

2023 Annual Report

Frank Partridge VC Public School



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Introduction

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

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

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Message from the principal

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

In 2023 our Strategic Directions were;

- Student Growth and Attainment
- Expert Teachers
- Community

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

We value a distributed leadership approach and our stage three students are considered as the leaders of our school; and, in partnership with staff, are empowered to set the tone for the rest of the school community. In 2023, FPVCPS continued to build teacher capacity in literacy and numeracy in the area of explicit teaching.

Our school staff are invested in the curriculum reform and over the last two years have spent a considerable amount of their professional learning and personal time learning about new pedagogical practices and new syllabus expectations so every student can enjoy their educational journey and be prepared and ready for their future.

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

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

Message from the school community

The Parents and Community group believes that our role is to support our school and to foster community. In 2023 we fulfilled this role through a variety of events and activities that worked together with the School Representative Council.

The Parents and Community group planned several fundraising events to be able to support the purchase school upgrades including new play equipment and sports uniforms. The minor fundraising included the usual stalls, raffles and

school discos. Our major fundraising even was a school Colour Run that was able to raise a significant amount for the school and drawing in a large amount of community to enjoy the day.

The Parents and Community group welcomed a new canteen manager in 2023. The canteen provides a vital service to our school community and we are proud that we can offer a wide canteen menu 5 days a week. We thank the many volunteers and families who support the work that we do to continue to improve the school experience for all.

Reanna James

Parent and Communities President

Message from the students

The highlights of 2023 were definitely;

- NAIDOC Day,
- the slides now we have quick transport around the school; and,
- the Ninja Course so we can have fun while we are playing and learning.

While we love our school, we love that we can go on excursions too! Every stage gets to go on one. We also love that all stage three kids are considered as the leaders of the school, we have an important job in keeping the school a happy place and helping others when in need.

Thank you for reading from 6/5G

School vision

OUR BEST ALWAYS - Empowering future generations.

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

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

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

School context

Towards 2026

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Purpose

Students becoming clever together - Miindala

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

Initiatives

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

- Attendance
- Reading
- Numeracy

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Aboriginal background
English language proficiency
Low level adjustment for disability
Location
QTSS release
Per capita

Summary of progress

The FPVCPS students are always placed at the centre of every decision made at the school. Our staff are all experts in working with students' strengths, they also interact in a coaching and mentoring capacity during play and break times. They have high expectations of students, their parents and carers to ensure a safe and inclusive school environment and culture.

In 2023 Frank Partridge VC Public School (FPVCPS) had three areas of focus for Strategic Direction 1, attendance, reading and numeracy with excellence in leadership and resource allocation prioritized to enable academic growth for students at FPVCPS. Small class sizes were central to student improvement.

Attendance

All staff at Frank Partridge VC Public School recognise regular attendance at school is essential for student wellbeing and to achieve quality life outcomes. Every day staff work in partnership with students and their parents to promote the regular attendance for all students'. In 2023, the school engaged with a Regional Attendance improvement program facilitated by the Director of Educational Leadership, Mrs Sue Brown. The program strengthened school based data analysis resulting positive changes in practice. Changes included school staff actively monitoring attendance and followed up absences in a timely and appropriate manner. There was also engagement with the Home School Liaison Officer about roll marking with a focus on unexplained absences. An additional 0.2 teacher allocation enabled staff to be released to make phone calls to parents on a weekly basis. The Breakfast Club continued as a strategy and was supplemented by additional assistance from community volunteers. We did not reach the target for attendance. Reports of high levels of sickness impacted the school community throughout the year. As reported by the Centre for Education Statistics and Evaluation (CESE) (2022), effective teaching practices also positively impact attendance through student engagement and wellbeing (2022). Attendance has a direct correlation with Strategic Direction 2, the Expert Teaching Team. In 2024, attendance will remain a focus for improvement.

Reading

Our quality teaching focus included consolidating staff knowledge and skills gained during 2022 curriculum reform in the Accelerated Adopter School program with an extension to the 3-6 staff. K-2 staff consolidated practices using the new syllabus documents and focused on the use of decodable readers. Implementation of decodable readers was supported by the Soundwaves program initiated across K-6 classes since 2021. PM readers are still valued as a tool to teach students to master the competencies of highly successful literate children.

Students in years one to four identified as emerging readers were working with intervention teachers four times per

week. Intervention focused on the MiniLit program. MiniLit is informed by the findings of scientific research into how reading works and how it may best be taught (Minilit, 2011). It is also in accord with the recommendations of national reports into effective reading instruction that have emphasised the five key pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

We celebrated the success of achieving our target for reading with improvements in comparison to like schools. In 2024, will continue to consolidate our pedagogical practices and based on the new syllabus documents. We will also focus on high impact professional learning 3-6 in the area of reading processes as indicated in the 2023 data. The K-2 teachers plan to support their 3-6 colleagues to implement the new English and Mathematics syllabus documents.

In numeracy, the major areas of priority were the implementation of the new mathematics syllabus in K-2 and the implementation of Essential Assessment for students across years 1-6. The focus was on providing every child with solid foundations in the basics; priority learning focus on oral language skills, early reading and writing skills, and early mathematical knowledge and skills. Our K-2 staff consolidated knowledge and skills gained in 2022 from the Curriculum Reform Adopter School program.

All staff engaged in high impact professional learning with the new syllabus and curriculum reform from the professional learning gained from NESA with weekly meetings.

Students in K-2 had a focus on becoming confident, creative users and communicators of mathematics to enable all students to learn foundational skills for numeracy. There was also support for 3-6 teachers in syllabus implementation because of the release of the new Mathematics syllabus next year.

We celebrated the success of achieving our target for numeracy with improvements in comparison to like schools for Year 6. To further improve in 2024, our staff will consolidate pedagogical practices with a focus on explicit teaching and using data more effectively to inform progress. Staff will also be engaged in professional learning with the Maths Growth Team from Nambucca Heads High School.

References:

Centre for Education Statistics and Evaluation. (2022). Understanding attendance - A review of the drivers of school attendance and best practice approaches, NSW Department of Education, education.nsw.gov.au/cese. MultiLit. (2011). MiniLit early literacy intervention program. Sydney: MultiLit Pty Ltd

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System negotiated targets Attendance - The number of students who are attending school 90% of the time will increase from the baseline by at least 6%	The target for attendance was not reached for 2023. Our data indicated an improvement of 7% of students attending greater than 90% of the time from 2022.
Years 4 and 6 students within Frank Partridge VC Public School achieve expected, or above expected, annual growth in Reading as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (41.7) and State Averages (55.6).	The Year 4 cohort of students met and exceeded the target set by Statistically Similar School Groups for Reading in 2023 by 5%. The Year 6 cohort of students met and exceeded the target set by Statistically Similar School Groups for Reading in 2023 by 5%.
Years 4 and 6 students within Frank Partridge VC Public School achieve expected, or above expected, annual growth in Numeracy as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (44.1) and State Averages (59.6).	The Year 4 cohort of students did not meet the target set by Statistically Similar School Groups for Numeracy in 2023 by 2.8%. The Year 6 cohort of students met and exceeded the target set by Statistically Similar School Groups for Reading in 2023 by 6%.

Strategic Direction 2: Expert Teachers - Ngaalgan-Bawgaygal

Purpose

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

Initiatives

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

- Curriculum knowledge
- High Impact Professional Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction

Beginning teacher support

Professional learning

Aboriginal background

QTSS release

Summary of progress

In 2023, Frank Partridge VC Public School staff continued stage based professional learning teams and consolidated practices to co-plan and engage in weekly professional learning. Teacher release from face to face (RFF) time was stage-based with an additional 30 minutes to collaboratively engage with whole school professional learning.

Professional learning focused on a Case Management approach (Sharratt, 2019) to improve teaching and learning cycles. The Case Management approach to professional learning was shared with other schools across the Network further enhancing FPVCPS staff and staff from other DoE schools. In addition,

Semester one had a Professional Learning focus on the Science of Reading using Department of Education reading PL and guides. During RFF collaboration time, staff also reviewed and revised lesson plans. Ensuring that the content was sequenced as per the school scope and sequence and the teaching practices were effective and based on student progress and achievement data to inform lesson planning was a key to successful academic growth for students.

Fortnightly stage meetings and staff meetings and our staff development days were used to facilitate whole school professional learning opportunities to further build capacity of teachers.

The curriculum reform and understanding the new curriculum remained a focus. There continues to be significant improvement in staff understanding of the new curriculum and quality programming. In 2023, all staff collated their programs in a whole school OneNote document.

As we work towards our 2026 goals in the School Improvement Plan (SIP), next year we will continue with professional learning teams to continue to develop teaching programs and implement the curriculum reform. We will also extend professional learning to support staff from other schools where necessary.

The evidence in the element of 'Curriculum' in the School Excellence Framework Self-Assessment indicates improvement, as predicted, towards the area of excelling (School Excellence Framework, 2017). FPVCPS is committed to pursuing excellence and providing high-quality educational opportunities for all students in 2024.

References:

NSW Department of Education. (2017). School Excellence Framework. NSW Department of Education, [education.nsw.gov.au](https://www.education.nsw.gov.au)

Sharratt, Lyn D. (2019). CLARITY. Thousand Oaks, CA: Corwin Press.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	We were able to meet our target with 100% of teaching and learning programs created collaboratively and reflecting what students are expected to know, understand and do. They were also shared across the school in one document.
<p>100% of K-2 teachers will be consolidating using the new English and Mathematics syllabus documents. 100% of 3-6 teachers will plan and prepare to use new English and Mathematics syllabus documents. K-6 teachers will be investigating methods of increased student engagement.</p> <p>All K-6 teachers and SLSOs will review the new syllabus documents for Science and Technology, PDPHE, HSIE and Creative Arts.</p>	<p>100% of K-2 teaching programs indicated staff engaged with the new English and mathematics syllabus documents to collaboratively design and teach appropriate student content. 3-6 staff were also able to collaborate with the new K-2 syllabus documents preparing ahead of schedule for 2024. Student engagement will continue as a focus.</p> <p>All K-6 teachers and SLSOs will review the new syllabus documents when released, for Science and Technology, PDPHE, HSIE and Creative Arts for implementation to plan and prepare for teaching in 2025.</p>

Strategic Direction 3: Community - Girrwa-Ngaarra

Purpose

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

Initiatives

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

- Transitions
- Whole school community engagement

Resources allocated to this strategic direction

Integration funding support

Aboriginal background

Low level adjustment for disability

Location

Socio-economic background

QTSS release

Summary of progress

The Frank Partridge VC Public School team continued initiatives to ensure sustainable relationships with the local community. In 2023, community relationships were key to improving learning and wellbeing outcomes for students. It was also intended to assist students to understand their role in the broader community to positively impact their sense of belonging.

In 2023, there was a strong focus on including community as partners in students' educational journey. There were a number of school-based strategies that promoted partnerships including Muurabay and the Aboriginal Education Consolation Group, Cascade Environmental Centre, Community Elders, Pre-School and High School Partnerships and Local community experts. The initiatives resulted in more rigorous community engagement at all levels to support student learning and interest.

The Learning and Support process continued to be enhanced with students identified with a disability having a Personalised Learning and Support Plans that was regularly reviewed in consultation with parents and allied health workers. The National Disability Insurance Scheme (NDIS) is a major component of the work of the Learning and Support Team that included consolidating practices from allied health workers to support learning where appropriate.

The Playgroup continued as an early intervention strategy and was well attended by families and members of the community not already involved with the school. The pre-school and high school transition processes were enhanced.

The plan for a minimum of three staff members to succession plan and ensure continuity for the school community was a success and students were more able to be involved in extra-curricular activities. As we work towards our 2026 goals in the School Improvement Plan (SIP), next year we will consolidate and extend on practices established in 2023.

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
Progress in learning and achievement is celebrated with both formal and informal opportunities for families to meet school staff, build their understanding of our school and the diversity within our school community.	The school hosted more community based events, that were attended by a greater percentage of family and community members, than the previous year. The increase in opportunities and attendance by for families and community indicated improvement.
To improve in the areas that relate	Parents were presented with clear information on what and how well their

<p>directly to parent engagement as measured in the School Excellence Framework based on the school's Self-Assessment.</p> <p>* From the baseline of 'Delivering' to 'Sustaining and Growing' in the area of Parent Engagement.</p>	<p>children were learning and receive regular information in accessible formats about how to support their children's progress. The school encourages feedback on its reporting from parents.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$244,828.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Frank Partridge VC Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Transitions • Numeracy • 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 <p>The allocation of this funding has resulted in the following impact: Primarily school learning support officers were employed to support Personalised Learning and Support Plans developed with the student, parent, class teacher, and where appropriate regional staff and allied health teams. Students are calm, settled and supported and able to access curriculum. Students with IFS support all had high levels of attendance.</p> <p>After evaluation, the next steps to support our students will be: Continue to enhance current practices based on research.</p>
<p>Socio-economic background</p> <p>\$494,446.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Frank Partridge VC Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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 • Whole school community engagement • Attendance • 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 classroom and specialised fundamental movement skills and sporting program implementation. • providing students without economic support for educational materials, uniform, excursions, equipment and other educational items. <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support class program implementation has meant that we can keep class sizes low with a maximum number of 22 students in a class. We have provided students financial support for educational materials, uniform, equipment and other items has ensured that every child and family has access to food and educational resources including; uniforms, pencils, books, subsidised excursions. Resourcing to increase equitable access of resources and services has meant that we were able to purchase additional; technology equipment so student learning is comparable to metropolitan schools.</p> <p>After evaluation, the next steps to support our students will be: To maintain an appropriate level of support to students and families.</p>
<p>Aboriginal background</p> <p>\$269,475.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Frank Partridge VC Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$269,475.86</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"> • Curriculum knowledge • Transitions • Numeracy • Whole school community engagement • Attendance • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a teacher and school literacy resources to embed local language. • employment of additional staff to deliver personalised support for students. <p>The allocation of this funding has resulted in the following impact: The impact contributes to the culture of the school where high levels of wellbeing ensure all students are known, valued and cared for in a culturally safe and inclusive environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve current practices particularly in the area of Gumbaynggirr language.</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 Frank Partridge VC 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 • 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: Students have been at school for greater than 95% of the time as they felt success and high levels of belonging while at school.</p> <p>After evaluation, the next steps to support our students will be: To maintain an appropriate level of support to students and families.</p>
<p>Low level adjustment for disability</p> <p>\$176,337.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Frank Partridge VC Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Transitions • Numeracy • 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 • 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>Low level adjustment for disability</p> <p>\$176,337.08</p>	<p>The allocation of this funding has resulted in the following impact: Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. We are able to release teachers to work with specialised staff including; specialists DoE Staff, Speech therapists, Occupational Therapists, Diabetes Nurses and Psychologists to develop needs-based learning and support programs in collaboration with students, staff and parents to improve ability to engage with curriculum. Most students have been at school for greater than 95% of the time as they felt success and high levels of belonging while at school.</p> <p>After evaluation, the next steps to support our students will be: To maintain an appropriate level of individualised support through supplemented staffing to support students and families.</p>
<p>Location</p> <p>\$38,016.35</p>	<p>The location funding allocation is provided to Frank Partridge VC Public School to address school needs associated with remoteness and/or isolation.</p> <p>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"> • Transitions • Whole school community engagement • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Students were also more supported to attend excursions with the school heavily subsidizing all excursions.</p> <p>After evaluation, the next steps to support our students will be: Continue current practices to ensure all students are able to access excursions and extra curricular activities.</p>
<p>Professional learning</p> <p>\$29,319.95</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Frank Partridge VC Public School.</p> <p>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"> • Curriculum knowledge <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative stage based teacher release from face to face allocations. Fortnightly cycles of improvement based on data and staff and student need as indicated in Case Management professional learning and learning and support meetings. <p>The allocation of this funding has resulted in the following impact: Successful educational outcomes for students. Staff have a more consistent approach to curriculum and assessment implementation with stronger teaching practices.</p> <p>After evaluation, the next steps to support our students will be: Staff professional learning to continue in a coaching and mentoring capacity with the Principal, Assistant Principal, Curriculum and Instruction and staff with an area of expertise.</p>
<p>QTSS release</p> <p>\$52,318.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Frank Partridge VC Public School.</p>

<p>QTSS release</p> <p>\$52,318.66</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"> • High Impact Professional Learning • Whole school community engagement • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. • 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: Assistant Principals have worked with staff so that they are more confident with curriculum implementation, student engagement and class management.</p> <p>After evaluation, the next steps to support our students will be: Maintain level of support during curriculum implementation over the next 2 years and further develop their capacity to coach and mentor in the area of explicit teaching.</p>
<p>COVID ILSP</p> <p>\$143,274.19</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> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Increased academic success for students in the program.</p> <p>After evaluation, the next steps to support our students will be: New SLSO staff will be trained to deliver the MiniLit and Minimaths to enable in class support where necessary.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	129	114	122	108
Girls	99	100	105	95

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.8	84.0	82.8	85.8
1	87.5	84.1	81.3	86.3
2	86.4	83.7	81.6	84.8
3	90.9	83.1	81.9	86.3
4	83.6	87.2	76.8	81.3
5	89.7	82.4	83.3	86.5
6	85.5	88.2	81.3	86.6
All Years	87.2	84.8	81.4	85.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	9.77
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.52

*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	503,114.39
Revenue	4,770,752.85
Appropriation	4,719,770.34
Sale of Goods and Services	3,181.67
Grants and contributions	41,007.83
Investment income	6,693.01
Other revenue	100.00
Expenses	-4,763,717.02
Employee related	-3,785,160.79
Operating expenses	-978,556.23
Surplus / deficit for the year	7,035.83
Closing Balance	510,150.22

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	232,021
Equity Total	942,659
Equity - Aboriginal	269,476
Equity - Socio-economic	494,446
Equity - Language	2,400
Equity - Disability	176,337
Base Total	2,470,725
Base - Per Capita	63,108
Base - Location	38,016
Base - Other	2,369,601
Other Total	607,658
Grand Total	4,253,063

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. 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.

Students

Students in years 3-6 participated in a school based survey indicating both areas that improved in 2023 and areas to further develop in 2024. Students indicated having positive relationships across the school in different contexts with friends and teachers. Most students (98%) indicated there were always and mostly adults to help them to become a successful learner, they also indicated they had a positive relationship with their teacher (86%) and peers (98%).

There were two areas of improvement evident from a student perspective; trusting the adults with problems and learning at an appropriate level. The survey data indicated if a student has a problem at school only 97% of participating students indicated they had an adult to trust. While we know this percentage is high, staff are not comfortable as every child at the school is highly valued as an individual. Staff also acknowledged the new syllabus and pedagogical practices as new for students so there was not the same level of comfort, for some, as previous years.

Parents

Parent survey response is never high when a written or survey response is required. Parents were surveyed about reports and of the 18 responses, 100% of parents enjoyed reading their child's report, understand what their child is good at and an area to work on was to provide additional information about what their child will be learning next. While quantitative survey responses are never high, qualitative data through feedback, emails and stories from parents and community about their child's education is exceptional. Parental and extended family attendance at Whole School Assemblies, Special Days including NAIDOC, Easter Hat Parades, Breakfasts and Presentation Days is extremely high contributing to the support we feel on a daily basis from our families.

Teachers

Teachers are feeling supported and value the new curriculum implementation. We still have work to do with some of the aspects of using Microsoft OneNote as our programming software and training will continue in 2024 to address the need. Aboriginal Education is highly valued and staff have an excellent understanding of local Gumbaynggirr culture and feel they can confidently implement cross curricular perspectives.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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