

# Frank Partridge VC Public School Annual Report



2017



4581

## Introduction

The Annual Report for **2017** 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

Frank Partridge VC Public School

Centenary Pde

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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. 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.

Within the domain of Learning it was noted that attendance data is regularly analysed and is used to inform planned. Within this Learning Domain we are sustaining and Growing.

Within the domain of Teaching it was noted that explicit teaching is the main practice used within the school. Within this domain we are sustaining and growing.

Within the domain of Leading it was noted that the leadership team undertakes annual staff performance and development reviews for teaching and non teaching staff. Within this domain we are delivering.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## 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

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of learning in the theme of high expectations

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students are actively engaged in the development of their own learning goals</p> <p>100% of students have personal learning goals</p> <p>Students can articulate their learning goals</p> <p>Students are active participants in ongoing teacher conferences and are reflecting on own learning</p> <p>70% PLASPs complete. 100% PLPs complete.</p> <p>Differentiated teaching and Learning occurs for all students, as evidenced in PLPs and all teacher programs.</p> <p>NAPLAN data is used to facilitate goal setting with every student to ensure response at point of need.</p> <p>Individual NAPLAN data in class sets ready for end of term when classes are set.</p>	<p>3.5 x CRT x 1 year x \$100,000.00 per staff.</p> <ul style="list-style-type: none"><li>• Socio-economic background (\$0.00)</li><li>• Low level adjustment for disability (\$0.00)</li><li>• Socio-economic background (\$7750.00)</li></ul>	<p>Staff employed fro 2018</p>

## Next Steps

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- All classes will display learning intentions and success criteria for all KLA's with learning dispositions visible for students and teachers to refer to as necessary to facilitate learning.

## 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

Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of learning in the theme of Attendance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>CRT release x 1 day by 11 staff.</p> <ul style="list-style-type: none"><li>• Socio-economic background (\$4950.00)</li></ul> <p>Staff. 20min extra RFF per fortnight x 11 CRT x 20 fortnights x \$20</p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$4400.00)</li></ul> <p>Advertising costs. \$690 x 7</p> <ul style="list-style-type: none"><li>• Socio-economic background (\$4830.00)</li></ul> <p>Coffs Harbour Language Nest. ILStaff meetings</p>	<p>Hibiscus happenings. 7 x half page editorials. Term 3 Lessons completed</p> <p>.9 parents or carers trained</p> <p>School policy reviewed.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Hibiscus happenings. 7 x half page editorials. Term 3 Lessons completed</p> <p>.9 parents or carers trained</p> <p>School policy reviewed.</p>

## Next Steps

Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.



## 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

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of curriculum in the theme of teaching and learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>T1 and T4. T1 complete and well</p>	<p>DoE framework IL. Staff CRT LAST Professional Learning. \$18000.00</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul> <p>Global \$6000.00</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<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.</p> <p>Over 40% of students noted in meetings. 100% of staff trained in TEN</p>

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## Next Steps

As a school we will ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

PLaSPs for every child developed and continually adjusted at point of need for every child.

Programs will reflect adjustments and differentiated learning for each child with data reflecting students point of need.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	CDEP 1.6 staffing 1.4 Indigenous SLSO employment • Aboriginal background loading (\$0.00)	Student survey indicates a higher than state average of feeling as though the school's curriculum both supports and challenges them.
<b>Low level adjustment for disability</b>	LAST	Decrease in K–2 students at risk EAFs data of more than 50% over past 3 years.
<b>Socio–economic background</b>	3 above allocation staff • Socio–economic background (\$0.00)	Student growth in NAPLAN across all areas higher than like school and State averages.  Whole school attendance at 92%. Higher when unavoidable absences are analysed.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	118	117	119	131
Girls	101	94	88	90

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	88.8	88.2	92.3
1	91.5	91.5	90.1	84.5
2	89	90.4	91.5	87.8
3	91.2	86.7	88.9	92.4
4	93.2	94.1	90.5	90
5	91.7	90.7	92.7	89.4
6	91	94.2	92.7	91.7
All Years	91.6	91	90.9	89.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance is monitored weekly and analysis is supported by Principal and AP. Systems are reinforced each month at communication meetings. In depth analysis of individual attendance patterns are completed in week 8 of each term.

Actions for each individual child are noted as Monitor, school contact or HSLO referral.

Less than 20% of students are attending below the state average.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.5
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.52
Other Positions	0

\*Full Time Equivalent

Frank Partridge VC Public school employs 5 indigenous members as part of our teaching and learning team.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All staff have access through their PDP to Professional learning that is aligned to the school plan and their PDP professional goals.

PL is managed through a whole school PL policy.

100% of staff had had PL opportunities throughout 2017.

All relevant teacher accreditations are complete.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>569,181</b>
Global funds	258,512
Tied funds	560,604
School & community sources	26,923
Interest	6,726
Trust receipts	17,389
Canteen	0
<b>Total Receipts</b>	<b>870,154</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	27,189
Excursions	28,287
Extracurricular dissections	22,774
Library	4,419
Training & Development	242
Tied Funds Payments	459,102
Short Term Relief	21,053
Administration & Office	34,545
Canteen Payments	0
Utilities	37,007
Maintenance	17,046
Trust Payments	16,184
Capital Programs	20,970
<b>Total Payments</b>	<b>688,817</b>
<b>Balance carried forward</b>	<b>750,518</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	787,017
Appropriation	756,412
Sale of Goods and Services	0
Grants and Contributions	30,345
Gain and Loss	0
Other Revenue	0
Investment Income	260
<b>Expenses</b>	-281,995
Recurrent Expenses	-281,995
Employee Related	-223,144
Operating Expenses	-58,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	505,021
<b>Balance Carried Forward</b>	505,021

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

FPVC has a finance committee consisting of executive, P&C president and SAM. Training in LMBR has been a focus for Principal and SAM during 2017.

Staffing makes up a high percentage of our expenditure. This expenditure is supported by staff and community through surveys and feedback opportunities. We intend to continue this focus in 2018.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	1,606,339
Base Per Capita	33,869
Base Location	30,323
Other Base	1,542,147
<b>Equity Total</b>	646,642
Equity Aboriginal	128,662
Equity Socio economic	364,311
Equity Language	0
Equity Disability	153,669
<b>Targeted Total</b>	620,181
<b>Other Total</b>	304,057
<b>Grand Total</b>	3,177,219

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

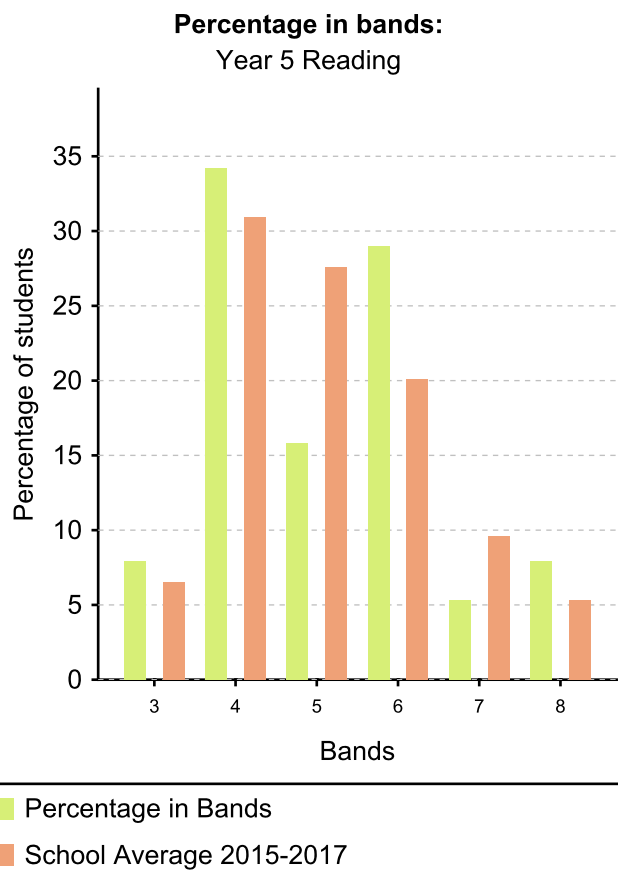
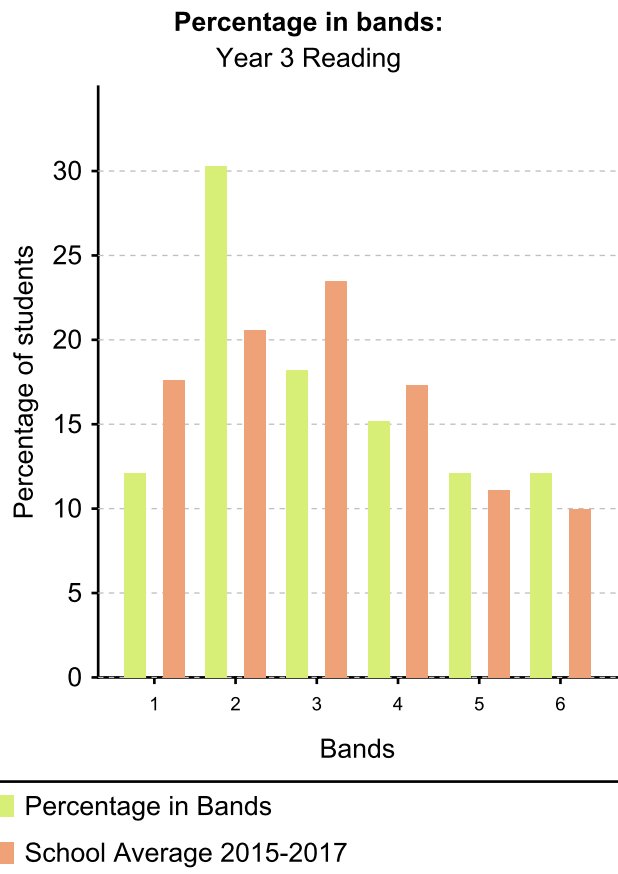
## School performance

### 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.

Average growth rates for FPVC students in Year 5 across all Key literacy areas are equal to or above the state average.

Continual improvement in whole school average results each year from 2014 in Year 3 writing.



Average growth rates for FPVC students in Year 5 across all Key Numeracy areas are equal to or above the state average.

Continual improvement in average school Numeracy results since 2015.

Continual improvement in average school Numeracy results for Year 5 since 2014.

23.1% of indigenous students in Band 6 for Year 5 Reading in 2017, compared to 0% in 2016.

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey results indicated high level of satisfaction from Parents, Carers and Students with the School Welfare Programs.

Newsletter Feedback indicated that small classes and quality teachers are extremely important to Parents and Carers.

## Policy requirements

### Aboriginal education

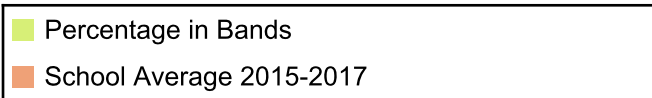
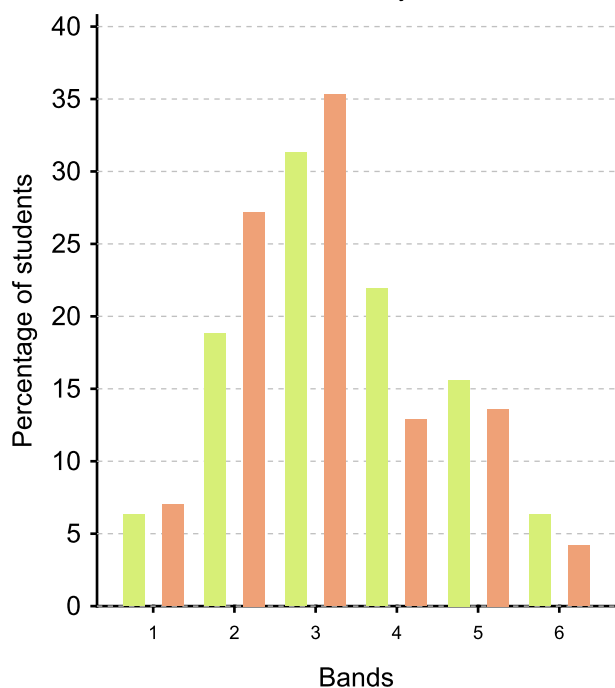
Indigenous Education is taught across all Key Learning Areas. Gumbaynggirr Language groups are taught in isolation and across all Key Learning Areas. Indigenous art is visible in the school as are the artists who create this work. Cultural importance is emphasised regularly in the school newsletter and through a variety of initiatives such as NAIDOC and other community events. Aboriginal Education planning meetings are held fortnightly and a committee consisting of AEO, CRT and community has been formed. Staff attend local AECG meetings.

### Multicultural and anti-racism education

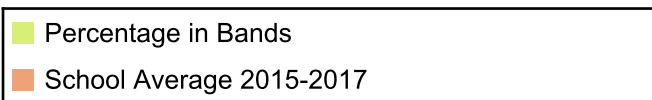
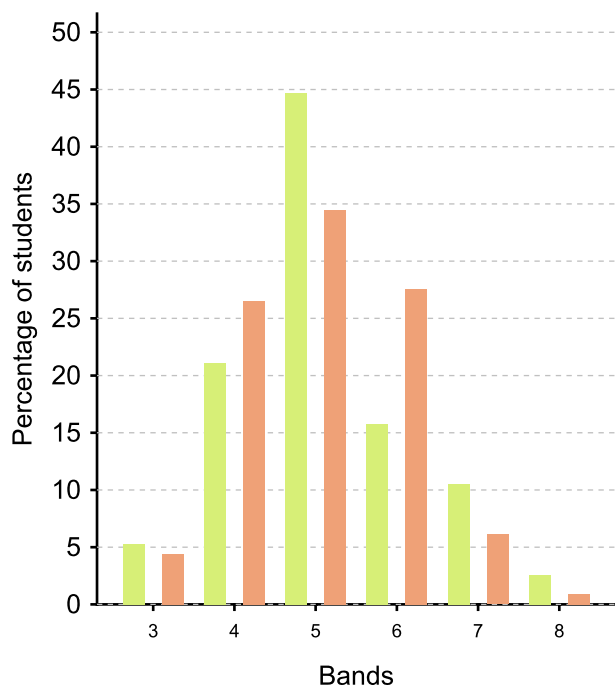
ARCO is fully trained and has conducted 2 minuted interventions in 2017.

Multicultural education is delivered across the curriculum and also through specific art and public speaking competitions.

Percentage in bands:  
Year 3 Numeracy



Percentage in bands:  
Year 5 Numeracy



22% of indigenous students were in the top 2 bands for reading in Year 3. Compared to an average of 7% over the previous 2 years.