

2021 Annual Report

Fern Bay Public School



3996

Introduction

The Annual Report for 2021 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 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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Message from the principal

I found 2021 to be both a rewarding and challenging year. A year in which we created a 6th class for learning, inducted our first permanent Assistant Principal, as well as our first year of our 2021-2024 Strategic Improvement Plan (SIP)

In 2021 Fern Bay also completed, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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.

2021 was a year where strong educational programs were implemented to support our students. Although we had some resemblance of 'normal' during Semester One . Semester Two concluded with in an impressive world-class new classroom learning centre which is the first concept design in NSW Public Schools.

Fern Bay Public School continues to display a positive outlook with an educational focus. The well-being of our school students, staff and parents has remained a priority at all times. I feel very proud of my staff for the way in which they delivered our Strategic Initiatives throughout 2021. Utilising collaborative planning and a focus on evidenced-based, data-informed teaching we have seen a significant impact on our students learning.

Despite another period of learning from home, our students conducted themselves very well throughout the year with a focus on achieving their personal learning goals. They adapted as needed and no doubt, have learnt many new skills which will serve them well into the future. Whilst it has been a different year, it has definitely been a successful and significant one. It has been a privilege to lead such a fantastic school community throughout the year. I am proud of my staff, my students and the whole community for adapting to our new normal throughout 2021..

Drew Janetzki, Principal

School vision

We aim to provide high-quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing for our students.

School context

Fern Bay Public School is located in the Port Stephens network with a current enrolment of 138 students (2021 data) and projecting towards further growth over the next four years. We now have over 20% of our students identify as Aboriginal and Torres Strait Islander. The school priorities include student well-being and an evidenced-based approach to pedagogy, with a focus on literacy and numeracy. Fern Bay Public School is a PBL School (Positive Behaviour School) with our values of being respectful, responsible and inclusive. embedded in our school culture.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will continue to develop systems to monitor and review its curriculum provision to meet the changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Fern Bay Public School enjoys the support of its parent body with active P&C and AECG support. Strong community partnerships exist between the school and the broader Fern Bay Community enabling access to resources, expertise and facilities from within the community

Based on the outcome of our Situational Analysis, we have determined three focus areas to develop three Strategic Directions areas in our 2021-2024 School Plan.

Strategic Direction 1 is Growth and Attainment.

Our Strategic Direction 2 is Data-Informed Practice

Our Strategic Direction 3 is Explicit Teaching through evidence-based practices.

Through our Situational Analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy that is driven by data-informed practice. through high-impact professional learning opportunities as well as evidence-based teaching strategies we will work to achieve our aspirational 2024 improvement measures. Through enhancing our well-being practices we will ensure that students are engaged and connected with their learning to achieve success.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school

School leaders will also ensure teacher Performance and Development Plans (PDP) are clear, intentional, and achievable, reflecting individual and school priorities to support the ongoing improvement of student outcomes and the continuous development of a skilled, effective and professional teaching workforce.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
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: Student growth and attainment

Purpose

To improve student learning outcomes for all students in reading and numeracy through evidence-based practices.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Per capita: \$5,000.00

Literacy and numeracy: \$3,500.00

QTSS release: \$8,232.77

Summary of progress

Numeracy Fern Bay Public School (FBPS) developed a thorough and consistent approach to mathematics by designing a K-6 scope and sequence and refining mathematical pedagogy to reflect explicit instruction pedagogy, particularly warm-ups. All teachers are feeling confident that they are covering all components of the mathematics syllabus and daily warm-ups are evident in all classrooms K-6. To support this, a mathematics handbook was written specifically to support the practices expected at FBPS. A group of teachers were also sent to neighbouring schools to see explicit instruction warm-ups in place with the intention of bringing back ideas and resources for all staff. Three professional learning opportunities with a focus on Explicit Instruction were also written into our professional learning agenda for all staff. As a result, explicit instruction warmups feature as a part of every class' mathematics lesson. Teachers report that student have grown in confidence, speed and accuracy of their numeracy facts. Whilst there were some interruptions to the Explicit Instruction journey in term 3 due to lockdowns, staff were provided opportunities in Term 4 to develop, share and model warmups to increase confidence and build a bank of resources to use in the classroom. Mathematics warmups will continue to be a teaching expectation in 2022 with the principal to begin a series of walk-throughs and provide opportunities for staff to observe each other deliver warm ups. Next year in this strategic direction, we will establish warm-up pedagogical practices in reading.

Reading FBPS has had a particularly heavy focus on reading in 2019 /2020. in 2021, the focus has been on providing teachers with the resources they need to continue to implement the reading skills and strategies implemented in previous years. Using our school budget, all students were provided a PM Online account which allowed teachers to target students at their specific reading level at both school and at home. PM online was purchased with the expectation that it is used as part of reading group rotations and became an essential tool during the term 3 lockdowns. Parents are familiar with this program and report liking knowing which 'level' their child is working at. To support K-2 readers and 3-6 intervention readers, Reading Eggs subscriptions were also purchased with the expectation that they are used as a reading group tool. Hurdles the school has had to overcome is the lack of technology in each classroom and issues with licensing which meant that iPads were unable to be used at school until term 2. The Lexile Density program was purchased for students in years 3-6. This program proved to be unsuccessful in our context due to poor professional learning and the texts set for the students being too long and thick to sustain student interest to allow them to participate in the quizzes at the end of the book. This program has been ceased in 2022. PM Online and Reading Eggs will continue in 2022 however we will begin the shift from PM readers to decodables as we move to the new K-2 syllabus.

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
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 25% to at least 30%.	34.3% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure. NAPLAN data indicates that 34.3 % of students in top 2 bands for reading showing growth from baseline data.

<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 27% to at least 32%.</p>	<p>37.1% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure.</p> <p>Data indicates that 37.1 % of students in top 2 bands for numeracy showing growth from baseline data.</p>
<p>SEF: To improve from delivering to excelling in the following School Excellence Framework measures.</p> <p>*SEF element 'Data skills and use'-moving from Delivering towards Sustaining and Growing.</p> <p>*SEF element 'Effective classroom practice'-moving from Delivering towards Sustaining and Growing.</p>	<p>Self-assessment through our External Validation against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</p> <p>Self-assessment through our External Validation against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of effective classroom practice.</p>
<p>NAPLAN Value added Value Added (3-5) Sustaining and Growing.</p>	<p>NAPLAN Value added (3-5) is currently delivering (based on Scout Data)</p>
<p>At least 50% of students achieve expected growth Year 5 NAPLAN reading.</p> <p>At least 50% of students achieve expected growth Year 5 NAPLAN numeracy.</p>	<p>The percentage of students achieving expected growth in reading increased to 54.55% indicating achievement of the system-negotiated target.</p> <p>The percentage of students achieving expected growth in numeracy decreased by 14% indicating progress yet to be seen towards the system-negotiated target.</p>
<p>>80% of students attending 80% of the time or more(an uplift of 2%)</p>	<p>80% of students attending 80% of the time or more(an uplift of 2%)</p>

Strategic Direction 2: Data Informed practice

Purpose

To use data to shift and improve student learning outcomes as well as ensure the effective use of data will improve individual and collective teaching practice and allow the opportunity to evaluate the impact of improvement measures.

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 skills and use to inform teaching and learning programs to promote growth.
- Using data to improve engaged learners

Resources allocated to this strategic direction

Aboriginal background: \$14,807.59

Low level adjustment for disability: \$8,989.96

Summary of progress

Whole school's use of data-informed practice. Our purpose is to use data to shift and improve student learning outcomes as well as ensure the effective use of data will improve individual and collective teaching practice and allow the opportunity to evaluate the impact of improvement measures. Fern Bay Public School continued by strategically providing opportunities for staff to collaborate to share and discuss student work samples and use these conversations to drive future focuses for teachers as well as student learning. Regular consistent teacher judgment sessions around student writing has informed and driven our regular staff professional learning opportunities. PLAN2 enables teachers to plan, focus on, observe and analyse students' literacy and numeracy needs by monitoring their learning data by using the State Literacy and Numeracy Learning Progressions. The analysis and data gathered identifies that data-informed practice will remain a focus priority in 2022. Fern Bay will be more strategic with a triangulation data approach which means working with multiple sources of data, with awareness of their strengths and limitations for specific purposes

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>SEF Element: Data skills and use: To improve from delivering to sustaining and growing in the following School Excellence Framework measures.</p> <p>Element: Data Skills and Use</p> <ul style="list-style-type: none">• Focus theme: Data literacy (Moving from Delivering to Sustaining and Growing)• Focus theme: Data Analysis (Moving from Delivering to Sustaining and Growing)• Focus theme: Data use in teaching (Moving from Delivering to Sustaining and Growing)	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data analysis.• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data use in teaching.
<p>To improve from delivering to sustaining and growing in the following School Excellence Framework measures.</p>	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework of the Learning Domain shows the school currently performing at delivering in the element of student performance measures.• Self-assessment against the School Excellence Framework of the Teaching Domain shows the school currently performing at delivering in the

SEF Elements:

Learning Domain: Student performance measures. (Moving from Delivering to Sustaining and Growing)

Teaching Domain: Professional standards with a focus on Literacy and numeracy and Improvement of practice. (Moving from Delivering to Sustaining and Growing)

element of student performance measures..

Strategic Direction 3: Explicit teaching through evidence-based practices.

Purpose

To embed a whole-school approach to explicit teaching to optimise learning progress for all students,

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.

- Explicit Teaching
- Whole school writing focus

Resources allocated to this strategic direction

QTSS release: \$11,500.00

Per capita: \$10,000.00

Literacy and numeracy: \$5,341.30

Professional learning: \$9,311.65

Summary of progress

Explicit Teaching - In 2021, Explicit teaching practices have been introduced as an expected pedagogical practice in every classroom K-6. Through the External Validation process, it was made clear that there were no consistent practices between teachers and staff indicated that they felt a more united and consistent approach to teaching was required. A framework and expectation was developed by the Principal and Assistant Principal and a leading expert in explicit teaching was sourced to deliver professional learning to staff through the use of funding from our Professional Learning allocation. Common practices that can now be observed in all classrooms include numeracy warm-ups and students following a Book Work Policy. All students in years 1-6 are also participating in Spelling Mastery which is an explicit spelling program designed to support staff in their understanding of how to teach spelling whilst improving student spelling outcomes. Our future directions will see all teaching staff introduce warm ups into other KLAs such as reading and writing (to begin term 1, 2022 with reading and spelling warm ups). Spelling Mastery will also continue in 2022 under the same model implemented in 2021 once covid cohorting is abandoned.

Whole school writing focus - A clear message came through our PDP processes in term one which stated that teachers lacked in confidence in teaching writing and most teachers set a goal to improving their understanding of teaching writing. As a result we collaborated with a curriculum advisor from Newcastle Office who was able to deliver a series of professional learning sessions in best practice in writing. Whilst some of these learning sessions hit the mark, other sessions left teachers unsure of how they would use the skills taught in their classroom, particularly K-2 teachers. Additionally, two staff members were sent to 7 Steps to Writing professional learning however the second day of this course was cancelled due to COVID restrictions resulting in the training being incomplete and resources not purchased. One of our staff members was able to deliver an overview of 7 Steps to Writing to all staff however this wasn't detailed enough for teachers to change their approach to teaching spelling. Overall, our school's attempts to support teachers in the teaching of writing needs to be readdressed in 2022. At this stage there are no plans to continue with the 7 Steps to Writing professional learning and we will re-engage with a new curriculum advisor as the previous person is no longer in this role. Writing warm ups will be a part of future professional 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
Measurement against the SEF: Teaching: Effective Classroom Practice - Moving from Delivering to Sustaining and Growing Data Skills and Use - Moving from Delivering to Sustaining and Growing	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the Teaching Domain: Effective Classroom Practice.• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the Teaching Domain: Data Skills and Use.• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the Teaching Domain of Learning and Development.

<p>Learning and Development -Moving from Delivering to Sustaining and Growing</p> <p>Leading: Educational Leadership - Moving from Delivering to Sustaining and Growing.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the Leading Domain of Educational Leadership.
<p>Measurement will be based on evidence-based research against the following frameworks:</p> <ul style="list-style-type: none"> • Focus theme: Improvement of practice (Moving from Delivering to Sustaining and Growing) • Focus theme: Coaching and mentoring (Moving from Delivering to Sustaining and Growing) 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing under the focus theme of Improvement of practice. (Teaching Domain: Professional Standards) • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing under the focus theme of Coaching and mentoring. (Teaching Domain: Learning and Development)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$179,565.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fern Bay 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 employed to assist students with additional learning needs • All SLSOs follow PSLPs (Personalised Learning Plans) Teachers and school staff work collaboratively to identify and respond to the additional learning and support needs of students. • consultation with external providers for the implementation of the strategies for every individual student. <p>The allocation of this funding has resulted in: Individual Education Plans to support students with Integration Funding support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reviewing our data and ensuring to refine Personalised Learning support plans.</p>
<p>Literacy and numeracy</p> <p>\$8,841.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fern Bay 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"> • Reading • Explicit Teaching • Numeracy • Whole school writing focus • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of 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 teachers in every classroom are using Explicit Instructions warm-ups in their classrooms with their students. Data indicates that all teachers feel supported and are comfortable with this change in their pedagogical practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review the need for future Professional Learning around number talks during numeracy lessons as well as specific coaching and support of teachers through classroom visits and observations.</p>
<p>Professional learning</p> <p>\$9,311.65</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fern Bay Public School.</p>

<p>Professional learning</p> <p>\$9,311.65</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"> • Explicit Teaching • Whole school writing focus <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • All teaching staff completed online modules including the Six Givens that are a set of fundamental elements that are present in all explicit instruction classrooms.. <p>The allocation of this funding has resulted in: Establishing a whole school approach to incorporating the principles of Explicit Instruction (EI) in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Review what shifted in practice and identify what is required next to effectively establish Explicit Direct Instruction at Fern Bay Public School.</p>
<p>Socio-economic background</p> <p>\$31,092.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fern Bay 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"> • 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 was utilised to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in: Success and improvements in students attendance and engagement throughout 2021 and resulted in less referrals for emotional and well being issues</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to implement and explicitly teach zones of regulation program as well as target specific needs based on data-informed decisions.</p>
<p>Aboriginal background</p> <p>\$24,807.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fern Bay 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"> • Using data to improve engaged learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$24,807.59</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: Ensure we continue with community consultation and engagement to support the development of cultural competency at Fern Bay Public School.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the employment of 0.1 allocation of a teacher to specialise and support their additional LaST role to support Aboriginal students at Fern Bay Public School.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fern Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional support towards our literacy and numeracy programs. <p>The allocation of this funding has resulted in: Additional support towards our literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding looks unlikely to occur in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$31,413.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Fern Bay 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"> • Using data to improve engaged learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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: Ensuring PLSPs (Personalised Learning and Support Plans) are evident in teaching programs and lessons as well as ensuring the referral process is streamlined and easily accessible to all parties.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensuring all staff can utilise data from PLSPs (Personalised Learning and Support Plans) to build their capacity and effectively plan from the data.</p>
<p>QTSS release</p> <p>\$19,732.77</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fern Bay Public School.</p>

<p>QTSS release</p> <p>\$19,732.77</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"> • Explicit Teaching • Numeracy • Whole school writing focus <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 staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teachers have commenced explicit instruction warm-ups in their classrooms with their students</p> <p>After evaluation, the next steps to support our students with this funding will be: Review the need for future PL around Number Talks as identified from classroom visits.</p>
<p>COVID ILSP</p> <p>\$50,149.90</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - focus on supporting students reading. • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: All students in our program showed an improvement in PM reading levels with 2 students growing by more than 10 levels over a 9 month period.</p> <p>After evaluation, the next steps to support our students with this funding will be: Data tracking practice could be used for all students resulting in consistency across the school for cohort analysis.</p>
<p>Per capita</p> <p>\$26,130.78</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Fern Bay 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"> • Reading • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Spelling Mastery Student Workbooks to support the implementation of Spelling. • Funding to support classroom resources in every classroom. <p>The allocation of this funding has resulted in: Students commencing a new spelling pedagogy. Resources to support students learning including online resources during the Covid 19 lockdown.</p>

Per capita \$26,130.78	After evaluation, the next steps to support our students with this funding will be: Review the allocation of per capita funding to maximise student learning and engagement.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	42	49	67	87
Girls	31	33	39	58

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	93.9	96.9	93.5
1	90.6	94.8	93.7	95.1
2	93.3	92.8	93.5	90.8
3	84.4	92.6	92.3	90.7
4	92.1	90	93.5	94
5	87.2	92.5	95	91
6	88.6	93.2	89.3	84.7
All Years	91	93.5	93.8	91.9
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
Classroom Teacher(s)	5.73
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 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	37,935
Revenue	1,631,246
Appropriation	1,600,963
Sale of Goods and Services	336
Grants and contributions	29,887
Investment income	60
Expenses	-1,660,574
Employee related	-1,506,861
Operating expenses	-153,713
Surplus / deficit for the year	-29,328
Closing Balance	8,607

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	179,565
Equity Total	89,713
Equity - Aboriginal	24,808
Equity - Socio-economic	31,092
Equity - Language	2,400
Equity - Disability	31,414
Base Total	1,109,689
Base - Per Capita	26,131
Base - Location	0
Base - Other	1,083,558
Other Total	89,013
Grand Total	1,467,981

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

2021 Tell Them From Me data indicated the following highlights:

Positive Teacher-Student Relations went up from 6.6 in 2019 to 8.4 in 2021 which tracks with NSW Government Norm.

Positive Relationships improved from 70% to 85% (2019-2021)

Positive Behaviour at School improved from 70% to 100% (2019-2021)

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.