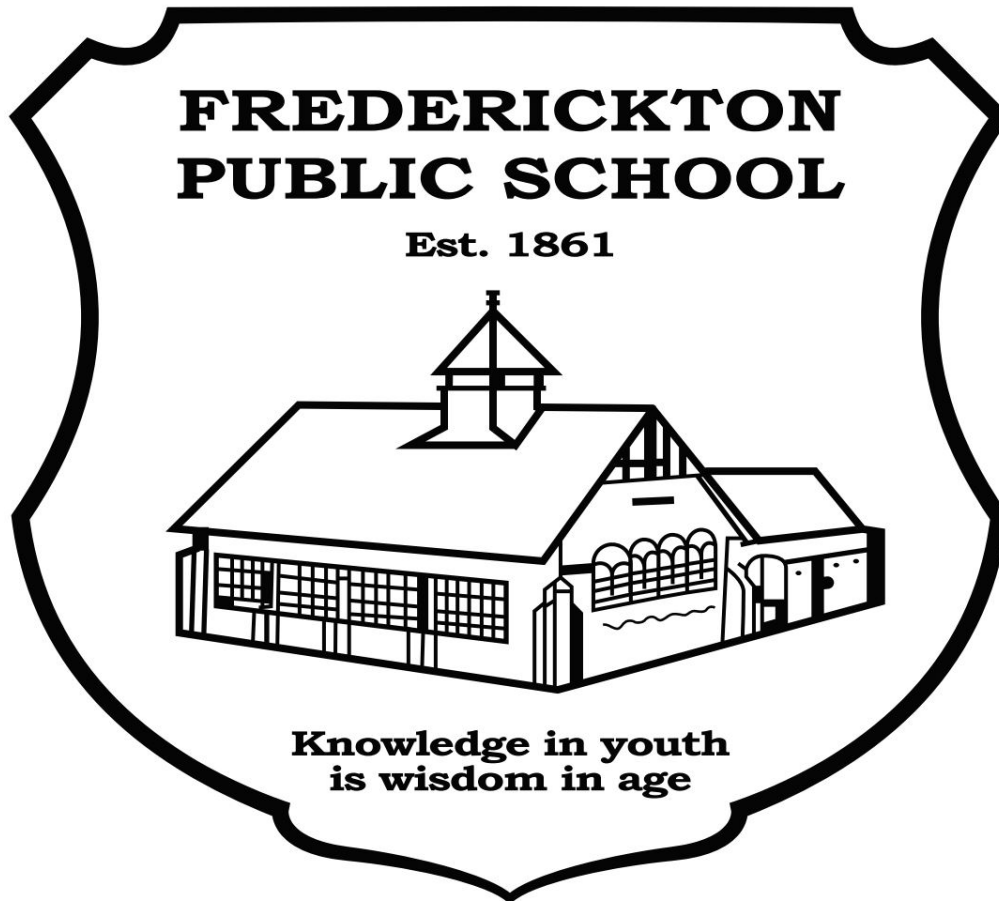


2022 Annual Report

Frederickton Public School



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Introduction

The Annual Report for 2022 is provided to the community of Frederickton Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Decision Making
- Developing Student Agency

Resources allocated to this strategic direction

Summary of progress

Our focus for 2022 was to develop student agency and enhance student learning through data driven decision making. Using CESE's What works best 2020 update, a more detailed assessment schedule was developed that ensured valid, reliable, objective, and inclusive whole school assessments that demonstrated responsiveness to student learning and engagement needs. Following this, processes for collecting and analysing data to design high impact teaching and learning were formalised and resulted in upward shifts towards the Premiers Targets in Reading and Numeracy.

Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-informed practice, including the construction of clear learning intentions drawn from the syllabus. Teachers worked on developing individual learning goals for students; co-creating success criteria; refining explicit descriptive feedback processes; and teaching peer to peer and self assessment strategies

Whole school professional learning focused on refining a core set of high-leverage practices and essential teaching skills necessary to promote deep learning of Reading and Mathematics. Using the DoE Reading and Numeracy Guides executive staff led deep discussions drawn from a growing evidence-base. An analysis of school internal and external data (2021) showed that mathematical language, and multiplicative strategies were areas that could be strengthened. APCI's lead learning in Multiplicative strategies, promoting talk moves and dialogical practices. An anonymous staff survey demonstrated all staff valued the professional learning model; collaborated to trial new teaching strategies; and could demonstrate an embedded approach regarding the use of student data to inform their teaching and learning programs. A student self evaluation survey showed that in Stages 2 and 3, 95% of students reported high engagement and enjoyment in the multiplicative strategies lessons that were developed as a result of the professional learning and 87% reported a high level of challenge. Naplan results in both Year 3 and 5 show a small increase in student attainment in Multiplicative strategies from 2021 data..

Significant professional learning was assigned to deep knowledge of the research related to the curriculum reforms and preparing for the new syllabus. Differentiated support in the form of coaching and mentoring, will be provided throughout 2023.

Next year in this initiative we will work to develop effective syllabus implementation K-2, whilst planning and preparing to teach the new syllabus 3-6 in 2024. We will work with families to enhance student learning through regular student goal setting in Mathematics. Using technological platforms families will receive instant updates on their child's progress and next learning steps. We will also keep working to ensure all teaching and learning programs include a focus on vocabulary, dialogic practices and multiplicative strategies to improve student outcomes

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
System-negotiated targets: Top Two Bands	2022 NAPLAN data indicates 23% of Year 3 students and 14% of Year 5 students are in the top two skill bands for reading indicating that while we have shown improvement our school has not exceeded the system

<p>* Top 2 bands (or equivalent) of NAPLAN Reading to have an increase (uplift) of 8.1%. from baseline data.</p>	<p>negotiated target.</p>
<p>* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.7%. from baseline data.</p>	<p>2022 NAPLAN data indicates 12% of Year 3 students and 23% of year 5 students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. This will be the focus of significant work in 2023. There has been a consistent upward shift in to the middle two bands in both Year 3 and year 5 over the previous two years.</p>
<p>System Negotiated Target: Growth Reading:</p> <p>* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 5% from baseline data.</p>	<p>Year 5 student growth cannot be calculated for 2022 as the NAPLAN assessment did not proceed in 2020. Student growth requires the matching of student results across consecutive assessments.</p>
<p>Numeracy:</p> <p>* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 5% from baseline data.</p>	<p>Year 5 student growth cannot be calculated for 2022 as the NAPLAN assessment did not proceed in 2020. Student growth requires the matching of student results across consecutive assessments.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • In the element of Assessment as measured by the School Excellence Framework we demonstrate a movement to excelling in the themes of Formative Assessment and Whole School Monitoring of Student Learning. • In the element of Data Skills and Use as measured by the School Excellence Framework, we maintain sustaining and growing in the themes of formative assessment and data analysis. 	<p>In the element of Assessment as measured by the School Excellence Framework we demonstrate sustaining and growing with a solid movement towards excelling in the themes of Formative Assessment and Whole School Monitoring of Student Learning, and project that this will be achieved in 2023. In data analysis in the element of Data Skills and Use we are maintaining the achievement of sustaining and growing.</p>

Strategic Direction 2: Wellbeing Everyone's Business

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Summary of progress

Student, family and community wellbeing and engagement have been an ongoing focus in 2022. We have welcomed increasingly larger numbers of community members to a range of events including the Easter Hat Parade, swimming carnival, athletics carnivals, cross country events, NAIDOC Day events, Book Week Parade, Fredo Spectacular Performances, family Christmas craft day, Christmas carols evening, assemblies, kindergarten transition days with parent information sessions and Year 6 farewell dinner.

During 2023, we will continue to develop partnerships between learners, parents/carers, educators and staff to help foster engagement and to develop positive learning and wellbeing outcomes. In recognising wellbeing being everyone's business as a staff and leadership team we will continue fostering our commitment to consolidating a school wide culture supporting a shared sense of responsibility with families for student wellbeing. Our ongoing commitment will be evidenced by our continued implementation of our Positive Behaviour for Learning program, Anti-Bullying and Behavioural policies, academic, sporting and creative arts recognition for students, and the movement from delivering in the area of wellbeing to sustaining and growing.

During 2023, we will continue to build relationships with families through school events for example Education Week, and NAIDOC Week. Working with our local preschools we will continue to offer an extended transition program for new kindergarten enrolments. As a staff we will continue to engage with our AECG including the establishment of our Junior AECG, high school, and PCYC to provide educational programs including wellbeing support to our students.

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
System Negotiated Target Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 78.8%. from baseline data.	Scout data indicates the number of students attending greater than 90% of the time is 42.7%. This is a decrease of 14.7% from 2021 data. Our attendance target was not met during 2022. Our daily attendance rate is 85.9%. We will continue to further increase family communications, identify and implement individual family supports, and promote new programs and initiatives to engage students in school attendance.
Annual reflection indicates that our school is excelling in a planned approach to wellbeing as measured by the Wellbeing for School Excellence Evaluation Support Tool. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school	2022 Self-assessment against the School Excellence Framework indicates that our school is currently performing at delivering in the area of a planned approach to wellbeing. Staff understanding and knowledge around student wellbeing was a focus of professional learning opportunities and discussions. As a staff we have deepened our understanding of wellbeing and to move forward we will implement strategic and planned approaches to further develop our whole school wellbeing processes so students can connect, succeed, thrive and learn.

<p>approach to wellbeing and engagement, to improve learning.</p> <p>Annual reflection indicates that our school is excelling in the theme of behaviour as measured by the Wellbeing for School Excellence Evaluation Support Tool. 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>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of behaviour. To progress in this theme, we will focus on co-developing expectations of behaviour with students, families and the community to ensure effective learning conditions and continue to explicitly and consistently apply these across the school.</p> <p>An area to address is the changeover of staff to ensure all new staff have a deep understanding and can demonstrate a practical application of our school's wellbeing systems, policies and procedures.</p>
<p>Tell Them From Me survey data indicates an increase of 10% in the focus areas of social-emotional wellbeing from our 2020 baseline data.</p>	<p>Our student social-emotional outcomes TTfM results from June to November indicate an increase in the following areas participation in sport by 11% to 75% (state norm 83%), participate in extracurricular activities by 4% to 48% (state norm 55%), sense of belonging by 85 to 61% (state norm 81%), interest and motivation by 8% to 56% (state norm 78%). Our data indicated a decrease in the areas of positive relationships by 3%, homework behaviour by 7%, positive behaviour at school by 5% and effort by 2%. Our value of school outcomes remained constant at 88%.</p>

Strategic Direction 3: Technology in teaching and for learning

Purpose

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

Initiatives

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

- Technology in and for Teaching
- STEM

Resources allocated to this strategic direction

Socio-economic background: \$4,500.00

Summary of progress

In 2022, students were supported in their learning through online learning programs including Reading Eggs, Mathletics and Essential Assessment. We continued to embed STEM in our school learning giving access to all students to engage in science, technology, engineering and math (STEM) programs. New laptops were purchased to ensure our equipment is being maintained to a high standard. Staff continued to use technology in their roles of data collection, analysis, collaboration, and professional learning. Our school community members continue to engage through our technology platforms including Class Dojo and Facebook. In 2022, we streamlined our technology approach in our communication with families. All staff used Class Dojo as a communication platform, the introduction of a paperless newsletter was supported through the use of SWAY and Facebook was utilized more as a communication tool.

In 2023, we will continue to implement only one platform for parent communication (Class Dojo). Our technology team will attend the annual technology expo and provide professional learning to all classroom based teachers and SLSO staff. As part of the digital classroom officer program in 2023 two staff will share leading the initiative providing classroom and professional learning support to staff. Teachers will be provided with additional professional learning to support STEM in their classroom programs. Students will be provided opportunities to participate in STEM based activities with other schools from across our region through STEM projects and expos.

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
50% of all students achieving at their end of stage level according to the Information and Communication Technology Capability learning continuum	The ICT capability learning continuum provides a sequence of developmental levels from Kindergarten to Year 10. Within the continuum are five elements: Applying social and ethical protocols and practices when using ICT, investigating with ICT, Creating with ICT, Communicating with ICT, Managing and operating ICT. Teachers report that at least 50% of their students are working at or towards achieving the levels of ITC competence typically achieved at the students' level in most areas. As a whole school we have embedded practices to reflect the 5 elements of the continuum. Embedding ICT practices will remain as a focus for our school throughout 2023 as we have a large staff turnover.
Annual reflection indicates that our school moved to sustaining and growing in school resources, technology as measured by the School Excellence Framework. Technology is effectively used to enhance learning and service delivery.	The School Excellence Framework indicates that our school is achieving at a sustaining and growing level in the theme of technology in the element of school resources. All teaching staff agreed and could demonstrate that technology is effectively used to enhance learning and service delivery.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,735.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Frederickton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Students received individual support as identified in their personalized learning plans. All students were able to achieve their personal goals to the best of their ability. <p>The allocation of this funding has resulted in the following impact: Students receiving funding integration support were better able to achieve their learning goals. Parents indicated that they felt their child was being supported, valued, known and cared for being recognised as individuals with individual learning needs. Parents recognised and contributed to the decisions being made in relation to accommodations and adjustments to best meet the educational, social and emotional needs of their child in their schooling.</p> <p>After evaluation, the next steps to support our students will be: To continue to adjust individual learning plans to meet the needs of the students throughout 2023.</p>
<p>Socio-economic background</p> <p>\$152,304.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Frederickton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Technology in and for Teaching • STEM • 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 IT programs including Mathletics, Reading Eggs, and Essential Assessment to support identified students with additional needs. • providing students without economic support for educational materials, uniform, equipment and other items. • supplementation of extra-curricular activities. <p>The allocation of this funding has resulted in the following impact: Additional staff employment to implement targeted learning programs while providing teachers with additional release time to engage with professional learning to deeply engage in new learning in a timely manner. Staff were able to engage in professional learning in the areas of technology, literacy and numeracy. Students were supported through the purchase of additional classroom resources. Each student also received 2 books per term to promote learning and reading within the home. Two 3D printers and one green screen package were purchased to support learning using technology. Student subscriptions were purchased in Essential Assessment, Reading Eggs and Mathletics. Teachers were also provided with digital subscriptions to Inquisitive and Teach Starter. Teachers were supported through release time to meet with families to write individual learning plans and personalised learning plans.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$152,304.74</p>	<p>In 2022 the funding will continue to be used to best meet the needs of each of our students and staff.</p>
<p>Aboriginal background</p> <p>\$85,423.49</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Frederickton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 and Torres Straight Islander students. • staff released to support the development and ongoing implementation and evaluation of Personalised Learning Plans. • community engagement including expert tutors and presenters in significant cultural days with whole school events. • construction of a yarning circle for both school and community use within our school groups. <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support the Early Stage One/ Stage One class supported all students in their transition to school. Staff advocated feeling supported to collaboratively write student PLP's with students, parents/ carers and stage colleagues through release time. Funding used to purchase resources in literacy with an Aboriginal focus allowed each class to have an increased resource bank. Students and families reported the value of these texts in supporting our students. All ATSI students were supported across our school in line with PLP's using both Aboriginal background funding coupled with low-socio economic and our flexible staff funding. An AEO was employed from Term 3 onwards giving support to our students on the playground and in classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ an AEO. To continue building our literacy resources with an Aboriginal perspective. To continue supporting staff to plan, and implement PLP's in collaboration with students and parents. .</p>
<p>Low level adjustment for disability</p> <p>\$102,457.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Frederickton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • employment of LaST and interventionist teacher. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in

<p>Low level adjustment for disability</p> <p>\$102,457.67</p>	<p>meeting the literacy needs of identified students.</p> <p>The allocation of this funding has resulted in the following impact: An increase in time from 0.6 to 1.0 for our LaST as the leader of our Learning and Support Team she was able to consult with staff, parents or carers to determine the best way to provide personalised learning support for students in accordance with their learning needs. Students were supported through tailored individual learning programs supported by our LaST, SLSO's and our AEO which resulted in students experiencing greater success in the achievement of their goals.</p> <p>After evaluation, the next steps to support our students will be: To continue using and refining our current support model to embed best practise through the use of LaST, SLSO's and our AEO support time.</p>
<p>Location</p> <p>\$4,265.80</p>	<p>The location funding allocation is provided to Frederickton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. • incursion expenses. • student assistance to support excursions. <p>The allocation of this funding has resulted in the following impact: All students being able access learning opportunities provided at school supporting engagement in learning and the opportunity to experience learning opportunities beyond our classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2023 our location allowance will continue to be allocated to assist families to access equal learning opportunities for all students.</p>
<p>Professional learning</p> <p>\$16,383.66</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 Frederickton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collective Efficacy Meetings for all staff held 2 days per term. • Release time for teachers to access online learning to support their understanding in our key focus areas of curriculum and student wellbeing. <p>The allocation of this funding has resulted in the following impact: All staff reported through staff surveys a deeper understanding of how our data identifies our focus areas in literacy and numeracy targets in order to reach our school premier's targets. All expected school assessments were completed by all classroom teachers with whole school data analysed and student progress tracked using Plan 2. Teachers reported a deeper understanding of the K-2 curriculum and how to implement it leading into 2023.</p> <p>After evaluation, the next steps to support our students will be: CEM is valued by our staff members as an effective PL method and will continue into 2023. Focus will increase to 3-6 curriculum changes in preparation for 2024.</p>

<p>QTSS release</p> <p>\$27,925.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Frederickton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • additional teaching staff to implement quality teaching initiatives. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: The provision of release to further embed collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion. The strengthening of quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be: To continue to use the collective efficacy model (CEM) to strengthen the quality of teaching practices through collaboration, and the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results.</p>
<p>COVID ILSP</p> <p>\$90,986.00</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 2022.</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 and numeracy. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: COVID ILSP students identified, and target groups established with all students across the schools individual learning needs being identified and supported. All staff indicated they feel supported in their classroom through the establishment of the COVID ILSP groups supported by additional staffing.</p> <p>After evaluation, the next steps to support our students will be: To continue providing additional staffing to support staff in the implementation of high-quality curriculum. All students will continue to be supported to reach their individual learning goals in literacy and numeracy. Our COVID ILSP target students will continue to be tracked closely using PLAN 2. This data will be triangulated with school wide student data to ensure progression towards our school-based targets.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	64	64	66	72
Girls	83	74	75	78

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.8	88.5	88.3
1	90.6	95.7	89.2	86.3
2	91.8	93.6	90.7	82.5
3	93.8	95.8	90.6	83.8
4	85.8	92.1	92.0	89.8
5	94.1	87.2	85.6	89.6
6	88.9	86.8	84.1	83.2
All Years	91.2	92.3	88.4	86.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	6.1
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	155,842
Revenue	2,226,029
Appropriation	2,172,363
Sale of Goods and Services	491
Grants and contributions	50,766
Investment income	2,310
Other revenue	100
Expenses	-2,022,888
Employee related	-1,696,653
Operating expenses	-326,235
Surplus / deficit for the year	203,140
Closing Balance	358,983

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.

	2022 SBAR Adjustments (\$)
Targeted Total	13,735
Equity Total	340,186
Equity - Aboriginal	85,423
Equity - Socio-economic	152,305
Equity - Language	0
Equity - Disability	102,458
Base Total	1,307,935
Base - Per Capita	35,628
Base - Location	4,266
Base - Other	1,268,042
Other Total	277,743
Grand Total	1,939,599

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 2022 our school participated in the Tell Them from Me surveys. Our parent survey indicated an increase from September 2020 (our last recorded TTfM survey, this was due to a small cohort of families completing the survey in 2021 therefore, no data was given) to October 2022 across all areas with the exception of parent's support learning from home. While we are still above the NSW Government norm for this area, our results did indicate a decrease.

Our student survey in our focus area of wellbeing and social-emotional outcomes indicates that from June to November 2022 students reported an increase of 8% in a sense of belonging, interest and motivation also resulted in an increase by 8%. However, students' perception of positive behaviour at school decreased by 5% as did positive relationships by 3%. These two areas will become focus areas for our wellbeing programs throughout 2023.

Our staff surveys from November 2021 to November 2022 indicated an increase across all areas with exception of learning culture and collaboration. In 2023 learning culture and collaboration will be focus areas for future staff development.

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.