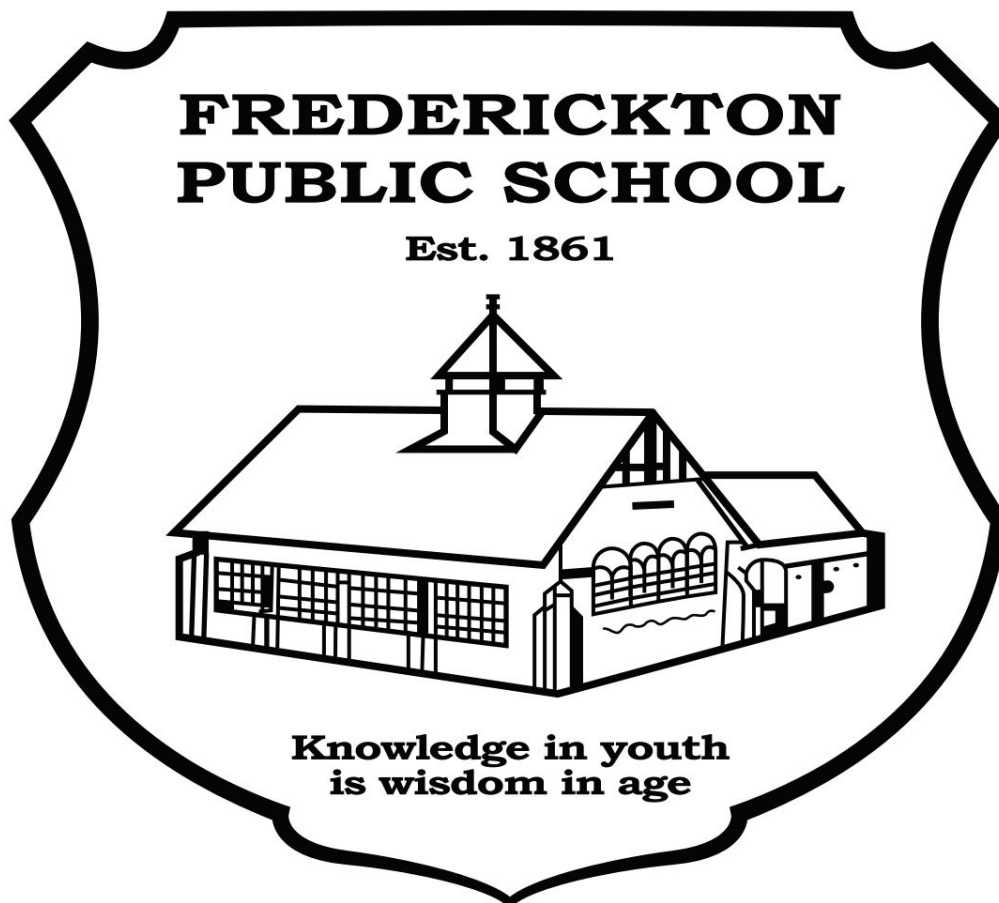


2023 Annual Report

Frederickton Public School



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Introduction

The Annual Report for 2023 is provided to the community of Frederickton Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Decision Making
- Developing Student Agency

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

Our continued focus for 2023 was to develop student agency and enhance student learning through data driven decision making. Developing student agency in our school is crucial for fostering a dynamic and empowering learning environment. At Frederickton Public School we defined student agency as the ability of learners to take an active and responsible role in their education, making choices and decisions that impact their own learning journey. To cultivate student agency, we continued to prioritize creating a culture that values and encourages autonomy, critical thinking, and self-directed learning. We provided opportunities for students to set personal goals, and engage in learning and opportunities that aligned with their learning needs giving students a sense of ownership. As a staff we continued our journey of focussing on High Impact Professional Learning. Staff continued to be guided through the process of developing consistent evidence-informed practice, including the construction of clear learning intentions drawn from the syllabus. Teachers continued working on developing individual learning goals for students; co-creating success criteria; refining explicit descriptive feedback processes; and teaching peer to peer and self-assessment strategies.

Throughout 2023 all staff K-6 actively engaged in English and Mathematics professional learning to support preparation for the release of the 3-6 English and Mathematics syllabus in 2024. Staff continued deepening their understanding of the K-2 English and Mathematics syllabus. Professional learning was provided following the Department of Education's suite of resources provided by our Assistant Principals Curriculum Instructors. All staff were provided with opportunities to attend network training day professional learning. Two staff members attended targeted reading professional learning which will be continued by all K-2 staff in 2024. Differentiated support in the form of coaching and mentoring was provided throughout 2023 to all staff. The support was based on results from staff surveys and stage (Early Stage One, Stage One, Stage Two, Stage Three) of teaching.

Our school was fortunate to be selected to join the Learning Ecosystem initiative offered by the Department of Education, a team of three staff members attended all training completing short tasks with both the community and staff to collect data. Our focus in our school program is phonics in reading, this program will continue in 2024.

A focus for 2023 was to work with families to enhance student learning through regular student goal setting in Mathematics. Using technological platforms families were to receive instant updates on their child's progress and next learning steps. This did not occur effectively across each classroom and will remain an area in need of development in 2024.

2024 will be in the final year of our current school plan, our external validation panel meeting will be held in June. At the completion of our external validation our new school plan will be developed based on our identified school and community needs. Our focus for 2024 will be to consolidate our syllabus implementation and staff understanding of the K-6 English and Mathematics Syllabus. Our second focus will be to continue proactively engaging with parents in student learning and school based learning activities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>System-negotiated targets: Growth</p> <ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for reading in Year 4 and Year 6 for 2023 compared with Year 3 and Year 5 in 2022. 	<p>Year 3 2022 check in scaled score 314.7. Term 4 Year 4 2023 check in scaled score 354.5 an increase of 39.8</p> <p>Year 5 2022 check in scaled score 355.0. Term 3 Year 6 2023 check in scaled score 373.7 an increase of 18.7</p>
<ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and Year 6 for 2023 compared with Year 3 and Year 5 in 2022. 	<p>Year 3 2022 check in scaled score 327.1. Term 4 Year 4 2023 check in scaled score 358.1 an increase of 31</p> <p>Year 5 2022 check in scaled score 359.8. Term 3 Year 6 2023 check in scaled score 369.8 an increase of 10</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> In the element of Assessment as measured by the School Excellence Framework we demonstrate a movement to excelling in the themes of Formative Assessment and Whole School Monitoring of Student Learning. In the element of Data Skills and Use as measured by the School Excellence Framework, we maintain sustaining and growing in the themes of formative assessment and data analysis. 	<p>In the element of Assessment as measured by the School Excellence Framework we continued to demonstrate sustaining and growing. We demonstrated sustaining and growing in the themes of Formative Assessment and Whole School Monitoring of Student Learning, we did not achieve our projected predication of excelling. From our on balanced judgement in the element of Data Skills and Use we moved from the achievement of sustaining and growing to delivering.</p>

Strategic Direction 2: Wellbeing Everyone's Business

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Location

Socio-economic background

Per capita

Summary of progress

During 2023, we continued developing partnerships between learners, parents/carers, and staff to help foster engagement and to develop positive learning and wellbeing outcomes. In recognising wellbeing being everyone's business as a staff and leadership team we continued fostering our commitment to consolidating a school wide culture supporting a shared sense of responsibility with families for student wellbeing. Our ongoing commitment was evidenced by our continued implementation of our Positive Behaviour for Learning program, Anti-Bullying and Behavioural policies, attendance, academic, sporting and creative arts recognition for students. We did not achieve our school goal of progressing from delivering in wellbeing to sustaining and growing. This was largely due to identified areas for student behaviour and management that required addressing and staff turnover.

We continued to welcome increasingly larger numbers of community members to a range of events including the Easter Hat Parade, swimming carnival, athletics carnivals, cross country events, NAIDOC Week events, Book Week Parade, Fredo Spectacular Performances, family Christmas craft day, Movies Under the Stars, assemblies, Kindergarten transition days with parent information sessions and Year 6 farewell dinner.

In 2024 we again will experience a large staff turnover. As an executive team our focus will continue to be professional learning for staff, encouraging community engagement and further developing our relationships with our local AECG, pre-schools, high schools and other Department of Education school sites.

In 2024 in partnership with other schools in the Macleay Valley our staff will engage in the Berry Street Educational Model through professional learning and practical hands on application within our school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated Target Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 78.8%. from baseline data.	Scout data indicates the number of students attending greater than 90% of the time is 60.1% (Week 6, Term 4). This is an increase of 18.1% from 2022. Our daily attendance rate is 88.5%. While our attendance saw positive growth our system negotiated attendance target was not met during 2023. We will continue to further increase family communications, identify and implement individual family supports, and promote new programs and initiatives to engage students in school attendance.
Annual reflection indicates that our school is sustaining and growing in a planned approach to wellbeing as measured by the Wellbeing for School	2023 Self-assessment against the School Excellence Framework indicates that our school is currently performing at delivering in the area of a planned approach to wellbeing. Staff understanding and knowledge around student wellbeing was a focus of professional learning opportunities and

<p>Excellence Evaluation Support Tool. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p> <p>Annual reflection indicates that our school is sustaining and growing in the theme of behaviour as measured by the Wellbeing for School Excellence Evaluation Support Tool. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p>	<p>discussions. As a staff we have deepened our understanding of wellbeing and to move forward we will implement strategic and planned approaches to further develop our whole school wellbeing processes so students can connect, succeed, thrive and learn.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of behaviour. To progress in this theme, we will continue to focus on co-developing expectations of behaviour with students, families, and the community to ensure effective learning conditions and continue to explicitly and consistently apply these across the school. An area to address is the changeover of staff to ensure all new staff have a deep understanding of and can demonstrate a practical application of our school's wellbeing systems, policies and procedures.</p>
<p>Tell Them From Me survey data indicates an increase of 10% in the focus area of social-emotional wellbeing from our previous year's results.</p>	<p>Our TTFM survey data indicates the following results in the focus area of social-emotional wellbeing from June 2022 to June 2023</p> <ul style="list-style-type: none"> • participate in sport 64% (2022) compared to 58% (2023) • participate in extracurricular activities 44% (2020) compared to 50% (2023) • sense of belonging 54% (2022) compared to 59%(2023) • positive relationships 71 %(2022) compared to 63% (2023) • values school outcomes 88 %(2022) compared to 80% (2023) • homework behaviour 27 %(2022) compared to 36% (2023) • positive behaviour at school 66%(2022) compared to 76% (2023) • interest and motivation 48%(2022) compared to 50% (2023) • effort 73 %(2022) compared to 78% (2023)

Strategic Direction 3: Technology in teaching and for learning

Purpose

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

Initiatives

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

- Technology in and for Teaching
- STEM

Resources allocated to this strategic direction

Professional learning

Summary of progress

In 2023, we continued to implement one platform for parent communication (Class Dojo). Our technology became upskilled as part of the digital classroom officer program in 2023. Two staff shared leading the initiative providing classroom and professional learning support to staff. Due to staff shortages our staff were unable to attend any of the technology conferences as planned. Some teachers were provided with additional professional learning to support STEM in their classroom programs. Students were unable to participate in STEM based activities with other schools from across our region through STEM projects and expos, this again was due to staffing shortages. Examples of STEM projects that were undertaken included embedding STEM activities into our science units across digital technologies and the other key focus areas. Both initiatives will remain a focus in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
50% of all students will be achieving or working towards their end of stage level according to the Information and Communication Technology Capability learning continuum	<p>Our school accomplishment reflects the dedication and hard work of both students and educators. The positive outcomes highlight the effectiveness of our teaching methodologies and the commitment to fostering ICT skills among our students. Engagement with the digital classroom officer role supports teachers to embed technologies into their daily classroom practices and learning curriculums. From gathered student data and teacher feedback teachers report that in most classrooms 50% of students are working at or towards achieving the levels of ITC competence typically achieved at the students level in most areas.</p> <p>Moving forward, we will continue to build upon student and teacher technology skills and further embed ICT capabilities in our teaching practices. Teachers will continue to collaborate and share best practices, ensuring that all students have the opportunity to thrive in the digital age. Recognising and celebrating achievements not only motivates students but also reinforces the importance of ICT skills in their academic and future professional endeavours.</p>
Annual reflection indicates that our school moved to sustaining and growing in school resources, technology as measured by the School Excellence Framework. Technology is effectively used to enhance learning and service delivery.	The School Excellence Framework indicates that our school is achieving at a sustaining and growing level in the theme of technology in the element of school resources. All teaching staff agreed and could demonstrate that technology is effectively used to enhance learning and service delivery.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$80,787.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Frederickton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Integration funding supported students with learning and behaviour needs and has had a profound impact on educational environments. The employment of additional staff was instrumental in maintaining manageable teacher-to-student ratios, facilitating more personalised learning. This support allowed for collaboration among staff, creating a more inclusive atmosphere. Consultation with external providers further enriched our support network, specialised expertise, resources and ensuring tailored interventions for students with unique requirements. Purchasing of resources ensured that every student had access to the curriculum. Development of behaviour management plans provided a structured framework to address behavioural challenges, promoting a conducive atmosphere for both academic and social/ emotional growth.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to provide support to students with additional learning and behaviour needs. Embed research based practices from professional learning around managing inappropriate behaviour and build staff capacity.</p>
<p>Socio-economic background</p> <p>\$177,459.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Frederickton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing - Everyone's Business <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Curriculum Instruction to support student learning • employment of additional staff to support Collective Efficacy and mentoring program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: In our ongoing efforts to enhance student learning and foster a supportive educational environment, we've been focusing on several key areas. Firstly, we've been investing in professional development opportunities for our staff, specifically targeting curriculum instruction techniques that directly support student learning. Additionally, we have expanded our team by hiring extra staff members to further bolster our collective efficacy. Utilising our APCI we implemented a mentoring program aimed at providing guidance and support to both new and experienced staff members in curriculum implementation and assessment. The results of these efforts have been incredibly positive,</p>

<p>Socio-economic background</p> <p>\$177,459.02</p>	<p>with both students and teachers reporting an improved learning experience. Students feel more supported and equipped to engage with their learning, while teachers feel empowered to deliver high-quality instruction. Students were supported to access resources and experiences through camps, events and excursions equitably. This enabled all students to access the extracurricular activities offered throughout 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2024, Socio-economic background funding will continue to be used to support educational programs, social and emotional that best meet the needs of each of our students. All students will be given the opportunities to engage in extra-curricular activities including camps and educational excursions and supported with funding when required.</p>
<p>Aboriginal background</p> <p>\$90,722.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Frederickton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an Aboriginal SLSO (20 hours per week) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (language tutor) to support Aboriginal language program across the school <p>The allocation of this funding has resulted in the following impact: PLP meeting attendance by families, engagement with community, support of students in the classroom, attendance at AECG meetings as a school representative to build on community school relationships</p> <p>After evaluation, the next steps to support our students will be: Maintain employment of our SLSO to support our Aboriginal and Torres Strait Islander students in educational, cultural, social and wellbeing programs.</p>
<p>Low level adjustment for disability</p> <p>\$102,457.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Frederickton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • 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 <p>The allocation of this funding has resulted in the following impact: In 2023, an increase in time from 0.6 to 1.0 was again supported for our LaST as a leader of our Learning and Support Team was continued as per</p>

<p>Low level adjustment for disability</p> <p>\$102,457.67</p>	<p>our 2022 next steps. Our LaST and SLSO's continued to support students identified students through Individualised Learning Plans (ILPs) and Personalised Learning Pathways (PLP's) to assist students in achieving their learning goals. Our 2023 focus was in the areas of reading and numeracy as per our school plan. Recommendations from external health professionals including speech pathology programs and hearing programs were supported and embedded into classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To continue a high level of support for students with identified disabilities and learning difficulties to access the curriculum on the same basis as other students, through teacher developed differentiated learning classroom programs and the implementation and achievement of ILP's and PLP goals.</p>
<p>Location</p> <p>\$4,296.04</p>	<p>The location funding allocation is provided to Frederickton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing - Everyone's Business <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Equity for all students to access extra-curricular activities including incursions and excursions offered throughout 2023.</p> <p>After evaluation, the next steps to support our students will be: To continue building and offering a range of extra curriculum experiences to our students. Increase collaboration with other schools in supporting greater opportunities for extra-curricular activities and experiences for our students.</p>
<p>Professional learning</p> <p>\$16,863.23</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Frederickton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making • Technology in and for Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Teachers had an increase in time with our APCI who was able to provide all teachers with targeted support in line with the implementation of the K-2 English and Mathematics curriculum. All staff engaged in the micro-learning bites throughout 2023 with 3-6 engaging in targeted focus areas including comprehension and multiplicative strategies. The data analysis of the Teacher Professional Learning survey indicated that the professional learning had met the needs of the teachers and directly supported them in improving student outcomes in the focus areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To align staff Personalised Development goals with professional development opportunities. To continue developing our mentoring</p>

Professional learning \$16,863.23	opportunities across our school, increase opportunities for staff to work one on one with our APCI and to ensure all professional learning aligns with the NSW DoE High Impact Professional Learning recommendations.
QTSS release \$27,698.11	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Frederickton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to engage in the Parent Partnership Learning Ecosystem project. <p>The allocation of this funding has resulted in the following impact: Identified staff engaged in working collaboratively with other schools from across the state to identify key areas of need within our school. From staff survey data the area of phonics knowledge and home reading strategies were identified. Parent workshops were offered twice throughout the second semester, only a small number of families attended our second workshop. Fortnightly classroom home reading tips, activities and support resources were offered to families. We have seen a small increase in the number of students participating in Stage One home reading, the majority of Early Stage One families participate in home reading.</p> <p>After evaluation, the next steps to support our students will be: To continue the project for the duration of Semester One in 2024. To continue offering the supports as seen in 2023 with home reading.</p>
COVID ILSP \$48,233.75	<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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups on a cyclic rotation • providing targeted, explicit instruction for student groups in literacy/numeracy • employing teaching staff to support the operation of the program <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy support using data sources to identify specific student need and or whole class needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	64	66	72	62
Girls	74	75	78	65

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.8	88.5	88.3	89.6
1	95.7	89.2	86.3	92.2
2	93.6	90.7	82.5	87.5
3	95.8	90.6	83.8	91.2
4	92.1	92.0	89.8	86.0
5	87.2	85.6	89.6	94.1
6	86.8	84.1	83.2	86.1
All Years	92.3	88.4	86.1	89.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	6.09
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.91

*Full Time Equivalent

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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	214,647.32
Revenue	2,290,426.21
Appropriation	2,234,237.97
Sale of Goods and Services	2,555.12
Grants and contributions	45,853.30
Investment income	7,534.82
Other revenue	245.00
Expenses	-2,228,021.34
Employee related	-1,871,113.81
Operating expenses	-356,907.53
Surplus / deficit for the year	62,404.87
Closing Balance	277,052.19

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	64,011
Equity Total	370,640
Equity - Aboriginal	90,723
Equity - Socio-economic	177,459
Equity - Language	0
Equity - Disability	102,458
Base Total	1,324,811
Base - Per Capita	39,039
Base - Location	4,296
Base - Other	1,281,476
Other Total	278,732
Grand Total	2,038,193

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

100 responses were gathered through our parent Tell Them From Me (TTFM) survey completed in Term 4. Our 2023 focus for school staff was to increase and streamline our parent/ caregiver communication through our online platforms, phone calls and face to face meetings. 56 responses indicated that they had only spoken once to their child's classroom teacher since the start of the year regarding behaviour or learning. 33 responses indicated they had spoke to the teacher more than three times. 77 responses indicated that parents/caregivers had attended meetings or social functions at school grater than 3 or more times throughout the year. 56 responses indicated they are not involved in any school committees for example the P&C. From the survey responses focussing on types of communication 56% of responses indicated formal interviews were very informative when discussing their child. 78% indicated that online platforms to share child's work was an excellent way to learn about their child at school.

10 responses were gathered through the staff survey, staff indicated a slight decline across all areas bringing our survey data more inline with state average compared to exceeding well above state average in 2022.

45 student responses were collected from Years 4-6 in 2023. Our school focus throughout the year was positive behaviour at school, our data indicated from November 2022 to June 2023 an increase of 15% from 61% to 76% supporting that they understood and were able to achieve the PBL expectations at our school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.