

2023 Annual Report

Fern Bay Public School



3996

Introduction

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

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

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School vision

To provide a high-quality, inclusive educational experience that nurtures wonder, ignites passion and builds pathways for lifelong learning, preparing students for meaningful employment and effective future citizenship.

School context

Fern Bay Public School is located in the Port Stephens suburb of Fern Bay and has strong partnerships with both the Port Stephens and Newcastle network of schools. The school has a current enrolment of 156 students. Fern Bay Public School is in the enviable position of being in the Port Stephens Network of Principals and also a part of the Newcastle Network. This is because the school is positioned on Worimi land in Port Stephens and our students transition to Newcastle High School. We are therefore a part of both the Youyoong and Muloobinba Aboriginal Education Consultative Groups, which we represent with pride. In 2023, 15% of Fern Bay students identified as either Aboriginal or Torres Strait Islander. Fern Bay Public School has 7% of students identify as using English as an additional dialect. Dedicated and passionate staff ensure our students enjoy a wealth of cultural, sporting and educational opportunities within and beyond Fern Bay Public School.

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

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

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

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

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

- Growth and Attainment
- Wellbeing and Learning Partnerships
- Collaborative Practice and High Expectations Leadership

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

LEARNING DOMAIN 2023

In the School Excellence Framework domain of Learning, Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'.

Within the sub-element of 'Learning Culture' Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'.

Within the theme of **'High expectations'**, Fern Bay Public School has progressed from 'Delivering' to **'Sustaining and Growing'**. The school holds high expectations for all students. The aspirations and expectations of students and parents and carers are known and inform planning for learning. There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents, carers and students support a clear focus to guide integrated planning for learning and wellbeing. In 2023, Fern Bay Public School introduced 'Ready to Learn Partnership Plan' meetings. These meetings were held in Terms 1 and 3, providing further opportunities for all teachers, students, parents and carers to work together to plan for and reflect on the progress of student learning, wellbeing and cultural goals. Fern Bay Public School continues to provide two formal student reporting periods in Terms 2 and 4 and welcomes informal meetings with parents and carers. In 2024, Fern Bay Public School will further review its

opportunities for collaborative planning for student learning, wellbeing and cultural goals, ensuring a strong student voice is reflected in the delivery of 'Ready to Learn Plan' meetings. Fern Bay Public School is committed to ensuring students aspirations are acknowledged and celebrated.

Within the theme of **'Transitions and continuity of learning'**, Fern Bay Public School is **'Delivering'** whilst working within some elements of **'Sustaining and Growing'**. The school actively plans for student transitions. The school engages with and clearly communicates its transition activities to the school community. In 2024, Fern Bay Public School will continue to review its transition procedures in line with school community expectations and in consultation with community preschools and Newcastle High School. One area of change is that the Fern Bay Public School Kindergarten Orientation co-ordinator will work with Murrook's Preschool Transition Advisor during their visits to local community preschools. This will enable the school to further support students' successful transitions by establishing effective systems and processes to work collaboratively with parents, pre-school and High School personnel and the Learning Support Teams in all settings, ensuring the successful transitions of all students.

Within the theme of **'Attendance'**, Fern Bay Public School has progressed from **'Delivering'** to **'Sustaining and Growing'**. Staff regularly and accurately monitor attendance and take proactive action to address concerns with individual students. In 2023, an Attendance Team was formed to include both teaching and non-teaching staff. The school community celebrates regular and improved attendance. In 2023 this involved using student leaders to communicate Fern Bay Public School's high expectations culture, of high attendance rates for all students, through informative videos posted for families. Fern Bay Public School continues to **'Strive for 95'** as a percentage rate of attendance everyday. Attendance data is regularly analysed by our Attendance Team and factors that impact on attendance and engagement are used to inform planning. Parents and carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk. In 2024, positive attendance practices will continue to be celebrated. Further systematic processes will be explored to enable teachers, students, parents, carers and the community to work together to ensure student absences do not impact on learning outcomes.

Within the sub-element of 'Wellbeing' Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'.

Within the theme of **'Caring for students'**, Fern Bay Public School is working within **'Sustaining and Growing'**. The wellbeing needs of students are understood and explicitly supported by staff using whole school practices and processes. School practices and processes are regularly reviewed and collaboratively designed to support the wellbeing needs of students. The school prioritises positive engagement between staff and students. In 2024, further refinements to whole school practices will include regular opportunities that facilitate every student having a staff member to whom they can confidently turn for advice and assistance at school. These processes are to ensure that all students feel empowered and can access staff members for guidance, support and assistance. In 2023 professional learning around wellbeing ensured staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Further professional learning around wellbeing will continue in 2024.

Within the theme of **'A planned approach to inclusion and wellbeing'**, Fern Bay Public School is **'Delivering'**. Students, staff, parents, carers and the community recognise that student and staff wellbeing and engagement are important conditions for learning. 2023 was a year of change with the introduction of the new Behaviour Strategy for students. The school will continue to review its wellbeing practices whilst transitioning into the new practices in 2024. This will involve a whole school refinement of its approach to student and staff wellbeing and engagement. This will include staff PL that responds to wellbeing data and identified need, underpinned by PBL.

Within the theme of **'Individual learning needs'**, Fern Bay Public School has moved from **'Delivering'** to **'Sustaining and Growing'**. The learning and wellbeing needs of students are used to inform teaching and learning. Parents and carers are kept informed of how students are being supported. Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students. In 2024, Fern Bay Public School will continue to strive for a school-wide, collective responsibility for student learning and success, shared among students, parents, carers and staff. In 2024, planning for learning will continue to be refined to ensure it is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents.

Within the theme of **'Behaviour'**, Fern Bay Public School has moved from **'Delivering'** to working within **'Sustaining and Growing'**. Regular Positive Behaviour for Learning focus lessons, addressing identified needs, ensure the school's well-being approach focuses on creating and promoting inclusive, safe and respectful learning environments. These expectations are revisited during class time and celebrated during fortnightly assemblies. In 2024, Fern Bay Public School will ensure, as aspects of the new Behaviour Strategy are refined and delivered by the Department of Education, the expectations are clear, consistently implemented and communicated with students, parents and carers.

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

Within the theme of **'Curriculum provision'**, Fern Bay Public School is **'Delivering.'** The school offers a curriculum that meets requirements of the NSW Education Standards Authority and Department of Education policies, providing

equitable academic opportunities for students. The school's curriculum provision and evidence-informed teaching practices provide a high expectations framework. In 2024, opportunities to collaboratively analyse teaching practice in whole school and stage meetings will further enhance all students ability to effectively develop their knowledge, understanding and skills. In 2024, effective practices will be enhanced by providing further opportunities to incorporate student voice and fostering learning alliances with other schools or organisations, where appropriate. Professional learning for all staff around the new pedagogical approach within the literacy and numeracy curriculum reforms, will remain a focus for 2024 and beyond.

Within the theme of **'Teaching and learning programs'**, Fern Bay Public School is **'Delivering'**. The school's teaching and learning programs outline the implementation of NSW syllabus outcomes and requirements, describing what all students are expected to know, understand and do. In 2024, differentiated, staff professional learning will ensure the teaching and learning cycle clearly underpins all teaching and learning programs and that programs are inclusive, describe expected student progression in skills.

Within the theme of **'Differentiation'**, Fern Bay Public School is **'Delivering'**. Staff are supported in developing strong pedagogical knowledge to differentiate the curriculum for students with identified needs. The parents and carers of these students are advised about adjustments made. In 2024, differentiated staff professional learning and shoulder to shoulder in class support will enable all teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. In 2024, staff professional learning around the High Potential and Gifted Education policy will continue to ensure Fern Bay's practices are effectively implementing the policy's intent. Teachers will also be supported to provide opportunities for their students to have agency in articulating their learning so that they can demonstrate they understand what they need to learn next to enable continuous improvement.

Within the theme of **'Literacy and Numeracy focus'**, Fern Bay Public School is working within **'Sustaining and Growing'**. The school ensures teaching proficiency through the provision of professional learning that continually builds teachers' knowledge and understanding of effective strategies in teaching literacy and numeracy skills through the curriculum. The school provides support for staff to collaboratively plan, deliver and evaluate the use of explicit literacy and numeracy teaching practices.

Within the sub-element of 'Assessment' Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'.

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

Within the theme of **'Summative Assessment'**, Fern Bay Public School is working within **'Sustaining and Growing'**. Assessment meets all NESA requirements. It is planned and implemented in all classes and data is used to inform teaching. Assessment is a tool that supports learning across the school. Teachers use a range of assessments to capture information about student learning. The school analyses student progress and achievement data and a range of other contextual information. In 2024 staff professional learning during collaborative planning will involve a whole school approach to support consistency of teacher analysis and judgement about student achievement. Teachers will be supported to adjust their practice to trends in student achievement, at individual, group and whole school levels.

Within the theme of **'Student Engagement'**, Fern Bay Public School is **'Sustaining and Growing'**. Students understand learning goals and know when and why assessment is undertaken. Teachers share criteria for assessment with students. Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency. In 2024, teachers will be supported to ensure students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency will be further developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Within the theme of **'Whole school monitoring of student learning'**, Fern Bay Public School has progressed from **'Delivering' to working within 'Sustaining and Growing'**. There is a whole school assessment approach to ensure the learning of all students is systematically resourced and monitored. The school analyses assessment data to identify student and cohort learning progress. In 2023 the assessment schedule was further refined to include the Department's suite of assessments aligned to the delivery of the new curriculum. It now also includes the online PAT Reading and Mathematics assessments to ensure staff have external and internal data to identify if students achieve at least one year's growth in one year of learning. In 2024, teacher professional learning will support teachers to use summative data to identify student learning, allocate resourcing and validate formative assessment practices. School processes will be further refined to support teachers' consistent, evidence-informed judgement of assessments.

Within the sub-element of 'Reporting', Fern Bay Public School has moved from 'Delivering' to 'Sustaining and Growing'.

Within the theme of **'Whole school reporting'**, Fern Bay Public School has moved from **'Delivering' to 'Sustaining**

and Growing'. The school analyses internal and external assessment data to monitor and report on student and school performance. In 2023, reporting processes were further refined to include two formal 'Ready to Learn Partnership Plan' three way conferences and two formal reporting periods. This was to provide parents with opportunities to work collaboratively with teachers with the collective aim to improve students' learning, wellbeing and cultural knowledge. The school has explicit processes to collect and analyse specific internal and external student and school performance data for formal reporting. In 2023 this included reporting on whole school improvement through the Annual School Report, the achievement of the School Plan implementation measures and through the Schools Excellence Framework and Self-Assessment Survey.

Within the theme of **'Student Reports'**, Fern Bay Public School has progressed from **'Delivering'** to **'Sustaining and Growing'**. The school's individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. In 2023, executive staff continued to provide support to beginning teachers on high quality report writing. The 2023 reports aligned with the wording of the new curriculum and parents were informed of any changes to the report wording and format. In 2023, student reports continued to contain personalised information about individual student learning progress and achievement and areas for meeting future learning goals. In 2024, differentiated teacher support will continue to improve the quality of the personalised information in student reports.

Within the theme of **'Parent engagement'**, Fern Bay Public School has progressed from **'Delivering'** to **'Sustaining and Growing'**. Parents and carers are provided with information about their children's learning progress, including accessible reports and opportunities to discuss their learning and wellbeing. Parents and carers are presented with clear information on what and how well their children are learning and receive information in accessible formats about how to support their children's progress. Teachers directly engage with parents and carers to improve understanding of student learning and strengthen student outcomes. In 2024, Fern Bay Public School staff will collaborate and solicit feedback on its reporting from parents and carers to inform appropriate adjustments, ensuring the school's reporting is responsive to feedback received. In 2024, student led videos will be introduced to communicate to parents what is taught in classrooms and the evidence-based approach behind the pedagogy.

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

Within the theme of **'Value-add'**, Fern Bay Public School is **'Delivering'**. The school's value-add is not significantly lower than the value added by the average school. In 2023 Fern Bay Public School reported 'Value add' as 'Delivering' for Year 3 - 5 and Year 5 - 7. Differentiated professional learning to improve classroom practice K-6 will continue in 2024 with in class support from both the APCI and Assistant Principal.

Within the theme of **'NAPLAN'**, Fern Bay Public School is **'Delivering'**. In 2023 the NAPLAN scale changed and the proficiency standards for learning are now 'exceeding', 'strong', 'developing' and 'needs additional support'. NAPLAN scores from 2023 onward are not comparable to the previous NAPLAN scale (2008 - 2022).

For Year 3 students in NAPLAN reading, Fern Bay Public School had 11.11% of students in 2023 described as 'exceeding', 44.44% 'strong', 16.67% 'developing' and 22.22% as 'needs additional support'. For Year 3 students in NAPLAN writing, Fern Bay Public School had no students in 2023 described as 'exceeding', 66.67% 'strong', 27.77% 'developing' and no student as 'needs additional support'. For Year 3 students in NAPLAN spelling, Fern Bay Public School had 5.55% of students in 2023 described as 'exceeding', 44.44% 'strong', 27.77% 'developing' and no student as 'needs additional support'. For Year 3 students in NAPLAN grammar and punctuation, Fern Bay Public School had no students described as 'exceeding', 50% 'strong', 27.77% 'developing' and 16.67% of students as 'needs additional support'. For Year 3 students in NAPLAN numeracy, Fern Bay Public School had 5.55% of students described as 'exceeding', 50% 'strong', 27.77% 'developing' and 11.11% of students as 'needs additional support'.

For Year 5 students in NAPLAN reading, Fern Bay Public School had 5.55% of students in 2023 described as 'exceeding', 44.44% 'strong', 33.33% 'developing' and 11.11% as 'needs additional support'. For Year 5 students in NAPLAN writing, Fern Bay Public School had 5.55% of students in 2023 described as 'exceeding', 38.88% 'strong', 27.77% 'developing' and 22.22% as 'needs additional support'. For Year 5 students in NAPLAN spelling, Fern Bay Public School had 16.67% of students in 2023 described as 'exceeding', 44.44% 'strong', 5.55% 'developing' and 27.77% as 'needs additional support'. For Year 5 students in NAPLAN grammar and punctuation, Fern Bay Public School had 5.55% of students described as 'exceeding', 50% 'strong', 11.11% 'developing' and 27.77% of students as 'needs additional support'. For Year 5 students in NAPLAN numeracy, Fern Bay Public School had no students described as 'exceeding', 55.55% 'strong', 22.22% 'developing' and 16.67% of students as 'needs additional support'.

Within the theme of **'Student growth'**, Fern Bay Public School is **'Delivering'**. The school identifies growth goals and improvement measures for identified cohorts and individual students, using internal progress and achievement data.

Within the theme of **'Internal and external measures against syllabus standards'**, Fern Bay Public School is **'Delivering'**. There are school-wide practices for using internal and external assessments to assess student progress and achievement against syllabus outcomes. The school uses student demographic data to monitor equity gaps. Further collaborative, PL for teaching staff in 2024, around consistency of teacher judgement and evaluative practice, will support staff understanding within this theme.

TEACHING DOMAIN 2023

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

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

Within the theme of '**Lesson planning**', Fern Bay Public School is '**Delivering**'. Teachers review and revise lesson plans, sequences and adjustments, ensuring content is based on the curriculum and teaching practices are effective. Teachers use student progress and achievement data to inform lesson planning. In 2024, further collaborative professional learning will enable teachers to share curriculum knowledge, data, feedback and other information about student progress and achievement. This will inform the development of evidence-informed inclusive programs and lessons that meet the needs of all students.

Within the themes of '**Explicit Teaching**', Fern Bay Public School is '**Delivering**'. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers explicitly review previous content and preview the learning planned with students in each class. In 2024, the school-wide explicit teaching approach will be reviewed and implemented which incorporates modelled, guided and independent practice.

Within the themes of '**Feedback**', Fern Bay Public School is '**Delivering**'. Teachers respond to student learning. They check that students understand the feedback received and the expectations for how to improve. In 2024, teachers will be supported to ensure they give quality feedback that improves student learning. Professional learning will continue around Visible Learning and providing students with explicit, specific and timely feedback related to defined learning intentions and success criteria.

Within the theme of '**Classroom management**', Fern Bay Public School is '**Delivering**'. Teachers are supported to use appropriate strategies to maintain orderly classrooms and manage challenging behaviour to create a safe and inclusive environment for learning. In 2024, whole school wellbeing practices will be further refined to ensure they align to the new Departmental strategy which continues to be updated.

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

Within the theme of '**Data literacy**', Fern Bay Public School has progressed from 'Delivering' to working within '**Sustaining and Growing**'. Teachers access and engage in professional learning and discussion that builds in the analysis, interpretation and evaluation of student learning data. The school promotes and demonstrates professional learning in data concepts, analysis and use of student learning data. In 2024, further professional learning will ensure teachers are using data effectively to evaluate student understanding of lesson content.

Within the theme of '**Data analysis**', Fern Bay Public School has progressed from 'Delivering' to '**Sustaining and Growing**'. In 2023, the Fern Bay Public School leadership team worked shoulder to shoulder with teaching staff to comprehensively analyse student progress and achievement data for insights into student learning. All teachers contributed to gathering and analysing data. This support for teachers will continue in 2024 and will include whole staff, stage team and differentiated professional learning. Strategic support from the School Learning Support Officers, Learning and Support Teacher and the Assistant Principal Curriculum Instruction will ensure students continue to be supported at their point of need, to improve student learning and wellbeing.

Within the theme of '**Data use in teaching**', Fern Bay Public School is '**Delivering**'. In 2023, teachers have had the opportunity to review student assessment data and relevant background information and compare results from external assessments (e.g., Check-in Assessments, NAPLAN) with internal measures to build consistent and comparable judgement of student learning. This will continue in 2024 with teachers collaboratively analysing whole school internal and external data.

Within the theme of '**Data use in planning**', Fern Bay Public School is '**Delivering**'. Clear and accurate analysis of student progress, achievement and wellbeing data informs the school's planning and monitoring efforts. The outcomes of this analysis are shared with the school community through the Annual Report. In 2024 Fern Bay Public School will ensure opportunities are planned that engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Within the sub element 'Professional Standards', Fern Bay Public School is 'Delivering'.

Within the theme of '**Improvement of practice**' Fern Bay Public School is 'Delivering'. The school has Performance and Development Plan (PDP) processes in place to support teachers in demonstrating proficiency aligned with the Australian Professional Standards. These processes enable teachers to reflect on their practice, plan for their professional development and monitor their progress in order to enhance their performance. In 2024, this will include all teaching and non-teaching staff using the Q+ portal to familiarise themselves with this new process in preparation for all staff completing their PDPs through this platform in 2025.

Within the theme of **'Accreditation'**, Fern Bay Public School is **'Sustaining and Growing'**. Teachers use the Australian Professional Standards and PDPs to identify and monitor specific areas for further development. Teachers' accreditation is supported by the school. The school monitors the accreditation status of all staff and encourages aspirational goal setting and the pursuit of higher levels of accreditation.

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

Within the theme of **'Collaborative practice and feedback'**, Fern Bay Public School is **'Delivering'**. Meetings are effectively managed, fostering a school-wide approach to curriculum review. This approach involves revising teaching practices and learning programs to ensure alignment with learner needs, supported by evidence of student progress and achievement. In 2024 further opportunities for negotiated observations of classroom teaching, with feedback will be regularly scheduled, to improve professional knowledge and practice.

Within the theme of **'Coaching and mentoring'**, Fern Bay Public School is **'Delivering'**. The school's structure and organisation are designed to provide direct support to new staff and beginning teachers through mentorship from experienced teachers, ensuring a smooth transition and ongoing guidance. In 2024, opportunities for formal mentoring and coaching to improve teaching will be provided to further develop the abilities of teachers and aspiring leaders. Staff will continue to engage in observations of classroom teaching practice, through 'walk throughs' and PDP observations. Explicit feedback will be delivered using a growth coaching model, to improve professional knowledge and practice.

Within the theme of **'Professional learning'**, Fern Bay Public School is **'Delivering'**. Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals. In 2024, teachers will continue to be given opportunities to actively evaluate, share and discuss learning from targeted professional development with other staff to improve school-wide practice.

Within the theme of **'Expertise and innovation'**, Fern Bay Public School is **'Delivering'**. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. In 2024, teachers will be given further opportunities to demonstrate currency of content knowledge and evidence-informed teaching practice in all their teaching areas. Technology and learning spaces will continue to be utilised to enhance student learning.

LEADING DOMAIN 2023

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

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

Within the theme **'Leading, teaching and learning'**, Fern Bay Public School is **'Delivering'**. The leadership team ensures curriculum and assessment implementation through planning, monitoring and reviewing teaching and learning programs. They also manage assessment and reporting of student achievement in line with NESA and Department of Education requirements. The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. In 2024, the executive team will engage with the Middle Leadership initiatives within the School Leadership Institute, focusing their learning on implementing whole-school improvement.

Within the theme of **'High expectations culture'**, Fern Bay Public School is **'Delivering'**. The leadership team oversees the provision of support and professional development for every staff member to ensure the implementation of relevant department policies within a culture of high expectations. In 2024, the school leadership team will continue to promote a culture of high expectations, further refining processes to collaboratively review teaching practices to affirm quality and challenge and address underperformance. This will continue to include formative assessment 'walk throughs', explicit program feedback and PDP observations.

Within the theme of **'Performance management and development'**, Fern Bay Public School is working within **'Sustaining and Growing'**. The leadership team ensures that annual performance and development processes are implemented for all teaching and non-teaching staff. Performance and development needs are identified and addressed respectfully, promptly and effectively. Leadership capability is developed by identifying, inspiring and enabling potential leaders.

Within the theme of **'Community engagement'**, Fern Bay Public School has progressed from 'Delivering' to **'Sustaining and Growing'**. Parents, carers and community members have the opportunity to engage in a range of school activities which help build a cohesive educational community and enhanced sense of belonging. Feedback on school performance is solicited and addressed from students, staff, parents, carers and the broader school community. The school partners with the community to support equitable outcomes. Fern Bay Public School enjoys the support of an active P&C committed to positively promoting the school and supporting school initiatives through fundraising.

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

Within the theme of **'Continuous improvement'**, Fern Bay Public School is **'Delivering'**. The school engages in an

inclusive, ongoing process of self-assessment, planning, implementation and evaluation to collaboratively develop evidence-informed strategic improvement plans.

Within the theme of **'Strategic improvement plan'**, Fern Bay Public School is **'Delivering'**. The strategic directions of the Strategic Improvement Plan align to student and system priorities and ensure responsiveness to identified needs. The school leadership team welcome and engage staff, students, parents, carers and the school community in the development of the vision and priorities of the school. In 2024, all staff will continue to be supported by the executive, to action school initiatives, so that all staff understand what they need to do to help address the school plan's improvement measures.

Within the theme of **'Evaluative practice'**, Fern Bay Public School is **'Delivering'**. The school engages in ongoing evaluation of activities in the Strategic Improvement Plan by examining process quality and impact to determine the effectiveness of school improvement initiatives. In 2023, the middle leadership team will engage with professional learning around evaluative practice so that evaluation is implemented in a collaborative and systematic way to inform considered adjustments and modifications to whole school areas of focus, programs and initiatives.

Within the theme **'Annual Reflection and Report'**, Fern Bay Public School is **'Delivering'**. The school accurately uses evidence and data to identify the progress and impact of Strategic Improvement Plan initiatives and reports progress against improvement measures. The school also reflects on the impact of activities funded by equity loadings.

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

Within the theme of **'Staff deployment'**, Fern Bay Public School is **'Sustaining and Growing'**. The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities, including non-educational administrative tasks to appropriate non-teaching staff. The school's staffing is organised and managed to maximise time spent on teaching, learning and leading. The leadership team regularly considers and acts on opportunities to optimise non-educational administrative tasks with appropriate non-teaching staff and ensures that adequate support is provided to enable non-teaching staff to take on these tasks.

Within the theme of **'Facilities'**, Fern Bay Public School is **'Delivering'**. The school's physical resources and facilities are well-maintained, accessible and provide a safe, inclusive environment. In 2023, the outdoor learning space and Yarning Circle will be completed, as will the school's synthetic turf sports ground, 'The Rebecca Young Oval'.

Within the theme of **'Technology'**, Fern Bay Public School is **'Sustaining and Growing'**. Technology is accessible to all staff and students with support available when required. The school makes informed decisions about what technology to engage with based on school context and student need. Technology is used effectively to enhance teaching and learning and streamline administrative practices. Technology that supports learning is available to students and teachers. Administrative staff are experts in the use of available and emerging technology and systems to maximise the efficiency and effectiveness of school operations. In 2023, Fern Bay Public School has utilised the skills of the Digital Contact Officer to support the Regional Access Gap initiative, to improve access to technology systems at school.

Within the theme of **'Community use of facilities'**, Fern Bay Public School is **'Sustaining and Growing'**. Fern Bay's school facilities were used by OOSH, Barkers in Balance and Busy at Work in 2023. Their financial contributions assisted the school to purchase resources for students.

Within the theme of **'Financial management'**, Fern Bay Public School is **'Sustaining and Growing'**. The priorities in the Strategic Improvement Plan drive financial decisions. Strategic financial management is driven by the Strategic Improvement Plan and is used efficiently, including environmental consideration, to maximise resources.

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

Within the theme of **'Administrative systems and processes'**, Fern Bay Public School is **'Sustaining and Growing'**. Administrative practices and systems are culturally responsive, clearly understood and effectively support the school. The school makes informed choices about the administrative practices and systems that best support efficient and effective school operations, based on cost effectiveness, sustainability, evidence and contextual needs.

Within the theme of **'Service delivery'**, Fern Bay Public School is **'Sustaining and Growing'**. Non-teaching staff are supported in their development through professional learning to develop skills for the successful operation of administrative systems and a positive, culturally responsive customer service ethic. Streamlined, flexible, inclusive and culturally responsive processes exist to deliver services and information and to support parental engagement and satisfaction.

Within the theme of **'Community satisfaction'**, Fern Bay Public School is **'Sustaining and Growing'**. The leadership team measures school community satisfaction. The leadership team analyses responses to school community satisfaction measures, including by student cohorts and equity groups to identify areas for 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction
Low level adjustment for disability
Professional learning
Integration funding support
Socio-economic background
English language proficiency
Beginning teacher support
QTSS release
Per capita

Summary of progress

ASSESSMENT

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored. A Fern Bay Public School Assessment Schedule has been developed that includes internal and external data sources. Timelines for completion have been extended where needed, during this initial implementation year. This has been to allow for all staff to have individualised, differentiated PL around the assessment tools and ensure they have a solid understanding of how they can analyse, interpret and use the data from each tool to plan for future learning and to identify and report on student growth. All staff are now using the assessment schedule and the reliable assessment tools within it, so that assessment supports learning across the school.

The Assessment Schedule continued to be reviewed and refined throughout Semester 2 to include regular, 5 weekly data entry and data snapshot analysis of identified PLAN 2 focus areas in Numeracy - Additive Strategies and Understanding Texts - Vocabulary. It now also includes the specific, additional assessment tools, used to further guide the focus for students identified as needing intensive support in small group tuition or who require accommodations or adjustments within their classrooms. For 2023, this has included the use of Heggerty's and Dibels in K-2 and Core Phonics Screener, Oral Reading Fluency and Maze - Reading Comprehension in 3-6. In 2024, teachers will continue to be given further differentiated PL around formative assessment and effective feedback to improve teacher capacity to adapt their practice, meet the learning needs of students and share criteria with students that support opportunities for students to receive and give feedback on learning. PL will continue around how to identify and support high potential and gifted students and support them in line with current policy guidelines.

PROFESSIONAL LEARNING

In 2023, areas of development for teacher professional learning were established to build teacher capacity and collective pedagogical practice. In 2023, teachers were supported in their understanding of the new K-2 curriculum. Teaching and learning programs were regularly reviewed during collaborative, mentoring sessions and stage meetings, showing evidence of revisions based on the analysis of student achievement data. In 2024, teachers will continue to be supported as all classes K-6 will be implementing the new English and Mathematics syllabuses.

DATA LITERACY

At the end of Term 1, 38% of teachers were using PLAN 2 progressions to record point in time assessment data for their students in Reading and Numeracy. By Term 3, 100% of teachers were using the progressions to plot student achievement data and inform future teaching goals, an uplift of 62%.

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>Data Skills and Use and Effective Classroom Practice</p> <p>The school is 'Sustaining and Growing' within the element 'Data skills and use' themes 'Data Literacy' and 'Data Analysis'.</p> <p>The school is working within 'Sustaining and Growing' in the element 'Effective classroom practice' theme 'Lesson Planning'.</p>	<p>Within the sub-element 'Data Skills and Use', Fern Bay Public School is working within 'Sustaining and Growing.' Within the theme of 'Data literacy', Fern Bay Public School has progressed from 'Delivering' to working within 'Sustaining and Growing'. Teachers access and engage in professional learning and discussion that builds in the analysis, interpretation and evaluation of student learning data. The school promotes and demonstrates professional learning in data concepts, analysis and use of student learning data. In 2024, further professional learning will ensure teachers are using data effectively to evaluate student understanding of lesson content.</p> <p>Within the theme of 'Data analysis', Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'. In 2023, the Fern Bay Public School leadership team worked shoulder to shoulder with teaching staff to comprehensively analyse student progress and achievement data for insights into student learning. All teachers contributed to gathering and analysing data. This support for teachers will continue in 2024 and will include whole staff, stage team and differentiated professional learning. Strategic support from the School Learning Support Officers, Learning and Support Teacher and the Assistant Principal Curriculum Instruction will ensure students continue to be supported at their point of need, to improve student learning and wellbeing.</p> <p>Within the sub element 'Effective Classroom Practice', Fern Bay Public School has progressed from 'Delivering' to working within 'Sustaining and Growing'.</p> <p>Within the theme of 'Lesson planning', Fern Bay Public School is 'Delivering'. Teachers review and revise lesson plans, sequences and adjustments, ensuring content is based on the curriculum and teaching practices are effective. Teachers use student progress and achievement data to inform lesson planning. In 2024, further collaborative professional learning will enable teachers to share curriculum knowledge, data, feedback and other information about student progress and achievement. This will inform the development of evidence-informed inclusive programs and lessons that meet the needs of all students.</p>
<p>Uplift of 2% of students achieving appropriate individual growth, as measured by internal data, triangulated with external data (e.g. Check-in, PAT-R, Best Start, Phonics Diagnostic, Reading Evaluation SK and focus areas within the literacy progressions), based on baseline data.</p>	<p>Fern Bay Public School has used the 2023 school year to establish our whole school assessment strategy for the collection and analysis of internal and external student achievement data. In 2023 we were able to collect baseline data, so that individual student growth could be calculated in the future. It should be noted that the new K-2 syllabus was introduced in 2023, with new expectations of student achievement.</p> <p>In 2023, the analysis of PAT Reading assessment data was used to give a baseline effect size of student achievement. Term 1, 2024 PAT R results will be used as a comparison to indicate the % of students achieving expected growth from 2023 to 2024. When average student growth of scaled scores in Reading was compared from Term 2, 2023 to Term 4, 2023, Years 1 to 6 performed slightly below the state norm.</p> <p>In 2023, the Best Start, Check-in, Phonics Diagnostic and Core Phonics Screener were used to assess achievement in Reading and the Heggerty's and Dibels assessments were used to dive deeper into specific areas for targeted interventions.</p> <p>End of 2023 Dibels Reading data indicated that kindergarten students performed well in the areas of word reading fluency, nonsense word reading fluency and correct letter sounds. In 2023, Kindergarten students needed support with letter naming fluency. End of 2023 Dibels Reading data indicated that Year 1 students began the year with 67% reading accuracy</p>

<p>Uplift of 2% of students achieving appropriate individual growth, as measured by internal data, triangulated with external data (e.g. Check-in, PAT-R, Best Start, Phonics Diagnostic, Reading Evaluation SK and focus areas within the literacy progressions), based on baseline data.</p>	<p>and ended the year with 87% accuracy, an uplift of 20%. End of 2023 Dibels Reading data indicated that Year 2 students began the year with 92% reading accuracy and ended the year with 96% accuracy, an uplift of 4%.</p> <p>End of 2023 Heggerty's Reading Phonemic Awareness data indicates that kindergarten students began the year achieving 18.75% of the proficiency markers and ended the year achieving 45% of the proficiency markers, an uplift of 26.25%. In the Science of Reading core reading components of blending and segmenting, kindergarten students ended the 2023 year with 64% of students proficient in blending and 72% of students proficient in segmenting. End of 2023 Heggerty's Reading Phonemic Awareness data indicated that Year 1 students began the year achieving 64.06% of the proficiency markers and ended the year achieving 58% of the proficiency markers, a decline of 6.06%. In the Science of Reading core reading components of blending and segmenting, Year 1 students ended the 2023 year with 91% of students proficient in blending and 52% of students proficient in segmenting. End of 2023 Heggerty's Reading Phonemic Awareness data indicates that Year 2 students began the year achieving 82.81% of the proficiency markers and ended the year achieving 86.5% of the proficiency markers, an uplift of 3.69%. In the Science of Reading core reading components of blending and segmenting, Year 2 students ended the 2023 year with 96% of students proficient in blending and 92% of students proficient in segmenting.</p> <p>In the 2023 Check in Assessment results all grades from Year 3 to 6 performed slightly below the state norm for Reading. Years 3 and 5 showed slightly lower growth than the state when comparing Term 2 and Term 4 results in reading comprehension, vocabulary and processes. Year 4 showed slightly higher growth than the state in vocabulary. Year 6 showed slightly higher growth than the state in reading comprehension and processes.</p> <p>In our 2023 syllabus and PLAN 2 focus area of vocabulary end of year data, it was evident that teachers required further PL in their understanding of the sub-elements within the reading progressions. After this PL, teachers indicated that 78% of students K-6 are working within stage appropriate outcomes at the end of Term 1, 2024. Students in ES1 and S1 performed the best, between 81 - 96% and students in S2 and S3 performed within 60 - 78%.</p> <p>In 2024, further syllabus and PLAN 2 Reading areas of focus will be added for sample groups from each class grade to analyse further whole-school areas of student achievement in reading.</p>
<p>Uplift of 2% of students achieving appropriate individual growth, as measured by internal data and triangulated with external data (e.g. Check-in, PAT-N, Best Start, IfSR and focus areas within the numeracy progressions), based on baseline data.</p>	<p>In 2023, the focus on the K-2 syllabus implementation meant the majority of the APCI PL on data literacy and analysis was in Literacy and Phonics. In 2024, further support will be given to teaching staff in the area of Numeracy assessment and data analysis. This will increase the amount of baseline data in Numeracy to help validate school focus areas.</p> <p>In 2023, the analysis of PAT Mathematics assessment data was used to give a baseline effect size of student achievement. Term 1, 2024 PAT M results will be used as a comparison to indicate the % of students achieving expected growth from 2023 to 2024. When average student growth of scaled scores in Numeracy was compared from Term 2, 2023 to Term 4, 2023, Years 1, 2 and 5 performed slightly above the state norm and Years 3, 4 and 6 performed slightly below the state norm.</p> <p>In 2023, the Best Start, Check-in and IfSR were used to assess achievement in Mathematics and to dive deeper into specific areas for targeted interventions.</p> <p>2023 Check in Assessment results for Year 3 showed students performed 4.5% above the state in statistics and probability and slightly below the state in measurement, geometry, number sense and algebra. In Years 4 and 6 students performed slightly below the state in all areas.. In Year 5 students performed 3.6% above the state in statistics and probability, slightly below the state in measurement and geometry and similar to the state in number</p>

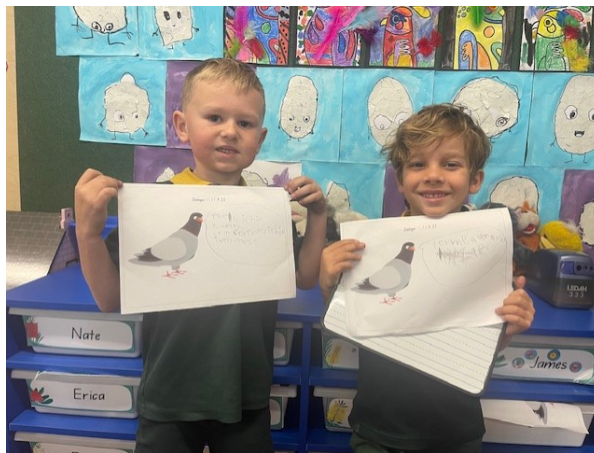
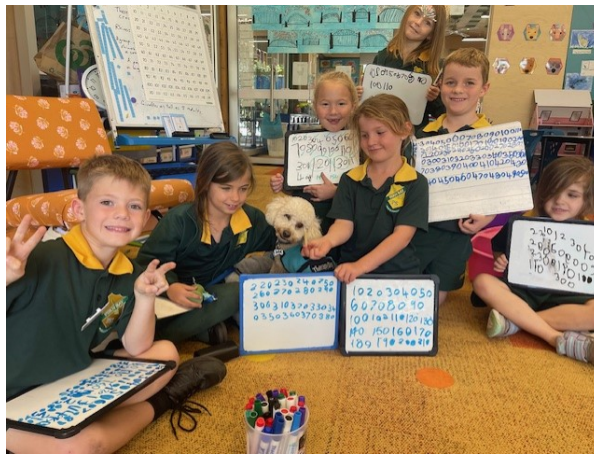
Uplift of 2% of students achieving appropriate individual growth, as measured by internal data and triangulated with external data (e.g. Check-in, PAT-N, Best Start, IfSR and focus areas within the numeracy progressions), based on baseline data.

sense and algebra.

Years 3, 5 and 6 showed higher growth than the state when comparing Term 2 and Term 4 results in statistics and probability and Year 4 had higher growth than the state for measurement and geometry.

In the 2023 syllabus and PLAN 2 focus area of additive strategies end of year data, 54% of students achieved stage appropriate results across the school. This has increased to 81% at end of Term 1, 2024 an uplift of 27%. In 2023, students in ES1 and S2 performed the best, between 60 -72% and students in S1 and S3 performed within 38 - 57%. At the end of Term 1, 2024, students in Year 1, 3 and 6 performed the best, between 81 and 99% and students in the other grades performed within 60 -77%.

In 2024, further syllabus and PLAN 2 Numeracy areas of focus will be added for sample groups from each class grade to analyse further whole-school areas of student achievement in Numeracy.



Strategic Direction 2: Wellbeing and Learning Partnerships

Purpose

To create an inclusive school environment where students have a strong sense of belonging and where effective partnerships support students to connect, succeed, thrive and learn.

Initiatives

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

- Learning Partnerships
- Whole School Wellbeing Practices

Resources allocated to this strategic direction

Aboriginal background Professional learning

Summary of progress

LEARNING PARTNERSHIPS

Ready to Learn Partnership Plans

In 2023, all students participated in the Ready to Learn Partnership Plan process and identified their literacy, numeracy, cultural and wellbeing goals. All parents were given the opportunity to engage with student led conferences where Ready to Learn Partnership Plan goals were shared. During these meetings all parents had the opportunity to contribute to information about each student's wellbeing and learning needs in collaboration with their child's teachers.

Aboriginal Education

In 2023, all Aboriginal students were given the opportunity to participate in the Murrook Write It Right program, recognising that student wellbeing and engagement are important conditions for learning. During these sessions students connected with Murrook mentors, forming mutual beneficial relationships to foster strong connections to country.

The Fern Bay Reconciliation Action team was established in 2023. Within this team, a draft RAP was collaboratively written and it will be further refined in 2024 for approval and implementation.

In 2023, advice was sought from the Youyoong AECG, regarding correct protocols for establishing a Junior AECG at Fern Bay. The school community is looking forward to the collaborative process planned for early Term 1, 2024, which will see the establishment of the first Fern Bay Public School Junior AECG.

Wellbeing and Learning Culture

Staff Wellbeing remained a focus for 2023. The AP Wellbeing engaged with the evidence-informed 'Flourish' program, to support whole-school planning for future PL in line with the 2024 Staff Wellbeing strategy.

WHOLE SCHOOL WELLBEING PRACTICES

Attendance

In 2023, an Attendance Team was formed to include both teaching and non-teaching staff. The school community celebrates regular and improved attendance. In 2023 this involved using student leaders to communicate Fern Bay Public School's high expectations culture, of high attendance rates for all students, through informative videos posted for families. Fern Bay Public School continues to 'Strive for 95' as a percentage rate of attendance everyday. In 2024, positive attendance practices will continue to be celebrated. Further systematic processes will be explored to enable teachers, students, parents, carers and the community to work together to ensure student absences do not impact on learning outcomes.

Social and Emotional Learning

In 2023, the 'Got It' program was implemented for identified students and parents to provide families with evidence-

based strategies to improve the wellbeing of students. The program assisted these students access the curriculum and ensure there is a holistic approach to their individual needs. Training was delivered to teachers and SLSOs to increase their capacity to deliver a range of developmentally appropriate interventions. The LaST and school counselor have worked with families identified during the 'Got It' program to assist them to further access external support and to support classroom teachers with recommendations of accommodations and adjustments to class programs and PLSPs.

The 'Second Step' program offered universal social and emotional learning lessons, enabling a whole school, evidence-based approach to be implemented.

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>Proportion of students attending >90% of the time</p> <p>>90% of students attending 85% of the time or more.</p>	<p>In 2023, the percentage of students attending school more than 85% of the time was 77.5%.</p> <p>In term 1 2023, the percentage of students attending school more than 90% of the time was 74.2% which is 6.3% above SSSGs and 11.8% above the state.</p> <p>In term 2 2023, the percentage of students attending school more than 90% of the time was 56.3% which is 3% above SSSGs and 6.9% above the state.</p> <p>In term 3 2023, the percentage of students attending school more than 90% of the time was 58.4% which is slightly below the SSSGs average but 5.2% above the state.</p> <p>In term 4 2023, the percentage of students attending school more than 90% of the time was 62.9% which is 2.9% above SSSGs and 8% above the state.</p> <p>Fern Bay's overall attendance rate for 2023 was 91.13% which is slightly above both the state and statistically similar groups of schools.</p>
<p>Establish baseline data for Fern Bay Public School in the areas of students reporting expectations of success, advocacy and a sense of belonging at school together with baseline internal data.</p>	<p>2023 Year 4 students</p> <p>76% of Year 4 students reported a positive 'Sense of Belonging' (SSSG 71%, state 72%).</p> <p>95% of Year 4 students reported positively on their 'Expectations for Success' (SSSG 94%, state 93%).</p> <p>95 % of Year 4 students reported positively on their 'Advocacy at School' (SSSG 86%, state 86%).</p> <p>2023 Year 5 students</p> <p>59% of Year 5 students reported a positive 'Sense of Belonging' (SSSG 68%, state 68%).</p> <p>88% of Year 5 students reported positively on their 'Expectations for Success' (SSSG 97%, state 96%).</p> <p>81% of Year 5 students reported positively on their 'Advocacy at School' (SSSG 86%, state 84%).</p> <p>2023 Year 6 students</p> <p>57% of Year 6 students reported a positive 'Sense of Belonging' (SSSG 65%, state 66%).</p> <p>86% of Year 6 students reported positively on their 'Expectations for</p>

<p>Establish baseline data for Fern Bay Public School in the areas of students reporting expectations of success, advocacy and a sense of belonging at school together with baseline internal data.</p>	<p>Success' (SSSG 95%, state 92%).</p> <p>86% of Year 6 students reported positively on their 'Advocacy at School' (SSSG 85%, state 82%).</p>
<p>Wellbeing and Learning Culture</p> <p>The school is working towards 'Sustaining and Growing' within the element 'Learning Culture' themes 'Attendance' and High Expectations' together with the 'Wellbeing' themes 'A planned approach to wellbeing ' and 'Individual Learning Needs'.</p>	<p>Within the sub-element of 'Learning Culture', Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'</p> <p>Within the theme of High expectations, Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and growing'</p> <p>The school holds high expectations for all students. The aspirations and expectations of students, parents and carers are known and inform planning for learning. There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents, carers and students support a clear focus to guide integrated planning for learning and wellbeing. In 2023, Fern Bay Public School introduced 'Ready to Learn Partnership Plan' meetings. These meetings were held in Terms 1 and 3, providing further opportunities for all teachers, students and parents to work together to plan for and reflect on the progress of student learning, wellbeing and cultural goals. Fern Bay Public School continues to provide two formal student reporting periods in Terms 2 and 4 and welcomes informal meetings with parents and carers. In 2024, Fern Bay Public School will further review its opportunities for collaborative planning for student learning, wellbeing and cultural goals, ensuring a strong student voice is reflected in the delivery of 'Ready to Learn Plan' meetings. Fern Bay Public School is committed to ensuring students aspirations are acknowledged and celebrated.</p> <p>Within the theme of 'Attendance' Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'. Staff regularly and accurately monitor attendance and take proactive action to address concerns with individual students. In 2023, an Attendance Team was formed to include both teaching and non-teaching staff. The school community celebrates regular and improved attendance. In 2023 this involved using student leaders to communicate Fern Bay Public School's high expectations culture, of high attendance rates for all students, through informative videos posted for families. Fern Bay Public School continues to 'Strive for 95' as a percentage rate of attendance everyday. Attendance data is regularly analysed by our Attendance Team and factors that impact on attendance and engagement are used to inform planning. Parents and carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk. In 2024, positive attendance practices will continue to be celebrated. Further systematic processes will be explored to enable teachers, students, parents, carers and the community to work together to ensure student absences do not impact on learning outcomes.</p> <p>Within the sub-element of 'Wellbeing' Fern Bay Public School has progressed from 'Delivering' to 'Sustaining and Growing'.</p> <p>Within the theme of 'A planned approach to inclusion and wellbeing', Fern Bay Public School is 'Delivering'. Students, staff, parents, carers and the community recognise that student and staff wellbeing and engagement are important conditions for learning. 2023 was a year of change with the introduction of the new Behaviour Strategy for students. Fern Bay Public School will continue to review it's wellbeing practices whilst transitioning into the new processes and approach in 2024. This will involve a whole school refinement of its approach to student and staff wellbeing and engagement. This will include staff engaging in relevant professional learning that responds to wellbeing data and identified need, underpinned by positive behaviour for learning.</p> <p>Within the theme of 'Individual learning needs', Fern Bay Public School has moved from 'Delivering' to 'Sustaining and Growing'. The learning</p>

Wellbeing and Learning Culture

The school is working towards 'Sustaining and Growing' within the element 'Learning Culture' themes 'Attendance' and High Expectations' together with the 'Wellbeing' themes 'A planned approach to wellbeing ' and 'Individual Learning Needs'.

and wellbeing needs of students are used to inform teaching and learning. Parents and carers are kept informed of how students are being supported. Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students. In 2024, Fern Bay Public School will continue to strive for a school-wide, collective responsibility for student learning and success, shared among students, parents and carers and staff. In 2024, planning for learning will continue to be refined to ensure it is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents and carers where appropriate.

Purpose

To establish a model of effective collaborative practice that supports teachers to actively contribute to a whole school explicit teaching model within a culture of high expectations and continuous 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.

- Evidence-based Pedagogy
- High Expectations Leadership

Resources allocated to this strategic direction

Summary of progress

Evidence-based teaching strategies - Explicit Teaching

In 2023, teachers were supported to effectively implement and lead evidence-based pedagogy, continuing their focus on using purposeful assessment data to inform their teaching and learning programs.

Collaborative practice and feedback

School-wide, collaborative practices for High Impact Professional Learning, together with mentoring and support, have helped teachers to effectively differentiate teaching and learning programs to cater for all students.

Coaching and Mentoring

In 2023, opportunities for differentiated coaching and mentoring have supported all teachers to identify, understand and implement the most effective, explicit teaching strategies.

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>Effective Classroom Practice</p> <p>The school is moving from 'Delivering' to working within 'Sustaining and Growing' within the element 'Effective Classroom Practice' theme 'Explicit Teaching'.</p> <p>Learning and Development</p> <p>The school is moving from 'Delivering' to working within 'Sustaining and Growing' within the element 'Learning and Development' themes 'Collaborative practice and feedback' and 'Coaching and mentoring'.</p>	<p>Within the sub element 'Effective Classroom Practice', Fern Bay Public School is 'Delivering'</p> <p>Within the themes of 'Explicit Teaching', Fern Bay Public School is 'Delivering'. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers explicitly review previous content and preview the learning planned with students in each class. In 2024, the school-wide explicit teaching approach will be reviewed and implemented which incorporates modelled, guided and independent practice.</p> <p>Within the sub element 'Learning and Development', Fern Bay Public School is 'Delivering'.</p> <p>Within the theme of 'Collaborative practice and feedback', Fern Bay Public School is 'Delivering'. Meetings are effectively managed, fostering a school-wide approach to curriculum review. This approach involves revising teaching practices and learning programs to ensure alignment with learner needs, supported by evidence of student progress and achievement. In 2024, further opportunities for negotiated observations of classroom teaching, with feedback will be regularly scheduled, to improve professional knowledge and practice.</p>

<p>Effective Classroom Practice</p> <p>The school is moving from 'Delivering' to working within 'Sustaining and Growing' within the element 'Effective Classroom Practice' theme 'Explicit Teaching'.</p> <p>Learning and Development</p> <p>The school is moving from 'Delivering' to working within 'Sustaining and Growing' within the element 'Learning and Development' themes 'Collaborative practice and feedback' and 'Coaching and mentoring'.</p>	<p>Within the theme of 'Coaching and mentoring', Fern Bay Public School is 'Delivering'. The school's structure and organisation are designed to provide direct support to new staff and beginning teachers through mentorship from experienced teachers, ensuring a smooth transition and ongoing guidance. In 2024, opportunities for formal mentoring and coaching to improve teaching will be provided to further develop the abilities of teachers and aspiring leaders. Staff will continue to engage in observations of classroom teaching practice, through 'walk throughs' and PDP observations. Explicit feedback will be delivered using a growth coaching model, to improve professional knowledge and practice.</p>
<p>Educational Leadership</p> <p>The school is moving from 'Delivering' to working within 'Sustaining and Growing' within the element 'Educational Leadership' themes 'Instructional Leadership' and 'High Expectations Culture'.</p>	<p>Within the sub element 'Educational Leadership' Fern Bay Public School is 'Delivering'.</p> <p>Within the theme 'Leading, teaching and learning', (previously known as Instructional Leadership in the 2022 SEF), Fern Bay Public School is 'Delivering'. The leadership team ensures curriculum and assessment implementation through planning, monitoring and reviewing teaching and learning programs. They also manage assessment and reporting of student achievement in line with NESAs and Department of Education requirements. The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. In 2024, the executive team will engage with the Middle Leadership initiatives within the School Leadership Institute, focusing their learning on implementing whole-school improvement.</p> <p>Within the theme of 'High expectations culture', Fern Bay Public School is 'Delivering'. The leadership team oversees the provision of support and professional development for every staff member to ensure the implementation of relevant department policies within a culture of high expectations. In 2024, the school leadership team will continue to promote a culture of high expectations, further refining processes to collaboratively review teaching practices to affirm quality and challenge and address underperformance. This will continue to include formative assessment 'walk throughs', explicit program feedback and PDP observations.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$206,312.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fern Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students with additional learning, social, emotional and wellbeing needs were well-supported in classrooms. Student Learning and Support Plan goals were regularly refined, as goals supporting engagement and inclusion of students with additional support needs were met.</p> <p>After evaluation, the next steps to support our students will be: Continue to use IFS to support funded students to meet their academic, social, emotional and wellbeing needs so that they are able to access the curriculum, participate socially in school life and feel safe and valued at school.</p>
<p>Socio-economic background</p> <p>\$27,869.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fern Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <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 reform to support student learning • employment of additional staff to support 'Got It' and 'Second Step' program implementation • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The Assistant Principal Curriculum and Instruction and the Assistant Principal Wellbeing co-ordinated and implemented the Literacy, Numeracy and Wellbeing initiatives in line with the school plan. By supporting the new curriculum reforms, school leaders have ensured intervention programs across the school support the expectation that every student will demonstrate growth. The executive team worked with individual teachers and stage teams to deliver professional learning that promoted opportunities for reflection on evidence-based teaching pedagogy and quality assessment practices. The AP and Attendance Team have enhanced our attendance practices, in line with the 'Attendance Matters' and 'Every Day Counts'</p>

<p>Socio-economic background</p> <p>\$27,869.15</p>	<p>resources. Opportunities to evaluate our attendance practices with the Port Stephens network as part of the 'A-Team', as well as working closely with the HSLO have led to strategies and plans being developed to maintain our high attendance rate and support at-risk students. The AP has supported classroom teachers, the LaST and SLSOs by guiding and modelling best-practice wellbeing strategies that promote student self-regulation. The AP provided regular check-ins for students in their classrooms and opportunities for those students to engage in personalised support sessions around social and emotional learning, building friendships and teamwork. The strategic use of support has provided consistent opportunities for self-reflection and mindful practice using the 'Zones of Regulation' framework and 'Second Step' social and emotional learning. COVID ILSP teachers have been able to support more students and deliver additional, regular sessions, to improve student Literacy and Numeracy capabilities. The executive team have refined opportunities to collaboratively review teaching practices. In 2023 this involved professional learning for the executive team with support from the APCI to strengthen their understanding around explicit phonological awareness and phonics instruction to effectively implement the new curriculum reforms. The collaborative practice of the executive team involved their focus on planning and delivering professional learning to staff during stage meetings. Collaborative sessions with classroom teachers involved the analysis of data to inform practice, the implementation of assessment practices, reflection on teaching and learning programs and building skills and knowledge around new curriculum reforms.</p> <p>After evaluation, the next steps to support our students will be: In 2024 regular, collaborative meetings will be designed to promote further opportunities for reflection on evidence-based teaching pedagogy and quality assessment practices. The Assistant Principals and the APCI will work with classroom teachers to regularly analyse the impact of their teaching on student learning, ensuring that students learn what is taught. Strategies for intervention, including additional SLSO, AP and small group tuition programs will continue to support students with additional learning, social emotional and wellbeing needs.</p>
<p>Aboriginal background</p> <p>\$33,318.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fern Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: In 2023, all Aboriginal students were given the opportunity to participate in the Murrook Write It Right program, recognising that student wellbeing and engagement are important conditions for learning. During these sessions students connected with Murrook mentors, forming mutual beneficial relationships to foster strong connections to country. The Fern Bay Reconciliation Action team was established in 2023. Within this team, a draft RAP was collaboratively written. The Aboriginal SLSO delivered personalised support for Aboriginal students in line with their Personalised Pathway goals. Celebrations for significant events including NAIDOC and</p>

<p>Aboriginal background</p> <p>\$33,318.34</p>	<p>Reconciliation Week fostered respectful relationships and a sense of belonging within our inclusive community. Teachers engaged with Connected to Country professional learning as part of their cultural awareness training. In 2023, advice was sought from the AECG, regarding correct protocols for establishing a Junior AECG at Fern Bay.</p> <p>After evaluation, the next steps to support our students will be: In 2024 Fern Bay Public School will continue to partner with Murrook to continue 'Write It Right' and further cultural awareness lessons, to help improve both staff and student understanding. In 2024, the Reconciliation Action Team will further refine the RAP, for approval and implementation. Staff will continue to engage with Connected to Country cultural awareness training in 2024. Further opportunities for families to engage with activities promoting connection, engagement and a sense of belonging will continue in 2024. The school community is looking forward to the collaborative process planned for early Term 1, 2024, which will see the establishment of the first Fern Bay Public School Junior AECG.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fern Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students were supported to access an appropriate, differentiated curriculum in line with their personalised Literacy and Numeracy goals.</p> <p>After evaluation, the next steps to support our students will be: Future funding will be used to support SLSOs to provide suitable learning adjustments for EALD students within the classroom environment.</p>
<p>Low level adjustment for disability</p> <p>\$47,225.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Fern Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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: A coordinated whole school approach to supporting students with identified or imputed disability. A Learning and Support Teacher working with students requiring assistance with additional needs either individually or in small groups, within the classroom setting, leading to improved learning outcomes for targeted students. Employment of SLSOs to improve the development of students by implementing evidence-based programs and programs developed by specialists (e.g. OTs, Speech Therapists).</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$47,225.42</p>	<p>Students who need adjustments to their learning will continue to be supported through the school Learning Support Team and wellbeing practices. A Learning and Support Teacher will continue to be employed. SLSOs will continue to provide additional classroom support for students. APs and the APCI, in collaboration with the Learning and Support Teacher, will continue to support classroom teachers to differentiate programs and individual plans, to meet the needs of all students.</p>
<p>Professional learning</p> <p>\$13,266.11</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fern Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Learning Partnerships <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 <p>The allocation of this funding has resulted in the following impact: The APCI, AP and classroom teachers developing and implementing our Literacy, Numeracy and Wellbeing professional learning sessions aimed at embedding consistent practices K-6. All staff being provided with evidence-based professional learning, targeting areas of need within the school in line with the new curriculum reform and behaviour strategy.</p> <p>After evaluation, the next steps to support our students will be: In 2024, further professional learning will help to build the capacity of all K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on; improving pedagogy and teaching practice, high-impact literacy and numeracy strategies, data collection and analysis, curriculum delivery and differentiation.</p>
<p>QTSS release</p> <p>\$30,538.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fern Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The Assistant Principal was able to work with the APCI to strategically support classroom teachers to implement the new curriculum reform and explicit instruction.</p> <p>After evaluation, the next steps to support our students will be: In 2024, QTSS funds will continue to be used to allow the AP and APCI to work together, in classrooms and during collaboration time, to best support high quality teaching and learning practices K-6.</p>
<p>COVID ILSP</p> <p>\$36,107.97</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 2023.</p>

COVID ILSP

\$36,107.97

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- 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/monitor progress of student groups]

The allocation of this funding has resulted in the following impact:

The students involved in the literacy and numeracy groups showed notable improvement in their growth. This progress can be attributed to the alignment of Year 1/2 classroom teaching practices with intervention strategies, effectively consolidating and reinforcing learning. Collaboration among staff members to review data and intervention strategies was invaluable. Educators working together to analyse data, share insights, and discuss intervention approaches led to a more comprehensive understanding of student needs.

After evaluation, the next steps to support our students will be:

Whilst COVID ILSP support groups will not continue in 2024, the DoE Small Group Tuition program will begin. In 2024, SLSOs will deliver data informed small group tuition to support student needs in identified areas of literacy and numeracy.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	67	87	83	85
Girls	39	58	67	75

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.9	93.5	92.9	94.1
1	93.7	95.1	91.0	93.1
2	93.5	90.8	87.8	91.6
3	92.3	90.7	90.7	91.9
4	93.5	94.0	88.2	90.4
5	95.0	91.0	87.4	87.7
6	89.3	84.7	85.8	86.8
All Years	93.8	91.9	89.5	91.1
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

Fern Bay Public School is working towards excelling against the School Excellence Framework in its best practice monitoring strategies for attendance. Our clear systems and rigorous processes drive improved individual attendance rates throughout the school. Our attendance practices are informed by the Department's 'Attendance Matters' online platform and 'Every Day Counts' initiative. The Fern Bay Attendance Team regularly meet to monitor attendance, working closely with the Home School Liaison Officer and using strategies from the Port Stephens Attendance Team to guide quality practice. Consistent communication between staff and parents, multi-level support for parents and their families and regular, whole school attendance data being shared with the community, supports processes that ensure student absences do not impact on learning outcomes.

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)	1.4
Classroom Teacher(s)	5.81
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*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	3,105.92
Revenue	1,991,092.92
Appropriation	1,891,325.85
Sale of Goods and Services	2,102.55
Grants and contributions	96,526.32
Investment income	1,038.20
Other revenue	100.00
Expenses	-1,962,227.37
Employee related	-1,708,506.49
Operating expenses	-253,720.88
Surplus / deficit for the year	28,865.55
Closing Balance	31,971.47

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	245,414
Equity Total	110,813
Equity - Aboriginal	33,318
Equity - Socio-economic	27,869
Equity - Language	2,400
Equity - Disability	47,225
Base Total	1,331,826
Base - Per Capita	39,039
Base - Location	0
Base - Other	1,292,787
Other Total	138,022
Grand Total	1,826,076

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.

Within the theme of **'NAPLAN'**, Fern Bay Public School is **'Delivering'**. In 2023 the NAPLAN scale changed and the proficiency standards for learning are now 'exceeding', 'strong', 'developing' and 'needs additional support'. NAPLAN scores from 2023 onward are not comparable to the previous NAPLAN scale (2008 - 2022).

For Year 3 students in NAPLAN reading, Fern Bay Public School had 11.11% of students in 2023 described as 'exceeding', 44.44% 'strong', 16.67% 'developing' and 22.22% as 'needs additional support'. For Year 3 students in NAPLAN writing, Fern Bay Public School had no students in 2023 described as 'exceeding', 66.67% 'strong', 27.77% 'developing' and no student as 'needs additional support'. For Year 3 students in NAPLAN spelling, Fern Bay Public School had 5.55% of students in 2023 described as 'exceeding', 44.44% 'strong', 27.77% 'developing' and no student as 'needs additional support'. For Year 3 students in NAPLAN grammar and punctuation, Fern Bay Public School had no students described as 'exceeding', 50% 'strong', 27.77% 'developing' and 16.67% of students as 'needs additional support'. For Year 3 students in NAPLAN numeracy, Fern Bay Public School had 5.55% of students described as 'exceeding', 50% 'strong', 27.77% 'developing' and 11.11% of students as 'needs additional support'.

For Year 5 students in NAPLAN reading, Fern Bay Public School had 5.55% of students in 2023 described as 'exceeding', 44.44% 'strong', 33.33% 'developing' and 11.11% as 'needs additional support'. For Year 5 students in NAPLAN writing, Fern Bay Public School had 5.55% of students in 2023 described as 'exceeding', 38.88% 'strong', 27.77% 'developing' and 22.22% as 'needs additional support'. For Year 5 students in NAPLAN spelling, Fern Bay Public School had 16.67% of students in 2023 described as 'exceeding', 44.44% 'strong', 5.55% 'developing' and 27.77% as 'needs additional support'. For Year 5 students in NAPLAN grammar and punctuation, Fern Bay Public School had 5.55% of students described as 'exceeding', 50% 'strong', 11.11% 'developing' and 27.77% of students as 'needs additional support'. For Year 5 students in NAPLAN numeracy, Fern Bay Public School had no students described as 'exceeding', 55.55% 'strong', 22.22% 'developing' and 16.67% of students as 'needs additional support'.

Parent/caregiver, student, teacher satisfaction

Each year, Fern Bay Public School is required to seek the opinions of parents, students and teachers about our school. A summary of their responses is presented below:

In the seven researched, identified perspectives that make a great school, ('Parents Feel Welcome', 'Parents Are Informed', 'Parents Support Learning At Home', 'School Supports Learning', 'School Supports Positive Behaviour', 'Safety At School' and 'Inclusive School') 100% of parents surveyed have communicated at least once with their child's teacher to discuss their child's learning or behaviour, with 46% of parents indicating that they have communicated with a teacher two or three times or more. 92% of our parent community indicated that Fern Bay Public School is their first choice of public school.

Student responses to the Tell Them From Me survey

In 2023, the largest ever Year 4 cohort of 21 students participated in the Tell Them From Me survey.

In 2023, 76% of Year 4 students reported a positive 'Sense of Belonging' (SSSG 71%, state 72%).

In 2023, 95% of Year 4 students reported a positive result in 'Expectations for Success' (SSSG 94%, state 92%).

In 2023, 95 % of Year 4 students reported a positive result in 'Advocacy at School' (SSSG 86%, state 84%).

In 2023, 59% of Year 5 students reported a positive 'Sense of Belonging' (SSSG 68%, state 68%).

In 2023, 88% of Year 5 students reported a positive result in 'Expectations for Success' (SSSG 97%, state 97%).

In 2023, 81% of Year 5 students reported a positive result in 'Advocacy at School' (SSSG 85%, state 84%).

In the Year 6 cohort of 11 students, in a scaled score out of 10, 86% students reported a positive result for 'Advocacy at School' compared to the state which scored 82% and SSSG which scored 85%.

In 2023, 86% of Year 6 students reported a positive result in 'Expectations for Success' (SSSG 95%, state 92%).

In 2023, 57% of Year 6 students reported a positive 'Sense of Belonging' (SSSG 65%, state 66%).

The Year 4 Aboriginal student cohort was unable to be measured due to the low number of students in Year 4 identifying as Aboriginal.

Overall, the Year 5 students reported a lower positive result than the state and SSSG in all areas. However, the Aboriginal students, a cohort of five students, reported a higher positive result than the state and SSSG in all areas except 'Sense of Belonging'.

The Year 6 Aboriginal student cohort was unable to be measured due to the low number of students in Year 6 identifying as Aboriginal.

Staff responses to the Tell Them From Me survey.

100% of Fern Bay Public School staff agree that Fern Bay Public School is a 'Welcoming and Culturally Safe School'. 100% of staff also reported a positive 'Sense of Belonging' at school. 86% stated that they 'Feel Fully Supported'. In the eight drivers of student learning, staff scored higher than state norms in a number of areas including 'Leadership', 'Collaboration' and 'Parent Involvement'.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Fern Bay Public School understands that fostering strong relationships with Aboriginal Education Consultative Groups is essential for creating an inclusive and culturally responsive school. By actively engaging with our AECG through meetings and community initiatives, Fern Bay Public School has collaboratively developed policies, programs and initiatives that reflect the cultural values, perspectives and aspirations of Aboriginal students and our community. Building trust, maintaining open communication channels and valuing the expertise and insights of AECGs are key steps in nurturing mutually respectful relationships. Fern Bay's involvement in the 'Write It Right' program and establishment of the Junior AECG have been well received by the school community.

At Fern Bay Public School, Aboriginal students are provided with equitable access to resources, culturally relevant education and supportive environments, so they can match or better the academic achievements of non-Aboriginal students. Through careful planning, school leaders are addressing systemic barriers, promoting inclusive educational practice and fostering a supportive community environment supporting the success of Aboriginal students in their academic journey.

Fern Bay Public School ensures that all Aboriginal students have a Personalised Learning Pathway (PLP). The PLPs recognise that every student has unique strengths, needs and aspirations and teachers tailor learning experiences to meet individual goals and interests. Through formal and informal collaboration with students, families and community stakeholders, we ensure that opportunities for cultural relevance, identity and support are embedded within the learning environment. The PLP process aligns with our whole school 'Ready to Learn Partnership Plans.' We look forward to the completion of our Yarning Circle in 2024 and the many Yarn Up opportunities that will follow.

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.