

2022 Annual Report

Fern Bay Public School



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Introduction

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

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

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School vision

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

School context

Fern Bay Public School is located in the Port Stephens suburb of Fern Bay and has strong partnerships with both the Port Stephens and Newcastle network of schools. Fern Bay Public school has a current enrolment of 157 students (Dec. 2022). The school is projected to continue to grow, with further housing planned to be built in the area. Fern Bay Public School is in the enviable position of being in the Port Stephens Network of Principals and also a part of the Newcastle Network. This is because we are positioned on Worimi land in Port Stephens and our students transition to Newcastle High School. We are therefore a part of both the Youyoong and Muloobinba Aboriginal Education Consultative Groups, which we represent with pride. In 2022, 13% of Fern Bay students identified as either Aboriginal or Torres Strait Islander. Fern Bay Public School had 4% of students who used English as a second language in 2022. Dedicated and passionate staff ensure our students enjoy a wealth of cultural, sporting and educational opportunities within and beyond Fern Bay Public School.

The 2022 school priorities included student well-being and an evidenced-based approach to pedagogy, with a focus on literacy and numeracy.

Fern Bay Public School is a Positive Behaviour for Learning (PBL) School. Our values of being respectful, responsible and inclusive are embedded in our school culture and PBL focus lessons.

Planning, programming, assessment and using data for teaching and learning are areas of focus. The school will continue to develop systems to monitor and review its curriculum provision to meet the changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure there is ongoing student and school-wide improvement. Staff are committed to quality teaching and learning that nurtures and inspires students to achieve their individual potential. In 2023 Fern Bay Public School teachers will be supported by an Assistant Principal Curriculum Instruction, to assist teachers and students through the new curriculum reforms.

A strong student voice exists within our Student Representative Council. In 2023, the introduction of K-6 student focus groups will lead to student identified initiatives being enjoyed by the school community. 2023 will see the introduction of a Junior AECG, enhancing collaborative leadership opportunities for Aboriginal students. Genuine partnerships exist between the staff and our dedicated P&C, contributing to the positive school culture at Fern Bay Public School.

Technology is used effectively at Fern Bay Public School to enhance student learning and engagement. STEM lessons that incorporate coding, robotics, virtual reality and 360 degree cameras, further develop students' understanding and application of digital technologies. 2023 will see Fern Bay Public School enjoy the support of a Digital Contact Officer, to further enhance our school-wide digital capabilities.

Our school community is committed to working collaboratively to effectively plan, lead and evaluate the implementation of Fern Bay Public School's strategic directions. Following a thorough situational analysis, we have identified the following focus areas to inform the initiatives within our strategic improvement plan. These include:

- Growth and Attainment
- Data Informed Practice
- Explicit Teaching through evidence-based practices

Our school is committed to the NSW Department of Education's vision to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

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

LEARNING DOMAIN 2022

In the School Excellence Framework domain of Learning, Fern Bay Public School is 'Delivering'.

Within the sub-element of 'Learning Culture' Fern Bay Public School is 'Delivering'.

Within the theme of 'High expectations', Fern Bay Public School is 'Delivering'. Progress in learning and achievement is celebrated and acknowledged by all school staff. The aspirations and expectations of students and parents are known and inform planning for learning. Fern Bay Public School provides two formal student reporting periods in Terms 2 and 4. Throughout 2022, informal meetings were held between teachers and parents, to reflect upon students' learning and well being progress. In 2023, Fern Bay Public School will review its practices for reporting to parents and provide further opportunities for all teachers, students and parents to work together to plan for and reflect on the progress of student learning, wellbeing and cultural goals.

Within the theme of 'Transitions and continuity of learning', Fern Bay Public School is 'Delivering'. The school actively plans for student transitions (e.g., into Kindergarten; year 6 to year 7). The school clearly communicates its transition activities to the school community. In 2023, Fern Bay Public School will review its transition procedures in line with

school community expectations and in consultation with community preschools and Newcastle High School. This will enable the school to further support students' successful transitions by establishing effective systems and processes to work collaboratively with parents, pre-school and High School personnel and the Learning Support Teams in all settings, to ensure the successful transitions of all students.

Within the theme of 'Attendance', Fern Bay Public School is 'Delivering'. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance. In 2023, an Attendance Team will be formed to include both teaching and non-teaching staff. Positive attendance practices will continue to be celebrated, whilst further opportunities to review systems in place for teachers, parents and the community to work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes will remain a focus. The Attendance Team will contribute to building a shared understanding of the responsibilities around student attendance within the school.

Within the sub-element of 'Wellbeing' Fern Bay Public School is 'Delivering'.

Within the theme of 'Caring for students', Fern Bay Public School is working within 'Sustaining and Growing'. The school has processes in place so that the wellbeing of students is explicitly supported by identified staff. All classroom teachers are supported by the learning and support team to ensure the individual needs of students are being met through differentiation or additional support. In 2022, processes were in place to ensure every student could identify a staff member to whom they could confidently turn to for advice and assistance at school.

Within the theme of 'A planned approach to wellbeing', Fern Bay Public School is 'Delivering'. The school's students, staff and community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement, underpinned by the school-wide focus on positive behaviour for learning.

Within the theme of 'Individual learning needs', Fern Bay Public School is 'Delivering'. The needs of all students are explicitly addressed in teaching and learning programs. The learning and support teacher assists classroom teachers to deliver individualised programs addressing all students' learning needs.

Within the theme of 'Behaviour', Fern Bay Public School is 'Delivering'. Regular Positive Behaviour for Learning focus lessons, addressing identified needs, ensure the school's well-being approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings and regularly revisit these expectations with the whole school during weekly PBL assemblies.

Within the sub-element of 'Curriculum' Fern Bay Public School is 'Delivering'.

Within the theme of 'Curriculum provision', Fern Bay Public School is 'Delivering.' The school's curriculum provision meets the requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Professional learning for all staff around the new pedagogical approach within the literacy and numeracy curriculum reforms, will remain a focus for 2022 and beyond.

Within the theme of 'Teaching and learning programs', Fern Bay Public School is 'Delivering'. The school's teaching and learning programs describe what all students are expected to know, understand and do. In 2023, teaching staff will continue their learning journey around the new curriculum, focusing on being able to use the new syllabus to describe expected progression of student knowledge, understanding and skill and the assessments that measure them.

Within the theme of 'Differentiation', Fern Bay Public School is 'Delivering'. Teachers differentiate their curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. The parents of affected students are advised about adjustments made. In 2023, there will be further staff professional learning around the High Potential and Gifted Education policy to ensure Fern Bay's practices are effectively implementing the policy's intent.

Within the sub-element of 'Assessment' Fern Bay Public School is 'Delivering'.

Within the theme of 'Formative Assessment', Fern Bay Public School is 'Delivering'. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for student groups and individual students.

Within the theme of 'Summative Assessment', Fern Bay Public School is 'Sustaining and Growing'. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning, including the analysis of NAPLAN data, Check-in Assessment data, reading records, SENA and program-based assessment tasks, to capture information about student learning and use this data to inform future planning. In 2022, the Assistant Principal and School Services personnel, led professional learning sessions around evidence-based formative and summative assessment. This led to teachers adapting their practice and improving their understanding around the language of the progressions of learning for students. The Executive team engaged in professional learning around the Department's new suite of Reading and Numeracy assessments so they can assist classroom teachers with this

implementation in 2023. The introduction of an Assistant Principal Curriculum Instruction in 2023, working within classrooms, providing shoulder to shoulder instructional leadership, will provide further opportunities to improve teacher practice in identifying opportunities for ongoing formative assessment.

Within the theme of 'Whole school monitoring of student learning', Fern Bay Public School is 'Delivering'. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored. In 2023 the assessment schedule will be further refined to include the Department's suite of assessments aligned to the delivery of the new curriculum. It will also include the online PAT Reading and Mathematics assessments to ensure staff have external and internal data to identify if students achieve at least one year's growth in one year of learning.

Within the sub-element of 'Reporting' Fern Bay Public School is 'Delivering'.

Within the theme of 'Whole school reporting', Fern Bay Public School is 'Delivering'. The school analyses internal and external assessment data to monitor and report on student and school performance. In 2023, reporting processes will be further refined to include two formal interviews and two formal reporting periods to provide parents with opportunities to work collaboratively with teachers with the collective aim to improve students' learning, wellbeing and cultural knowledge. Fern Bay Public School also reports on whole school improvement through the Annual School Report, the achievement of the School Plan Milestones and through the Schools Excellence Framework and Self-Assessment Survey.

Within the theme of 'Student Reports', Fern Bay Public School is 'Delivering'. The school's individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. In 2023, executive staff will continue to provide support to beginning teachers on high quality report writing. The 2023 reports will align with the wording of the new curriculum and parents will be informed of any changes to the report wording or format.

Within the theme of 'Parent engagement', Fern Bay Public School is 'Delivering'. Parents and carers are provided with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. In 2023, with the introduction of the Assistant Principal, Curriculum Instruction, there will be a strong focus on communicating to parents what is taught in classrooms and the evidence-based approach behind the pedagogy. In 2023, parents will be regularly surveyed via Google forms, to solicit feedback on various areas of school practice.

Within the sub-element of 'Student Performance Measures' Fern Bay Public School is 'Delivering'.

Within the theme of 'Value-add', Fern Bay Public School's last reporting period in 2021 demonstrated we were 'Delivering' in 'Value-add' for students from years 3-5. 'Value-add' for years 3-5 cannot be calculated for 2020/2022 as the NAPLAN test was not administered in 2020. In 2022 Fern Bay Public School reported 'Value add' as 'Sustaining and Growing' for Year 5 - 7. 'Value-add' for years 3-5 cannot be calculated for 2020/2022 as the NAPLAN test was not administered in 2020. Professional learning to improve classroom practice K-6, has seen teachers working on the research-based pedagogy of explicit, direct instruction.

Within the theme of 'NAPLAN', Fern Bay Public School is 'Delivering'. For Year 3 students, Fern Bay Public School had 96% of students in 2022 achieving at or above national minimum standards in NAPLAN reading, 96% in writing and 92% in numeracy. Of these students 40% achieved results placing them in the top two bands in reading, 52.2% in writing and 20% in numeracy. For Year 5 students, Fern Bay Public School had 100% of students in 2022 achieving at or above national minimum standards in NAPLAN reading, 92% in writing and 92% in numeracy. Of these students 23% achieved results placing them in the top two bands in reading, 7.7% in writing and 15.4% in numeracy.

Within the theme of 'Student growth', Fern Bay Public School is 'Delivering'. The school identifies growth targets for individual students, using internal progress and achievement data. In 2023, this data will include targeted areas of the PLAN2 learning progressions, ongoing reading assessment, using decodables for beginning readers, teacher anecdotal notes, PATR and PATM, NAPLAN and Check in Assessment data. By adding the PATR and PATM assessments to our assessment schedule in 2023, the effect size of teacher practice at Fern Bay Public School will be able to be measured internally.

Within the theme of 'Internal and external measures against syllabus standards', Fern Bay Public School is 'Delivering'. The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes and literacy and numeracy progressions. Further collaborative, professional learning for teaching staff in 2023, around consistency of teacher judgement and evaluative practice, will support staff understanding within this theme.

TEACHING DOMAIN 2022

In the School Excellence Framework domain of Teaching, Fern Bay Public School is 'Delivering'.

Within the sub element 'Effective Classroom Practice', Fern Bay Public School is 'Delivering'.

Within the theme of 'Lesson planning', Fern Bay Public School is 'Delivering'. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. In 2023, further opportunities for teachers to work collaboratively to implement evidence-based teaching strategies in literacy and numeracy to improve student learning outcomes. Early Stage 1 and Stage 1 teams will work shoulder to shoulder with the Assistant Principal, Curriculum Instruction to move from the Language, Learning and Literacy (L3) model of pedagogy, to the Department's current, evidence-based focus of Deslea Konza's foundational skills in reading. Lesson Planning in 2023 will include a strong focus on teaching reading through decodable texts and the foundational skills of phonological awareness and phonics. Professor Konza's Big Six and Scarborough's Reading Rope will inform the pedagogical focus. In Numeracy, Professor Siemon's Big Ideas in Number will support teaching the foundational skills of mathematics. In 2023, professional learning around the new curriculum reforms, will support teachers to understand the explicit links between the new syllabuses and the progressions. Parents will also be given opportunities to attend information sessions to learn about the new curriculum and see our teachers as they implement the change in pedagogy.

Within the themes of 'Explicit Teaching' and 'Feedback', Fern Bay Public School is 'Delivering'. In line with the new curriculum, Explicit Teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. In 2023, teachers will continue to refine their practice around explicit teaching, with support from John Fleming, expert departmental personnel and by working with staff across our networks of schools. In 2023, professional learning will continue around Visible Learning and providing students with explicit, specific and timely feedback related to defined learning intentions and success criteria.

Within the theme of 'Classroom management', Fern Bay Public School is 'Delivering'. Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning. Support is provided to teachers where needed, ensuring optimum learning. In 2023, all staff will engage in MAPA training, in line with Departmental expectations, to support their ability to manage students with additional complexity. Wellbeing systems will be further refined to ensure a school-wide approach is maintained. Teachers will continue to model and share a flexible repertoire of strategies for classroom management, student engagement and responsibility for learning.

Within the sub element 'Data Skills and Use', Fern Bay Public School is 'Delivering'.

Within the theme of 'Data literacy', Fern Bay Public School is 'Delivering'. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. This professional learning will continue to be a focus in 2023.

Within the themes of 'Data analysis', 'Data use in teaching' and 'Data use in planning', Fern Bay Public School is 'Delivering'. In 2023, the Fern Bay Public School leadership team will work shoulder to shoulder with teaching staff to comprehensively analyse student progress and achievement data for insights into student learning. All teachers will be contributing to gathering and analysing data. Strategic support from the School Learning Support Officers, Learning and Support Teacher and the Assistant Principal Curriculum Instruction will ensure students are supported at their point of need.

Within the sub element 'Professional Standards', Fern Bay Public School is 'Sustaining and Growing'.

Within the themes of 'Improvement of practice' and 'Accreditation', Fern Bay Public School is 'Sustaining and Growing'. Teachers use the Australian Professional Standards to reflect on their practice and plan for and monitor their own professional learning journey. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use the professional standards and Performance Development Plans (PDPs) to identify and monitor specific areas for development or continual improvement.

Within the theme of 'Literacy and numeracy focus', Fern Bay Public School is 'Sustaining and Growing'. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of their students. In 2022 teachers continued their professional learning around explicit teaching of literacy and numeracy whilst examining the new curriculum.

Within the sub element 'Learning and Development', Fern Bay Public School is 'Sustaining and Growing'.

Within the theme of 'Collaborative practice and feedback', Fern Bay Public School is 'Delivering'. In 2022, executive, staff, stage, team and other meetings were used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.

Within the theme of 'Coaching and mentoring', Fern Bay Public School is 'Delivering'. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. In 2023, staff will continue to engage in observations of classroom teaching practice, through 'walk throughs' and PDP observations. Explicit feedback will be delivered using a growth coaching model, to improve professional knowledge and practice. Formal mentoring and coaching will continue to develop aspiring leaders and beginning teachers.

Within the theme of 'Professional learning', Fern Bay Public School is 'Sustaining and Growing'. Staff engage in professional learning targeted to school priorities, the needs of students and staff professional learning goals. Opportunities are provided for staff to actively evaluate, share and discuss learning from targeted professional development with colleagues in staff and stage meetings. In 2023, teachers will be given opportunities to collaborate with staff in other schools to share and embed good practice across our networks of schools.

Within the theme of 'Expertise and innovation', Fern Bay Public School identifies expertise within its staff and draws on this to further develop its professional learning community. In 2023, as part of Fern Bay Public School's commitment to shared leadership, every member of the teaching staff will be supported to lead aspects of professional learning for staff based on the new curriculum.

LEADING DOMAIN 2022

In the School Excellence Framework domain of Leading, Fern Bay Public School is 'Delivering'.

Within the sub element 'Educational Leadership' Fern Bay Public School is 'Delivering'.

Within the theme of 'Instructional leadership', Fern Bay Public School is 'Delivering'. The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Staff were supported by the executive team and School Services to lead professional learning in their areas of expertise, further developing effective instructional leadership, management skills and leadership capabilities across the school. Opportunities to seek the strategic support of experts to ensure all staff build on their capacity, will continue in 2023. In 2023 the executive team will include an Assistant Principal Curriculum Instruction to provide opportunities for the exploration and analysis of evidence-based teaching strategies and how they improve student outcomes.

Within the theme of 'High expectations culture', Fern Bay Public School is 'Delivering'. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. In 2023, staff will further examine and reflect on school teaching and learning programs and their alignment to both school-based expectations and NESA requirements. The school's 2023 leadership team will develop processes to collaboratively review teaching practices to affirm quality using formative assessment 'walk throughs', explicit program feedback and PDP observations.

Within the theme of 'Performance management and development', Fern Bay Public School is 'Sustaining and Growing'. The school's teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. In 2023, the Assistant Principal and Assistant Principal Curriculum Instruction will engage in Growth Coaching professional learning to assist them as they mentor and coach their teams, building their capacity, supporting each individual staff member's professional learning journey.

Within the theme of 'Community engagement', Fern Bay Public School is 'Delivering'. Parents and community members are given the opportunity to engage in a range of school-related activities, which help build the school as a cohesive educational community. The school enjoys the support of an active P&C committed to positively promoting the school and supporting school initiatives through fundraising.

The school regularly solicits and addresses feedback on school performance from students, staff and parents. In 2022, students continued to contribute to Tell Them from Me (TTFM) surveys where they were given the opportunity to provide feedback in many domains. In 2023, students, staff and parents will continue to have the opportunity to complete TTFM surveys and other school-based surveys to obtain their feedback on school initiatives.

Within the sub element 'School planning, implementation and reporting' Fern Bay Public School is 'Delivering'.

Within the theme of 'Continuous improvement', Fern Bay Public School is 'Delivering'. The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. In 2023, this evaluative process will involve all staff, supported by the leadership team.

Within the themes of 'School plan' and 'Annual report', Fern Bay Public School is working within 'Sustaining and Growing'. The leadership team at Fern Bay Public School embeds clear processes, within accompanying timelines and milestones, to direct school activity towards the effective implementation of the school plan. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. In 2023, all staff, supported by the executive, will meet to action school initiatives, so that all staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Within the sub element 'School Resources' Fern Bay Public School is 'Sustaining and Growing'.

Within the theme of 'Staff deployment', Fern Bay Public School is 'Sustaining and Growing'. The leadership team at Fern Bay Public School allocated non-educational administrative tasks to appropriate non-teaching staff. All staff use the technology available to streamline the administrative practices of the school.

Within the theme of 'Facilities', Fern Bay Public School is 'Sustaining and Growing'. The school's physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. In 2022, an outdoor learning space and yarning circle was designed for completion in 2023. The school's synthetic turf sports grounds, The Rebecca Young Oval, will be completed in the future, in consultation with the assets department, to co-ordinate with future building works.

Within the theme of 'Technology', Fern Bay Public School is 'Sustaining and Growing'. The school's teaching and non-teaching staff effectively use technology to enhance learning and service delivery. Staff effectively use a variety of digital technologies to enhance student learning and 21st century capabilities. Laptops and iPads are sourced via school funds and the T4L roll out to support staff and student access. In 2022, STEM share kits were sourced through the department and shared among classes to improve the school's access to a wider variety of technology resources. Students are engaged in weekly lessons that develop students' understanding of digital technologies and STEM-based critical thinking skills. In 2023, Fern Bay Public School will enjoy the support of a Digital Contact Officer to support the Regional Access Gap initiative to improve access to technology systems at school.

Within the theme of 'Community use of facilities', Fern Bay Public School is 'Sustaining and Growing'. Fern Bay's school facilities were used by OOSH, Barkers in Balance, Busy at Work and a defence group in 2022. Their financial contributions assisted the school to purchase resources for students.

Within the theme of 'Financial management', Fern Bay Public School is 'Sustaining and Growing'. The school used strategic financial management to gain efficiencies and maximise resources available to implement the school plan. Regular opportunities to reflect on point in time budget actuals reports, ensured budget allocations were reviewed and refined in line with current, contextual school needs.

Within the sub element 'Management practices and processes' Fern Bay Public School is 'Sustaining and Growing'.

Within the theme of 'Administrative systems and processes', the senior executive team worked with the administration team to make informed choices about administrative practices and systems in place, based on cost effectiveness, evidence and in response to local context and need. Fern Bay Public School is 'Sustaining and Growing' within this theme.

Within the theme of 'Service delivery', Fern Bay Public School has streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction. Fern Bay Public School is 'Sustaining and Growing' within this theme.

Within the theme of 'Community satisfaction', Fern Bay Public School is 'Sustaining and Growing'. The school's leadership team analyses responses to school community satisfaction measures. In 2022, this involved the leadership team analysing Tell Them from Me surveys and whole school student surveys, evaluating and refining school practices in line with the survey results.

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$8,950.00

Professional learning: \$200.00

Summary of progress

In 2022, evidence-based teaching practices have focused on explicit instruction and collaborative programming with a focus on reading, writing and numeracy. Teachers have engaged in professional learning, where the executive team have worked with John Fleming around the components of his explicit instruction model. The CESE "What works best" documents have been revisited to reflect on the extent to which staff have embraced visible learning, differentiation and personalised learning targets. Teaching observations and team teaching have enabled the sharing of ideas and expertise.

Collaboration during executive meetings confirmed that 'Effective Reading' professional learning and the evidence-informed practice outlined in the K-2 & 3-6 Reading Guides, were needed as a focus for professional learning, to inform classroom assessment practices in reading. In 2022, the Phonological Awareness Diagnostic Assessment and the Phonics Diagnostic Assessments were examined by the executive team for future implementation. To ensure the new K-2 English syllabus is able to be implemented effectively, quality, decodable readers were purchased to ensure the school is well resourced to implement effective, school-wide reading instruction. All staff engaged in professional learning in phonics, phonemic awareness, and the Science of Reading.

In 2023, all staff will engage in High Impact Professional Learning to build their capacity to implement effective phonological awareness and phonics instruction in their literacy sessions. In 2023, the Phonological Awareness Diagnostic Assessment and the Phonics Diagnostic Assessments will be delivered to all students who were not meeting benchmark in reading K-6. To provide a benchmark for all students K-2, from 2023, these assessments will become part of the Fern Bay Public School Assessment Schedule and will be in the Phonics Scope and Sequence. Phonological Awareness and Phonic Word Knowledge will be added to the K-2 PLAN2 data snapshots, to continue to inform data driven practice across the school. Staff will continue to consolidate their knowledge and understanding of phonological awareness and phonics and will then engage with the professional learning in vocabulary, fluency, comprehension, and oral language. Staff will have the opportunity to reflect on their current practice and what changes they will make to their teaching and learning programs, to ensure their classroom pedagogy is aligned with effective reading instruction. They will regularly monitor the impact that their pedagogy is having on improving results in reading, with support from the 2023 Assistant Principal, Curriculum Instruction. In 2023, all staff will undergo professional learning to support the effective implementation of the new 3-6 English syllabus.

2022 NAPLAN results will form the baseline to measure the impact of the evidence-based strategies within the NSW Mathematics Strategy 2025 & DoE Numeracy guides on improving student results. Staff will continue to be supported to collaboratively reflect on the impact that their teaching is having on student results.

In 2023, the school-wide numeracy focus will be on Place Value and Additive Strategies. Teachers will engage in professional learning around Teaching Sprints, with a focus on numeracy. Explicit instruction around Number Talks and evidence of knowledge of number sense in lesson planning, will form a core part of each teacher's numeracy session. Evidence of impact will be closely monitored to ensure Teaching Sprints and Explicit Instruction are positively impacting student learning.

In 2023, staff will continue to engage with the NSW Mathematics Strategy 2025 and DoE Numeracy guides. Professional learning will explore the Mathematical Big Ideas (Di Siemon), with a focus on building number sense. Teachers will use effective practice and have access to high quality resources on the DoE Universal Resource Hub, to ensure they are well equipped to deliver evidence-based quality teaching in mathematics. Staff will continue to be supported to collaboratively reflect on the impact the Teaching Sprint is having on their mathematical practice with a focus on Place Value and

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>READING: NAPLAN</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases to at least 35%.</p>	<p>Fern Bay Public School had 96% of students in Year 3 2022 achieving at or above national minimum standards in NAPLAN reading. Of these students, 40% achieved results placing them in the top two bands for reading which is 5% above the Premier's Priority target. Fern Bay Public School had 100% of students in Year 5 2022 achieving at or above national minimum standards in NAPLAN reading. Of these students, 23% of students achieved results which placed them in the top two bands for reading.</p>
<p>NUMERACY: NAPLAN</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is maintained at least 32%</p>	<p>Year 3 students at Fern Bay Public School had 92% of students in 2022 achieving at or above national minimum standards in NAPLAN numeracy. Of these students 20% achieved results placing them in the top two bands. In Year 5, 92% of students achieved results at or above national minimum standards in numeracy. Of these students 15.4 % received results in the top two bands.</p>
<p>SEF: To improve from delivering to Sustaining and Growing. In the following School Excellence Framework measures.</p> <p>*SEF element 'Data skills and use'- working towards Sustaining and Growing.</p> <p>*SEF element 'Effective classroom practice'- achieving Sustaining and Growing.</p>	<p>In the SEF element 'Data skills and use' within the theme of 'Data literacy', Fern Bay Public School is 'Delivering'. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. This professional learning will continue to be a focus in 2023 when all classroom teachers will undertake Scout professional learning so that they are equipped to analyse the suite of DoE assessment data. In 2023 teachers will be supported to use data effectively to evaluate student understanding of lesson content, working within 'Sustaining and Growing' in the School's Excellence Framework (SEF).</p> <p>Within the themes of 'Data analysis', 'Data use in teaching' and 'Data use in planning', Fern Bay Public School is 'Delivering'. In 2023 the Fern Bay Public School leadership team will work shoulder to shoulder with teaching staff to comprehensively analyse student progress and achievement data for insights into student learning. All teachers will be contributing to gathering and analysing data, ensuring we will be working within the SEF descriptor of 'Sustaining and Growing'.</p> <p>In the SEF element 'Effective Classroom practice' within the theme of 'Lesson planning', Fern Bay Public School is 'Delivering'. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. In 2023, further opportunities for teachers to work collaboratively to implement evidence-based teaching strategies in literacy and numeracy to improve student learning outcomes, will ensure the school is working within 'Sustaining and Growing' in the SEF.</p> <p>Within the themes of 'Explicit Teaching' and 'Feedback', Fern Bay Public School is 'Delivering'. In line with the new curriculum, Explicit Teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. In 2023, teachers will continue to refine their practice around explicit teaching, with support from John Fleming, expert departmental personnel and by working with staff across our networks of schools. In 2023, professional learning will continue around Visible Learning and providing students with explicit, specific and timely feedback related to defined learning intentions and success criteria.</p> <p>Within the theme of 'Classroom management', Fern Bay Public School is 'Delivering'. Teachers maintain orderly classrooms and manage challenging</p>

<p>SEF: To improve from delivering to Sustaining and Growing. In the following School Excellence Framework measures.</p> <p>*SEF element 'Data skills and use'- working towards Sustaining and Growing.</p> <p>*SEF element 'Effective classroom practice'- achieving Sustaining and Growing.</p>	<p>behaviour to create a positive environment for learning. Support is provided to teachers where needed, ensuring optimum learning. In 2023, all staff will engage in MAPA training, in line with Departmental expectations, to support their ability to manage students with additional complexity. Wellbeing systems will be further refined to ensure a school-wide approach is maintained. Teachers will continue to model and share a flexible repertoire of strategies for classroom management, student engagement and responsibility for learning, in line with the SEF descriptor of 'Sustaining and Growing'.</p>
<p>NAPLAN Value added Value Added (3-5) can not be established as there was no NAPLAN in 2020</p>	<p>Year 5 students did not complete NAPLAN in Year 3, 2020, so there are no expected growth results for 2022.</p>
<p>NAPLAN expected growth (3-5) can not be established as there was no NAPLAN in 2020</p>	<p>Year 5 students did not complete NAPLAN in Year 3, 2020, so there are no expected growth results for 2022.</p>
<p>At least 55% of students achieve expected growth Year 5 NAPLAN numeracy.</p>	<p>92% of Year 5 students achieved results at or above national minimum standards in numeracy. Year 5 students did not complete NAPLAN in Year 3, 2020, so there are no expected growth results for 2022.</p>
<p>>82% of students attending 85% of the time or more..</p>	<p>In 2022, Fern Bay Public School students attended school 89.8% of the time.</p> <p>In semester 1, 92.7% of students attended school more than 85% of the time.</p> <p>In semester 2, 92.4% of students attended school more than 85% of the time.</p>



Strategic Direction 2: Data Informed practice

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$500.00

Summary of progress

In 2022, teaching staff continued to participate in ongoing professional learning in stage and staff meetings around using data effectively in planning for teaching and learning. Some staff participated in the ongoing analysis of PLAN2 data cohort snapshots and class observations and this was reflected in teaching and learning programs.

In 2023, a professional accountability document will be written collaboratively with all staff, to ensure all staff understand their responsibilities around whole school assessment practices. All staff will complete further professional learning in formative assessment, adjusting their teaching and learning programs, based on reliable assessment data. The executive team will support staff to interpret and analyse internal and external data sets. Progress towards goals will be monitored through the collection of quality, valid and reliable data to ensure all students are receiving quality, point of need instruction that is assisting them to achieve their learning goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>SEF Element: Data skills and use: To maintain sustaining and growing in the following School Excellence Framework measures.</p> <p>Element: Data Skills and Use</p> <ul style="list-style-type: none">• Focus theme: Data literacy (Sustaining and Growing)• Focus theme: Data Analysis (Sustaining and Growing)• Focus theme: Data use in teaching (Sustaining and Growing)	<p>Professional learning around how to effectively analyse and use student assessment data is assisting all teaching staff to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school-wide directions. Professional learning opportunities for teachers in the use of ALAN / PLAN2 were scheduled to improve teacher confidence in the more intricate features of this application. Teachers began to use the 'Mark book' feature in SENTRAL to record student assessment data. The school leadership team, analysed and delivered professional learning around Check-in and NAPLAN assessments to establish school-wide focus areas. Classroom decodable readers and the Heggerty phonics program were purchased to assist staff to implement the new K-2 English syllabus.</p>
<p>To improve from delivering to sustaining and growing in the following School Excellence Framework measures.</p> <p>SEF Elements:</p> <p>Learning Domain: Student performance measures. (Consolidating within Sustaining and Growing)</p>	<p>In 2022, our Year 3 students have achieved some results placing us close to the 'Sustaining and Growing' descriptor of 35% of students achieving in the top two bands for NAPLAN writing, reading and numeracy. In the NAPLAN assessment, 52.2% of students achieved results in the top bands of 5 and beyond for writing. 40% of students achieved results in the top bands 5 and 6 for reading, with a further 12% of students exceeding the top two bands and achieving bands 7 and 9. However, only 16% of students achieved in bands 5 and 6 for numeracy with a further 4% of students achieving in band 9.</p>

Teaching Domain: Professional standards with a focus on Literacy and numeracy and Improvement of practice. (Consolidating within Sustaining and Growing)

In 2023, school data will be analysed to confirm that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

In 2022, teachers used the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.



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

Purpose

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

Initiatives

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

- Explicit Teaching
- Whole school writing focus

Resources allocated to this strategic direction

Professional learning: \$7,500.00

QTSS release: \$3,000.00

Summary of progress

During 2022, Fern Bay Public School has had three professional learning opportunities to work alongside John Fleming to improve their pedagogical practice in explicit instruction. Our initial focus was on introducing common practices in mathematics, particularly in the form of mathematical "warm ups". The elements of a warm up are designed to focus students' attention by gaining their interest and are a key strategy in moving knowledge from students' short-term memory to long term memory.

Warm ups are undertaken at the beginning of a lesson and must be well prepared, implemented with clarity and at a fast pace to ensure active student participation. The use of ICTs supports engagement, variety and sharing of resources.

During John Fleming's professional learning sessions, teachers have had the opportunity to observe John delivering a warm up to a group of students, and some teachers have had lessons observed by John with written feedback supplied. Following John's second professional learning session, 100% of teachers were observed using math warm ups in the classrooms.

In term 4, our teaching staff were introduced to writing warm ups with a specific focus in creating a variety of complexities in sentence writing and as a catalyst to introduce new vocabulary explicitly to students.

In 2023, our staff will focus on using reading warm ups to begin their literacy sessions, using the Heggerty program within the explicit instruction model. All teaching staff will continue the school-wide focus on vocabulary.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Measurement against the SEF: Teaching: Effective Classroom Practice - Moving from Delivering to Sustaining and Growing Data Skills and Use - working within Sustaining and Growing Learning and Development -Moving from Delivering to Sustaining and Growing Leading: Educational Leadership - Moving from Delivering to Sustaining and Growing.	<p>In 2022, collaborative professional learning sessions have been scheduled to allow teachers to engage in professional dialogue around the evidence-base behind the curriculum and to support each other through the implementation process. This has also allowed for mentoring opportunities for teachers who have been able to share their knowledge and expertise in the areas of literacy and numeracy.</p> <p>Principal walk throughs have focused on observations relating to explicit teaching pedagogical practices, underpinned by the principles presented to staff by John Fleming. All classroom teachers have undertaken four professional learning opportunities led by John Fleming which focused on the four pillars of explicit instruction, the power of questioning in teaching, and how to plan and deliver quality warm ups. In 2023, this school-wide approach will continue and further opportunities for professional learning across networks of schools will be embraced.</p>

Measurement against the SEF:

Teaching: Effective Classroom Practice - Moving from Delivering to Sustaining and Growing

Data Skills and Use - working within Sustaining and Growing

Learning and Development -Moving from Delivering to Sustaining and Growing

Leading: Educational Leadership - Moving from Delivering to Sustaining and Growing.

In 2022, school services provided support to teaching staff through professional learning in using PLAN 2 data to assess, report and plan for future learning. Further professional learning in the use of data to inform teaching practice is planned for 2023.

Our 2022 school leadership team collaborated with the curriculum team from district office to extend their knowledge as we prepared for the new curriculum reform. In 2022, there was a strong focus on using the expertise of our staff to provide professional learning within Fern Bay Public school and allowing leadership opportunities for our inspiring leaders. Opportunities to illicit feedback have been introduced to ensure community members have a voice in school improvement.

Measurement will be based on evidence-based research against the following frameworks:

- Focus theme: Improvement of practice (Sustaining and Growing)
- Focus theme: Coaching and mentoring (Sustaining and Growing)

Whilst engaging with the Australian Professional Teaching Standards, Fern Bay Public School staff have been encouraged to set PDP goals in line with the School Improvement Plan, in particular the pedagogy of explicit teaching. Staff were surveyed about where they felt their area of expertise was and if they would feel comfortable leading professional learning in these areas, across the school. Staff were then sent to lighthouse schools to observe other teachers delivering the new curriculum units and then given opportunities to report on their observations during professional learning sessions.

The school's structure and organisation has continued to ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Our focus is on allowing opportunities for staff to experience leadership opportunities ranging from leading professional learning sessions, through to relieving as assistant principal.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$253,027.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fern Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students with additional learning, social, emotional and wellbeing needs were well-supported in classrooms. Student Learning and Support Plan goals were regularly refined, as goals supporting engagement and inclusion of students with additional support needs were met.</p> <p>After evaluation, the next steps to support our students will be: Continue to use IFS to support funded students to meet their academic, social, emotional and wellbeing needs so that they are able to access the curriculum, participate socially in school life and feel safe and valued at school.</p>
<p>Literacy and numeracy</p> <p>\$18,791.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fern Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: All staff being provided with evidence-based professional learning, targeting areas of need within the school.</p> <p>After evaluation, the next steps to support our students will be: Utilising the new Assistant Principal Curriculum Instruction to support teachers in their evidence-based implementation of school-wide literacy and numeracy practices.</p>
<p>Professional learning</p> <p>\$19,200.00</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 Fern Bay Public School.</p>

<p>Professional learning</p> <p>\$19,200.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Numeracy • Whole school writing focus • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Some classroom teachers have begun to use the John Fleming explicit instruction model during writing and numeracy warm-ups inline with the pedagogical focus on explicit instruction in the new K-2 English and Mathematics syllabus.</p> <p>After evaluation, the next steps to support our students will be: In 2023, regular professional learning collaboration sessions will be designed to promote further opportunities for reflection on evidence-based teaching pedagogy and quality assessment practices. The Assistant Principal and the APCI will work with classroom teachers to regularly analyse the impact of their teaching on student learning, ensuring that students learn what is taught. Strategies for intervention, including additional SLSO, AP and COVID ILSP programs will continue to support students with additional learning, social emotional and wellbeing needs.</p>
<p>Socio-economic background</p> <p>\$35,618.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fern Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use to inform teaching and learning programs to promote growth. • Using data to improve engaged learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Data walls have been used by classroom teachers to focus professional conversations around evidence of impact during stage and executive meetings.</p> <p>After evaluation, the next steps to support our students will be: In 2023, data driven practice will remain a focus and all staff will be supported by the executive team to analyse internal and external data to support their teaching and learning programs and improve outcomes for students.</p>
<p>Aboriginal background</p> <p>\$30,956.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fern Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$30,956.64</p>	<p>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 • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All Personalised Learning Pathway (PLP) goals were collaboratively developed for Aboriginal students in consultation with families. Celebrations continued to provide opportunities for families to connect with the school.</p> <p>After evaluation, the next steps to support our students will be: The Aboriginal Education Team will plan for Bro Speak and Sista Speak opportunities in 2023. PLPs will be delivered within 'Ready to Learn Plans' and all students will develop a spiritual goal in line with consultative processes undertaken in 2023, with the Youyoong and Mulloobinbah AECG. Staff will continue to engage with Connected to Country cultural awareness training in 2023. The executive team will plan to engage in Stronger Smarter leadership training in the future. Further opportunities for families to engage with activities promoting connection, engagement and a sense of belonging will continue in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$31,974.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Fern Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: A coordinated whole school approach to supporting students with identified or imputed disability. A Learning and Support Teacher working with students requiring assistance with additional needs either individually or in small groups, within the classroom setting, leading to improved learning outcomes for targeted students. All students and teachers have been supported by the Learning and Support teacher and the employment of SLSOs to improve the development of students by implementing evidence-based programs and programs developed by specialists (e.g. OTs, Speech Therapists) to address individual student needs.</p> <p>After evaluation, the next steps to support our students will be: Students who need adjustments to their learning will continue to be supported through the school Learning Support Team and wellbeing practices. A Learning and Support Teacher will continue to be employed. SLSOs will continue to provide additional classroom support for students. Social and emotional learning lessons will be delivered across the school. The AP and APCI, in collaboration with the Learning and Support Teacher, will continue to support classroom teachers to differentiate programs and individual plans, to meet the needs of all students.</p>

<p>QTSS release</p> <p>\$42,377.38</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fern Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school writing focus • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Professional learning being delivered by the AP, that is aligned to the Strategic Improvement Plan. The Assistant Principal using her expertise to lead quality teaching, including the planning, implementation and evaluation of effective teaching and learning within the school. The Assistant Principal collaboratively engaged teachers in collaboration sessions to support teachers to deliver programs that are data informed and reflect the needs of the students being taught.</p> <p>After evaluation, the next steps to support our students will be: In 2023, staff will continue collaborative practice with the APCI and AP, to plan and deliver initiatives that have demonstrated impact on the improved quality of teaching practice in Literacy and Numeracy, providing opportunities that promote collective efficacy.</p>
<p>COVID ILSP</p> <p>\$2,000.00</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 <p>The allocation of this funding has resulted in the following impact: SLSOs were employed to provide individualised and small group support to students requiring assistance with learning. The SLSOs employed under this program worked closely with the LaST and AP to improve literacy and numeracy outcomes for students K-6.</p> <p>After evaluation, the next steps to support our students will be: This program will remain in 2023, with CILSP funding continuing to be used to employ additional staff to support the literacy and numeracy outcomes of students whose learning has been impacted by COVID-19.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	49	67	87	83
Girls	33	39	58	67

Fern Bay Public School enrolment numbers have currently stabilised due to the completion of development in the local estate. Future development in the area is scheduled to commence in coming years.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	96.9	93.5	92.9
1	94.8	93.7	95.1	91.0
2	92.8	93.5	90.8	87.8
3	92.6	92.3	90.7	90.7
4	90.0	93.5	94.0	88.2
5	92.5	95.0	91.0	87.4
6	93.2	89.3	84.7	85.8
All Years	93.5	93.8	91.9	89.5
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

In 2022, Fern Bay Public School is delivering against the School Excellence Framework in its best practice monitoring strategies for attendance. Our attendance practices align with the expectations described in the Department's 'Attendance Matters' platform, and 'Every Day Counts' initiative. The Fern Bay attendance team meets regularly to monitor and analyse data to ensure that every student is known and cared for. In 2023, the Fern Bay Attendance Team will engage with the Port Stephens network attendance team to further refine its attendance practices.

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)	1
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*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	8,607
Revenue	1,813,112
Appropriation	1,765,348
Sale of Goods and Services	523
Grants and contributions	47,045
Investment income	97
Other revenue	100
Expenses	-1,765,659
Employee related	-1,581,639
Operating expenses	-184,019
Surplus / deficit for the year	47,453
Closing Balance	56,060

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	287,540
Equity Total	100,542
Equity - Aboriginal	30,957
Equity - Socio-economic	35,119
Equity - Language	0
Equity - Disability	34,466
Base Total	1,224,911
Base - Per Capita	36,639
Base - Location	0
Base - Other	1,188,272
Other Total	65,833
Grand Total	1,678,825

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.

Within the theme of 'NAPLAN', as previously mentioned in the School's Excellence Framework section of this Annual School Report, Fern Bay Public School is 'Delivering'.

LITERACY

Year 3 Reading

In 2022, Fern Bay Public School had 96% of its 25, Year 3 students achieving at or above national minimum standards in NAPLAN reading. 40% of these students achieved results in the top two bands 5 and 6, with a further 12% of students exceeding the top two bands and achieving bands 7 and 9. 32% of students were placed in the middle two bands of 3 and 4 and 16% of students were placed in the lower two bands.

Year 3 Writing

In 2022, Fern Bay Public School had 96% of Year 3 students achieving at or above minimum standards in writing. 52.2% of these students achieved results in the top two bands 5 and 6. 39.1% of students were placed in the middle two bands 3 and 4. 8.7%, were placed in the lowest two bands for writing.

Year 3 Spelling

In 2022, Fern Bay Public School had 84% of Year 3 students achieving at or above minimum standards in spelling. 52% of these students achieved results in the top two bands 5 and 6. 28% of students were placed in the middle bands 3 and 4 and 20% of students received results in bands 1 and 2.

Year 3 Grammar and Punctuation

In 2022, Fern Bay Public School had 88% of Year 3 students achieving at or above minimum standards in grammar and punctuation. 36% of students achieved results in the top two bands 5 and 6, with a further 16% exceeding the top two bands and achieving in band 7 and 9. 16% of students were placed in the bottom two bands and 32% were placed in the middle bands.

Year 5 Reading

For Year 5 students, Fern Bay Public School had 100% of students of its 13 students in 2022 achieving at or above national minimum standards in NAPLAN reading. 15.4% of students achieved results in the top bands 5 and 6, with a further 7.7% of students exceeding the top two bands and achieving in band 9. 61.5% of students were placed in the middle two bands of 3 and 4, 15.4% of students were placed in band 4 and no students were placed in band 3.

Year 5 Writing

For Year 5 students, Fern Bay Public School had 92.3% of students in 2022 achieving at or above national minimum standards in NAPLAN writing. In Year 5, 7.7% of students achieved results in the top bands 5 and 6. 61.5% of students were placed in the middle two bands 3 and 4. 30.8% of students were placed in the lower two bands.

Year 5 Spelling

For Year 5 students, Fern Bay Public School had 84.6% of students in 2022 achieving at or above national minimum standards in NAPLAN spelling. 23.1% of students achieved results in the top two bands of 7 and 8. 46.2% of students were placed in the middle bands of 3 and 4 and 30.8% of students received results in bands 1 and 2.

Year 5 Grammar and Punctuation

For Year 5 students, Fern Bay Public School had 92.3% of students in 2022 achieving at or above national minimum standards in NAPLAN grammar and punctuation. 30.8% of students achieved results in the top two bands 7 and 8. 23% of students were placed in the bottom two bands and 46.2% placed in the middle bands.

NUMERACY

Year 3 Numeracy

For Year 3 students, Fern Bay Public School had 92% of students in 2022 achieving at or above national minimum standards in NAPLAN numeracy. 16% of students achieved in bands 5 and 6, with a further 4% of students achieving in band 9. 48% of students were placed in bands 3 and 4 and a further 32% of students were placed in bands 1 and 2.

Year 5 Numeracy

For Year 5 students, Fern Bay Public School had 92.3% of students in 2022 achieving at or above national minimum standards in NAPLAN numeracy. 15.4% of students achieved in bands 7 and 8. 53.8% of students were placed in bands 3 and 4 and a further 15.4% of students placed in bands 1 and 2.



Parent/caregiver, student, teacher satisfaction

In 2023, Fern Bay Public School will seek the opinions of parents, students and teachers about our school through the Tell Them from Me Survey. We will participate in both semester 1 and semester 2 reporting periods.

This will provide valuable baseline data, moving forward in our new, 2023 school plan.

In 2022, Fern Bay Public School sought student feedback from Year 4, 5 and 6 students through the Tell Them from Me Survey in Semester 1.

In these student survey results, 73% of Year 4 students reported that they had a positive sense of belonging and high expectations for success, compared with 71% of Year 4 students in the state and 71% of Year 4 students in similar school groups.

For Year 5 students, 40% of students reported that they had a positive sense of belonging and high expectations for success, compared with 66% of Year 5 students in the state and 64% of Year 5 students in similar school groups.

In these student survey results, 23% of Year 6 students reported that they had a positive sense of belonging and high expectations for success, compared with 65% of Year 4 students in the state and 60% of Year 4 students in similar school groups.

In 2023, The Tell Them from Me parent survey will report on the seven researched, identified perspectives that make a great school, (Parents Feel Welcome, Parents Are Informed, Parents Support Learning At Home, School Supports Learning, School Supports Positive Behaviour, Safety At School and Inclusive School).

In 2023, staff will also complete the survey, reporting on the eight 'Drivers of Student Learning', ('Classroom Context,' 'Learning Culture,' 'Data Informs Practice,' 'Teaching Strategies', 'Challenging and Visible Learning Goals', 'Planned Learning Opportunities,' 'Quality Feedback' and 'Overcoming Obstacles to Learning').



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.

Aboriginal Education - School statement

At Fern Bay Public School, we continue to demonstrate a commitment to the Aboriginal Education policy, 2020-2030 Partnership Agreement and the Premier's Priorities. Our school is situated on a midden site which means we are fortunate enough to come in contact with Aboriginal artefacts on a daily basis. Our school's Aboriginal Education Team consisted of three teaching staff and two community members. This team met twice per term to discuss, plan and evaluate opportunities for Aboriginal students.

Fern Bay Public School continues to work collaboratively with the Youyoong AECG through demonstrating an attendance at meetings and collaborating with the AECG executive committee regarding 2022 Aboriginal Education initiatives including, but not limited to: the planning of a proposed Yarning Circle / outdoor classroom, our application for an Aboriginal SLSO through an Elsa Dixon grant, a mural design expression of interest, and the overhaul of our Personalised Pathways Procedures.

Fern Bay Public School is fortunate enough to be located directly across the road from a Worimi Elder. Our school enjoys a respectful and meaningful relationship with "Bapu" (translates to respected male / wise male in Gathang) who regularly offered his time to teach our students and staff about Aboriginal culture, particularly about the history of our school's land. Bapu also offered lessons in respecting artifacts, Gathang language where students have learned to count to 5, and bush tucker found on and around the school site.

During the 2022 school year, Fern Bay Public School established a cohesive connection with the Aboriginal Education Team based within the Murrook Cultural Centre. This connection allowed our staff to participate in a whole staff, immersive, one-day Connecting to Country program, visiting sites of local importance and learning Dreaming stories significant to our land. We were able to offer our whole school an excursion to celebrate the end of year to Murrook, which allowed students to participate in a range of culturally relevant activities including dance and art.

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.

Other School Programs (optional)

2022 was our most successful sporting year. We sent our largest student representative team, a total of 28 students, to the PSSA Zone Athletics carnival, and four of our students represented us at the PSSA Zone Swimming carnival. Additionally, we had one of our students represent our school at the state level in discus, one student chosen to represent our school as part of the PSSA basketball team and one student selected as part of the PSSA rugby league team.

For the first time we were also able to enter our school in a range of PSSA team competitions due to us having a large enough student enrolment to fill a team. Students had the opportunity to represent our school in touch football, rugby league and soccer.

