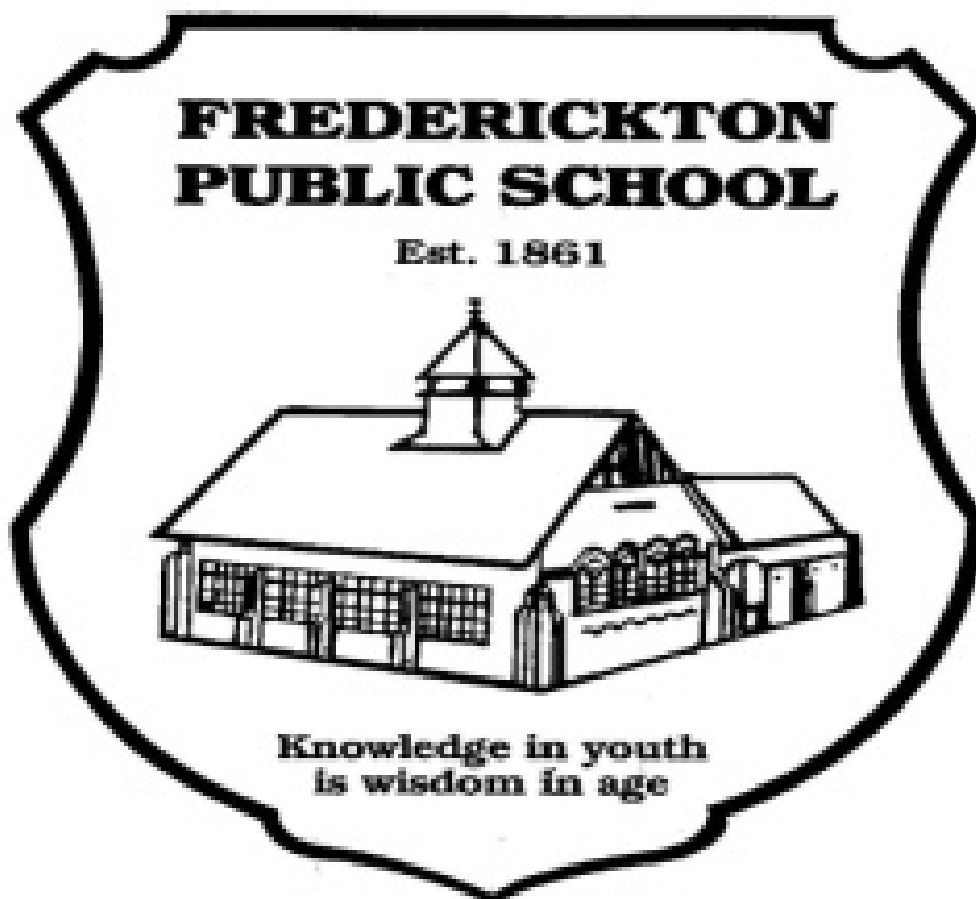


# 2020 Annual Report

## Frederickton Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Frederickton 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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Frederickton Public School

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## School vision

**Our vision is:**

**to enable all members of our learning community to be lifelong reflective learners who are responsible & respectful global citizens.**

**We strive to:**

**develop creative & adaptive skills required for a diverse and rapidly changing world.**

## School context

Frederickton Public School is a modern school with heritage buildings, airconditioned and well-resourced, modern classrooms and excellent facilities situated in an attractive rural setting. Our school is a friendly welcoming school which encourages community involvement. Frederickton Public School is proud to be part of the Macleay Public Schools (MPS).

The school has a FOEI of 130 and attracts additional Equity Funding for Low Socio- Economic Background, Aboriginal Background & Low Level Adjustment for Disability.

We enthusiastically promote the positive values of respect, responsibility, safety & lifelong learning for all our students.

The school has dedicated, highly qualified expert teachers who have a passion for lifelong learning, offering a wide range of learning opportunities for students. Many of our teaching staff are Reading Recovery and Language, Learning & Literacy Program (L3) trained and implement these pedagogies across the school.

We believe that "Every student deserves a great teacher, not by chance, but by design" (J.Hattie) therefore we actively participate in ongoing professional learning and mentoring programs.

Opportunities exist for all students to participate and excel in academic, cultural, performing arts and sporting activities. We have a K-6 performing & visual arts development program with a strong focus on choir, dance and music.

The school hall is widely utilized by school and community activities including Out Of School Hours (OOSH), vacation care & weekly school funded playgroup.

There is an active Student Representative Council which promotes leadership & fosters responsible citizenship through cooperative decision making.

We have, and will continue to promote an open, inclusive relationship with our community fostering a collaborative and productive partnership between the school and the wider 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>

## Strategic Direction 1

### Culture of High Expectations

#### Purpose

To develop a school learning community that demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence and the promotion of student endeavour and high engagement.

#### Improvement Measures

Student progress on Learning Progressions matches State expectations.

Student growth matches State growth as measured by NAPLAN.

EAFS milestones achieved.

School self evaluation against the SEF indicates a movement from Sustaining and Growing to Excelling in the Learning Domain element of Learning Culture and from Delivering to sustaining and Growing in the Leading Domain element Educational Leadership.

#### Progress towards achieving improvement measures

##### Process 1: Literacy and Numeracy

Participate in Early Action for Success Phase 2 professional learning opportunities and implement recommended change of practice, including providing training in L3 & L3 St1 & implement these programs within the classroom.

Participate in the Building Numeracy Leadership initiative.

Evaluation	Funds Expended (Resources)
<p>Assess student achievement using Essential Assessment, PLAN 2 and other internal assessment measures due to no NAPLAN data available.</p> <p>All K-2 staff continued ongoing professional learning in L3 and L3 Stage 1 - sessions were completed online through MS Teams due to Covid-19. Writing Word Work and Guided Reading were focuses for K-2 teachers. Covid-19 impacted significantly on student achievement yet 65% of Stage 1 students were still able to reach EAFS reading benchmarks in 2020.</p> <p>A student reading survey was conducted in Term 4 for students in Years 2-6 to ascertain student attitudes towards reading. 80% of students stated that they enjoyed reading and 85% of students had a positive attitude towards reading groups.</p> <p>Close Reading training was undertaken by all teachers in Year 3-6 and the school is continuing to participate in communities of practice for Close Reading in 2021.</p> <p>Years 2-6 classroom teacher surveys indicated that all teachers were using a variety of data sources to plan for Close Reading and all identified that reading professional learning was beneficial to their professional practice.</p> <p>Throughout the consistency of teacher judgment activities fostered within collective efficacy meetings, student work samples have improved across each grade and a marked improvement in student engagement with writing tasks. The Seven Steps for Writing Program and the Stage 3 Writing Project Professional Learning continue to be embedded throughout 2020.</p> <p>All classroom teachers completed the Building Numeracy Leadership</p>	

## Progress towards achieving improvement measures

initiative Broadening Language and Literacy in Mathematics.

The Essential Assessment Online Tool was administered K-6 and this tool links to the learning progression and syllabus and is providing quality formative and summative assessment information to teachers.

SENA assessments were administered to all Kindergarten students and other students identified as at risk.

### Process 2: Well-being

Promote student well-being in order to prepare students to become responsible, respectful and engaged global citizens (PBL, Highway Heroes).

Evaluation	Funds Expended (Resources)
<p>2020 was our final year of implementing the Highway Heroes Social and Emotional Learning Program as we engaged with the NSW Health Initiative - Got It! Program. This program was for students and their parent/carer in Kindergarten-Years 2 and involved 9 weekly workshops to develop knowledge, understanding and strategies to support student emotional and social development. This initiative supports the Second Step Social and Emotional Learning Program. All classroom teachers completed Second Step professional learning and will implement into classroom for 2021.</p> <p>Rumble's Quest was completed by 44 students in Years 2-6. Rumble's Quest is a robust and reliable measure of social and emotional wellbeing for primary school children. 86% of participating students indicated that they feel good when in class and 91% indicated that they try very hard when at school. 77% of students talk to someone at home about school and 86% like to tell their parents about what they do at school.</p>	

## Strategic Direction 2

### Making Learning Visible

#### Purpose

To make all learning visible and to build student's confidence in their own capacities to learn successfully & in their understanding of the relationship between effort, practice & growth.

#### Improvement Measures

##### Visible Learning

Teachers "know thy impact" and all teachers have knowledge of student learning.

Improvement in student autonomy and student agency in learning

Feedback data demonstrates higher order of feedback occurring within classrooms.

##### Learning Dispositions

All students understand and can articulate the Learning Dispositions and when and how they use them in their daily life.

Teacher's programs are monitored against the ACARA Capabilities Framework.

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning.

Whole School focused professional learning on the concepts & use of:

- Learning Intentions and success criteria,
- Self-reflection and self-regulation,
- Quality and effective feedback,
- Growth and Mathematical Mindsets (Dweck & Boaler).

Evaluation	Funds Expended (Resources)
<p>During 2020 teachers continued to work on implementing visible learning pedagogies to develop a culture of assessment capable learners. Across the school learning intentions and success criteria are planned, displayed and referred to in most lessons. Common practice across the school includes individual student goals for writing, reading and numeracy that are developed by both the teacher and the student and the use of I can statements to measure progress towards these goals.</p> <p>Numeracy goals have been supported through the implementation of Essential Assessment and are updated regularly.</p> <p>Walkthrough data collections completed by executive staff where students were asked; What they were learning, Why they were learning it and How they will know when they have learnt it?</p> <p>As a result of Corwin Training staff developed a Visible Learning Plan that focused on embedding learning dispositions and feedback processed across K-6.</p> <p>75% of Years 2-6 classroom teachers are confident in determining students' learning intentions and success criteria needs for every reading group based on syllabus outcomes and formative assessment.</p>	

##### Process 2: Implementation of effective feedback processes across the whole school

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Feedback processes embedded across the school include student conferencing, self-reflective writing criteria, exit slips, reflection journals, student surveys and self-evaluation wall for student self-reflection.</p> <p>Teachers developed student capacity to respectfully provide, accept and respond to feedback from peers and teachers.</p> <p>Information was provided to parents through the newsletter and Kinder Transition meetings about the importance of positively impacting student learning by providing effective feedback.</p>	

### Process 3: Learning Dispositions

Development of understandings and skills related to the following school identified **Learning Dispositions**: Resilient, Persistent, Collaborative, Compassionate, Creative, Inspired, Curious & Reflective and what it means to be in the Learning Pit..

Evaluation	Funds Expended (Resources)
<p>Continued implementation of the Learning Dispositions included focus dispositions referred to in classes and linking texts and learning activities. As a result students were using the language of the dispositions in everyday context and used this language to encourage others.</p> <p>Students demonstrating the achievement of a terms Learning Disposition were recognised through awards at assembly, in the newsletter and on the student notice board.</p>	



## Strategic Direction 3

### Future Focused Learning

#### Purpose

To develop a culture of inquiry & innovation where creative exploration, critical & analytical thinking & independent learning are valued & aligned to future focused learning.

#### Improvement Measures

All teachers understand STEAM pedagogies and are evident in teachers programming.

Improvement in quality of Learning Maps.

Increased engagement with parents in conversations around learning and student goals through embedded structures used to implement Learning Maps for all students in Year 1 to 6.

#### Progress towards achieving improvement measures

##### Process 1: STEAM

Collaborate with Tacking Point PS STEAM experts to develop a whole school approach to the implementation of STEAM learning.

Evaluation	Funds Expended (Resources)
This activity with Tacking Point PS was ceased.  Engaged Kath Lollback stem.T4L leader to support STEM implementation. Due to Covid-19 restrictions sessions were completed via Zoom.	

**Process 2:** Establish enrichment groups that provide opportunities to develop teacher expertise in STEAM and extend STEAM to include all students K-6.

Evaluation	Funds Expended (Resources)
Due to Covid-19 restrictions, Enrichment groups were cancelled through Term 1 for the duration of 2020.  T4L Robotics and 3D Printing Kits were utilised in class groups across the school .  School purchased Blue Bots and We Do Lego kits.	

##### Process 3: Learning Maps

Implement the Learning Maps process for all students from Year 1 to 6.

Evaluation	Funds Expended (Resources)
The Learning Maps process was ceased after staff consultation.  Students regularly developed individual learning goals with their classroom teacher for literacy and numeracy.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$51 502.00)</li> </ul>	<p>By employing an Aboriginal SLSO in Kindergarten, this ensures that our transition to Kindergarten programs are successful, particularly for our Aboriginal students. This SLSO also runs our inschool playgroup which operates one morning per week, however this was ceased due to Covid-19 and will restart when restrictions allow.</p> <p>Two additional artworks were created for classrooms by Uncle Elwyn Toby and students on NAIDOC Day. Each classroom now has their Dunghutti native animal artwork displayed at the entrance.</p> <p>As the school assembly hall is the centre for the meeting place for our school community, we contracted a local Aboriginal artist, Jason Ridgeway to design a mural for the exterior doors of the assembly hall. Students assisted with the painting of the designs and every student has their handprint on the artwork.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$32 138.00)</li> </ul>	<p>Students with complex needs were provided with an individualised learning plans that was developed in consultation with parents and caregivers and classes were supported by the employment and timetabling of School Learning Support Officers in all classrooms.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$26 908.00)</li> </ul>	<p>This staffing allocation was utilised to embed the whole school Collective Efficacy Meeting (CEM) program for staff.</p>
<b>Socio-economic background</b>		<p>Funds were used to employ a Learning and Support Teacher to support the needs of students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	74	78	64	64
Girls	87	102	83	74

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	92	94.1	95.8
1	95.3	93.1	90.6	95.7
2	91.8	92.4	91.8	93.6
3	93	88.8	93.8	95.8
4	94.4	92.5	85.8	92.1
5	93.7	93.4	94.1	87.2
6	94.7	92.3	88.9	86.8
All Years	94	92.1	91.2	92.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.1
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.91

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	403,818
<b>Revenue</b>	2,251,206
Appropriation	2,231,085
Sale of Goods and Services	452
Grants and contributions	18,932
Investment income	738
<b>Expenses</b>	-2,477,026
Employee related	-2,247,922
Operating expenses	-229,104
<b>Surplus / deficit for the year</b>	-225,820
<b>Closing Balance</b>	177,998

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	108,839
<b>Equity Total</b>	327,843
Equity - Aboriginal	51,502
Equity - Socio-economic	178,573
Equity - Language	0
Equity - Disability	97,768
<b>Base Total</b>	1,279,021
Base - Per Capita	35,354
Base - Location	4,441
Base - Other	1,239,226
<b>Other Total</b>	349,564
<b>Grand Total</b>	2,065,267

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

Due to the unprecedented conditions of 2020 only a small number of parents/caregivers completed the Tell Them From Me survey data collection from our parents/caregivers will be a priority in 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.