

# 2022 Annual Report

## Fennell Bay Public School



4208

# Introduction

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

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

## School contact details

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## School vision

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

## School context

Fennell Bay Public School has an enrolment of 159 students with 56 Aboriginal students. There are five mainstream classes, one IM support class and two multicategorical classes which ensures shared expertise in personalised learning and inclusive practices. Student numbers are expected to increase significantly with planning underway for a new subdivision zoned for the school. The school executive includes three Assistant Principals and two AP Curriculum and Instruction. There is a cross section of early career and experienced teachers. High quality teacher professional learning features throughout this school plan and opportunities are provided for aspiring leaders.

Positive Behaviour for Learning (PBL) has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community. Narunbah Schools as Community Centre (SaCC) has operated for over 18 years. The primary focus of the SaCC is to enhance the early development outcomes of children birth to 8 years through the various programs provided. These include supported playgroups, baby specific groups, transition to school as well as parenting programs.

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

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

The school strives to ensure student and community voice is always considered. Student Parliament allows school leaders to work democratically, to participate in school decision making. The P&C is the voice for the community and provides the opportunity for parents, carers and community members to be position holders and support the school with key initiatives. Consultation for this plan included student interviews, Tell Them From Me Survey, Aboriginal Parent Survey, Mankillikan AECG participation and P&C consultation. Students, parents and carers are key collaborators in creating ways for students to participate in and enjoy school life.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Targeted Intervention
- Data Informed Practice

### Resources allocated to this strategic direction

**Professional learning:** \$18,080.46

**Integration funding support:** \$71,783.00

**Socio-economic background:** \$234,399.00

**AP Curriculum & Instruction:** \$180,685.20

### Summary of progress

Assessment Schedule Refinement to include standardised testing in Term 1 and Term 4 for numeracy (PATMaths).

Lesson Bites created to focus on daily exposure to Measurement. 87% of students showed growth on PLAN2 in Term 1 through the COVID ILSP Intervention.

Check In Assessment Term 4, 2022 showed Year 4, 5 and 6 all at or above SSSG % in Measurement area. This supported the effectiveness of the Co-teaching cycle, which was conducted in classes of these year groups.

Drop in Numeracy results this year: 2021 Year 3 and 5 NAPLAN was above SSSG. 2022 Year 3 and 5 NAPLAN was below SSSG.

50% of students in Year 2 and Year 4 intervention groups showed growth from pre and post test conducted, using the PATMaths assessment tool

Yr 4 combined Check-in data of T1 and T4 of comprehension, processes and vocabulary showed 55% of students above SSSG. 2021 Term 4 Yr 3 - 2022 Term 1 Yr 4 evidence growth in Measurement & Geometry 13.5%

SLSO (teacher in training) & APC&I completed MacqLit training. SLSO trialled sections with target students showing individual growth for all students.

Check-in data, 2021 Term 4 Year 5 - 2022 Term 1 Yr 6 evidenced student growth in: Measurement & Geometry 5.2%, Number Sense 12.5%, Vocabulary 3.2% and Comprehension 12.6%

Transition to school 'Little Sparkies' Program: 75% of students recognised their names, more than 50% could write their name independently, count to 10 (and back) and engage in discussions after stories. All families joined Class Dojo to access feedback on learning experiences and transition information.

Parent Survey - 80% would like additional resources at home, 20% would like advice and strategies on social skills, 90% of children currently attend a preschool or long day care, all parents were positive to school contact and sharing of information.

### Barriers:

Intervention teachers were not able to work autonomously due to inexperience.

Consistency of intervention was impacted by staff absences.

Decrease in Assistant Principal Curriculum and Instruction (APC&I) time to release Principal for unexpected leave.

### Enablers:

Term 4 Principal return, review of data and revitalization of Intervention Team.

Intervention team extended to include expert teachers and APC&I x 2. Having expert teachers ensured intervention was personalised and best practice strategies were used. Evidenced by student results and feedback.

Each interventionist allocated a focus area - reading, numeracy and writing. This ensured intervention focus was clear and accountability and monitoring were increased. Evidenced by intervention register. All Year 2 and Year 4 students were included in the tiered program. Pre and post test data was collected to ensure the efficacy.

Intensive instruction with all students allowed all students to engage with the benefits of small group learning, such as rapport building and filling gaps in learning. Evidenced by student feedback.

#### **Next Steps:**

Extension of the SD1 team - APC&I x 2, plus an expert teacher as interventionist. SLSO to support the intervention team with Macqlit reading program from Term 2, 2023.

Continue with streamlined focus to support Year 3 and 5 in NAPLAN preparation in term 1.

Term 2 onwards - Intervention Team will continue with a focus area reading, numeracy and writing. Students will be identified based on data analysis of Term 1 Check In (Year 4 and 6) and NAPLAN 2023 (Year 3 and 5), triangulated with internal data sources (PATMaths), as per the Assessment Schedule.

Transition to school program will be continued and include a parent program for social skill development and resources at home. Literacy and numeracy activities will remain a key focus. Identification of students with additional needs will commence in T2 through SaCC and feeder preschools. School counsellor will support.

All initiatives will be monitored through the School Improvement Plan IPM, with fidelity during team meetings, on a 5-weekly basis.

The whole school data depository will be refined.

#### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
There is an uplift above the baseline towards 14.4% of students in Year 5 achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
There is an increase of 6.3% of students in Year 3 and Year 5 in the Top 2 Bands for NAPLAN Numeracy.	A decreased percentage of students achieved in the top two skill bands for numeracy (2021 14%, 2022 6%) indicating the school did not meet the system negotiated target, however focus on this target has resulted in Year 4, 5 and 6 all at or above SSSG % in Measurement in the Term 4 Check In assessment.
There is an uplift above the baseline towards 6.7% of students in Year 5 achieving expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
There is an increase of 6.8% of students in Year 3 and Year 5 in the Top 2 Bands for NAPLAN Reading .	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School Self-Assessment of the School Excellence Framework (SEF) element of Data Skills and Use indicates an improvement from Delivering to Sustaining and Growing.	School Self-Assessment of the School Excellence Framework (SEF) element of Data Skills and Use indicates that the school has achieved the annual progress measure and is maintaining at Sustaining and Growing.



## Strategic Direction 2: Wellbeing and Engagement

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$9,000.00

**Socio-economic background:** \$55,359.77

**Low level adjustment for disability:** \$68,952.60

### Summary of progress

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

100% of students receiving Integration Funding Support, or identified as requiring substantial and extensive levels of adjustment (National Consistent Collection of Data), had an Individual Education Plan (IEP)

Adjustments for students with supplementary levels of adjustment were evidenced on adjusted timetable document and noted of teacher program checklist.

All students had learning goals communicated to parents and carers.

Reduction in major Sentral Incidents - average 14 per term in Semester 1. Only 2 in Semester 2. Incident data reflected a need for refining structured play to explicitly teach students the skills needed to have successful experiences and therefore decreased incidents.

LST Tier 2 procedure documented including method for Sentral data review and intervention ie structured play allocation, Functional Behaviour Assessment, Behaviour Support Plans development or review.

Attendance data was regularly analysed and was used to inform planning. Whole of school and personalised attendance approaches improved regular attendance rates for all students, including those at risk. Family buy-in increased.

### Enablers

Simplified IEP format ensured teacher understanding and completion of plans.

External Positive Behaviour for Learning coach provided feedback and PBL data tools for tracking.

PBL continued to be effective as a whole school positive behaviour framework. Strong team and whole staff buy in and commitment to PBL.

LST process have been refined and systems are in place to complete referrals and utilise specialist staff effectively.

Attendance Team maintained effective strategies in addition to problem solving at the point of need. Consistent team with Principal leadership and cross school representation including AEO, SSO, SAO.

### Barriers

Not all parents engaged in current consultative processes.

Not all staff informed caseworkers of meetings.

Time was a constraint for newly trained CT's to complete FBAs as all were on class.

## Next Steps

Personalise methods of collaboration to increase parent participation.

Ensure all staff are aware that it is mandatory that caseworkers are involved in planning for OoHC students.

Ensure both teacher and Aboriginal Education Officer consult with parents / carers / student in the development of Personalised Learning Pathway for Aboriginal students.

Provide training and documented personalised learning processes for staff to follow.

Tier 2 processes will be further refined and processes documented - playground and classroom. PBL Staff Information Folder created for 2023.

Specific teacher to complete FBA's is needed. LaST is retiring, new LaST to be skilled in FBA and behaviour.

The new School Behaviour Support and Management Plan has been reviewed by the PBL team and will be finalised for Semester 2.

The attendance goals for students will be informed by analysis of internal and external student progress and achievement data. Progress towards goals will be monitored through collection of quality, valid and reliable data. Reporting on school performance will be based on valid and reliable data and analysis.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending to 90% or above by 8.2%.	The number of students attending greater than 90% of the time or above has fluctuated over 2022 with an uplift in Term 4.  43% > 90%, Term 2 24% > 90%, Term 3 34% > 90%, Term 4 39% > 90%
Increase the percentage of students reporting positive wellbeing (Expectations for Success, Advocacy and Sense of Belonging) above the baseline towards 4.5%.	Tell Them From Me data shows an improvement of 14% increase of reported positive wellbeing, including a 0.5 % increase in advocacy at school, 14% increase in sense of belonging and 0.9 % increase in expectations of success
School Self-Assessment of the School Excellence Framework (SEF) element of Wellbeing indicates an improvement from Delivering to Sustaining and Growing.	School Self-Assessment of the School Excellence Framework (SEF) element of Wellbeing indicates that the school has exceeded the annual progress measure and is moving towards Excelling.



### Strategic Direction 3: Mentoring and Collaboration

#### Purpose

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

#### Initiatives

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

- Collaboration and professional dialogue
- Quality Teaching

#### Resources allocated to this strategic direction

**QTSS release:** \$37,004.56

#### Summary of progress

Teacher feedback and work samples showed that there was an increase in teacher collegial discussions and reflective practices, through scheduled TPL. Teachers are reflecting on their pedagogical practices as seen through Breakspear Teaching Sprint sharing sessions.

Cultural shift within the teaching staff - teachers were eager to take on new initiatives, adapt their practice, and reflect on what works well and what can be changed.

Term 4, 2022 survey:

100% of staff believed that our involvement in the Guided Support initiative resulted in an increase in "willingness to share and discuss classroom practices with colleagues".

83% of staff also believed it increased staff buy-in, data-informed practice, and reflective practices.

#### Barriers:

Co-teaching Cycle - APC&I focus and availability, one APC&I was part time and one APC&I was relieving principal for 8 weeks in Term 3. Buy In - Only 38% (3 out of 8) classes were involved in the Co-Teaching initiative.

Teaching Sprints - Staff absenteeism during planning PL - due to the short nature of a teaching sprint, it relies on all staff being present on the preparing day and the reviewing day.

#### Enablers:

When done with fidelity the Breakspear model Teach Sprint Review is increasing reflective practices and collegial discussions.

#### Next Steps:

Co-Teaching Model to be extended.

APC&I allocation will increase to 2 x 1.0 FTE to ensure time and capacity for co-teaching model.

APC&I will follow the Co-Teaching Handbook and the Co-Teaching PL resources to implement with fidelity.

#### 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
School Self-Assessment of the School Excellence Framework (SEF) element	School Self-Assessment of the School Excellence Framework (SEF) element of Effective Classroom Practice indicates that the school is

of Learning and Development indicates an improvement from Delivering to Sustaining and Growing.	maintaining at Sustaining and Growing.
School Self-Assessment of the School Excellence Framework (SEF) element of Effective Classroom Practice indicates an improvement from Delivering to Sustaining and Growing.	School Self-Assessment of the School Excellence Framework (SEF) element of Effective Classroom Practice indicates an improvement from Delivering to Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,783.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fennell Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classroom teachers had SLSO support to provide adjustments at the point of need and scaffolded support to enhance student wellbeing and learning. PLSPs reflected continued progress and attainment of goals for students receiving IFS.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing training of SLSOs to build capacity and understanding.</p>
<p>Socio-economic background</p> <p>\$289,758.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fennell Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> <li>• Whole School Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an AP Wellbeing and SLSOs to support personalised learning and wellbeing.</li> <li>• AP Wellbeing had oversight of WHS, tier 2 and 3 students, family liaison and worked with the Principal.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> AP Wellbeing has supported teachers to implement BSP strategies. Consultation with families was at the point of need and focused on positive planning. Suspensions and serious incidents have decreased. WHS oversight by AP ensures Management Action Plan was followed with fidelity. Emergency procedures and mandatory training were understood and compliance expected. AP worked collaboratively with tier two and three students and their families. SLSOs were allocated to each class. SLSOs are instrumental in implementing personalised strategies and creating an inclusive and positive school culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ an SLSO in each class. Build SLSO capacity and expertise ie. employ two trainee teachers to work as SLSO, and an additional Aboriginal SLSO. SLSO to join Intervention Team and run the Macqlit program for targeted students. Fund a classroom teacher to release an expert teacher to lead numeracy intervention. Focus on classroom intervention and literacy and numeracy growth.</p>
<p>Aboriginal background</p> <p>\$86,246.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fennell Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$86,246.25</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The progress and achievement of Aboriginal students was equivalent to the progress and achievement of all students in the school. The AEO was an active participant on the Learning Support Team and Attendance Team. The AEO supported leadership of the Kooroora Committee. Personalised Learning Pathways were created for Aboriginal students. AEO supported teachers to monitor goals and embed cultural perspectives in curriculum and whole school activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> AEO activities linked to agreed targets and collaboratively monitored by Aboriginal Education Team. Team Coordinator, AEO and Principal to review Aboriginal students data sets for learning and wellbeing.</p>
<p>Low level adjustment for disability</p> <p>\$68,952.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Fennell Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> LaST provided PL for teacher on the Zones of Regulation. Behaviour Support Plans reflected strategies linked to zones. Teachers were trained in MAPA / CPI Safety Intervention and Functional Behaviour Assessment to support understanding of student escalation and preventative strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Functional Behaviour Assessment used to support personalisation of Zones strategies for Tier 2 - 3 students. Baseline data to be collected in use of Zones in 2023 and future directions determined for whole school use. Oversight by the PBL team.</p>
<p>Professional learning</p> <p>\$27,080.46</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fennell Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> <li>• Learning and Support Team</li> </ul>

<p>Professional learning</p> <p>\$27,080.46</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• AP C&amp;I unpack evidence-based approaches to teach writing, reading and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>            TPL for targeted intervention: writing - power sentences/paragraphs, reading - based on individual student needs with teacher consultation, numeracy - NAP program (whole number/place value)            Teacher training and time for individual student goal, IEP, PLP and OoHC goal development.</p> <p><b>After evaluation, the next steps to support our students will be:</b>            Co-teaching model and Teaching Sprints will be expanded to support teacher professional learning.            Funding will be used for external PL and internal teacher release for co-planning and delivery.</p>
<p>QTSS release</p> <p>\$37,004.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fennell Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration and professional dialogue</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>            APs and CTs were allocated time for: data talks and co-planning, program monitoring, working with AP C&amp;I            Teachers increased their engagement in SCOUT for data analysis.</p> <p><b>After evaluation, the next steps to support our students will be:</b>            Timetable cohort meetings and extend co-teaching model to increase teacher capacity and collaborative practice.</p>
<p>COVID ILSP</p> <p>\$128,993.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>            Additional teachers were employed to provide small group tuition. AP C&amp;I provided oversight and data analysis.            Analysis of pre and post test (DoE Short assessments) shows 77% of students within the COVID ILSP program had growth in reading. Analysis of pre and post test (PATMaths) shows 47% of students had growth in numeracy.</p>

<p>COVID ILSP</p> <p>\$128,993.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Employ expert teachers to be part of the Intervention Team utilising COVID ILSP / equity funds. To provide responsive intervention at the point of need and build teacher capacity by providing feedback and strategy suggestions from small group tuition.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	94	88	87	90
Girls	86	89	77	69

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.6	82.1	90.0	78.9
1	90.5	84.9	85.4	86.0
2	85.9	81.2	86.9	85.4
3	90.7	83.7	89.0	82.9
4	91.8	83.3	88.2	87.8
5	89.9	80.0	88.4	85.6
6	84.7	82.5	87.4	83.9
All Years	88.6	82.4	87.9	84.5
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

### 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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	6.23
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.91

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	233,929
<b>Revenue</b>	3,349,519
Appropriation	3,309,579
Sale of Goods and Services	11,330
Grants and contributions	27,280
Investment income	1,229
Other revenue	100
<b>Expenses</b>	-3,320,911
Employee related	-3,054,269
Operating expenses	-266,642
<b>Surplus / deficit for the year</b>	28,607
<b>Closing Balance</b>	262,537

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	71,783
<b>Equity Total</b>	454,619
Equity - Aboriginal	86,246
Equity - Socio-economic	289,759
Equity - Language	0
Equity - Disability	78,614
<b>Base Total</b>	1,871,875
Base - Per Capita	46,655
Base - Location	0
Base - Other	1,825,220
<b>Other Total</b>	577,050
<b>Grand Total</b>	2,975,327

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The following data provides a snapshot of parent/caregiver, student and teacher satisfaction from the 2022 Tell Them From Me surveys.

### Parent Survey

Parents felt welcome at Fennell Bay Public School, with an increase of 0.4 and 1.4 points above the state average.

Parents at Fennell Bay Public School felt they are well informed, 2.1 points above state average.

Parents indicated the school supports positive behaviour 0.7 point basis, displaying an upward trend in data.

Parents believed that Fennell Bay Public School is an inclusive school, with a 2.1 point basis increase above state average.

Parents indicated they believe their Children are safe at school, 1.3 basis points above state average.

### Student Survey

Students believed they have positive relationships at school with a 14% increase from June 2022 data. The data indicated a 3% increase to be above state average in this domain.

Sense of belonging showed a 14% shift and 0.4% below state average.

Students believed they had advocacy at school, with a 0.5 basis point increase from June 2022 data. The data indicated 0.2 basis points above state average.

Students indicated an increase in explicit teaching practices and feedback, with a 0.5 basis point increase from June 2022 data. Fennell Bay Public School performed at state average for this domain.

Expectations for Success showed an increase of 0.9 basis points from June 2022 data. Fennell Bay Public School performed at 0.5 points below state average for this domain.

### Teacher Survey

Teachers indicated Fennell Bay Public School is inclusive, 0.6 point basis above state average.

Collaboration showed an increase of 0.8 basis points from 2021 data.

Teachers indicated an increase of 0.6 percentage basis points, with a 0.7 basis points above state average for data informs practice.

Teachers also indicated their teaching strategies have developed, with an increase of 0.4 basis points. Fennell Bay was 0.4 basis points above stage average.

Planned Learning opportunities showed a 0.7 basis point increase and a 0.4 basis points above state average.

Teachers believed students are overcoming obstacles to learning with a 0.6 basis point increase and a 0.5 basis points above state average.

### Next Steps

Continue to employ a Student Support Officer to provide proactive support and targeted intervention across the school.

Implement the Community Engagement Action Plan to further grow community involvement post-covid.

Further promote student voice and decision making opportunities through Student Parliament.

Lead the Bolton Point Skate park initiative with Lake Macquarie City council and Up & Up Collaborative Arts, Youth Mentoring. Include Lake Macquarie HS and partner primary schools.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.