

# 2022 Annual Report

## Ferncourt Public School



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# Introduction

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

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

## School contact details

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Ferncourt Public School

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## School vision

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

## School context

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

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

Our analysis has identified the following areas of focus:

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

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

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

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

- **A Culture of High Expectations**

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Effective Classroom Practice
- Data Informed Teaching and Learning

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$89,382.00

**English language proficiency:** \$40,745.00

**Integration funding support:** \$31,641.00

### Summary of progress

Teachers have been continuing to engage in professional learning, using the syllabus to drive student outcomes, with a particular focus on the area of numeracy. This included targeted support in using IFSR and Check In data to engage with the Learning Progressions. Lessons are being collaboratively planned and are reflective of the data gained through ongoing assessment. Moving forward, the professional learning will be targeted towards reading processes, Measurement & Geometry and Number & Algebra. Further professional learning will be undertaken to support the implementation of the new K-2 syllabus.

All stages have established collaborative ongoing programming which is responsive to formative and summative assessment data. The school has developed a school-wide assessment schedule and survey data indicates that teachers are feeling more confident in using data to inform their teaching and learning programs.

### 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
• A minimum of 74.1% of students achieve in the top two bands for reading. (Lower bound system negotiated target).	2022 NAPLAN data indicates 69% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1%. We have seen movement from students achieving in the low middle to high middle bands increasing by 6%.
• A minimum of 59.3% of students achieve in the top two bands for numeracy (Lower bound system negotiated target).	2022 NAPLAN data indicates 41% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, and are still below the target baseline of 51.6%. We have seen movement with no students achieving in the bottom band. The school has been targeted for guided support in 2023.
• A minimum of 62.2% of students achieving expected growth in 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, Check In data indicates performance above state in reading with an ongoing focus required in reading processes, such as reading pathways and linking information, to support further growth in student achievement.
• A minimum of 57.3% of students achieving expected growth in numeracy • Year 5 numeracy NAPLAN to be at SSSG.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Check In data indicates cohort performance comparative to similar school groups with ongoing focus required in measurement and

<ul style="list-style-type: none"> <li>• A minimum of 57.3% of students achieving expected growth in numeracy</li> <li>• Year 5 numeracy NAPLAN to be at SSSG.</li> </ul>	<p>geometry.</p>
<p><b>SEF</b></p> <ul style="list-style-type: none"> <li>• Assessment is validated at Sustaining and Growing and Student Performance measures are validated at Sustaining and Growing.</li> <li>• Data Skills and use is validated at Sustaining and Growing.</li> </ul>	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Assessment, while the element of Student Performance Measures and Data Skills and Use has remained at delivering..</p>

## Strategic Direction 2: Quality Teaching

### Purpose

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

### Initiatives

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

- Explicit Teaching
- Effective Feedback

### Resources allocated to this strategic direction

**Professional learning:** \$2,000.00

### Summary of progress

Ferncourt Public School continued to employ explicit teaching practices, including the effective use of feedback, during 2022. Our focus was to promote a whole school culture that endorses strong collaborative processes where teachers plan and develop programs that use best practice and student data to inform learning experiences.

Teachers created explicit student-friendly learning intentions and success criteria so that students would have a clear understanding of why they are learning something, how it connects to what they already know, what is expected of them, and how to do it. They also ensured that students are given opportunities to ask questions and get clear feedback about their performance against learning outcomes. Students were also given opportunities to give feedback to teachers about their learning needs and how they can be met.

Both staff and executives evaluated school data and identified areas of need pertaining to literacy and numeracy. The executive planned teacher professional learning and engaged with the Lead Specialist in Numeracy to support teachers. Teachers engaged in a mix of online and face-to-face learning relating to:

- Literacy Progressions: Understanding Texts
- Numeracy Progressions: Understanding Units of Measure
- K-2 Curriculum Reform
- Interview for Student Reasoning (IfSR) Professional Learning

Teachers employed formal and informal assessment practices to assess student learning including the use of DoE Assessment in Literacy and Numeracy (ALAN) tools, rubrics and criteria. They also provided verbal and written feedback to students to allow them to understand expectations, achievements and areas for improvement. Teachers continue to use success criteria as a means for students to self and peer assess and reflect on their learning and understanding. Staff followed Ferncourt's Assessment Schedule and reviewed assessments during Stage Meetings.

Two years of disrupted learning saw a decline in numeracy results across the school, particularly within the measurement and geometry strand. Parents, staff and students were surveyed to better understand perceptions and understandings around Mathematics teaching at Ferncourt. Staff Performance and Development Plans (PDPs) incorporated SIP goals around measurement and geometry and teaching practices across the school were observed and evaluated.

### 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
85% of students in years 1-6 answering all measurement and geometry questions correctly in PAT Maths.	Analysis of PAT numeracy results in 2022 shows that 66.5% students from 1-6 answered measurement and geometry questions correctly. Teachers analysed NAPLAN data during teacher professional learning and identified the need to target numeracy. Trends continued to show that measurement and geometry are areas of need. Teachers continued to engage in using

85% of students in years 1-6 answering all measurement and geometry questions correctly in PAT Maths.	diagnostic assessments and explore Department of Education resources to target students' individual points of need, and plan effective teaching programs.
The school's value-add trend is positive.	The Ferncourt's value-add trends for 2022 remain consistent. Current trends show K-3 at Excelling, 3-5 Working Towards Delivering and 5-7 Working Towards Delivering against the School Excellence Framework (SEF). Scout data also shows teaching practices as Excelling where effective K-2 strategies were concerned. Staff professional development for 2023 will focus on curriculum reform with the implementation of the new K-2 curriculum and preparation for the new 3-6 curriculum (2024).
<b>SEF</b>  Effective Classroom practice is validated at Sustaining and Growing.	Self-assessment deemed Ferncourt at Sustaining and Growing for Classroom Practice. During 2022, teachers continued to engage in weekly stage meetings where lesson plans and programs were collaboratively reviewed and adapted based on student assessment and data. Staff engaged in teacher professional learning on how to use PLAN 2 to assess and plot students according to the literacy and numeracy progressions and then use this data to inform teaching practice. Teachers continue to employ explicit teaching practices with a focus on learning intentions and success criteria. They engage in practices designed to monitor student learning and provide effective feedback so that students have an understanding of how to improve. Ferncourt's Positive Behaviour for Learning framework and partnership with Real Schools ensured consistency across the school and increased focus on utilising restorative practises for effective classroom management and deterring challenging behaviour. Teachers used an online platform to collect and display positive behaviour data (Fernies) promoting positive behaviour and connecting families with information about students' attitude to learning.
90% of Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.  85% students achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy progressions, PLAN2 and syllabus indicators.	The school retained the services of the Lead Specialist in Numeracy consultant to upskill staff in new IfSR numeracy assessments and review PLAN 2 data collection. Teachers also engaged in professional learning related to the Understanding Texts strand in the Literacy Progressions. There will be further professional learning in 2023 with the roll out of PLAN 3 and the new K-2 curriculum.  68% of Kindergarten students assessed achieved Understanding Texts (4) across the indicators. Furthermore, using the Numeracy Progressions, 96% achieved Quantifying Numbers (4). There is insufficient data at this time to determine achievement of Additive Strategies by Kindergarten students.  As we are transitioning to Plan 3, there is insufficient data in Plan 2 to determine growth in literacy and numeracy.



### Strategic Direction 3: High Expectation Culture

#### Purpose

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

#### Initiatives

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

- Performance Management and Development
- High Expectations and Continuous Improvement

#### Resources allocated to this strategic direction

**Professional learning:** \$21,777.00

#### Summary of progress

As part of the Performance & Development Framework, stage supervisors undertook observations of classroom teachers implementing lessons. The focus was on teaching measurement and geometry to continue building capacity and teacher skills and knowledge. Feedback from supervisors indicated that 80% of teachers are using explicit teaching techniques and providing feedback to students. Supervisors provided feedback to teachers following the observations. Teachers continued to work collaboratively in stages to plan and implement teaching and learning programs with a focus on improving student outcomes in numeracy. Further to the Performance and Development Plans, teachers ensured professional goals were aligned with the School Improvement Plan and school leaders supported teacher development and growth, and the achievement of goals.

In 2022 Ferncourt Public School continued the Real Schools partnership. Teachers undertook professional learning with the Real School facilitator with a focus on building positive relationships with students and enhancing school culture.. A parent information session was held for parents to develop an understanding of the strategies being implemented at school to strengthen the school/home partnership. Feedback provided by parents about the presentation was positive.

The school also updated the Student Behaviour and Support Management Procedures and as part of this ensured the Positive Behaviour for Learning framework was aligned with Restorative Practices. Survey data indicated that 95.5% of teachers are using Circles such as Check In, Preparation & Response Circles as a strategy for effective classroom practice. 81% of teachers feel using Circles has increased their behaviour management skills. 54.5% of teachers have indicated they are frequently using Affective Statements which assists with behaviour management.

Sentral data indicates there has been a 35% increase in yellow incidents since 2021, however the students were not at school in 2021 for a term and a half. The total of incidents overall compared to student enrolments is very low. Red level incidents have decreased by 25% and there have been no suspensions 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
<ul style="list-style-type: none"><li>• 85% of teachers always use a range of data from different types of assessments to plan, modify and deliver lessons to meet the learning needs of students.</li><li>• 85% of teachers are engaging in collaborative analysis of data with colleagues</li><li>• 92% of teachers establish clear and consistent expectations for learning and behaviour</li></ul>	<p>Survey data indicated that 92% of teachers always use a range of data from different types of assessments to plan, modify and deliver lessons to meet the learning needs of students.</p> <p>80% of teachers indicated they are engaging in collaborative analysis of data with colleagues..</p> <p>90% of teachers indicated that they establish clear and consistent expectations for learning and behaviour.</p>

<b>SEF</b>  Educational Leadership is validated at Sustaining and Growing	Educational Leadership has been deemed at Sustaining & Growing as part of the School Excellence Framework Self-Assessment Survey.
<b>Targets</b> • The school achieves a minimum of 89.9% for wellbeing	Tell Them From Me data shows 66% of Year 4 and 5 students report a positive sense of belonging. This is a decrease of 4% from 2021.
• The school achieves a minimum of 91.6% for student attendance	The school attendance rate for 2022 was 90.6% (Semester 2). The attendance rate was 90.5% for Aboriginal Students and 90.6% for non-Aboriginal Students. This is an increase of 0.6% from 2021. This is an excellent achievement as there has been substantial illness over the past two years due to Covid-19.
<b>TTFM</b>  80% of students indicate they are interested and motivated in their learning.	68% of Year 4 & 5 students indicate they set challenging goals for themselves in their schoolwork and aim to do their best. This is an increase of 6% from 2021

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,116.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ferncourt Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• Effective Classroom Practice</li> <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 staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A decrease of suspensions in 2022. Teachers have additional support in classrooms to ensure learning needs of children with integration funding are met.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to use Integration Funding Support to employ additional staff to support students with specific needs.</p>
<p>Socio-economic background</p> <p>\$9,237.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ferncourt Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Essentials such uniforms and school supplies, as well as access to online resources have been provided to students when financial assistance has been requested.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to use Integration Funding Support to employ additional staff to support the needs of students.</p>
<p>Aboriginal background</p> <p>\$6,241.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ferncourt Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul>

<p>Aboriginal background</p> <p>\$6,241.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> This funding has been utilised in the development of Personalised Learning Pathways (PLPs) for Aboriginal Students. School Learning Support Officers support Aboriginal students in class with their PLPs. Data indicates 50% of the Aboriginal and Torres Strait Island students who sat NAPLAN achieved above state for Reading. 75% achieved at or above state for numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will continue to be used to employ additional staff to provide in class support for Aboriginal students in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$40,745.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ferncourt Public School.</p> <p><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>• Effective Classroom Practice</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 75% of EAL/D students in kindergarten have progressed by 5 or more reading levels in a 4 month period. This was based on class teacher running record data. EAL/D Phases indicate that all EAL/D students in kindergarten have made progress in speaking and listening.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will continue towards the staffing of an EAL/D teacher 3 days per week, supporting students and teachers through small group withdrawal and in class support.</p>
<p>Low level adjustment for disability</p> <p>\$89,382.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ferncourt Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Effective Classroom Practice</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>• targeted students are provided with an evidence-based intervention through Mini and Macq Lit to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Stage 1 teachers indicate that the Mini Lit Program has helped students improve decoding and word recognition, and overall reading capability and confidence in reading. 29% of students at FPS have a PLSP. A random sample of 25% of students with PLSPs were chosen to investigate if there had been an attainment and achievement of PLSP goals (2-3 goals).</p> <p>Of this sampled group, 1 or more goals were achieved by 70% of students with PLSPs. This high level of goal achievement indicates goals were appropriate, meaningful, effective and were specifically targeted in teaching and learning programs.</p>

<p>Low level adjustment for disability</p> <p>\$89,382.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> The support of the LaST is imperative in supporting teachers with developing PLSPs in consultation with parents/carers as well as mentoring teachers to improve student outcomes.</p>
<p>Professional learning</p> <p>\$23,777.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ferncourt Public School.</p> <p><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>• Effective Feedback</li> <li>• Performance Management and Development</li> <li>• High Expectations and Continuous Improvement</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>• Ferncourt has partnered with Real Schools to implement the "Investing in Teacher Capacity" project. Professional learning has taken place in using restorative practices to support student wellbeing and behaviour.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers feel they now have the skills and resources to manage student behaviour using restorative practices. From a competence and confidence survey from 2021 to 2022 there has been an increase by 24% of teachers who rate themselves an 8 out of 10 for using restorative practices to address student behaviour.</p> <p><b>After evaluation, the next steps to support our students will be:</b> There will be a continued partnership with Real Schools in 2023, supporting teachers in using restorative practices as a vehicle for differentiation of learning and enhancing school culture and student-teacher relationships.</p>
<p>Literacy and numeracy</p> <p>\$16,826.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ferncourt Public School from Kindergarten to Year 6.</p> <p><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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional Learning &amp; Support Roles across the school have provided classroom teachers with supplementary support in the classrooms to support students with a PLSP. One or more goals were achieved by 70% of students with PLSPs. This high level of goal achievement indicates goals were appropriate, meaningful, effective and were specifically targeted in teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Literacy and Numeracy funding will cease in 2023. The school receives an FTE of 0.6 for an Assistant Principal, Curriculum &amp; Instruction.</p>
<p>QTSS release</p> <p>\$73,320.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ferncourt Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$73,320.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</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>• additional teaching staff to provide additional support in the classroom as part of the Learning &amp; Support Programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional Learning &amp; Support Roles across the school have provided classroom teachers with supplementary support in the classrooms to support students with a PLSP. One or more goals were achieved by 70% of students with PLSPs. This high level of goal achievement indicates goals were appropriate, meaningful, effective and were specifically targeted in teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> QTSS funding will continue to be used for Learning &amp; Support in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ferncourt Public School who may be at risk of not meeting minimum standards.</p> <p><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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional Learning &amp; Support Roles across the school have provided classroom teachers with supplementary support in the classrooms to support students with a PLSP. One or more goals were achieved by 70% of students with PLSPs. This high level of goal achievement indicates goals were appropriate, meaningful, effective and were specifically targeted in teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Literacy and Numeracy funding will cease in 2023 as the school receives an FTE of 0.6 for an Assistant Principal, Curriculum &amp; Instruction.</p>
<p>COVID ILSP</p> <p>\$27,927.00</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 42% of Year 5 students have improved their spelling results based on PAT data and 73% of students in Year 6 have improved their spelling results based on PAT data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The twice weekly intensive lessons have supported stage 3 students to make progress with their spelling. Covid ILSP will be used to support spelling in 2023. 6300 funds as well as \$5763 from 0.6 part-time allocation</p>

COVID ILSP \$27,927.00	will be used to make the covid ILSP an FTE of 0.2
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	238	224	200	191
Girls	208	201	180	176

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	96.1	96.4	93.0
1	94.2	93.5	96.4	90.8
2	94.5	93.3	95.5	91.9
3	93.8	94.7	94.6	91.8
4	93.6	93.0	94.0	87.4
5	93.5	93.3	92.8	89.2
6	94.1	93.9	92.7	90.5
All Years	94.0	94.0	94.6	90.7
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
Classroom Teacher(s)	12.87
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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>	428,170
<b>Revenue</b>	3,748,615
Appropriation	3,409,306
Sale of Goods and Services	7,746
Grants and contributions	325,713
Investment income	4,872
Other revenue	978
<b>Expenses</b>	-3,904,437
Employee related	-3,260,258
Operating expenses	-644,179
<b>Surplus / deficit for the year</b>	-155,822
<b>Closing Balance</b>	272,349

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>	104,834
<b>Equity Total</b>	142,558
Equity - Aboriginal	6,241
Equity - Socio-economic	9,237
Equity - Language	40,745
Equity - Disability	86,335
<b>Base Total</b>	2,798,603
Base - Per Capita	96,018
Base - Location	0
Base - Other	2,702,585
<b>Other Total</b>	218,220
<b>Grand Total</b>	3,264,215

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

In 2022 the Tell Them From Me survey was completed by students in Years 4 and 5, teachers and parents, to provide us with an insight to guide school planning and identify school improvement initiatives.

### Student Responses

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

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

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

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

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

### Parent Responses

Areas of Satisfaction:

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

Areas for Improvement:

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

### Teacher Responses

Areas of Satisfaction:

- School leaders have supported staff during stressful times.
- School leaders create a safe and orderly environment.
- School leaders have provided guidance for monitoring student progress.
- Teachers discuss learning problems of particular students with other teachers.
- Teachers collaborate with each other about strategies to increase student engagement.
- Teachers work with colleagues in developing cross-curricular or common learning opportunities.
- Teachers set high expectations for student learning.
- Teachers are effective in working with students who have behavioural problems.
- There is a sense of belonging for students.
- Teachers create opportunities for success for students who are learning at a slower pace,

Areas for Improvement:

- Share learning goals with parents/carers
- Teachers to set goals for learning new technological skills.

# 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.