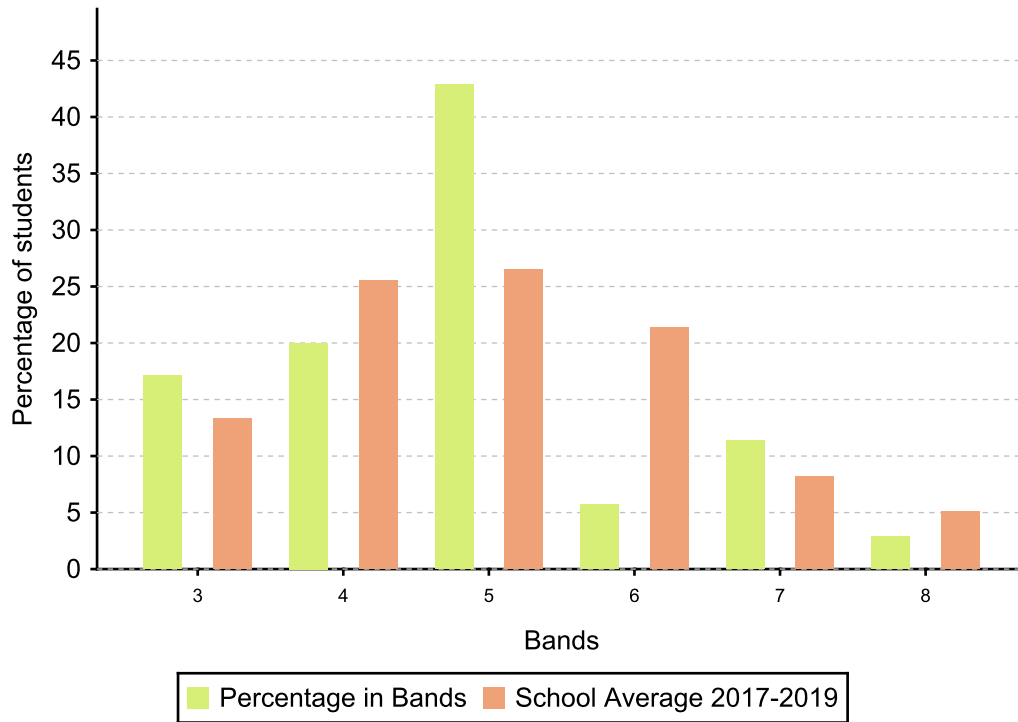## Percentage in bands:
Year 3 Spelling
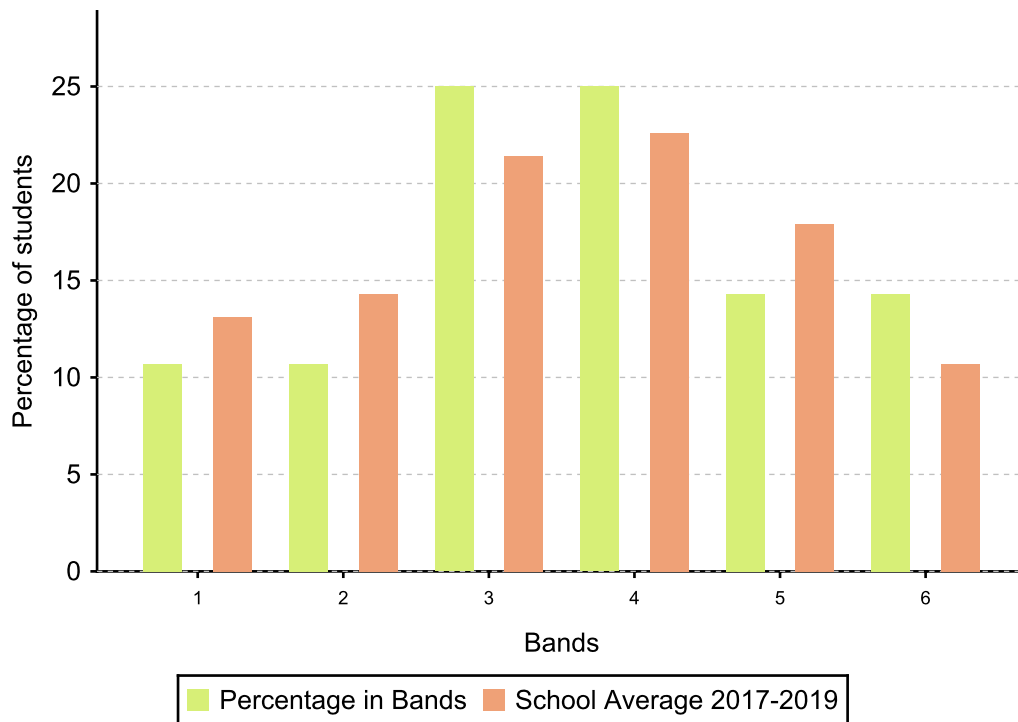
Band	1	2	3	4	5	6
Percentage of students	10.7	10.7	25.0	25.0	14.3	14.3
School avg 2017-2019	13.1	14.3	21.4	22.6	17.9	10.7

Percentage in bands:
Year 3 Writing
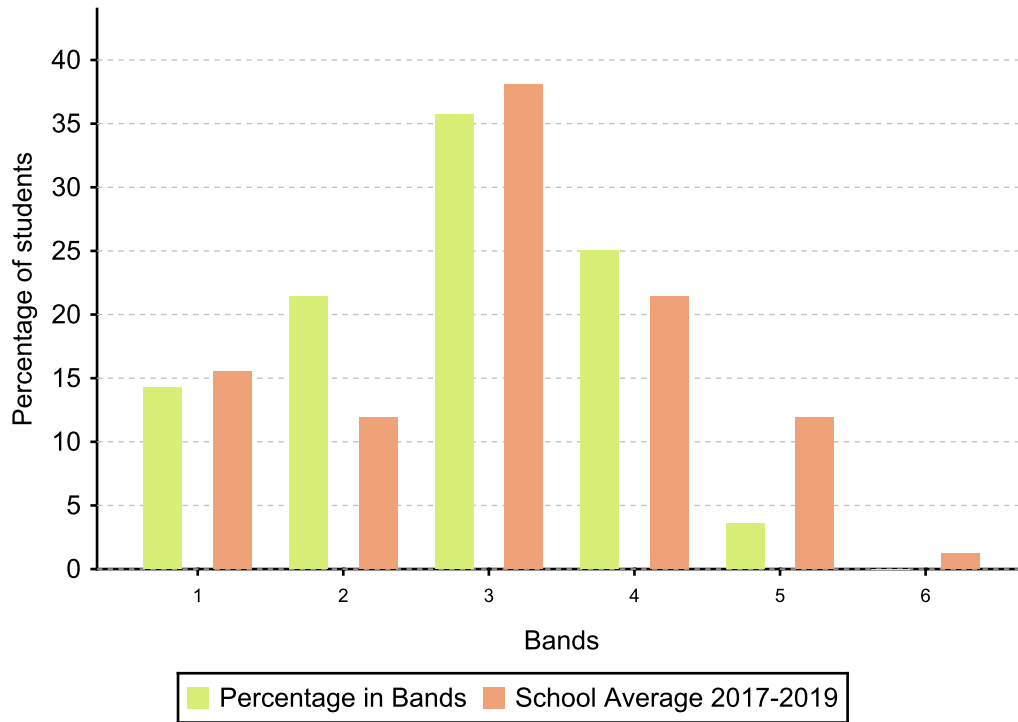
| Band	1	2	3	4	5	6
Percentage of students	14.3	21.4	35.7	25.0	3.6	0.0
School avg 2017-2019	15.5	11.9	38.1	21.4	11.9	1.2

Percentage in bands:
Year 5 Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	25.7	25.7	17.1	14.3	14.3	2.9
School avg 2017-2019	23.5	28.6	19.4	15.3	9.2	4.1

Percentage in bands:
Year 5 Reading

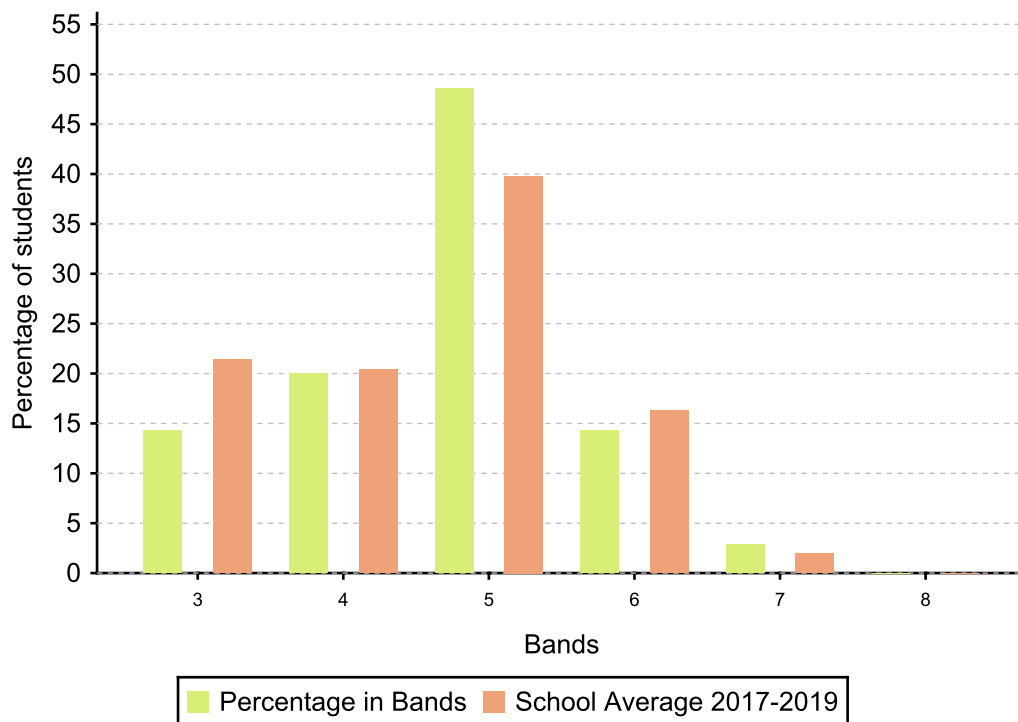| Band	3	4	5	6	7	8
Percentage of students	17.1	20.0	42.9	5.7	11.4	2.9
School avg 2017-2019	13.3	25.5	26.5	21.4	8.2	5.1

Percentage in bands:
Year 5 Spelling
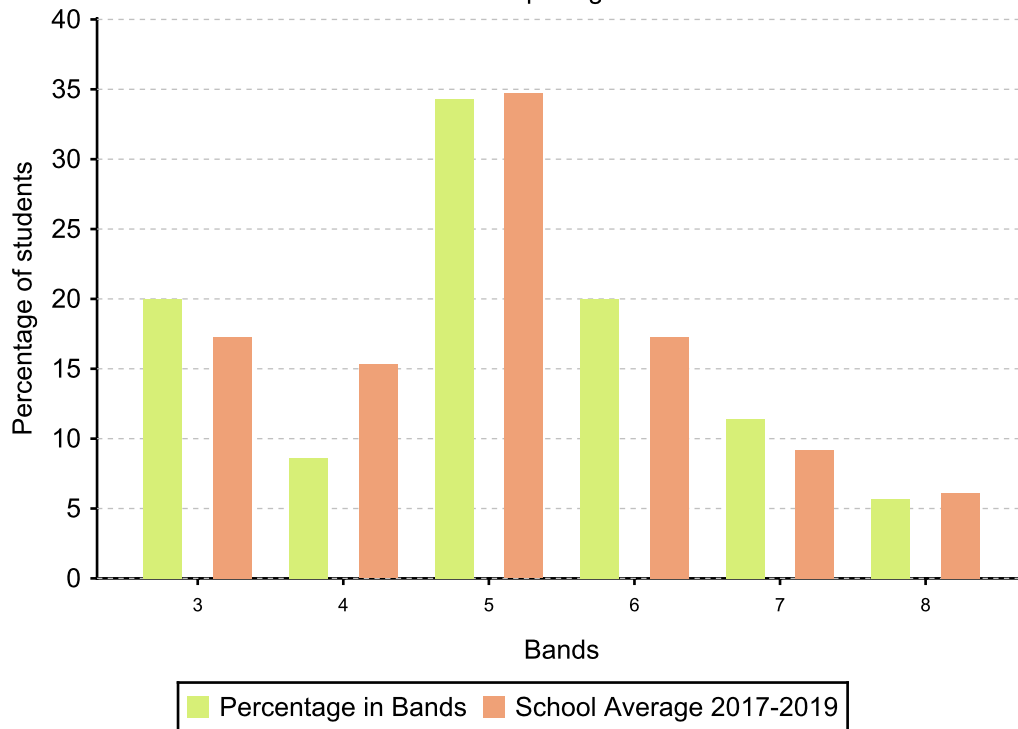
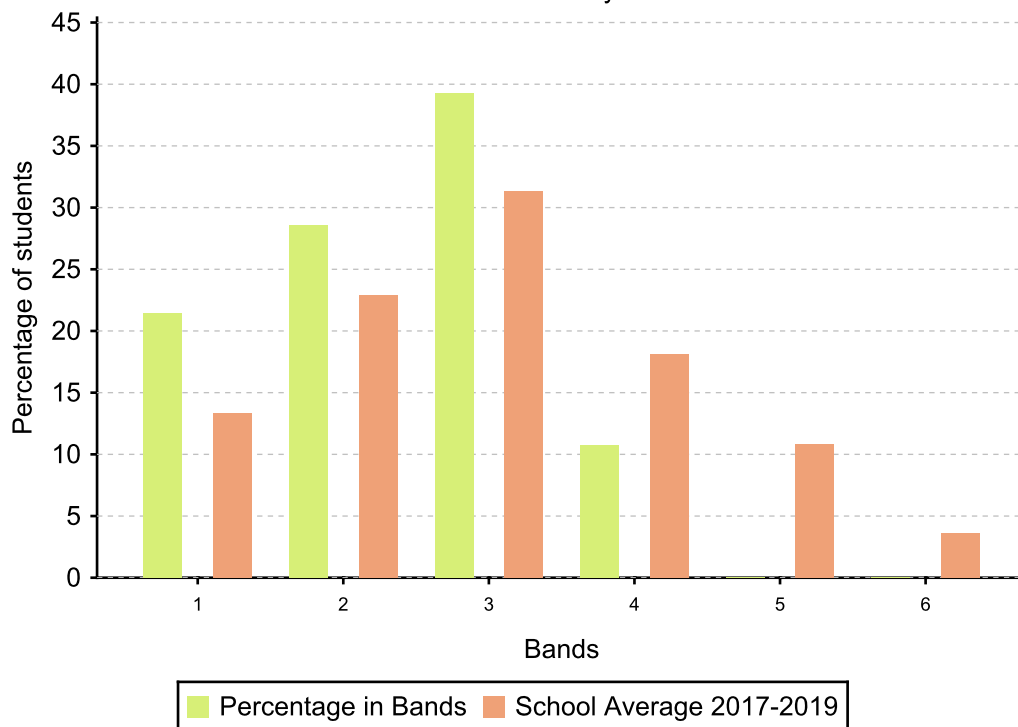| Band	3	4	5	6	7	8
Percentage of students	20.0	8.6	34.3	20.0	11.4	5.7
School avg 2017-2019	17.3	15.3	34.7	17.3	9.2	6.1

Percentage in bands:
Year 5 Writing

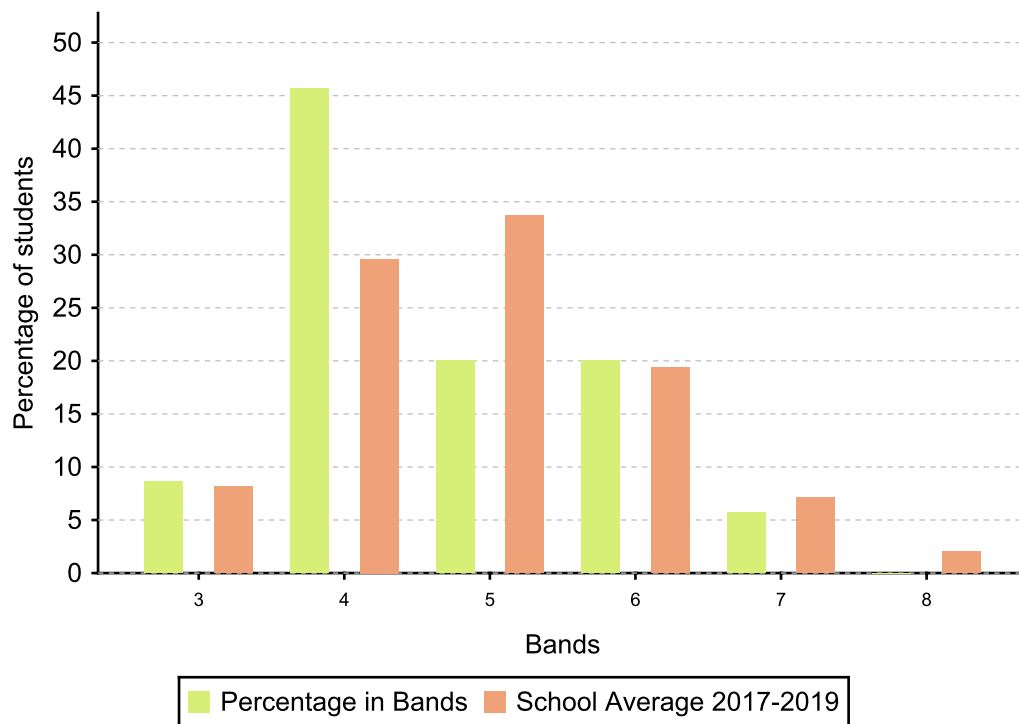| Band	3	4	5	6	7	8
Percentage of students	14.3	20.0	48.6	14.3	2.9	0.0
School avg 2017-2019	21.4	20.4	39.8	16.3	2	0

Percentage in bands:
Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	21.4	28.6	39.3	10.7	0.0	0.0
School avg 2017-2019	13.3	22.9	31.3	18.1	10.8	3.6

Percentage in bands:
Year 5 Numeracy

Band	3	4	5	6	7	8
Percentage of students	8.6	45.7	20.0	20.0	5.7	0.0
School avg 2017-2019	8.2	29.6	33.7	19.4	7.1	2

Frank Partridge VC Public School 4581 (2019)

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Parent/caregiver, student, teacher satisfaction

Parents indicated a strong agreement that they are informed, welcome, included, safe and supported with both positive student behaviours and learning. They indicated a lower level of confidence in their ability to support learning from home but still in the top half of the positive range. In all areas in regards to partners in learning our families indicated a positive opinion higher than the state average.

Students indicated a higher than state average score for Effective Learning Time, Relevance and Rigour.

Staff were surveyed on the principal leadership against the Australian professional standards and indicated that on average Vision and Values were strongly evident and that Knowledge and understanding of professional Learning planning was evident but the weakest overall area.

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.