

Frank Partridge VC Public School

Annual Report



2016



4581

Introduction

The Annual Report for **2016** 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 school 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.

Todd Potter

Principal

School contact details

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School background

School vision statement

Our vision is for students at Frank Partridge VC PS to engage in an individualised teaching and learning environment that supports them to reach their full potential academically, socially, emotionally and physically, allowing them to become successful, informed citizens within and beyond their community. As an Early Action for Success (EAFs) school an instructional leader has been appointed and additional resources have been allocated to enable the implementation of the interventions needed to achieve this goal.

This vision is supported through strong community school partnerships that recognise the value of education, culture and the development of the whole child in an ever-changing world.

Our staff will work as a cohesive, dedicated and enthusiastic team who use evidence based teaching strategies to support all learners academically and socially. They will model a love of learning, engaging in the latest professional development opportunities and delivering a diverse, relevant and individualised curriculum to the students.

Our school will be a learning community where all stakeholders have a voice, educational opportunities are valued and excellence is expected.

School context

Frank Partridge VC Public School is a P4 school located on the Mid North Coast of New South Wales at Nambucca Heads.

Student numbers fluctuate between 200 and 230 students each year. ATSI students make up approximately 40% of our school population and cultural activities have a strong presence throughout our school across all key learning areas.

The school consists of 2 straight Kindergarten classes and 9 stage based composite classes. We incorporate 3 support classes into our K–6 structures. There is a wonderful mix of beginning and experienced staff within our school who all demonstrate a sound knowledge of the curriculum and excellent student welfare and management strategies.

Classes are supported by an Aboriginal Education Officer, Aboriginal workers and School Learning Support Officers, School Guidance Officer and Learning and Support Teacher. Frank Partridge VC Public School is part of the Early Action for Success program and K–2 work closely with our Instructional Leader supporting this with a strong focus on literacy and numeracy.

We use various funding streams to maintain classes of less than 22 students K–6. This initiative is strongly valued by our whole school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated In the domain of Learning, the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching, the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of Professional Standards the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Leading, the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of Leadership the evidence presented indicates the school is operating at the Delivering stage– Management Practices and Processes the evidence presented indicates the school is operating at the Delivering stage.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engagement

Purpose

To create a dynamic learning environment that develops engaged, enthusiastic and effective learners who are empowered to become successful informed citizens. We will strive to continually develop a diverse and relevant curriculum to deeply engage all students. With engagement comes a love of learning and respect for what a high quality education can deliver us throughout life.

Overall summary of progress

Attendance rates are increasing and student surveys indicate a high level of social, institutional and intellectual engagement. The surveys also indicated a low level of disengagement. Our students rated their school higher than State averages for students in the areas of Quality Instruction, Teacher Student Relations, Learning Climates and Expectations For Success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are actively engaged in the development of their own learning goals	Training Complete. In class observations needed for certification. Smaller Kindergarten allowed for only 2 staff above allocation. Funding for 2017 allocated.	ALNF staff. 3 x SLSO release, 5 days at \$260 per day. \$3750.00 2 x CRT release, 5 days at \$400 per day. \$4000.00 2 CRT
100% of students have personal learning goals	70% of students have a PLASP identifying their learning goals. 100% of Indigenous students have a PLP with structured and programmed opportunities for student and family input.	Staffing.
Students can articulate their learning goals	L3 is implemented fully in all classrooms K–2. Student conferencing and programmed conferences are about half way through being implemented 3–6.	
Students are active participants in ongoing teacher conferences and are reflecting on own learning	NAPLAN interpretation and whole school planning sessions held on 3 occasions as a staff. Led by AP.	
70% PLASPs complete. 100% PLPs complete.		
Differentiated teaching and Learning occurs for all students, as evidenced in PLPs and all teacher programs.		
NAPLAN data is used to facilitate goal setting with every student to ensure response at point of need.		
Individual NAPLAN data in class sets ready for end of term when		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
classes are set.	<p>Training Complete. In class observations needed for certification. Smaller Kindergarten allowed for only 2 staff above allocation. Funding for 2017 allocated.</p> <p>70% of students have a PLASP identifying their learning goals. 100% of Indigenous students have a PLP with structured and programmed opportunities for student and family input.</p> <p>L3 is implemented fully in all classrooms K–2. Student conferencing and programmed conferences are about half way through being implemented 3–6.</p> <p>NAPLAN interpretation and whole school planning sessions held on 3 occasions as a staff. Led by AP.</p>	

Next Steps

As a result of the External Validation Process the School determined next steps are:

The school leadership team will work to ensure systems, structures and processes underpinning on-going school improvement are clearly articulated. eg: whole school wellbeing plan that includes clearly defined behaviour expectations, support systems and processes. Further developing timelines and milestones to ensure the effective implementation and monitoring of the school plan..

Within the Learning domain focus on moving from delivering to Sustaining and Growing within the Wellbeing strand. (School Excellence Framework.)

Strategic Direction 2

Community

Purpose

To engage our community in a relevant and effective manner that heightens the value of education and learning amongst all stakeholders. A strong and effective community school partnership will increase the understanding of the importance of education to our students and community

Overall summary of progress

Community involvement throughout 2016 involved an increase in home work return rates and an increase in participation rates for Personal Learning and Support Plans. Parents and carers were also more willing to support trips outside the school by providing transport and attending the activities. These included public speaking, sports, debating and Tournament of the minds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Improved attendance both full and partial for all students and various cohorts. Target of 95%.</p> <p>Whole school average of 92% after T1</p> <p>Whole school average at 96% end semester 1.</p> <p>100%attendance at Parent/carer/teacher planning meetings.</p> <p>School averaged about 75%. Massive increase on other years.</p> <p>100%ofstudents to have a PLP collaboratively developed between teacher, parent/carer and student.</p> <p>Indigenous students complete.</p> <p>Leadership survey based on Australian Professional Standards for Principal's by staff to indicate high level excellence in areas involving community engagement</p> <p>To be completed T4.</p>	<p>50% of students have a PLASP</p> <p>Hibiscus happenings. 7 x half page editorials.</p> <p>Term 3 Lessons completed.</p> <p>Training complete</p> <p>Average 65% return rate.</p> <p>Average 60% attendance across K–6</p>	<p>LAST Advertising costs. \$690 x 7</p> <p>Socio–economic background (\$4830.00)</p> <p>Coffs Harbour Language Nest.</p> <p>IL</p> <p>CRT</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>2 parents to complete Parents as Teacher Classroom Helper (PaTCH) training .</p> <p>2017 plans now.</p> <p>Organised 2 Go For Fun sessions in 2016 to try and increase parent comfort when entering school.</p> <p>85% Homework and Home reader return rates by end 2016.</p> <p>Community employed to create Mural of cultural significance.</p> <p>Currently around 75% at end semester 1. Massive increase from 2015 data.</p> <p>Staff and student welfare policies complete by end T2.</p> <p>Complete</p>	<p>50% of students have a PLASP</p> <p>Hibiscus happenings. 7 x half page editorials.</p> <p>Term 3 Lessons completed.</p> <p>Training complete</p> <p>Average 65% return rate.</p> <p>Average 60% attendance across K–6</p>	

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Within the Leading domain focus on moving from delivering to Sustaining and Growing within the Leadership strand. (School Excellence Framework.)

Within the Leading domain focus on moving from delivering to Sustaining and Growing within the Management Practices and Processes strand. (School Excellence Framework.)

Strategic Direction 3

Potential

Purpose

To further develop an educational environment that enables each individual student to reach their full potential academically, socially, emotionally and physically. Our school is determined to provide targeted educational experiences that will expose and unlock the potential of all students. Realisation of this potential will enable students to succeed, access opportunities and make choices in their lives that will benefit themselves, their families and their community.

Overall summary of progress

Student growth rates in NAPLAN are considerably higher than state averages in all aspects. The number of students assessed as being at risk through our Early Action For Success data collation has decreased by 50% in both the Literacy and Numeracy focus areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of staff participate in the peer modelling initiative and provide feedback on the program. All performance and Development plans for staff to indicate a focus on improving pedagogy based on feedback.</p> <p>PDP completed at end 2015. New format repeated T4 2016.</p> <p>Updated Instructional leader plans linking weekly meetings to improved pedagogy. Evidence of self-reflection by all staff and individually tailored PL opportunities.</p> <p>In place. Program due T4.</p> <p>100% of students have personal learning goals.</p> <p>PLAN data complete and updated every 5 weeks for 100% of students in Literacy and Numeracy.</p> <p>Complete.</p> <p>Students articulate their learning goals</p> <p>Regular, time tabled feedback sessions involving student, teacher, parent, carer and executive team.</p>	<p>PDP available for all staff on official proforma.</p> <p>100% of staff involved in the process and self directed the level and content of observation.</p> <p>Working through the framework. Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball, Debating, Public Speaking, Chess, singing, Brass Band and Rock Band.</p> <p>Every week minuted, edited by Principal, disseminated to staff and set up with responsibility, action and completion framework. Over 40% of students noted in meetings.</p> <p>No staff trained in TEN Room prepared and initial resource gathering complete</p>	<p>DoE framework</p> <p>IL.</p> <p>Staff</p> <p>CRT</p> <p>LAST</p> <p>IL</p> <p>Staffing.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
T1 and T4. T1 complete and well attended.	<p>PDP available for all staff on official proforma.</p> <p>100% of staff involved in the process and self directed the level and content of observation.</p> <p>Working through the framework. Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball, Debating, Public Speaking, Chess, singing, Brass Band and Rock Band.</p> <p>Every week minuted, edited by Principal, disseminated to staff and set up with responsibility, action and completion framework. Over 40% of students noted in meetings.</p> <p>No staff trained in TEN Room prepared and initial resource gathering complete</p>	

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Within the Teaching domain focus on moving from delivering to Sustaining and Growing within the Professional Standards strand. (School Excellence Framework.)

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	85.83% average.	CDEP 1.6 staffing 1.4 Indigenous SLSO employment
Low level adjustment for disability	PLASPs for 50% of students	LAST
Socio-economic background	50% of students had attendance above 90% 78% of students had attendance above 80%	3 above allocation staff

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	106	118	117	119
Girls	98	101	94	88

School enrolments declined at the beginning of the year due to a smaller Kindergarten intake. They steadily increased throughout the year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	94.3	88.8	88.2
1	89.8	91.5	91.5	90.1
2	95.3	89	90.4	91.5
3	90.1	91.2	86.7	88.9
4	92.1	93.2	94.1	90.5
5	86.5	91.7	90.7	92.7
6	90.4	91	94.2	92.7
All Years	91.1	91.6	91	90.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is managed through a whole school policy. An AP is the team leader and staff are refreshed on policy expectations at least once a term. Attendance issues are managed through our Learning Support Team. Analysis of the attendance data reveals that a high percentage of absences is delivered by a small percentage of students. The transient nature of some of our families also impacts on attendance data.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.89
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	6.12
Other Positions	0.4

*Full Time Equivalent

Our school employs 1 Indigenous class room teacher, 1 Aboriginal Education Officer and 4 indigenous School Learning Support Officers. Our General Assistant is also Indigenous. Only 2.8 of these positions are targeted indigenous positions.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Frank Partridge VC Public School staff in 2016. With the implementation of Quality Teaching training across all grades being the single largest indicator of student success, this was a focus area for us.

6 staff were trained in L3 and all staff were in serviced on the L3 model. 1 staff member was trained in Reading Recovery. Staff also undertook registered training in LMBR, special education, CPR, Anaphylaxis and First Aide. 6 staff gained certification through the Australian Literacy and Numeracy Foundation.

2 staff achieved accreditation.

Whole school Professional Learning framework was implemented.

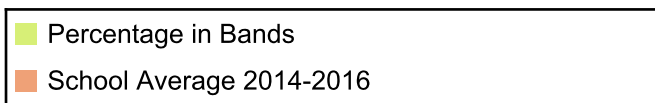
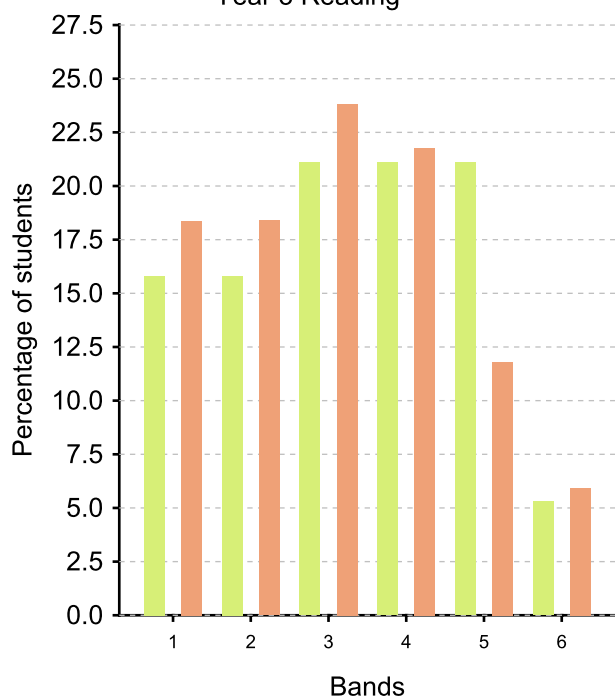
School performance

NAPLAN

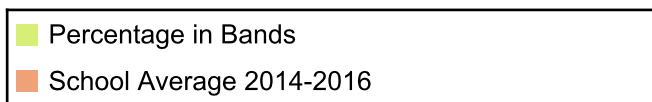
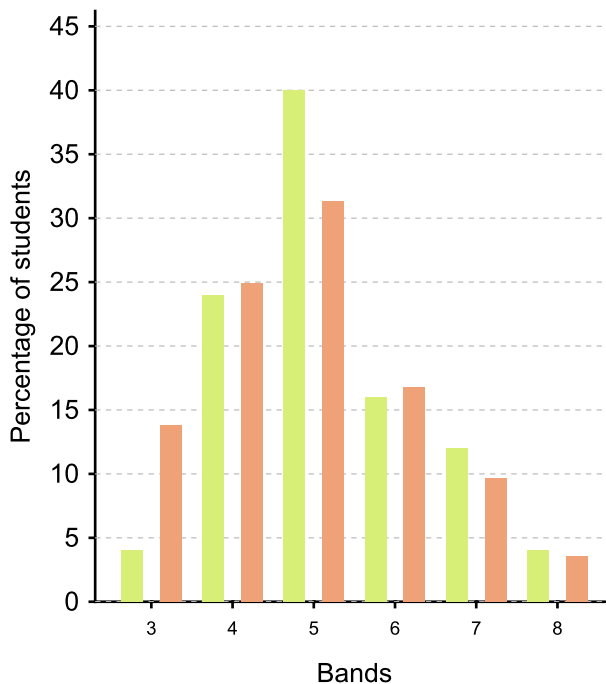
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The most pleasing aspect of our 2016 NAPLAN results is the rate of growth in our students both from Year 3 to Year 5 and as Year 3 and Year 5 cohorts. In all aspects of the NAPLAN testing, our students are improving at a rate higher than the state or like school average.

Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Reading



Our Year 3 Reading results are the highest they have been since pre 2012. Our Year 5 Reading results are the highest they have been since 2013.

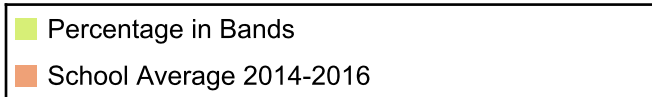
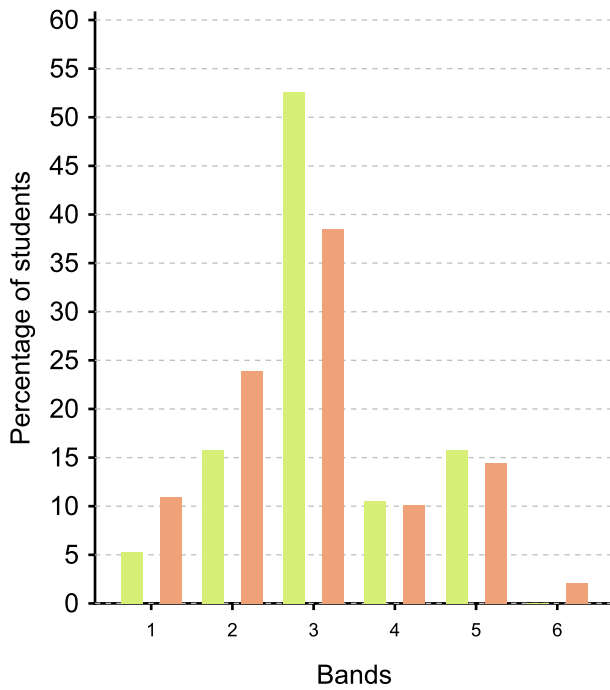
Over the past 3 years we have averaged 20% of our Year 3 students performing in the 2 lowest bands. In 2016 we reduced this number to 15%

Over the past 3 years we have averaged 12% of our Year 3 students performing in the top 3 bands. In 2016 we increased this number to 16%

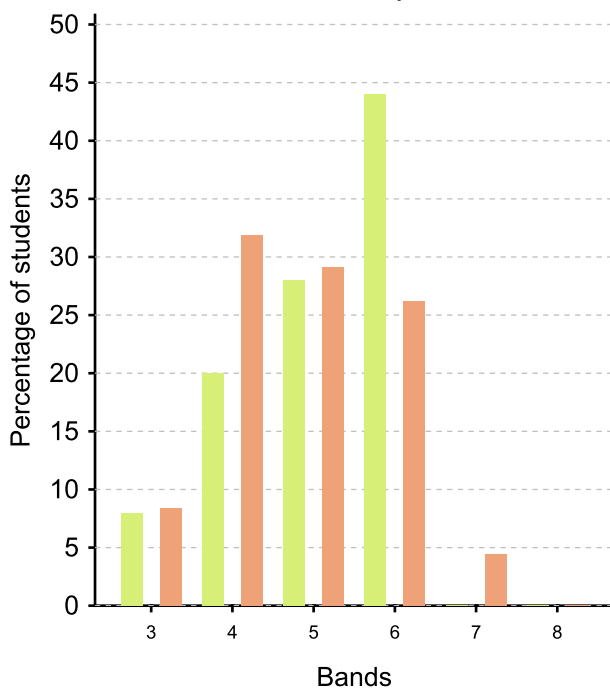
Over the past 3 years we have averaged 20% of our Year 5 students performing in the 2 lowest bands. In 2016 we reduced this number to 14%

Over the past 3 years we have averaged 9% of our Year 5 students performing in the top 3 bands. In 2016 we increased this number to 12%

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Year 3 and Year 5 Numeracy results are the highest they have been since pre 2012 and growth rates in students both as a cohort and from Year 3 to Year 5 are above State and like school averages. The number of Year 3 students performing in the bottom 2 bands has reduced by 7 and the number of Year 5 students performing in the bottom 2 bands has reduced by 6.

The number of Year 3 students performing in the top 2 bands has increased by 6 and the number of Year 5 students performing in Bands 4 and 5 has increased by 3.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Our indigenous students have experienced steady growth in Year 3 reading since 2014 and Year 3 Numeracy results are the second highest in the last 5 years.

Our Year 5 indigenous students experienced steady growth in their reading results and their Numeracy results are the highest they have been since 2012. They are also above the State indigenous average and the closest they have ever been to the overall state average. We are closing the gap. The average growth in Indigenous students from Year 3 to Year 5 is 81 percentage points. Our students achieved an average growth rate of 125.2 percentage points.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 Parents and carers were surveyed through Facebook and our Newsletter. Students from years 4, 5 and 6 were asked to provide insight into how they felt about their school, their learning and their education through the Tell Them From Me Survey.

Parents and Carers reported that smaller classes were extremely important to them. They felt that their child was catered for on a more individualised basis. Home work return rates are improving and this would suggest that the link between home and school and the value of learning is improving. Parent/Carer visibility around the school is increasing. Throughout 2016 we witnessed an increase in parents and carers feeling comfortable in and around the school in the mornings and afternoons, at special events and when consultation was needed with staff. Parent/Carer/Teacher meeting attendance rates increased from an average of 20% to 60%.

On average 97% of students reported that they value learning outcomes and 85% report that they feel a positive sense of belonging at school and enjoy positive relationships at school.

The number of students with positive home work behaviours is still below the state average but improving. On average 86% of students indicated that they are interested in learning at school and motivated to do their best. Survey results also indicated that 97% of both boys and girls are trying hard to achieve their best. This is in comparison to a state average of 88%.

Policy requirements

Aboriginal education

Throughout 2016 Aboriginal Languages were taught to all students K–6. A new tutor was sourced and a new funding stream accessed through the Language Nest in Coffs Harbour.

Our Aboriginal Education Committee met on a regular basis, delivering on a plan to deliver Cultural Awareness on a daily basis rather than through once of vehicles such as NAIDOC. Staff and students now wear culturally significant shirts each and every day both at school and within our community. Community members became key participants in a variety of school based activities ranging from sport to art. There is now a cultural flavour to our school that links strongly to learning and striving to achieve whilst acknowledging the depth and importance of indigenous culture to our community.

Staff attended local AECG, lands council and language meetings.

Special days of celebration were acknowledged through community events and the creating of culturally specific learning spaces within our school. These learning spaces create a safe and engaging environment for staff and students regardless of their cultural background.

The employment of indigenous educators continued with a real focus on their skill sets as well as their indigenous heritage. Funding sources are now created in the previous year to allow for continuity of programs and educator confidence.

Multicultural and anti-racism education

ARCO training was completed for 2 staff members and the procedures accessed both formally and informally throughout the year.

Multi-cultural units were completed across all grades.

Public Speaking competition focused on MultiCultural themes and involved all students.