

2021 Annual Report

Fennell Bay Public School



4208

Introduction

The Annual Report for 2021 is provided to the community of Fennell 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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School vision

Fennell Bay Public School focuses on continual improvement to provide a safe, caring and inclusive learning environment where students and staff grow through quality teaching and support. The school community is founded on strong relationships of integrity and trust.

School context

Fennell Bay Public School has an enrolment of 161 students with 57 Aboriginal students. There are five mainstream classes, one IM support class and two multicategorical classes which ensures shared expertise in personalised learning and inclusive practices. Student numbers are expected to increase significantly with planning underway for a new subdivision zoned for the school. The school executive includes three Assistant Principals and an Instructional Leader and there is a cross section of early career and experienced teachers. High Quality Teacher Professional learning features throughout this school plan and opportunities are provided for aspiring leaders.

Positive Behaviour for Learning (PBL) has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community. Narunbah Schools as Community Centre (SaCC) has operated for over 16 years. The primary focus of the SaCC is to enhance the early development outcomes of children birth to 8 years through the various programs provided. These include supported playgroups, baby specific groups, transition to school as well as parenting programs.

The school has a strong, proud Aboriginal and Torres Strait Islander voice that has been facilitated through our Aboriginal Education Officer who is also the president of the local Mankillikan Aboriginal Education Consultative Group (AECG). The school aspires to the authentic and respectful inclusion of Aboriginal and Torres Strait Islander perspectives across all aspects of teaching, learning and the school environment. The inclusion of families and community is integral to the school's success.

In response to findings from the situational analysis the school improvement plan focuses on student growth and attainment, wellbeing and engagement and staff mentoring and collaboration to support quality teaching. The Learning and Support Team is a crucial to this plan and has a clear, robust role and procedure statement to support student and teacher learning and wellbeing. The team includes the Student Support Officer and School as Community Centre Facilitator, School Counsellor, Learning and Support Teachers, Aboriginal Education Officer, Principal and all Executive staff. A tiered approach to support ensures all students are provided with intervention and extension at the point of need. The school receives significant equity funding towards initiatives to address disability and disadvantage and is supported by the Department of Education Curriculum Advisors, Lead Specialist and Learning & Wellbeing Team.

The school strives to ensure student and community voice is always considered. The Student Representative Council allows school leaders and class representatives to work democratically to participate in school decision making. The P&C has a fluid representation and provides the opportunity for parents, carers and community members to be position holders and support the school with key initiatives. Consultation for this plan included student interviews, Tell Them From Me Survey, Aboriginal Parent Survey, Mankillikan AECG participation and P&C consultation. The community focus will be on improvements to the school gardens and playgrounds and establishment of an Aboriginal Parent Group. Students, parents and carers are key collaborators in creating ways for students to participate in and enjoy school life.

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
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

A consistent whole school approach to intervention and assessment will support individual student growth in literacy and numeracy.

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.

- Targeted Intervention
- Data Informed Practice

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$35,317.17

Literacy and numeracy: \$3,436.05

Socio-economic background: \$100,906.20

Summary of progress

Targeted Intervention

The school intervention team is extended to provide a tiered approach to targeted intervention for literacy and numeracy. The team comprises of the Instructional Leader, Learning and Support Teachers and executive staff.

COVID ILSP team implemented small group instruction for students from Year 1 - 6. Students grouped and lessons implemented based on ability and needs (see Progress Towards Achievement for NAPLAN results based on COVID intervention).

At the end of Semester 1 LaST provided with Check In Assessment data and YARC data to identify students requiring additional literacy/numeracy support. Due to COVID lockdown LaST did not begin working with CTs to support these students.

AP implemented Evidence Bank system for each LaST to identify key activities undertaken, their purpose and an annotation of the outcome.

Enablers: AP working 0.2/week off class to oversee intervention team members such as LaST and AEO.

Disablers: LaST evidence bank did not show students added to LaST caseload for support through LST.

Next Steps

Continuation of refinement of LST practices in identifying students for Tier 2 Intervention (both remedial and extension)

AP C&I work with COVID ILSP, SLSOs and AEO to support data collection and Tier 2 learning support. Boost to 1.2 AP C&I position to 1.6 ACIP

Refinement of Tier 2 Interventions. AP C&I to be aligned with K-2 and 3-6 including support classes. AP C&I work alongside APs to build capacity and collective efficacy across the school.

Data Informed Practice

The use of the National Literacy and Numeracy Learning Progressions is extended to personalise learning and support individual variations in literacy and numeracy learning over time. Key elements from the progressions are used to track progress.

Excel was used to create progress monitoring spreadsheets for each class, which were to be completed every 5 weeks and stored on SharePoint for accessibility by all staff.

All students in the school were given 2 x literacy and 2 x numeracy goals, which were then monitored for attainment, at least once each term this year. At least 90% of students showed goal attainment in at least one learning goal every term.

Enablers: Some staff progress monitoring showed a good continuation of individual student growth.

Disablers: a cross-reference between teacher assessment of progressions level and check in assessment data showed that there is a significant disconnect. Some staff were reluctant to engage with the whole school progress monitoring spreadsheet.

Next Steps

An Assessment Team led by teaching staff, that will also coordinate and lead staff to use the Learning Progressions to personalise learning and track growth.

Refinement of diagnostic assessment tools that can align with the progressions.

A clear and streamlined assessment schedule is developed and includes processes to track student attainment of school targets. Student growth is reviewed in cohort groups K-2, 3-6 and Special Education in five weekly cycles.

Cohort meetings were conducted onsite at scheduled TPL sessions throughout the year. Student growth, classroom data was discussed and analysed. This is evidenced by minutes from cohort meetings.

Enablers: Working well with supervisor support.

Disablers: Cohort meetings were often cut short or used up by other agenda items.

Next Steps

Literacy and Numeracy assessment schedule refinement and teacher choice in progressions elements for goal setting.

Aspects of the co-teaching cycle, particularly the co-planning stage and reflection stage, would be beneficial to help staff refine the teaching and learning cycle (assess - teach to point of need - evaluate).

Aboriginal student learning and cultural goals feature on the school Assessment Schedule and are monitored at five weekly intervals during cohort meetings

Aboriginal student goals were added to the Assessment Schedule

Enablers: AEO provided daily time to monitor goals and support CTs. Cross cohort representation and teacher interest in Aboriginal Education.

Disablers: Limited use of the Goalhub platform by teachers. The challenge of competing priorities of AEO with multiple roles across the Network.

Next Steps

Assistant Principal to Lead the Aboriginal Education Team and support AEO.

Reintroduction of a hard copy Personalised Learning Pathway as a visible document to work with teachers and families. Dojo to be used for a photo record of goal attainment. PLP goals will be visible within classrooms.

Principal to support team to maintain clear line of sight. Principal's recommendation of use of data to make decisions to commence. Data team member appointed. PLP goal tracking scheduled into team meetings.

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
There is an uplift at or above the baseline towards 14.4% of students in Year 5 achieving expected growth in NAPLAN Numeracy.	Agreed lower bound: 49.9% Agree upper bound: 54.9% Actual: 53.3%
There is an increase above the	Agreed lower bound: 22.6%

baseline towards 6.3% of students in Year 3 and Year 5 in the Top 2 Bands for NAPLAN Numeracy.	<p>Agree upper bound: 27.6%</p> <p>Actual: 17.07%</p> <p>There has been a significant upturn in the number of students in both Year 3 and Year 5 obtaining the top two bands for NAPLAN numeracy since 2019.</p>
There is an uplift at or above the baseline towards 6.7% of students in Year 5 achieving expected growth in NAPLAN Reading.	<p>Agreed lower bound: 61%</p> <p>Agree upper bound: 66%</p> <p>Actual: 56.25%</p>
There is an increase above baseline towards 6.8% of students in Year 3 and Year 5 in the Top 2 Bands for NAPLAN Reading.	<p>Agreed lower bound: 27.7%</p> <p>Agree upper bound: 32.7%</p> <p>Actual: 28.57%</p> <p>COVID ILSP Year 3 Intervention</p> <p>Results for the 14 Year 3 students following small group instruction</p> <p>Reading: Top 2 bands - 23%, Middle 2 bands - 69%, Bottom 2 bands - 8%</p> <p>Numeracy: Top 2 bands - 23%, Middle 2 bands - 31%, Bottom 2 bands - 46%</p>
School Self-Assessment of the School Excellence Framework (SEF) element of Data Skills and Use indicates an improvement at or above Delivering towards Sustaining and Growing.	<p>The 2021 Self Assessment indicates the school has achieved the progress measure and is at Sustaining and Growing:</p> <p>The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.</p> <p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.</p> <p>Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

Wellbeing of all students will be supported through a strategic and planned approach to develop whole school wellbeing processes.

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.

- Learning and Support Team
- Whole School Wellbeing
- Attendance Team

Resources allocated to this strategic direction

Low level adjustment for disability: \$77,696.58

Socio-economic background: \$11,211.80

6101 Consolidated Fund Carry Forward: \$87,988.00

Summary of progress

Whole School Wellbeing

Tier 2 classroom systems and tiered interventions are developed and refined to support positive behaviour for learning.

Decrease of more than 30% in Sentral incidents - 1067 incidents in 2020 to 731 in 2021 .

LST, PBL, Aboriginal Education, Attendance and Intervention Team systematically identify, monitor and support student wellbeing and develop tiered supports.

Learning From Home PL: Social Wellbeing Module from WF4SE PL completed with all SLSOs. Results showed that 100% of staff answered 'yes' to "I have chosen strategies to apply in the classroom and school wide which support social wellbeing".

Evidenced through the PBL Consistency Guide, Sentral entries and positive parent feedback in the TTFM Survey - School Supports Positive Behaviour 8.3 (NSW Govt Norm 7.7) and Safety at School 8.1 (NSW Govt Norm 7.4).

Enablers: SSO provided point-of-need support for students with additional behavioural and/or emotional needs through check ins, structured play and presence in classrooms. The PBL Team is a teacher led team that has strong staff buy in through collaborative practices and external coach support, ensuring fidelity of implementation. Sentral and EBS data is reviewed and analysed each Term to inform lesson focus and is data summary highlighting needs and growth is provided to all staff.

Disablers: LaSTs focused on learning needs and LST requests for formal FBAs was not completed.

Next Steps

Principal will extend Tier 2 and 3 Interventions through capacity building in the FBA process. Substantive LaST position will be targeted to teacher with behaviour and wellbeing training and expertise,

Effective partnerships for wellbeing are extended through ongoing collaboration with an external coach to ensure efficacy of implementation and refinement of school-wide and classroom systems.

Teachers engage in High Impact Professional Learning targeting behaviour support to ensure effective delivery K-6. The Microskills for Behaviour Management were presented to staff by each member of the PBL team.

The external coach met with the team each Term to review data, complete assessment and provide professional learning and identify future directions.

Enablers: The PBL Team have established systems and processes that enable effective behaviour support strategies. PBL is scheduled into PL sessions each Term.

Disablers: Although documented the Team directions are not robustly monitored or reviewed.

Next Steps

Clear directions determined with external coach and Principal and communicated with all staff. Use of PBL Assessment Tools in addition to incident data to monitor progress and goals.

Review and refinement of the evidence based wellbeing guide for consistency ensures alignment with the new Department of Education Behaviour Strategy.

PBL Consistency guide has been changed to the Wellbeing Guide.

Enablers: PBL data person has supported teachers to ensure correct recording of incidents. Wellbeing Consistency Guide is followed well, as demonstrated through Sentral entries.

Disablers: Due to soft launch of the Department of Education Behaviour Strategy the FBPS Wellbeing guide has not yet been explicitly aligned.

Next Steps

Align current PBL practices to the new policies and procedures in the Inclusive, Engaging and Respectful Schools package. This clearly aligns with SD2 aiming to improve student outcomes by strengthening engagement and participation of all students, including those with disability, complex behaviours and additional needs.

Attendance Team

The Attendance Team monitors, proactively promotes attendance and responds to attendance concerns. The team has cross representation and includes the Principal, Student Support Officer, Aboriginal Education Officer and teacher representative. The Principal leads the Attendance Team and monitors attendance daily.

FBPS was identified as a school who was achieving targets despite of barriers.

Enablers: Ongoing focus: all students must be 90%+. Authentic relationships with families used to promote attendance. Teachers use a strengths approach. Procedures refined to one page.. SAO phones families every day to follow up on unexplained absences. Strong whole school wellbeing practices. Small team responsible for daily monitoring - Principal, SAO, AEO and SSO. Identification of students for tiered intervention. Evolving LST. Identification and elimination of barriers to attendance. Students with identified attendance concerns are allocated individual case manager. SMS contact on morning of absence. Weekly reporting of whole school attendance on Dojo and progress on goals. Family certificates for improved attendance.

Disablers: COVID has impacted attendance. An increase in explained absences due to illness.

Next Steps

Maintain effective strategies in addition to problem solving at the point of need. Continue with consistent team and Principal leadership. School in addition to HSLO to minute decisions for improved record keeping.

Complete a yearly review of the school's procedural attendance documents. Regularly communicate attendance procedures and requirements to the school community. Evaluate annually whole school beliefs, practices and processes relating to attendance using the Attendance - whole school evaluation activity.

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
Increase the percentage of students attending 90% of the time above the baseline towards 8.2%.	51.03% of students attended 90% of the time in 2021.
Increase the percentage of students reporting positive wellbeing (Expectations for Success, Advocacy)	Tell Them from Me Progress Measures

<p>and Sense of Belonging) at or above the baseline and towards 4.5%.</p>	<ul style="list-style-type: none"> • Sense of Belonging is down 12% from September 2020 (76% - 63%). <p>Internal data results reflect sense of belonging is 88%</p> <ul style="list-style-type: none"> • Expectations for Success is around the same as 2020 (7.7 - 7.5) • Advocacy has seen an increase from 2020 (7.4 - 7.8)
<p>School Self-Assessment of the School Excellence Framework (SEF) element of Wellbeing indicates an improvement at or above Delivering towards Sustaining and Growing.</p>	<p>The 2021 Self Assessment indicates the school has achieved the progress measure and is at Sustaining and Growing:</p> <p>Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.</p> <p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p> <p>Well-developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p> <p>Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p>

Strategic Direction 3: Mentoring and Collaboration

Purpose

Explicit systems for collaboration and feedback are implemented to sustain quality teaching practice.

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.

- Collaboration and professional dialogue
- Quality Teaching

Resources allocated to this strategic direction

QTSS release: \$37,447.41

Professional learning: \$18,562.72

Summary of progress

Collaboration and professional dialogue

Opportunities for collaboration and professional dialogue are embedded throughout the Professional Learning Schedule. Through a combination of whole school and cohort meetings, K-2, 3-6 and Special Education, teachers explore and share evidence-based professional learning, knowledge, academic research and access expertise within the school.

Guided Support Model: executive team engaged in two terms of ongoing PL, as part of the Principal Network aimed at implementing a data-driven cycle of PL to drive quality teaching and learning in numeracy (Measurement).

Guided Support Model allowed a flow-on effect at FBPS as executive then implemented a PL cycle over Term 3 and 4, aimed at changing school culture through buy in, collaboration and ongoing reflection on teaching practices.

After three sharing sessions and follow up check in surveys, as well as providing PL to show the 'big picture' of the purpose and relevance of the Measurement PL Cycle, the final survey showed that: 100% of staff are implementing strategies at least once a fortnight, with 50% more than once a week; 4.5 out of 5 ranking for improving student outcomes in measurement.

Enablers: opportunities to share in multiple platforms (Zoom/MS Teams, Microsoft Forms, Mentimeter), time for deep collegial discussions.

Disablers: COVID Lockdown, reluctance of some staff, staff buy in.

Next Steps

Continue with Breakspear model and collaborative sharing sessions. Continuation of regular 'check in' staff surveys for reflection and to monitor buy in and impact. Assessment Team formed to include cross section of staff to increase shared efficacy, provide staff voice and leadership opportunities.

Use the HIPL model more explicitly to identify and coordinate PL in 2022.

Aspects of the co-teaching cycle, particularly the co-planning stage and reflection stage, would be beneficial to help staff refine the teaching and learning cycle (assess - teach to point of need - evaluate).

Quality Teaching Rounds

Teachers collaborate with AP C and I - Aspects of the co-teaching cycle, particularly the co-planning stage and reflection stage, would be beneficial to help staff refine the teaching and learning cycle (assess - teach to point of need - evaluate).

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>School Self-Assessment of the School Excellence Framework (SEF) element of Learning and Development indicates an improvement at or above Delivering towards Sustaining and Growing.</p>	<p>The 2021 Self Assessment indicates the school has achieved the progress measure and is at Sustaining and Growing:</p> <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> <p>Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.</p>
<p>School Self-Assessment of the School Excellence Framework (SEF) element of Effective Classroom Practice indicates an improvement at or above Delivering towards Sustaining and Growing.</p>	<p>The 2021 Self Assessment indicates the school is Delivering in Effective Classroom Practices and indicates an improvement towards Sustaining and Growing:</p> <p>Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p> <p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p> <p>A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,872.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fennell 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"> • School Learning Support Officer is each classroom • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Classroom teachers have SLSO support to provide differentiated adjustments for students. Individual students goals show continued growth for students receiving IFS.</p> <p>After evaluation, the next steps to support our students with this funding will be: Refinement of Personalised Plans for funded students which includes SMART goals, clear progress measures and includes parent / carer / caseworker collaboration.</p>
<p>Socio-economic background</p> <p>\$297,623.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fennell 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"> • Whole School Wellbeing • Targeted Intervention • 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 Targeted Intervention to support identified students with additional needs • employment of additional staff to support assessment and personalised planning for students. • providing students without economic support for educational materials, uniform, equipment and other items • AP to support the management of wellbeing and behaviour incidents. • AP to lead WHS and complete mandatory documentation ie MAP and EMP. <p>The allocation of this funding has resulted in: All students have reading and numeracy goals based on progressions that are used to determine targeted intervention and monitor growth. Increased focus on professional learning linked to student external and internal assessment data. Intervention Team provide in-class strategies and resources which are evidenced in Teaching and Learning Programs. Streamlining of assessment practices has resulted in improving formative assessment to guide teaching. Intervention data consistently show increase in student achievement. Sentral entries show a significant decrease in suspensions and serious incidents. PBL data manager provides a data summary to all staff each semester.</p>

<p>Socio-economic background</p> <p>\$297,623.86</p>	<p>WHS MAP and processes are in place and progressing effectively.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing focus on staff completion of mandatory training for compliance and use of SCOUT. Behaviour Support Plans reviewed semesterly or after a suspension or serious incident. Clear roles and focus for Intervention Team as team grows.</p>
<p>Aboriginal background</p> <p>\$86,861.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fennell 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"> • 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 specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Throughout 2021 the Aboriginal Education team and the Aboriginal Education Officer (AEO) at Fennell Bay Public School have made achievements in learning, wellbeing and development of Aboriginal students and the teaching and learning of Aboriginal culture and perspectives across the school. The achievements are across all areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increased use of data by the Aboriginal Team - TTFM survey and parent survey, student learning data, PLP goal attainment. Data analysis to ascertain if student data collected reflects improved outcomes for Aboriginal students through the activities implemented and anecdotal observations.</p>
<p>Low level adjustment for disability</p> <p>\$77,696.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Fennell 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"> • Learning and Support Team <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 <p>The allocation of this funding has resulted in: Additional Learning and Support Teacher employed 3 days per week to work with the LST and Intervention Team and support classroom teachers with wellbeing and behaviour. The LAST has completed Access Requests, OoHC plans and funding submissions.</p>

<p>Low level adjustment for disability</p> <p>\$77,696.58</p>	<p>After evaluation, the next steps to support our students with this funding will be: As the COVID ILSP program funding has increased the additional LaST is not needed in 2022. The substantive LaST position is currently on hold and will be filled in 2023. It is expected the successful applicant will have expertise in behaviour and wellbeing as traditionally the LaSTs at FBPS are learning focused.</p>
<p>Professional learning</p> <p>\$18,562.72</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 Fennell 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"> • Collaboration and professional dialogue <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 • collaborative learning time and co-planning with instructional leader. <p>The allocation of this funding has resulted in: Collaboration across cohorts to share curriculum knowledge, data, feedback. Collaborative sharing of student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. All staff participated in the SKT Mapping Staff Wellbeing Practices Workshop which introduced the concepts of feeling good and functioning well: staff increased their understanding of how workplace practices, that support and nurture staff wellbeing, can positively impact student learning outcomes; contributed to identify current and potential wellbeing practices that support them to feel good and function well.</p> <p>After evaluation, the next steps to support our students with this funding will be: Collaborative planning and co-teaching opportunities needs to be systemic and classroom-based to ensure timely feedback and impact. AP C&I will be increased to lead PL focused on the Co-Teaching Model. The SKT Wellbeing Practices Summary of current and potential wellbeing practices to be used to inform school-wide staff wellbeing initiatives and professional learning via a staff wellbeing team.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Fennell Bay Public School with administrative duties and reduce the administrative workload.</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"> • Increased SAO allocation <p>The allocation of this funding has resulted in: Principal support funds allocated to SAO allocation has ensured time for the R/SAM to refine school financial planning and management.</p> <p>After evaluation, the next steps to support our students with this funding will be: Scheduled Finance meeting for effective decision making, allocation and</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>monitoring.</p>
<p>Literacy and numeracy</p> <p>\$3,436.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fennell 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"> • Targeted Intervention <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: AP employed to oversee LAST and Intervention Team to ensure needs based interventions, plan for feedback, data review and collaboration time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise funds towards APC&I above establishment position.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Fennell Bay 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 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: 85% of students across the school showed growth in spelling knowledge over the semester. 32% of these students improved their raw scores by 5 points or more.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the positive impact on student outcomes the Instructional Leader will transfer to the substantive AP C&I position and the role will be extended with an additional AP C&I 0.6.</p>
<p>QTSS release</p> <p>\$37,447.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fennell 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"> • Collaboration and professional dialogue <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

<p>QTSS release</p> <p>\$37,447.41</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> • 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: Whole staff sharing PL sessions with reflection templates to lead dialogue and future planning. Cohort meetings as an opportunity for team leaders to facilitate the sharing of expertise, strengths and ideas, as well as identify and support individual teacher areas of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Co-Teaching Model will be used as the framework for collaboration and professional dialogue.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Fennell Bay 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"> • Targeted Intervention <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Additional LaST to boost Intervention Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evidence banks established to monitor LaST and Intervention Team activities and impact on student achievement.</p>
<p>COVID ILSP</p> <p>\$145,533.05</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"> • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the program • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: COVID ILSP focused on Year 2 and Year 4 students, in an effort to bump up literacy and numeracy prior to 2022 NAPLAN. From the target group 100% of Year 2 and 92% of Year 4 student showed growth in their reading following daily intervention sessions. Based on analysis of a pre and post test using the York Assessment of Reading Comprehension (YARC) the Year 2 cohort had an average increase in reading age of 2 years and the Year 4 cohort had an increase of an average of 9 months.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP \$145,533.05	Continuation of interventionist programs into the future as a proven method for improving student outcomes.
6101 Consolidated Fund Carry Forward \$87,988.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Fennell 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"> • Whole School Wellbeing <p>Overview of activities partially or fully funded with this allocation 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] <p>The allocation of this funding has resulted in: Employment of a Student Support Officer (SSOs) to work within the school community to enhance wellbeing and learning outcomes of students. Example of impact: SSO coordinated the school's participation in the Macquarie University 'Youth Mental Health Screening in Schools Study' for students Years 4 and 6. Participation in this survey resulted in 18 students being identified as potentially experiencing a mental health concern. Follow up with students and families provided an opportunity to share information on mental health issues and support services, make referrals where necessary, and assess any ongoing support needs or safety concerns.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of an SSO dependent on funding sources.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	89	94	88	87
Girls	80	86	89	77

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	87.6	82.1	90
1	89.2	90.5	84.9	85.4
2	92.4	85.9	81.2	86.9
3	91.6	90.7	83.7	89
4	88.9	91.8	83.3	88.2
5	89	89.9	80	88.4
6	89.8	84.7	82.5	87.4
All Years	90.9	88.6	82.4	87.9
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
Assistant Principal(s)	3
Classroom Teacher(s)	7.28
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.92

*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	312,161
Revenue	3,382,213
Appropriation	3,347,085
Sale of Goods and Services	9,895
Grants and contributions	25,128
Investment income	105
Expenses	-3,374,957
Employee related	-3,165,133
Operating expenses	-209,824
Surplus / deficit for the year	7,256
Closing Balance	319,417

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	148,270
Equity Total	462,181
Equity - Aboriginal	86,861
Equity - Socio-economic	297,624
Equity - Language	0
Equity - Disability	77,697
Base Total	1,965,494
Base - Per Capita	50,418
Base - Location	0
Base - Other	1,915,076
Other Total	487,337
Grand Total	3,063,282

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

The following data provides a snapshot of parent/caregiver, student and teacher satisfaction.

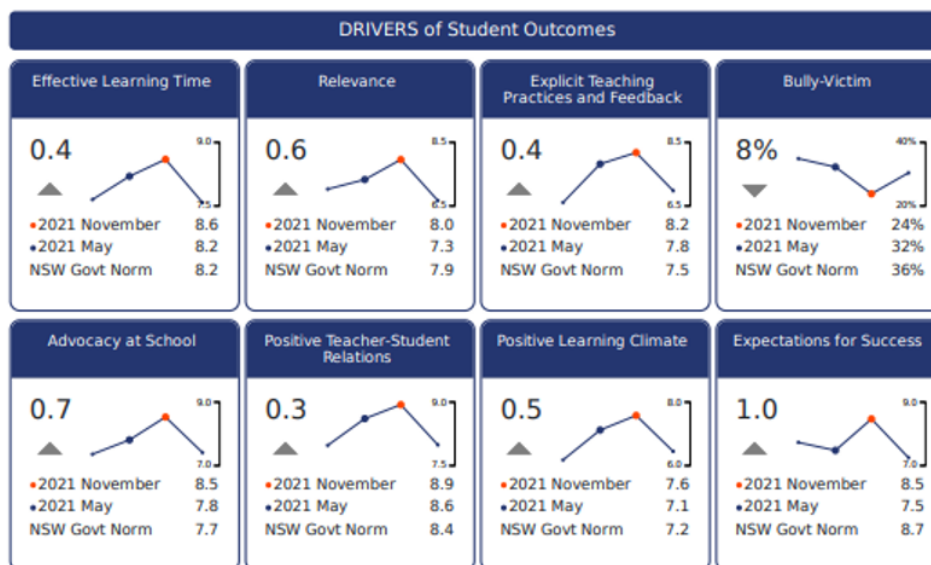
Student wellbeing factors identified through the Tell Them from Me Survey reflect an:

Increase in:

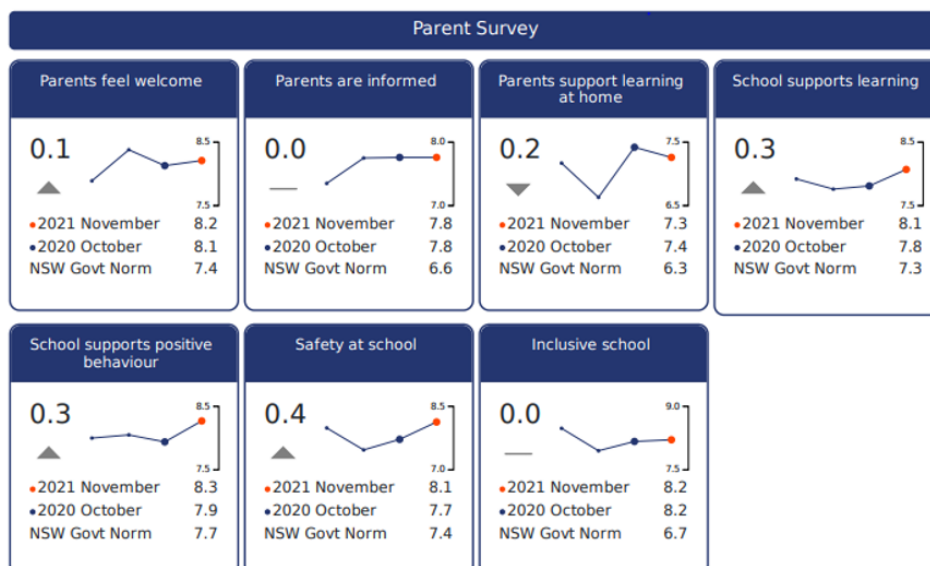
- Advocacy, Effective learning time, Relevance, Explicit teaching practices and feedback, Advocacy at School, Positive teacher-student relationships, Positive learning climate, Positive behaviour at school

Decrease in:

- Students feel schooling is valuable, Homework behaviour, Interest and motivation, Effort, Participate in sports



TTFM Tell Them from Me Survey
Drivers of Student outcomes

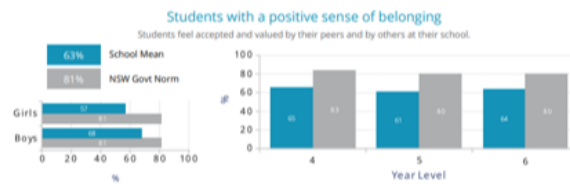


TTFM Tell Them from Me Survey
Parent Survey

Sense of belonging

Sense of belonging refers to students' feelings of being accepted and valued by their peers and by others at school. It reflects the extent to which students feel personally accepted, respected, included, and supported by others at school.

The Tell Them from Me surveys ask students about how they get along with others at school. The results are reported as the percentage of students with a positive sense of belonging.



Tell Them from Me school modified questions

To ascertain if a change of language would reflect an increase in students indicating a sense of belonging the school presented modified questions to Stage 3 students. Questions had a ranking from 1 to 5 and were administered via google docs. The survey had 11 respondents from a sample size of 16 students.

1. I make friends easily at School.
I can make friends easily at FBPS (81% identified in scale 4 and 5)
2. I feel accepted for who I am.
I feel I can be myself at school (90% identified in scale 4 and 5)
3. School is a place where I feel I belong
I feel I'm part of a group at FBPS. (91% identified in scale 4 and 5)
4. I feel accepted by the kids my age
I feel I can join in and participate with my age group. (90% identified in scale 4 and 5)

Results showed that with language that students understood the sense of belonging rose from the 60% range into the 90% range.

Sense of Belonging - internal data comparison

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.