

# 2022 Annual Report

## Frank Partridge VC Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Frank Partridge VC 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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## Message from the principal

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Thank you for taking the time to read the Frank Partridge VC Public School (FPVCPS) Annual report. FPVCPS is an inclusive school that provides students, staff and families opportunities to learn together within a school community culture that empowers everyone to give 'our best always'.

In 2022 our Strategic Directions were;

- Student Growth and Attainment
- Expert Teachers
- Community

Ensuring our kids become the 'best people they can be' through a balance of academic, cultural, social and emotional and physical education is important to us. Through explicit teaching and guided inquiry we work together to build the capacity of all learners. We provide a common understanding of the expectations of everyone in the school community to ensure wellbeing.

We value a distributed leadership approach and our stage three students are considered as the leaders of our school; and, in partnership with staff, are empowered to set the tone for the rest of the school community. In 2022, FPVCPS continued to build teacher capacity in literacy, numeracy and wellbeing through school-based coaching and instructional leadership approaches.

Our school staff are invested in the curriculum reform. We have staff who are a part of a four year initiative collaborating directly with NESA on the curriculum reform. K-2 staff opted to be Accelerated Adopters and collaborated with Department of Education staff to implement units of learning for the new K-2 English and Mathematics syllabus documents.

The school has a variety of support programs to develop student academic, social and physical needs. Our reading intervention program assists children from years K-6 who require both support and extension. Numeracy is also a priority with the school investigating and investing in professional learning for staff and programs to measure student growth effectively.

We value our parents and extended family members as partners in their child's education. Our P&C meets once a month and are involved and interested in empowering students through education.

## Message from the students

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Giinagay nuguawiny. Welcome everyone! We have a kind and caring school and all our teachers are really helpful. There is plenty to learn at our school and it is generally fun. We love the high quality learning walks and get to see everyone's classrooms.

There are a lot of activities to do at lunch and recess like sports. The sports include soccer, football, rugby, netball, softball and basketball. We are lucky that our teachers and some responsible kids coach and play with us everyday.

We love all the extra curriculuar activties. The SRC discos and all the excursions, are great fun! We even got to represent our school at the Opera House playing the recorder. Boys and girls groups are really exciting and full of life lessons. We get to learn about ourselves. Arts and crafts are great too.

Just remember, be kind, no hat, play in the shade and do your best always.

By Ruby, Siobhan, Dempsie and Ella - Year 6

## School vision

**OUR BEST ALWAYS** - Empowering future generations.

Frank Partridge VC Public School is a learning community where all stakeholders have a voice, educational opportunities are valued and we strive for excellence. Students engage as they are continually challenged to learn, in a culturally sensitive environment that embraces every students' strengths and needs. We have a culture of high expectations, in which every teacher and every leader improves every year, by collaborating and learning together. We deliver future focused learning and teaching underpinned by cultural awareness and respect, to build knowledge and understanding.

Every student is supported academically, socially, culturally, emotionally and physically as they are known, valued and cared for by every educator. Student wellbeing is paramount as we develop the whole child in a caring environment with staff working authentically with every student beyond classroom walls, building relational trust, self esteem and social competence. Teaching and learning programs are differentiated for every student to inspire and challenge students to reach their full potential.

This vision is supported through strong community partnerships, recognising the value of education, culture and the development of every person in our learning community.

## School context

### Towards 2026

Frank Partridge VC Public School is situated on the Mid North Coast of New South Wales in the spectacular Nambucca Valley, proudly on Gumbaynggirr homelands. The school has a current enrolment of 239 with our Aboriginal students continuing to make up approximately 50% of our school population.

The school currently has a Family Occupation and Education Index (FOEI) of 165 and consists of two Kindergarten, K/1 class and nine stage-based classes. We incorporate three Learning Hub (special education) classes into our K-6 structure and use various funding streams to maintain K-6 classes of less than 22 students. This initiative is strongly embedded and valued by our entire school community. There is a mix of beginning and experienced staff within our school who each demonstrate a sound knowledge of the curriculum and extra curricular activities. Staff, parents and carers work together to achieve the best possible outcomes for students, which includes utilising the school staff and community's strengths, skills and expertise to complement internal educational initiatives. Initiatives primarily enhance the cultural, sporting and musical opportunities for students.

Authentic cultural activities are a strong presence throughout the school in all key learning areas, enabling every child to participate in our Gumbaynggirr Language program led by specialist language teachers from the local Aboriginal Education Consultative Group (AECG). The AECG also works with our Aboriginal Education Officer (AEO) to meet our community's needs. Our school proudly displays wonderful local artwork and we have a purpose-built Yarning Circle and Bush Tucker garden which are enjoyed by the whole school community.

Frank Partridge VC Public School staff are rigorously engaging in the Curriculum Reform and the Teacher Expert Networks (TENs), Accelerated Adopter School initiative and staff work closely with our Assistant Principals of Curriculum and Instruction (APCI) to improve students' literacy and numeracy outcomes. All classes are supported by our AEO, Indigenous Educators, School Learning Support Officers (SLSOs), a School Guidance Officer and Learning and Support Specialist Teachers.

Over the coming four years, the staff will focus on improved knowledge and understanding of the new syllabus documents with a focus on engagement, literacy and numeracy outcomes for all students through best practice underpinned by the elements of the *What Works Best* document. The *School Excellence Framework* will inform our self-assessment and planning. Staff, students and our wider school community are our partners as we implement the Strategic Improvement Plan 2022-2026.

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



### Purpose

#### Students becoming clever together - Miindala

To ensure every student is empowered to do their best to achieve their academic, social and emotional, physical and cultural potential.

### 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.

- Attendance
- Wellbeing
- Quality Teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$453,804.84

**Aboriginal background:** \$260,093.64

**Low level adjustment for disability:** \$166,997.92

**Integration funding support:** \$133,345.00

**Location:** \$20,048.35

**Per capita:** \$57,984.93

### Summary of progress

The Frank Partridge VC Public School strategic and planned approach to develop whole school wellbeing processes continued to support the wellbeing of all students so they could connect, succeed, thrive and learn. The school had three areas of focus for Strategic Direction 1. Small class sizes were central to student improvement. The three initiatives of focus for this strategic direction were attendance, wellbeing and quality teaching.

All staff at Frank Partridge VC Public School recognise regular attendance at school is essential for student wellbeing and to achieve quality life outcomes. Every day staff work in partnership with students and their parents to promote the regular attendance for all students'. In 2022, the focus for FPVCPS staff was increasing attendance for students with chronic absenteeism. The program was successful with 17 out of the 19 students involved attending school more regularly. This was achieved with a number of interventions including; daily student check-ins, regular parent phone calls, meetings and the school-based bus run. To further improve in 2023, our staff will be guided through the process of improved attendance with the DoE Attendance Team to help students with 'voluntary absenteeism' achieve an attendance rate of greater than 90% (CESE 2022).

The Frank Partridge VC Public School strategic and planned approach to develop whole school processes continued to support the wellbeing of all students so they could connect, succeed, thrive and learn. We celebrated the success of maintaining a level of excellence for student wellbeing. The student is always placed at the centre of every decision made at the school. Our staff are all experts in working with students strengths, they also interact in a coaching and mentoring capacity during play and break times. They have high expectations of students and their parents to ensure a safe and inclusive school environment and culture. As we work towards our 2026 goals in the School Improvement Plan (SIP), the FPVCPS wellbeing is embedded in the culture of the school, and not necessary to include it in the 2023 Strategic Direction.

Our quality teaching focus included the use of highly effective teaching practices to improve vocabulary, fluency and comprehension. Our K-2 staff were involved in the curriculum reform Accelerated Adopter School program and engaged in high impact professional learning with the new syllabus. The new syllabus focuses heavily on the use of decodable readers. Implementation of decodable readers was supported by the Soundwaves program initiated across K-6 classes in 2021. Students in years one to four identified as not achieving appropriate skills in reading were working with intervention teachers four times per week. Intervention focused on the MiniLit program. MiniLit is informed by the findings of scientific research into how reading works and how it may best be taught. It is also in accord with the recommendations of national reports into effective reading instruction that have emphasised the five key pillars of reading instruction (sometimes known as the 'five big ideas'), namely: phonemic awareness, phonics, fluency, vocabulary and comprehension. We celebrated the success of achieving our target for reading with 27.66% and in 2023 will continue consolidate our practices. We will slightly modify practices based on the new syllabus documents and increased student engagement. We will also focus on high impact professional learning 3-6 in the area of comprehension as indicated in the 2022 data and the K-2 teachers plan to support their 3-6 colleagues to implement the new English

and Mathematics syllabus documents.

In numeracy, the major areas of priority were the implementation of the new mathematics syllabus in K-2 and the implementation of Essential Assessment for students across years 1-6. The focus was on providing every child with solid foundations in the basics; priority learning focus on oral language skills, early reading and writing skills, and early mathematical knowledge and skills. Our K-2 staff were also involved in the curriculum reform Adopter School program and engaged in high impact professional learning with the new syllabus. Students in K-2 there was a focus on students becoming a confident, creative user and communicator of mathematics to enable all students to learn foundational skills for numeracy. We will also support 3-6 teachers in syllabus implementation because of the release of the new Mathematics syllabus. We did not meet our overall numeracy target with 13.95% of students in the top 2 bands. To further improve in 2023, our staff will be guided through the process of improved teaching with a focus on explicit teaching and using data more effectively to inform progress. Staff will also be engaged in professional learning with the Maths Growth Team from Nambucca Heads High School.

### 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
Wellbeing - maintain an excellent level of student, staff and community Wellbeing. The number of students reporting positive wellbeing will increase from the baseline.	Our school based survey for students indicated 94% of students reporting positive wellbeing that includes sense of belonging and expectations of success.
Attendance - The number of students who are attending school 90% of the time will increase from the baseline.	We did not meet our overall attendance target indicating progress is yet to be seen towards the annual progress measure.
Increase the percentage of students in the top two bands in NAPLAN in reading to between 24.6% and 29.6%.	27.66% of students are in the top 2 skill bands for reading indicating that the school has exceeded the annual progress measure.
Increase the number of students in the top two bands in NAPLAN In numeracy to between 20.6% and 25.6%.	13.95% of students were in the top 2 bands for numeracy indicating progress yet to be seen.
Increase the percentage of Aboriginal students in the top three bands in NAPLAN in reading to between 23.8% and 28.8%.	31.58% of Aboriginal students are in the top 3 skill bands for reading indicating that the school has exceeded the annual progress measure.
Increase the percentage of Aboriginal students in the top three bands in NAPLAN in numeracy to between 24.9% and 29.9%.	25% of Aboriginal students are in the top 3 skill bands for reading indicating that the school has met the annual progress measure.

## Strategic Direction 2: Expert Teachers - Ngaalgan-Bawgaygal

### Purpose

To continue to increase staff capacity to teach the new curriculum effectively so every student is empowered to reach their potential.

### 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.

- Curriculum knowledge
- High Impact Professional Learning

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$210,799.00

**Professional learning:** \$28,424.75

**QTSS release:** \$47,118.00

### Summary of progress

This year Frank Partridge VC Public School staff began to create a professional learning team structure that allowed teachers to co-plan and engage in professional learning together. Teacher release from face to face (RFF) time was stage-based with an additional 30 minutes to collaboratively engage with whole school professional learning. They also reviewed and revised lesson plans and sequences, ensuring that the content was based on the curriculum and the teaching practices were effective and based on student progress and achievement data to inform lesson planning.

We used stage meetings, staff meetings and our staff development days to facilitate whole school professional learning opportunities to build capacity of teachers. We used the new curriculum to leverage understanding and shift teacher mindset around programming. We engaged with international academic Santiago Rincon Gallardo to learn more about student focused learning and increasing engagement with a focus on pedagogical practices of the curriculum reform.

A major area of work for all teaching staff was with the curriculum reform. Frank Partridge VC Public School opted to adopt the new K-2 curriculum early. As part of this process staff used the new DoE units of work for English and mathematics and worked collaboratively with key regional staff to complete in-depth professional learning and receive tailored support. The teachers evaluated DoE units and provided feedback for their release to the rest of the state in 2023. There has been significant improvement in staff understanding of curriculum and quality programming. Most stated in their Professional Development Plans (PDP) that this was an area of continued need and that they wanted to further deepen their understanding.

As we work towards our 2026 goals in the School Improvement Plan (SIP), next year we will continue with professional learning teams to continue to develop teaching programs and implement the curriculum reform to ensure an expert team of teachers. We will also extend professional learning to support staff with PDPs for all staff to ensure success and goals are achieved. In the area of 'Curriculum' in the School Excellence Framework Self-Assessment, the leadership team in collaboration with staff decided to make 'Delivering' the baseline for progress as it was determined that we are in a period of learning and change with the new curriculum implementation. It is recognised across the school that with ongoing professional learning, collaborative planning and programming, team teaching opportunities and use of the whole school scope and sequence of outcomes and assessments in 2023, we will have substantial evidence to move to excelling in the next 12 months.

### 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
100% of teaching and learning programs describe what all students are expected to know, understand and do.	We were able to meet our target with 100% of teaching and learning programs created collaboratively and reflecting what students are expected to know, understand and do.



<p>100% of K-2 will be using the new English and Mathematics syllabus documents. 100% of 3-6 will continue to use current syllabus documents and investigating methods of increased student engagement.</p> <p>All lessons are systematically planned as part of a coherent program that has been collaboratively designed and there is school wide consistency towards accommodations and adjustments.</p>	<p>100% of K-2 teaching programs indicated staff engaged with the new English and mathematics syllabus documents to collaboratively design and teach appropriate student content. 3-6 staff were also able to collaborate with the new K-2 syllabus documents preparing ahead of schedule for 2023-2024. Student engagement will continue as a focus.</p>
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## Strategic Direction 3: Community - Girrwa-Ngaarra

### Purpose

To enhance policies and processes to enable the community to positively impact every student to achieve their academic, social and emotional, physical and cultural potential.

### 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.

- Whole school community engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$14,000.00

**Location:** \$15,000.00

### Summary of progress

The Frank Partridge VC Public School team re-established an initiative to ensure sustainable relationships with the local community. We know that our community relationships are key to improving learning and wellbeing outcomes for students. It was also intended to assist students to understand their role in the broader community to positively impact their sense of belonging. In 2022 there was a strong focus on including community as partners in students' educational journey. There were a number of school-based strategies that promoted partnerships (example). As evidenced from the 2021 External Validation process, best practice communication and documentation were key for all initiatives. Initiatives included; Learning and Support, Playgroup, transition programs, the Yarning Circle and community experts to support educational programs.

The initiatives resulted in more rigorous community engagement at all levels to support student learning. The Learning and Support process was enhanced with students identified with a disability having a Personalised Learning and Support Plans that was regularly reviewed in consultation with parents and allied health workers. The National Disability Insurance Scheme (NDIS) is a major component of the work of the Learning and Support Team that included consolidating practices from allied health workers to support learning where appropriate. A Playgroup was established as an early intervention strategy and was well attended by families and members of the community not already involved with the school. The pre-school and high school transition processes were enhanced and the Yarning Circle, as an outdoor learning space, was completed.

Staffing was occasionally an issue that impacted progress and as a result planning for all school initiatives and extra curricular activities for 2023 will be with a minimum of three staff members to succession plan and ensure continuity for the school community. The communication and documentation was more systematic in evidence collection for more effective and efficient initiatives to support the impact of community engagement on student learning. As we work towards our 2026 goals in the School Improvement Plan (SIP), next year we will consolidate and extend on practices established in 2022.

### 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
Build additional opportunities for families and community to be included in school life.	The school hosted 12 more community based events than the previous year indicating an increase in opportunities for families and community to be included in the school culture.
To improve in the areas that relate directly to parent engagement as measured in the School Excellence Framework based on the school's Self-Assessment. * From the baseline of 'Delivering' to 'Excelling' in the area of Parent and Community Engagement.	<p>In the area of Parent Engagement in the School Excellence Framework Self-Assessment, from the baseline of 'Sustaining and Growing' it was determined that we developed initiatives and more systematic processes for evidence collection to move towards excelling in 2023.</p> <p>In the area of Community Engagement in the School Excellence Framework Self-Assessment, from the baseline of 'Delivering' it was determined that we</p>

<p>To improve in the areas that relate directly to parent engagement as measured in the School Excellence Framework based on the school's Self-Assessment. * From the baseline of 'Delivering' to 'Excelling' in the area of Parent and Community Engagement.</p>	<p>are 'Sustaining and Growing' meeting the annual progress measure.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,345.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Frank Partridge VC 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>• Wellbeing</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Primarily school learning support officers were employed to support PLASPs developed with the student, parent, class teacher, and where appropriate regional staff and allied health teams. Students are calm, settled and supported and able to access curriculum. Students with IFS support all had high levels of attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Wellbeing is embedded in school culture at Frank Partridge VC Public School and will be maintained rather than a focus for the remainder of this planning cycle.</p>
<p>Socio-economic background</p> <p>\$467,804.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Frank Partridge VC 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>• Wellbeing</li> <li>• Whole school community engagement</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 additional staff to support program implementation across the school.</li> <li>• providing students with financial support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase educational resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of additional staff to support class program implementation has meant that we can keep class sizes low with a maximum number of 22 students in a class. Providing students financial support for educational materials, uniform, equipment and other items has ensured that every child and family has access to educational resources including; uniforms, pencils, books, subsidised excursions. Resourcing to increase equitable access of resources and services has meant that we were able to purchase additional; technology equipment so student learning is comparable to metropolitan schools.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maintain an appropriate level of support to students and families.</p>
<p>Aboriginal background</p> <p>\$260,093.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Frank Partridge VC 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>Aboriginal background</p> <p>\$260,093.64</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>• 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>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Yarning Circle was built as an additional outdoor learning space embedding local language and cultures unique to our school context. The Yarning Circle is a celebration of learning and culture where everyone has an equal voice. FPVCPS also employed additional staff to deliver personalised support for Aboriginal students as well as specialist sports and a language teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The impact contributes to the culture of the school where high levels of wellbeing ensure all students are known, valued and cared for in a culturally inclusive environment.</p>
<p>Low level adjustment for disability</p> <p>\$166,997.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Frank Partridge VC 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>• Wellbeing</li> <li>• Attendance</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> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. This has meant we are able to release teachers to work with specialised staff including; specialists DoE Staff, Speech therapists, Occupational Therapists, Diabetes Nurses and Psychologists to develop needs-based learning and support programs in collaboration with students, staff and parents to improve ability to engage with curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students are safe and supported in class and are able to access the curriculum.</p>
<p>Location</p> <p>\$35,048.35</p>	<p>The location funding allocation is provided to Frank Partridge VC Public School to address school needs associated with remoteness and/or isolation.</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>



<p>Location</p> <p>\$35,048.35</p>	<ul style="list-style-type: none"> <li>• Quality Teaching</li> <li>• Whole school community engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Yarning circle built in consultation with key stakeholders.</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Construction completed so that students are empowered with an outdoor inclusive learning space. Students were also more supported to attend excursions with the school heavily subsidizing all excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Expand the use of the Yarning Circle to community. Continue current practices to ensure all students are able to access excursions.</p>
<p>Professional learning</p> <p>\$28,424.75</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 Frank Partridge VC 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>• High Impact Professional Learning</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>• Collaborative stage based teacher release from face to face allocations. Fortnightly cycles of improvement based on data and staff and student need.</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> Staff have a more consistent approach to curriculum and assessment implementation with stronger teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff professional learning to continue in a coaching and mentoring capacity with the APCI and staff with an area of expertise.</p>
<p>QTSS release</p> <p>\$47,118.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Frank Partridge VC 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>• High Impact Professional Learning</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> Staff are more confident with curriculum implementation. K-2 staff are more confident with using the new K-2 syllabus for English and mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> K-2 staff mentoring the 3-6 staff in most effective methods of new curriculum implementation.</p>

<p>COVID ILSP</p> <p>\$150,253.00</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>• The program provides explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. The program was delivered 4 times per week, for 45 minutes per lesson. The program was delivered by a team of two learning and support teachers and two SLSO staff to both small groups of up to four students and on a one-to-one basis depending on the student needs. MiniLit progress was successful for 100% of students demonstrating the effort of the staff and students involved. Further, attendance was correlated with progress and discussed with the student, class teacher and parent where attendance indicated further progress may have been achieved with increased attendance.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The success of the program indicates the benefits of continuing in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted teachers and all SLSO staff will be trained to deliver the MiniLit over the next 2 years to enable in class support where necessary.</p>
<p>Per capita</p> <p>\$57,984.93</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Frank Partridge VC 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>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: Purchased Soundwaves program and resources Staff Professional Learning for Soundwaves</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School based Soundwaves Phonemic Awareness and Spelling program data improved from baseline across the school K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Consolidate and improve practice using the Soundwaves program.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	116	129	114	122
Girls	100	99	100	105

### OUR BEST ALWAYS - Empowering future generations.

Frank Partridge VC Public School is a learning community where all stakeholders have a voice, educational opportunities are valued and we strive for excellence. Students engage as they are continually challenged to learn, in a culturally sensitive environment that embraces every students' strengths and needs. We have a culture of high expectations, in which every teacher and every leader improves every year, by collaborating and learning together. We deliver future focused learning and teaching underpinned by cultural awareness and respect, to build knowledge and understanding.

Every student is supported academically, socially, culturally, emotionally and physically as they are known, valued and cared for by every educator. Student wellbeing is paramount as we develop the whole child in an caring environment with staff working authentically with every student beyond classroom walls, building relational trust, self esteem and social competence. Personalised learning and Support Plans are created for every student, to inform and implement targeted programs to inspire and challenge students to reach their full potential.

This vision is supported through strong community partnerships, recognising the value of education, culture and the development of every person in our learning community.

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.3	87.8	84.0	82.8
1	87.6	87.5	84.1	81.3
2	92.3	86.4	83.7	81.6
3	87.1	90.9	83.1	81.9
4	89.1	83.6	87.2	76.8
5	88.7	89.7	82.4	83.3
6	90.1	85.5	88.2	81.3
All Years	88.4	87.2	84.8	81.4
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

Every day counts, as regular attendance helps students to:

- develop a sense of belonging
- develop and maintain friendships
- be more engaged at school
- progress with their learning
- be more aware of career and life options.

Supporting positive school attendance is a shared responsibility - everyone has a role.

## Attendance

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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)	4.4
Classroom Teacher(s)	10.78
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.52

\*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>	498,433
<b>Revenue</b>	4,646,459
Appropriation	4,619,116
Sale of Goods and Services	3,817
Grants and contributions	19,589
Investment income	2,277
Other revenue	1,660
<b>Expenses</b>	-4,543,520
Employee related	-3,902,685
Operating expenses	-640,836
<b>Surplus / deficit for the year</b>	102,939
<b>Closing Balance</b>	601,372

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>	133,345
<b>Equity Total</b>	894,896
Equity - Aboriginal	260,094
Equity - Socio-economic	467,805
Equity - Language	0
Equity - Disability	166,998
<b>Base Total</b>	2,519,544
Base - Per Capita	57,985
Base - Location	35,048
Base - Other	2,426,511
<b>Other Total</b>	597,513
<b>Grand Total</b>	4,145,298

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 student is always placed at the centre of every decision made at the school. Our school based survey for students indicated 94% of students reported positive wellbeing which includes a sense of belonging and expectations of success. The Tell Them From Me survey indicated 95% felt extremely or somewhat welcome at Frank Partridge VC Public School. 86% indicated parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

We celebrated the success of maintaining a level of excellence for student wellbeing. As we work towards our 2026 goals in the School Improvement Plan (SIP), the Frank Partridge VC Public School leadership team, in consultation with the Director of Educational Leadership (DEL) identified wellbeing is embedded in the culture of the school and positively impacting on parent, student and teacher satisfaction.



# 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.