

# 2023 Annual Report

## Fennell Bay Public School



4208

# Introduction

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

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

## School contact details

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## School vision

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

## School context

Fennell Bay Public School has an enrolment of 164 students, with 140 students in mainstream classes and 24 students in support classes. There are six mainstream classes on the school entitlement, with a seventh class teacher funded through the FASTstream program, until the end of 2024. The school currently has three support classes, an IM support class and two multicategorical classes. An additional MC support class is being established for commencement in 2024. Student numbers are expected to increase significantly with planning underway for a new subdivision zoned for the school. The school executive includes three Assistant Principals and two AP Curriculum and Instruction. There is a cross section of early career and experienced teachers. High quality teacher professional learning features throughout this school plan and opportunities are provided for aspiring leaders.

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Targeted Intervention
- Data Informed Practice

### Resources allocated to this strategic direction

English language proficiency  
Low level adjustment for disability  
AP Curriculum & Instruction  
Socio-economic background

### Summary of progress

Shared expertise and targeted intervention promoted effective classroom practice, ongoing development and improvement by all students. The school strives to create a culture of high expectations and effectively catering for the range of equity needs within the school.

### Data Informed Practice

The focus for 2023 was the analysis of student progress and achievement data and a range of other contextual information. These involved teachers responding to trends in student achievement, at individual, group and whole school levels.

As a result the leadership team regularly used student progress and achievement data to inform key decisions, involving multiple sources of data and teacher input to make informed decisions. Baseline data showed teachers reviewed their own data and made judgements independently, indicative of a delivering (SEF) level in data use for teaching. The school recognized the need for further upskilling and professional development to enhance the use of authentic data in teaching. Collaborative efforts, including seeking external expertise were utilised. The External Validation self assessment survey moved this element to sustaining and growing (SEF) due to the practices now in place. To progress further, efforts are being made to empower all teachers to contribute to valid and reliable data collection and analysis.

### Targeted Intervention

In 2023 the model of reading, numeracy and writing, being led by an Assistant Principal Curriculum and Instruction and expert teacher continued. Student growth indicated that this model ensured a clear line of sight and expertise needed for effective leadership and knowledge sharing. The results below again reflect the impact of this model with a particular focus on collaborative practice.

The Intervention Team have supported teachers and students during regular weekly guided reading lesson. Providing more teaching staff and focusing on explicit teaching, through activities that target comprehension and vocabulary at the point of need. Tiered intervention, via focused withdrawal groups, has also assisted in supporting students at individual levels, providing lessons tailored to their unique skills and abilities.

As a result internal school data through YARC (York Assessment of Reading Comprehension) assessments shows growth in comprehension skills of 62.5% of year 3 students and 76% of year 5 students from the beginning of the year to the end. 2023 NAPLAN Reading data shows 36% of students in Year 3 were rated exceeding and strong on the proficiency standards, while 38% of Year 5 were rated as exceeding and strong. 45% of all students in Years 3 and 5 have been rated as developing and 13.5% as requiring additional support. Of note, the 2023 Term 4 check-in data for years 3, 4 and 5 indicated overall growth in Reading with all years above Statistically Similar School Groups (SSSG).

Students have experienced improved numeracy outcomes throughout 2023, which have been measurable this year due to improved school wide tracking and data collection. In measurement outcomes, an average of 43% of students achieved improved assessment results. In maths mental revision, the data shows that 34% of students in Year 2-6 have seen growth in Maths Mental assessment, moving up levels across 2023. 25% of students from Years 2-6 are

working above stage expectations in Maths Mentals revision, with 26% of students working below stage expectations.

In addition to reading and numeracy a whole school initiative in writing commenced. The focus was to demonstrate growth in vocabulary achievement through writing, to support overall literacy skills, reading comprehension and effective communication. The whole school focus and learning intention was for students to use vivid and less predictable vocabulary in their writing as well as a greater focus on punctuation. Students from Yrs. 3-6 had their writing samples tracked across the year using the Literacy Learning Progressions (LLP) in the Area of Focus of vocabulary and punctuation. As a result of the intervention the data indicates a positive impact, with a significant percentage of students showing improvement in both areas outlined below. Five students showed negative growth in both vocabulary and punctuation. The APC & I's analysis of this anomaly suggests that this could be a reflection of teacher judgement when marking writing samples. Subsequently professional learning was provided in the moderation process, to ensure that our assessment practices will be valid and reliable while minimizing subjectivity and promoting consistency in grading. The moderation process also offered an opportunity for teachers to calibrate their judgments, share insights, and collectively enhance the quality of assessments.

**Future Directions 2024**

**Reading**

Undertake Professional Learning using the DOE Blended Learning component of Fluency as a proactive step. Current research suggests that improved fluency can contribute to enhanced comprehension skills. This approach aligns with the understanding that fluency is a key component in reading proficiency and comprehension.

Focus on fluency and vocabulary concurrently to further improve reading skills.

Regular monitoring and assessment of student progress will be essential to gauge the effectiveness of the interventions and to make necessary adjustments at point of need. Continued collaborative discussions amongst educators to share insights and best practices will also contribute to a more holistic and effective approach to see further uplift in both the comprehension and vocabulary skills of our students.

**Numeracy**

Continue to implement practical measures to enhance the assessment and improvement of student performance in numeracy. Ongoing use of the Maths Mentals spreadsheet, with the goal to use this data to generate report comments based on identified learning goals and student growth.

Co-teaching initiatives for numeracy between Stage 2 and 3 classes to ensure a cohesive learning experience.

The implementation of LAST Intervention, specifically focusing on Newman's analysis, addressing numerical literacy and worded math problems, and supporting consistency in visual aids and poster development for classrooms.

Extend to High Potential and Gifted Education (HPGE) students, tailoring methods to meet unique student need and providing an enriched curriculum.

**Writing**

Continued focus on specific writing skills, adjustment of assessment practices, and the use of a rubric for analysis as part of a well-structured and targeted intervention strategy.

APC&I to continue to lead targeted efforts to enhance vocabulary and punctuation skills, which has proven to positively impact students' overall writing proficiency.

Ongoing monitoring and assessment will continue to track progress and identify areas for further improvement. Moving forward, sharing best practices, and collaborating with teachers to exchange effective instructional approaches, aiming to further improve writing skills. The effectiveness of these measures will continue to be evaluated over time through subsequent NAPLAN assessments and internal forms of formative assessment.

The continued development and roll out of the 'Fennell Bay Way', outlining agreed practice for reading, numeracy and writing, will guide teaching practice into 2024.

**Progress towards achieving improvement measures**

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

Annual progress measure	Progress towards achievement
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School Self-Assessment of the School Excellence Framework (SEF) element of Data Skills and Use indicates an improvement from Delivering to Sustaining and Growing.	The 2023 External Validation panel report and SEF Self assessment survey confirms that the school has achieved the annual progress measure and is at sustaining and growing.
Students in years 2-6 demonstrate growth in reading comprehension achievement, using the York Assessment of Reading Comprehension.	YARC data revealed that 69.3% of students from years 2 to 6 have shown growth in Reading Comprehension from Term 1 to Term 4 in 2023. SWRT data shows that 94.3% of students have shown growth. 48% of all student's growth in SWRT was more than 10% from beginning year to end of year.
Students K-6 demonstrate growth in vocabulary achievement, using the Literacy Learning Progressions.	92% of students improved by 1 to 6 progression levels, 8% of students made no growth in vocabulary progressions. In punctuation 22% of students made no growth and 61% improved by 1 to 4 progression levels.
Students in years 3-6 demonstrate growth in numeracy achievement from Term 1 to Term 4, using the Progressive Achievement Test (PAT).	Progressive Achievement Test (PAT) Maths assessment data demonstrates an average of 65% improvement in numeracy for all students in years 3-6 from T1 to T4.



## Strategic Direction 2: Wellbeing and Engagement

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

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Aboriginal background  
Socio-economic background  
Integration funding support  
Per capita

### Summary of progress

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

### Learning and Support Team

The Learning and Support team now includes a Positive Behaviour for Learning Team member. This focus allowed for a cross team approach and for incident data to be reviewed fortnightly and decisions made collaboratively regarding individual student, targeted or whole school interventions. As a result decisions were supported by data and able to be tracked, increasing validity, support and effectiveness.

Based on the Nationally Consistent Collection of Data (NCCD), of the 144 mainstream students, 85 have been identified as requiring adjustments for diagnosed or imputed disability. In response an additional focus for the LST was the access to information for teachers to support collaborative practice and effective transitions. As a result teachers attended whole school LST meetings for students in their class, in addition to individual LST meetings when required. The LST spreadsheet was refined to include all students and updated by the LaST and classroom teachers in Term 4. Time was given for teacher discussion regarding key strategies for support and individual planning. This resulted in an informed handover into 2024 and documented adjustments for all students with a disability or additional learning needs, as noted on the NCCD data.

An additional LST focus was ensuring a collaborative approach and best practice for Aboriginal and OoHC students. This has resulted in all staff being aware that it is mandatory that caseworkers are involved in planning for OoHC students and that teachers and the Aboriginal Education Officer collaboratively consult with parents / carers / student in the development of Personalised Learning Pathway for Aboriginal students. This has resulted in documented personalised learning processes added to the teacher task list in addition to more efficient timetabling for PLSP, PLP and OoHC meetings to ensure compliance and best practice.

### Future directions 2024:

Allocate resources for effective meetings to ensure collaboration, including student participation when appropriate.

Clearly define the Learning and Support Teacher role to include communication of processes to staff, collection of data on LST impact and support for Tier 3 students.

Continue cross team representation with PBL and existing personnel.

Review the quality and impact of personalised learning plan and teacher program differentiation for students with adjustments, noted on the National Consistent Collection of Data (NCCD). This will include students with disability showing high potential or giftedness in specific areas.



Focus on methods for increasing early identification of students requiring adjustments and assessments, particularly due to the extensive wait times and costs for external assessments.

## **Whole School Wellbeing**

The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement as outlined below, in addition to growth in student learning, as reported in Strategic Direction 1.

Positive Behaviour for Learning (PBL) remained the framework to support whole school wellbeing in 2023. The focus was further refinement of Tier 2 and 3 level strategies to support classrooms and individual students.

This involved the PBL team continuing to work with an external coach to plan activities and provide ongoing feedback to ensure PBL buy in remained high and processes continued to be followed with fidelity.

As a result Fennell Bay PS has:

- Clearly documented Structured Play (SP) processes for Tier 2 and 3 students.
- Students are identified through Sentral data and LST for structured play to focus on social skill development.
- PBL team created new flowcharts for Structured play - a staff version and community version plus a explanation video via Dojo.
- Classroom Problem Solving (CPS) processes were refined in consultation with the PBL coach. The format of the CPS flowchart mirrors SP for ease of access and consistency.
- Check in check out (Cico) cards feature on both CPS and SP. Students and staff are familiar with the process.
- PBL team members ran structured play during break times, which included explicit teaching, structured games and support on playground. Structured play duty will move to include all teachers to increase collective efficacy.
- Staff survey to review Structured Play Process - is it effective, process is clearly outlined, data rule is fair, CHICO process is effective, decisions that are made are clearly communicated to staff.

## **Future Directions 2024**

Continue PBL practices, updates and inductions which are showing efficacy and are embedded into school practices.

Review current policies and procedures in line with wellbeing and behaviour, including the School Behaviour Support and Management Plan.

Whole school training in behaviour assessment, planning and support to run parallel to functional behaviour assessment.

Further increase the school-wide, collective responsibility for student learning and success with parents and carers.

## **Attendance Team**

The attendance team continued to implement effective practices from 2022. No new initiatives or strategies were implemented and the focus was to see if the systems were embedded and able to be maintained without being a strategic school plan focus.

The enablers included documented attendance procedures, team representation that allowed for personalised student and family support. The team included the Aboriginal Education Officer, Student Support Officer and Chaplain, Principal, Intervention Teacher/LaST, School Administration Officer and Home School Liaison Officer. Absences were reviewed by the SAO and Principal daily and concerns addressed immediately, with a deep dive fortnightly at the team meeting to identify patterns. Strategies were minuted and were allocated to the most suitable support person, based on relationship and need. This increased impact, in addition to accountability. Barriers that continue to show are parents and carers requiring support in the home environment and the need for external expertise.

Positively there is substantive evidence showing that the attendance processes are now part of school practice. There was a 6% increase in students attending over 90% of the time, with an 8% increase for Aboriginal students.

## **Future Directions 2024**

Increased efficacy through parents and the community working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Student Support Officer to lead whole school attendance promotion.

Personalised planning to improve attendance with a particular focus on family support and connections to external agencies. Liaise with CONNECT with a specific focus on any child with avoidance behaviours and anxiety. Consider transport options with school support.

The attendance goals for students continue to be informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored by the attendance team.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending to 90% or above by 8.2%.	<p><b>2022</b> - 50.31% At or above 90% - of the 49 enrolled Aboriginal students 44.89% were at or above 90%</p> <p><b>2023</b> - 56.09% At or above 90% - of the 61 enrolled Aboriginal students 52.45% are at or above 90%</p>
Increase the percentage of students reporting positive wellbeing (Expectations for Success, Advocacy and Sense of Belonging) by 4.5%.	<p><b>Wellbeing Target Progress (Scout)</b></p> <p>Overall growth of 5% from 2019 79% to 2023 84% - 3% from the lower bound of 87%.</p> <p><b>Advocacy at school</b> 2019 79%, 2021 90%, 2023 85% - 3% from the lower bound of 88%</p> <p><b>Expectations for success</b> 2019 88%, 2021 80% to 2023 90% - high at 90% although below the lower bound of 96%</p> <p><b>Sense of belonging</b> 2019 70%, 2021 63% to 2023 77% - above the lower bound of 76%</p>
School Self-Assessment of the School Excellence Framework (SEF) element of Wellbeing indicates an improvement from Delivering to Sustaining and Growing.	The External Validation panel report reflects that the school is at sustaining and growing and moving to excelling. Of note is that all teachers completed the SEF Self-assessment Survey and rated the school at excelling.

## Strategic Direction 3: Mentoring and Collaboration

### Purpose

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

### Initiatives

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

- Collaboration and professional dialogue
- Quality Teaching

### Resources allocated to this strategic direction

#### Professional learning

#### QTSS release

### Summary of progress

The school implemented explicit systems that facilitated professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers.

#### Collaboration, professional dialogue and quality teaching

The school leadership team and teachers collaborated to define the professional learning priorities for the school using research and evidence-based strategies to deliver sustained and measurable advancements in student learning. This resulted in the implementation of a series of Explicit Teaching Peer Observation and Feedback rounds, to improve classroom practice with the focus on uplifting meaningful and targeted collegial dialogue. A Professional Learning Cycle over a series of 6 x PL sessions, using the CESE What Works Best as an evidence-based foundation ensured all staff had a common understanding of the specifics of Explicit Teaching. 90% of classroom teachers engaged in lesson observations on Explicit Teaching. An extension to support and extend staff was the Middle Leadership Project. The 3-6 AP led a project focusing on formative assessment through the use of exit slips. This encompassed learning intentions, success criteria and student voice.

The inclusion of the Simon Breakspear Teaching Sprints framework in the Professional Learning Schedule has shown a positive shift in staff collaborative practices, as well as collective efficacy towards quality teaching. 100% of teaching staff surveyed identified that the Teaching Sprints format for Professional Learning encouraged them to "take more risks in their teaching practice". One teacher wrote, "As a beginning teacher sometimes it feels like anything out of routine is a risk. The teaching sprints encouraged me to reflect on my explicit instruction. I found it great to look at what others in the school have implemented and to use/adapt some of their strategies in my own classroom". When asked to discuss teacher perception of the value of time to share with others, another staff member wrote: "We need more time to share ideas and classroom practice. It was inspiring to get ideas from other teachers and see their work. "

The Co-Teaching Model was extended to include additional personnel to ensure time for implementation and increased capacity. The APC&I allocation increased to 2 x 1.0 FTE and the addition of an expert teacher for numeracy. This resulted in

- Student growth in standardised testing, positive trends in comparison with SSSG in Check In
- Positive value-add from NAPLAN analysis at sustaining and growing
- Student growth demonstrated in internal data sources (as per SD1)

Through the Network Guided Support Model teaching staff demonstrated and shared their expertise within their school and with other schools. All teachers developed contemporary content knowledge and were supported to deploy effective teaching strategies through this model. Positive impact was evidenced through student results (SD1 Numeracy).

Overall the impact on teaching practice was reflected in active teacher participation in coteaching, teaching sprints and peer teaching observations. In addition to the ongoing classroom implementation of best practice strategies.

### Future Directions 2024

The 'Fennell Bay Way' will be released T1 SDD and refined over 2024. This will provide a model of agreed practice in teaching and learning, which aims to increase consistency of practice and quality across all classrooms.

Professional learning will encompass high potential and gifted students (HPGE). HPGE will be highlighted throughout the 2024-27 School Improvement Plan.

Continue Breakspear Sprints - the structure of PREPARE SPRINT REVIEW has proven its effectiveness in High Impact Professional Learning (HIPL).

Continue peer observations linked to HIPL - feedback and reflective practice.

Executive team training in difficult conversations to improve practice, including revisiting the Knoster Model. Ensure PDP links are made for staff.

Co-teaching to continue with a focus on the use of scaffolds to facilitate difficult conversations on an agreed need and determining next steps. Ongoing data sharing and review in cohort meeting with the addition of document analysis and specific criteria.

**Progress towards achieving improvement measures**

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

Annual progress measure	Progress towards achievement
School Self-Assessment of the School Excellence Framework (SEF) element of Learning and Development indicates an improvement from Delivering to Sustaining and Growing.	The 2023 External Validation panel report and SEF Self assessment survey confirms that the school has achieved the annual progress measure and is at sustaining and growing.
School Self-Assessment of the School Excellence Framework (SEF) element of Effective Classroom Practice indicates an improvement from Delivering to Sustaining and Growing.	The 2023 External Validation panel report and SEF Self assessment survey reflects that the school remains at delivering and indicates improvement towards sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,047.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fennell Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Support Team</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classroom teachers worked with SLSOs to provide adjustments at the point of need and scaffolded support to enhance student wellbeing and learning. PLSPs reflected continued progress and attainment of goals for students receiving IFS.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing training of SLSOs to build capacity. Consider employment of a Inclusive Education trained teacher utilising IFS to enhance workforce capability.</p>
<p>Socio-economic background</p> <p>\$277,478.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fennell Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> <li>• Learning and Support Team</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support numeracy program implementation.</li> <li>• employment of additional staff to support personalised learning.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> SLSOs were allocated to each class. SLSOs were instrumental in implementing personalised strategies and creating an inclusive and positive school culture. SLSOs supported teachers with curriculum access and wellbeing supports. This ensured that all students requiring adjustments were supported. Based on the Nationally Consistent Collection of Data (NCCD), of the 144 mainstream students, 85 required adjustments for diagnosed or imputed disability. 27 students requiring substantial or extensive physical, social and/or learning adjustments and 3 extensive adjustments. Of note, only 6 students receive IFS due to difficulty in accessing external assessments for diagnosis. Postively, many students with a diagnosis achieve success through quality differentiated teacher practice and do not require IFS. The intervention teacher was instrumental in leading numeracy initiatives and supporting the AP C&amp;I with co teaching, including the Network Guided Support Model. Internal assessment using PAT Maths shows 75% growth for Yr 3, 69% growth for Yr 4, 52% growth for Yr 5 and 62% growth for Yr 6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> LST to refer students to the Child Deveelopment Team and link to NDIS Early Intervention providers at P-K transition with the expectation of a 2 year wait through public health.</p>

<p>Socio-economic background</p> <p>\$277,478.33</p>	<p>Support families link with services as a priority for long term supports and specialised support.</p> <p>Continue to link with Early Childhood centres for identification of students requiring early intervention.</p> <p>Ongoing funding for expert teachers and/or to boost APC&amp;I allocation to improve student outcomes and work collaboratively with staff.</p>
<p>Aboriginal background</p> <p>\$109,133.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fennell Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Support Team</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>68% of Aboriginal and Torres Strait Islander students indicated that either agreed or strongly agreed that their teachers have a good understanding of their culture.</p> <p>79% of Aboriginal and Torres Strait Islander students indicated that either agreed or strongly agreed that they feel good about their culture when they're at school.</p> <p>50 community members participated in Yarn up., an increase from 30 in 2022.</p> <p>Playground areas were renamed using Awabakal and Gathung Aboriginal language, in response to community consultation.</p> <p>Fennell Bay PS featured in the Secretary Report for Aboriginal Education 'I thought the way they combined on-Country training with our own professional learning modules was especially innovative' Murat Dizdar.</p> <p>Boomerang Mountain Bush was used as a bush school for kindergarten supported by the AEO and a nature based play space for playground breaks, staffed by an Aboriginal teacher and SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The Kooroorra Committee have established 4 new pillars of focus based on the success of 2023.:</p> <p>Extending the signage and visibility of Gathung and Awabakal language by using stair plates with language naming the environments you can see from that space.</p> <p>Extending multicultural visibility by working with the wider community to ensure all cultures are known, valued and respected.</p> <p>Creating an accessible schedule and approach to gathering data to monitor Aboriginal and Torres Strait Islander academic achievement, engagement with cultural activities and social/emotional wellbeing at school, using both internal and external data sources.</p> <p>Developing a bank of excursions for teachers to include significant local sites in their teaching practice.</p> <p>Extend Yarn Ups and school excursions into a community excursion to help families build connections between each other, the local area and the school. This would include Elders and Mankillikan Local 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 Fennell Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> SLSOs allocated to each classroom. EAL/D students had access to SLSO support making them more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> As EAL/D enrolments increased from 0.5% in 2020 to 7.9 % 2023. More students are at a lower level of proficiency in their English Language - beginning, emerging, developing or consolidating. Establish a core practice for supporting students learning English as an Additional Language or Dialect. Provide EAL/D Progression levelling PL to staff.</p>
<p>Low level adjustment for disability</p> <p>\$126,390.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Fennell Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement in personalised goals and tiered intervention for students with disability and additional learning needs. The school achieved a more consistent approach to student learning support and interventions particularly through collaborative learning activities in cohorts and through the co-teaching model. Goals were written and tracked for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure the potential of students with a disability or additional learning needs are considered across the four domains intellectual, creative, social-emotional and physical domains of potential, while explicitly identifying and addressing the learning needs of students. AP Support and Learning and Support Teacher (LaST) to oversee personalised support planning for students with a key focus on tracking growth and program differentiation.</p>
<p>Professional learning</p> <p>\$21,334.54</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fennell Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration and professional dialogue</li> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul>



Professional learning  \$21,334.54	<p><b>The allocation of this funding has resulted in the following impact:</b> In addition to the High Impact Professional Learning activities and it's impact outlined in Strategic Direction 3, teachers have participated in professional learning on curriculum implementation. This was presented by curriculum advisors with local network schools, allowing for shared expertise and collaborative practice. The allocation of this funding has resulted in increased capacity for K-2 teachers to implement the new syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue targeted professional learning in the form of mentoring, co-teaching and curriculum implementation for teachers of Yrs 3-6.</p>
QTSS release  \$35,155.30	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fennell Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are now embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the co-teaching model to support collaborative practice and quality teaching in Effective Classroom Practice.</p>
COVID ILSP  \$93,053.04	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group intervention for writing with expert teachers using explicit instruction was implemented throughout 2023. Assessments were developed by COVID ILSP Intervention team. Writing samples were created and marking done collaboratively, as a cohort, to maintain consistency.</p> <p>57% of year 5 students showed growth of 2 or more progression indicators in the Creating Texts sub element of Vocabulary.</p> <p>33% of year 5 students showed growth of 4 or more progression indicators in the Creating Texts sub element of Vocabulary.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward, sharing best practices, and collaborating with teachers, exchanging effective instructional approaches to contribute to further improvements in writing skills.</p>
AP Curriculum & Instruction	Assistant Principals, Curriculum and Instruction support strong instructional

<p>\$186,105.60</p>	<p>leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Small group intervention focusing on reading and writing at point of individual student need in collaboration with classroom teachers.</li> <li>• Co-Teaching cycles implemented across cohorts targeting explicit instruction in writing.</li> <li>• Individual Student Goals developed in consultation with classroom teachers and students, based on writing sample outcomes to improve areas of need.</li> <li>• Professional Learning</li> </ul> <p>3-6 cohort staff included DOE Vocabulary Blended Learning. Breakspear sprints across the year to engage with new syllabus Micro learning new syllabus</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The data indicates an upward trend in both vocabulary skills among students in years 3-6. This suggests that the intervention measures have had a positive impact on these specific writing skills. In terms of vocabulary, 77% of year 3-6 students have progressed 1 or more points on the FBPS Writing Rubric. This implies that a significant amount of students have shown improvement in their vocabulary skills. Student and teacher feedback in regard to co teaching was positive.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward, sharing best practices and collaborating with teachers to exchange effective instructional approaches will contribute to further improvements in student writing skills. The effectiveness of these measures will continue to be evaluated over time through subsequent NAPLAN assessments and internal forms of ongoing evaluation.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	88	87	90	91
Girls	89	77	69	69

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	82.1	90.0	78.9	87.8
1	84.9	85.4	86.0	86.4
2	81.2	86.9	85.4	88.1
3	83.7	89.0	82.9	88.6
4	83.3	88.2	87.8	84.9
5	80.0	88.4	85.6	89.5
6	82.5	87.4	83.9	85.5
All Years	82.4	87.9	84.5	87.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

### Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	8.24
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.92

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	262,536.58
<b>Revenue</b>	3,829,074.20
Appropriation	3,794,384.43
Sale of Goods and Services	11,390.65
Grants and contributions	19,374.53
Investment income	3,824.59
Other revenue	100.00
<b>Expenses</b>	-3,936,350.22
Employee related	-3,648,470.43
Operating expenses	-287,879.79
<b>Surplus / deficit for the year</b>	-107,276.02
<b>Closing Balance</b>	155,260.56

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	118,792
<b>Equity Total</b>	515,402
Equity - Aboriginal	109,133
Equity - Socio-economic	277,478
Equity - Language	2,400
Equity - Disability	126,390
<b>Base Total</b>	2,047,357
Base - Per Capita	47,648
Base - Location	0
Base - Other	1,999,709
<b>Other Total</b>	693,591
<b>Grand Total</b>	3,375,141

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

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me TTFM 2023

### Parents

- Parents feel welcome at Fennell Bay Public School with a ranking 8.8/10 placing Fennell Bay Public school in the top 10 % of schools in the state of NSW. There has been a 2% increase from Parent survey TTFM 2022 data.
- Parents have indicated the school supports positive behaviour with 9/10 parents indicating their child understands the PBL expectations.
- Parents believe that Fennell Bay Public School is an inclusive school with a score of 8.4/10 ranking Fennell Bay Public school in the top 10% of schools in the state of NSW for this domain.
- 86% of parents surveyed indicated they would recommend Fennell Bay Public School to other parents.
- Parents indicated they believe their children are safe at school with satisfaction ranking of 8.5/10 placing Fennell Bay Public School in the top 10% of schools in the state of NSW for this domain.

### Teachers

- Teachers have indicated Fennell Bay Public School is inclusive with a score 3% above state average.
- Leadership has shown an increase of 6% from 2022 data and a score of 1% above state average.
- Teachers have indicated an increase of 2% above state average in Learning culture.
- Teachers have also indicated their teaching strategies have developed with a 3% increase. Fennell Bay's score is 3% above stage average.
- Teachers have identified Fennell Bay Public School as inclusive with a score of 3% above state average.
- Teachers have indicated parental involvement score is 6% above the state average.

### Students

- Students have identified an 8% increase in homework behaviors from 2023 TTFM Student Survey 1.
- Students have indicated a 9% increase in participation in school sports from 2023 TTFM Student Survey 1.
- Student participation in extracurricular activities has increased by 16% from 2023 TTFM Student Survey 1.
- Students believe Explicit Teaching Practices and Feedback has increased by 4 % from 2023 TTFM Student Survey 1.
- Students have indicated they have been a victim of bullying 5% below the stage average for NSW schools.

## Aboriginal Students 2021-2023 TTFM Data Trends

- Since 2021 to 2023 the school mean for Aboriginal status has increased 6%.
- There has been a 14% increase in Aboriginal and Torres Strait Islander girls enrolment. Male students have stabilised at 30% while girls have increased in years 4, 5 and 6.
- There has been a 13% increase in students indicating they feel good about their culture.
- Students indicated Teachers have a good understanding of culture with 88% responding.

## Parent Future Planning Survey

The FBPS Parent survey was conducted in Term 4 and was used to supplement the TTFM, as well as gather specific data to inform the focus of the Strategic Planning cycle. It was conducted via Microsoft Forms using the Classdojo communication platform.

91% of parents and carers identified Literacy and Numeracy as an important aspect of their child's education, with both Innovative Teaching and Learning Practices and Wellbeing, ranking second highest, both scoring 83%. STEM and Technology was then ranked third, with 75% of parents and carers selecting this educational focus. Almost all parents and carers would like to see a greater number of extracurricular activities included in their child's schooling.

Parents and carers were mostly satisfied with communication between home and school, with the highest score given to communication about wellbeing (4.25 out of 5) and the lowest score given to communication about upcoming events and celebrating success (3.83 out of 5).

Overall feedback from parents and carers was positive with parents and carers identifying the school's strengths as being an inclusive and wellbeing-focused school, with supportive staff.

## Parent Feedback on Kindergarten Transition Program 2023

The 2023 Kindergarten Transition Program aimed to engage parents and carers early in the year to develop collaborative relationships to support a successful transition to school. This allowed school staff to identify students who may need additional support at this transition point and to work with families and external agencies where needed. A number of community events were offered throughout the year, including a Kinder Transition dinner for current and new Kindergarten families, a Kinder Transition playgroup in Term 2, 2x Parent Workshops, a Parent Information Session, an invitation to join the school community at a Whole School Assembly, where Kindergarten Transition students ("Little Sparkies") performed, and a Little Sparkies Graduation Ceremony. The Little Sparkies program also began earlier in the

year (mid Term 3) and the times were extended - 9:30am to 2:30pm - to encourage a greater attendance rate.

100% of parents/carers surveyed identified both the extended session times and the social and emotional readiness focus, as being the most beneficial aspects of the 2023 Kindergarten Transition to School program at Fennell Bay PS. Furthermore, 80% of parents and carers identified the use of the Schools as Community Centre (SaCC) as the setting for our Kindergarten Program as also being one of the most beneficial aspects of the program.

The highest ranking factor in successful transition to school, as identified by parents and carers, was social and emotional readiness. Most parents and carers (80%) stated that the 2023 Kindergarten Transition program was 'highly effective' in supporting a successful transition to school for their child.

Data collected from parent/carer engagement in the transition program demonstrated that our community are most likely to attend community events that are celebratory (the Transition Program Graduation ceremony and whole school assembly) or informal (the Kinder Transition dinner).

Kindergarten enrolments have seen a 200% increase from 2019 (2019 - 7 students, 2020 - 10 students, 2021 - 12 students, 2022 - 28 students, 2023 - 21 students.), reflecting the positive impact of targeted transition strategies.

### **Parent Survey - Book Week Celebrations**

To encourage a greater number of community members to provide feedback on our parent/teacher conferencing and academic reporting, an informal survey was collected during the school Book Week celebrations. Parents and carers were asked to put a sticker under the statement/s they agreed with: 'I am happy with student reports'; 'The language in the report is easy to understand'; 'I would like to have a conversation with my child's teacher at report time'; 'Student reports should include personalised goals for the next semester'.

The highest scoring statement related to the inclusion of personalised goals in student reports and the lowest scoring statement related to parent/teacher conferencing during reporting periods. Fennell Bay PS report format will be updated in 2024.

### **Student Voice**

Students in year 5 and 6 participated in a survey which explored student aspirations for the future and exposure to personal experiences in cultural and extracurricular activities within the community.

The aim of this survey was to identify gaps in extra-curricular learning opportunities for our senior students, providing a platform for students to identify and voice their aspirations.

In the past 12 months:

- 63% have not accessed a museum
- 44.4% have not accessed an art gallery
- 70.4% have not attended a library
- 70.4% have not played any team sports outside of school
- Only 14.8% of students are learning to play an instrument outside of school

Over 80% of students are able to identify a career they would like in the future.

Over 85% of students were able to identify a diverse range of aspirations they have for the future. These included:

- Travelling the world
- Attending university
- Becoming proficient in a hobby
- Learning to drive
- Playing a sport at a professional level

While the data highlights the need for students ongoing exposure to extra-curricular activities and cultural/learning spaces within the community, it has also shown that our students are engaged learners, who have a diverse range of hobbies, skills, and aspirations for the future. Art Immersion with the MAC Museum of Art and Culture | Yapang Gallery, Ricky's music program, Sydney and Canberra excursions are initiatives already taking place that address these domains. The implementation of Children's University will commence in 2024. A key focus will be increasing high expectations for students, staff and families, whilst also identifying students with high potential across the four HPGE domains. FBPS will continue to identify and develop opportunities for students to grow and achieve their goals, tailoring school-based initiatives to support and promote access to spaces in the community that inspire and engage our senior students.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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