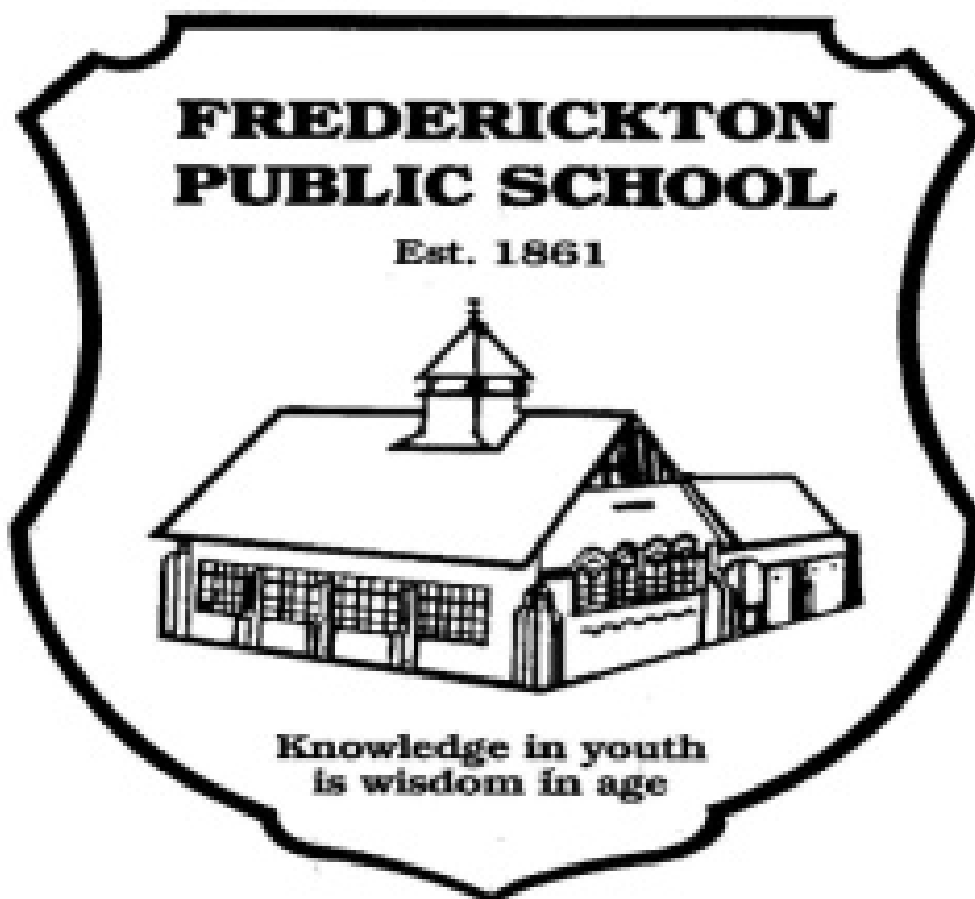


2021 Annual Report

Frederickton Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Frederickton Public School, we foster a collective responsibility for student learning in which positive, collaborative partnerships are formed between staff, students and parents, promoting equity and excellence for all students to achieve their personal best. Our vision is to provide effective evidenced based high quality teaching and learning in an inclusive environment. We are focused on developing our students as lifelong learners with exceptional literacy, numeracy and technological skills. Every student in our school is known, valued and cared for. Students are nurtured to improve every year by being challenged to explore and develop their skills, knowledge and understanding as they progress through their K-6 learning pathway and beyond to become life long learners.

School context

Frederickton Public School is located 7 kms north of the heart of Kempsey in the Macleay Valley on the Mid North Coast of NSW and has a student enrolment of 146. Our school is a friendly welcoming school that encourages community involvement. The staff are committed to delivering high-quality education for all students. Of the student enrolment, 31% identify as Aboriginal and/or Torres Strait Islander. Students have high levels of access to technology, strong social networks and a range of leadership opportunities. Extra-curricular opportunities in Debating, Public Speaking, Sport and Creative and Performing Arts, enable our students to excel through a range of different experiences. We have had a sustained focus on embedding Visible Learning practices and will continue to focus on developing reflective, assessment capable learners.

Our Strategic Improvement Plan developing committee is guided by; School Excellence Framework, Locals Schools Local Decisions, Australian Professional Standards for Teachers, The Wellbeing Framework for School, Principal Key Accountabilities, Aboriginal Education and Training Policy Turning Policy into Action and the Alice Springs (Mparntwe) Education Declaration (December 2019). Community contribution occurs through P & C meetings, surveys, forums and Tell Them from Me (TTfM) surveys. Consultation includes strategic planning meetings with principals and Instructional Leaders from the Macleay Public Schools Super Six. We regularly consult with the Director of Educational Leadership and Principal Support Leader..

Based on the outcome of our Situational Analysis, we have determined that our teachers demonstrate success in moving students with low skills into the middle bands. We will continue to implement targeted programs to move students into the top 2 bands. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy, is underpinned by the evidence base provided through the situational analysis and the What works best: 2020 update. As supported by research and literature, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTfM) surveys will provide an ongoing data set pertaining to student voice, community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student in being known, valued and cared for.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

To maximise the learning outcomes for every student, all staff will use data informed practice to support students in becoming self-directed learners who are aware of their progress and feel confident in working with teachers to help direct future learning goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Decision Making
- Developing Student Agency

Resources allocated to this strategic direction

Aboriginal background: \$67,229.07

Professional learning: \$9,999.00

Literacy and numeracy intervention: \$23,544.78

QTSS release: \$25,338.67

Low level adjustment for disability: \$78,482.80

Socio-economic background: \$33,635.00

Summary of progress

Internal and external data was triangulated to identify a baseline to inform targeted areas for improvement. Processes and protocols were developed and implemented for ongoing data collection, analysis and evaluation and used to identify targeted professional learning for our staff through Collective Efficacy Meetings (CEM) held each term. Ongoing collection of student data is collated twice a term using both internal tracking and PLAN2, with each stage teacher, COVID ILSP support teacher and the DPIL responsible for the analysis of cohort data. A range of evidence-informed pedagogies including Close and Effective Reading, Focus on Vocabulary and Creating Texts, and Broadening Mathematics Knowledge were used as focuses to enhance teaching in supporting student learning growth and attainment. Professional learning through CORWIN on Visible Learning, has given a shared conversation where teachers discuss with students what they have learnt, why they have learnt it and where to next through the development of student personalised learning goals. The aim of this process was to support students and teachers to develop a deeper understanding of quality learning and quality learners.

The ongoing work of our school team is to strengthen protocols and procedures in data sharing and analysis across our school. Professional learning, supported by ongoing support at a school level (the High Impact Professional Learning model) by our Instructional Leaders has been a highly supportive process. As evidenced by staff survey results, staff confidence to work collaboratively with colleagues and to be observed by colleagues has improved throughout the year. CEM evidence indicates professional learning in the Visible Learning framework is being implemented and reflected in most classrooms, with quality learning intentions evident in most learning spaces. Embedded evaluative practices have helped us to narrow the focus of future professional learning, the purpose of our CEM and data collection protocols.

Reflective questions in our QDAI processes were a new process for our staff this year. While we recognise the strength of this process we have identified that this will be an area for future development to embed the process authentically into our practice. We extended our QDAI processes to include reflective pause points to ascertain the impact on teachers and student outcomes. Reflective pause points enabled us to clarify our understanding of our purpose and drove the future direction of our initiatives. Transferring this into future evaluative discussions will continue to strengthen our ability to illustrate the impact of our activities.

COVID ILSP funding was used in conjunction with school based funding to provide literacy and numeracy support to all students from Stage One to Stage Three. Early Stage One was supported by a SLSO (0.8). Two teachers supported literacy and numeracy for every class at least 4 days per week. Additional funds also provided release time for staff to collaborate and build capacity to meet the literacy needs of students and continue developing data driven high-quality instruction. Evidence gathered through surveys, observation and staff feedback indicate that teachers now have embedded evidence-based, high impact teaching strategies within their classroom practice. Integrated Funding Support has been used to employ SLSO staff to provide additional support for students with high-level learning needs, resulting in regular and ongoing evaluation of student PLaSPs and implementation of small group and one-to-one supported learning programs. Our future focuses in Strategic Direction One will include; the development of a teacher support package to ensure staff maintain consistent procedures, protocols and high expectations in student assessment data, analysis and future directions. Our school received an allocation of 1.2 for our APCI. Our APCI's will be responsible for overseeing our

COVID ILSP funded programs in 2022. Staff will continue to be supported through High Impact Professional Learning as identified from school data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>System-negotiated targets: Top Two Bands</p> <p>* Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 7%. from baseline data.</p> <p>* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 3%. from baseline data.</p>	<ul style="list-style-type: none"> NAPLAN data indicates 16.7 % of students are in the top two skill bands for reading which is a decrease against baseline data. In numeracy, 4.9% of students are in the top two skill bands indicating a decrease against baseline data.
<p>System-negotiated targets: Growth</p> <ul style="list-style-type: none"> Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 8.6%. from baseline data. Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 12.3%. from baseline data. 	<ul style="list-style-type: none"> NAPLAN data indicates 76.19 % of students have demonstrated growth in reading. This is an increase from the baseline data by 9.52%. In numeracy, 66.67% of students have demonstrated growth. This is a decrease of 8.33%
<p>School-Level Target</p> <p>Implement and gather PAT Reading and Numeracy 2021 baseline data.</p>	<p>PAT testing was not implemented during 2021 and will remain a target for 2022. Phonics Check-in, IFSR, Check-in Assessments were conducted in place of the PAT testing.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> In the element of Assessment as measured by the School Excellence Framework, we demonstrate a maintenance of sustaining and growing in the themes of Formative Assessment and Whole School Monitoring of Student Learning. In the element of Data Skills and Use, we move from delivering to sustaining and growing in the themes of formative assessment and data analysis. 	<p>From collected evidence including surveys, peer observation and supervisor check-ins all teachers are routinely using a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The formative assessments are identified and used routinely across the whole school. As measured by the SEF we have evaluated our school to be maintaining a level of sustaining and growing. In the theme of data analysis we have strengthened our processes and protocols focusing for data collection. All teachers are now collecting and analysing targeted school data. Our executive team are comprehensively analysing whole school internal and external data to inform future professional learning and student learning needs. As measured by the SEF we have evaluated our school to progressed from delivering to sustaining and growing in 2022.</p>

Strategic Direction 2: Wellbeing Everyone's Business

Purpose

Purpose: To embed a culture of high expectations building individual and collective wellbeing, where students and staff are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing - Everyone's Business
- Responsive partnerships - belonging and purpose (Engagement)

Resources allocated to this strategic direction

Summary of progress

Our wellbeing focus changed direction slightly throughout the year with a heavy focus being placed on student attendance and on students as individuals rather than collective whole school practice. Many of our activities, parent and community forums had to be altered throughout the second half of the year in line with the NSW Public Health Order and DoE COVID guidelines. We did recognise the issues we were facing however, adjusted our plans accordingly to meet the needs of our students. Our school attendance procedures were reviewed and rewritten, an attendance team was established with protocols and procedures revised and communicated to staff, families and students. Student voice was used to gather feedback from students regarding a reward system for attendance. Our attendance indicates 56.6% of students attend $\geq 90\%$. Our ATSI student attendance indicates 52.9%. Throughout 2021, a PBL team was established to review current wellbeing systems evidence from the review a new behaviour system was established in line with the DoE 2021 Student Behaviour Management Strategy. Our responsive partnerships were showing strong growth in semester one with over 80 people attending our Mother's Day morning tea. As a school with a small representative team, we have commenced an active role in our local AECG and established a community liaison teacher's role to support building family partnerships. The TTFM survey was completed by students, staff and parents. Our parental responses were not large enough to generate validated data through the TTFM survey system. In moving forward our school will embed our new PBL strategies, staff will be supported through PL using the Wellbeing Excellence Framework and partnerships will be strengthened with our community through national events including NAIDOC Week, Mother's, Father's and Grandparents Day, Reconciliation Week, Christmas events, school-based events including assemblies and sports days. In 2022, a media team will be established to engage with the wider community to celebrate and acknowledge our student and school achievements in the wider community. Students will continue to be our core focus in wellbeing through a climate of care and positivity by increasing the recognition of positive behaviour through our revised behaviour systems and aligning all students with a trusted staff member of their choice. Our aim is to increase measurable improvements in wellbeing and engagement to support learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance An increase of 5% in our attendance from our baseline data as programs and initiatives are implemented throughout 2021.	In 2021, our attendance data indicates 56.6.2% of students attend $\geq 90\%$. Our ATSI student attendance indicates 52.9% $\geq 90\%$. We will continue to further increase family communications, identified individual family supports and to promote new programs and initiatives to engage students in school attendance.
Tell Them From Me Tell Them From Me survey data indicates an increase of 5% in the focus areas of social -emotional wellbeing from our 2020 baseline data.	In 2021, our school participated in student, parent and staff surveys. Our student social-emotional outcomes from the survey indicated an increase of 5% or greater across the areas of participation in sports. Positive behaviour at school of 4%. Other measured areas did not demonstrate the amount of growth or achievement we are aiming for within our school. We will continue to embed wellbeing strategies across our school as a primary pastoral care

<p>Tell Them From Me</p> <p>Tell Them From Me survey data indicates an increase of 5% in the focus areas of social -emotional wellbeing from our 2020 baseline data.</p>	<p>focus in 2022 and beyond.</p>
<p>Annual reflection indicates that our school is sustaining and growing in a planned approach to wellbeing as measured by the Wellbeing for School Excellence Evaluation Support Tool. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.</p> <p>Annual reflection indicates that our school is sustaining and growing in the theme of behaviour as measured by the Wellbeing for School Excellence Evaluation Support Tool. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.</p>	<p>As measured by the School Excellence Framework we are currently achieving the sustaining and growing level overall in the area of wellbeing. In the aspect of caring for students the Tell Them From Me Survey indicated that 90% of students felt that they could identify a staff member who they can speak to and seek advice and assistance. Throughout 2021, our school wellbeing approaches were slightly adjusted to meet the needs of our students during their learning from home periods. As a school we focused on creating effective and supportive learning environments. Our behaviour expectations are consistent across the school. Behaviour data recorded in Sentral indicates a 60% decrease in negative behaviours.</p>

Strategic Direction 3: Technology in teaching and for learning

Purpose

To develop a strong pedagogical knowledge of the use and application of ICT within and for, teaching and learning. Technological resources are strategically used by all staff to achieve improved student outcomes and to provide a high quality of service delivery.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Technology in and for Teaching
- STEM

Resources allocated to this strategic direction

Socio-economic background: \$19,100.00

Summary of progress

In 2021, new resources including laptop charging stations, two 3D printers and a green screen movie making kit were purchased for our student and staff use to enhance curriculum provision. 20 laptops were received through the Rural and Remote Access Program which aims to increase the technology access for students in rural schools. An additional 4 Interactive Smart Boards were purchased to increase the integration of various learning styles into one experience, further allowing students to learn by seeing, hearing and interacting with the lessons presented on the white board through touch. Students were supported in their learning through online learning programs including Reading Eggs, Mathletics and Essential Assessment. Students in Stage 3 were able to effectively use the new 3D printers as part of a STEM unit. We will continue to embed STEM in our school learning giving access to all students to engage in science, technology, engineering and maths (STEM) programs. The new devices enabled staff to use technology in their roles of data collection, analysis, collaboration, and professional learning. The devices provide teachers with greater visibility of student learning progress and opportunities for collaboration between staff members. Teaching staff continued to Model high level teaching knowledge and skills to use current ICT to improve teaching practice and make content relevant and meaningful. Our school community members continue to engage through our technology platforms including See-Saw, Class DoJo and Facebook. In 2022, we will streamline our technology approach to communication to all families.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Baseline data collected to indicate students achievement levels at their end of stage according to the Information and Communication Technology Capability learning continuum	Baseline data collected from cohort samples indicates that more than 70% of student achievement levels at their end of stage according to the Information and Communication Technology Capability learning continuum are below expectations. In moving forward the baseline data will be used to guide future student learning in the use of technology. Targeted technology programs will be developed and implemented by teaching staff with comparative Information and Communication Technology Capability learning continuum data collected at the completion of 2022 to measure growth and achievement.
Annual reflection indicates that our school is delivering in school resources, technology as measured by the School Excellence Framework. Technology is accessible for staff and students.	As measured by the School Excellence Framework our annual reflection indicates that our school is delivering in school resources, technology. Technology is accessible by all staff and students, in 2022 and beyond we will continue to embed professional learning enabling all staff to become expert users in technology as a teaching tool. Technology will be kept up to date through our school computer replacement program.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,181.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Frederickton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The wellbeing and learning needs of identified students explicitly supported by identified staff members. All students demonstrated growth in their achievement of their personalized learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted students will continue to be explicitly supported by identified staff members.</p>
<p>Socio-economic background</p> <p>\$146,735.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Frederickton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making • STEM • Technology in and for Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement classroom based learning to support identified students with additional needs • supplementation of extra-curricular activities with a strong focus on the purchase of quality reading books. Each student received 2 books per term for their homes. • resourcing to increase equitability of resources and services including the updating of computers in each of the classroom. • all teaching staff were released to engage with families to complete student ILP's and PLP's. • professional development of staff through National Consistent Collection of Data to support student learning and complete the National Consistent Collection of Data. • employment of additional staff to support our Assistant Principal in the implementation of targeted school programs within the executive role. <p>The allocation of this funding has resulted in: All classes received additional support through the allocation of additional teaching staff in each room 4 days per week. All students academic needs were identified through the triangulation of both school and external data. Students were given additional support tailored to their individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$146,735.00</p>	<p>To continue to implement targeted groupings with identified students to ensure all students are given fair and equitable access to the curriculum to ensure they continue their academic development in achieving at and beyond stage expectations.</p>
<p>Aboriginal background</p> <p>\$67,458.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Frederickton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The employment of SLSOs to support the Early Stage One/ Stage one class. Support was given to the Early Stage One class to ensure a smoother transition to school for all students. Funding was used to support staff to collaboratively write student PLP's with students, parents/ carers and stage colleagues. A small amount of funding was used to purchase identified resources in the literacy with an Aboriginal focus. All ATSI students were supported across our school using both Aboriginal background funding coupled with low-socio economic and our flexible staff funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, Aboriginal background funding will be used to employ an Aboriginal classroom teacher.</p>
<p>Low level adjustment for disability</p> <p>\$99,408.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Frederickton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Our school being able to respond to the needs of all students through the</p>

<p>Low level adjustment for disability</p> <p>\$99,408.40</p>	<p>increase in time from 0.6 to 1.0 for our LaST. As the leader of our Learning and Support Team the LaST was able to consult with staff, parents or carers to determine the best way to provide personalised learning support for students in accordance with their learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue using our model of LaST support from 2021 into 2022. To increase the support given to our LaST including reduced face to face classroom teaching to support the coordination of the LST, all health and out of home care service providers within our school.</p>
<p>Location</p> <p>\$4,085.83</p>	<p>The location funding allocation is provided to Frederickton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • support materials purchased for each family to support learning from home. • technology resources to increase student engagement <p>The allocation of this funding has resulted in: All families having access to the necessary resources to engage in home learning during our periods of lockdown. Resources included math, literacy and writing resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 our location allowance will continue to be allocated to assist families to access equal learning opportunities for all students.</p>
<p>Literacy and numeracy</p> <p>\$3,933.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Frederickton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: All students were given access to online learning programs according to their stage including; Reading Eggs, Mathletics, Essential Assessment and A-Z Reading. Feedback from student surveys from Stage 2 and 3 indicated students liked having access to the online learning platforms and believed it allowed them to consolidate some of their skills independently. Some parents reported that the online platforms allowed their children to access appropriate learning levels while working from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: Online learning platform subscriptions will continue in 2022. Further exploration at the commencement of 2022 will be needed to establish that programs including those previously used are continuing to meet the needs of our students.</p>
<p>Early Action for Success (EAfS)</p>	<p>The early action for success (EAfS) funding allocation is provided to improve</p>

<p>\$102,907.80</p>	<p>students' performance at Frederickton Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: The employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS is at its final stage of operation for 2021. In 2022 our school will employ two Assistant Principal Curriculum Instructor (APCI's) (1.2). The role of the Assistant Principal Curriculum Instructor will be to continue to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</p>
<p>QTSS release \$25,338.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Frederickton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The provision of release to further embed collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion. The strengthening of quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use the collective efficacy model (CEM) to strengthen the quality of teaching practices through collaboration, and the analysis of</p>

<p>QTSS release</p> <p>\$25,338.67</p>	<p>student data to drive ongoing, school-wide improvement in teaching practice and student results.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Frederickton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in:</p> <p>Students learning needs in the areas of literacy and numeracy being addressed across K-6. Teachers were supported through PL, and specialist staff to develop and strengthen their expertise of evidence-based literacy and numeracy concepts to ensure that all students can achieve their personal best in their learning. COVID ILSP students identified, and target groups established with all students across the school individual learning needs identified. All classes had access to additional teacher / SLSO support from Monday to Thursday from 9.20-12.20 pm.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To provide additional staffing to continue to support staff in the implementation of high-quality curriculum. All students will be supported to reach their individual learning goals in literacy and numeracy. Our COVID ILSP target students will be tracked closely using PLAN 2. This data will be triangulated with school wide student data to ensure progression towards our school based targets.</p>
<p>COVID ILSP</p> <p>\$97,349.81</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for for all students with the support of the classroom teacher. <p>The allocation of this funding has resulted in:</p> <p>COVID ILSP students identified, and target groups established with all students across the school individual learning needs identified. The APCI maintained literacy and numeracy support across each classroom through the employment of additional staff and in class support within their role. All staff indicated they feel supported in their classroom through the establishment of the COVID ILSP groups supported by additional staffing.</p>

COVID ILSP

\$97,349.81

All classes will have access to additional teacher / SLSO support from Monday to Thursday from 9.20-12.20 pm. During our learning from home all staff were able to provide support to students via phone check-ins and Google Classroom.

After evaluation, the next steps to support our students with this funding will be:

The next steps in our future directions for 2022 will be to provide additional staffing to support staff in the implementation of high-quality curriculum. All students will be supported to reach their individual learning goals in literacy and numeracy. Our COVID ILSP target students will be tracked closely using PLAN 2. This data will be triangulated with school wide student data to ensure progression towards our school based targets.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	78	64	64	66
Girls	102	83	74	75

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92	94.1	95.8	88.5
1	93.1	90.6	95.7	89.2
2	92.4	91.8	93.6	90.7
3	88.8	93.8	95.8	90.6
4	92.5	85.8	92.1	92
5	93.4	94.1	87.2	85.6
6	92.3	88.9	86.8	84.1
All Years	92.1	91.2	92.3	88.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	5.08
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	177,998
Revenue	2,027,277
Appropriation	2,003,794
Sale of Goods and Services	407
Grants and contributions	22,840
Investment income	237
Expenses	-2,016,263
Employee related	-1,780,848
Operating expenses	-235,415
Surplus / deficit for the year	11,014
Closing Balance	189,012

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.

	2021 SBAR Adjustments (\$)
Targeted Total	51,498
Equity Total	313,728
Equity - Aboriginal	67,459
Equity - Socio-economic	146,861
Equity - Language	0
Equity - Disability	99,408
Base Total	1,314,005
Base - Per Capita	34,019
Base - Location	4,086
Base - Other	1,275,900
Other Total	194,470
Grand Total	1,873,701

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.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about the school using the *Tell The From Me* Survey.

In the area of social- emotional outcomes student surveys showed a small decrease 3% and 2 % respectively in the areas of a sense of belonging and positive relationships. Our students reported an increase of 12% in participation in extracurricular activities with 7% in sport. We saw a 4% increase at positive behaviour at school as measured by student responses.

Sentral data indicated a decrease of 60% in negative behavioural incidents as identified in the classrooms and playground.

A small cohort of parents completed our survey, however, the numbers were below the requirement to provide an accurate report.

Tell Them From Me Survey data also indicated that 100% of staff indicated that our school is well maintained. Data indicated that teachers believe that; **75% a support of effective** teaching practices. 87% of students focus on their learning. 87% of students have a strong sense of belonging.

While we had limited opportunities for families to attend school events through out 2021 events that were available attracted high family engagement. Our families actively engage in our school Facebook.

Students had many opportunities throughout 2021 to participate in leadership opportunities including; Student representative Council, a variety of sporting opportunities, and the North Coast Dance Festival.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.