

2021 Annual Report

Ferncourt Public School



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Introduction

The Annual Report for 2021 is provided to the community of Ferncourt Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Ferncourt Public School, students, staff and parents work together to foster a culture of inclusion, respect and acceptance. We provide a nurturing environment where students are known and valued. The school aspires to have high expectations and encourage students to achieve their potential and become life long learners.

School context

Ferncourt Public School is located in South Marrickville alongside the Cooks River. Ferncourt is a part of the Marrickville Network of schools in the Inner West of Sydney. The school supports the learning of 384 students from Kindergarten to Year 6 and has a dedicated staff with a range of experiences, who value collaborative decision making and staff participation. The school has strong relationships with our community, consisting of parents, caregivers and the wider community. Ferncourt Public School has a strong reputation in the creative and performing arts and in sport. All students are encouraged to be respectful, responsible and safe learners.

The school has completed a situational analysis that has identified three areas of focus for the 2021-2024 School Improvement Plan. The focus areas build on our previous school planning cycle.

Our analysis has identified the following areas of focus:

- **Improving Student Learning Outcomes in Reading and Numeracy:**

Increasing the percentage of students in the top 2 bands in NAPLAN and the number of students achieving expected growth in both reading and numeracy. This area will focus on the School Excellence Framework elements of Effective Classroom Practice, Assessment and Data Skills and Use.

- **Explicit Teaching and Effective Classroom Practice:**

Through consultation with staff and an analysis of student academic data, quality teaching was identified as a major theme for school improvement. This area will focus on the School Excellence Framework elements of Effective Classroom Practice, Learning Culture, and Curriculum and Assessment.

- **A Culture of High Expectations**

The executive team will drive continuous school improvement and foster a culture of high expectations by increasing capacity within staff and supporting teachers to proactively seek to improve their performance. The school will focus on the School Excellence Framework elements of Learning and Development and Educational Leadership.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, consistent whole school processes for collecting and analysing data will be implemented to identify and respond to the learning needs of individual students using evidence-informed strategies.

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.

- Effective Classroom Practice
- Data Informed Teaching and Learning

Resources allocated to this strategic direction

English language proficiency: \$65,507.72

Low level adjustment for disability: \$87,979.83

Summary of progress

Ferncourt Public School revised teacher professional learning on reading assessments to build teacher confidence in administering and understanding results. This professional learning has informed teacher practice and has been used to inform the process of reporting. Teachers are using Progressive Achievement Test data along with running records to monitor reading growth. PLAN 2 training was provided, however, the implementation of this will be postponed until 2022, where we will target reading progressions and monitor targeted groups for reading growth with an initial focus on understanding texts. We will continue to focus on finding and sharing actionable insight to make data driven decisions around reading and we will focus on developing teacher confidence in using the data to inform their practice. We have reached and exceeded 2021 targets in reading and are on track for progress measures outlined for 2022 and beyond.

The school has continued to develop data collection and analysis processes which has provided information for teaching and learning in regard to numeracy. While results are not yet trending toward targets set for 2021, Ferncourt Public School will revise and develop strategies for improvement in numeracy for 2022 which outline professional development and programming changes. The school aims to use systematic and reliable assessment information to evaluate student learning over time and to implement changes in teaching that lead to measurable improvement.

The school is developing processes to support data driven teaching practices.

Ferncourt Public School are working toward a systematic and coherent classroom programs that are collaboratively designed. Accommodations and adjustments are made to suit the needs of students. Lesson planning processes use student information and achievement data, curriculum requirements, and student feedback, to provide continuous improvement for all students, across the full range of abilities. Teachers will engage in professional learning around the new syllabus documents K-2 English and mathematics, in preparation for implementation in 2023.

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
<ul style="list-style-type: none">• A minimum of 72.1% of Year 3 and 5 students achieve in the top two bands for reading• A minimum of 55.6% Year 3 and 5 students achieve in the top two bands for numeracy	<p>74% of students achieved in the top two bands for reading as assessed by the 2021 NAPLAN assessments which exceeds the 2021 targets in this area. The programs we have implemented to target reading growth have been successful and we will continue to develop and implement revised programs to see future growth towards upper bound targets.</p> <p>43% of students achieved in the top two bands for numeracy as assessed by the 2021 NAPLAN assessments which is below the 2021 target in this area. Student growth in numeracy will be a target in the 2022 school initiatives to address the deficit in the numeracy progress measure.</p>

<ul style="list-style-type: none"> • A minimum of 60.2% of students achieving expected growth in reading. • A minimum of 54.3% of students achieving expected growth in numeracy • Year 5 numeracy NAPLAN to be at SSSG. 	<p>60.78% of students achieved expected growth in reading. This has been achieved through targeted interventions in reading and support provided for students through the Covid Intensive Learning Support program. Various professional learning sessions have occurred for staff, resulting in increased confidence and use of data to drive teaching and learning outcomes.</p> <p>34.8% of students achieved expected growth in numeracy. This is an area requiring further investigation and adjustment moving forward.</p> <p>2021 NAPLAN data indicates improvement in Year 5 numeracy since 2019, however whilst the difference between Ferncourt and SSSGs is smaller than 2019, the results are still below SSSG and this is an area for improvement.</p>
<ul style="list-style-type: none"> • Assessment is validated at Sustaining and Growing and Student Performance measures are validated at Sustaining and Growing. • Data Skills and use is validated at Sustaining and Growing. 	<p>In 2021 Assessment was validated at Sustaining and Growing however Student Performance Measures was validated at Delivering. This is an area for improvement in 2022.</p> <p>Data skills and Use was validated as Delivering and this is an area for improvement in 2022, with teachers undertaking further professional learning in the analysis of data.</p>

Purpose

To develop improved classroom practices where teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

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
- Effective Feedback

Resources allocated to this strategic direction

Summary of progress

Ferncourt Public School focused on explicit teaching practices in 2021, where teachers clearly explained to students why they are learning something and how it connects to what they already know. With this knowledge, students were then shown what they are expected to do, how to do it and what it looks like when they have succeeded. Teachers worked closely with a Literacy consultant on using Literacy and Numeracy Progressions in order to personalise learning and differentiate teaching for all students, as well as to track and monitor growth. Teachers also engaged in a mix of face-to-face and online learning including:

- Focus on Vocabulary
- Improving Reading and Numeracy: Measurement and Geometric Reasoning
- Improving Reading and Numeracy: Multiplicative Thinking
- Challenging Tasks and Questioning- Teaching Strategies to Support Number Sense

Teachers used a range of formal and informal assessment practices to assess student learning and inform learning experiences. Student feedback is provided in verbal and written formats allowing students to understand expectations, achievements, and areas for improvement. Teachers continue to use success criteria as a means for students to self and peer assess and reflect on their learning and understanding. Staff followed Ferncourt's Assessment Schedule with the exception of Term 3 (remote 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
80% of students in years 1-6 answering all measurement and geometry questions correctly in PAT Maths.	Analysis of 2021 PAT data shows that 63.3% of students from grades 1-6 answered all Measurement and Geometry questions correctly. Teachers analysed NAPLAN data during teacher professional learning and identified the need to target numeracy. Trends show that measurement and geometry are areas of need. Question analysis further showed that teachers need to explicitly teach these skills and developed a sequence of learning experiences across K-6, to implement in 2022.
The school's value-add trend is positive.	The School's value-add trends for 2021 are K-3 at Excelling, 3-5 Working Towards Delivering and 5-7 Working Towards Delivering. We continue to employ effective K-2 practices which is shown in Scout as excellent. Staff professional development identifying Literacy and Numeracy areas for improvement in Years 3-7 were presented.
Effective Classroom practice is validated at Delivering	Teachers engaged in weekly stage meetings where lesson plans and programs were reviewed and adapted collaboratively. Staff also engaged in teacher professional learning on how to use PLAN 2 to assess and plot students according to the progressions and then use this data to inform teaching practice. Teachers continue to employ explicit teaching practices with a focus on learning intentions and success criteria. They engage in

<p>Effective Classroom practice is validated at Delivering</p>	<p>practices designed to monitor student learning and provide effective feedback so that students have an understanding of how to improve. Ferncourt's Positive Behaviour for Learning program has ensured consistency across the school with classroom management and deterring challenging behaviour. Teachers used an online platform to collect and display positive behaviour data (Fernies) promoting positive behaviour and connecting families with information about their students' attitude to learning.</p>
<p>80% of Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.</p> <p>80% of students achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy progressions, PLAN2 and syllabus indicators.</p>	<p>The disruption to face-to-face learning has resulted in inadequate collection of PLAN 2 data to collate overall student achievement percentages. Reviewing PLAN 2 professional learning and collecting further data will be a continuing focus for 2022. However, Kindergarten were assessed using the Phonological Awareness Diagnostic and preliminary data shows students are also working towards targets. Similarly, the Year 1 Phonics Screening showed that 70% of students are considered On Track with a further 16% considered Working Towards. Students in Year 3 - 6 participated in Check-In Assessments.</p>

Strategic Direction 3: High Expectation Culture

Purpose

The school will ensure distributive instructional leadership to create a culture of high expectations, effective classroom practice and ongoing improvement.

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.

- Performance Management and Development
- High Expectations and Continuous Improvement

Resources allocated to this strategic direction

Professional learning: \$17,983.00

Beginning teacher support: \$6,400.00

Summary of progress

In 2021, teachers at Ferncourt Public School undertook further professional learning in literacy with a focus on reading and vocabulary, to continue building capacity and teacher skills and knowledge. Teachers continued to work collaboratively to plan and implement teaching and learning programs with a focus on improving student outcomes in literacy. Opportunities were provided for teachers to observe one another's practice and share strategies and lesson content. As part of the annual Performance and Development Plans, school leaders observed the implementation of reading and vocabulary lessons to ensure that best practice was evident to improve student engagement and achievement. Further to the Performance and Development Plans, teachers ensured professional goals were aligned with the School Improvement Plan and school leaders supported teacher development and growth, and the achievement of goals.

Regular collection of student assessment data occurs across the school from Kindergarten to Year 6. Teachers effectively collaborate and analyse this data to identify areas of need and plan and implement lessons accordingly. Further professional learning will be provided in 2022 in the area of data analysis. Teachers participate in teacher professional learning on a weekly basis, which continued online during Learning from Home. The leadership team led professional learning to sustain a culture of ongoing improvement.

Professional learning was provided by behavioural specialists to support staff in dealing with students with complex trauma and behavioural difficulties. Strategies to support these students were integrated into behaviour management plans to support the needs of these students and ensure consistency amongst teachers. Early career teachers undertook professional learning in a behaviour management course; Behavability. The aim of this program was to ensure consistent, predictable and high expectations in the area of behaviour management.

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
<ul style="list-style-type: none">• 80% of teachers always use a range of data from different types of assessments to plan, modify and deliver lessons to meet the learning needs of students.• 80% of teachers are engaging in collaborative analysis of data with colleagues• 90% of teachers establish clear and consistent expectations for learning and behaviour	<p>Survey data indicated that 86% of teachers always use a range of data from different types of assessments to plan, modify and deliver lessons to meet the learning needs of students.</p> <p>74% of teachers indicated they are engaging in collaborative analysis of data with colleagues..</p> <p>90% of teachers indicated that they establish clear and consistent expectations for learning and behaviour.</p>
Educational Leadership is validated at	Educational Leadership has been validated at Delivering as part of the

Sustaining and Growing	School Excellence Framework Self-Assessment Survey.
<ul style="list-style-type: none"> • The school achieves a minimum of 88% for wellbeing • The school achieves a minimum of 90% for student attendance 	The school has achieved a minimum of 70% for student wellbeing and a minimum 90% for student attendance.
77% of students indicate they are interested and motivated in their learning.	62% of students set challenging goals for themselves in their schoolwork and aim to do their best.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$151,266.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Ferncourt Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in: A decrease of suspensions in 2021, compared with 2020. Teachers have additional support in classrooms to ensure learning needs of children with integration funding are met.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to use Integration Funding Support to employ additional staff to support the needs of students.</p>
<p>Socio-economic background</p> <p>\$9,373.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ferncourt 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"> • supplementation of extra-curricular activities. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Essentials such uniforms and school supplies, as well as access to online resources have been provided to students when financial assistance has been requested.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to go towards providing support for families that require financial assistance.</p>
<p>Aboriginal background</p> <p>\$5,216.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ferncourt 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 additional staff to deliver personalised support for Aboriginal students.

<p>Aboriginal background</p> <p>\$5,216.84</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. • employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in: This funding has been utilised in the development of Personalised Learning Pathways (PLPs) for Aboriginal Students. School Learning Support Officers support Aboriginal students in class with their PLPs. Data indicates that there has been growth in literacy and numeracy for 66% of Aboriginal students at Ferncourt Public School.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to employ additional staff to provide in class support for Aboriginal students in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$65,507.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ferncourt 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support. • establish a core practice for supporting students learning English as an Additional Language or Dialect. • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in: This funding has allowed for staffing of an EAL/D teacher 3 days per week, supporting students and teachers through small group withdrawal and in class support. Progressive Achievement Test data has indicated an improvement in literacy and numeracy for some EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 EAL/D progressions will be used to demonstrate student growth.</p>
<p>Low level adjustment for disability</p> <p>\$87,979.83</p>	<p>Low level adjustment for disability equity loading provides support for students at Ferncourt 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"> • Effective Classroom Practice <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. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in: A Learning and Support Teacher (LaST) has been employed to mentor teachers through the demonstration of quality practice within the classroom as a means to build teacher capacity. The LaST also supports teachers in the development of Personalised Learning and Support Plans for both student support and extension. From the MiniLit and Macquilit programs,</p>

<p>Low level adjustment for disability</p> <p>\$87,979.83</p>	<p>100% of teachers commented that they had noticed an improvement in student word recognition and decoding, as well as an improvement in reading capability and confidence.</p> <p>After evaluation, the next steps to support our students with this funding will be: The LaST will continue to be employed in 2022. Additional funding from the P&C will allow for the LaST to work 3 days per week. The MiniLit and Macqlit programs will continue to be implemented in 2022.</p>
<p>Professional learning</p> <p>\$17,983.00</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 Ferncourt 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"> • High Expectations and Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ferncourt has partnered with Real Schools to implement the "Investing in Teacher Capacity" project. This will involve developing action plans around building a cohesive and high functioning school culture of high expectations and establishing a collective awareness of effective teams. <p>The allocation of this funding has resulted in: The leadership team implemented professional learning over 4 sessions with Real Schools facilitator Cassie Kitani. Cassie also provided an "in-school" day at Ferncourt, working alongside teachers in the classroom. A staff survey indicated the average score of staff who feel confident and competent about the way Restorative Practices enhance communication in the classroom was 7.13 (out of 10).</p> <p>After evaluation, the next steps to support our students with this funding will be: There will be a continued partnership with Real Schools in 2022, supporting teachers in using restorative practices as a vehicle for differentiation of learning programs.</p>
<p>Beginning teacher support</p> <p>\$6,400.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ferncourt Public School during their induction period.</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"> • High Expectations and Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning Teachers participated in teacher professional learning "Behaveability" with Ian Luscombe, focusing on behaviour management strategies to implement in the classroom. • Funds were utilised to provide an opportunity for Beginning Teachers to participate in classroom observations of experienced teachers as a form of mentoring, as well as work closely with a specific mentor to develop teaching and learning programs. <p>The allocation of this funding has resulted in: Survey results indicated that Beginning Teachers are feeling more confident with behaviour management strategies and their knowledge and understanding of the teaching and learning cycle has continued to develop.</p> <p>After evaluation, the next steps to support our students with this funding will be: Beginning teacher funding will continue to be used to provide early career</p>

<p>Beginning teacher support</p> <p>\$6,400.00</p>	<p>teachers with the opportunity to attend professional learning, work with a mentor within the school and also be released from class to observe experience teachers in the classroom.</p>
<p>School support allocation (principal support)</p> <p>\$23,001.30</p>	<p>School support allocation funding is provided to support the principal at Ferncourt 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"> • An additional SAO was employed to support the School Administrative Manager, who in turn supports the Principal with financial management and Health and Safety. <p>The allocation of this funding has resulted in: Additional support in the administration provides the Principal with more time to implement Educational Leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be: Principal support funding will continue to be directed to additional administration time.</p>
<p>Literacy and numeracy</p> <p>\$16,825.56</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ferncourt Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding was put towards an additional class teacher to make class sizes smaller. This enhanced the opportunity for teachers to provide more individualised support due to smaller classes. This also provided teachers with the opportunity to provided immediate feedback to students. After a disruptive year in 2020, the school was able to enhance support for student wellbeing through smaller class sizes. <p>The allocation of this funding has resulted in: Progressive Achievement Test data indicated improvement in grades 1-6 in both literacy and numeracy. Kindergarten do not participate in the Progressive Achievement Tests.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2002 funding will be used for targeted literacy and numeracy intervention programs.</p>
<p>QTSS release</p> <p>\$80,612.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ferncourt 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 initiative funding include:</p> <ul style="list-style-type: none"> • Funding was put towards an additional class teacher to make class sizes

<p>QTSS release</p> <p>\$80,612.84</p>	<p>smaller. This enhanced the opportunity for teachers to provide more individualised support due to smaller classes..</p> <p>The allocation of this funding has resulted in: Teacher feedback indicated smaller classes allowed teachers to provide more individualised support in literacy and numeracy, with Progressive Achievement Test data indicating an improvement in all grades 1-6 in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, QTSS funding will be used to provide targeted literacy and numeracy programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ferncourt 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding was put towards an additional class teacher to make class sizes smaller. This allowed class teachers to implement literacy and numeracy interventions to students in a smaller setting after a disruptive year in 2020. <p>The allocation of this funding has resulted in: Feedback from teachers has indicated that smaller class sizes has allowed them to give immediate feedback to students to support their learning and identifying next steps in the teaching and learning cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, Literacy and Numeracy Intervention funding will be used to employ additional staff as part of the Learning & Support team, to provide targeted intervention to students in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$34,908.27</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. • providing targeted, explicit instruction for student groups in literacy/numeracy. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in: Analysis of data of literacy progression indicators in PLAN 2 indicates:</p> <p>Year 4 Students (9 Students) 86% of students always demonstrate Phonic Knowledge and Word Recognition (growth of 42%) 71% of students always demonstrate Understanding Texts (growth of 38%) 67% of student always demonstrate knowledge in Spelling</p> <p>Year 5 (10 Students)</p>

<p>COVID ILSP</p> <p>\$34,908.27</p>	<p>70% of students always demonstrate Phonic Knowledge and Word Recognition (growth of 12%) 72% of students always demonstrate Understanding Texts (growth of 11%) 20% of student always demonstrate knowledge in Spelling</p> <p>Year 6 (5 Students) 40% of students always demonstrate Phonic Knowledge and Word Recognition 20% of students always demonstrate Understanding Texts</p> <p>Analysis of data of numeracy progression indicators in PLAN 2 indicates:</p> <p>Year 4 (6 Students) 50% of students sometimes demonstrate Quantifying Numbers 95% of students sometimes demonstrate Additive Strategies 100% of student sometimes demonstrate Multiplicative Strategies 50% of students sometimes demonstrate Understanding Units of Measurement</p> <p>Year 6 (5 Students) 90% of students sometimes demonstrate Quantifying Numbers 88% of students sometimes demonstrate Additive Strategies 86% of student sometimes demonstrate Multiplicative Strategies 68% of students sometimes demonstrate Understanding Units of Measurement</p> <p>After evaluation, the next steps to support our students with this funding will be: Covid Intensive Learning Support will continue in 2022 for two days per week, partially funded through RAM funding.</p>
<p>Per capita</p> <p>\$104,770.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ferncourt 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 operational funding include:</p> <ul style="list-style-type: none"> • This funding has been used to purchases resources for the school, to be used both in the classroom and playground. This funding has also allowed for the employment of additional staff. <p>The allocation of this funding has resulted in: Enhancing the school facilities to ensure an engaging and stimulating environment is provided for students to reach their potential.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will continue to be used to enhance school facilities, purchase school resources and pay for additional staff were needed e.g School Learning and Support Officers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	230	238	224	200
Girls	214	208	201	180

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	94.5	96.1	96.4
1	94.5	94.2	93.5	96.4
2	95	94.5	93.3	95.5
3	95.9	93.8	94.7	94.6
4	94.9	93.6	93	94
5	96.3	93.5	93.3	92.8
6	93.5	94.1	93.9	92.7
All Years	95.2	94	94	94.6
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)	4
Classroom Teacher(s)	12.95
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.2
School Administration and Support Staff	2.92

*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	475,410
Revenue	3,674,934
Appropriation	3,433,451
Sale of Goods and Services	7,706
Grants and contributions	232,884
Investment income	693
Other revenue	200
Expenses	-3,688,960
Employee related	-3,313,110
Operating expenses	-375,850
Surplus / deficit for the year	-14,026
Closing Balance	461,385

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	142,774
Equity Total	168,078
Equity - Aboriginal	5,217
Equity - Socio-economic	9,374
Equity - Language	65,508
Equity - Disability	87,980
Base Total	2,747,478
Base - Per Capita	104,770
Base - Location	0
Base - Other	2,642,709
Other Total	224,471
Grand Total	3,282,802

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

In 2021 the Tell Them From Me survey was completed by students in Year 4, teachers and parents, to provide us with an insight to guide school planning and identify school improvement initiatives.

Student Responses

66% of students reported feeling accepted and valued by their peers and by others at school.

93% of students reported they do not get into trouble at school.

77% of students indicated they know where to seek help if being bullied.

64% of students feel their classroom is cleaned and looked after.

78% expect to go to university when they finish high school.

Parent Responses

Areas of Satisfaction:

- Parents feel welcome when they visit the school.
- Parents feel they can easily speak to their child's class teacher.
- Written information from the school is in clear, plain language.
- Parents are well informed about school activities.
- Teacher's listen to concerns parents have.
- Children are clear about the rules for behaviour.
- Behaviour issues to be dealt with in a timely manner.
- The school helps prevent bullying.
- Children feel safe at school.

Areas for Improvement:

- Inform parents about opportunities concerning their child's future.
- Inform parents about children's social and emotional development.

Teacher Responses

Areas of Satisfaction:

- School leaders have supported staff during stressful times.
- School leaders create a safe and orderly environment.
- Teachers discuss learning problems of particular students with other teachers.
- Teachers collaborate with each other about strategies to increase student engagement.
- There is a sense of belonging for students.

Areas for Improvement:

- Involve parents and other community members in creating learning opportunities.
- Teachers to share more feedback with colleagues about their teaching.

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.