

2020 Annual Report

Fern Bay Public School



3996

Introduction

The Annual Report for 2020 is provided to the community of Fern Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Fern Bay Public School embraces future focused learning and provides broad learning opportunities for all. As a PBL(Positive Behaviour for Learning) school have three key values of respect, responsibility and inclusive.

School context

Fern Bay Public School is situated north of Newcastle, on Worimi land, with the mouth of the Hunter River on our western side and the Pacific Ocean on our eastern side.

Fern Bay Public School is a small primary school with a rapidly growing population.

Fern Bay Public School works closely with a Portside Learning Community, consisting of Fern Bay, Carrington and Newcastle East Public Schools. This is a small schools alliance to support all students and staff in a small school context.

In Term 2, 2018 Fern Bay Public School joined a new Principal Network, Port Stephens, which enabled further learning opportunities and support through a wide network of public schools, with the support of a Director, Educational Leadership. The school is also actively involved working with external agencies, including the University of Newcastle.

Fern Bay Public School provides a caring and safe learning community that encourages all students and staff to reach their full potential. Fern Bay Public School supports the development of the whole child and values positive behaviour for learning strategies.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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

Excellence in learning

Purpose

Students develop foundation skills in literacy and numeracy, have strong content knowledge and are able to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for reading, from a baseline of 2015-2017 rolling average data.

Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for numeracy, from a baseline of 2015-2017 rolling average data.

All classrooms demonstrate future focused skills and are flexible, reflective and relevant. The success of future focused learning is measured against the staff implementing future-focused learning as evidence in programs and collaborative teaching through teaching observations.

Progress towards achieving improvement measures

Process 1: Evidence and data informed pedagogy in Literacy and Numeracy

A coordinated and collaborative approach to the teaching of literacy and numeracy with high improvement expectations across the school.

Evaluation	Funds Expended (Resources)
All staff are using the what works best framework and evidence based research to demonstrated what does this look like in practice against the seven elements of: <ol style="list-style-type: none">1. High expectations2. Explicit teaching3. Effective feedback4. Use of data to inform practice5. Classroom management6. Wellbeing7. Collaboration	RAM- \$Reference S Bar Funding Sources: • (\$0.00)

Process 2: Future Focused Pedagogy

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

Evaluation	Funds Expended (Resources)
Our goal was for all classrooms to highly engaged in future focused learning. All students are highly engaged in future focused learning pedagogy. Due to Covid 19 it was hard to fully evaluate the impact of Future Focussed Learning. Learning from home has demonstrated our staffs ability to be adaptive and support remote learning. In 2021 our School will be having a new classroom building which is the first concept design in NSW Public Schools!	

Process 3: Collaborative Teaching

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

Progress towards achieving improvement measures

Process 3: reflection.

Evaluation	Funds Expended (Resources)
<p>Due to Covid 19 it was hard to fully evaluate the impact of PBL.</p> <p>Our school has established effective processes with data collection and this has formed our Strategic Direction 2 for our 2021-2024 School Plan.</p>	<p>PBL signage.</p> <p>Sentral</p> <p>Reward</p> <p>Certificates</p> <p>Tier 2 Training and Development</p>

Next Steps

During the 2021-2024 school plan FBPS staff will focus on formative and summative assessment practices under Strategic Direction 1: Growth and Attainment. Fern Bay Public School have highlighted an increased need for professional development in the area of writing. Professional learning will focus on improving staff knowledge and understanding of evidence-based writing programs.

Our school will refine an explicit literacy program with a well-developed scope and sequence. Teaching and learning programs will demonstrate expected student progression in knowledge, understanding and skills.

Assessment and consistent teacher judgement within the school will be a focus. A greater understanding of stage expected outcomes in writing will support planning and data analysis.

PLSPs will continue to be used for identified students to promote growth and self-directed learning with structures put in place to support students with additional needs.

Strategic Direction 2

Excellence in teaching

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching and learning that is evidence-based. Teaching is distinguished by high levels of professionalism and commitment.

Improvement Measures

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

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

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

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

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

Progress towards achieving improvement measures

Process 1: Evidence based Professional Learning

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

Evaluation	Funds Expended (Resources)
<p>Due to Covid 19 it was hard to fully evaluate the impact.</p> <p>Covid 19 allowed our staff to review how we could operate and explicit teaching through evidence-based practices.</p> <p>In order to improve teacher effectiveness through high-quality and consistent instruction and a coherent, integrated curriculum our staff will introduce an explicit instruction teaching model to all classrooms.</p> <p>Research, professional readings, school visits to observe explicit teaching models and demonstration lessons will assist staff to implement this research based methodology to improve student learning and results.</p> <p>Our 2021- 2024 School Plan has allowed us to form our Strategic Direction 3: Explicit teaching through evidence-based practices.</p>	

Process 2: Explicit systems and practice

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

Evaluation	Funds Expended (Resources)
<p>Key Findings:</p> <p>Our suspension data has decreased over the past three years. In 2020, there have been no suspensions.</p> <p>Overall, the attendance rate has maintained over time from 2015 at 95%.</p>	

Progress towards achieving improvement measures

2020 has been an unusual attendance year due to Covid-19 and parents lack of confidence in the safety of their students in the school system.

2020 is the second year of data that students participated in. TTFM student data demonstrated that 100% of students felt that there was high expectations for student success. 96% of students have a positive sense of advocacy. Students in Year 4 and 5 have a poorer sense of belonging with 60% of students indicating lower scores here.

Next Steps

Our school will continue to implement the PBL framework and will introduce tier-one classroom interventions. Our focus will then be to build our tier two and three interventions.

Professional development will occur to better understand the Zones of Regulation. A PDHPE scope and sequence will be developed to incorporate wellbeing units of work across all stages.

During 2020 Port Stephen's network of schools were involved in an attendance initiative aimed at being the leading attendance network in the regional north. We have maintained a 95% attendance rate since 2015, making FBPS one of the leading schools in our network. Our goal is now to maintain or increase attendance further.

Strategic Direction 3

Excellence in leading

Purpose

School leadership structures enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. The school community has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Capacity Building

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

Evaluation	Funds Expended (Resources)
<p>The Principal and the Instructional Leader (self-funded in 2020) have identified further professional development is required in other key learning areas (Literacy)</p> <p>The 2021 School Plan identified that numeracy was a focus in 2020 and our whole school would benefit from teaching effective writing knowledge and skills.</p> <p>This conclusion is based on lesson observations, writing samples as well as writing programs and pedagogy. Staff surveys indicate that staff lack of understanding and confidence to effectively deliver explicit writing instruction (K-6)</p> <p>Document analysis indicated that K-6 required a whole school Writing Scope and Sequence to scaffold instruction.</p>	<p>Self-funded an IL (Instructional Leader) for 2020 (1 day a week)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Process 2: Community engagement

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

Evaluation	Funds Expended (Resources)
<p>Survey data indicated that our Community was very happy with our response to Covid 19 and how our staff responded to support all of our students, parents and carers.</p>	<p>Ipads</p> <p>Learning at home website established</p>

Next Steps

It has been difficult to determine the impact of strategies across the school due to limited evaluative practices. This has resulted in missed opportunities to review, revise and refine processes as well as missed opportunities to celebrate and grow successful strategies across the school. Effective processes for benchmarking school performance are necessary

for the school to move forward.

The leadership team needs to ensure resources are allocated to provide significant time for teachers to learn, plan and work together. Clear and accurate monitoring and analysis of student achievement data on a regular basis will inform whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data will determine areas of need and success at a whole school level. The involvement of the whole school community in this process will be essential and work across the learning community should be utilised if possible.

The leadership team will participate in action research on evaluative practices for continual school improvement. This action research will provide a 'narrow and deep' focus on evaluative practices, a deeper understanding of the SPaRO software and the School Excellence Policy and guidelines.

Our 2021-2024 School Vision is to provide high-quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing for our students.

Our three Strategic Directions include:

- 1) Student Growth and Attainment
- 2) Data-Informed practice
- 3) Explicit teaching through evidence-based practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$24 807.59)	Due to the Covid 19 it was difficult to evaluate the impact of Aboriginal background loading.
English language proficiency	Funding Sources: • English language proficiency (\$2 400.00)	Due to the Covid 19 it was difficult to evaluate the impact of English language proficiency.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$8 989.96)	Due to the Covid 19 it was difficult to evaluate the impact of low-level adjustment for disabilities.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$19 732.77)	Due to the Covid 19 it was difficult to evaluate the impact of QTSS.
Socio-economic background	Funding Sources: • Support for beginning teachers (\$0.00)	No funding in 2020 for any beginning teachers at Fern Bay Public School.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	26	42	49	67
Girls	31	31	33	39

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	92.7	93.9	96.9
1	93.4	90.6	94.8	93.7
2	94.5	93.3	92.8	93.5
3	92.6	84.4	92.6	92.3
4	90.8	92.1	90	93.5
5	88.6	87.2	92.5	95
6	94.7	88.6	93.2	89.3
All Years	93	91	93.5	93.8
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
Classroom Teacher(s)	4.55
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	14,703
Revenue	1,336,351
Appropriation	1,284,899
Sale of Goods and Services	522
Grants and contributions	50,757
Investment income	73
Other revenue	100
Expenses	-1,313,119
Employee related	-1,153,302
Operating expenses	-159,817
Surplus / deficit for the year	23,233
Closing Balance	37,935

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.

	2020 Approved SBA (\$)
Targeted Total	122,128
Equity Total	79,044
Equity - Aboriginal	13,480
Equity - Socio-economic	34,297
Equity - Language	400
Equity - Disability	30,867
Base Total	951,121
Base - Per Capita	19,721
Base - Location	0
Base - Other	931,400
Other Total	76,934
Grand Total	1,229,228

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 to access the school data.

2020 NAPLAN

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

Ongoing TTFM and in-school survey data to inform parent/caregiver, student and teacher satisfaction. The use of the People Matter survey will also be included in this reflection.

Current 2020 TTFM highlights included upward trends in the majority of data questions from parents since the last survey:



TTFM 2020 Parent Survey

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.